

Keansburg School District

Remote Instructional Plan

Parents & Students

Introduction

The Keansburg School District (KSD) is dedicated to the continuity of instruction, especially when emergent conditions require alternate plans. In the event of extenuating circumstances, KSD will adopt a virtual school platform, which is a way for instruction to continue while students are unable to attend school due to campus closure. While the virtual school platform is not intended to replace the traditional classroom environment, teachers will still be able to deliver standards-based instruction to students in an online environment until the normal school schedule can resume.

The purpose of this document is to outline how the KSD will continue to provide instruction in a virtual school format while a traditional classroom setting is otherwise not recommended. The plan outlines roles and responsibilities for all community stakeholders, as the success of the virtual school model will be dependent upon the dedication of faculty/staff, students, parents, and district administration.

This plan has been developed in accordance with the NJ Department of Education broadcast of March 5, 2020. This virtual school plan exceeds the minimum 10 hour weekly requirement.

Roles and Responsibilities-Parents

Support your child in their learning process by:

Secondary

- Monitoring KSD updates and checking in with your child daily about the virtual school learning tasks, activities, and assessment that they are working on.
- Encouraging adherence and attendance in the virtual school check-in times offered by each of your children's teachers.
- Designating a place where your child will work independently on his/her assigned tasks.
- Asking your child to provide a brief summary of the learning he/she is engaging in for each class to ensure their understanding of the content and of the process they are being asked to engage in to demonstrate their learning.
- Asking your child about their deadline calendar and supporting them, as needed, in submitting assignments in accordance with the established deadlines.
- Reminding your child to email his/her teachers if they have any questions.

Roles and Responsibilities-Parents

Support your child in their learning process by:

Elementary

- Please refer to the KSD Remote Learning Plan for specific grade level assignments.
- Designate a place where your child will be able to complete their work
- Assist your child as needed to ensure that their academic needs are being met.
- Assist your child in keeping track of all of their work. They should bring it to school upon their return.
- Please refer to the guidance letter for family supports and services should you need them.

Roles and Responsibilities-Students

Secondary

- Dedicate appropriate time to learning, as guided by your teachers.
- Check appropriate Google Classrooms and emails for information on courses, assignments, and resources, on a daily basis.
- Attend and participate in virtual school check-in times offered by each of your teachers.
- Identify a comfortable and quiet space to study/learn
- If you are having difficulty accessing the internet please contact the Technology person assigned to your school.
- Engage in the virtual school platform with academic honesty.
- Submit all assignments in accordance with provided timelines and /or due dates.

Roles and Responsibilities-Students

Elementary

- Find a space in your home to complete your work
- Ask for help from family members if you need it
- Keep track of all of your work and be ready to bring it back to school upon return
- Do the best you can. Continue to read and work on your math facts

Special Services

All Schools

Students will be provided compensatory services for related services missed if schools are closed. Services will be provided through flexible group sessions and/or individual sessions as per student's individual educational plan. IEP meetings will be scheduled using Google Meet. Child Study Team and Related Service providers will be available by email during designated school hours. Any questions, please contact the Director of Special Education, Staci Beegle.

Meals Breakfast and Lunch

All Schools

- All meals will be picked up at the Caruso School on Myrtle Avenue.
- Breakfast and lunch will be a grab and go.
- Pick up will be from 10:00 - 12:00 you will receive both a breakfast and a lunch

Essential Personnel - during school hours (7:30-1:00)

- There will be one Central Office Administrator.
- There will be one building level Administrator in each building.
- One Secretary in each building.
- There will be one Guidance Counselor, one CST member and one Nurse in district.
- One security personnel in each building.
- All maintenance and custodial staff will be on site, as appropriate.
- One member of district technology personnel.

Keansburg School District
Email Addresses
2019-2020

Last Name	First Name	E-Mail	Department
Covert	Doug	Jcovert@keansburg.k12.nj.us	Central (Superintendent)
O'Hare	Kathleen	kohare@keansburg.k12.nj.us	Central (Director Operations)
Formica	Christine	cformica@keansburg.k12.nj.us	Central (Supervisor)
Davis	Louise	ldavis@keansburg.k12.nj.us	Central (Business Administrator)
Beegle	Staci	beegle@keansburg.k12.nj.us	Central (Director SPED)
Stark	Tom	tstark@keansburg.k12.nj.us	KHS (AD)
Vecchiarelli	Jennifer	Jvecchiarelli@keansburg.k12.nj.us	KHS (P)
O'Keefe	Dennis	Dokeefe@keansburg.k12.nj.us	KHS (AP)
LaRocca	Joe	jlarocca@keansburg.k12.nj.us	BMS (P)
Herits	Michael-John	Mherits@keansburg.k12.nj.us	BMS (AP)
McMahon	Elyse	EmcMahon@keansburg.k12.nj.us	JCC (P)
Brophy	Sean	sbrophy@keansburg.k12.nj.us	JCC (AP)
Hazeldine	Anne	Ahazeldine@keansburg.k12.nj.us	Pre-K (Supervisor)
		<u>TECHNOLOGY</u>	
Regniault	Bill	wregniault@keansburg.k12.nj.us	HS / Port Pre-k Technology
Steve	Ambrus	sambrus@keansburg.k12.nj.us	MS Technology

