

Atlantic Highlands Elementary School
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**Public Health-Related
School Closure Plan**

Original: March 2020
Updated: September 2022

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Plan Introduction

Atlantic Highlands Elementary School encompasses Grades K - 6 in attendance. It is the intent of the Atlantic Highlands administration and staff to work to the best of their ability to provide support, instruction and guidance to these students and their families during an extended school closure. This plan outlines a home-instruction, remote learning model that will be implemented should a mandated school closing occur. By adhering to the guidelines of the home instruction administrative code, any days that students are not permitted on-site during the school closure will count towards the required 180 days of instruction for the calendar year. The Atlantic Highlands Elementary School district has reviewed Policy #2412 - Home Instruction Due to Health Condition (M) and will follow language of the policy and regulation in accordance with N.J.A.C. 6A:16-10.1. The district has also reviewed and been guided by Policy #8451 - Control of Communicable Disease (M).

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Background Information

On March 3, 2020, the New Jersey Department of Education prepared a special broadcast to disseminate information regarding the potential impact that the current outbreak of 2019 Novel Coronavirus (COVID-19) may have on school communities. The primary focus of this and subsequent communication from the NJDOE has emphasized preparedness and planning. On March 5, 2020, a NJDOE broadcast advised that “schools may be asked to close preemptively or reactively, therefore schools should be making plans for what to do if there are recommendations for closing schools or canceling events.” (NJDOE Special Broadcast, March 5, 2020).

The New Jersey Department of Health identifies school closure as a potential strategy to limit transmission within a community. Any prolonged school closure must be initiated via a written directive from the Department of Health in consultation with district Superintendents and the Monmouth County Executive Superintendent. According to the March 5, 2020 special broadcast, any day in which students impacted by a public health-related school closure have access to home instruction services aligned with the guidance in the memo will count as a day in which the board of education has provided public school facilities toward its compliance with the 180-day requirement in accordance with N.J.S.A. 18A:7F-9.

Per the memo: *“all boards of education 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. Each preparedness plan should also address the provision of appropriate special education and related services for students with disabilities and the provision of school nutrition benefits or services for eligible students. The preparedness plans should be submitted to the Executive County Superintendent. The NJDOE also encourages boards of education to adopt enhanced school cleanliness and disinfection protocols, including disinfection of frequently touched surfaces and objects”* (NJDOE Special Broadcast, March 5, 2020).

In April 2020, Governor Murphy issued an executive order that became P.L.2020, c.27. This law provides for the continuity of instruction in the event of a public-health related district closure so that LEAs can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9. In order to provide transparency and ensure that New Jersey students continue to receive high quality, standards-based instruction, each school district, charter school, renaissance school project and Approved Private School for Students with Disabilities (APSSDs) must annually submit its proposed program for virtual or remote instruction (plan) to the Commissioner of Education. This plan would be implemented during a district closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. A superintendent must consult with the board of education, if practicable, prior to implementing the school district’s plan of virtual or remote instruction. A day of virtual or remote instruction, if instituted under a plan approved by the Commissioner of Education, is considered the equivalent of a full day of school attendance for

the purposes of meeting State and local graduation requirements, awarding of course credit, and such other matters as determined by the Commissioner of Education.

Equitable Access to Instruction for All Students - Component 1

DEMOGRAPHICS:

Atlantic Highlands Elementary is aPK-6 elementary school with a total population of 279 students.

- 56 students (20%) of students have IEPs
- 9 students are English Language Learners
- 0 migrant/LSE
- 23 students are eligible for free or reduced lunch.
- 0 homeless students
- 0 state-funded preschool students

Equitable Access to Technology: To proactively plan for a possible health related school closure, a technology survey will be sent to families to ascertain information on the student's access to technology and the internet, in the case of a possible schoolwide or classroom switch to remote instruction. Families that indicate they would need a school device sent home will be provided with a borrower's agreement to sign and to keep on file in the Main Office. At this time, there is no indication of families who require a remote HotSpot for internet access.

Currently, Atlantic Highlands Elementary School has 1:1 devices for students, for in school use. In the case of a planned closure, students who require a device would be permitted to take their school device home with them. In the case of an unplanned closure, the school would communicate a distribution plan out to families via Realtime. The gym would serve as the distribution center and one family member would be permitted to come to the school to sign for and obtain a device.

All teaching staff are provided with a school laptop, therefore, can access their instruction at school and remotely. All staff members are required to utilize Google classroom as a means of posting assignments and communicating with students. The Google for Educators Suite would be the primary platform used for remote instruction.

