



Public Health-Related School Closure Distance Learning Plan (Update 5/18/20)

The following is a plan to provide instruction to all of our students during a period requiring distance learning. This may occur in circumstances when the district is forced to close due to a public health-related concern, or other urgent scenarios. The plan contains a purposefully macro-view of contingencies for several aspects of the district's daily operation. Specific daily/weekly lesson plans for student instruction are developed and maintained at the individual school level.

Circumstances for Closure

The school district may be asked to close preemptively or reactively. The decision to close will be made by the superintendent, in consultation with the Board of Education and the Department of Health or other local health agency. The superintendent will communicate the intent to close with the Executive County Superintendent, at which point a closing will be announced to the school community. A decision to re-open the district will be made by the superintendent, in consultation with the Board of Education, after consulting with, and receiving a recommendation to do so by, the Ocean County Department of Health and other local officials, if required. The district will not partially close (i.e. one school opened, one school closed), but will instead close both district schools simultaneously after making the appropriate consultations. Similarly, the district will reopen its schools simultaneously, as appropriate. If

appropriate, district staff may be permitted/required to deliver lessons/services remotely or from the school building. At the direction of the Governor of NJ and/or the NJDOE, any of the above are subject to modification or replacement.

Delivery of Virtual and Remote Instruction

Technology

District-Provided Devices: Students of Point Pleasant Beach School District, Grades 5-12 have 1:1 laptop computers provided by the district that they take home on a daily basis. This access to technology greatly facilitates options for home instruction. Additional 1:1 devices can be allocated to all Grades 3 and 4 students. Though younger students have 1:1 provisions in their classrooms, home instruction for these pre-K - Grade 2 students will be designed to require minimal access to a personal computer or other web-connected devices--(e.g. to download material or access updated instructions). Instructional packets will be prepared for assignments of students in lower grades, and will be made available by email or pickup from the school, as needed.

Digital Divide: Based on previous communications with parents using the Genesis SIS, we have confidence in the broad availability of Internet access for parents. Parents with unreliable Internet service or no access to devices will be given modified instruction and/or instruction via paper packets as available. Additionally, we will work with local Internet providers to support families without access. Upon request, a list of publicly accessible WiFi hotspots will be provided to residents.

Students/Teachers in the district make regular use of Google Classroom to push-out and collect assignments, and Google Classroom will continue to be the

primary vehicle for the communication of instruction for Grades 5-12. Teachers are encouraged to pre-record lessons for students. Upon moving to distance learning, the instructional focus will be to review and retain previously learned information. In cases of prolonged distance learning, staff will be instructed to begin exposure to new topics, with the understanding that information presented should emphasize only the core content required by the course proficiency documents.

For all district students, the district website will serve as the instructional hub and will contain instructional resources for all grade levels/subject areas. Activities and assignments will be posted using a common template and will be organized by teacher name. The Instructional Hub will be updated regularly.

Measuring Student Learning

Teachers are advised during periods of distance learning that all home learning environments are not equal. They are to be mindful that grades are intended to provide feedback to students about progress towards achievement, not about rewards or punishment. Teachers are encouraged to place extra emphasis on work completion and in-person “classroom simulation” opportunities that allow students to participate. They are equally encouraged to give extra consideration to student workloads during this time. Teachers are encouraged to grade positively. Any potential student failures must be reviewed with the building principal before assigning the grade. In certain circumstances, the school principal may (with permission from the superintendent) suspend, modify, or remove final assessments (or similar) from the curriculum.

Grade Band	Measure of Student Learning
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K-2	<p>-Academic Content Areas: traditional grading scale. Grades based on work products/assessments submitted through online programs such as Journeys, Big Ideas and SeeSaw.</p> <p>-Related Arts: participation grade given.</p>
3-5	<p>Academic Content Areas: traditional grading scale. Grades based on work products/assessments submitted through online programs such as SeeSaw, Journeys, Big Ideas, Flipgrid, and Google Classroom.</p> <p>-Related Arts: participation grade given.</p>
6-8	<p>Academic Content Areas: traditional grading scale. Grades based on work products/assessments submitted through Google Classroom.</p> <p>-Related Arts: traditional grading scale. Grades based on work submitted through Google Classroom.</p>
9-12	<p>Academic Content Areas: traditional grading scale. Grades based on work products/assessments submitted through Google Classroom.</p> <p>-Related Arts: traditional grading scale. Grades based on work submitted through Google Classroom.</p>

Instruction

The building principals and curriculum supervisors are responsible for the instructional components of the following program:

- Each academic area is charged with offering approximately 3 hours of instruction per week. Related arts classes that don't meet every day at the elementary level have prepared one lesson per week, per each group of students and those that meet daily have 3 hours of instruction per week prepared. Total instructional time for all students, per week will exceed the 10 hours required for special education students and will be approximately 15 hours for all students. Opportunities for students to "catch up" with assigned work will be implemented district-wide and announced as appropriate.

