



Freehold Borough Public Schools

School Health-Related Closure Plan

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Purpose:

- A. Based on guidance provided by the New Jersey Department of Education (NJDOE) in a Special Broadcast of March 5, 2020, public school districts were provided specific guidance regarding requirements for school closures for public health-related reasons. Further guidance contained in a Special Broadcast of May 5, 2020 required additional elaborating detail. This district operational plan has been prepared to plan and implement home instruction during such a closure.
- B. The immediate need for this plan is related to the current outbreak of 2019 Novel Coronavirus (COVID-19) and the possibility that schools may be asked to close preemptively or reactively due to the current outbreak. Current New Jersey Department of Health (NJDOH) guidance identifies school closure as a potential strategy to limit transmission within a community. This plan has been used in the current closure and will be the operational plan in any future closure.
- C. This plan is Freehold Borough's operational plan to provide home instruction in the event of a mandated closure growing from the March 5, 2020 requirement. This plan was submitted to the Monmouth County Executive Superintendent for review. Updates required as of May 5, 2020 have also been forward for to the County Office for review, and have been approved by the Board of Education.

Concept:

- A. In the event that the district is provided a written directive by either the NJDOH or the Health Officer of Freehold Borough to institute a public health-related closure, or any other authorized closure, the district has as an option to utilize home instruction to provide instructional services to enrolled students. This plan is based on the expectation that Freehold Borough would, in that circumstance, proceed with the provision of home instruction services. The district is guided by N.J.A.C. 6A:16-10.1 and N.J.A.C. 6A:16-10.2 (attached as addendums), as well as the district's home instruction policy.
- B. The district home instruction plan may include a host of modalities including direct services, online instruction, services provided through contract with another district board of education, or any other means developed to meet the needs of its students.
- C. It is understood that any day in which students impacted by a public health-related closure have access to home instruction services shall count as a day in which the board of education has provided public school facilities toward its compliance with the 180-day requirement in accordance with N.J.S.A. 18A:7F-9.

- D. The requested closure of school might be used as a non-pharmaceutical intervention to combat an emerging illness with pandemic potential. During such closures school may stay open for staff (if not ill) while students stay home.
- E. The planned services in this operational plan include equitable access to instruction for all students, including the provision of appropriate special education and related services for students with disabilities and the provision of school nutrition benefits or services for eligible students.
- F. Planning for home instruction for a public health related reason may occur for two totally different reasons. In one case there may be an outbreak in the school, which means school facility(ies) may not be available to support in-school instruction. In the other case, school closure is directed as a non-pharmaceutical intervention designed to prevent large and close gathering of students, but that other staff can be in the building. Elements of this operational plan may need to be adjusted depending on the underlying reason that the school or district has been directed to close.
- G. In the provision of home instruction for a public health-related closure, all planning elements will be organized with a clear focus on equity. Services will be arranged and provided so that educational opportunities are equitable and so that services support this goal.

Instruction

The Freehold Borough School District is prepared to provide continued academic instruction in the event that the district is directed to close for a long period of time due to health-related reasons. Continued instruction will take place through virtual learning. Virtual learning is a learning experience that is enhanced through utilizing computers and/or the internet to provide instruction in an online environment. This is helpful when access to school facilities become limited or unavailable. Staff and students will continue to follow their regular schedule to immerse and engage in virtual learning. This will bring the total hours for instruction to exceed the minimum hours required for Home Instruction as outlined in NJAC 6A:16-10.2. The following information provides additional guidance for the continued academic instruction.

I. Information for Staff

- a. All certificated staff (homeroom teachers, content area teachers, VAPA, coaches, resource teachers, ESL, basic skills/intervention, CST, nurses, related services) must utilize their Teacher Pages within their school's internet website. This will serve as the main hub for sharing updates, information, and directions for students and parents to complete schoolwork and assignments. Teacher Pages must include teacher's daily schedule, and where appropriate, information on how to reach out to Paraprofessionals.
- b. Staff will send home students' textbooks, workbooks, notebooks, and when possible work packets.
- c. Students in Grade 2 - 8 will be provided with a Chromebook, unless they opt to use their own device at home.
- d. All staff is expected to be virtually on standby following their regular schedule and ready to provide instruction, support, and answer questions.
- e. Grades PK-8 staff will communicate via Teacher Page and email. Grades 2 – 8 staff will also utilize Google Classroom to further communicate with students and parents and give specific directions and instructions for schoolwork.
- f. Students and parents should be able to access their Google Classroom through the Teacher Pages website. Each school's Technology Implementation Mentor (TIM) will provide support to ensure all staff is able to utilize their Teacher Page website. Building principals and administrators will ensure all their staff members comply with this mandate.

- g. Online resources will be accessed through Clever Portal. The Clever Portal link should be accessible through Teacher Page.

II. Information for Students and Parents

- a. District and school websites will serve as the main hub for sharing updates, information, and directions for students and parents to complete schoolwork and assignments.
- b. Teachers will send home students' textbooks, workbooks, notebooks, and/or work packets.
- c. All students are expected to be virtually on standby following their regular schedule and ready to receive instruction, support, ask questions, and interact with their teachers. Students and parents should consult with teachers if unable to participate in virtual learning following their regular schedule to discuss how to complete work assignments.
- d. All students are provided opportunities to bring home technology device and access to internet. Students in Grades 2 - 8 will bring home a Chromebook.
- e. Specific updates and information for instruction and schoolwork should be accessed through their Teacher's Page within the school's website.
- f. Students and parents can and should communicate with teachers via email and/or Google Classroom.
- g. Online resources will be accessed through Clever Portal. Information about Clever Portal is accessible through Teacher Page.

III. Instructional Plan

- a. Teachers and students will follow their regular schedule during virtual learning. That means ELA, Math, Science, Social Studies, and VAPA lessons are taking place during their normal scheduled times.
- b. Teacher Pages should be updated daily, and instructions/directions for virtual learning are organized by dates. Students and parents should be able to click on the "date", and then directed to the lessons for that day.

- c. Students can utilize their textbooks and workbooks with specific guidance from teachers.
- d. Students will utilize the online resources in Clever Portal with specific guidance from teachers. Online resources in Clever Portal are grade specific and new resources may be added.
- e. Grades PK – 1: Students in this grade band may not be fully developmentally competent in utilizing computers and technology to support virtual learning. Therefore, teachers and staff should plan to send students and parents with work packets, textbooks, and workbooks. Specific instructions and directions should be addressed to parents/guardian, explaining what schoolwork needs to be completed and what resources to use to support their children. Student login information for all online resources should be provided to parents/guardians. Teacher Pages should be utilized to outline and explain schoolwork and assignments. Staff should ensure that parents are able to get in touch with them when needed.
- f. Grades 2 – 8: Students in this grade band are fully competent in utilizing computers and technology to support virtual learning. Teacher Pages should include link to their Google Classroom, the main platform for virtual learning.

IV. Equitable Access to Instruction for All Students

The district will continue to provide equitable access to instruction by providing students the appropriate support they need to thrive academically in a virtual learning setting. This support is differentiated and individualized based on the specific needs of students.

- a. Struggling Students – Teachers and staff will provide more targeted support such as more frequent check-ins and additional instructions for reinforcement.
- b. Basic Skills and Intervention Students – Basic Skills and Intervention teachers will continue to pull out their students in a virtual learning setting following their regular schedule. Basic Skills and Intervention teachers will utilize their Teacher Pages to provide information for instruction and a link to Google Classroom. Google Classroom will be the platform for virtual learning.
- c. English Language Learners – ESL teachers will continue to pull out their students in a virtual learning setting following their regular schedule. ESL teachers will utilize their Teacher Pages to provide information for

instruction and a link to Google Classroom. Google Classroom will be the platform for virtual learning.

