



New Jersey Department of Education Checklist for School Health-Related Closure Plans (Updated 5.4.20)

On March 16, 2020, Governor Phil Murphy signed Executive Order No. 104 (EO 104), implementing aggressive social distancing measures to mitigate further spread of COVID-19 in New Jersey. Among other directives, Governor Murphy's Executive Order indefinitely closed all public, private, and parochial preschools and elementary and secondary schools to students beginning on March 18, 2020. Executive Order No. 107, signed on March 21, 2020, superseded EO 104 and continued the necessary closure of all schools. As detailed in guidance issued by the New Jersey Department of Education (NJDOE) on March 5, 2020 and supplementary guidance issued on March 13, 2020, in order to count days during this closure period toward the statutory requirement to provide public school facilities for 180 days, school districts, charter schools, renaissance school projects and Approved Private Schools for Students with Disabilities (APSSD) were required to develop school health-related closure preparedness plans. These plans were designed to address continuity of critical school services such as remote instruction, special education and related services, and nutrition benefits. As a guidepost for districts in developing remote instruction plans, the NJDOE cited its regulations regarding home instruction due to a temporary or chronic health condition (N.J.A.C. 6A:16-10.1).

Requirement to Update the District, Charter, Renaissance and APSSD Public Health-Related School Closure Plan as of May 4, 2020

On May 4, 2020, Governor Murphy announced that all New Jersey school buildings would remain closed for in-person instruction for the remainder of school year 2019-2020. Private schools with longer academic years will remain closed until at least June 30, 2020. To ensure that New Jersey students continue to receive high quality, standards-based instruction through the end of the school year, and to provide appropriate transparency, each school district, charter school, renaissance school project and APSSD **must update and post to its website its school health-related closure preparedness plan**. Pursuant to P.L. 2020, c.27, the revised plans must be approved by the district board of education or board of trustees.



Checklist for School Health-Related Closure Plans (Updated May 4, 2020)

***Denotes the required updates/revision/additions to existing plans. Any other component of the existing plan can be updated as appropriate.**

Contact Information

County: Atlantic

Name of District, Charter School, APSSD or Renaissance School Project: Folsom School District

Chief School Administrator/Charter or Renaissance Leader Name/APSSD Lead: Dr. Matthew Mazzoni

Phone Number of Contact: 609-561-8666 ext. 111

Equitable Access to Instruction Plan Component 1

Question	District Yes or No	County Yes or No
Does the plan include equitable access to instruction for all students?	YES	
Does the plan include an overall demographic profile for your district, including student counts for state funded preschool, homeless, migrant LSE, Students with Disabilities, and English Language Learners (ELLs)?	YES	
Does the plan ensure that all students, with their varied and age appropriate needs, are addressed through the plan?	YES	
Does the plan demonstrate 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?	YES	
*Does the district's plan account for measuring and addressing any ongoing digital divide that exists, whether it be network access or lack of sufficient access to devices?	YES	

Notes on Component 1

1a equitable access - slides 4-5
 1b demographic profile - slide 2
 1c all students' needs addressed - slides 5,8,9, 11-12, 24, 27
 1d student access to tech - slides 6-7
 1e digital divide - slides 5, 8-10



Addressing Special Education Needs Plan Component 2

Question	District Yes or No	County Yes or No
Does the plan address 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?	X	
*Does the plan address methods to document IEP implementation including the tracking of services, student progress as well as provision of accommodations and modifications?	X	
*Does the plan describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?	X	
*Does the plan address procedures for virtual IEP meetings, evaluation and other meetings to identify, evaluate and/or reevaluate students with disabilities?	X	

Notes on Component 2

2a implementing iep's - slides 13, 17
 2b iep documentation - slide 18
 2c case managers - slide 19
 2d iep meetings - slide 20

Addressing ELL and Bilingual Needs Plan Component 3

Question	District Yes or No	County Yes or No
*Does the plan include ESL and bilingual education to meet the needs of English Language Learners (ELLs)?	N/A	
*Does the plan contain how the district communicates with ELL families, including translated materials and directions?	N / A	
*Does the district's plan address alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ELL access challenges?	N/A	

Notes on Component 3

3a-c - Folsom does not have any English Language Learners at the present time - slide 13



Safe Delivery of Meals Plan Component 4

Question	District Yes or No	County Yes or No
*Does the plan contain how the district will provide continued safe delivery of meals to students?	YES	

Notes on Component 4

4a -delivery of meals - slides 35-36

Length of Virtual or Remote Instructions Day Plan Component 5

Question	District Yes or No	County Yes or No
*Is the virtual or remote learning plan designed to maximize student growth and learning to the greatest extent possible? <ul style="list-style-type: none">• Differentiate instructional time, class assignments, independent work, and measures of student learning by grade bands. In each grade band, design virtual and remote learning plans to maximize student growth and learning to the greatest extent possible.	YES	

