

SCHOOL REOPENING PLAN



From: High Point School of Bergen County Leadership Team
To: HPS Families and Students, Staff & Partnering School
Districts RE: NJDOE-Guided Reopening Plan for SY 2020–2021
Date of Issuance: 8-26-2020
Plan Version: 2.0

Introduction: Plan Purpose & Structure

In June 2020, following the onset of the coronavirus health crisis and the consequent closure of all New Jersey schools for in-person education from March 2020 onward, the New Jersey Department of Education (NJDOE) issued to the NJ education community a comprehensive document titled [“The Road Back: Restart and Recovery Plan for Education,”](#) providing mandatory health protocols that must be in place prior to reopening, both required and optional measures to assimilate into normative procedures, and specific preparatory steps to take for the safest and timeliest reopening for the return to school, which High Point has scheduled for **Wednesday, September 2, 2020**.

The NJDOE guidelines are organized according to four key subject areas, and so High Point’s reopening plan will follow this same four-pillar structure:

1. Conditions for Learning
2. Leadership and Planning
3. Policy and Funding
4. Continuity of Learning

Within and across each subject area, all New Jersey schools are subject to “anticipated minimum standards” and “considerations”—the former representing necessary components to include in reopening plans and preparations, and the latter representing elective components that may or may not be applicable or possible per school-specific environment.

As such—given High Point School’s particular status as an APSSD (Approved Private School for Students with Disabilities), the small size of our student body (usually ranging from around 50 to 70 students), the limited grade range we enroll (grades 6–12), and our constitution as a single-entity facility that serves multiple districts instead of being a member of a network of schools enfolded within and directed by one larger, unifying school district—we will follow all necessary and mandatory standards in “The Road Back” as they relate to our specific campus, special education program, and student populations, and we will initiate and implement all voluntary and optional considerations only as they are relevant to our specific campus, special education program, and student populations.

Prefatory Explanatory Notes

Certain global statements, facts, assumptions, and qualifications apply to this School Reopening Plan as a whole and should be understood to underlie and inform all parts of this plan and all content herein.

Namely:

- The **safety and health** of our staff and students is the topmost priority at this time of nationwide school reopenings, above all other priorities, even those related to academic instruction.
- **Local, state, and Center for Disease Control (CDC) regulations** must be followed from day one, above and beyond any other recommended or suggested guidelines that schools may opt to enact at the opening of the school year and as the school year proceeds, on an as-needed basis.
- HPS’s School Reopening Plan has been composed with the interests of all of our stakeholders and all of our learners in mind; it cannot and will not give preference to any particular subgroup and the benefits/deficits that subgroup(s) may experience in comparison to the others (for example, our high school curriculum will not take precedence over our middle school curriculum; accommodating the needs of our staff will not outweigh, but will be equal to, accommodating the needs of our parents).
- New Jersey schools have been instructed that they must resume in-person instruction, at least in some capacity, per the start of SY 2020–2021.
- Accordingly, High Point School will be **resuming regular on-the-premises operations according to our normal school year schedule (8:30 a.m.–2:30 p.m., Monday–Friday, for 180+ days per year, per NJSA 18A:7F-9) as of 9/2/2020, fully prepared and in full compliance with all regulations to do so.** (See *Appendix A for annual school calendar.*) For parents or districts that prefer partial in-person programming (i.e., hybrid instruction) or full distance-learning programming (i.e., remote instruction), we are equally prepared to accommodate that preference.
- **Modifications** to SY 2020–2021 programming—particularly in the areas of modes of attendance, synchronous vs. asynchronous learning, and teacher evaluations for remote learning—will be made, as needed, to accommodate the needs of our families who are experiencing changes/interruptions to their work, schooling, and/or child care schedules. We will work with each family on a one-to-one basis to customize program details as warranted.
- Such modifications will continue to be made, as needed, as the school year unfolds with its inevitable emergent challenges and developments. In other words, the education plan for SY 2020–2021 should be considered an ongoing work-in-progress that will be adapted and amended as needed in response to updated circumstances and allowable, advisable recommendations and regulations to address those circumstances.
- Every effort has been made to compose this School Reopening Plan in accordance with guidance provided by the Bergen County Office of Education and the New Jersey Department of Education to do so. Any information missing from the plan—already contained in previously approved and preceding program documentation (e.g., our state-approved [“Emergency School Health-Related Closure Plan”](#) from spring 2020 and ESY plan for summer 2020) can and will be provided upon request but has not necessarily been duplicated here in the interests of time and space considerations.

- Lastly, it should be noted that this plan has also been influenced and steered by **ASAH’s “Returning to a New Normal During the Time of COVID-19: Guidance for the Education of Students with Disabilities in State-Approved Private Special Education Schools for the 2020–2021 School Year,”** dated 7/20/2020. As an APSSD, this guiding document speaks most directly to the specific circumstances and conditions of our special education facility, and so recommendations and resources cited therein have contributed to the composition and decision-making regarding this School Reopening Plan.