- d. Gifted and Talented – G&T teacher will continue to pull out students in a virtual learning setting following their regular schedule. G&T teacher will utilize Teacher Pages to provide information for instruction and a link to Google Classroom. Google Classroom will be the platform for virtual learning.
- e. Students with IEPs – Special Education teachers will continue to pull out and work with their students in a virtual learning setting following their regular schedule. Special Education teachers will utilize their Teacher Pages to provide information relative to students' IEP goals and objectives for instruction. When necessary, a link to Google Classroom will be provided. Google Classroom will be the platform for virtual learning.
- f. Students with 504s – Teachers will ensure that students with 504 plans are provided with appropriate accommodations for continued academic support in a virtual learning setting.
- g. Quarantined Students – Students quarantined to stay home while school is in operation will be provided with instruction through virtual learning setting. Students will be provided with technology devices and access to classwork through the Teacher Pages and Google Classroom.

V. Special Services

The Special Services Department will continue to provide educational programs and support services for students who have educational disabilities in the event that the district school facilities are directed to close due to health-related reasons. The Special Services Department website contains detailed information about the scope of services they provide.

- a. Related Services – These services include Counselling, Speech, Physical Therapy, and Occupational Therapy. Related services staff will prepare lesson plans and activities that will be sent home for students to complete under the guidance of their parents/guardian. Lessons will contain a variety of activities directly related to each student's IEP goals and objectives. Activities will focus on the specific related service that the student receives. Related Services staff members will ensure that parents and guardian have access and able to communicate with them while schools are closed for health-related reasons. All related services missed during closure will be assessed pending review of student participation, work completion, progress toward

IEP goals and objectives, and formative and summative assessment data collection. Appropriate compensatory educational services will be provided per each individual student's needs relative to their IEP.

- b. Child Study Team Services - All required CST meetings will be conducted via phone conference. Parents will be notified and invited to participate in the phone conference, in which information about students' educational plans will be communicated and discussed.
- c. Delivery of remote/virtual instruction to implement Individualized Education Plans (IEPs)
- d. Documentation of IEP implementation including the tracking of services, student progress as well as the provision of accommodations and modifications.
 - i. ALL teachers will ensure that ALL supports/modifications/ accommodations (for IEPs, 504's and Health Plans) that can be applied to remote/virtual instruction and learning are provided to the greatest extent possible, including the use of accessible materials and platforms. The Special Services Department [website](#) contains a detailed summary of the scope of services provided to all learners.
 - ii. Special Education teachers will continue to provide instructional supports and modifications, co-teach, pull out and work with their students in a virtual learning setting.
 - iii. Special Education teachers will utilize their Teacher Pages to provide information relative to students' IEP goals and objectives for instruction.
 - iv. Special Education teachers will utilize Google Classroom to provide instruction, supports and modifications relative to students' IEP goals and objectives for virtual learning.
 - v. Special Education teachers will reinforce concepts and skills relative to students' IEP goals and objectives and are encouraged to utilize all resources that are available to them virtually.
 - vi. Paraprofessionals will work with all teachers via Google Meets to collaborate on how to provide support virtually.
 - vii. For direct student support of instruction (1:1, 2:1 or shared)...paraprofessionals will provide the appropriate provisions

relative to students' IEP goals and objectives such as taking data, prompting the student(s), checking for understanding and pre-viewing assignments posted (on either Teacher Pages or Google Classroom) in advance to ensure students are supported both behaviorally and academically.

- viii. Related services (Counseling, Speech, Physical Therapy, and Occupational Therapy) will utilize their Teacher Pages to provide information relative to students' IEP goals and objectives for instruction.
- ix. Related services (Counseling, Speech, Physical Therapy, and Occupational Therapy) will utilize Google Classroom to provide teletherapy services, which include supports and modifications relative to students' IEP goals and objectives for virtual learning.
- x. Related services (Counseling, Speech, Physical Therapy, and Occupational Therapy) will continue to support "push in lessons" where appropriate during virtual lessons within the classroom setting. This service will support maintenance of skills upon return to school.
- xi. ALL teachers and related services staff members will ensure that parents and guardians have access and are able to communicate with them while schools are closed for health-related reasons.
- xii. All teachers and related services staff members will utilize IEP progress reports to document student progress toward their IEP goals and objectives.
- xiii. All teachers and related services staff members are expected to collect data targeted toward IEP goals and objectives in daily lessons via synchronous and asynchronous learning methods. Data collection will include, but is not limited to (daily attendance, participation, work completion, review of work products, progress toward IEP goals and objectives, formative and summative assessments as related to virtual learning)
- xiv. All teachers and related services staff members will continue to provide instructional supports and modifications in a virtual setting via Teacher Pages, Google Classroom and other available resources to reinforce skills and concepts as well as support and implement IEP goals and objectives.

- xv. Child Study Team members will conduct meetings with teachers and related services staff members to review IEP goals and objectives to ensure all supports and services are being provided per the IEP (to the greatest extent possible)
- xvi. Child Study Team members will collaborate with teachers, related services staff members and parents to review and revise IEPs, IEP goals and objectives as necessary during virtual learning and instruction.
- xvii. Child Study team members will effectively communicate with parents (through phone conferencing, emails and Google Meets) to provide the necessary supports and services afforded to all learners relative to their IEP, goals and objectives.
- xviii. Virtual IEP meetings, evaluation, and other meetings to identify, evaluate, and/or reevaluate students with disabilities.
- xix. All Child Study Team Services will be conducted via phone conference or through Google Meet. (CST members will obtain consent virtually).
- xx. Parents will be notified and invited to participate in the phone conference or Google Meet, in which information about students' educational plans will be communicated and discussed.
- xxi. Parents will be notified and invited to participate in the phone conference or Google Meet, in which information about students' identification, evaluation, and/or reevaluation plans will be communicated, agreed upon, signed off on and implemented to the greatest extent possible during the virtual learning time period.

The Special Services Department will reinforce the provision of instructional support, and all other necessary modifications and accommodations to implement the IEP (goals and objectives) to the greatest extent possible for all learners. To the extent possible, all staff members are to provide support, communication and collaboration efforts to parents so they will be able to transfer skills to the home environment.

VI. Documentation and Records

The district will compile documentation and records to support and ensure success of virtual learning setting.

- a. Teacher Pages – On a daily basis, the administrative team will look and review at Teacher Pages to ensure that virtual learning is taking place and offer support where needed. The daily updates on Teacher Pages will serve as documentation of instruction and activities covered during virtual learning.
- b. Student Work – Teachers and staff should collaborate as a team to determine what work to collect, when to collect the work, how to collect the work, and how to grade the work. This should be immediately shared with administration, students and parents.

VII. Rehearsing the Plan

This plan for virtual learning has been developed in close consultation with the Grade Level Team Leaders as well as each building Principal. The plan will be rehearsed with each grade level team leader and select staff members from Grades 6-8, Special Services, ESL, Basic Skills/Intervention, and G&T. Staff members will offer additional feedback to the administrative team upon rehearsal.

- a. Grades PK-2: Jacqueline Guarino, Jessica Korber, Shelley Howard, Jillian Lazaro
- b. Grades 3-5: Jenna Piccolomini, Julie Snedden, Diane Dispenza
- c. Grades 6-8: Jennifer Michal, Jacqueline Tur, Ann Fasano, Francisco Alberro
- d. Related Services: Jennifer Steinlight
- e. ESL: Elena Hagan
- f. Basic Skills/Intervention: Brigid Ippolito, Heidi Brache
- g. G&T: Kenneth Slavick

VIII. Support System for Staff

- a. Administration: All administrators will monitor and support all their respective staff members via email and/or phone call.
- b. Technology Implementation Mentors (TIMs): Building TIMs will support all staff with regards to their Teacher Pages and Google Classroom. They can be reached through email.

School	TIM
FLC	Jillian Lazaro
PAE	Joshua Goldberg
FIS	Jennifer Michal

- c. K-5 Grade Level Leaders, SpEd Leaders, and ESL/BL Leaders will help ensure communication and collaboration among staff in developing details of plan for instruction specific to their grade level and content area.
- d. Grades 6-8 teachers will continue to utilize their PLCs for continued communication and collaboration in developing details of plan for instruction specific to their grade level and content area.

