

**Holmdel Township School District**

**Emergency Virtual or Remote Instruction Plan**  
**2022-2023**

***Revised September 1, 2022***

Holmdel School District Plan

Disclaimer: Please be advised our reopening plan is a living document subject to revision/modification upon NJDOE review and aligned accordingly with emerging public health emergencies.

For ongoing information about NJDOE reopening plans, please see their FAQ website at:  
<https://www.nj.gov/education/reopening/faqs/index.shtm>

## **Emergency Virtual or Remote Instruction Plan**

In April 2020, Governor Murphy signed A-3904 into law (P.L.2020, c.27, or “Chapter 27”), which in part requires each school district to annually submit a proposed program for emergency virtual or remote instruction (Plan) to the New Jersey Department of Education (Department). This law provides for the continuity of instruction in the event of a public health-related district closure by permitting school districts to utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9.

The Department of Education has issued “Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2021-2022 School Year (SY),” which includes a checklist identifying components that must be included in an LEA’s Plan.

## Checklist for Emergency Virtual or Remote Instruction Plan

The Holmdel Township School District Emergency Virtual or Remote Instruction Plan accounts for measuring and addressing any ongoing digital divide that exists, whether it be network access or lack of sufficient access to devices.

### Access to Technology and the Internet

1. All faculty have been issued district laptop devices, and all students have at least one Chromebook device. Additionally, replacement devices are provided when needed. District-Wide Technology Survey results identified students in need of internet access and hot spots were purchased and deployed in preparation for staff/student potential internet access issues.
2. Student access to platforms, such as ZOOM, Google Suite, Google Classroom, Reading A-Z, Newsela, Gizmos, IXL, Discovery Education, LinkIt, EnvisionsMath, MysteryScience, eSpark, Studies Weekly, and WorldBook, etc. track student log-ins, learning progress and other collection measures including the submission of assignments and virtual attendance.
3. Our technology department continues to support families and troubleshoot any technology issues. Our technology Help Desk helps families with any issues *just in time* while also supporting our teaching staff.
4. Parents are also given the option to pick-up work as needed due to technology concerns and/or academic changes. This also helps individuals such as a newly classified student.
5. Alternate lessons will be created for students whose parents have expressed concerns regarding the amount of screen time. Plans with a more guided approach by the parent with hard copy versions of tasks to print out are completed by the student.

## Meal Services

The Holmdel Township School District Emergency Virtual or Remote Instruction Plan addresses the impact of virtual or remote instruction on the school lunch program.

The Holmdel Township School District has developed a plan with our Food Service provider, Chartwells, to arrange for students to receive their free lunch during times of prolonged school closures due to public health emergencies.

We have also set up plans to prepare and have students pick up free lunches if there is a need to go virtual and have remote instruction. Families will be contacted by the Business Office to explain the services being provided.

The Holmdel High School will act as a centralized location for Chartwells to prepare and organize the student's meals. Students/families pick up these prepared meals at a time determined by the district

### Chartwells Food Service Emergency School Closing Plan For Continued Meal Service

#### Preparing Meals

*If a school closing is isolated, meaning not every school served by Chartwells:*

1. Chartwells serves over 100 districts in New Jersey and operates over 300 kitchens
2. Chartwells's normal supply lines would be more than sufficient to continue production
3. Chartwells could, with permission, switch meal production and offerings to a neighboring community and an emergency vended meal agreement could be implemented

*If school closings are widespread, involving 50% to 100% of New Jersey districts:*

1. With access to the District's kitchens, we will be able to prepare meals. Menus will be modified to be Grab-and-Go.
  - a. This may also allow for distribution of more than 1 day's meal
  - b. Depending on how widespread school closures are in New Jersey, or through the country, this could affect availability.

### **Meal Distribution**

Schools closing would be meant to avoid large gatherings and concentrations of people in crowds that could increase the number of people exposed to contagious disease

1. Meals will be distributed at the Holmdel High School over an extended period of time
  - a. A "Kiosk" type service could be set up by the High School cafeteria back door entrance, for students to pick up a grab-and-go meals.

### **Kitchen Safety/ Food Safety**

Chartwells's staff completes a review course on proper food handling techniques and avoiding the spread of illness. The training is in line with the ServSafe standards. Every district has at least one certified ServSafe Food Manager.