Mike	Breheny	mbreheny@keansburg.k12.nj.us	Caruso / Caruso Pre-k Technology
		Guidance	
Bonnie	Walling	bwalling@keansburg.k12.nj.us	Caruso & Port Pre-k
Dana	Florio	dflorio@keansburg.k12.nj.us	Caruso
Dianne	Clagett	dclagett@keansburg.k12.nj.us	Caruso
Caitlin	McDonald	cmcdonald@keansburg.k12.nj.us	Caruso
Stefania	Kohler	skohler@keansburg.k12.nj.us	Bolger
Lauri	Murphy	lmurphy@keansburg.k12.nj.us	Bogler
Colleen	Damian	cdamian1@keansburg.k12.nj.us	KHS
Jennifer	O'Keefe	jokeefe@keansburg.k12.nj.us	KHS
Filitsa	Pecoraro	fglinospecoraro@keansburg.k12.nj.us	KHS
		CST	
Lauren	Feinstein	lfeinstein@keansburg.k12.nj.us	Port Pre-K/ Out of District
Heidi	Wieczerek	hwieczerek@keansburg.k12.nj.us	Caruso Pre-K/ Out of District
Carolyn	Scott	cscott@keansburg.k12.nj.us	Bolger
Jeffrey	Johnson	jjohnson@keansburg.k12.nj.us	KHS
Peggy	Daniel	mdaniel@keansburg.k12.nj.us	KHS
Shannon	Collier	scollier@keansburg.k12.nj.us	KHS/Bolger
England	Bruce	bengland@keansburg.k12.nj.us	Caruso
Noch	Laurie	lnoch@keansburg.k12.nj.us	Caruso

Personnel Preparedness Plan

Additionally, all collective bargaining agreements will remain in effect

Individual contracts for non-bargaining unit employees will also remain in effect.

Attendance/Absence Reporting

In the event that the district is closed, Aesop will be updated accordingly. You will not have to enter any data in Aesop for the duration of the closure.

Any sick, personal, family illness, vacation, professional or legal day absence(s) will be cancelled and the respective day(s) returned to your allotted balance.

Direct Deposit

Contractual employees who *currently* participate in Direct Deposit, will continue to receive their payroll stub and funds electronically.

Please note, currently is defined as, prior to the March 13th Payroll Cycle.

Live-checks will be processed and mailed upon the reopening of school/district offices; this includes per-diem substitutes. (if closing extends to 3/30/20)

Administration

In the event that the district is closed, Central Office Administrators, Principals, Directors and Supervisors are expected to assist in the daily operation of all aspects of distance learning.

Virtual and/or Onsite administrative meetings may be necessary and will be determined by the Superintendent of Schools or a designee. Please ensure that your district devices are readily accessible.

Central Office Staff (Business Office, Confidential Assistants, Special Services and Technology)

In the event that the district is closed, Central Office staff are expected to:

- Monitor, read and respond to email daily,
- Monitor and respond voicemail daily,
- Communicate and route any questions or concerns to their department leader as necessary.

Teacher

In the event that the district is closed, teachers are expected to:

- Monitor, read and respond to email daily.
- Monitor and respond to voicemail daily.
- Approach remote learning as you normally do. Example, if student is not participating etc, contact parent or reach out to building administration to assist
- Communicate and route any questions or concerns to their building Principal or department leader as necessary.

Child Study Team, Related Service Providers, School Counselors

- Monitor, read and respond to email daily.
- Monitor and respond to voicemail daily.
- Communicate and route any questions or concerns to their building Principal or department leader as necessary.

Building Secretarial Staff

In the event that the district is closed, building Secretarial staff are expected to:

- Monitor, read and respond to email daily.
- Monitor and respond voicemail daily,
- Communicate and route any questions or concerns to their building Principal or department leader as necessary.