IX. Virtual Learning Guidance:

Grade PreK - 1

Staff members in PreK – 1 provide students and parents with work packets, textbooks, and/or workbooks to support Virtual Learning. Teacher Pages (website) are utilized to outline and explain schoolwork and assignments, reflecting their full day (bell) schedule. Staff members ensure that parents are able to get in touch with them when needed through email and use of appropriate phone apps such as Class Dojo and Talking Points. Student login information for all online resources are provided to parents/guardians for those who have access to internet and technology devices. Through Teacher Pages, specific instructions and directions are addressed to parents/guardian explaining what schoolwork needs to be completed and what resources to use to support their children.

Grade 2 - 8

Staff members in Grades 2 - 8 follow their full day (bell) schedule and provide differentiated approach during virtual learning using synchronous and asynchronous learning. These varied approaches to virtual learning help in introducing and explicitly covering new topics and contents to students while giving them opportunities to complete their work independently.

1. Synchronous Learning

Synchronous learning involves the teacher and the entire class (students) engaging in instruction via a web conferencing tool. It creates a virtual classroom that allows students to ask questions and the teacher to answer them instantly. Teachers who implement synchronous learning allow students to participate and learn in real time and to involve in live discussions. Examples of synchronous learning include the following: video/web conferencing (Google Meet), live chat through Google Meet, and Google Classroom.

2. Asynchronous Learning

Asynchronous learning is a self-study and student-centered approach. The teacher and students are not involved in real time virtual interaction or discussion. The teacher may

post lectures, recorded videos/tutorials, assignments and classwork electronically for students to complete and submit on a set time. Students do the work on their own and at their own pace. In doing the work, students may seek teacher guidance through email, video conferencing, phone conferencing, and real time comments in Google applications. Examples of asynchronous learning include the following: pre-recorded videos/webinar, email, and Google Classroom discussion boards.

3. When to Use Synchronous and Asynchronous Learning

A combination of Synchronous and Asynchronous Learning will best support student success in a virtual learning setting. But understanding when to use each approach is the key.

When to Use Synchronous Learning

- Whole-class Discussion
 - Starting a new topic or content – This serves as the time for direct and explicit instruction. The teacher covers new topics and content with detailed explanations and examples. The entire class participates actively and should be engaged in virtual discussion.
 - Going over new assignments – The teacher provides detailed instructions on the assignments and work that the whole class is expected to complete. Students have the opportunity to ask questions and clarifications.
- Other uses: Morning Meetings and Class Meetings

When to Use Asynchronous Learning

- Small Group Work and Independent Work
 - Giving students time to complete work – After giving direct instruction and explicit directions on assignments, students complete the work on their own, or with their peers as assigned by teachers. But students know how to access and reach out to teachers when needed.
- One-on-one or Small Group Support
 - Individual or small group conferencing – The teacher should reach out to students who need additional support for one-on-one or small group instruction after whole-class discussion. The rest of the class is working on their own.

X. Measures of Student Learning (Grading)

The following guidelines provide information and procedures for grading students' work under Home Instruction during Mandated School Closure for 4th Marking Period. These include various assessments that are used to provide students with Report Cards grades

Grade Level	Report Card Grade Categories and Weights (Genesis Gradebook)	Report Card in Virtual Learning (VL) Setting
PreK	PreK GOLD Checkpoints are uploaded to Genesis - "Documents Folder"	Developing Checkpoint 3 (CP3) in VL Setting <ul style="list-style-type: none"> ● Knowledge, Skills, & Abilities will be developed through: <ul style="list-style-type: none"> - Parent Questionnaire/Survey will be used for Social-Emotional, Language, and Cognitive. - Online resources such as IXL will be used to assess Literacy and Mathematics.
Gr. K	Kindergarten Report Card	Grading for Report Card in VL Setting <ul style="list-style-type: none"> ● Mathematics/Language Arts/Science/Social Studies/Technology <ul style="list-style-type: none"> - Use Pass or Fail grade. <i>These will be added to "Progress Key"</i>. ● Personal Development/About Me <ul style="list-style-type: none"> - Use Not Graded (NG). <i>It will be added to "Progress Key"</i>.

<p>Gr. 1</p>	<p>Grade 1 Report Card</p>	<p>Grading for Report Card in VL Setting</p> <ul style="list-style-type: none"> ● Language Arts/Math/Social Studies/Related Arts <ul style="list-style-type: none"> - Use Pass or Fail grade. <i>These will be added to "Grading Key"</i>. ● Reading Behavior/Learning Behavior <ul style="list-style-type: none"> - Use Not Graded (NG).
<p>Gr. 2</p>	<p>Reading/Writing/Math</p> <ul style="list-style-type: none"> ● Test = 50% ● Quizzes = 30% ● Classwork = 15% ● Homework = 5% <p>Science/Social Studies</p> <ul style="list-style-type: none"> ● Test = 35% ● Quizzes = 30% ● Classwork = 25% ● Homework = 10% 	<p>Grading for Report Card in VL Setting</p> <p>Redefined categories to support Virtual Learning</p> <ul style="list-style-type: none"> ● Test = Test should be set up so students can use their books, notebooks, and other resources (ie: open-book test). Test should be longer than a quiz. ● Quiz = Quiz should be set up so students can use their books, notebooks, and other resources (ie: open-book quiz). Quiz should be short and quick. ● Classwork = Classwork will be the work that students are expected to complete and turn in as set up by the teacher (ie: daily, weekly, etc.) <p>Grading Students' Work</p> <ul style="list-style-type: none"> - Outstanding (O) = 87%-100%. Students complete work on time and with great accuracy - Satisfactory (S) = 70%-86%. Students complete work. The work is submitted late and may have errors. - Unsatisfactory (U) = 69% & <. Student do not complete work. <ul style="list-style-type: none"> ● Homework = This can stay the same prior to Virtual Learning.

Freehold Borough Public Schools - School Health-Related Closure Plan

K-2	Art/Music/World Language/PE	Follow the same grading system that K-2 homeroom teachers are using but adapt as needed to fit your content area (ie: Art may include projects/presentation, etc.)
K-2	<ul style="list-style-type: none"> · Special Education · Basic Skills · G&T · ESL* 	<p>Follow the same grading system that K-2 homeroom teachers are using but adapt as needed to fit your content area.</p> <p>*follow instructions provided by Ms. Zimmer</p>