Parent Survey Results & School Census Data for Start of SY 2020–2021

In July 2020, HPS conducted a parent survey to determine family preferences and expectations regarding:

- **Model Option 1: Full-time in-person learning**
- **Model Option 2: Full-time remote learning**
- **Model Option 3: Hybrid learning** (a combination of remote and in-person)

We opted to collect parent input through individual phone calls to each and every household instead of through a written survey for multiple reasons: to eliminate any language barriers, to avoid the possibility of emails or snail-mail not being opened or responded to, and to gather feedback and concerns that could extend far beyond just “yes” or “no” questions. Most importantly, ours is a very small school with an uncommon staff-to-student ratio of 1:2.3 (as of the time of this writing), which allows us to maintain a familiarity with our families—to create an intimacy characterized by true one-to-one communication, on a first-name basis—that’s not always possible in larger schools in large districts.

Many of our families can be described as “disadvantaged,” it’s true; but one tremendous advantage this affords us is the ability to forge deep and trusting school-family bonds in which our parents heavily rely on our educational expertise and support structure, and we turn in turn rely on their honesty, forthrightness, and transparency about their needs and wants for their children.

Survey Results & Intake Census Data

| HPS Student & Staff Stats (as of 9-2-2020) | | | | | | | | |
|---|----------------------------|----------------------|---------------------------|----------------|----------------------------|-----------------|-------------------------|-------------------|
| No. of full-time staff | 25 | | | | | | | |
| No. of enrolled students | 57 | | | | | | | |
| No. of students in F/T in-person program | 32 | | | | | | | |
| No. of students in F/T remote program | 25 | | | | | | | |
| Of the 25 F/T remote students: | ECONOMICALLY DISADVANTAGED | | MAJOR RACIAL/ETHNIC GROUP | | STUDENTS WITH DISABILITIES | | ENGLISH LEARNERS | |
| | 22 | | 23 | | 25 | | 0 | |
| At-risk populations: | OVER 65 | LUNG DISEASE/ ASTHMA | IMMUNO-DEFICIENCY | OBESITY | DIABETES | HEART CONDITION | LIVER OR KIDNEY DISEASE | MEDICALLY FRAGILE |
| No. of students with: ¹ | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 3 ² |
| No. of staff with: | 1 | 0 | 1 ³ | 1 ³ | 0 | 0 | 0 | 0 |

Notes:

1. All 3 of our current “medically fragile” students will be participating in our remote-only programming, and so in-school accommodations do not presently apply.
2. Total of 3 “medically fragile” students consists of the 2 with asthma who use inhalers + the 1 with a heart condition—there are not 3 additional high-risk students.
3. A total of 2 staff members are considered “high-risk”: the 1 with obesity and the 1 who is immunocompromised are one and the same individual.

Primary Concerns of Parents/Guardians

When talking to our families, we noted that several predominant themes emerged—many shared the same repeated concerns and thoughts—and these are thus both important for the state to know and must be incorporated into our current and future plans for reopening and ongoing schooling beyond that:

- **Bussing** is a critical factor driving family decisions: Because (1) the distance is too far for our parents to transport their children to school each day from the numerous districts we serve and (2) some of our families do not have cars, a family will opt for full-time remote learning in the absence of regular and reliable Monday–Friday to-and-fro district-provided transportation.
- Many of our households contain younger children/siblings with health issues, and there’s a fear of the school-attending older child **“bringing something home.”**
- Of our current 57 households, 20% are run by **older adults**—grandparents raising the children—and they have a heightened fear of the coronavirus due to their vulnerability.
- The majority of households expressed a wish to **“test things out for a month or two”** before firmly deciding one way or the other which model they will choose longer-term—the time span, they’re hoping, will shed further light on the status of COVID-19 in the country in general, and in New Jersey in particular, by incoming health statistics.
- All of our families expressed a **preference for traditional schooling**—they all would prefer for their children to be receiving the full advantages of HPS’s comprehensive in-person special education program to minimize inevitable regression; however, at the moment, safety concerns are clearly taking priority over this preference.
- Given what we all learned from remote instruction last semester, parents are willing to contribute to **heightened measures to strengthen the efficacy of our distance-learning plan** in order to keep their children at home, such as cooperating with us to make sure their child meets the minimum daily requirement of four hours of instructional contact time (per NJSA 6A:32-8.3), signing off on at-home “time sheets” to confirm their child’s notated “check in” and “check out” work spans, and getting in touch with us immediately to report issues with their child’s attention and attendance to their remote schoolwork.
- All were immensely grateful for the financial and technical assistance we have provided so that every single one of our households is equipped with computer devices and Internet connectivity that makes possible their child’s ongoing education at High Point School.

School Response Measures

On the basis of these findings and figures:

- On opening day 9/2/2020, High Point will have in effect only two of the possible three model options (**full-time in-person** and **full-time remote learning**). Our proposed hybrid plan will take effect only once and if parents/districts shift their positions a few weeks or months into the school year as more health information and data unfolds, leading them to want to try a combination of in-person and remote learning instead of just one or the other.
- Parents who have opted for full-time remote instruction will be made fully aware of the content of the NJDOE **“Clarifying Expectations Regarding Fulltime Remote Learning Options for Families in 2020–2021”** memo, dated 7/24/2020, and we will personally work with our families in their native language to make sure they understand the full scope and meaning of choosing this option.