Notes on Component 5

5a student growth and learning - slides 11-12 & 21- 26



Attendance Plan Component 6

Question	District Yes or No	County Yes or No
*Does the plan address attendance aligned to the district policy on including how the district determines whether a student is present or absent, and how a student’s attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will affect the student?	YES	
*Does the plan describe how the district is following up with the family when a student is not participating in online instruction and/or submitting assignments?	YES	

Notes on Component 6

6a attendance - slides 28-30
6b attendance - slides 28-30

Facilities Plan Component 7

Question	District Yes or No	County Yes or No
*Does the plan contain an outline of how the building will be maintained throughout this extended period of closure?	YES	

Notes on Component 7

7a building maintenance - slides 41-46



Summer Programming Plan Component 8

Question	District Yes or No	County Yes or No
<p>*Does the plan contain a preliminary outline for the provision of summer services, including:</p> <ul style="list-style-type: none">• Extended School Year (ESY) for students with disabilities including how ESY will be delivered• 21st Century programs• Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery• Assessments of learning loss and an initial plan for potentially addressing learning loss• STEM or other programs using reallocated grant funds• Title 1 extended learning programs• Any preliminary plans for Class of 2020 graduation ceremonies	YES	

Notes on Component 8

8a summer services - slides 31-34

Board Approval Component 9

*Is the plan board approved? Yes No Enter Date (mm/dd/yyyy): 04/28/2020

Notes on Component 9

9a board approval - slide 56



Posted on Website Component 10

*Is the plan posted on the district/APSSD/Charter/Renaissance School Project Website? Yes No

Enter Date (mm/dd/yyyy): 03/06/2020

Notes on Component 10

10a website - slides 37-39

Posted on Website Component 11

Question	District Yes or No	County Yes or No
*Does the plan contain a list of essential employees by job title? (can be an addendum)	YES	

Notes on Component 11

11a essential employees - slides 42-44

APSSD Applicable Only: Sharing Plans Component 12

*Was the plan shared with all sending districts? Yes No

Notes on Component 12

Yes. The plan is shared into a shared Google folder created by the County Office.

Coronavirus (COVID-19) Preparedness Plan

Developed on March 6, 2020

Updated on April 6, 2020

Updated on May 20, 2020

Folsom School District

Folsom School Demographics (2019 - 2020 SY)

Folsom School Demographics (2019 - 2020 SY)					
Total Student Population	Pre-School	Homeless	LSE	SPED	ELL
388	16	1	99	84	0

School Districts should develop a school health-related closure preparedness plan to provide home instruction in the event of such a closure. The planned services should include:

- Equitable access to instruction for all students
- Address the provision of appropriate special education and related services for students with disabilities
- Address the provision of school nutrition benefits or services for eligible students
- Adopt enhanced school cleanliness and disinfection protocols, including disinfection of frequently touched surfaces and objects

Equitable access to instruction for all students

PLCs met daily to develop virtual learning plans of home instruction for students in PK-8. The plan consists of the following content areas: Math, Reading, Writing, Science, Social Studies and Special Areas. Below are time requirements for assignments in each content area by grade level:

Grade Level	Time in Each Content Area	Daily Total Time
PK & K	10 minutes	40 minutes
1st - 2nd	20 minutes	1 hour
3rd - 5th	30 minutes	2 hours
6th - 8th	40 minutes	3 hours

Equitable access to instruction for all students

The lessons shall consist of activities/assignments that students can complete independently. Assignments shall consist of already established independent work being completed on a daily basis. For instance, novel reading, journal writing, close reads with comprehension questions, ST Math, Big Ideas Math, Raz Kids, Sadlier vocab books, handwriting, My World Interactive SS, etc.

It is important to prepare hard copies of activities for students that do not have internet access or an electronic device at home. Classroom surveys were completed to get an accurate assessment of which students did not have internet access. These students will be provided with hard copies of all material in each content area.

Special education teachers will continue to modify the assignments to meet the students' IEPs and 504 plans.

Special Area Teachers will have to prepare one lesson activity for each grade level each six day cycle.

Elementary grades K-5 can alternate Science or Social Studies on each day.

Student Access to Technology

Grade	YES to ACCESS	No to ACCESS	Platforms
Eighth (8)	37	2	Google Classroom /ST Math Big Ideas / NewsELA
Seventh (7)	41	3	Google Classroom / ST Math Big Ideas/ NewsELA
Sixth (6)	46	0	Google Classroom/ ST Math Big Ideas/ NewsELA
Fifth (5)	47	0	Google Classroom/Think Central/ST Math/ Reflex/My World Interactive
Fourth (4)	42	1	Google Classroom/Think Central/ST Math/ Reflex/My World Interactive / Raz Kids
Third (3)	41	0	Google Classroom/Think Central/ST Math/ Reflex/My World Interactive / Raz Kids

Student Access to Technology

Grade	YES to ACCESS	No to ACCESS	Platforms
Second (2)	41	2	Google Classroom/Think Central/ST Math/ Reflex/My World Interactive / Raz Kids / Class DoJo, packets to those who do not have printing capabilities
First (1)	35	0	Google Classroom/Think Central/ST Math/ Reflex/My World Interactive / Raz Kids
Kindergarten (K)	33	1	Zoom for small group meetings, daily emails with activities, Raz Kids & packets to those without printing capabilities
Pre-Kindergarten (PK)	16	0	Zoom for small group meetings, daily emails with activities, monthly calendar

Equitable access to instruction for all students

Assignments for each grade level shall be created on the Google Document - link is below. Please make a copy of the Google Doc, share it with the appropriate staff including administration.

