Wellness Protocols & School Closure Plan
for COVID-19 Pandemic
developed 3-8-2020, updated 3-19-2020, updated 5-5-2020
BOE approval 5/13/2020

County: Monmouth
District: Borough of Rumson School District
Chief School Administrator: Dr. John E. Bormann, Superintendent
Phone: 732-842-4747

Demographic Information:
Number of Students: 1005 (Deane-Porter 407, Forrestdale 598)
Special Education: 110
All other subgroups are not reportable as they are under 20 students.

- Clean Practices/ Building Maintenance
    A. Prior to School Closure
        - Daily sanitizing/limited use of:
            - desks/countertops/table surfaces
                a) Daily use of disinfectant spray/wipe-downs by custodians/lunch aides
            - doorknobs/faucet handles
                a) Daily use of disinfectant spray/wipe-downs by custodians
            - Phones
                a) Daily disinfectant wipe-downs by teacher
                b) Use by classroom teacher only
            - keyboards/pin devices/chromebooks
                a) 6-8 use of assigned personal device
                b) K-5 assign use of device
                c) Daily use of spray in cart
                d) Weekly use of atomizer over open devices- Thursday
                e) Weekly wipe down of open devices - Thursday
            - Hands-on-learning items
                a) No sharing of pens, pencils, rulers, calculators, etc.

b) Assign to individual students when possible

c) Wipe down before allowing others to access

- Toys
  a) Leave bins open at end of day for spray disinfecting
  b) Spread out toys at end of day where possible for spray disinfecting

- Water Fountains
  a) Shut down drinking portion
  b) Leave open bottle-filling stations and have student bring labeled refill bottle to school or water bottle
  c) Frequent disinfecting

- Hallway Passes
  a) Use disposable

- Hand Sanitizer/Tissues/Soap
  a) Ensure all soap dispensers/paper towels are filled on daily basis
  b) Provide hand sanitizer/wipes through digital request system
  c) Provide tissues from main office
  d) May bring in own for teacher use only

B. During School Closure
- All areas of the buildings fully sanitized in first few weeks of closure
- All areas of the buildings are checked on and followed-up with cleaning through a rotation of custodial staff doing scheduled building walkthroughs
- Necessary maintenance of building is conducted by custodial staff or contractors as scheduled using social distancing practices and with the wearing of appropriate PPE
- Access to schools is by schedule and permission only with the Supervisor of Buildings and Grounds
- Areas where individuals may access for essential tasks or maintenance are scheduled and followed up with sanitizing procedures

- Wellness Monitoring
  A. Prior to School Closure
  - Students
    a) Procedures established for school nurses to screen students who are sick or are returning from absence for illness.
       ○ This is NOT a screening for a specific disease
    b) Separate sick students from the population while waiting for pick-up and send home and provide a face mask.
    c) Have staff send students to school nurses if they are sick.
    d) Parent reporting illness to attendance line and school nurse with details
       ○ Does your child have a fever?

- - - ○ Is your child actively coughing?
        - ○ Has your child tested positive for strep?
        - ○ Has your child tested positive for the flu?
        - ○ Has your child been diagnosed with a respiratory illness?
        - ○ Other symptoms?
      - e) Staying home until fever-free for 24 hours without medication
      - f) MUST prevent stigma leading to discrimination, HIB due to association with infectious disease
      - g) Student travel out of country
        - ○ advise to see CDC travel restrictions
        - ○ advise to see own physician upon return
        - ○ district consultation with school physician/health dept.
    - ■ Staff
      - a) Separate sick staff from the population and send home and provide face mask
      - b) Staying home until fever-free for 24 hours without medication
      - c) Staff sick days and family sick days follow Title 18A requirements and collective bargaining agreements/contracts.
      - d) Staff travel out of country
        - ○ advise to see CDC travel restrictions
        - ○ advise to see own physician upon return
        - ○ district consultation with school physician/health dept.
  - B. During School Closure
    - ■ School nurses are in contact with staff on daily basis
      - a) Monitoring attendance to virtual schooling
      - b) Responding to staff reports of students possibly ill
        - ○ Contacting parents
        - ○ Contacting administration
        - ○ Contacting medical agencies as needed
      - c) Correspondence will be made to community as appropriate after consultation with Health Commission