Grade Level	Report Card Grade Categories and Weights (Genesis Gradebook)	Report Card in Virtual Learning (VL) Setting
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Gr. 3	<p>Reading/Writing/Math</p> <ul style="list-style-type: none">● Test = 50%● Quizzes = 30%● Classwork = 15%● Homework = 5% <p>Science/Social Studies</p> <ul style="list-style-type: none">● Test = 35%● Quizzes = 30%● Classwork = 25%● Homework = 10%	<p>Grading for Report Card in VL Setting</p> <p>Redefined categories to support Virtual Learning</p> <ul style="list-style-type: none">● Test = Test should be set up so students can use their books, notebooks, and other resources (ie: open-book test). Test should be longer than a quiz. Grading will remain in % form.● Quiz = Quiz should be set up so students can use their books, notebooks, and other resources (ie: open-book quiz). Quiz should be short and quick. Grading will remain in % form.● Classwork = Classwork will be the work that students are expected to complete and turn in as set up by the teacher (ie: daily, weekly, etc.) <p>Grading Students' Work</p> <ul style="list-style-type: none">- Outstanding (O) = 87%-100%. Students complete work on time and with great accuracy- Satisfactory (S) = 70%-86%. Students complete work. The work is submitted late and may have errors.- Unsatisfactory (U)= 69% & <. Student do not complete work <ul style="list-style-type: none">● Homework = This can stay the same prior to Virtual Learning.
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<p>Gr. 4</p>	<p>Reading/Writing/Math</p> <ul style="list-style-type: none"> ● Test = 40% ● Quizzes = 25% ● Classwork = 30% ● Homework = 5% <p>Science/Social Studies</p> <ul style="list-style-type: none"> ● Test = 35% ● Quizzes = 30% ● Classwork = 25% ● Homework = 10% 	<p>Grading for Report Card in VL Setting</p> <p>Redefined categories to support Virtual Learning</p> <ul style="list-style-type: none"> ● Test = Test should be set up so students can use their books, notebooks, and other resources (ie: open-book test). Test should be longer than a quiz. Grading will remain in % form. ● Quiz = Quiz should be set up so students can use their books, notebooks, and other resources (ie: open-book quiz). Quiz should be short and quick. Grading will remain in % form. ● Classwork = Classwork will be the work that students are expected to complete and turn in as set up by the teacher (ie: daily, weekly, etc.) <p>Grading Students' Work</p> <ul style="list-style-type: none"> - Outstanding (O) = 87%-100%. Students complete work on time and with great accuracy - Satisfactory (S) = 70%-86%. Students complete work. The work is submitted late and may have errors. - Unsatisfactory (U) = 69% & <. Student do not complete work <ul style="list-style-type: none"> ● Homework = This can stay the same prior to Virtual Learning.
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<p>Gr. 5</p>	<p>Reading/Writing/Math</p> <ul style="list-style-type: none"> ● Test = 40% ● Quizzes = 25% ● Classwork = 30% ● Homework = 5% <p>Science/Social Studies</p> <ul style="list-style-type: none"> ● Test = 35% ● Quizzes = 30% ● Classwork = 25% ● Homework = 10% 	<p>Grading for Report Card in VL Setting</p> <p>Redefined categories to support Virtual Learning</p> <ul style="list-style-type: none"> ● Test = Test should be set up so students can use their books, notebooks, and other resources (ie: open-book test). Test should be longer than a quiz. Grading will remain in % form. ● Quiz = Quiz should be set up so students can use their books, notebooks, and other resources (ie: open-book quiz). Quiz should be short and quick. Grading will remain in % form. ● Classwork = Classwork will be the work that students are expected to complete and turn in as set up by the teacher (ie: daily, weekly, etc.) <p>Grading Students' Work</p> <ul style="list-style-type: none"> - Outstanding (O) = 87%-100%. Students complete work on time and with great accuracy. - Satisfactory (S) = 70%-86% Students complete work. The work is submitted late and may have errors. - Unsatisfactory (U) = 69% & <. Student do not complete work. <ul style="list-style-type: none"> ● Homework = This can stay the same prior to Virtual Learning.
<p>Gr. 3-5</p>	<p>Art/Music/World Language/PE</p>	<p>Follow the same grading system that Gr. 3-5 homeroom teachers are using but adapt as needed to fit your content area (ie: Art may include projects/presentation, etc.)</p>

Gr. 3-5	<ul style="list-style-type: none"> ● · Special Education ● · Basic Skills ● · G&T ● · ESL* 	<p>Follow the same grading system that Gr. 3-5 homeroom teachers are using but adapt as needed to fit your content area.</p> <p>*follow instructions provided by Ms. Zimmer</p>
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Content Area	Grade 6 - 8 Report Card Grade Categories and Weights (Genesis Gradebook)	Report Card in Virtual Learning (VL) Setting
ELA	<ul style="list-style-type: none"> ● Writing - Drafting = 30% ● Writing - Publishing = 20% ● Reading - Classwork = 20% ● Reading - Homework= 10% ● Reading-Assessments = 20% 	<p>Grading for Report Card in VL Setting</p> <p>Redefined categories to support Virtual Learning</p> <ul style="list-style-type: none"> ● Writing-Drafting = This can stay the same prior to Virtual Learning. ● Writing-Publishing = This can stay the same prior to Virtual Learning. ● Reading-Classwork = Classwork will be the work that students are expected to complete and turn in as set up by the teacher (ie: daily, weekly, etc.) <p>Grading Students' Work:</p> <ul style="list-style-type: none"> - Outstanding (O) = 87%-100%. Students complete work on time and with great accuracy - Satisfactory (S) = 70%-86%. Students complete work. The work is submitted late and may have errors. - Unsatisfactory (U) = 65% & <. Student do not complete work <ul style="list-style-type: none"> ● Reading-Assessments = Assessments should be set up so students can use their books, notebooks, and other

resources (ie: open-book test). Grading will remain in % form.

- Reading-Homework = This can stay the same prior to Virtual Learning.

<p>Math</p>	<ul style="list-style-type: none"> ● Tests = 20% ● Classwork = 30% ● Quizzes = 50% 	<p>Grading for Report Card in VL Setting</p> <p>Redefined categories to support Virtual Learning</p> <ul style="list-style-type: none"> ● Test = Test should be set up so students can use their books, notebooks, and other resources (ie: open-book test). Test should be longer than a quiz. Grading will remain in % form. ● Classwork = Classwork will be the work that students are expected to complete and turn in as set up by the teacher (ie: daily, weekly, etc.) <p>Grading Students' Work:</p> <ul style="list-style-type: none"> - Outstanding (O) = 87%-100%. Students complete work on time and with great accuracy - Satisfactory (S) = 70%-86%. Students complete work. The work is submitted late and may have errors. - Unsatisfactory (U) = 65% & <. Student do not complete work <ul style="list-style-type: none"> ● Quiz = Quiz should be set up so students can use their books, notebooks, and other resources (ie: open-book quiz). Quiz should be short and quick. Grading will remain in % form.
<p>Science</p>	<ul style="list-style-type: none"> ● Homework = 100 points ● Labs = 100 points ● Classwork = 100 points ● Tests/Projects = 100 points 	<p>Grading for Report Card in VL Setting</p> <p>Redefined categories to support Virtual Learning</p> <ul style="list-style-type: none"> ● Homework = This can stay the same prior to Virtual Learning. ● Lab = Virtual Lab using online resources. ● Classwork = Classwork will be the work that students are expected to complete and turn in as set up by the teacher (ie: daily, weekly, etc.)

		<p>Grading Students' Work:</p> <ul style="list-style-type: none"> - Outstanding (O) = 87%-100%. Students complete work on time and with great accuracy - Satisfactory (S) = 70%-86%. Students complete work. The work is submitted late and may have errors. - Unsatisfactory (U) = 65% & <. Student do not complete work <ul style="list-style-type: none"> ● Tests/Projects = Tests should be set up so students can use their books, notebooks, and other resources (ie: open-book test). Test should be longer than a quiz. Projects will be setup and adapted for virtual setting.
<p>Social Studies</p>	<ul style="list-style-type: none"> ● Classwork = 20% ● Quizzes = 30% ● Test/Long Term Project = 50% 	<p>Grading for Report Card in VL Setting</p> <p>Redefined categories to support Virtual Learning</p> <ul style="list-style-type: none"> ● Classwork = Classwork will be the work that students are expected to complete and turn in as set up by the teacher (ie: daily, weekly, etc.) <p>Grading Students' Work:</p> <ul style="list-style-type: none"> - Outstanding (O) = 87%-100%. Students complete work on time and with great accuracy - Satisfactory (S) = 70%-86%. Students complete work. The work is submitted late and may have errors. - Unsatisfactory (U) = < 65%. Students do not complete work <ul style="list-style-type: none"> ● Quiz = Quiz should be set up so students can use their books, notebooks, and other resources (ie: open-book quiz). Quiz should be short and quick. Grading will remain the same (numeric).

		<ul style="list-style-type: none"> ● Test/Long Term Project = Test should be set up so students can use their books, notebooks, and other resources (ie: open-book test). Test should be longer than a quiz. Long-term project will given. Grading will remain the same (rubric to numeric).
Gr. 6-8	Art/Music/World Language/PE	Follow the same grading system that content teachers are using but adapt as needed to fit your content area (ie: Art may include projects/presentation, etc.)
Gr. 6-8	<ul style="list-style-type: none"> ● · Special Education ● · Basic Skills ● · G&T ● · ESL* 	<p>Follow the same grading system that content teachers are using but adapt as needed to fit your content area (ie: Art may include projects/presentation, etc.)</p> <p>*follow instructions provided by Ms. Zimmer</p>

XI. Bilingual/ESL Program

Teachers and students will continue to follow their schedule to allow for the continuity of ESL push in/pull out services via virtual instruction. The Bilingual/ESL department teachers in 2nd through 8th grade utilize Google Classrooms according to their schedules and groups. They also communicate via phone conferences and video conferencing. Kindergarten and first grade teachers create work packets that are sent home and instructions are posted on the teacher page along with additional online resources. They also communicate via phone conferences and video conferencing to ensure comprehension and completion of the work. At the middle school level, to provide additional support, homework help teacher contacts students for targeted support outside school hours.