Please refer to our school website for all the school closure information and educational activities. An Update on the Coronavirus Tab (located at the top right corner of the website) will contain a list of learning activities with the necessary resources and materials for each grade level and content area. Students in grades PK -3 received learning packets for two weeks' worth of work. Please look for updates regarding additional materials if the school closure is extended.

Equitable access to instruction for all students

Students in grades PK-3 received packets that include assignments and activities that are age appropriate. Any student in grades 4-8 who do not have internet access also received assignments in paper form. In order to ensure equitable access to learning materials, all students who need individualized materials or hard copies, these items will be provided.

Addressing the Digital Divide

The teachers check in with administration weekly to discuss student work activity. If there is a concern, the school counselor or administrator reaches out to the family. If paper copies are needed due to network access issues, the materials are mailed home to the family.

All students in grades K-8 have been offered district devices.

Continuation of Instruction

The Folsom teachers prepared a platform for instruction during the March 13, 2020 in-service day.

Delivery of Instruction:

Preschool Students (ages 3-4)

- Specially developed learning kits designed by the teacher and suited to the individual needs of each child

Grades K-4

Work packets prepared in advance to be sent home with the children

- Access to current textbooks and workbooks.

Distribution of Print Materials:

- Most print materials will be sent home with students prior to a closure.
- Additional materials prepared by teachers throughout the closure will be available in the building lobby for parent pickup. Families will be informed of the availability of materials via email, Google Classroom or Class DoJo.

Delivery of Instruction Cont.

Online

Grades 3-8:

- Google Classroom platform will be used to disseminate information, assignments, and facilitate class discussions.
- Video Recordings: teachers may create video recordings or screencasts of lessons to be posted on Google Classroom
- Google Meet - Face-to-face live meetings with students.

Curricular Resources:

- Learning A-Z (RAZ Kids Online Reading Grades K-4)
- Reflex Math (Math Fluency Grades K-5)
- ST Math (Interactive Math Grades K-8)
- My World Interactive (Social Studies Online Platform Grades K-5)
- Discovery Education/United Streaming (Online Platform Grades 6-8)
- Think Central (Online Math Platform Grades 1-5)
- Big Ideas Math (Online Platform Grades 6-8)

Evaluation: multiple opportunities for students to demonstrate mastery or understanding of a concept/lesson

- Student contributions to online discussions
- Successful completion of assignments
- Online tests/quizzes
- Summative assessment of targeted skills upon reopening of school

English Language Learners (ELL) and Students with Disabilities

All special education teachers and related service providers have provided services as designated by each student's IEP or 504 plans. The chairperson of our Child Study Team continues to communicate with parents and teachers to ensure all services are being met. The district counselor, speech and language specialist and other interventionist meet weekly with their students remotely via Google Meet or Zoom.

Modified material is assigned to students if needed and additional small group meeting times are set for students and special education teachers to specifically work on goals and objectives.

Folsom does not have any ELL students at the present time.

Special Education and Related Services

Individualized Education Program (IEP) reviews/Eligibility meetings and re-evaluation meetings - Additionally, IEP Teams are not required to meet in person while schools are closed. If an evaluation of a student with a disability requires a face-to-face assessment or observation, the evaluation would need to be delayed until school reopens. Evaluations and re-evaluations that do not require face-to-face assessments or observations may take place while schools are closed, so long as a student's parent or legal guardian consents. These same principles apply to similar activities conducted by appropriate personnel for a student with a disability who has a plan developed under Section 504, or who is being evaluated under Section 504.

If a student does not receive services after an extended period of time, the student's IEP Team, or appropriate personnel under Section 504, will make an individualized determination whether and to what extent compensatory services are needed consistent with the respective applicable requirements, including to make up for any skills that may have been lost.

Special Education and Related Services Cont.

Special Education teachers will be available to consult with the students and parents of students with special needs during the school closure at designated times via telephone calls and/or e-mail. Special Education teachers will support students by making appropriate modifications for student assignments.

In grades 1-4 special education teachers will provide hard copies of materials that align with the students goals and objectives in their IEP's.

Special Education and Related Services Cont.

The Chairperson of the Child Study Team will continue to communicate with out-of-district school personnel where district students are attending to support related services.

In our district the Child Study Team personnel will be able to maintain “office hours” to meet the needs of children with IEP’s. District Counselor, Speech and Language Specialist, and other contracted service providers will attempt maintain weekly sessions, as per a student’s IEP, remotely via conference calls, Google Classroom, or Google Meet, or in special circumstances in-home services will be provided. In situations where related services are not able to be provided that meet a student’s IEP, those services will be made up when school resumes.