The building principal has worked directly with non-English speaking families to help them set up their school accounts and educational platforms in their native Spanish language.

Special Education Needs - Component 2

Planned services for equitable access to instruction also address the provision of appropriate special education and related services for students with disabilities. The following protocol will be followed during prolonged health-related school closure:

Provision of remote/virtual instruction to implement IEPs for students with disabilities to the greatest extent possible, including accessible materials and platforms:

- Special education teachers in grades PreK-6 provide appropriate accommodations and modifications in instructional plans. As needed, special education teachers make separate upload and/or provision of modified materials and hold individualized and/or small group support virtual sessions.
- All students with disabilities have equitable access to online platforms and materials to support their learning, including supplemental materials as selected by their teachers to align with IEP goals
- Missed services specified in IEPs and 504s (prior to updated guidance allowing telepractice) will be provided on a compensatory basis upon return as needed under consultation with case managers.

Methods to document IEP implementation including tracking of services, student progress and provision of accommodations and modifications:

- Related service providers and case managers are required to keep a weekly log of services offered, provided and progress. The supervisor of special services holds ongoing meetings with Child Study Teams, teachers and related service providers to ensure that all accommodations and modifications are being provided. The district has assigned paraprofessionals to support students and teachers in providing additional support to provide accommodations and modifications.
- Pursuant to guidance on 4/3/2020 allowing telepractice for related services, parents of students receiving related services will be contacted and informed that telepractice has been approved and will be offered the following options. Parents can choose the option that fits best for them due to the closure.
 - Virtual Speech, OT, PT or counseling sessions (to meet the IEP to the best it can be met while schools are closed).
 - Pre-taped service videos prepared by the district related service providers.
 - Emailed suggestions that can be utilized while schools are closed.
 - Emailed or phone contact with related service providers.

Case manager follow up with families to ensure services implemented in accordance with IEPs:

- Case managers maintain daily communication with teachers to ensure all services are implemented in accordance with IEP's to the greatest extent possible. Case managers reach out to families on a weekly basis and are available each day via email and phone for all families of students with IEPs. The supervisor of special services holds weekly meetings with case managers to review services and supports.

Virtual IEP meetings, evaluation, and other meetings to identify, evaluate and/or reevaluate students with disabilities:

- Parents are being given the option to participate in virtual or phone in annual review meetings or to wait until we return from the closure and hold the meeting in person.
- Parents are being given the option to participate in virtual or phone initial identification and reevaluation planning meetings or to wait until we return from the school closure and hold the meeting in person. If parents agree to attend a virtual or phone initial identification or reevaluation meeting the

CST will complete as much of the process as possible during the closure except for the testing that will be conducted once we return from the closure.

- All testing timelines that were in process before the closure are currently frozen at the point that we closed and will resume once we return from the closure.

CST Members and Counselors will be on call via their computers to answer any mental health concerns as well as to keep internet communication open for students in need of special education services. The nurse will check in on families with students who have serious illnesses that require checking daily and will also remain available during the hours of 9-1 to provide additional support as needed. A log will be submitted outlining work that was completed from home.

The Business Administrator and Supervisor of Special Education work collaboratively with the receiving districts regarding school closures and transportation for students. The administrative assistant for Special Services will communicate with MOESC and in-district bus drivers when schools reopen for instruction.

ELL and Bilingual Needs - Component 3

Atlantic Highlands Elementary School offers an ESL program to its ELLs as well as differentiated instruction with appropriate accommodations and modifications. All communication during virtual instruction takes place via dedicated Google Classrooms, email correspondence, and telephone calls.

Translation services are handled through a bilingual staff member to ensure equitable access to information being shared with families. Materials and correspondence are sent home in dual languages, and families are provided with bilingual resources to support them in supporting their students with remote instruction (e.g., Google Classroom tutorial videos in Spanish and telephone calls to walk through forms).

In addition, the AHES ESL teacher provides translation, suggestions, and support for ELLs and teachers on an as needed basis. All lessons and lesson plans submitted by teachers are required to include ESL accommodations and modifications as prompted by student needs. Alisha De Lorenzo of Living YES, LLC will be facilitating components of a DEI professional development series over the course of the 2022-2023 school year. This professional development will be virtual should school close. The professional development will include training teachers, administrators, and counselors in addressing the needs of English Language Learners and providing strategies related to culturally responsive teaching and learning and socio-emotional learning. Training specific to trauma-informed teaching for students affected by forced migration from their home country will be provided via resources from the Mental Health Association of Monmouth County and NJTESOL.