Kitchen cleanliness and sanitizing continues to take place daily.

### **Tracking of Meals**

Chartwells tracks meals internally through production records.

## **Instructional Day**

The Holmdel Township School District Emergency Virtual or Remote Instruction Plan contains the required length of a virtual or remote instruction day.

### **The Holmdel Township School District Emergency Virtual or Remote Instruction Plan includes equitable access to instruction for all students.**

1. Every teacher in grades Pre-K-12 employs his/her own ZOOM/ Google Meet conferencing and Google Classroom to communicate with students about instruction.
2. Through the use of these platforms, students can demonstrate their learning through words, pictures, and videos. A daily schedule is posted each morning and includes a literary activity, art project, outdoor recommendations, and individual student work based on the classroom theme. Individual student resources include related services, LDTC consultation, and the use of Rethink. Live classes will be conducted through ZOOM, and Google Meet in the PreK Google Classroom site.
3. Special Education Teachers and Classroom Aides are co-teachers in Google Classrooms and can modify and differentiate instruction for students and work with them in small groups and individually as needed.
4. All students have access to a device to access learning at home, provided by the District, inclusive of a “hot spot” for internet access as needed.
5. Work packets will be sent home with every student in the event of internet or power outage.

### **The Holmdel Township School District Emergency Virtual or Remote Instruction Plan ensures that all students, with their varied and age-appropriate needs, are addressed through the plan.**

Online platforms being utilized were chosen and employed to account for the age and needs of students. Familiar platforms utilized prior to virtual learning continue to be utilized such ZOOM, Google Suite, Google Classroom, Reading A-Z, EPIC, Newsela, Gizmos, IXL, Brainpop, Discovery Education, LinkIt, EnvisionsMath, MysteryScience, eSpark, Souday, Fountas and Pinnell, AimsWeb, Studies Weekly, and WorldBook, etc.

Google Meet and ZOOM are both being utilized for small group instruction at the primary level.

**The Holmdel Township School District Emergency Virtual or Remote Instruction Plan demonstrates a working knowledge (data summary or narrative) of student access to technology for grades identified in your plan as being served by one or more online platforms.**

### **Instructional Time**

#### **Pre-K**

- Daily schedule posted Monday-Friday and will include Google Classroom (ZOOM) for staff greeting and students' demonstration of work
- Daily student schedule includes Related Arts
- Morning Meeting "live" through ZOOM or Google Meet
- Small-group "live" lessons through ZOOM or Google Meet in ELA and Mathematics
- Attendance will be taken daily

#### **Grades K-6**

- ZOOM or Google Meet platform for small group instruction and class meetings
- RAZ kids or EPIC books and animations for students
- Principal's Messages
- Teacher live lessons
- Attendance taken daily
- Related Arts Weekly via ZOOM or Google Meet

#### **Grades 7-12**

- See High School and Satz schedules later in this document.

## Assignments and Independent Work

### Pre-K

Students in preschool use ZOOM or Google Meet as the primary means of daily communication. Theme-based learning guides are included in instructional planning. In addition to the material provided by the classroom teacher, the following is provided on a daily basis: additional links to theme based songs, poems, and art activities.

### K-6

Students at the primary level use a variety of platforms for independent work; these vary by subject area and purpose. They are utilized for review of skills or assessment of standards and reinforcement of skills. Platforms include: ZOOM, Google Suite, Google Classroom, Reading A-Z, EPIC, Newsela, Brainpop, Gizmos, IXL, Discovery Education, LinkIt, EnvisionsMath, MysteryScience, eSpark, Souday, Fountas and Pinnell, AimsWeb, Studies Weekly, and WorldBook, etc.

### 7-12

Continue using software noted under K-6, and add titles such as: EdPuzzle, PearDeck, FlipGrid, Padlet, specific coding, math, and science software titles, etc.