All teachers utilize their teacher pages to communicate and inform their parents and students. Additionally, the district website has a translate feature the parents are able to use. Staff use online translation resources as well as district translators to translate instructions and/or materials for students. If needed students and parents are able to email teachers directly.

In addition to co teaching where feasible via Google classrooms, teachers use separate Google classrooms for each level of proficiency within a classroom. Teachers also

provide varied online resources for students and families. Instructional differentiation is based on student need and language proficiency level. Teachers differentiate instruction by provide scaffolded virtual instruction and instructional materials, allowing additional time to complete online assignments, and by scheduling individual student conferences. Students in 2nd through 8th grade are provided with Chromebooks and hotspots if needed. Technical support is readily available to troubleshoot technical issues as they arise.

To troubleshoot ELL access challenges, staff monitor student attendance, participation in Google classroom, and student submission of assignments. Follow-up via parent call or email enable staff to create a plan to meet the access challenge as warranted.

Technology

Home Survey:

To ascertain the status of home devices and home Internet, surveys are used to gather the data. See addendum (5) and (6).

Modes of Interaction:

The District is committed to providing the most effective and efficient means of communication to our students, parents & community. With the resources below, all stakeholders will have access to the most current information.

- District/School Website - Updated with most recent District news & information
- School Messenger - Parent telecommunication and email distribution
- Twitter - Superintendent communication
- Staff Email - All district employee communication
- Media outlets - Local Radio/TV stations to communicate school closings
- Teacher Pages (Grades PreK - Gr 8) - Teachers will post contact information and links to resources for parents/students.
- Google Classroom (Grades 2-8) - Teachers will utilize this platform to provide information directly to the students. They will post assignments and resources to support daily instruction.
- Google Applications/Google Drive - Teachers/Students have the ability to create and share documents with each other as a means to support instruction. Teachers will continue to upload lesson plans weekly to the District Google Lesson Plan folder for review.
- Clever Portal - Students will have access to all web based resources through the Clever Portal. The Clever Portal can be accessed on the District homepage.
- Google Meet - Teachers can provide live stream 1:1 instruction for students or an entire class up to 25 participants.
- Screencastify - Google extension that records what is on your screen so teachers can prepare recorded lessons for students.

Devices:

Students in grades 2- 8 who do not have a device at home to support instruction, will be provided a District Chromebook during the time they are on home instruction. Record of all devices that are loaned out to students will be kept with the Technology Dept. Upon receipt, each parent/student will initial the Chromebook Agreement in acknowledgement of their responsibility.

Teachers are provided a District laptop for instructional purposes. They will be responsible to have their laptop with them each day while instructing students through distance learning.

Internet Connectivity:

The District will provide a SmartSpot to students who do not have access to the internet at home. If there is more than 1 student in the household, the SmartSpot can be shared between students. The parent/student is responsible for the return of the SmartSpot with their Chromebook if they leave District or are no longer on Home Instruction.

Distribution of Devices/Equipment:

Classroom Distribution - The Technology Department will prepare all devices to be distributed by the homeroom teacher. Students who are in need of a device will be assigned a district chromebook & charger. Each student will be responsible for the chromebook as outlined in the Chromebook Agreement. ([See Addendum](#))

District Distribution - The Technology Department will prepare all devices to be distributed from the school Security Office in each school. Parent/Guardian will pick up the district assigned chromebook & charger. Each student will be responsible for the chromebook as outlined in the Chromebook Agreement. ([See Addendum](#))

Return of Devices/Equipment:

Classroom Collection - The Technology Department will facilitate the collection of district chromebooks during homeroom. Each student will be responsible to return assigned device/equipment to the homeroom teacher.

District Distribution - The Technology Department will facilitate the collection of district chromebooks through the school Security Office in each school. Parent/Guardian will drop off the assigned device/equipment for each student to the designee..

Support

Food Service:

The Board of Education in partnership with Pomptonian Food Service has put together a plan to ensure food items reach the Free and Reduced student population in the event the schools are closed and building access remains in effect. This plan is not mandatory, however, every effort will be made to implement this plan.

In addition, as authorized by the Families First Coronavirus Response Act signed into law on March 18, 2020, which covered Nutrition Assistance during a Public Health Emergency based on the outbreak of the coronavirus pandemic where public school students attending school would be eligible to receive assistance pursuant to a State Agency Plan approved by the Secretary of Agriculture. Eligible students would receive free or reduced price meals at school under the National School Lunch Act, but for the closure of school during a Public Health emergency designation due to COVID-19 outbreak, prevents access to these meals.

The COVID-19 Child Nutrition Response Act allows the Secretary of Agriculture to grant a waiver to allow non-congregate feeding, permitting food to be served outside the school setting with appropriate safety measures for COVID-19.

Summary of Tasks:

- Identification cards/ Master Eligibility Listing
- Menu Planning
- Purchase necessary items
- Assembly of bags
- Distribution Plan

Identification Cards/Master Eligibility Listing

Pomptonian can print a card for each student that is Free or Reduced that would give them access to a food pack from the school. This represents 1,300 students with FLC having 500 and PAE/FIS having 800. Each card contains student name and pin number.

Cards would be issued directly through the school to homerooms for distribution in envelopes marked: SPECIAL FOOD SERVICE PLAN/FOR USE IN SCHOOL CLOSURE.

A Master Eligibility Listing could be used as a backup in the event the parent does not have the school issued card.

The COVID-19 Child Nutrition Response Act granted a waiver to allow non-congregate feeding, permitting food to be served outside the school setting with appropriate safety measures for COVID-19. This waiver modifies our food service from the National School Lunch Program to

the Summer Food Service Program, which is an area-eligible program and does not require the presentation of the card.

Menu Planning

Pomptonian has developed a One Week Menu of non-perishable breakfast and lunch items that can be assembled in large plastic Ziploc bags. Each bag would contain two days of food supplies. Current planning calls for the menu to run five days and then be repeated for a total of ten days of food items distributed. Each meal is considered a FSP compliant meal, eligible for reimbursement. Meal items subject to availability and may result in last minute substitutions.

Distribution is Monday, Wednesday and Friday with two days worth of food on Monday and Wednesday and one day on Friday. Schedule is modified for holidays to best serve the students.

Purchase Necessary Items

Items both Food Related and implementation supplies will need to be ordered and delivered to the Park Ave Complex.

Food items need to be ordered in addition to the Ziploc bags for distribution from Food Service Vendors by Pomptonian.

Implementation supplies need to be ordered from Staples by the Board Office.

Assembly Of Bags

Once Food Service supplies are received, 2 day bags would be assembled in the PAE Cafeteria by Pomptonian staff. Food Service Staff are rotated between assembly and distribution in order to give staff hours and purpose in the process. In addition, district provides necessary protective gear and spacing to keep all food service staff safe.

Distribution Plan

Distribution would be every other day as packs contain two days of items on Monday and Wednesday and one day on Friday. Pick up is from 9am-12noon, Monday, Wednesday and Friday. Distribution is Monday (2 day pack), Wednesday(2 day pack), Friday(1 day pack).

Pick up remains at Park Ave. Complex door #24. Safety measures have been instituted by placing food packs in trunks of cars. Safety measures have been instituted for walk-ups by placing the bag on a table and then stepping back for distancing. Provisions have been made for Special Circumstances which require delivery to the home.

Modifications have been made by using a Tally Sheet as prescribed by the rules of the Summer Food Service Program. Distribution figures are conveyed to the Board Office for record keeping and Voucher requests mailed to the Summer Food Service Program.

See addendum 8 for menu

School Trips:

During school closure all school trips will be canceled. Even when school is in session, school trips will be closely evaluated for appropriateness pending the current public health situation.

21st Century Program:

The 21st Century Program will be closed if schools are closed. A close review of all outside trips will be made during heightened public health circumstances.

Nursing Services/Advance Practice Nurse:

If the school is closed all nursing services and services of the advance practice nurse will be suspended.