- The district will impose a wellness day once every instructional week, during which instruction will only be provided during the times equivalent to a shortened-day schedule. These days will be designed to alleviate student and teacher stress and provide an opportunity to catch-up on work and break from computer-based seattime.
- Point Pleasant Beach High School (Grades 9-12) will follow the normal school bell schedule on Monday, Tuesday, Thursday, and Friday. Wednesday will follow the half-day, early dismissal schedule. Instruction for Grades 9-12 will be provided to students in a variety of ways: via Google Classroom as available, and will include Google Hangouts and Google Meet sessions that take place during students' regularly scheduled class time, pre-recorded lessons, screencasts, email instructions, video supplements, links to online videos/resources, directives to review online tutorials, and silent reading, as well as assignments utilizing physical materials such as textbooks, workbooks, and worksheets.... All student and teacher interactions are subject to district policies, including but not limited to the Acceptable Use Policy. Additionally, all student use of electronic devices for the completion of school work is subject to the Acceptable Use Policy.
- Software-based instructional programs currently used by the district, including those that auto-differentiate to accommodate various student skill-levels will be incorporated into instruction (e.g. Achieve 3000, NewsELA, RazKids, Freckle, SeeSaw, AP Classroom, etc...).
- Pre-K through Grade 4 students will leverage teacher websites and the district's online Instructional Hub to deliver instruction and offer weblinks to appropriate instructional resources; the district's Instructional Hub (located prominently on its website) will include instructions for parent implementation of lessons. This instructional material will be translated to accommodate home-language needs.

- SEL opportunities will be offered via lessons and individual sessions
- Teachers will publish for students and parents their contact information and daily online office hours to maintain for students the opportunity to receive assistance during “regular school hours” if the school is closed.
- The overall goal for instruction is to promote review and retention rather than aggressive instructional advancement. Skill building and sharpening is a primary focus. Should a closing be mandated for an extended period of time, instruction will be intended to advance students suitably for promotion to the next grade level at the conclusion of the school year.
- Student attendance is required. Students are expected to log-in to the Instructional Hub daily. While formal attendance will not be taken, a student who does not log-in to an assigned Google Classroom (or comparable teacher content-delivery mechanism), or submit work in a timely fashion will be referred to the counseling and administrative staff for follow-up and intervention. Assigned staff members will directly contact the families and refer to local agencies as necessary.
- Students who complete the material assigned by their instructors will not be prohibited from advancement or promotion solely based on attendance during in-person meetings.

*****In the specific case of the 2020 COVID-19 Pandemic, all members of the Class of 2020 have met their graduation requirements with respect to demonstrating proficiency on NJ benchmark testing.**