## Measures of Student Learning

### Pre-K -8

**ELA and Math Resources for Benchmarking, and Data for Student Improvement  
Include, but not limited to:**

<b>Solution</b>	<b>Grade Levels</b>	<b>Focus</b>	<b>Teaching Staff</b>
Sondays (Winsor OG)	K-2	Phonics (multisensory)	General Ed. Special Ed.
LLI (Fountas Pinnell)	K-2	Reading Proficiency	BSI - Small Group Literacy Intervention
AimsWeb (Pearson)	K-2	Reading for Comprehension Progress Monitoring (Dyslexia Testing)	General Ed. Benchmarking (Universal Screener)
TC/RW Running Record	K-6	Decoding, Fluency, Comprehension	General Ed
LinkIt	K-8	Reading for Comprehension Benchmarking 3-5	General Ed (Universal Screener)

### 7-12

While StartStrong and NJSLs will provide summative assessment data, our district also uses LinkIt and a variety of other resources to measure student learning.



## Addressing Special Education Needs

**The Holmdel Township School District Remote or Virtual Instructional Plan addresses the provision of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms.**

- Instruction will be delivered through Google Classroom and Zoom.
- Optional individualized instructional packets prepared by the Special Education Teacher in self-contained classrooms in addition to Google Classroom and Zoom when applicable.
- Students will still continue to be provided Accommodations/Modifications per their IEPs to the greatest extent possible.
- Lessons will be differentiated to provide support (extended time, teacher assistant support,) via the Google Classroom platform and Zoom.
- Teacher assistants and inclusion teachers in content specific classes are available in order to modify assignments and support as needed.
- Teachers will continue to utilize PowerSchool, email, Class Dojo, or other acceptable means of communication to keep parents/guardians informed of student progress/concerns.
- The Director of Special Services and Supervisor of Special Education will meet with all Special Education Teachers and Related Service providers throughout this process and will maintain communication with all members of the Special Education Department.

**\* The Holmdel Township School District Remote or Virtual Instructional Plan addresses methods to document IEP implementation including the tracking of services, student progress as well as provision of accommodations and modifications.**

- Contact is logged in the Log Contact Log section of IEP Direct as a source of documentation/tracking.
- All emails are saved in Gmail as a source of documentation/tracking.
- Case Managers and Related Service Providers will continue to log SEMI Medicaid Services for all eligible meetings and sessions.
- Case Managers will continue to regularly keep teachers, counselors and administrators updated on student progress, concerns, etc.

**\* The Holmdel Township School District Remote or Virtual Instructional Plan describes how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible.**

- Case Managers email parents/guardians of students on their caseload regularly to disseminate new information and remind them to reach out with any questions.
- Case Managers will send an email to the parents/guardians of students to whom Counseling services are provided to remind them of their counseling, which is available via phone or video conference. Parents/Guardians are regularly contacted by Case Managers in response to any concerns from a teacher, Counselor or Administrator.
- Case Managers will continue to utilize Google Classroom check-ins, communication with teachers, and those who are counselors are providing additional grief/anxiety counseling as needed.
- Case Managers will continue to regularly keep teachers, counselors and administrators updated on any parental/guardian concerns and/or home environment/health situations.
- Case Managers will continue to communicate with OOD students' schools to ensure that their IEPs are being met to the greatest extent possible.
- Community, County and State resources and support opportunities will continue to be regularly disseminated through the Department of Special Services email blasts and website.

**\* The Holmdel Township School District Remote or Virtual Instruction Plan ensures Related Services are provided according to IEPs to the greatest extent possible.**

- Related Service Providers such as SLP's, Behaviorist, and Physical and Occupational Therapists, will continue to use their Google websites and may be reached by parents via email.
- Related Services will be provided through a combination of the Google Classroom Platform, Zoom, other tele-conferencing platforms and individualized provider made packets and Google Websites
- Counseling will be provided electronically and/or through teleconferencing platforms (Google, Doxy, Zoom or comparable).
- Students will access Related Services through a combination of practice with general strategies and individual consultation with students or parents through email communication, specific to IEP goals and objectives.
- Related Services Therapy sessions may be conducted through virtual therapy sessions should schools be closed for an extended period of time.
- Upon re-opening of the school, all students' instructional plans shall be reviewed and, if needed, determinations of compensatory instruction will be determined.