Delivery of remote instruction to implement IEPs, including accessible materials and platforms.

Remote/Virtual Instruction and Teletherapy services are being delivered via Google Meet and Zoom. Teachers and service providers integrate existing subscriptions to online instructional support sites to support remote instruction. Folsom School has a number of current subscriptions throughout the district including, but not limited to Raz-Kids, BrainPop Jr., ST Math, Reflex Math, etc. The District will continue to review and provide online access to other web-based instructional support as needed to address the needs of our students. Accessibility platforms are also being utilized such as Learning Ally, Bookshare, Snap & Read, etc. In addition to the activities that are web-based, teachers and service providers are calling via phone to follow-up or deliver instruction if this is the only method available. If students are unavailable for web-based or phone-based activities, materials are mailed, delivered, or provided for pick-up to the families as needed to ensure the learning is accessible to all students.

Methods used to document IEP implementation

Teachers are pre-recording lessons and meeting with students in live sessions on Google Meet to provide instruction and monitor progress. Modified assignments and assessments continue to be provided based on each student's document. Staff maintain open and ongoing communication with parents/guardians and case managers. Student progress is tracked by the teacher. Teachers adjust learning activities based on feedback from parents, observations, and communication with the student.

Service providers send weekly activities via email to parents, post on designated Google Classrooms, and/or deliver materials to the home. In addition, live Teletherapy sessions occur on Zoom and Google Meet. Therapists are completing services at a similar rate as identified in the IEP under the frequency for that related service. The number of services may be modified by the availability and need of the parent/guardian. This is conveyed and documented via electronic communication with the parent, therapist, and case manager. Therapists monitor each student's progress based on parent/guardian feedback and information collected via Teletherapy. Therapists will make changes in therapeutic recommendations based on this feedback.

Administrators will continue to support teachers and therapists in the delivery of remote/virtual instruction and therapy related activities. Administrators will continue to work closely with all stakeholders (parents, administration, instructional staff, and therapists).

Case managers follow up with families to ensure services are implemented in accordance with the IEP

Case managers call and video conference with parents to ensure services are implemented in accordance with IEPs to the greatest extent possible. Call logs are maintained. In addition, annual review meetings are underway and parents are actively involved. Case managers keep service logs of students receiving speech and language services, occupational therapy, physical therapy, and counseling services.

District conducts virtual IEP meetings, evaluation, and other meetings to identify, evaluate, and/or reevaluate...

IEP Meetings, evaluations, and other meetings are being held via Google Meet or Zoom with all required participants according to N.J.A.C. 6A:14. These meetings are scheduled as per N.J.A.C. 6A:14 and documented via the Realtime Information System. Meetings and evaluations are being conducted with the acknowledgement that face-to-face portions of the evaluation process will need to be postponed until restrictions are lifted. Copies of the appropriate paperwork from meetings are being sent to families via email and/or mailed home by essential employees. Involved staff and parents/guardians are provided with specific directions for use and technology support if needed.

Direct Instruction Expectations

As we entered the 4th week of virtual schooling without a return date in sight, it was important to outline daily expectations when it comes to delivering instruction. Teachers should be presenting new concepts and skills throughout each week. In order for this to occur, it is imperative that it's done with direct instruction. As I said plenty times before, the value of a teacher during the direct instruction time cannot be replaced by a resource or app.

Direct Instruction and Mini-Lessons

The word, mini-lesson, is to be interchangeable with the word, direct instruction. **Mini-lessons shall be used when teaching a new concept or skill to students - not everyday.** I also want to reiterate the importance of teacher-modeling in the learning process.

Mini-Lessons need to be recorded in case students are having technical difficulty or unable to connect at that time.

Mini-lessons should be approximately 10-15 minutes in length for subjects and/or sections you teach (i.e. Math, Reading, Writing, SS, Science, Art, Spanish, etc.) The time of the video shall be developmentally appropriate.

Virtual Interaction

Every teacher needs to have time available to meet virtually (i.e. Google Meet) with students for small group instruction and support on a daily basis.

Delivery of Remote Instruction Cont.

Each grade level has planned instruction, aligned by the standards and curriculum pacing guides, during the last several weeks of remote learning. Teachers identified students who have similar learning styles and abilities and set up virtual instructional times for small groups in all content areas. Whole group activities are also occurring, so the students are able to interact all together for presentations, morning meetings, end of the week check ins, mystery readers and other guest appearances. Students who needed additional materials are mailed home paper materials, graphic organizers, manipulatives and other educational devices students need to be successful. Materials are mailed home weekly, as needed by individual student. Independent activities are assigned to students to complete and submit through the online platform. Teachers and parents are utilizing online resources to ensure students are working on foundational skills in reading and math. All new material is taught through the virtual platform via pre-recorded videos or small group meetings. Notes and student work is sent to the teacher to check for understanding either through email or the online platform.