Grade Band	Differentiated Instructional Time, Class Assignments, Independent Work
K-2	<ul style="list-style-type: none"> -Virtual Lesson Planning Template used to ensure the preparation and delivery of differentiated instruction, special ed, ELL and BSI accommodations/modifications -Pre-recorded lessons , utilizing Screencastify and Google Meet, to introduce new concepts through guided instruction. - Live instructional support sessions scheduled weekly using Zoom and Google Meet -Schedules are coordinated between content areas to ensure attendance at all available live sessions -Small, live strategy groups used to target specific needs -Independent work is assigned through SeeSaw and delivery of hard copy packets, worksheets and workbooks -Daily teacher office hours used to support students during independent work -Optional extension activities posted -Cheerleader/mentor provided to identified students to support with organization and assignment completion -Intervention and Referral Services is an on-going virtual process -The delivery of social/emotional lessons are provided to all students -Individual social/emotional support provided by the school counselor for identified students
3-5	<ul style="list-style-type: none"> -Virtual Lesson Planning Template used to ensure the preparation and delivery of differentiated instruction, special ed, ELL and BSI accommodations/modifications -Pre-recorded lessons, utilizing Screencastify and Google Meet, to introduce new concepts through guided instruction. - Live instructional support sessions scheduled weekly using Zoom and Google Meet -Schedules are coordinated between content areas to ensure attendance at all available live sessions -Small, live strategy groups used to target specific needs -Independent work is assigned through online platforms such as SeeSaw, Google Classroom, Journeys, Big Ideas, and Flipgrid. Additionally, students were provided with hard copy packets, worksheets and workbooks -All students are provided 1:1 Macbooks -Daily teacher office hours used to support students during independent work -Optional extension activities posted Cheerleader/mentor provided to identified students to support with organization and assignment completion -Intervention and Referral Services is an on-going virtual process -The delivery of social/emotional lessons are provided to all students -Individual social/emotional support provided by the school counselor for identified students
6-8	<ul style="list-style-type: none"> -Virtual Lesson Planning Template used to ensure the preparation and delivery of differentiated instruction, special ed, ELL and BSI accommodations/modifications -Pre-recorded lessons, utilizing Screencastify and Google Meet, to introduce new concepts through guided instruction. - Live instructional support sessions scheduled weekly using Zoom and Google Meet -Schedules are coordinated between content areas to ensure attendance at all available live sessions -Small, live strategy groups used to target specific needs -Independent work is assigned through Google Classroom. -Teacher office hours used to support students during independent work

	<ul style="list-style-type: none"> -All students are provided 1:1 Macbooks -Optional extension activities posted -Cheerleader/mentor provided to identified students to support with organization and assignment completion -Intervention and Referral Services is an on-going virtual process -The delivery of social/emotional lessons are provided to all students -Individual social/emotional support provided by the school counselor for identified students
9-12	<ul style="list-style-type: none"> -Virtual Lesson Planning Template used to ensure the preparation and delivery of differentiated instruction, special ed, ELL and BSI accommodations/modifications -Pre-recorded lessons, utilizing Screencastify and Google Meet, to introduce new concepts through guided instruction. -Google Hangouts and Google Meet live virtual sessions that take place during students' regularly scheduled class time. -Independent work is assigned through Google Classroom and includes video supplements, links to online videos/resources, and directives to review online tutorials. -Independent work also utilizes physical resources and includes silent reading, textbooks, workbooks, and worksheets. -All Grade 9-12 students are provided 1:1 Macbooks -Extra help sessions during the High School extra help period from 2:30-3:15 -Individual office hours with teacher by appointment -Intervention and Referral Services is an on-going virtual process -High School counselors and counseling intern facilitate weekly sessions with students covering a variety of social/emotional learning topics

Special Education

- If a program of virtual or remote instruction is implemented for the general education students, the same educational opportunities shall be provided to the special education students and students with disabilities, to the extent appropriate and practicable. Speech language services and counseling services may be delivered to special education students through the use of electronic communication or a virtual or online platform, as appropriate. Special education and related services, including speech language services, counseling services, physical therapy, occupational therapy, and behavioral services, may be delivered to students with disabilities through the use of electronic communication or a virtual or online platform and as required by the student's Individualized Education Program (IEP), to the greatest extent practicable.

- **Special Education Resource teachers will provide instructional opportunities suitable for their specific classes, following the instructional plan outlined above. ICS teachers are expected to communicate with their classroom partners and modify instructional materials as appropriate. Significant modifications will be emailed to each student's school email address (down to Grade Three), as necessary. ICS teachers may make direct contact with students to support classroom instruction.**
- **Basic Skills teachers will support identified students. I&RS meetings will take place using virtual platforms.**
- **Students receiving therapeutic services will be given the compensatory equivalent of those services following the district's return to full operation. Students in out of district placements will be transported to their placements, contingent upon the operational status of those districts during the time that the home district is closed. Supervisor of Special Education/ELL Patricia Cartwright is responsible for these aspects of the program.**
- **Annual reviews for students receiving special education services will be offered remotely.**

Specific Instructional Examples for Special Education

- **Weekly meetings with CST and HS and Elementary School Guidance Counselors to keep updated on students**
- **2x/week meeting with CST to discuss issues/students**
- **Weekly meetings with CST and Elementary School Special Education Teachers**
- **Weekly meetings with CST and HS Special Education Teachers**
- **Weekly meetings with CST and Therapists**
- **Weekly meetings with CST/Preschool/Therapists**
- **Translated meetings with parents as needed**

Preschool

- MWF circle time zoom sessions with the whole classes
- TTH individual sessions
- Weekly work goes out in English and Spanish (theme, letter of the week, vocabulary) with links to coloring pages, art project ideas, theme based books, links to theme based songs and videos and links to letter of the week worksheets.