**\* The Holmdel Township School District Remote or Virtual Instructional Plan addresses procedures for virtual IEP meetings, evaluation, and other meetings to identify, evaluate, and/or reevaluate students with disabilities.**

- Annual reviews of IEP's based on their calendar due dates will take place virtually.
- Initial Planning Meetings will take place virtually and appropriate plans will be developed to the greatest extent possible with school closure.
- Re-evaluation planning meetings will be held virtually with parent consenting to 90-day waiver.
- Re-evaluation meetings in process may be changed to Annual Review meetings with IEP with parent/guardian consent or 90-day waiver consent to be provided.
- Staff will continue to participate in IEP meetings with parents/guardians via Google Meet, Zoom, or phone conference.
- Staff will continue to use IEP Direct for the development of IEPs

### **Addressing ELL and Bilingual Needs Plan Component 3**

**\* The Holmdel Township School District Remote or Virtual Instructional Plan includes ESL and bilingual education to meet the needs of English Language Learners (ELLs)**

ESL teachers will continue to work with ELL students including

- Additional times scheduled into the weekly elementary schedule below, and also supplemental assignments in support of learning English in Title III After School Programs.

**\* The Holmdel Township School District Remote or Virtual Instructional Plan contains how the district communicates with ELL families, including translated materials and directions**

Communication the resources built into the Elem. Schedule included below, and:

- Email
- Phone calls
- Google Classroom
- Weekly emails sent in English and translated when needed.
- Use of translator as needed

**\* The Holmdel Township School District Remote or Virtual Instructional Plan addresses alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ELL access challenges**

Methods of instruction, differentiation, access to technology, and strategies to assist and augment ELL access to curriculum includes:

- Online platforms in Spanish (Envisions Math, Raz-Kids)
- Using "Translate" tool in Google Docs for responses
- Using Google Translate

Differentiated/Modified (student specific) Reading and Writing Instruction/Assignments posted daily and feedback offered through teacher/student conferencing

### **ESL Sheltered Instruction**

The district offers an abundance of professional learning contexts and time including but not limited to: 2 districtwide in-service days, 3 half professional learning days, monthly department and faculty meetings, collaborative grade level and department planning time. The district is introducing Sheltered Instruction Training this year for the 65 staff members responsible for teaching English Language Learners districtwide. One of the resources provided free to our teachers offered by Stockton University is [SEI Online](#)-Teacher Professional Development in Sheltered English Instruction. Teachers will have the opportunity to view the online workshop at their convenience and continue to reference it when needed. We are also currently planning an in person Sheltered Instruction workshop on our district wide Professional Development day in January 2023 as well.

Further, one of the two districts PDP goals this year is focused specifically on differentiation of instruction and meeting the needs of diverse learners within the classroom. The second district professional development goal for the year is related to building teacher capacity for the building of social emotional learning into the classroom. One of the tenets of social emotional learning is providing a safe and responsive classroom environment for students of varying ability levels, cultural, and linguistic backgrounds. Finally, the interrater reliability focus for the administration this year vis a vis the Danielson model was specifically on evidence of differentiation and SEL (teacher as person).

### **Rationale**

The Holmdel Township School District Remote or Virtual Instructional Plan outlines procedures in the event of a public health-related school closure. Continuity of learning is the continuation of education in the event of a prolonged school closure. It is a critical component of school emergency management, as it promotes the continuation of teaching and learning despite circumstances that interrupt normal school attendance.

However, many considerations play a role in the development of distance learning programs, such as accessibility, type and quality of materials, and the length of time that this type of learning must be maintained.

Specifically, the planned services of this plan include at a minimum:

1. Equitable access to instruction for all students
2. The provision of appropriate special education and related services for students with disabilities and,

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3. The provision of school nutrition benefits or services for eligible students.

### **Goals**

The Holmdel Township School District has developed this following plan to ensure the continuity of instruction should circumstances require schools to be closed by the New Jersey Department of Health or local health officer.

1. Ensure the continuity of instruction if and when a pandemic negatively impacts the district's ability to maintain daily operations.
2. Continue to provide students with authentic, meaningful, and comprehensive learning experiences.
3. Mitigate or completely eliminate possible exposure to and spread of pandemic influenza among students, parents, guardians, employees, and community members.
4. Ensure compliance with all state and local statutes and regulations.