Starting for Week 5




Starting for Week 5 (April 24th to May 4th) the Google Sheet for lesson activities/ assignments shall include when mini-lessons and small group instruction will occur (i.e. - 3/24 assignment - list meeting times: 9:00 am - 9:15 am). Teachers shall include the times of the small group instruction each day. The hyperlink box shall include the platform being used such as Google Meet and place the hyperlink. This will be fully in place for week 5 lessons – due on April 23rd by 12pm.

GRADE: 4**VACATION DAYS/SPRING BREAK: 4/9, 4/10, 4/13, AND 4/14****DAY 1 FRIDAY, APRIL 24**

Content Areas	ASSIGNMENT DETAILS & RESOURCES			VIRTUAL CLASS		
	Assignment(s)/Activities	Materials/Resources	Assignment Links or Web Links	Link to VC	Date of VC	Time
Mathematics	8.1 Multiples of Unit Fractions 1.) Complete the "Do Now." When complete be sure to hit the "Turn In" button. 2.) Watch Recorded Lesson Video and take notes in your Math Notebook in the "Notes" section. 3.) Complete "8.1 Share and Show" Assigned on ThinkCentral. Show all your work on a scrap piece of paper (if needed).	Math Notebook, Computer, Scrap Paper, Pencil.				
Reading	Introduce the next novel, Skylark. Make predictions based off of the front and back cover of Skylark (like they did for Sarah, Plain and Tall. Students will fill in a predictions form on the Google Slides presented to them.	Sylark Novel Google Slides	https://classroom.google.com/u/4/c/Njl4MzA2NTEwNjha/a/NjExMTY3MDI3OTVa/details			
Writing	Students will work on their opinion writing that was drafted in class. For Day 1, students should have paragraph one completed and revised adding figurative language when possible. The first paragraph must have an opening hook, a summary of Soft Rain's problem, and their thesis statement. This document can be found in our 4V Classroom under "Literary Essay"	Google Document Google Classroom	https://classroom.google.com/u/4/c/Njl4MzA2NTEwNjha/a/NjExMTg0MTA5OTFa/details			

Social Emotional Learning (SEL) Day

On May 1, 2020 Folsom Elementary School hosted the first SEL Day: Social Emotional Learning Day – Self Care Empowers Learning! Every Friday throughout the month of May students and staff observed a different theme by completing an activity and posting a picture or project through Facebook, email or Google Classroom.

Date	Theme	Choice Board
May 1, 2020	Making a Connection	
May 8, 2020	Physical & Mental Wellness	
May 15, 2020	Positive Messages	

Student Attendance

Middle school and grades 3-5 attendance will be taken daily through Google Classroom check-ins. Teachers will report student check-ins by 11 am and input information into our student information system, Realtime. Teachers will mark students as remote learning.

Teachers need to have daily attendance in no later than 12pm each day.

Students PK-2 attendance will be completed by the front office staff. Teachers will be communicating with parents through email, remind app, and Class Dojo. Parents are encouraged to share pictures of their children learning.

Student Attendance Cont.

The Folsom Board of Education recognizes the educational significance of the student's attendance in class and as mandated by NJAC 6:8-4, 2(d) legislates an attendance policy which requires student attendance on the days and during the hours in which the school is in session.

Students are required to complete all work assigned during remote instruction. The district implemented Social Emotional Learning Days every Friday starting in the beginning of April to give students a chance to catch up on missing assignments while also participating in SEL activities. The SEL day alleviated many of the student attendance issues.

Retention has been discussed for students in grades K and 1st whom haven't been participating in remote learning opportunities and were already identified "at-risk" from an educational standpoint prior to remote instruction (i.e. Intervention and Referral Services and title I students). Retention is not taken lightly and is treated on a case by case basis with the use of research to balance the uniqueness of remote learning.

Student Attendance and Grading

This question has been raised by teachers to administration, **“What grade do we give to a student who has done nothing?”**

Folsom administration provides the following guidance:

If you have communicated to the student about the missing work and contacted the parent, the grade the student will receive at the end of the trimester for that area will be a **61** numerical grade or **N** for grades K-2. We do still need to be flexible during this time of remote learning and keep the gradebook open until the last day of instruction. The Director of Curriculum and Instruction has been given names along the way and reached out to several families on a weekly basis. Furthermore, specific meetings are held daily to discuss specific students regarding poor attendance and lack of assignment completion.

Summer Programming

Provide a preliminary outline for the provision of summer services, including:

Extended School Year (ESY) for students with disabilities including how ESY will be

Delivered:

Folsom School District is planning to offer ESY in person at Folsom School from August 3rd through August 27th - Monday through Thursday. The hope is that the NJ DOE guidelines allow for students to be in the school building starting in August.

If we aren't able to provide ESY in person, we will continue to provide remote instruction to the identified students following the same dates as mentioned above.

Addressing Loss of Student Learning in Summer

During the summer months, Folsom School will continue to provide independent learning opportunities to students using the Think Stretch summer workbooks

Summer workbooks are the backbone of the ThinkStretch Summer Learning Program and are used at Folsom for all students in grades Kindergarten through 5th Grade. Each workbook contains 8 weekly lessons including:

- Reading Log & Activity
- Writing Activity
- Math Skill and Concept Review
- STEM Bonus Activity

Addressing Loss of Student Learning in Summer

During the summer months, Folsom School will continue to provide independent learning opportunities to middle school students through the One Book Challenge.