Facility Cleanliness:

The district shall regularly utilize disinfectant cleaners that are authorized for use in school buildings. During times of heightened period of illness, the facilities supervisor shall implement a focused cleaning program of all touch surfaces in the district including door hardware, bathroom fixtures, desktops, and any other areas which humans regularly have hand contact with over and above regular cleaning schedules. All custodial personnel shall be reminded that blood borne pathogens and bodily fluids should be handled according to the regulations that govern those substances.

In the event there was an infected person in the school building, custodial personnel shall not be responsible for the initial cleaning of those areas. The business administrator shall contract with a company that specializes in clean up and remediation for hazardous material events. Cleaning agents used to disinfect the school building after such an incident shall be in consultation with the health officer, and the building shall not be reentered until cleared to do so by the health officer.

Use of Facilities by Outside Organizations:

If school is closed to students, all facilities usage by the public will be cancelled. After a closure when school resumes, use of facilities by outside organizations may begin again at the discretion of the facilities supervisor and when it is operationally feasible to do so.

Payroll and Benefits:

If school is closed during a pay period, it is anticipated that contractual salary will still be paid. Timesheet and other extra duty paid may be delayed until such time school reopens and the payroll office has had a sufficient amount of time to process it. Both the payroll clerk and the

assistant business administrator shall maintain the capability to process contractual payroll from a remote location in the event the building is closed.

Staffing:

Staff will be notified of plan activation as described below in the section 'Activation'. If an infected or suspected infected person has been in a district facility the building will be closed to all staff until appropriate cleaning and clearance has taken place.

If the district is closed pursuant to general order of the health department solely for the reason of preventing mass assembly and no known outbreak is in the area, some or all district staff may be required to report if they are not ill and it is not in conflict with any law or policy. If closed for a local outbreak, staff will only be allowed to report into work while school is closed to students for a public health emergency with authorization in writing by the health officer.

During periods of closure where a "virtual school day" is ordered by the superintendent, staff will be expected to work from home and be available for virtual student/parent interaction and lesson planning and delivery during the hours of their regular school day. Essential personnel will be limited to custodians, security, administrators, clerical support for administration, instructional support for teachers, technology personnel and contracted food service workers.

Costs:

Costs over and above regular district operating costs shall be tracked in the event of a pandemic. The business administrator may issue emergency contracts pursuant to NJSA 18A:18A-7 for items necessary to secure the health and safety of the District. In the event of a pandemic it is unlikely that district insurance coverage will indemnify against costs or losses, however an insurance claim should still be immediately filed in the event that insurance coverage does apply. Emergency appropriations and acknowledgement of the emergency shall take place at the next Board of Education meeting.

Parent and Community Communication:

The District will employ a full array of communication modalities to pass information. This includes the District webpage, Superintendent Twitter, Email blasts, Letters from the Superintendent or Principals, and robotic telephone calls.

Activation:

This plan may be activated at any time by the Superintendent of Schools in consultation with the local health officer. For the home instruction plan to be activated a written order from the health officer or New Jersey Commissioner of Health indicating the closure of school for reasons of

maintaining public health is required. Upon activation of this plan the Superintendent of Schools shall notify the county superintendent of schools, board of education, borough administrator, police chief, and district administrators. District administrators will go about implementing the plan and making the appropriate notifications using the emergency closure notification communications chain.

Attendance/Promotion/Retention/Discipline:

Attendance is aligned to the district policy. Upon the official start of the Home Instruction days, the district will enter the home instruction code for all in district enrolled students. Students will be considered present unless they are known to be absent and not participating in home instruction.

A student's attendance will factor into promotion, retention, graduation, discipline and other decisions with the following adjustments as a result of virtual instruction.

In grades K-5, consideration of promotion, retention, will be a result of the RTI process and data collected before virtual instruction. Data collected after the start of virtual instruction will be included, but not used as a sole basis for retention.

In grades 6 -8 student promotion and eligibility for 8th grade graduation will be based initially on data collected before virtual learning. Data collected after the start of virtual instruction will be included, but not used as a sole basis for retention or ineligibility for 8th grade graduation.

Credit Recovery will be recommended for students in grades 6-8 who have not achieved a passing grade for the year or have demonstrated significant educational gaps as a result of virtual learning.

The district Code of Conduct remains in force generally, and particularly for behavior and internet use when applicable.

The district will follow up with a family when a student is not participating in online instruction and/or submitting assignments. Teachers report to administration when a student is participating in online instruction and/or submitting assignments. Teachers make the first contact with parents through email and or phone calls and share the information with administrators. The administration team will make a follow-up contact with parents of students who have not responded to teacher communication or participated in virtual instruction for multiple days. Police are notified and requested for a welfare check for any student/family that has not participated, logged in, or responded to administration.

Addendum 1

6A:16-10.1- Home or out-of-school instruction due to a temporary or chronic health condition

Date Created: May 2001

Date Edited: October 2015

- (a) The district board of education shall provide instructional services to an enrolled student, whether a general education student in kindergarten through grade 12 or special education student age three to 21, when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition or a need for treatment that precludes participation in their usual education setting, whether general education or special education.
1. To request home instruction due to a temporary or chronic health condition, the parent shall submit to the school district a request that includes a written determination from the student's physician documenting the projected need for confinement at the student's residence or other treatment setting for more than 10 consecutive school days or 20 cumulative school days during the school year.
 - i. The school district shall forward the written determination to the school physician, who shall verify the need for home instruction. The school physician may contact the student's physician to secure additional information concerning the student's diagnosis or need for treatment, and shall either verify the need for home instruction or shall provide to the district board of education reasons for denial.
 2. The school district shall notify the parent concerning the school physician's verification or reasons for denial within five school days after receipt of the written determination by the student's physician.
 3. The school district shall provide instructional services within five school days after receipt of the school physician's verification or, if verification is made prior to the student's confinement, during the first week of the student's confinement to the home or out-of-school setting.
- (b) The school district shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, through online services, including any needed equipment, or through contract with another district board of education, educational services commission, jointure commission, or approved clinic or agency for the following categories of students:

1. A student who resides within the area served by the district board of education and is enrolled in a public school program; or
 2. A student who is enrolled in a nonpublic school that is located within the area served by the district board of education pursuant to N.J.S.A. 18A:46A-1 et seq.
- (c) Home or out-of-school instruction shall meet the following minimum standards:
1. The school district shall establish a written plan for delivery of instruction to continue the student's academic progress and to maintain a record of delivery of instructional services and student progress.
 2. The teacher providing instruction shall be a certified teacher.
 3. The teacher shall provide instruction for the number of days and length of time sufficient to continue the student's academic progress and dependent upon the student's ability to participate.
 4. For a student with disabilities, the home instruction shall be consistent with the student's individualized education plan (IEP) to the extent appropriate and shall meet the Core Curriculum Content Standards. When the provision of home instruction will exceed 30 consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the student's IEP.
 5. For a student without disability, the home instruction shall meet the Core Curriculum Content Standards, and the requirements of the district board of education for promotion to the next grade level. When the provision of home instruction will exceed 60 calendar days, the school physician shall refer the student to the child study team for evaluation, pursuant to N.J.A.C. 6A:14.
- (d) During all periods of instruction delivered in a student's home, the student's parent or other adult who has been designated by the parent shall be present.

Addendum 2

6A:16-10.2- Home or out-of-school instruction for a general education student for reasons other than a temporary or chronic health condition

Date Created: May 2001

Date Edited: October 2015

- (a) The district board of education shall provide instructional services to an enrolled general education student at the student's home or other suitable out-of-school setting under the following conditions:
 - 1. The student is mandated by State law and rule for placement in an alternative education program, but placement is not immediately available;
 - 2. The student is placed on short- or long-term suspension from participation in the general education program; or
 - 3. A court order requires the student to receive instructional services in the home or other out-of-school setting.
- (b) The school district shall provide services no later than five school days after the student has left the general education program.
- (c) The school district in which a student resides shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, or through online services, including any needed equipment, or through contract with another board of education, educational services commission, jointure commission, or approved clinic or agency.
- (d) The services shall meet the following minimum standards:
 - 1. The school district shall establish a written plan for delivery of instruction and maintain a record of instructional services and student progress.
 - 2. The teacher providing instruction shall be a certified teacher.
 - 3. The teacher shall provide one-on-one instruction for no fewer than 10 hours per week on three separate days of the week and no fewer than 10 hours per week of additional guided-learning experiences that may include the use of technology to provide audio and visual connections to the student's classroom.