All students have a school issued device for their schoolwork, and students have a school email account.

The following programs and resources are being utilized to provide instruction and support for ELLs:

BrainPOP ELL

Duolingo

Epic Books

Imagine Learning

i-Ready mathematics and reading (in Spanish)

IXL Language Arts

Learning A-Z ELL Edition

Google Translate and <https://talkingpts.org/> are resources that are used to communicate with students and families in their home language. We also translate our correspondence with families using the translation tools in Realtime.

Provision of School Nutrition Benefits - Component 4

In the case of a school closure, our food service provider will ensure distribution of meals to Atlantic Highlands Elementary School by 9am each distribution day. Distribution will be managed by a Maschio's employee between the hours of 11-12 on Mondays and Wednesdays. Continued bilingual communication with families via phone calls, letters, and email will ensure that those entitled to benefits are given the opportunity to receive them. We will utilize a "Grab-and-go" procedure to prevent the congregation of people at any given time.

SFA: Maschio's

Date Meal Distribution began: 3/17/20 (Original) New Distribution Date: TBD

School/Site for Distribution: Atlantic Highlands Elementary students will receive their meals at Atlantic Highlands Elementary School, where meals can be picked up at the elevator entrance on E. Washington Ave between the hours of 11-12 each distribution day. For convenience, two days of food can be picked up at once on Mondays, and three days of food can be picked up on Wednesdays.

Meals to be claimed per pickup @ 1 meal/day (lunch)

- Monday - 2 days of meals (2 lunches)
- Wednesday - 3 days of meals (3 lunches)

Appropriate and safe social distancing protocols are supported by cones placed along the front walk at 6-foot intervals. Signs are placed on the grounds to direct those picking up meals, and food is placed on tables and collected following proper social distancing guidelines.

Communication regarding distribution and access to meals is sent out via Realtime, posted on the website and social media platforms, and followed up individually via phone calls from the school nurse. We promote the completion of free/reduced lunch applications on a regular basis via both electronic and paper submission in order to accommodate for potentially shifting community needs and financial situations.

RECEIVING AND SERVING SATELLITE MEALS

Receiving:

1. Use clean hands and clean gloves to receive meals
2. Temperature of each unitized meal (bagel meal, sandwich meal) should be taken as soon as received
3. Temperature of each meal should be recorded on the Production Record provided with each delivery

Serving:

4. Meals may be provided to any child enrolled in the school district.
5. Meals should be served after washing hands for at least 20 seconds following the enclosed handwashing guidance. Clean gloves should be worn for distributing meals.
6. Rosters may be provided by the district or a blank roster may be completed (attached).
7. Each child should receive their meal(s) and the person(s) serving the meal should check them off the district roster or add their full name to the blank roster.
8. Breakfast and lunch meals should be recorded on separate rosters.
9. Total of all meals leftover should be recorded in the "leftover" column and total served should be recorded in the "Used" column. The other columns do not need to be filled out.

Production records and roster sheets should be kept on site at the facility where meals are being distributed until collected by Maschio's or a District employee.

Maschio's kitchens use Food Safety Plans based on the Hazard Analysis Critical Control Point (HACCP) system. Food Service Directors complete bi-weekly HACCP checklists to assess needs and implement corrective actions. District Supervisors are "ServSafe" certified and required to maintain certification. Employees take an annual food safety course, which is supplemented by in-service training at least twice a month.

All schools which participate in the National School Lunch and/or School Breakfast programs must follow the Healthy, Hunger-Free Kids Act of 2010 guidelines (including Smart Snacks in Schools standards) set forth by the US Department of Agriculture. Our dietitians review menus using "NutriKids" nutrition analysis software to ensure they are meeting appropriate grade level nutrition standards.

This plan will commence with a school closure of three or more days by the NJDOH or NJDOE. All students are eligible for free lunches, so all students will have access to good nutrition.

Length (and Structure) of Virtual or Remote Instruction Day - Component 5

Staff Member Responsibilities:

During remote learning days, all staff members are required to work at their home computers or district issued technology from 8:10 am to 3:10 pm. During this time, depending on their role, they will: conduct LIVE instructional sessions, respond to emails, monitor online learning (Google classroom assignments, online student learning platforms), respond to students and/or families asking for instructional assistance with their assignments or carry out the specific roles and responsibilities associated with their position (administrative assistants, team members, nurse, etc.).