### **Prerequisites for eLearning**

Foundational components essential for the facilitation of distance learning and or eLearning have been put in place within the Holmdel Township School District. These include:

1. Continued and successful integration of Google Suite for Education and Google Classroom that provide all students anywhere, anytime access to curriculum-aligned resources, assignments, and applications to create content. This includes Google accounts for all Pre-K-12 students.
2. Ensuring that both students and staff have ongoing access to content-specific resources which can be accessed via various Google Suite for Education Suite tools.
3. Continued training (as needed) for students in the use of online resources.
4. Ensuring all students have access to Internet-connected devices at home, including the provision of such devices to students who do not presently have access, as well as the provision of District owned "Hot-Spots" to those families who do not have Internet access.
5. Training for parents, as needed, on how to assist students in accessing eLearning resources.
6. All teachers have a District-issued laptop, equipped with a webcam to support interaction with students in addition to their own document cameras. Software can be installed or

purchased for the express purpose of using the device as a digital whiteboard with screen recording capabilities.

7. Assignments and requisite materials are posted to Google Classroom. In addition, all class resources including but not limited to videos, audio files, documents, presentations, notes, activities, and assessments are made available online.
8. Leveraging the features of Google Suite for Education and Google Classroom, teachers have the ability to provide electronic feedback in the form of comments, rubrics, and grades, and additionally teachers and students are able to communicate with each other directly.

## Plan for Remote or Virtual Teaching and Learning

Due to the unpredictable nature of pandemic influenza and its potential to have a significant impact on the district and the surrounding community, the ability to remain open with teachers reporting to school may not be a viable option. **Regardless of whether schools remain open and staffed or are forced to close, students and teachers will continue to follow the school calendar as well as the bell and rotating schedules found on our website**

In the event that the closure impacts internet access teachers will distribute “pencil and paper” tasks for students to bring home and have ready to support learning. Materials will include a “pacing chart” that students can follow in the event that they cannot communicate with teachers.

- b. Teachers and students will follow a schedule (see below) that exceeds the minimum four-hour school day.
- c. Online eLearning sessions will be facilitated via Google Meet with Google Classroom, as a repository for all resources, assignments, etc. Students in grades (7-12) confirming attendance by “e-commenting” on the objective for that session.
- d. Students will complete tasks either independently or within a shared Google Classroom session, depending on the subject area, grade level, and specific tool teachers are using.
- e. Staff will use ZOOM or Google Meet to facilitate synchronous student learning.
- f. Upon return to school, students will be responsible for the content and skills covered during the school closure.
- g. Principals and Directors will monitor assignments, classwork, and streamed sessions to ensure compliance and continuity of instruction and to provide assistance to teachers. Gaggle implemented in all grades allows for further monitoring of student activity.
- h. Staff will continue to post grades to PowerSchool, which includes guardian access to the Parent Portal.
- i. Physical education teachers will provide guidance on the types of activities that students may complete. For example, the teacher may lead a yoga activity or pre-record a video demonstrating a workout routine. Students will record their activities via a Google Form. Students will note the type of physical activity they completed, and the time they started and stopped exercising. Health classes will follow the same delivery procedures outlined in this document.

### **Regular Bell Schedules**

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<b>HIGH SCHOOL</b>	<b>Full Day</b>	<b>HIGH SCHOOL</b>
Block:	Time:	36 Crawfords Corner Road
1	7:21-8:16	Holmdel New Jersey 07733
2	8:20-9:15	
3	9:19-10:14	732-946-1832
Unit Lunch	10:18-11:13	School Hours: 7:21 a.m. - 2:10 p.m.
4	11:17-12:12	
5	12:16-1:11	
6	1:15-2:10	
<b>W.R. SATZ</b>	<b>Full Day</b>	<b>W.R. SATZ</b>
Block	Time:	24 Crawfords Corner Road
1	8:15 - 9:08	Holmdel, New Jersey 07733-0407
2	9:12 - 10:05	
3	10:09 - 11:12	732-946-1808
Unit Lunch	11:17 - 11:52	School Hours: 8:15 a.m. - 2:44 p.m.
4	11:57 - 12:50	
5	12:54 - 1:47	
6	1:51 - 2:44	
<b>INDIAN HILL</b>	<b>Full Day</b>	<b>INDIAN HILL</b>
Period:	Time:	735 Holmdel Road
HR/1	8:55-9:45	Holmdel, New Jersey 07733-0407
2	9:46-10:34	
3	10:35-11:23	732-946-1045
4	11:24-12:12	School Hours: 8:55 a.m. - 3:35 p.m.
5	12:14-1:02	
6	1:04-1:52	
7	1:53-2:41	
8	2:42-3:30	
CPT/HR	3:30-3:35	
<b>VILLAGE</b>	<b>Full Day</b>	<b>VILLAGE</b>
Period:	Time:	67 McCampbell Road
1	8:55-9:45	Holmdel, New Jersey 07733-0407