- ● Student/Parent Education
  - A. Prior to School Closure
    - ■ Student Education
      - a) Nurse visit to lunch periods to discuss wellness hygiene
        - ○ Hand-washing (20 sec) / hand-sanitizing after bathroom use/ coughing/sneezing
        - ○ Covering mouth/nose when coughing/sneezing with tissue/into elbow
        - ○ Reporting wellness to teacher and visiting nurse
        - ○ Staying home when ill
        - ○ Not sharing personal items/devices
        - ○ Staying hydrated and eating well
        - ○ Disposing of tissues, etc. appropriately

b) Morning Meeting Lesson delivered by classroom teacher
c) Germ prevention and wellness hygiene
d) Guidance for students regarding anxiety related to pandemic
e) Guidance Counselor push in to morning meetings
f) Student signage in hallways and bathrooms on wellness hygiene

- Parent Education
  a) Weekly principal newsletters with updates from school nurse
  b) Presentation to PTO meeting
  c) Update blasts from principals/superintendent as appropriate
  d) Resources:
    - Talking to Children About Coronavirus sent out

B. During School Closure
- Community Correspondence
  a) Teachers - made through daily communication with parents through email, phone calls, and Google Apps
  b) Principals - made through weekly email blasts and phone calls as needed
  c) Other Administration- made through regular email blasts and phone calls as needed
  d) District website hosts:
    - Virtual Learning Page

http://www.rumsonschool.org/rumson/Virtual%20Learning/

- School Closure Page

http://www.rumsonschool.org/rumson/Recent%20News/Novel%20Coronavirus%20-%20COVID-19%20Information%20-%20School%20Closure%20Plan/

- Operational Items
  A. Prior to School Closure
    - Attendance Reports
      a) Report to Superintendent from DP and FD on a daily basis with absences and total % of students in school absent.
        - Principal
      b) Report to Superintendent from district on a daily basis with absences and total % of staff in each school and district absent.
        - District Attendance Officer
      c) Continue to report excused/unexcused as per state guidelines in SIS
      d) Do not count absences for sickness/ prevention-based decisions towards truancy
    - Visitor/Internal PD screening process
      a) Minimize access to students and staff
        - Minimize amount of visitors
        - Visitor access is to vestibule of building only
          (a) drop-off/pick-up of materials set up in vestibule

- - - (b) drop-off /pick-up of students to/from vestibule with sign-out done in vestibule
          - (c) Frequent sanitizing of vestibule throughout day
        - Location of meetings controlled to identified rooms with post event room sanitizing/wiping.
        - No lanyards/holders to be used for visitors
      - Staff Out-of-District Professional Development
        - a) Decided in cooperation with direct supervisor and staff member
  - B. During School Closure
    - Report to Superintendent from DP and FD on a daily basis with absences and total % of students in school absent.
      - a) Attendance taken by homeroom teacher based on student presence in daily on-line instruction by 3:00pm each day
      - b) Principal's secretary will verify absences and report to principal
      - c) Follow-Up due to absence from virtual instruction, lack of participation, or incomplete submission of work is reviewed by the Social-Emotional Learning Team at each building and actions are developed to follow up with parent
      - d) Absences are reported in Student Information System purposes as excused/unexcused as per state guidelines in SIS but are not utilized for promotion or truancy
    - Report to Superintendent from district on a daily basis with absences and total % of staff in each school and district absent.
      - a) Attendance monitored by District Attendance Officer through staff attendance system