Teachers of all subjects:

Teachers will prepare lessons based on the following student schedule breakdown; if necessary, the same schedule will be provided for each week that school is closed in order to count these days as instructional days.

AHES Weekly Student Remote Schedule K - 4

Monday	Tuesday	Wednesday	Thursday	Friday
Reading (40 Mins) Live (20 Mins) Ind. Wk.	Reading (40 Mins) Live (20 Mins) Ind. Wk.	Reading (40 Mins) Live (20 Mins) Ind. Wk.	Reading (40 Mins) Live (20 Mins) Ind. Wk.	Reading (40 Mins) Live (20 Mins) Ind. Wk.
Writing (30 Min) LIVE	Writing (30 Min) LIVE	Writing (30 Min) LIVE	Writing (30 Min) LIVE	Writing (30 Min) LIVE
Math (40 Mins) Live (20 Mins) Ind. Wk.	Math (40 Mins) Live (20 Mins) Ind. Wk.	Math (40 Mins) Live (20 Mins) Ind. Wk.	Math (40 Mins) Live (20 Mins) Ind. Wk.	Math (40 Mins) Live (20 Mins) Ind. Wk.
Science (30 Mins) Live Ins.	Social Studies (30 Mins) Live Ins.	Science (30 Mins) Live Ins.	Social Studies (30 Mins) Live Ins	Science (30 Mins) Live Ins.
Related Arts (30 Mins) Live Ins.	Related Arts (30 Mins) Live Ins.	Related Arts (30 Mins) Live Ins.	Related Arts (30 Mins) Live Ins.	Related Arts (30 Mins) Live Ins.
SEL/Wellness (30 Min) Live Ins.	SEL/Wellness (30 Min) Live Ins.	SEL/Wellness (30 Min) Live Ins.	SEL/Wellness (30 Min) Live Ins.	SEL/Wellness (30 Min) Live Ins.
Intervention (30 min) Live Ins.	Intervention (30 min) Live Ins.	Intervention (30 min) Live Ins.	Intervention (30 min) Live Ins.	Intervention (30 min) Live Ins.
Lunch (30 min) - Ind. Time	Lunch (30 min) - Ind. Time	Lunch (30 min) - Ind. Time	Lunch (30 min) - Ind. Time	Lunch (30 min) - Ind. Time
Recess (30 Min) - Ind. Time	Recess (30 Min) - Ind. Time	Recess (30 Min) - Ind. Time	Recess (30 Min) - Ind. Time	Recess (30 Min) - Ind. Time

*Intervention would include additional programs for students that include but not limited to the following as needed: QUEST (G&T) instruction, additional ELA/Math intervention, small group instruction, Speech/OT services, etc

AHES Weekly Student Remote Schedule 5 -6

Monday	Tuesday	Wednesday	Thursday	Friday
Reading (30 Mins) Live (30 Mins) Ind. Wk.	Reading (30 Mins) Live (30 Mins) Ind. Wk.	Reading (30 Mins) Live (30 Mins) Ind. Wk.	Reading (30 Mins) Live (30 Mins) Ind. Wk.	Reading (30 Mins) Live (30 Mins) Ind. Wk.
Writing (30 Min) LIVE	Writing (30 Min) LIVE	Writing (30 Min) LIVE	Writing (30 Min) LIVE	Writing (30 Min) LIVE
Math (30 Mins) Live (30 Mins) Ind. Wk.	Math (30 Mins) Live (30 Mins) Ind. Wk.	Math (30 Mins) Live (30 Mins) Ind. Wk.	Math (30 Mins) Live (30 Mins) Ind. Wk.	Math (30 Mins) Live (30 Mins) Ind. Wk.
Science (30 Mins) Live Ins.	Science (30 Mins) Live Ins.	Science (30 Mins) Live Ins.	Science (30 Mins) Live Ins.	Science (30 Mins) Live Ins.
Social Studies (30 Mins) Live Ins.	Social Studies (30 Mins) Live Ins.	Social Studies (30 Mins) Live Ins.	Social Studies (30 Mins) Live Ins.	Social Studies (30 Mins) Live Ins.
Related Arts (30 Mins) Live Ins.	Related Arts (30 Mins) Live Ins.	Related Arts (30 Mins) Live Ins.	Related Arts (30 Mins) Live Ins.	Related Arts (30 Mins) Live Ins.
SEL/Wellness (30 Min) Live Ins.	SEL/Wellness (30 Min) Live Ins.	SEL/Wellness (30 Min) Live Ins.	SEL/Wellness (30 Min) Live Ins.	SEL/Wellness (30 Min) Live Ins.
Intervention (30 min) Live Ins.	Intervention (30 min) Live Ins.	Intervention (30 min) Live Ins.	Intervention (30 min) Live Ins.	Intervention (30 min) Live Ins.
Lunch (30 min) - Ind. Time	Lunch (30 min) - Ind. Time	Lunch (30 min) - Ind. Time	Lunch (30 min) - Ind. Time	Lunch (30 min) - Ind. Time
Recess (30 Min) - Ind. Time	Recess (30 Min) - Ind. Time	Recess (30 Min) - Ind. Time	Recess (30 Min) - Ind. Time	Recess (30 Min) - Ind. Time