- **Proof of student medical check-ups and up-to-date immunizations** are due by August 21
- Staff has been asked to undergo **voluntary COVID-19 testing** prior to the start of the school year.

Changes in Parent or District Model Option Choice Midyear

Although our summer poll provided clarity on where our families stand in terms of their program model preferences upon reopening, we are fully aware that ever-changing situations and scenarios will require adaptability and flexibility for the foreseeable future. A parent may change their mind about wanting their child to participate in the in-person model ... A district can make that decision with them or for them, either on a student-by-student basis or on a district-wide basis ... The federal government, the state government, or even the county government can issue new mandates at any time.

We will therefore be prepared to pivot, at any point in the school year and for any individual student enrolled in our school, to either full remote learning (if health conditions worsen) or full in-person learning (if dictated by the state), as informed by our governing bodies.

That said, our small student enrollment will again work to our advantage in terms of keeping abreast of our parents' wishes. We are scheduled to perform **no less than one weekly call home** to check in with each household as to how they're feeling about how the school year is progressing, how the chosen model option is working for their child from their perspective, and how the latest updates on the health status of the nation are impacting their decision-making.

When and if a parent decides to switch to the full-time remote option, all that's needed to start the process is a simple phone call (initiated on either side). We feel sure we won't be caught unawares by the news, as our constant communication with our parents gives us an accurate "read" on their current thinking. So we will be able to transition the child smoothly and swiftly, since all procedures and technology is already in place and has been operating since spring 2020. Transition measures include:

- Contacting the student's district case manager to discuss the parental wishes. (Note that the request to shift the child back to full remote learning can and might come from the case manager her/himself instead of the parent/guardian.)
- Parents will be asked to put their model option change in writing, so that we have proper documentation on file and can in turn make them aware of the content of the NJDOE's "Clarifying Expectations" memo of 7/24/2020.
- Upon final decision of parent and case worker, the student's special education teacher will be informed of the change, so that the teacher can begin making scheduling adjustments to maintain an equitable balance of in-school and on-remote lesson planning and delivery of instruction.
- The student will keep their same primary special education teacher and TA (supplemented by the "roaming" special education teacher we've added to our staff [see "Key Area #2" section below] and additional TAs, as needed).
- The student's workload will be reconfigured to an all-off-premises mode, including resuming mailed work packets home, confirmation of computer connectivity and access, and revised attendance policies communicated and enacted.
- The student's IEP-prescribed related services will be scheduled for at-home teletherapy delivery.
- There will be no break in instruction—virtual programming will begin the next school day.

Key Area #1: Conditions for Learning

NJDOE has defined “conditions for learning” as those aspects of the overall education plan and school environment that address “students’ and educators’ basic physical safety needs,” along with the “social and emotional and environmental factors that can impact educators’ capacity to teach and students’ capacity to learn.”

There are ten critical areas of operation to ensure appropriate and acceptable conditions for learning upon High Point School’s reopening.

TEN CRITICAL AREAS OF OPERATION

1. General Health and Safety Guidelines

HPS will comply with all local, state, and CDC guidelines across all stages and phases of our pandemic response. To do so, we have instituted the measures listed below, we have informed and trained our staff of these measures, we have composed a form that must be signed by all employees to acknowledge understanding of and agreement with these measures, and all relevant measures were added to our school’s longstanding and overarching “Emergency Management Plan” promptly upon receipt of CDC guidelines in summer 2020 (*see Appendix B to this plan for the exact addendums to our organization’s emergency operations plan*).

The series of **behaviors we have adopted to reduce the spread of infectious disease** include but are not limited to:

A. Face Coverings & Other PPE

Everyone on school premises—and this includes not only all employer/employee personnel, support staff (like janitorial custodians), and students, but also any and all visitors to our campus (like parents, therapists, district personnel, maintenance workers, etc.)—will, as a rule, be required to wear a **face mask**. Exceptions to the rule will be allowed for certain circumstances (e.g., for eating, for children under 2 years of age, for individual student health or safety reasons, during properly distanced rigorous exercise, for a student IEP that precludes the use of a face covering), but even then, social distancing of at least 6 feet must be maintained between the unmasked person and others in the vicinity. Face masks of choice can be worn, so long as they cover both the nose and mouth and so long as they do not display any objectionable or obscene content in the design. For any individuals who do not have a face covering available on any given day at any given time, HPS will provide disposable face masks at the entrance to the school as well as at multiple other locations throughout campus to replace misplaced or damaged masks.

Disposable **gloves** will also be available throughout the campus for those wishing to use them and for situations in which physical contact applies (e.g., nursing checkups, distribution of instruction materials, certain forms of hands-on therapy). Physical touch and close proximity will be kept to a minimum, but HPS wants to acknowledge the fact that there are and may be times when touching students with moderate to severe disabilities is not only recommended, but necessary.