Students in grades 6-8 are expected to read, *The Girl Who Owned a City*, and complete the end of the chapter assessments to show comprehension. The One Book Challenge is celebrated on the 1st day of school with a number of engaging activities pertaining to the theme of the book.

Students have the option of reading the book and/or through an audio version to ensure all students have a chance to enjoy the book.

Assessment of Student Learning Loss

Folsom School District will continue to assess students using the NWEA MAP Growth assessment in the areas of mathematics and reading. The Fall MAP assessment will be assigned to students within the first week school is in session.

If we do not return in the fall, administration will be prepared to assess students remotely using MAP.

School Nutrition Benefits or Services for Eligible Students

Folsom School is offering the following sites for students to pick up breakfasts/lunches while the school is closed:

Buena Regional HS - Cleary Elementary School - Folsom School - Winslow HS - Winslow Elementary No. 3 - Delivery if requested

An email, text and phone call has been sent multiple times to all free and reduced parents giving them options depending on residency and proximity to location including drop-off. This was expanded to all families as of Monday, May 11th, due to the State approval to do so.

Distribution Method:

- Pick up at school Mondays and Thursdays from 10 am - 12 noon @ Folsom
- Every day at Winslow Township High School or Winslow School No. 3 between the hours of 9 am and 11 am.
- Pick up at Buena Regional HS or Cleary Middle School from 11 - 1pm on Mondays and Thursdays

School Nutrition Benefits or Services for Eligible Students

As per NJ Bill A3840, the new law requires the school district to provide up to 3 days' worth of breakfast and lunch meals at a time. Thus, Folsom will provide 3 days of meals on Monday and two days of meals on Thursday. Each student is recorded at pickup and documented date and number of meals so there is no duplication.

- Contents of meal are Breakfast (muffin 2.25 oz, juice 4 oz, ½ cup fruit, milk); Lunch (Peanut Butter & Jelly sandwich, cheese stick, juice 4 oz, milk). For safety requirements, all food is kept refrigerated or frozen until pickup.

Meals will continue to be available through June 15th.

If you have any questions, please contact Debbie DeCicco, Food Service Manager, at 609-561-8666 ext. 119 or via email at DDeCicco@folsomschool.org.

Lines of Communication

The Superintendent will notify the Folsom staff and families of a school closing using the Realtime Phone Notification system. In addition, the Folsom website and Facebook page will be used to communicate the school closing. These three (3) lines of communication also will be used to provide school updates on the COVID-19.

The Folsom website will contain a link for parents/students to access for home instruction lessons/activities and resources.

www.folsomschool.org

Lines of Communication

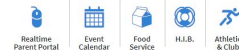
Home	About Us	Parents	Students	Staff	Departments	District	Board of Education	School Choice	Social Studies	Read lesson 5 page 118-120 - respond to reading check 1, on page 120	SS packet - pages 118-123	
Home » Update on the Coronavirus » Homepage									Spanish	<p>La Familia Using the "Familia" vocabulary list draw and label your own family portrait in SPANISH! Imagine you are taking a family photo of your own family – draw and color a picture of what your family would look like then label your family members in SPANISH using the attached vocabulary list. You may include anyone who lives in your house with you and more if you like!</p> <p>Be prepared to share your portrait with the class when we return.</p>	La Familia vocabulary list and portrait paper	https://docs.google.com/document/d/1Mds7iyUeJGecZeAswh3Azh99QMSUnn9aKBaWvya1WSM/edit?usp=sharing
<p>Folsom Family</p> <p>This page will be used to provide information regarding the Coronavirus</p> <p>Grade Level Assignment</p>									Music (3HC)	<p>Instruments of the Orchestra: We've been learning all about the instruments of the orchestra and some of them are hundreds of years old. It's time for some new instruments! Create an instrument from materials around your house, and write about how your instrument works and to which family your instrument belongs. If you can't find materials to build your instrument, draw what your instrument will look like. Be prepared to share your projects and ideas when we return.</p>		https://www.youtube.com/watch?v=pbVFn3q3IEw

Below is a pdf version of the Dr. Mazzoni's letter regarding the closure of school starting on Tuesday March 17th.