Custodial and Maintenance Staff

In the event that the district is closed, Custodial and Maintenance staff responsibilities will be determined by Dave Cooney, Supervisor of Buildings and Grounds, in conjunction with Doug Covert.

Communication will be conducted via district issued mobile phones. Please ensure that your district mobile device is readily accessible.

Paraprofessional Staff

In the event that the district is closed, Paraprofessional staff are expected to:

- Monitor, read and respond to email daily,
- Communicate and route any questions or concerns to their building Principal as necessary

Remote Learning

Remote Learning Days

We believe that learning can take place anytime and anywhere. In the event of a pandemic, Remote Learning Days will allow our academic schedule to continue uninterrupted, which is vital to both short-term and long-term learning and success. These days will also enable us to take advantage of our investment in technology and will help students develop skills in independence and time management.

Goal: To implement a home-instruction, remote learning model so that school days missed for a pandemic crisis can be counted towards the required days of instruction for the calendar year. This requires several objectives and an understanding that this may look different at each level, preschool, elementary, middle school and high school.

General Plan for Remote Learning Days

- A Remote Learning Day is a day that students and teachers stay home but it is a school day.
- Remote Learning Days are designed to reduce the impact and disruption to the school calendar and programs in the event of a pandemic emergency.
- On Remote Learning Days, students will be expected to logon to their teacher's online platform to access grade level work that has been developed to support the appropriate grade level standards and curriculum. For elementary follow guidelines provided below. For those with no internet or computer access, hard copy work that is equivalent to the online work will be available for pick up at the Board Office.
- The work assigned will outline expectations that serve as an extension to previous learning or bridge to new learning.
- Staff members will bring home their district issued device, with charging cable, each day going forward in case the need for a remote learning day occurs. Staff members will ensure they have access to any passwords they may need to get on Genesis, Google Drive, etc.
- Any Remote Learning Day will be stated clearly via the district's automated notification by the Chief School Administrator.

General Procedures for Remote Learning Days

- During regular school hours, general education teachers, special education teachers, special area teachers, school counselors, school nurses, and interventionists will be available for students and families to contact virtually, as needed.
- Student needs related to established additional school supports (ELL, 504, IEP) will have their work modified based upon their needs. This will happen prior to the Remote Learning Days and may include additional time and resources for these students upon their return to school.

- All students are expected to complete the assignments independently putting forth their personal best effort (parents may read directions to students if needed).
- Students may be asked to complete a variety of learning tasks that include, but are not limited to:
 - Reading assignments (either digital or paper-based)
 - Video assignments with accompanying assessments
 - Youtube/ or video based
- Teachers will provide detailed instructions about the assignments that will include the following information:
 - Purpose/objective of the assignments
 - Description of the tasks, including the directions/resources required to complete the assignments
 - Assignment submissions (in-person when students return, online, etc.)
 - Due dates of the assignments
- Students will be expected to work each day for a minimum of 2 hours for a total of 10 hours per week. Honors and AP coursework may recommend supplemental work, not to exceed an additional 10 hours per week.

Keansburg Preschool Program
Remote Learning Emergency Plan

Students are responsible for 2 hours of work each day:

1. Plan - Do - Review - 1 hour 15 minutes content driven developmentally appropriate activities
2. Outside and Gross Motor - 45 minutes - content driven developmentally appropriate motor activities
 - Use sparingly, screen time is limited to one hour per WEEK- This includes watching television

Teachers Responsibilities:

1. Ensure that a lesson is uploaded to parent communication portal the day before (Meaning that May 3rd's lesson needs to be available for the student by May 2nd at 5pm on the parent communication portal)
2. Make sure that the lessons and assignments are aligned to standards and to the HighScope curriculum.
3. Special Education Teachers will provide modifications and accommodations to lessons within the lesson directions in the parent communication portal.
4. Teachers are available on parent communication portal or via email during normal school hours to answer family questions.
5. Teachers will assess work and input into COR Advantage.

Administration and Master Teacher Responsibilities:

1. Provide instructional paper packets to all families with no access to the Internet.
2. Provide online support and technical assistance for accessing and coordinating lessons in COR Advantage and other online resources and/or relevant course content.
3. Provide online support and technical assistance for special education teachers in making appropriate accommodations and modifications to lesson plan content.
4. Related services will be made up, upon school reopening by condensing group instruction so more students are serviced at once and/or students will be seen when other regularly scheduled students are absent.
5. Coordinate with Champions before and after care programs for continuity in program planning.
6. Food services coordination: See District Procedures

Joseph C. Caruso School Remote Learning Plans

For each day that school is not in session, please work on the assignments pertaining to your grade level or specific class below.