- School Activities and Events
  - A. Prior to School Closure
    - Extra-curricular activities will continue
      - a) Students absent should not return to activity until screened by a nurse.
      - b) Treated as we would treat regular school day regarding closure of program
      - c) Spring Sports
        - Provide coaches with hand sanitizer and wipes for equipment sharing.
    - Mass-Gathering Events
      - a) Review as administrative/health team
        - Cancellations/Postponements handled by direct supervisor of the event
        - PTO events by principals
        - REF/Recreation events by superintendent
      - b) Costs to district must be handled with Dara

- ○ Provide copy of cancellation agreement/confirmation for site
- ○ Provide copy of cancellation agreement/confirmation for buses
- ○ Postpone to no earlier than May 1

- ■ Field Trips
  - a) Review as administrative health team
  - b) Cancellations/Postponements handled by direct supervisor of the event
  - c) Costs to district must be handled with Dara
    - ○ Provide copy of cancellation agreement/confirmation for site
    - ○ Provide copy of cancellation agreement/confirmation for buses
  - d) Postpone to no earlier than May 1
- B. During School Closure
  - ■ All mass gathering events and field trips have been canceled or transitioned to virtual experiences

- ● Instruction for School Closure
  - ■ In Preparation for School Closure
    - ○ School Closure Letter sent out
    - ○ Virtual Learning Guide for Teachers sent out
    - b) Use Faculty Meeting & PLCs for planning and preparation
    - c) Why?
      - ○ Preemptive or reactive closure of dismissal
      - ○ Limits transmission within a community as strategy
      - ○ Counts as school day only if
        - (a) consultation with NJDOH or the health officer of jurisdiction to close
        - (b) submission/approval virtual learning plan with DOE county office
      - ○ Follows NJAC 6A:16-10.1
        - (a) Direct services
        - (b) Online instruction
        - (c) Contracted services with another BOE
        - (d) Any other means developed by the district
        - (e) Equitable access
        - (f) Special ed and related services must be met
    - d) How?
      - ○ Use of Google Hangouts and Google Classroom from home

(a) Training in Google Classroom by tech teachers/ IT staff
(b) Training in Google Hangouts by teach teachers/ IT staff
(c) Test in classrooms
(d) IT and Technology teachers available for support

○ Use of on-line resources students have access to (ex. Achieve, IXL, digital textbooks, etc.)
○ May send packets home ahead of time and ask parents to store if needed and reference in daily plan communicated to students
○ Access Assurances
  (a) Parent Form about device/internet access sent out
    (a) If no device per student, need to provide
    (b) If no internet access, need to provide hotspot
    (c) Depending on closure a plan will be disseminated for device pick-up/release

Plan A, if we get a notification during the school day that we will close the following day:

- Students with filled out forms will be given a charger and instructed to take their chromebook home that day after homeroom.
- The parents of absent students will have a scheduled time to pick up the chromebook and charger in the Forrestdale loop.
- Pickup can commence after busses and walkers have cleared the building
- Additional pickup time can be scheduled on the first day of closure.

Plan B, if we get notifications after school hours that we will be closed the next day:

- Technology will arrive early on the day of closure and collect chromebooks according to lists provided by the main office of students.
- A schedule for pickup in the Forrestdale loop would be given to parents. Most likely a block of time in the morning. ex. 8 - 10am.
- The chromebooks can be staged in the vestibule in case of inclement weather.
- A table can be set up under cover of the roof and as parents drive up they can be handed their students assigned loaner.

Pickup would be at the Forrestdale loop for all district parents.
  - A table can be set up under cover.
  - The vestibule is available close to loop in case of inclement weather.