4. The instruction shall meet the Core Curriculum Content Standards and the district board of education's requirements for promotion and graduation.
- (e) During all periods of instruction delivered in the student's home, the student's parent or other adult who has been designated by the parent shall be present.

Addendum 3

District Policy 2412- HOME INSTRUCTION DUE TO HEALTH CONDITION (M)

Section: Program

Date Created: April 2009

Date Edited: April 2016

The Board of Education shall provide instructional services to an enrolled student, whether a general education student in Kindergarten through grade eight or special education student age three to twenty-one, when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition or a need for treatment that precludes participation in their usual education setting, whether general or special education.

A parent's request for home instruction shall include a written determination from the student's physician documenting the projected need for confinement at the student's residence or other treatment setting for more than ten consecutive school days or twenty cumulative school days during the school year. The written determination from the student's physician shall be forwarded to the school physician, who shall either verify the need for home instruction or provide reasons for denial. The parent shall be notified concerning the school physician's verification or reasons for denial within five school days after receipt of the written determination by the student's physician.

The school district shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, or through online services, including any needed equipment, or through contract with another district Board of Education, Educational Services Commission, Jointure Commission, or approved clinic or agency. The school district shall provide instructional services within five school days after receipt of the school physician's verification or, if verification is made prior to the student's confinement, during the first week of the student's confinement to the home or out-of-school setting.

The home or out-of-school instruction shall meet the minimum standards as required in N.J.A.C. 6A:16-10.1(c). The school district shall establish a written plan for delivery of instruction and maintain a record of delivery of instructional services and student progress. The teacher providing instruction shall be a certified teacher. The teacher shall provide instruction for the number of days and length of time sufficient to continue the student's academic progress and dependent upon the student's ability to participate.

For a student with disabilities, the home instruction shall be consistent with the student's Individualized Education Plan (IEP) to the extent appropriate, and shall meet the Core Curriculum Content Standards. When the provision for home instruction for a student with disabilities will exceed thirty consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the student's IEP.

For a student without disability, the home instruction shall meet the Core Curriculum Content Standards, and the requirements of the Board for promotion to the next grade level. When the provision for home instruction for a student without disability will exceed sixty calendar days, the school physician shall refer the student to the Child Study Team for evaluation, pursuant to N.J.A.C. 6A:14.

The Board reserves the right to withhold home instruction when the reason for the student's confinement is such as to expose a teacher to a health hazard or dangerous home situation; when a parent or other adult twenty-one years of age or older, who has been designated by the parent, is not present during the hours of instruction; or when the condition of the student is such as to preclude benefit from such instruction.

Students on home instruction will be accounted for on the attendance register as required by the Department of Education. The name of a student on home instruction will not be released at a public Board meeting or placed in a public record.

N.J.S.A. 18A:38-1 through 18A:38-25
N.J.A.C. 6A:14-4.8; 6A:14-4.9; 6A:16-10.1

Adopted: 06 April 2009
Revised: 19 July 2010
Revised: 25 April 2016

Addendum 4

District Policy 2481- HOME OR OUT-OF-SCHOOL INSTRUCTION FOR A GENERAL EDUCATION STUDENT FOR REASONS OTHER THAN A TEMPORARY OR CHRONIC HEALTH CONDITION (M)

Section: Program

Date Created: April 2009

Date Edited: April 2016

The Board of Education shall provide instructional services to an enrolled general education student at the student's home or other suitable out-of-school setting under the following conditions:

- A. The student is mandated by State law and rule for placement in an alternative education program, but placement is not immediately available;
- B. The student is placed on short-term or long-term suspension from participation in the general education program; or
- C. A court order requires the student receive instructional services in the home or other out-of-school setting.

The school district in which a student resides shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, or through online services, including any needed equipment, or through contract with another Board of Education, Educational Services Commission, Jointure Commission, or approved clinic or agency. The district shall provide services no later than five school days after the student has left the general education program.

The services to be provided shall meet the minimum standards as required in N.J.A.C. 6A:16-10.2(d).

The teacher(s) providing instruction shall be a certified teacher. The teacher shall provide one-on-one instruction for no fewer than ten hours per week on three separate days of the week and no fewer than ten hours per week of additional guided-learning experiences that may include the use of technology to provide audio and visual connections to the student's classroom.

The instruction shall meet the Core Curriculum Content Standards and the Board of Education's requirements for promotion and graduation.

If instruction is delivered in the student's home, a parent or other adult twenty-one years of age or older who has been designated by the parent shall be present during all periods of home instruction.

N.J.S.A. 18A:38-1 through 18A:38-25
N.J.A.C. 6A:16-10.2

Adopted: 06 April 2009
Revised: 19 July 2010
Revised: 25 April 2016

Addendum 5

Home Technology Survey

Freehold Borough School District Internet Access Student Survey/Encuesta de Estudiantes de Acceso a Internet

It is important to know, in the event the school district must close for a period of time or a student is put on home instruction, that our students will be able to access all instructional web based resources on the internet.

Please complete one form (both sides) for each student in your household. This form must be completed and returned to the homeroom teacher no later than March 16th. Thank you for your cooperation!

Es importante saber, en el caso de que el distrito escolar deba cerrar por un período de tiempo o que un estudiante reciba instrucción en el hogar, que nuestros estudiantes podrán acceder a todos los recursos de enseñanza basados en la web en Internet.

*** Por favor complete un formulario (al dos lados) para cada estudiante en su hogar. Este formulario debe completarse y devolverse al maestro de aula antes del 16 de marzo. ***
¡Gracias por su cooperación!

* Required

DUE BACK TO HOMEROOM TEACHER BY MARCH 16TH / DEBIDO AL MAESTRO DE HOMEROOM PARA EL 16 DE MARZO



Student's Full Name/Nombre completo del alumno *

Your answer

Student's Grade/Grado del alumno *

- Pre K
- Kindergarten
- Grade 1/Grado 1
- Grade 2/Grado 2
- Grade 3/Grado 3
- Grade 4/Grado 4
- Grade 5/Grado 5

Grade 6/Grado 6

Grade 7/Grado 7

Grade 8/Grado 8

Required

What is your child's access to the internet at home? Please select 1 response/¿Cuál es el acceso de su hijo a Internet en casa? Por favor seleccione 1 respuesta *

___ Access to the Internet at home, and a device available/Acceso a Internet en casa y un dispositivo disponible.

___ Access to the Internet at home, but no device other than a cell phone/Acceso a Internet en casa, pero solamente en un teléfono celular pero solamente en un teléfono celular

___ No access to the Internet at home/No hay acceso a Internet en su casa

Required

If you have more than 1 child in District, do you have a device for each child? Si tiene más de 1 niño en el Distrito, ¿tiene un dispositivo para cada niño? *

Yes/Sí

No

N/A

Addendum 6

Staff Technology Survey

Freehold Borough School District Internet Access Staff Survey

It is important for the district to know that you will be able to access your school email, as well as all the technology related resources in the event we must close schools for a period of time and you are required to provide instruction from home.

This form must be completed no later than March 16th. Thank you for your cooperation!

* Required

Staff Member Name: (First/Last Name) *

Your answer

What best describes your access to the internet at home? Please select 1 response *

- Access to the Internet at home, and a District provided device available
- Access to the Internet at home, but no device other than a smartphone
- No access to the Internet at home

Addendum 7

CHROMEBOOK DEVICE AGREEMENT 2019-2020

The Freehold Borough School District is committed to providing its students with the technology, tools and resources that enhance achievement for 21st century learners. As a recipient of this Chromebook, students and their parent(s)/guardian(s) agree to comply with the following rules and conditions for use and care of the device in addition to all other policies & regulations set forth by the Board of Education, including but not limited to, school property, computer hardware, software and the Internet.