Resource K-2

- Small group Zoom lessons (small, skill-based reading groups established in the beginning of the year)
- Differentiated content based on individual skill level
- Modeling and use of visual aids during zoom lessons
- Individualized assessments used for grading
- Differentiated presentation of content and formatting of assignments and assessment materials
- Allow for extended time/alternate due dates

Resource Center 3-4

- **Modified Novel Study:**
 - Learning Ally
 - YouTube Channel with read alouds
 - Modified Chapter Summaries
- **Wilson:**
 - Digital tile boards for hands on learning
 - Pre-recorded lessons to model independent activities
 - Small group sessions 2 times per week for 30 minutes each.
 - Weekly spelling review and tests provided through online platform "SpellingCity"
- **Writing:**
 - Use of screencastify to model writing process for students (similar to what is done in the class)

- 1-1 conferencing via Google Chat as needed to go over writing
- Working in Google Docs to help students revise and edit their work
- Use of voice to text feature in Google Docs for writing
- **Supplemental Worksheets & Activities:**
 - Supplemental worksheets converted to Google Slides with drag and drop features
 - Audio added to digital activities to read directions or passages
 - iReady
- **Other:**
 - Personalized weekly calendar with all work and meeting times provided to each student on Monday
 - Daily checklists provided to parents and students each morning
 - Teacher created video tutorials to show parents how to access and help students with Google Classroom
 - One-on-One lessons
 - One-on-One assistance: teacher logs into student's Google account, teacher shares their screen of their assignment, and "scribe" as student provides teacher with the answer

Resource Center Grades 5-8:

- Google Chat with students in groups and individually as needed
- Social/Emotional Check-In and Agenda Live session each day
- Extra help sessions in grade levels twice a week as needed
- Individual calls with screen sharing and work sessions as needed
- Differentiated assignments sent to students via Google Classroom tailored to their specific goals and levels
- Achieve 3000 differentiated articles
- Vocabulary reinforcement materials as needed
- Extended time as needed on assignments
- Catch up days for students who need it
- Constant contact with parents for students who need more reminders

- Video lessons taped and recorded for instructional groups (ex: different Wilson lessons per day based on book that they are in)
- Text to speech features
- Speech to text features
- Audio links for novels
- Teacher recorded reading of passages and instructions if needed
- Graphic organizers/timelines provided if needed
- Flipgrid recordings for oral responses
- Students can call or record fluency readings for instructional planning and targeting
- General education assignments are broken down into step by step directions
- Provide students with a daily list of all subject area assignments to be completed
- Individually meeting with students: checking in on them academically and emotionally
- Individually using Google Hangout Chat to differentiate assignments and model how work should be done
- Reassuring students work can be completed at their own pace when needed
- Joining Google Classroom Chats/Video Meets with small group or Gen Ed classes
- Weekly correspondence with students, parents and Child Study Team to track progress

High School

In-Class Resource

- Supplementing notes, taking pictures and sending them to students emails
- Joining in google meets/chats
- Filling out attendance forms for teacher records of each period
- Emails and grading of IEP students
- Google Classroom assignments/updates/announcements
- Attended all group/class meetings and taken notes when needed
- Modified Geometry assignments (do evens or odds)
- Supplemented notes for Algebra 1 and Geometry posted on Google Classroom
- Modified test and quiz requirements for Geometry students

- Individual Google Hangouts with some students
- Modified written requirements-US History 2: instead of writing a one page reflection, use bullet points to write important facts/reflections
- Modified journal requirements for English students (modified grading as well)
- 1 on 1 Instruction Google Hangouts
- Access to Google Chats throughout the school day to assist students
- Modify assignments (reduced # of questions, eliminated answer choices, etc.)
- Create weekly schedules to help students organize their classes
- Utilize screen recorder to explain assignments/content to students
- Communicate with parents/case managers to update student progress
- Breaks assignments/projects into shorter tasks
- Provide graphic organizers to assist students with assignments