Kindergarten

1. Review all letters and sounds
2. Review your Snap Words
3. Use your Super Powers to read a book at home
4. Write 1 sentence per day that has a snap word in it
5. Practice writing each letter, upper and lower case
6. Practice counting to 100 by 1's and 10's
7. Write your numbers 0-20
8. Have an adult or sibling read a book to you and answer questions about who the main character is, the main idea and the setting
9. Practice adding single digits together
10. Practice adding two single digit numbers

Grade 1

1. Spend 15-20 minutes a day reading a book and completing 1 of the following activities while you read
 - a) Retell the story to someone
 - b) Draw and write about your favorite character
 - c) Write about your favorite part
 - d) Pull out Snap Words and list them and practice reading them
 - e) Pull out vowel teams and list them and practice reading them
2. For additional sight word reinforcement, families can also choose to do the following:
 - a) Play a memory game. Place all cards face down and turn over to create matches
 - b) Rainbow Write your words using 3 different colors
3. Math – Create a set of addition flashcards and a set of subtraction flashcards. Then, for 1 hour per day, you can go on the following math websites and practice your facts with flashcards.
 - a) Prodigy.com
 - b) Xtramath.com
 - c) ABCYA.com

4. Writing – Produce 1 piece of writing per every two days out of school. You can choose an opinion piece on your favorite food, animal or sport, an informational piece about yourself, a career or a sport, or a personal narrative about something you have done

Grade 2

1. Go to Mysteryscience.com and click on student link to complete a lesson
2. Read for 15-20 minutes per day and complete a Reader Response from the attached choice board
3. For every two days out of school, choose a Writing prompt from the two choice boards attached
4. Math – Below is a list of free online websites you can use to practice concepts for 15-20 minutes per day
 - a) Prodigy.com
 - b) Xtramath.com
 - c) ABCYA.com
 - d) ESparks Math.com
5. Choose 1 of the following activities per day to complete
 - a) Count by 2's, 5's and 10's out loud to someone
 - b) Using playing cards, compare two numbers using greater than and less than. Do at least 10 problems
 - c) Look for and write as many 3-D objects you can find in your house
 - d) Sort and identify a handful of coins. How much is each one worth? How much do you have altogether? If you have a set and someone has a set, can you each count to see who has more? Less?
 - e) Look at the clock at least twice throughout the day. Record the time. Then write what time it would be 20 minutes later. 30 minutes later?
 - f) Create 10 addition/subtraction problems using 2-digit + 2-digit, 3-digit + 3-digit, 2-digit – 2-digit, and 3-digit – 3-digit
 - g) Make a set of addition and subtraction flashcards with sums up to 20.
 - h) Play Addition or Subtraction War using a deck of cards

Writing Prompt Board: Personal Narrative

Read the prompts and choose one. Write or discuss your answer to the prompt. Color the checkmark when you are done!

Include feelings and details! <input checked="" type="checkbox"/> Write about a special person, or animal, in your life.	Include feelings and details! <input checked="" type="checkbox"/> Write about a time when you learned how to do something new.	Include feelings and details! <input checked="" type="checkbox"/> Write about a special family event or tradition you remember.
Include feelings and details! <input checked="" type="checkbox"/> Write about a time when you were successful at doing something.	Include feelings and details! <input checked="" type="checkbox"/> Write about your most memorable vacation with family or friends.	Include feelings and details! <input checked="" type="checkbox"/> Write about a time when you lost something.
Include feelings and details! <input checked="" type="checkbox"/> Write about a day when nothing seemed to go right.	Include feelings and details! <input checked="" type="checkbox"/> Write about a time when you were a leader.	Include feelings and details! <input checked="" type="checkbox"/> Write about your most precious possession.
Include feelings and details! <input checked="" type="checkbox"/> Write about a time when you were able to be helpful to someone else.	Include feelings and details! <input checked="" type="checkbox"/> Write about the best gift you ever received.	Include feelings and details! <input checked="" type="checkbox"/> Write about a time when you were embarrassed.

Writing Prompt Board: Persuasive/Opinion

Read the prompts and choose one. Write or discuss your answer to the prompt. Color the checkmark when you are done!