Consistent checks will be done to confirm that reusable PPE is being properly cleaned and maintained.

B. Handwashing & Hand Sanitizer

HPS pledges to follow CDC guidelines pertaining to appropriate hand hygiene thusly:

- **Handwashing** with soap and water will be enforced upon entering the school building, after touching common surfaces, prior to consuming edibles, when leaving the school building, and, of course, following bathroom use. All individuals have been/will be educated on the five steps for proper handwashing:
 1. Wet hands with clean, running water and apply soap.
 2. Lather hands by rubbing them together with the soap (backs of hands, between fingers, and under nails).
 3. Scrub hands for at least 20 seconds.
 4. Rinse hands well under clean running water.
 5. Dry hands using clean paper towels or air dry.
- A plentiful supply of **disposable paper towels** will be on hand at all times, and **no-contact trash receptacles** will dispose of drying/wiping products to eliminate risk of contamination from the receptacles themselves.
- **Hand-sanitizing stations** have been situated throughout the school—in all classrooms, at entrance/exit to the school, near bathrooms, in all common areas and offices—and will be continuously supplied with sanitizing solvents that meet CDC regulations (i.e., 60% alcohol content). All school occupants are frequently and repeatedly guided in the proper use of hand sanitizers:
 1. Apply the gel product to the palm of one hand (read the label to learn the correct amount).
 2. Rub hands together.
 3. Rub the gel over all the surfaces of hands and fingers until hands are dry, for around 20 seconds.

C. Social Distancing

Social distancing measures have not only been put in place throughout our campus, but the size and layout of our school facility has actually *greatly facilitated* social distancing practices. See sections “2. Classrooms, Testing, and Therapy Rooms” and “4. Student Flow, Entry, Exit, and Common Areas” below for more specifics, but general campus-wide policies include:

- Maintenance of at least 6 feet of space between all individuals whenever possible
- Wall signage and floor markers indicating necessary distance from, for example, the desk of the school’s administrative assistant and staff/student visitor to her office and the distance between each student walking in the hallways
- Open windows to allow greater air circulation when outside temperatures allow
- Limited number of individuals in restrooms at any one time
- Orderly and monitored procession of limited number of students when movement from one part of campus to another is called for
- In-person staff meetings conducted in large school conference room, with empty seats measuring a minimum of 6 feet required between all attendees

D. Reasonable Accommodations for High-Risk Individuals

Special provisions will be made for individuals who are at higher risk of contracting the coronavirus. Conditions/populations deemed “high-risk” include:

- Adults aged 65+
- Chronic lung disease or asthma (moderate to severe)
- Serious heart conditions
- Immunocompromised
- Severe obesity (body mass index, or BMI, of 40 or higher)
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease
- Medically fragile students with IEPs

For these populations, we are (1) setting up secluded work areas, in single-person offices for non-classroom-based personnel; (2) offering the option to work from home for nonessential classroom-based personnel; and (3) guaranteeing virtual learning for vulnerable students who could either be at risk or pose a greater risk to others due to underlying conditions.

Our census poll for SY 2020–2021 (*see p. 4*) reveals two staff members and three students who fit these categories. However, all three students will be participating in our Model 2 option—full-time remote learning—such that special accommodations do not apply at this time; and our two staff members have willingly and voluntarily opted to remain in their current capacities, taking extra precautions to ensure social distancing and maximum PPE usage at all times. [NOTE: Basically all HPS students fall within the margins of what NJDOE has termed “students with complex disabilities with IEPs”; however, our students primarily present with complex learning and behavioral disabilities that are independent of their medical health status and do not affect their physical health status, and so this category has not been included in the above list—basically because, put simply, our entire school body is comprised of this category and accommodations are already made for our students, as required by their IEPs.]

Should any additional staff or students be added to our rosters throughout the school year fitting the above descriptions, any and all accommodations will be made to promote the ongoing health of the individual him/herself and the rest of our school inhabitants.

E. Additional Health Practices

Other standard measures and common-sense practices will apply daily until further notice, including

- Guidance to cover mouth and nose when coughing and sneezing; washing/sanitizing will immediately follow any coughing or sneezing
- Continued education and reminders about avoidance of touching one’s face
- Tissues available in all school spaces and rooms
- Appropriate signage and messaging posted throughout the school, wherever applicable
- Nonessential visitors to the school will be limited
- Implementation of a variety of **minimal touch policies**; for example:

- Water fountains have been temporarily deactivated, replaced by multiple water-cooler stations with disposal paper cups that can be accessed by only one person at a time
- One-person-at-a-time access to staff break rooms and any equipment/materials frequently touched by staff (e.g., coffee pots, photocopiers, filing cabinets)
- Immediate wipe-down of touched items by staff
- Limit on items staff and students can bring into the school each day (e.g., personal items, disposable brown bags for food/snacks)
- Absolutely minimal use of shared items (e.g., computer keyboards, writing implements, office phones, toys, scissors) and mandatory disinfecting of items between users when shared use is necessary
- School nurse appointed as primary point of contact for communication with local and state health safety authorities, for reports of or suspicion of emerging COVID-19 symptoms, and for all required follow-up steps thereafter