Resource Center

- Video instruction
- Outlines of any notes
- Weekly google meet, but optional google hangout during class period daily
- Emails with students
- Google Classroom assignments/updates/announcements
- Small group instruction
- Video support of concepts
- Study notebooks that contain key notes
- Individual meetings with students
- Multiple avenues for practice (ixl, ck12, edpuzzle, quizziz, jeopardy labs)
- Student choice of activities (point system instead of each grade standing alone to allow practice and range of levels)
- Google hangouts

Case managers

- Conference with parents via phone, email and text

- Conference with students via email, phone, Google Meet, Google Hangouts
- Conduct teleconferences with parents and students for Annual Reviews
- Conference with teachers via email, phone and teleconferences
- Provide social-emotional online resources with staff/therapists
- Conduct counseling sessions with students
- Conduct Preschool transitional meetings

English Language Learners

- ELL students will be provided instruction and supplements by their ELL teacher, who will have access to classroom materials being pushed out through other channels. The ELL instructor will “push in” to classes to support the language needs of students receiving virtual instruction during this time.

Elementary ELL

- Meet with newcomers and 4th graders every day for 40 minutes via Google classroom meets.
- Newcomers work on beginner vocabulary, phonics, oral/listening/reading /writing/ speaking, and grammar structures using ESL workbooks/decodable readers and Journeys materials (leveled readers).
- Google images instructional videos, flashcards, chants, and PowerPoint presentations are shared with students to demonstrate content.
- 4th grade Journeys ELA assignments were modified with classroom and student teachers. Using guided practice in Zoom meetings, each student reads aloud or shares a writing, reading, or grammar assignment , and participates in asking questions/giving answers just as we do in class
- 1st month teacher met with 4th graders as a group and on a one on one. basis Now we work as a whole group. I eliminate choices on multiple choice Achieve and weekly assessments . Students have to orally use all vocabulary words in sentences as we view visuals provided by their teachers.

- 2nd and 3rd grade meet in small groups or one-on-one twice to three times weekly via Zoom ;accommodations/modifications are the same as 4th grade using online Journeys ELL resources . We also do music/dancing/singing language videos .
- 3rd grade students received a packet one week, but have now received their books/workbooks from their classroom teacher so packets are no longer needed.
- 1st grade ESL students meet twice weekly via Zoom; same accommodations as 2nd and 3rd grades.
- Kindergarten and Pre-K students meet either one on one or in small groups once weekly via Zoom. ESL activities speaking/listening/reading activities such as language music videos, math flashcards, and picture flashcards shared with students who engage in asking and answering questions in English.
- Translated parent meetings with Mrs. Villanueva are scheduled as needed .
- Provide 6th grade student with bagged materials and packets from ELL and mainstream teachers that cover math skills and ELA beginner vocabulary and phonics.
- 7th grade student receives modifications and accommodations to ELA assignments via email and Google meetings with ELL teacher twice weekly.
- ELL teacher confers with the classroom ELA teacher on appropriate modifications to her assignments. The student can share all written assignments with ELL teacher for editing via Google.

High School ELL

- Use of the following websites [readworks.org](https://www.readworks.org/); [esl-lab.com](https://www.esl-lab.com/)
- Have whole group, individual and small group google meets to support student success in using English in other English classes
- Beginners have additional small group sessions via google meets
- Contact with other teachers to provide support as needed

Nutrition and Safe Delivery of Meals

To maintain the provision of school nutrition benefits and services for eligible students, the district will maintain onsite food preparation at Point Pleasant Beach High School by its food service provider. Breakfast and lunch for five days will be available every Monday for pickup at Point Pleasant Beach High School by the parent of any enrolled student (as per the April 24, 2020 memo from the NJDOE) or any enrolled student from 8:00-8:30am. Meals will be prepared as “Grab and Go” packages, containing meals for multiple days. Those receiving meals will have to indicate their name and the name of their enrolled student/s at the time of pickup. Additionally, all claimants must wear a protective mask at the time of pickup.

As a walking district, we are certain parents have walking access to the high school building. Any changes to the food distribution plan will be communicated by robocall. School Business Administrator Brian Savage is responsible for this program.

Gatherings

All trips, dances, athletic events, assemblies, or district-sponsored meetings are suspended or cancelled during a time of distance learning.

Essential Staff

All staff members may be required to attend virtual staff meetings on a daily or weekly basis. The school administration may be required to attend daily virtual meetings or serve in their assigned buildings as deemed necessary by the superintendent, and as permitted by guidance from local officials.