Include reasons and support! <input checked="" type="checkbox"/> Should schools have a dress code? Why or why not?	Include reasons and support! <input checked="" type="checkbox"/> Should pets be allowed to come to school with students? Why or why not?	Include reasons and support! <input checked="" type="checkbox"/> Should students be given homework every day? Why or why not?
Include reasons and support! <input checked="" type="checkbox"/> Which is a better pet: a cat or a dog? Explain why.	Include reasons and support! <input checked="" type="checkbox"/> Which is a better season: summer or winter? Explain why.	Include reasons and support! <input checked="" type="checkbox"/> Which is a better play option: inside or outside? Explain why.
Include reasons and support! <input checked="" type="checkbox"/> Should students be given a bedtime every night? Why or why not?	Include reasons and support! <input checked="" type="checkbox"/> Should students have to take tests at school? Why or why not?	Include reasons and support! <input checked="" type="checkbox"/> Should students be able to have cell phones in class? Why or why not?
Include reasons and support! <input checked="" type="checkbox"/> Which is worse to break: an arm or a leg? Explain why.	Include reasons and support! <input checked="" type="checkbox"/> Which is worse to lose: eye sight or hearing? Explain why.	Include reasons and support! <input checked="" type="checkbox"/> Which is worse to get: heavy snow or heavy rain? Explain why.

Reading Response Board: Fiction		
Read your book and choose a response question. Write or discuss your answer to the question. Color the checkmark when you are done!		
<input checked="" type="checkbox"/> Sequence the events in the story. Make sure to include the important parts in detail.	<input checked="" type="checkbox"/> What connections can you make between your life and the book? Explain.	<input checked="" type="checkbox"/> From what you have read so far, what prediction can you make? What makes you think that will happen next?
<input checked="" type="checkbox"/> If you could step into this story, what is the first thing you would do?	<input checked="" type="checkbox"/> Write a letter to a character in the book. What would you say to that character?	<input checked="" type="checkbox"/> Explain a character's problem and then offer that character your advice on how to solve his/her problem.
<input checked="" type="checkbox"/> Choose one character and explain why you would or would not want to have him/her as a friend in real life.	<input checked="" type="checkbox"/> Describe the setting(s) in the story. Can you make any connections to the place(s)?	<input checked="" type="checkbox"/> Explain what you feel is the theme of the story. Support your thinking using evidence from the book.

Miss P's Style ©2017

Grade 3

1. Math. Create a set of flash cards (multiplication facts) to review daily
 - a) Complete two drills per day on Xtra Math
 - b) Complete an additional drill on either Prodigy or ESpark
 - c) Create and solve 1 math word problem per day to be used in the classroom when you return
2. Literacy
 - a) Complete 1 activity daily from any of the following websites: ESpark, Readworks, Epic. Mrs. Higgins class code for Epic is ggu9289
 - b) Read a book or a chapter from a book. For a fiction book, write a summary of what you read. Be sure to include the characters and details of the main events. For a non-fiction book, record 10 facts on the topic
3. Additional Learning Supports
 - a) Use Spelling City

- b) Practice new and old spelling words by writing them three times each or in a sentence
- c) Write a journal entry about your day
- d) Write a letter to your teacher
- e) Porta-Portal – use code Longo

Grade 4

1. Math – Choose 1 online activity to complete from each of the following sites:

www.ixl.com. Student user IDs and passwords are written on the inside cover of their agendas. Students are familiar with this site> Mr. Pepper will highlight the lessons/skills to be completed on a daily basis.

<https://xtramath.org/#/signin/student>

Mr. Pepper's email – jpepper@keansburg.k12.nj.us

Mr. Janik's email – bjanik@keansburg.k12.nj.us

Student logins are written on the front page of their agenda books

2. Literacy - Choose 1 test prep activity from one of the following sites per day. Mrs. Spivey and Ms. Kehoe will be uploading and monitoring.

<https://nj.mypearsonsupport.com/practice-tests/>

<https://nj.digitalitemlibrary.com/home?subject=ELA&g=>

<http://www.lumoslearning.com/llwp/resources/common-core-parcc-practice-tests-and-sample-questions.html>

<https://sso.prodigygame.com/login>

Grade 5

1. Reading – Choose to read a fiction or non-fiction book or a chapter from a fiction book and complete 1 of the following activities for FICTION
 - a) Write a summary of what you read
 - b) Write a new ending
 - c) Design a new book cover
 - d) Write a letter to the author

e) Create 1 journal entry or 3 post-its

For NON-FICTION

a) Record 5 facts that you learned about your topic

b) Rename all of the subheadings

c) Create at least 5 new captions for the pictures in the book

d) Write a paragraph outlining your opinion of the topic with reasons

2. Writing – Write a persuasive letter to your teacher convincing them to change something in the classroom.

3. Complete 1 online activity from any of the following sources. Use the classroom routines established to complete.

a) Epic, Readworks, Spelling City, Quill, Google Classroom writing prompts, Quizlet, Lumos Learning, Pearson