2. Classrooms, Testing, and Therapy Rooms

High Point School is delighted to report excellent news in this area of school-reopening compliance. Basically, **our school building was made for social distancing!** What we mean by this is that we have a large, spacious, multi-floor building of 20,000+ square feet to accommodate a tremendously manageable population of 57 students and 25 full-time staff members to start on 9/2/2020. And even if our enrollment grows to 60 or 70 students throughout the school year (dependent upon student referrals from our sending districts), we can easily meet—exceed, actually—the NSF guidelines for social distancing recommendations in all areas of the school: classrooms, therapy spaces, recreational spaces, staff areas (offices, conference rooms, break rooms), hallways, stairwells, and common areas.

Prior to COVID, we were not utilizing several classrooms in the school, so we already had at our disposal built-in availability of extra space to implement smaller class sizes, spread-out workstations, and separate workspaces for high-risk individuals. Specific physical adjustments and amendments now in effect include:

- Student cohorts grouped by age and grade level will remain in their home-room classroom for all daily instruction, as opposed to alternating classrooms/school spaces for different courses and activities.
- Per-classroom student groups have been reduced from our former 10–12 students per class to **7–8 students per class**.
- Students are allotted their own distinct storage spaces for their belongings (e.g., cell phones, knapsacks, lunch bags). Personal belongings will not intermix.
- When subject-area specialists deliver curriculum content (e.g., foreign-language teacher, art instructor), they will travel to the pertinent student group instead of the students moving to different places throughout the school.
- Student intermingling will thus be minimized throughout the day, decreasing the rate of student-to-student exposure, and staff traveling will also be closely monitored, so that the same adults lead the same sets of students for the large majority of instructional time, if not all of it.
- In classrooms—during both instruction time and testing times—individual **desks have been moved at least 6 feet apart**, all facing in the same direction to keep the direction of respirations consistent.

- Our standard variable workstation areas have also been adequately spread out so that individual vs. group learning occurs in distinct and properly-spaced areas of the classroom.
- **Plexiglas dividers** have been erected between computer stations.
- Disinfectant and cleaning materials have been placed in all classrooms to sanitize and sterilize work surfaces, computer equipment, and instructional materials.
- Hand-sanitizing stations (feature alcohol-based sanitizers) are in every school classroom.
- Use of shared objects will be drastically limited and will include appropriate cleaning techniques between uses.
- Stickers have been adhered to floors to mark necessary distance from teachers' desks to areas of student interaction.
- When transitions from one school space to another are needed, taped arrows have been adhered to flooring to indicate **one-way traffic patterns** for all traveling pedestrians.
- When various school spaces are employed—for example, our vast recreation room—student groups will be staggered, with no overlap between different cohorts and with appropriate cleaning done before another student group occupies the same space.
- At all instruction times, **face coverings** will be required to be worn by all staff members and strongly encouraged and enforced for students, except when mandatory wearing inhibits a child's well-being, provokes an intense emotional/behavioral reaction, or significantly limits academic goals.

NOTE: In this regard, it should be noted that students with moderate to severe disabilities can sometimes be triggered by physical limitations that they perceive to be dangerous or threatening; in such cases of students refusing to or reluctant to wear a face covering long-term without interruption, accommodations will be made, such as situating them farther away from the rest of the class for social distancing to the fullest extent possible; breaks in the Nurse's Office; therapeutic and calming counseling as warranted; and/or, if the number of students warrants it, a separate classroom set up for those students who either cannot or will not wear a mask.

- Recognizing that students with special needs may have difficulty adjusting to and adhering to this batch of new norms and routines, **constant and frequent directions** will be given about hygiene practices, proper use and disposal of PPE, new "hall rules," maintaining distance, etc.
- All indoor spaces will have adequate **ventilation systems** in operation to ensure that recirculated air is infused with fresh air (including open windows whenever conditions allow). Our maintenance supervisor regularly checks and replaces **air filters** as scheduled, and an **air filtration system has been purchased for and placed in every school classroom.**
- Outdoor instruction will be allowed and encouraged when seasonal and appropriate.
- We are instituting periodic and regular breaks throughout the school day when all students sharing an instructional or noninstructional space will sanitize their work areas (to contribute to perpetual classroom cleanliness), leave the room to wash their hands with soap and water for 20 seconds in the restroom (in small groups), and "stretch their legs" as a span away from their home-room classrooms. These cleaning breaks will be especially prominent after times of eating, sneezing or coughing, physical education, or any kind of properly distanced group activity. Student groupings will of course be staggered so that all other students are "inside" when one group is "outside."
- Students who need assistance with any of these measures may be approached/touched by faculty members, so long as both student and staff member follow sanitizing precautions following any physical contact. For example, younger students may need help with hand-over-

hand washing or students with motor impairments might require regular intervention from their 1:1 aide. Such instances are standard occurrences in special education environments and will be handled with the utmost care and safety.