- No parent would need to leave their cars.

    e) What?
- Each grade level/subject:
  - Must include a virtual face-to-face component with teacher
  - Must include time-on-task
  - Must have access to teacher for questions and follow-up
    - (a) teacher access 9:00 - 2:00pm (plus additional planning/preparation time)
  - Must include attendance confirmation
    - (a) Report via Google Form
    - (b) Secretaries will transfer to SIS
  - Must include NJSLS (We cans)
  - Must be an established routine
    - (a) Consider siblings
    - (b) Must consider IEP, 504, I &RS, Basic Skills, Related Services, G&T, Counseling needs of individuals
  - (c) Prepare for 10 days- share daily with students
  - (d) Virtual Learning Template provided to staff
    - (i) Have your first virtual day's plans ready. These plans should not be date specific so they can be used at any time thereafter. They need to be shared with the Supervisor of Curriculum and Supervisor of Special Ed
    - (ii) From that point on you will use a portion of the "school day" to plan for the next day. When created these should be shared with Supervisor of Curriculum and Supervisor of Special Ed.
    - (iii) Resources Shared
      - (a) At Home Learning Resources for Parents
      - (b) At Home Learning and Resources for Faculty
      - (c) At Home Learning for Students
      - (d) Special Education Parent Follow-Up
  - (e) Staff Absences While School Closed
    - (i) Submit absence through AESOP as normally done

        (ii)   Teaching faculty will be partnered and will have partner disseminate learning plan to students if needed and those students may join partner's hangout

B. During School Closure- Full Virtual Experience
- All families in the district have reported they have access to technology and the internet.
  a) Students who experience difficulty with devices or internet call or email into our IT department for assistance or replacement of device
     ○ Replacement of devices are done through a pick up/drop off rolling car with appropriate PPE
- Grades 4-8 including Resource Room/Leave Replacements- monitored by building principal & Supervisor of CIA
  a) Follows nine period 8:30am - 1:00pm early dismissal schedule
  b) Follows six-day rotation schedule
  c) Each day begins with Morning Meeting/Homeroom and SEL lessons
  d) Includes all subjects
  e) Each period follows framework:
     ○ Whole Class Instruction through Google Hangouts/Zoom/Video Instruction including delivery of lesson and modeling
     ○ Supported practice while on Google Hangouts/Zoom
     ○ Assignment of independent work
     ○ Assessments given as appropriate
  f) 1:00pm - 3:00pm student independent work time, related services, small group intervention, gifted and talented, small group sessions, teacher preparation time

- Grades PreK-3 including Resource Room/Leave Replacements- monitored by building principal & Supervisor of CIA
  a) Follows AM & PM blocks for ELA, Math, Social Studies from 8:30am-1:00pm
  b) All other subjects cycle in during the week on a determined schedule
  c) Each day begins with Morning Meeting/Homeroom and SEL lessons
  d) Includes all subjects
  e) Each period follows framework:

- ○ Whole Class Instruction through Google Hangouts/Zoom/Video Instruction including delivery of lesson and modeling
- ○ Supported practice while on Google Hangouts/Zoom
- ○ Assignment of independent work
- ○ Assessments given as appropriate
  - f) 1:00pm - 3:00pm student independent work time, related services, small group intervention, gifted and talented, small group sessions, teacher preparation time
- ■ Free and Reduced Meals
  - a) Rumson is a non-participating school district
  - b) Those students identified are supported by the PTO/BOE confidentially
  - c) Continued support will occur during closure via food store gift cards
- ■ English Language Learners (ELL)
  - a) The district does not have any ELL students
- ■ Students with Disabilities
  - a) Delivery of remote/virtual instruction
    - ○ Services and supports within the IEP are provided through direct instruction via virtual platform or tele-conference as well as indirect services such as emails, phone calls, material development and family support.
    - ○ ICR special education teachers have input in all lesson planning for remote learning to ensure that individual students have the proper support and modifications that they need and/or are required in their IEP for classroom instruction.
    - ○ Resource room and self-contained special education classrooms have designed remote learning plans separate from their grade level peers to ensure that appropriate and supportive daily activities are available for this population.
    - ○ Special education targeted emails are sent to families of special needs students to plan, organize, and assign activities that are specific to each student within the virtual learning format
    - ○ Teachers utilize their google classrooms to differentiate learning activities assigned to each student
    - ○ Google Classroom provides a way for students to ask the teacher questions and also supplies a host of tools for teachers to create assignments based on the needs of their students. With Classroom, this process is streamlined

to enable our special education teachers to create leveled work and assign it to individuals or groups of students.