4. Math – Make a set of flash cards for twos through twelves to review

a) Review the full set of flashcards for at least 10 minutes per day

b) Complete 1 lesson in the chapter workbook for every two days out of school. Begin with chapter 1 and go through chapter 10. Do not include elapsed time lesson.

c) Complete two practice tests in the Getting Ready for PARCC Assessment workbook daily

d) Complete 1 online activity from one of the following sites per day. Prodigy.com, xtramath.com, mathisfun.com

Mrs. Bestle's Class Assignment

Reading	Math	Writing
<ul style="list-style-type: none">· Cook with your family (with their permission)· Read a book or magazine· Research a current event: something that is happening in the world*· Play a board game (not a video game)· Mystery Science videos	<ul style="list-style-type: none">· Cook with your family (with their permission)· Make flashcards for your multiplication facts· Create a Snowball Math Game of your own· Calculate volume by measuring rectangular prisms at home· Cards: Multiplication Top· Uno· Math Websites· Create your own math game	<ul style="list-style-type: none">· Create a new recipe· Write me a letter: tell me about anything you read, did, think about· Stamina writing: think of a topic and write as much as you can about it· Write about a current event*· Write instructions to a game you make up· Write a grocery list for your family· Create a comic strip

Log on to one of our favorite websites:

- Math Trainer:
<https://www.mathsisfun.com/numbers/math-trainer-multiply.html>
- XtraMath: www.xtramath.org
- Prodigy: www.prodigy.com
 - Class Code: A9087A
- Mystery Science: www.mysteryscience.com click on student link
- Espark: esparklearning.com
- Room Recess reading, math: www.roomrecess.com
- Our Google Classroom: send me a letter, response to your reading, tell me about a math game you create or something you are doing at home

Mr. Nagy, Ms. Viggiano, Mrs. Ruban's Classes

ELA:

- Read a book with your child and ask them to identify characters, setting, and important details of the story.
- Practice sight words using the Dolch sight words list. Read the words, make flash cards, and rainbow write
- Practice letter recognition and letter sounds with the use of flash cards.

Math:

- Your child may go on PBSkids, Prodigy, and/or ABCya.
- Review recent math worksheets that have been sent home.

Miss Wilson and Ms. Shine's class

ELA:

- Read a story with your child, identify pictures, letters and words in the story.
- Practice writing names and identifying letters in their name.
- Practice matching pictures, simple puzzles at home, color recognition
- Simple cause/effect toys or games

Math:

- Identifying numbers

- Tracing simple lines and shapes
- Review counting numbers
- Matching same and different
- Finishing a simple pattern
- Your child may go on PBSkids or ABCya
- Use of multi sensory tools such as play doh, thera puddy, shaving cream, sand and water to encourage attention and reinforce skills.

Other skills to review:

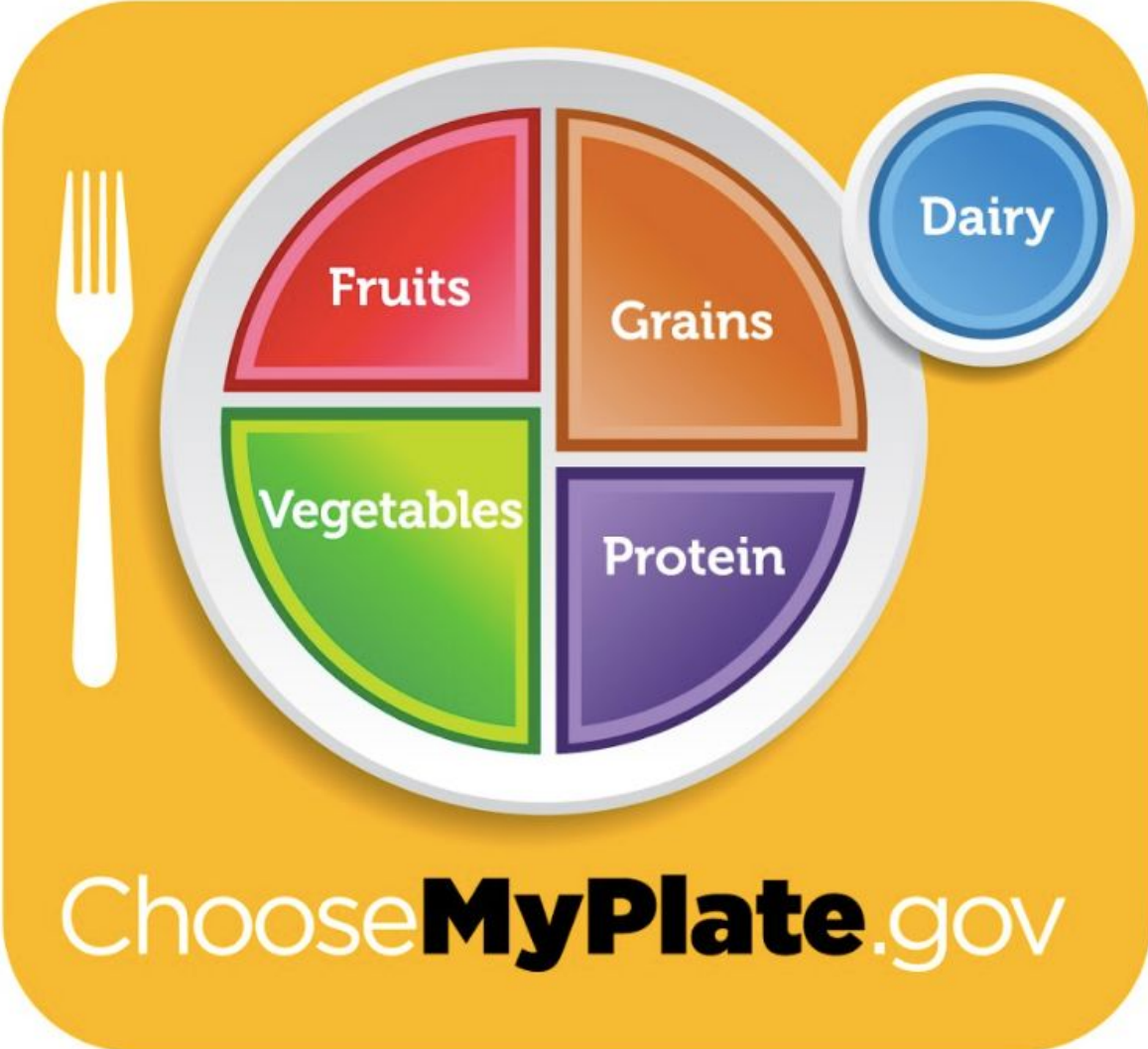
Sitting to attend to adult directed activities, sharing items, requesting wants using pictures, gestures or words, continue bathroom schedules to reinforce self-help skills such as hand washing, dressing and undressing

PE Grades K-2

1. Play Family Fitness Bingo using the Fitness Bingo card attached
2. Keep a log of the meals you eat using the MYPLATE food groups
3. Use GONOODLE.COM to complete 1 activity

PE Grades 3-5

1. Play Family Fitness Bingo using the Bingo card attached
2. Using a deck of cards, flip over the top card. Complete that number of push-ups/sit-ups. How many cards can you get through?
3. Keep a daily fitness journal of all of your physical activity



Choose **MyPlate**.gov

Fitness Bingo Card

B	I	N	G	O
Plank	Butt Kicks	Forward Punches	Lunges	Leg Kicks
Stride Jumps	Squats	Push Ups	Sit Ups	Mountain Climbers
High Knees	Burpees	Free!	Ski Jumps	Jump Rope In Place
Supermans	Neck Stretches	Arm Circles	Toe Touches	Run In Place
Hope On 1 Foot	Tuck Jumps	Calf Raises (Heel Lift)	Jumping Jacks	Windmills

The Caruso School Counseling Department along with the Caruso School administration understands that the closure of schools does not eliminate the support our students may need from counselors and other support services. With our school being temporarily closed due to the Coronavirus, our counselors will be available remotely.

The Caruso school counselors will continue to work collaborately with teachers, students, and parents to navigate academic concerns. School counselors will be available via email during specified operating hours in an effort to maximize student success.

Parents, if you should find yourself concerned about your student's behavior and in need of outside mental health services, several Monmouth County resources are listed below. These resources are available to parents, and directly to your student, to help during difficult and stressful times. Please do not hesitate to contact them if needed.

PESS (732-923-6999) The Monmouth County Psychiatric Screening Services will send a staff member to your house for a personal consultation FREE of charge and help you determine the best path for your counseling needs.

Mobile Response and Stabilization Services (877-652-7624) is a free service and is available 24 hours a day, seven days a week, to help children and youth who are experiencing emotional or behavioral crisis. The services are designed to defuse an immediate crisis and keep children and families safe.

Bolger Middle School Remote Learning Plan

Students are responsible for 4 hours of work each day:

1. Language Arts - 1 hour per day
2. Math - 1 hour per day
3. Social Studies or Science - 1 hour per day
4. Physical Education or Elective - 1 hour per day

Social Studies, Science, Physical Education, Health, Music, Art, and Spanish will follow the normal A/B Day Schedule. Assignments would be scheduled for the days the teachers were supposed to have the students in their classrooms.