2	9:45-10:35		
3	10:35-11:25		732-946-1820
4	11:25-12:15		School Hours: 8:55 a.m. - 3:35 p.m.
5	12:15-1:05		
6	1:05-1:55		
7	1:55-2:45		
8	2:45-3:35		

Virtual or Remote Schedule – Grades K - 6

<b>HYBRID SCHEDULE</b>	
<b>PERIOD 1</b>	<b>9:05-9:46</b>
<b>PERIOD 2</b>	<b>9:48-10:21</b>
<b>PERIOD 3</b>	<b>10:23-10:56</b>
<b>PERIOD 4</b>	<b>10:59-11:32</b>
<b>PERIOD 5</b>	<b>11:35-12:08</b>
<b>PERIOD 6</b>	<b>12:10-12:43</b>
<b>PERIOD 7</b>	<b>12:45-1:25</b>

### Satz and High School Remote Schedule

HHS			Satz		
Block	Time	Length	Block	Time	Length
1	7:21 - 7:55	35	1	8:15 - 8:50	35
2	7:59 - 8:33	35	2	8:54 - 9:29	35
3	8:37 - 9:11	35	3	9:33 - 10:08	35
<b>Lunch</b>	9:15 - 10:00	33	<b>Lunch</b>	10:13 - 10:38	25
4	10:04 - 10:38	35	4	10:43 - 11:18	35
5	10:42 - 11:16	35	5	11:22 - 11:57	35
6	11:20 - 11:54	35	6	12:01 - 12:36	35
<b>Rotation Days</b>					
<b>In Person</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	
<b>Block</b>	<b>Periods</b>	<b>Periods</b>	<b>Periods</b>	<b>Periods</b>	
1	1	7	5	3	
2	2	8	6	4	
3	3	1	7	5	
4	4	2	8	6	
5	5	3	1	7	
6	6	4	2	8	

### **Students Receiving Special Education and/or Related Services**

The Holmdel Township School District will continue to provide instruction for students receiving special education and related services. Services may differ for individual students, however the list below outlines the methods in which student shall be provided Special Education and Related Services:

1. The Director of Special Services will meet with all Special Education Teachers and Related Service providers throughout this process and will maintain communication with all members of the Special Education Department.
2. Individual instructional packets prepared by the Special Education Teacher.
3. Instruction will be delivered through Google Classroom (where applicable).
4. Access to software including, but not limited to ZOOM, *Google Suite*, *Google Classroom*, *Reading A-Z*, *Newsela*, *Gizmos*, *IXL*, *Discovery Education*, *LinkIt*, *EnvisionsMath*, *MysteryScience*, *eSpark*, *Studies Weekly*, and *WorldBook*, *Khan Academy*, *Kami*, and predetermined sites identified by Therapists and Special Education Teachers.
5. Students will access related services through a combination of practice with general strategies and individual consultation with students or parents through weekly email communication, specific to IEP goals and objectives.
6. If school closures extend for longer periods of time, Speech Therapy sessions may be conducted through virtual therapy sessions.
7. Upon re-opening of the school, all students' instructional plans shall be reviewed and, if needed, determinations of compensatory instruction will be determined.
8. The Holmdel Township School District currently has numerous students' receiving instruction in approved private schools. The Director of Special Services is in communication with these schools specific to their school health-related closure plans.

### **English Language Learners and Tier III Students**

English Language Learners and students receiving Tier III services will continue to receive supplemental instruction through online platforms such as Reading A-Z [ELL version], Envisions Mat, Teacher-created Instructional Packets/Resources and Google Classroom through the services of our Intervention Specialist.

### **Equitable Access to Instruction for All Students**

All students in the Holmdel Township School District have access to a device for school use at home.