- Use of built-in accessibility features in learning management systems (i.e., Google Classroom , Google tools etc) based on an individualized basis according to student need
- Web page set up and communicated for Special Education resources and processes under Virtual Learning Tab of Website
https://sites.google.com/rumsonschool.org/rumsonvirtuallearning/support-for-parents-of-students-with-ieps

b) Additional Supports
- from 1:30 pm- 3:00 pm daily all special education teachers, paraprofessionals and support staff use their own Google Hangouts and/or Google Classroom to work with their classified students to offer further support, provide small-group learning opportunities and modify assignments based on the individual needs of their students (providing structure and consistency for students with special needs)
- To ensure this differentiation occurs, this time is used as a communication time between special and general education teachers, case managers, teacher assistants, and related service providers to support students in accessibility and in meeting their IEP benchmarks and goals.
- Teacher available through email, chats, video conferencing, phone calls.
- Additional office hours are established every Friday for teacher availability and check-in with students and families to further support individualization and student IEP goals.

c) Materials Access
- Materials are available both online and offline to ensure equity. Activities are consistent to the fullest extent possible as per IEP.

d) Schedule
- Resource Room Classes are conducted within the described schedule for grade 4-8 and PreK-3 with the Special Education Teacher
- In-Class Resource Teachers attend class periods where students with disabilities are assigned
    (a) Collaboration with regular education teacher for preparation and delivery of accommodations and modifications found in the IEP

      (b) Meet with students with disabilities in small groups during assigned periods and during 1:00pm-3:00pm session for further support and instruction

e) Paraprofessionals attend class periods where students with disabilities are assigned
- Collaboration with regular education teacher for delivery of accommodations and modifications found in the IEP
- Meet with students with disabilities in small groups during assigned periods and during 1:00pm-3:00pm session for further support and instruction

f) Related Services
- Push into instruction to provide services where appropriate
- Utilize scheduled small group sessions during the 1:00pm - 3:00pm work time

g) Methods used to document IEP implementation
- All special and general education instructional and related services staff are notified that the IEP is accessible via our student data system software (remotely accessible).
- As staff members access the IEP, an associated report is generated to ensure access and compliance.
- Case managers maintain close contact with staff members directly responsible for implementation of IEP and maintain access/visits to scheduled Google Meets (by subject teacher with additional sessions scheduled by support staff) as well as Google Classrooms (where materials are shared with the individual students to the specific accommodations/modifications in their IEP.
- Student progress reports are used to monitor and track student progress toward his or her annual goals. Together, parents and school personnel can then address the child's needs as those needs become evident.
- Logs are used to track and monitor student related services and therapy sessions.

h) Communication
- Case managers maintain contact with families as follows:
  - (a) CST members reach out to each family on individual caseload with understanding that CST members will be available daily between 9-3 during the week via email, with follow up email &/or phone contact.
  - (b) For students who receive counseling and/or consultative services via IEP, CST reaches out via

email (or telephone if needed) to schedule weekly sessions.

    (c) CST consults with classroom teachers, administrators and parents regarding any special instructional methods (virtual) and/or materials that may be necessary to meet the specific individual needs of students through the virtual learning experience

    (d) CST sends an email at the start of each week and correspond as needed Acting as liaison between students, families, instructional/related services staff and district technical support personnel to ensure access to hardware (e.g., Chromebooks) as well as any/all software & platforms utilized by district staff for provision of programming and services.

    (e) Scheduling Google Meets (or telephone conferences if preferable) with individual students, parents/caregivers, as well as group conferences where indicated and as intervention.