Procedures:

1. Your teacher will upload to Google Classroom the day before (For example, Tuesday's lesson will be available for the student by Monday at 5pm on that teacher's Google Classroom).
2. Teachers are accessible on Google Classroom or via email during normal school hours to answer student questions and provide support.
3. Teachers will grade work and input into Genesis.

Keansburg High School
Remote Learning Plan

Important Note to Parents:

Please be sure that you are aware of your students' Genesis account to ensure you have the up-to-date information on your students' grades in all of their classes.

Student Responsibilities

Students are responsible to logon to their computers provided by the district and complete work in all of their classes each day. We run on an A/B schedule, and we will adhere to that in the event of a school closing. On average, students should expect to have approximately 4 hours of work to complete each day in their various content areas:

1. Language Arts
2. Math
3. Social Studies
4. Science
5. World Language
6. Physical Education
7. All Electives

Once again, all classes will follow the normal A/B Day Schedule. Assignments will be scheduled for the days the teachers were supposed to have the students in their classrooms. All assignments/videos/resources will be uploaded onto the Google Classroom. All students are responsible for their work, and their grades will be posted in Genesis.

Student Procedures:

1. Upon completion of given work each day, students are responsible to upload their work as per their teacher's instructions. Their work will be graded and grades will be inputted in Genesis.
2. If a student does not complete assignments, they will be held accountable and this will impact their grades in said class.
3. Teachers are available on Google Classroom or via email during normal school hours to answer student questions and provide support where needed.
4. Upon return to school, all teachers will have office hours between 2:00 and 2:30 to meet with students.

Keansburg High School Counseling Department Plan

The KHS School Counseling Department along with KHS Administration understand that the closure of schools does not eliminate the support our students may need from counselors and other support services. In the event of a closure, our school counselors will be available remotely.

The KHS school counselors will continue to work collaboratively with teachers, students, and parents to navigate academic concerns. School counselors will be available via email during specified operating hours in an effort to maximize student success. Students are encouraged to check their school email regularly for important updates from their counselors.

Parents, if you should find yourself concerned about your student's behavior and in need of outside mental health services, several Monmouth County resources are listed below. These resources are available to parents, and directly to your student, to help during difficult and stressful times. Please do not hesitate to contact them if needed.

- PESS (732-923-6999) The Monmouth County Psychiatric Screening Services will send a staff member to your house for a personal consultation FREE of charge and help you determine the best path for your counseling needs.
- 2nd Floor (888-222-2228) 2nd Floor is a FREE, confidential and anonymous helpline for New Jersey's youth and young adults. They are there to help find solutions to problems and are available 24/7 365 days a year.
- Mobile Response and Stabilization Services (877-652-7624) is a FREE service and is available 24 hours a day, seven days a week, to help children and youth who are experiencing emotional or behavioral crisis. The services are designed to defuse an immediate crisis and keep children and families safe.

KHS School Counseling Department Contact Information

Colleen Damian (Last Names A-L):
cdamian1@keansburg.k12.nj.us

Jennifer O'Keefe (Last Names M-Z):
jokeefe@keansburg.k12.nj.us

Keansburg Special Services Department Plan

The Keansburg School District Child Study Team and Related Services providers will continue to work collaboratively with teachers, students and parents. Child Study Team and Related Service providers will be available via email during specified operating hours. One child study team member will be available in the district between the hours of 7:30 - 1:30. In the event the district is required to close the school, any IEP meeting (referral, reevaluation or IEP meeting) will be held as scheduled utilizing Google Meet.

The YouTube video link below explains how google meet works:

<https://www.youtube.com/watch?v=fZ0bHbiBF1E>

If you do not have a computer or access to Google, your case manager will conference call you into your scheduled meeting. Feel free to email us if you have any questions or concerns at IEP meetings will be scheduled and conducted via telephone.

Secondary School Child Study Team Contact Information

Margaret Daniel

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Jeff Johnson

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Shannon Collier

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Carolyn Scott

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PK/Elementary School Child Study Team Contact Information

Bruce England

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Laurie Noch

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Heidi Wieczerzak (out of district)
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Lauren Feinstein (out of district)
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Speech and Language Department Plan

<https://guest.portaportal.com//smoschetta>

Speech Activities PK-12

Occupational and Physical Therapy Plans

<https://drive.google.com/drive/folders/1Hu8deLnfDBXfWO9Pdo6c4m5RBnrKBOrJ>