WEEK ONE			
GRADE: 3			
Day 1 Assignments			
Content Area(s)	Assignment(s)/Activities	Materials/Resources	H
Mathematics	Fluency Check: Addition and Subtraction w.s.	Addition and Subtraction w.s.	
Reading	Spend 15 minutes reading the ELA practice passage in the packet.	ELA practice passage packet	
Writing	Answer questions 1-6 relating to the passage you read in the ELA packet.	ELA practice passage packet	



Folsom School District
1357 Mays Landing Road Folsom, NJ



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Weekly Class Assignments

Grade 8 Assignment Algebra

Grade 8 Assignments

Grade 7 Assignments

Grade 6 Assignments

Grade 5 Assignments

Grade 4 Assignments

Lines of Communication

Letters to School Community

[March 15th Announcing School Closure](#)

[March 11th Updating Parents](#)

[March 4th Letter to Parents](#)

April 13th Letter to Parents

May 5th Letter to Parents

See the website for all updates and communication: [Update on the Coronavirus / Homepage](#)

Lines of Communication

Communicate daily with students (i.e. feedback)

Send weekly/monthly updates to parents (i.e. newsletters)

Email will be the preferred method of communication between school officials

Record communication with families and students (i.e. –Communication Log or Realtime Notes)

The Folsom Falcon FaceBook page is updated daily with announcements, spirit days, and pictures/videos of students engaged in remote learning.

Use of School During the Closure

The school offices will be accessible to the public for parent questions or to pick up materials on an abbreviated schedule from 9-2 pm daily.

Teaching staff members may have use of the school building between the hours of 9-2pm to access materials, prepare, and/or present remote lessons.

During remote schooling, all staff will be available through email and phone messages. Teachers should continue to plan, create activities, evaluate student work submissions, and add to student assignments throughout the remote schooling time period.

Essential Staff Work Schedule (3/17/20 - 3/20/20)

Staff Member(s)	Date and Time	Location(s)
Teachers	School Schedule	Remote
Office Staff	1 employee per day on a 4-day rotating basis (9-2pm)	1 day at Folsom; rest of work week will be remote
Custodians	4 employees per day; 3 days a week (8-2pm)	Folsom
Cafeteria Employees	1 employee per day; 2 days a week (9-2pm)	Folsom
Administration	2 days a week (9-2pm)	2 days at Folsom; rest of work week will be remote

Essential Staff Work Schedule Beginning 3/23/20

Folsom School District is closing for all staff effective **Monday, March 23, 2020**. This closure includes custodial staff and office staff. Staff will be expected to work remotely and will be available to assist the County in a timely manner. The exceptions are as follows:

Administration will report twice a week (Mondays and Thursdays) between the hours of 8am - 3pm. Office staff will be requested to come in by administration only when it is essential to complete a task that cannot be done remotely.

The tech coordinator and building supervisor will also be in the building throughout the working week; however, no set hours.

The food manager is expected to be in the school on Mondays and Thursdays from 10am - 12pm for meal distribution.

The custodial staff schedule will be re-evaluated at the start of April to possibly create a plan for cleaning on a flexible schedule.

Essential Staff Work Schedule Beginning 5/18/20

Folsom School District is re-opening on an abbreviated schedule with specific personnel starting on **Monday, May 18, 2020**.

Administration including the technology coordinator and building supervisor are to report every day between the hours of 9am - 2pm.

Office staff will be requested to come in by administration only when it is essential to complete a task that cannot be done remotely.

The food manager is expected to be at the school on Mondays and Thursdays from 10am - 12pm for meal distribution.

The custodial staff is working 4 days per week from 8 am – 3 pm to maintain the building.

Teachers and other staff are designated 3 days starting on May 18th to be in their classrooms to close up for the school year. The next slide provides further detail on the plan and the expectations.

Staff Closing Out Their Classrooms

First and foremost, safety is the top priority when entering the school building for end of the year wrap up. Staff members are required to wear face coverings when in the school and in the presence of employees. Face coverings are not mandatory when working in the classroom by yourself. Lastly, please continue to practice social distancing when in the building.

The school building will be open on the designated dates below for specific staff during the hours of 9 am to 2 pm:

End of the Year Classroom Closing Schedule 9 am – 2 pm			
Classrooms	Date # 1	Date #2	Date # 3
101/105 /109 /112 116 /120 /124 /129	May 18	May 26	June 1
102 / 106 /110 /113 117 /121 /126 Gym /Comp Lab	May 19	May 27	June 2
103 / 107 / 111 / 114 118 / 122 / 127	May 20	May 28	June 3
104 / 108 / 112 / 115 119 / 123 / 128	May 21	May 29	June 4

Below is a checklist for preparing your classroom for summer:

- ✍ Filing cabinets securely closed – files may be left in cabinets
- ✍ Teacher's desk, shelf tops, **heating units cleared**
- ✍ Student desks cleared out (see below for specifics)
- ✍ All personal belongings taken home
- ✍ **If moving:** Boxes marked "Move to room #____"
- ✍ **If staying:** Floor plan of room layout attached to whiteboard
- ✍ Everything off walls and bulletin boards are optional

First, it is important to collect all student belongings. The custodial staff will provide clear bags and the office staff will provide labels with students' names. The labels will in your mailbox. Please place the filled bags in the hallway outside your classroom. The clear bags will be collected and set-up in the gymnasium for a pick-up date designated for each grade level – see below. I am requesting for staff in the designated grade levels to be at the pick-up and drop-off event.

Adopt Enhanced School Cleanliness and Disinfection Protocols

As of May 18th, the custodial staff is working 4 days per week from 8 am – 3 pm to maintain the building. The staff work in separate rooms and are wearing disposable gloves and masks. They are also washing their hands often for 20 seconds with soap and water and following all CDC guidelines.