    (f) E-mailing or phoning students and parents/caregivers in order to ensure receipt and understanding of district-wide as well as special education-specific information/initiatives and as new information is received from local and state officials.

i) Virtual IEP meetings, evaluation, and other meetings
- Meetings are conducted while schools are closed. District is still sending meeting notices and is holding IEP meetings in compliance with timelines set forth in the Code.
- Invitations notify parents as to how they can participate in the meetings remotely.
- CST will maintain detailed notes for every single case
  - (a) Parent declining participation, services etc
  - (b) Parts of the assessment that cannot be completed virtually
  - (c) Timelines that include what CST has done, offered etc. and why it was out of compliance as needed
- Many Child Study Team assessments are unable to be conducted at this time due to the mandated social distancing.
  - (a) Evaluations will be conducted once school reopens as the most common and comprehensive

assessments used by the district are not standardized on virtual platforms, conducting assessments virtually does not meet the strict protocols adopted by the publishers to administer those tests.

    (b) CST will consider and complete virtual pieces of evaluations as much as possible
- (i) EI information
- (ii) Interviews with therapists
- (iii) Session notes
- (iv) Parent input

    (c) For initial referrals, the identification/evaluation planning meetings are still held within 20 days of receipt of the request.
- (i) CST will put in supports now for students, even if you can't hold eligibility
- (ii) CST will use existing info to make placement decisions

i). Other Assurances
- ○ Follow Up with Parents
- ○ Methods for tracking of IEP Implementation & Services
- ○ Virtual IEP Meetings

- ■ Student Growth and Progress
  - a) Guidance provided on website on Curriculum/Report Card Page

http://www.rumsonschool.org/rumson/Curriculum/Report%20Cards/

  - b) At the April 29th Board of Education meeting the board approved the following changes to grading, due to virtual learning:

Grades Pre-K - 4

Students will be scored on the standards presented, using the same report card template. However, the rubrics that have been used in the past do not reflect the scores teachers will use. Instead, teachers will use the following marks:

Math, ELA, Social Studies, Science
- ○ A "1" will indicate that the student has made incomplete progress in the defined grade level standard.
- ○ A "2" will indicate that the student has made appropriate progress towards meeting the grade level standard.
- ○ An "NA" will indicate that this standard was not taught during Trimester 3.

Related Arts / Specials (STEM, Art, Phys Edu, Health, Music, World Lang)
- ○ A "P" will indicate that the student has made incomplete progress in the defined grade level special subject area.

○ An "M" will indicate that the student has made appropriate progress in the defined grade level special subject area.

Grades 5-8

Students will be scored on the standards presented, using the same report card template. However, the teachers will <u>not</u> be entering numerical grades. Instead, teachers will use the following marks:

Math, ELA, Social Studies, Science, Health, World Lang

- ○ A "1" will indicate that the student has made incomplete progress in the defined grade level standards for this subject area.
- ○ A "2" will indicate that the student has made appropriate progress towards meeting the grade level standards for this subject area.
- ○ A "3" will indicate that the student has made excellent progress towards meeting the grade level standards for this subject area.
- ○ Final Year-End Averages will be an average of the first and second trimester only

Related Arts / Specials (STEM, Art, Phys Edu, Music)

- ○ A "C" will indicate that the student has made incomplete progress in the defined grade level special subject area. This does not translate to a letter grade.
- ○ A "B" will indicate that the student has made appropriate progress in the defined grade level special subject area. This does not translate to a letter grade.
- ○ An "A" will indicate that the student has made excellent progress in the defined grade level special subject area. This does not translate to a letter grade.

*Please note that a score of a "1", "C", or "P" does NOT indicate that a student will be considered for retention, but will rather provide staff with important information about the learning plan the student may need moving forward to reteach these skills.

The purpose of the new rubric is to track specific standards and skills found within assignments to ensure we can provide the necessary support for each student as they enter their next grade level. This information will be valuable to teachers in the next grade level so they may ensure such skills are addressed prior to the teaching of new material.

In addition existing digital district benchmark tools will be used to gain further information on student growth.