1. Only apps related to the educational needs of the student may be loaded on the device. No apps should be installed or removed by the student. Requests for a new app installation must be submitted by a staff member, via Google form Technology Request, to the Director of IT and will be installed by the district IT Department, if approved.
2. Student must not leave the device unattended.
3. The device shall be used exclusively by the assigned student.
4. Do not remove or deface district or manufacturer labels on the device or add stickers or markings by any other means.
5. Student is required to bring the device to school on a daily basis with a full charge from home. Keeping the device powered off during charging at night and during transport to school as well as in between classes will help ensure battery life throughout the school day. In class use is always at the discretion of the teacher.
6. Student must transport the device in the provided case to/from school being careful not to place the device in between heavy books or handling the case roughly. In-school transport can be via the built in carry handle, but never with the screen in the opened position. Additionally, pencils, papers, or other materials shall not be closed under the lid at any time as this could damage the screen and/or keyboard and touchpad.
7. Any damage or technical problems must be immediately reported to the Technology Dept. techstaff@freeholdboro.k12.nj.us, so that a technical assessment, warranty check and repair/replacement process can be initiated.
8. If the device is stolen, the student/parent is required to submit an official police report and notify the Building Principal and/or IT Director or staff member, upon return to school, so the device can be disabled in our device management system by the IT Department. The Police Report must be submitted to the District.
9. Student must return device/equipment back to the district at the end of the designated period or upon being replaced/repaired or requested otherwise.
10. Upon graduation or leaving the district, the device/equipment is due back to the District no later than one day prior to the effective date of leave or as otherwise directed by the

school/district. The assigned below assumes all responsibility to pay for the cost of replacing the device if it is not returned for any reason.

Initial___ Parent/Student AGREE to the preceding terms and conditions regarding the device provided by the Freehold Borough School District for current school year and verify the student RECEIVED the device/equipment. I also acknowledge this agreement is in addition to the District Student Internet Use Agreement previously signed and is governed by Board Policy and Regulation 2361- Acceptable Use of Computer Networks/Computers and Resources.

Initial___ Staff Member

Student Information:

Label Here

Student Name, HR teacher/Grade

Google Account Login/Password

Serial Number of Chromebook

Cart Name

Addendum 8

Alternate Menu 1 Week Rotating

Day 1

Breakfast

Breakfast Break-Contains Cereal, Juice, Graham Crackers, Non perishable Milk

Lunch

Beef A Roni, Fruit cup, Sunflower Kernels, Dinner Roll, Non perishable milk

Day 2

Breakfast

Muffin, Non perishable Milk, Raisins, Juice box

Lunch

Macaroni and Cheese, Fruit cup, Hummus and Pretzels, Non perishable milk

Day 3

Breakfast

Breakfast Break-Cereal, Juice, Graham Cracker, Non perishable Milk

Lunch

Waffles, Fruit Cup, Juice Box, Non perishable Milk

Day 4

Breakfast

Cereal, Graham Crackers, Fruit Cup, Non perishable Milk

Lunch

Chicken and Rice, Fruit Cup, Sunflower Kernels, Non perishable Milk

Day 5

Breakfast

Muffin, Raisins, Juice Box, Non perishable Milk

Lunch

Sunbutter Cup, Pretzels, Fruit Cup, Non perishable Milk

Addendum 9

STUDENT DEMOGRAPHIC/CATEGORICAL DATA

(as of 5/6/20)

In district enrollment = 1,671

Out of district enrollment = 17

State funded preschool = 73

Homeless = 2

Migrant = 55

Students With Disabilities = 342

English Language Learners = 296

Free/Reduced Lunch = 77.3%

Addendum 10

DATA ON STUDENT ACCESS TO TECHNOLOGY

The Student Internet Survey was designed to collect data that measures the number of students who do not have access to the internet at home and/or own a device to support virtual instruction. The data uncovered provided the district with the necessary information to bridge the digital divide.

Network Access:

There are 105 students (6.2%) in grades PreK - 8, who do not have access to the internet at home. The district has provided 36 households with a Kajeet Smartspot to bridge the digital divide and the remaining (69) students have relied upon the free wifi public utility, provided by Comcast/Xfinity Internet Essentials Program. The district has provided program details on the district website for parents as well as guidance via phone contact to follow up.

Device Access:

There are 840 students (49.7%) in grades 2-8 that do not have a device at home to use for virtual instruction. The district provided all 840 students with a chromebook to support virtual instruction and bridge the gap in the digital divide amongst students.

To meet the ongoing needs of our students, the Technology Department monitors technology support requests and will utilize a remote login application to assist students who have technical difficulties.

Addendum 11

SUPPLEMENTARY NOTES ON 8TH GRADE GRADUATION 2020

The Department of Education has mandated that no in person graduations be conducted in June 2020. To that end the following plan is outlined for a virtual 8th Grade graduation ceremony.

The 8th grade graduation ceremony will be recorded and delivered virtually to the students and community on June 18th at 5:30 pm. The video will also be posted to the website.

- Caps and Gowns will be distributed using social distancing rules by:
 - Distributing caps and gowns that were measured and assigned to students prior to virtual learning
 - Scheduling times for parents to arrive in cars with the student's name on the dashboard.
 - Placing caps and gowns in the trunk of cars
 - Scheduling parents without access to a vehicle at another time
 - Students will be asked to send in photos of themselves in cap and gown
 - Students will be given guidelines for taking the picture
 - A designated email account will be established for pictures to be sent back to the school
 - Pictures will be placed in the video and shown when names are called.
- Guest speakers will include:
 - Freehold Borough Mayor
 - Superintendent
 - Principal
 - Student President of the National Junior Honor Society
 - Student Council President
- Academic Awards will be presented by the Principal
- Diplomas, Yearbooks, Sports Letters, Award Certificates and PTO gifts, will be given at a later date using the same procedure that was established for caps and gowns

Addendum 12

SUPPLEMENTARY NOTES ON SUMMER PROGRAMS 2020

The following is the district's preliminary plan for summer services. The district's summer programs will be held remotely following Virtual Learning setting set forth by the district. Technology devices distributed to students in March 2020 will not be collected, giving students opportunities to participate in the district's summer programs including Title I Virtual Summer Packet.

- Extended School Year (ESY) – Students with Disabilities
 - o Days, Dates and Times: Mondays – Thursdays, July 6 – August 13, 2020, 8:00 – 12:00nn.
 - o Eligible students and their parents have been notified of the program being available through virtual learning. Students and parents will complete survey/application indicating their interest to participate.
 - o Teachers applied and will be hired based on student enrollment.
 - o Applying the regression and recoupment analyses for each student, the program will focus on meeting needs of students as outlined in their IEPs and minimize “summer slide” in their academic skills.

- 21st Century Programs including Credit Recovery – Incoming Grades 4-8 for SY 20-21
 - o Days, Dates and Times: Mondays – Fridays, July 6 – August 7, 2020, 9:00 – 1:00pm.
 - o Parents and Students will complete an application to express interest and participation in the program.
 - o Students for the Credit Recovery program will be selected based on performance as reflected in their Report Card grades. Students will complete 60 hours and pass the course to receive credit.
 - o Participating students will engage in 2 hours of enrichment activities and 2 hours of academic activities, providing them a balanced summer program addressing their overall well-being.
 - o The enrichment portion will include hands-on activities designed to further develop students' social, emotional, and life skills.
 - o The academic portion will address students' needs using available data to further support them in English Language Arts and Mathematics.
 - o Parents, students, and teachers will complete a survey at the end of the program to assess impact of Virtual Learning setting for this year's 21st Century Program.

- Title I Summer Program - Incoming Grades 1-3 for SY 20-21
 - o There will be no virtual summer program for incoming grades 1 – 3 students.
 - o The district will put together a **Title I Virtual Summer School Packet** that will be posted on the district/school website. This packet will allow parents and students to practice and reinforce grade level skills.
 - o The Virtual Summer School Packet will be organized by grade level and will be available to all students.
 - o The Virtual Summer School Packet will consists of topics and standards covered in the 4th Marking Period in ELA, Math, Science and Social Studies. This will utilize district online resources to support students' learning loss due to health-related school closure.

- Title I Reallocation Transitional Program - Incoming Grade K for SY 20-21
 - o This will follow the same procedure as Title I Summer Program.