*Intervention would include additional programs for students that include but not limited to the following as needed: QUEST (G&T) instruction, additional ELA/Math intervention, small group instruction, Speech/OT services, etc

Lessons will be put in Google Classroom or, rarely, other digital platforms familiar to the teacher/students. Live instruction will take place via Google Meet. Students will submit their completed work via the Google classroom or through other means noted by the teacher.

All teachers are directed to provide administrative access to all lessons provided to students, through adding administrators on Google Classroom, cc-ing on emails, and via their lesson plans on the Realtime Lesson Planner.

Teachers will continue to administer formative, summative, and benchmark assessments if school closes. This will occur in conjunction with the established District Assessment Calendar, which is posted to the District's website homepage. Data points will measure student growth and learning, thereby informing instructional practices. Student usage levels for our digital platforms will be monitored with respect to participation and task completion as will Google Classroom.

All lessons are to include:

- Purpose/objective of the lesson/assignment linked to NJSLs
- Description of the tasks, including the directions/resources required to complete the assignments
 - online resource links
 - rubrics, if applicable
 - hard copies if needed
- Assignment submissions process/expectation and date/timeline for the assignment to be completed (upon return to school or via Google Classroom)
- Modifications/Accommodations should be provided for all INDIVIDUAL students needing services: 504; IEP; ESL. This could mean extended time to complete assignments, study guides, word banks, etc. This should correlate to the students enrolled in your classes.

Teachers of Preschool:

Preschool plans should be written with a parent audience in mind, and consist of developmentally-appropriate play-based activities for parents to engage their children. Online activities and screen time should be minimized, and we must be mindful about recommending activities that require specialized materials or objects.

Accelerated Learning Opportunities:

Students who are identified for accelerated learning opportunities through the district-approved gifted and talented program, Quest, will receive services as part of their daily schedule.

Academic Support Instruction Opportunities:

Students who are identified as requiring remediation of learning through our Academic Support Instruction (ASI) program, will receive services as part of their daily schedule.

After School Title I ASI Programming:

If there is a school closure longer than 14 days, students identified for after school Title I Academic Support Instruction (ASI), will receive services virtually.

Suggested activities to plan:

- Purposeful outdoor play with recommended language for parents to reinforce concepts (above, around, through, etc.)
- Reading activities with example questions families can use to discuss books
- [Please see this link for some examples of activities for children to do at home](#)

Miscellaneous Staff Member Responsibilities:

In the case of a classroom only move to remote learning, the following staff members would remain on-site and continue with their everyday roles and responsibilities.

In the case of a full school closure, the following would be enacted:

CST Members and Counselors:

CST members (which includes the building social worker) will be on call via their computers to address mental health concerns, as well as to keep internet communication open for students in need of special education services. All CST and IEP meetings would be moved to a virtual platform via Google Meet or Zoom. A log will be submitted outlining work that was completed from home.

School Nurse:

The nurse will communicate with families of students who have medical conditions that require follow up on a consistent basis. The AHES nurse will remain in contact with families, including those with medically-fragile students, regarding evolving student needs.

Secretaries/Administrative Assistants:

Secretaries and Administrative Assistants would have remote access to all of their software programs, email accounts and Google applications and would be required to complete their daily job responsibilities remotely.

Example Cumulative Log: (For CST, Secretaries/Administrative Assistants, School Nurse)

Name: _____ Position: _____

Date	Description of Activity	Progress towards achieving
TBD	Example: Contacted parent of S.O. to schedule an I.E.P. meeting	Left Voice Mail

Attendance - Component 6

The district plan for attendance aligns to district policy, and focuses on using student evidence of engagement as evidence of virtual attendance at school.