- ■ Other Staff including Leave Replacements
  - a. These positions are required to keep a log of activities
    - i. Guidance monitored by building principal
    - ii. CST/Related Services monitored by Supervisor of SpEd
    - iii. Secretaries monitored by direct supervisor
    - iv. IT/Administration monitored by Superintendent
    - v. Lunch/Recess Aides, Library Aides, Receptionists monitored by principals

b. Custodians report on rotating schedule and are monitored by Sup B &G
c. District staff (payroll, HR, accounting) report on rotating schedule and are monitored by SBA

Guidance Counselors/ CST Members- check in with students and parents of students with IEPs, 504's, SEL supports, I &RS supports, other responsibilities logged in/ can be virtual, phone, email access (CST members off-site/ 12 month)

Nurses - daily log of responsibilities identified by supervisors for support of district/ to include disseminating health updates to administration and monitoring reported illnesses

Lunch/Recess Aides, Library Aides, Receptionists, Permanent Subs- supervisor to assign duties as needed off-site

Custodians/IT/Secretaries - on-site/off-site responsibilities for facilities as approved by B&G Supervisor for custodians, Superintendent for IT, direct supervisor for secretaries (12 month)

Administration- on-site/off-site supervision of instruction, attendance, student needs, other responsibilities as approved by Superintendent (12 month)

VII.   Preparations for Extend School Year/ Summer Programs
    A. Extended School Year for Students with Disabilities
        a. Virtual Planning
            i. Virtual program for grades PreK-8 with appropriate technology resources and devices available
           ii. To include use of Google Hangouts/Zoom for small group instruction and digital programs/resources for application and skill practice
           iii. To include focus on gap remediation based on grade level goals and IEP goals covered during COVID-19 school closure
           iv. To include focus on previously identified goals based on IEPs
           v. To include focus also on annually assigned summer assignments
        b. ESY Services
            1. Provided in accordance to IEP
            2. Regression vs Recoupment
           ii. Prepare for virtual and in-person
            1. Some students may need a combination of both depending if schools reopen
            2. CST will document services offered to each student
            3. CST will document if a parent refuses and what the services they are refusing
            4. CST will determined need on a case by case basis

B. Title I LEAP Program
 a. Virtual Planning
  i. Virtual program for grades K-8 with appropriate technology resources and devices available
  ii. To include use of Google Hangouts/Zoom for small group instruction and digital programs/resources for application and skill practice
  iii. To include focus on gap remediation based on grade level goals and other previously identified intervention goals covered during COVID-19 school closure
  iv. To include focus on previously identified goals based on prior Title I eligibility criteria
  v. To include focus also on annually assigned summer assignments

C. Continued Growth Program
 a. Virtual Planning
  i. Virtual program for grades PreK-8 students not participating in ESY or LEAP with appropriate technology resources and devices available
   1. Recommendations for program made by SEL team in cooperation with teachers
   2. To include self-paced completion of digital programs with faculty review of performance and periodic small group follow-up sessions in response to performance
  ii. Additional opportunity to include posted lessons on YouTube for general independent use over the summer- no identification criteria needed as this is open access
  iii. To include focus on prerequisite skills to next grade level as option for continued reinforcement or enrichment for those areas covered during COVID-19 school closure

VIII. Policies/Other Information
 A. Health Official Contacts/Documents
  a) To be contacted by school nurses only unless designated to call
   ○ Hotline 1-800-222-1222
   ○ Monmouth County Regional Health Commission # 1
  David Henry 732-493-9520 After Hours Emergency 732-493-9520
   ○ School Physician - Dr. Brunetto 732-923-7250

 B. District Pandemic Event Plan
   (a) Level 1 Prevention and Planning
   (b) Level 2 Less than 10% of students impacted
   (c) Level 3 More than 10% of students impacted

            (d) Level 4 Mandated School Closure- only way closed school counts with services

            (e) Level 5 Reopening School

C. Policies
- Policy 2412 /Regulation 2412 Home Instruction Due to Health Condition
- Policy 8451/Regulation 8451 Control of Communicable Disease