- When and if a whole-school meeting/gathering is called for, we will utilize our gymnasium to assemble, which allows for more than adequate spacing between the total number of students and staff occupying our school.

Therapy Delivery & Spaces

Where and how students receive their IEP-prescribed therapy (speech-language therapy, occupational therapy, counseling, etc.) will consist of any combination of remote teletherapy and in-person therapy.

First, teletherapy is allowed in the state of New Jersey only during times like this of limited school operations, so it will be employed for: (1) students on full remote instruction; (2) students whose families have expressed a preference for virtual therapy during this time of health crisis; (3) students whose proximity to others should be limited due to their high-risk status; and (4) students who cannot be reached for in-person services, either due to health or geographical barriers (like if a student is sent home with a sore throat or runny nose but is still fine to participate on home instruction) or due to case overload of in-person services. When telehealth is employed, therapy space architecture and distancing is obviously irrelevant.

For in-school delivery of therapeutic services—which we want to maintain as much as possible, not only to keep our service providers employed, but also to sustain maximum consistency and continuity in our students’ therapy plans—therapist-student sessions will take place in designated rooms of the school reserved for such usage. When human touch is an integral part of the therapy, as in **speech, occupational, and physical therapy**, extra care will be given to the cleanliness of the room, with no other activity taking place in that space by either students or staff. For our **counseling** component, which can most often be done without touch and which is a frequently occurring element of our program sometimes implemented multiple times per day, sessions can take place in more common areas of the school, such as the gymnasium, for small-group sessions, and the social worker’s office, for individual sessions. **Supplementary therapeutic modalities**—movement therapy like yoga, for example—can also be conducted in spaces of especially large square footage (our full-sized gym); and our art therapy programming will carry on per usual as much as possible, but with students remaining properly distanced at their individual desks or workstations and with the elimination of shared items and materials when making crafts and creating projects.

3. Transportation

The High Point School of Bergen County is not responsible for bussing our students to and from school; rather, each student’s respective school district takes care of transportation. As such, students will be expected to follow all social distancing protocols their sending school district enforces, and it is assumed that the sending school districts will adopt best practices for cleaning and disinfecting all vehicles used for transporting students. It is also expected that students will wear face coverings during transport and that districts will maintain their normative level of attention and expertise in providing any additional accommodations needed at this time for our students with disabilities while in transit from their care to ours.

4. Student Flow, Entry, Exit, and Common Areas

There will be an orderly, regimented entrance to and exit from the school each day, with 6 feet of distance between each person coming, going, or waiting in line to be screened. Outside our entrance, there's actually very limited space—busses pull right up to the curb from the road and drop students off in front of our front door. We will indeed put taped markings on the sidewalk as visual cues of how far apart students should stand, but the tape will be on a city sidewalk that we do not own and have no sovereignty over. Given this, we'll be staggering disembarkation from busses, only two or three face-masked students at a time, so that a few can wait outside 6 feet apart from each other while one is getting screened. Then another few students from a bus can trickle in. Because we have multiple busses transporting a very limited number of students, we are anticipating this staggered approach to go smoothly, with entrance of our special ed students to the school aided and supervised by, *as it always has been*, one staffer outside guiding the process (usually a TA or teacher) who has already been pre-screened for the morning.

Alcohol-based hand sanitizer is available in our entrance area, and once inside the school, student progression will be guided by appropriate signage and messaging that is clearly visible via floor stickers, taped arrows, and posted instructions to direct flow and foot traffic. Adult supervision and verbal direction will supplement these measures throughout the day in all common areas.

At the end of the school day, classrooms will stagger release times, alternating the order of classrooms throughout the week, so that there is an incremental departure from school instead of a mass exodus. Before leaving classrooms, the classroom teacher and teaching assistant will confirm that each student's PPE is properly secured and in place, and staff will escort a line of single-file students to the exit to make sure that social distancing is maintained at all times, from classroom to bus embarkation.

Due to HPS's exceptionally high staff-to-student ratio, it will be possible for students to be continually accompanied and supervised by faculty members at all times of the day, in all school areas.

5. Screening, PPE, and Response to Students and Staff Presenting Symptoms

A. Pre-School-Day Screening

High Point's systematic screening process follows state and CDC guidelines to the letter:

- Our full-time on-staff nurse has been appointed the facility's designated screener.
- Our on-site nurse is being monitored and supervised by our consulting pediatrician, who is overseeing CDC regulations on our campus, who is on call for any immediate or real-time assistance needed, and who makes multiple visits a year to the school for further training and in-person observation.
- Each morning, the school nurse will be the very first person to enter the school, after he himself has confirmed the absence of any presenting symptoms that would preclude attendance. (In the event that our school nurse has any COVID symptoms or is absent for the day, our Program Supervisor becomes the de facto designated screener. Third in line to act as screener, if necessary, is our Head Teacher, a veteran member of our staff who wears "many hats" on our diverse faculty, often assisting with managerial and administrative duties.) The screener will handwash/hand sanitize as required, don all mandatory PPE—face mask, eye protection, and disposable gloves—prior to greeting all incoming staff.