- Parents are submitting student absences through the Realtime Parent Portal or by email to attendance@ahes.k12.nj.us as directed through correspondence and referenced in our school closure plan on the district website.
- The attendance officer will be reviewing this data daily.
- Teachers utilize a shared district spreadsheet to report students who are not completing their work on a regular basis or have been out of communication.
- Teacher follows up via telephone and electronically and copies the principal.
- School social worker follows up with the student/family if the first attempt is unsuccessful
- Attendance officer follows up if the 2nd attempt is unsuccessful
- Principal reaches out if the 3rd attempt is unsuccessful.

- Wellness check visit is conducted by the Atlantic Highlands police department if the 4 attempts are unsuccessful and we do not hear from a student for 72 hours. Attendance is then updated to reflect absences not reported properly
- Evidence of completion of student work is also utilized to indicate attendance and engagement
- Student attendance during the remote learning period will not constitute a barrier to graduation/6th grade promotion, and will not factor into discipline, program placement or any other decisions that will affect students.

Facilities Plan - Component 7

Beginning the week of the emergency closure, in addition to the district's routine cleaning protocol, the custodial staff was directed to begin a frequent disinfection treatment in high-traffic and high-touch areas (desks, doorknobs, stair railings, sinks, tables, keyboards, water fountains, lunch tables, dispensers, etc.). This process is done everyday to ensure the cleanliness of all areas regardless of the traffic in the school (or lack thereof).

During school closure, the custodial crew has worked to properly deep clean and sanitize all environments within the school building according to guidance from the NJDOE and CDC. Currently, all carpeted areas are being deep-cleaned and the classrooms will be emptied, so that all areas of the floor, walls, desks, windows are completely disinfected and sanitized for the new school year. Each room will be disassembled and thoroughly cleaned. All lockers will be completely emptied and sanitized both inside and out. Locker rooms and bathrooms have been steam cleaned: all walls, doors, toilets and then sanitized.

Preliminary Summer Programming Plan - Component 8

Extended School Year (ESY) will be provided virtually to all eligible students with disabilities.

- ESY will be for two hours daily with direct instruction through Google Meets with the Special Education teacher and a paraprofessional. This will allow for individualized learning and strategies that will reinforce skills.
- ESY will take place Monday - Thursday in July. The exact week is TBD
- Our posting for interested staff includes the provision that any ESY instructors will need to be comfortable with and ready to deliver high-quality instruction to students using digital platforms and live virtual support sessions, to approximate in-person learning opportunities as much as possible.

Assessment of Learning Loss/Initial Plan:

- Student scores from the previous year's NJSLA administration are being analyzed and utilized to plan for learning loss. Students will be administered the i-Ready benchmark fall assessment during the first weeks in September to analyze loss of instruction and its impact on student learning. Students will also be administered the DIBELS, Fountas and Pinnell running records, and Start Strong. The results from these assessments will inform instruction. A full listing of assessments is posted to the District website.
- Title 1A services for English language arts and mathematics, both during and after school, will be offered to students who are identified as needing additional support. Identification occurs via multiple measures, and ongoing progress monitoring will determine which students require support following initial identification.

- Extensive teacher collaboration, vertical articulation, data analysis, and professional development opportunities will be offered to staff to support RtI. Throughout the school year, ongoing professional development and the work of our professional learning communities will continue to focus on differentiation and using data to drive instruction.

Board of Education Approval - Component 9

The Atlantic Highlands Board of Education approved this plan on Tuesday, September 20, 2022 at a regular meeting.

School Health Plan Posting - Component 10

The current plan is on the website and has been posted since the school district was ordered to go to remote learning. This plan update will be posted to the website following its board approval on September 22, 2022. It will include some small revisions to protect student privacy.

Essential Employees by Job Title - Component 11

Some essential staff members are designated to remain in-district, according to guidance provided 3/17/2020. Essential staff includes:

- 1 Superintendent of Schools - Oversee and coordinate district operations
- 1 School Business Administrator - Maintain business office operations and payroll
- 1 Network Administrator (as needed) - Coordinate provision of technical assistance, prepare and provide devices for families in need and assist with remote learning implementation
- 3 Building and Central Office Administrators (as needed) - Coordinate distribution of essential physical resources (paper materials, technology, etc. to families in need)
- 3 Custodial staff members - Sanitize and provide access to school facilities
- 2 Food service members - Managed through Maschio's and Simply Culinary to prepare and distribute food to eligible families