### **Professional Development**

Staff will continue to prepare lessons to maintain the continuity of instruction during their grade-level and departmental planning time and use Faculty and Curriculum meeting time. Principals will use their Team Leader meetings to disseminate information regarding expectations for teaching and learning in the event of school closing due to a public health-related closure. In addition, a delayed opening for students may be utilized for faculty and staff to enable our staff to have additional, dedicated time to collaborate and prepare the necessary instructional resources aligned to our Remote or Virtual Instructional Plan.

### **Commencement of Flexible Teaching and Learning Plan**

For the first two days of school closure, the district may utilize an inclement weather/snow day for students and a remote professional development day for faculty, if needed. In the event that an inclement weather day is necessary, on the **third** closing day we will implement our remote or virtual instructional plan until the reopening of school.

### **Attendance**

Student Absences: Parents will continue to report absences as outlined in their current school practices.

Faculty/Staff Absences: Staff will continue to follow procedures outlined in the Staff Handbook utilizing the Frontline Absence Management platform.

A student would be considered present virtually for the class session if they were logged in and on the screen. The schools and school district policies relating to promotion, retention, graduation, and discipline would be applied in the same manner as if a student were to be attending on site.

Understanding that virtual learning presents both unique circumstances and challenges, the school administration, school counseling department, and faculty would apply a proactive and hands-on approach to addressing both lagging student achievement, as well as problematic and concerning student behaviors.

Communication to parents/guardians with regard to student attendance would be done in the same manner as when in a “brick and mortar model”. Robocalls are sent home to parents on the same day of the class absence, attendance letters are sent home when the student reaches a certain threshold of absences for the year, semester, or quarter. When there exists a pattern of multiple student absences without corresponding parental communication with regard to the reason, the school administration and/or school counseling department will reach out to the family to understand the causes and any support and assistance that might be required. In cases of chronic absenteeism and the options of parental cooperation and or documented calls, the school administration would work in collaboration with the district truancy officer to bring about positive changes in the attendance pattern before taking more stringent actions.

### **Essential Personnel**

In the event of a school closure, the following non-teaching personnel are deemed essential and required to perform specific duties.

In developing and updating our emergency preparedness plan, the District considered their own unique and particular circumstances to determine which personnel would be considered essential and need to perform some duties during a closure.

The chief school administrator, to oversee and coordinate operations; the school business administrator, to maintain business office operations; Holmdel staff needed in the preparation or delivery of food; and custodial and maintenance staff including the Director of Buildings and Grounds, to provide access to district facilities, and to clean and sanitize buildings as needed.

In the absence of students and staff occupants, the need for extensive daily maintenance would be minimal. That being said, the Buildings and Grounds Department leadership would establish a weekly rotation of custodians to report to the buildings not only to conduct necessary safety checks, but also any maintenance routines which remain necessary notwithstanding the lack of occupancy in the building. Staff working conditions would be structured in order to eliminate working in close proximity to others.

Teachers will begin the virtual school day with an announcement, they will communicate with staff, parents and students and emphasize the importance of teaching and learning expectations to the faculty/staff and students. Principals may also add Principal’s messages to these routine announcements.

The Assistant Superintendent for Curriculum and Instruction will monitor lessons, offer “on the spot” professional development and order equipment and resources as needed.

The Director of Special Services will facilitate virtual CST meetings, communicate with Special Education and Related Services Staff and ensure that the needs of our Special Education students are fully addressed.

The Director of Technology will be on-site to monitor the Tech Support link for Faculty and Staff and the Parent Tech Help Desk and to troubleshoot any technology issues.

Administrative Assistants will support Administration remotely or on-site as determined by need and circumstance.

### **Disclaimer**

No Health-related School Closure Plan can include or anticipate every issue, challenge or circumstance that may arise; therefore, the plan remains a fluid, working document that will be modified to address the Districts' need.

The information in this *Remote or Virtual Instructional Plan* is subject to change. The District understands that changes in NJ Administrative Code will supersede, modify or eliminate the information summarized in this plan.

This *Remote or Virtual Instructional Plan* and any information, policies and, procedures, to which it refers may be modified, altered, or discontinued at any time by the District at the discretion of the Board of Education and/or Superintendent of Schools.