- Each staff member will be screened one by one, right outside the main entrance to the school, where there is ample room to line up for entry with 6 feet of distance between each person:
 - First, temperature checks will be conducted with no-touch digital thermometers to ensure no reading above 100.4°.
 - Then, each staffer will be asked to answer “yes” or “no” regarding each of the symptom questions experienced in the past 24 hours:
 - Cough
 - Shortness of breath or difficulty breathing
 - Chills
 - Repeated shaking with chills
 - Muscle pain
 - Headache
 - Sore throat
 - New loss of taste or smell
 - Fatigue
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
 - Staff members will next be asked if they have been in close contact with someone with COVID-19 or exposed to COVID-19 since the last time they were in the school building.
- Any employee presenting with a temperature above the limit or a “yes” answer to any of the above questions will be denied entrance to the school.
- Once all staff members participating in the school opening process are situated and in place for the arrival of students, wearing their own proper PPE, morning entrance begins, with students following the exact same screening process that applies to the staff. Exceptions to the process are:
 - In nice weather, students, too, will form a distanced line outside awaiting one-by-one screening, in the order of arriving busses. In inclement weather, however, the screening station will be moved further indoors—into our large entrance area, which is separate from the school proper, with stairwells going up and down and with doors closing off the entrance to the actual instruction and noninstruction areas. Students will not be permitted to go through the closed doors until they are cleared for admittance each day.
 - If any student registers a temperature above the limit and/or presents with one or more COVID-19 symptoms or has been exposed to someone with the virus, their parent/guardian will be called immediately, on the spot, for required pickup. The student will then be individually escorted to an isolated area by a staff member, to safely and securely await pickup by parent /guardian.
- **NOTE:** This same screening process applies to any **visitors** to the school, including but not limited to parents/guardians, visiting therapists/education specialists, maintenance workers/repairmen, and school district personnel. Visitors will be kept to a minimum at this time, with school doors locked for entry after all staff and students have arrived and all visits therefore needing to be called in ahead of time and approved by the Program Supervisor. Face masks will be required for entry to the school. All deliveries will be left outside the school, in areas designated by proper signage for delivery people.

B. Midday or After-Hours Presentation of Symptoms

Any school inhabitant who experiences virus symptoms while on the High Point campus must be safely and respectfully isolated from others, as quickly and discreetly as possible, to maintain privacy rights and to limit class-time interruptions.

The first step is reporting to the Nurse's Office:

- Employees will self-report to the Nurse's Office.
- Students will be accompanied by an adult designated by the staff member who first becomes aware of the student's symptom or possible symptom(s).

Next, the nurse will promptly conduct an appropriate health check—again, safely and respectfully, in accordance with applicable privacy laws and regulations, and making any necessary accommodations for students with disabilities.

Upon confirmation/observation of any COVID-19 signs or symptoms, the nurse will properly document the case and will then proceed to the steps in section "C. Response to Student or Staff Symptomology" below.

In the case of either staff member or student, the individual will be sent home in the safest way possible. This means:

- Before departure, the individual will be questioned as to their whereabouts and contact with others throughout the day, with this input added to our documentation. The staff member we have designated as our "on-call cleaner" in the school during school hours will immediately commence thoroughly cleaning and sanitizing all areas the individual inhabited and all surfaces/items they touched.
- An employee will then leave the premises and go home until further notice.
- A student, on the other hand, will be escorted by a staff member (most likely the same one who brought them to the Nurse's Office in the first place) to a classroom we have set aside exclusively for social isolation (on the same floor as the Nurse's Office) to await pickup by a parent/guardian. The staffer will stay with the child the whole time, not only to comfort them if they're panicked or anxious at all, but also to ensure that there is no additional exposure to anyone else on campus as the child awaits pickup. Following pickup, the staffer will clean and disinfect the waiting-area room.
- Immediately upon the potentially infected individual's exit from the Nurse's Office—whether staff member or student—the nurse will thoroughly clean and sanitize his office per acceptable protocols so that he is once again ready to receive child or adult visitors as soon as possible.
- In this way, the Nurse's Office remains the place where any and all medical concerns are initially addressed; and the "isolation classroom" is used only as a holding area for students awaiting safe and accompanied school departure.

Employees who develop symptoms outside of work should notify their supervisor as soon as possible, stay home, and follow CDC-recommended steps to self-isolate.

C. Response to Student or Staff Symptomology

The school nurse will perform continuous monitoring of the staff member or student sent home via diligent follow-up efforts to assess escalating symptomology and to receive confirmation of positive or negative COVID-19 testing results.