In the case of a public-health related school closure, the following staff will be considered essential to the operation of the district and may be required to perform duties in the school buildings to maintain operations:

Superintendent of Schools, or Designee

- Maintains authority over all operations and crisis management plans
- Maintains active and effective communication with stakeholders
- Coordinates with all necessary personnel as needed including but not limited to local superintendents and districts, Executive County Superintendent, health officials, local emergency personnel, District administration, etc. These duties may be assigned to other staff as needed.

School Business Administrator

- Maintains operations of district, consistent with job description, which includes but is not limited to oversight of payrolls, budget planning, facilities, transportation, food services, accounts payable, and other assignments by the Superintendent.
- Maintains communication with the Superintendent.
- Work with the supervisors in each system area to ensure efficient operation and maintain processes.

Food Services Vendor

- Coordinate with the School Business Administrator to ensure continuity of food services and meals for eligible students.

Payroll

- The Payroll Office will maintain remote operations, as needed.
- All processes should be coordinated with the Business Administrator.

Purchasing and Accounts Payable

- These offices may function remotely to approve emergency purchases, manage wire transfers, and make critical payments.

Transportation

- Transportation will be coordinated through the School Business Administrator.

Director of Operations and Maintenance

- Maintains communication with Superintendent
- Oversees the facility and campuses for cleanliness, maintenance, and safety
- Takes appropriate measures to minimize, to the greatest extent possible, the risk of a viral transmission in the school facilities with cleaning policies and practices

Custodial and Maintenance Staff

- Fulfills all roles assigned within job description
- Monitors, cleans, maintains, and protects through implementation of our school cleaning plans.
- Completes other tasks and responsibilities as assigned by the Supervisor of Operations and Maintenance

Building Principals

- Communicates daily with district administration to ensure the safety and wellbeing of students, staff and the community
- Works with school staff to coordinate the instructional programming for students during school closure
- Communicates expectations to staff via phone conferencing, email, digital meetings, videos, etc.
- Accessible to staff and community for questions on the operational aspects of schools
- Provides updates to the Superintendent and other administration as needed.
- Coordinates procedures regarding student grading and testing.
- Oversee lesson planning, instructional practices, operational methods at the building level.
- Monitor staff and student attendance

Technology Coordinator

- Works with District administration to enact a communication plan for the District during school closure

- Responds to access, connectivity, issues that may arise in the District during school closure
- Oversees the District website, social media platforms, and school outreach platforms for the District
- Provides resources and support to teacher instruction and student learning through digital applications
- Communicates with and updates administration including the Superintendent of Schools on a regular basis.

Supervisor of Special Education

- Coordinates of services for students through the Child Study Team, and individual case managers
- Oversees related services (OT, PT, Speech, Guidance, etc.) staff and provides guidance as they develop recommendations for activities that students may complete during the closure
- Coordinates compensatory hours for services that may be provided based on specific student needs and Child Study team recommendations with parent input after school reopens
- Coordinates with building principals and other supervisors to align and support academic programming
- Coordinates with administration for special education staff access to professional development options
- Provides access to instructional materials aligned to New Jersey Student Learning Standards (available and designed to support student learning)
- Communicates with teaching staff members as needed through the duration of the school closure
- Communicates with administration including the Superintendent of Schools on a regular basis

Supervisors of Curriculum and Instruction

- Coordinate with building principals and other supervisors to align and support academic programming
- Provide access to professional development options for staff
- Coordinate/adjust standardized testing schedules
- Works with staff on instructional plans for students to accommodate student IEPs modifications

- Oversees modifications through assignments, resources, individual access to online platforms that may be provided by staff through instructional plans
- Communicates with teaching staff members as needed through the duration of the school closure.
- Communicates with administration including the Superintendent of Schools on a regular basis.