Two air scrubbers are running in the hallways when anyone is in the building. We purchased 3 hydroxyl generators and an electrostatic backpack sprayer to be used in the building to help eliminate germs and viruses. These will be put into use once they are received.

Pick-Up / Drop-Off Schedule

First, it is important to collect all student belongings. The custodial staff will provide clear bags and the office staff will provide labels with students' names. The labels will in your mailbox. Please place the filled bags in the hallway outside your classroom. The clear bags will be collected and set-up in the gymnasium for a pick-up date designated for each grade level – see below. I am requesting for staff in the designated grade levels to be at the pick-up and drop-off event.

Pick-Up and Drop Off Schedule		
Grade Level	Date	Time
PK and K	June 10 th	9:00 - 12:00 pm
1 st and 2 nd	June 10 th	12:30 – 3:30 pm
3 rd and 4 th	June 11 th	9:00 - 12:00 pm
5 th and 6 th	June 11 th	12:30 – 3:30 pm
7 th and 8 th	June 12 th	9:00 - 12:00 pm

Parents with children in multiple grades can drop-off and pick-up equipment and personal belongings all at once; there is no need to come back to school for a second time.

Now the logistics...Parents will drive around the school to the gym door for pick-up of clear bags and drop off of all equipment, library books, novels, textbooks, chromebooks, uniforms, etc. I am asking for you to update parents on the specific equipment, materials, and other resources that need to be returned to school on the designated day.

Preventive measures to reduce the spread of COVID-19

- Cover your coughs and sneezes with a tissue or into your sleeve, not your hands.
- Avoid touching your eyes, nose and mouth
- Wash hands often for at least 20 seconds, especially after coughing or sneezing. Use alcohol based hand sanitizer if soap and water are not available.
- Stay home if you're sick, especially with a fever.
- Avoid people who are sick.
- Clean and disinfect frequently touched surfaces and objects.

Additional preventive measures include:

- Continue to monitor students and staff who may exhibit respiratory symptoms.
- Adhere to exclusion recommendations from public health. For acute respiratory illness; fever free for 24 hours without fever-reducing medication. Doctors notes for return do not supersede public health recommendations.
- Separate sick students and staff from others until they can be picked up to go home.
- Provide adequate supplies, including clean and functional handwashing stations, soap, paper towels, and alcohol-based hand sanitizer.
- Encourage routine surface cleaning through education, policy, and the provision of supplies.
- Get a flu shot – it's not too late to be protected!

Safety Measures for Staff Entering the School

School Nurse Smith created a COVID screening tool that is posted throughout the school outlining safety measures. The next five slides contain the message and graphics.

The district personnel is also responsible to take the temperature of every staff member entering the school building prior to them beginning work.

STOP

Do you have a cough, sore throat, and/or runny nose?

Do you have a fever (100.0) or have fever-like symptoms?

Go home, self isolate until you are symptom free for 3 consecutive days without use of medication or until 7 days of first day symptoms.

Wear a mask, wash hands, practice social distancing, and leave work if you start to feel feverish.

Wear a mask, wash hands, practice social distancing, and leave work if you start to feel feverish.

YES

YES

NO

NO



**KEEP YOUR
DISTANCE**



- 1-Wash hands with soap and water when you enter the building.
- 2-Wash hands throughout the day.
- 3-Use alcohol-based hand sanitizer when you are unable to use soap and water.



Thanks for your cooperation! Stay
Healthy, Nurse Smith

Local public health officials / Points of Contact

Any Coronavirus incident needs to be reported immediately to Michele.Santelli@doe.nj.gov and copy Deana.Snyder@doe.nj.gov.

Atlantic County Department of Health - 609-645-5933

Coronavirus Hotline - 1-800-222-1222



FOLSOM ELEMENTARY SCHOOL

1357 MAYS LANDING ROAD

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www.folsomschool.org

Matthew Mazzoni, Ed.D.

Superintendent

Christopher R. Veneziani

Business Administrator

Michele L. Hetzel

Director of Curriculum & Instruction

CERTIFICATION OF MINUTES


The following members were present: Daria DeStefano, Tiffani Dych, Lisa O'Toole, Marisa Scibilia, Glenn Smith, John Thomas and Andrea Way; also, in attendance were the Superintendent, Dr. Matthew Mazzoni, the Board Secretary, Christopher Veneziani and the Board Attorney, Kasi M. Gifford.

REMOTE LEARNING

Upon the Superintendent's recommendation, a motion was made by Daria DeStefano, second by John Thomas, ALL MEMBERS PRESENT VOTED YES, to approve the following item(s):

Motion to approve the Folsom School District School Closure Plan for the purpose of meeting the 180-day requirement through the delivery of virtual or remote instruction as set forth in Assembly Bill No. 3904.

I hereby certify the above to be a true and exact copy of the minutes of the regular meeting of the Folsom Board of Education held on April 28, 2020.



Christopher R. Veneziani
Board Secretary