Secretarial/Clerical Staff– Building-Based

- Process school or district clerical work as needed, including but not limited to school-level correspondence, mailings, operational tasks
- Maintains communications as needed with substitutes and other staff about the status of closure, events that may be moved/postponed/canceled, and other pertinent information as assigned
- Monitor phone calls and messages and e-mails for timely responses to inquiries
- Process and forward stipend payments as needed
- Communicate with administration including the Superintendent of Schools on a regular basis.
- Complete other tasks and responsibilities as assigned by the Superintendent of Schools

Secretarial/Clerical Staff– BOE Office

- Monitor and report attendance information
- Collect documents for the BOE agendas
- Post staffing openings
- Field answers to HR problems and concerns and forward to administration
- Monitor phone calls and messages and e-mails for timely responses to inquiries
- Send out BOE follow-up documentation after meetings
- Submit items and create BOE agendas

As per Sections 14 and 15 of Governor Murphy's Executive Order 107, the following categories of employees and service providers remain on active duty status (ready to return to district or perform their responsibilities upon request), for the reasons noted, effective Monday morning, March 22 and continuing until further notice from my office:

- **Central Administration and Building Administrators**--to oversee and ensure the delivery of remote educational programs and other services to our students. To plan for reopening of schools.
- **All Technology Department employees**--to maintain and troubleshoot all aspects of online / remote learning platforms.
- **All Transportation Department employees and Food Service employees**--to maintain meal delivery services consistent with free and reduced meal requirements.
- **Maintenance and Custodial staff** --to ensure that the physical plant is disinfected and safe during modified operations, and ready to reopen and resume full operation as soon as possible.

Facilities

- Custodial staff are scheduled on a rotational basis to ensure buildings are sanitized before and after the building is occupied. All people entering the building enter by appointment only. Their destination/work area within the building is noted, and custodial staff sanitizes touch points and spaces where staff has contacted.
- Heat and A/C will be run as needed to ensure air in the building is actively circulated and exhausted.
- General maintenance of plumbing, filters, etc... will proceed during any period of closure.
- Custodial staff will maintain all three buildings. Maintenance will tend to facility grounds as needed.

Summer Programming

Summer Curriculum Recovery

During a pandemic or extended school closure requiring virtual learning, Summer Curriculum Recovery may be suspended or cancelled due to restrictions in place. In the event of a cancellation, a formal plan to recover learning loss will be implemented upon the return to school.

Jump-Start Kindergarten

During a pandemic or extended school closure requiring virtual learning, Jump-Start Kindergarten may be suspended or cancelled due to restrictions in place. In the event of a cancellation, a virtual orientation will be organized.

Extended School Year

Summer Geometry (High School):

Point Pleasant Beach High School will continue to offer the Summer Geometry program, an opportunity for students to accelerate their Math progression and enroll in Algebra II for the following school year. The course utilizes the APEX learning platform and includes a minimum of ten, live classroom hours taught by the program instructor, Mr. John Palumbo. For the Summer of 2020, all live classroom hours will be conducted virtually, utilizing the Google Meet platform. The course will run from June 22nd through August 3rd.

Assessment of credit loss or shortages for high school seniors:

All members of the Class of 2020 have met their graduation requirements with respect to number of credits for a state-endorsed diploma.

Assessment of learning loss plan to recover losses

In preparation for the return to school after an extended school closure, Antrim Elementary teachers will work collaboratively to identify essential learning objectives per content area at each grade level for the period of time engaged in virtual learning. Diagnostic assessments such as Achieve 3000, internal benchmarks, iReady, and AimsWeb plus, along with teacher recommendations will be used to measure mastery of essential learning objectives and identify any gaps in learning. Formal intervention programs and curriculum adjustments will be developed to address the need for remediation, review and advancement.

Point Pleasant Beach High School teachers will work collaboratively by department to identify student skill level and learning gaps in each content area. Time will be set aside during the opening in-service days in September for departments to meet and work collaboratively to discuss individual students, address learning gaps, and make necessary adjustments to courses to address the needs of students due to the

extended school closures at the end of the 2019-2020 school year. Diagnostic assessments will be completed at the beginning of the school year to measure student competency. Formal intervention programs and curriculum adjustments will be developed to address the need for remediation, review, and advancement.

Addendum: SPECIAL DIRECTIVES

Effective April 27, 2020:

Point Pleasant Beach High School and G. Harold Antrim Elementary School will be open to essential staff only, by appointment only, on Monday mornings--until further notice.

The Board of Education offices will be open to essential staff only, by appointment only, on Tuesday mornings--until further notice.

At the direction of the superintendent, no school building or BOE property is open to the general public during the COVID-19 pandemic--until further notice.

This plan was revised and published:

March 9, 2020

March 13, 2020

March 23, 2020

April 30, 2020

May 4, 2020

May 13, 2020

****The plan was adopted by the Board of Education on May 18, 2020**