If any High Point School team member becomes aware that an individual who has spent time in our school tests positive for COVID-19, then our school nurse will immediately follow our written protocol on response to a positive test by notifying the proper local health officials and coordinating with our point(s) of contact there on all advisable, applicable, and necessary next steps:

- Informing staff and families of a confirmed case while simultaneously maintaining confidentiality
- Determining if early dismissal from school that day is warranted
- Determining if short-term closure of the school is warranted
- Completing the NJDOE County Office Incident/Issue Report and submitting it to the appropriate recipient there (i.e., Irene Ardizzone)
- Implementing the appropriate contact tracing protocols (*see section “6. Contact Tracing” below*)
- Following readmission directives (consistent with [Department of Health guidance and information for schools](#) and [Department of Health/Communicable Disease Service’s Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19](#))
- In addition to adherence to NJDOH readmission policies, High Point has instituted its own cautionary stipulations:
 - An infected individual will not return to the school campus before a two-week minimum period of absence
 - That individual must have a doctor’s notice clearing them for readmittance
- Preparing for school reopening, as required and directed

D. Other Nurse-Assigned Duties to Reduce the Spread of Infectious Disease

- Ongoing communication/training/education with parents to include:
 - How to spot the signs and symptoms of COVID-19
 - How to be on the alert for these signs/symptoms and keep their children at home when they are sick
 - Instructions on how to proceed if a family member tests positive for and/or suspects contraction of the virus
 - Regular check-ins to question family’s possible exposure to the virus
 - Information on the school’s policies and procedures on health crises

IMPORTANT NOTE: The central aim here will be to strongly encourage parents to be on the lookout for signs of illness in their children and to keep them home when there is any doubt whatsoever as to their health status. Rather than assuming they will be on “high alert” themselves, we will actively train and prepare parents/guardians in this regard.

- Staff training/education on:
 - Infectious disease control
 - School hygiene, safety, and health precautions and maintenance
 - PPE
 - COVID signs and symptoms

- Stay at Home protocols for sickness/potential sickness
- Self-reporting measures to aid contact tracing efforts, if applicable
- Safety and privacy regulations for persons suspected of COVID exposure/contraction

NOTE: Staff training by the school nurse is considered a critical measure in our Professional Learning efforts throughout the course of the health crisis. If and when updates to school regulations are published and/or amendments to existing regulations are made, staff will stay abreast of all such developments through our school nurse.

- Duties to school management:
 - Report on PPE inventory to maintain steady flow of supplies
 - Provide updates and policy amendments to national, state, and local health regulations
 - Consult with supervising school pediatrician as needed
 - Advise of emergent family issues (e.g., noncompliance with stay-at-home directives)
 - Recommend additional parent training and/or staff PD sessions when warranted

6. Contact Tracing

In the event of a confirmed case of COVID-19 among our school population, it is incumbent upon our school to fully collaborate and cooperate with the proper public health authorities to enact the integral function of contact tracing to the fullest extent possible. Not only that, but it is our duty to inform and educate our staff about the critical role of contact tracing to keep our community safe from the spread of contagious disease.

Accordingly, with our full-time school nurse serving as point person with state and local health officials, we will unwaveringly follow all necessary and recommended guidelines for screening, for safe and respectful isolation, for proper responses to presentation of symptoms, for reporting (*see previous sections*), and, when applicable, for initiating the appropriate contact tracing procedures in accordance with mandated protocols.

We will maintain thorough and up-to-date records of composition and location of all student groups/cohorts, staff in contact with them, and daily attendance rolls to facilitate contact tracing procedures should they arise. If and when contact tracing must commence amid our school community, we will do everything in our power to aid and assist the properly trained community professionals who will spearhead contact tracing efforts.

7. Facilities Cleaning Practices

HPS’s regular and routine facilities maintenance and cleaning schedule was updated and enhanced in late spring 2020 (February–March), when news of coronavirus in our country first circulated. At that time, we confirmed that our normative hygiene practices accorded with [EPA guidelines](#) and NJ Department of Health directives, and we’re not only continuing to adhere to them now, but we’ve greatly intensified our cleaning procedures and protocols to allow the safest possible reopening of our school.

Our original measures include but are not limited to:

- Daily campus-wide cleaning and disinfecting, every day at close of school, by professional cleaners
- Use of EPA-approved cleaning products

- Alcohol-based hand sanitizing stations situated throughout the school
- Lysol wipes available in all classrooms and common areas
- Student and staff education by school nurse on proper hygiene

Additional measures taken to our established cleaning practices specific to our School Reopening Plan include but are not limited to:

- **Regularly scheduled “cleaning breaks”** throughout the school day to sanitize and disinfect manually touched objects, equipment, surfaces, and school apparatus (e.g., doorknobs, door handles, desktops, seats, computer devices, bathroom fixtures, light switches, tables/countertops) by staff and students alike
- **Staff supervision** of all student-assisted cleaning procedures
- The appointment of one staff member as our **designated “on-call cleaner”** during school hours; this individual will be available upon request to attend to any particular areas of the school just in use by staff or students (like bathrooms, the gym, the recreation room), but will also conduct a systematic daily “rounds” of the school, cleaning common areas 2–3 times per day
- Increased volume of **alcohol-based hand sanitizers**, disposable paper towels, and touch-free trash receptacles in all areas of the school
- **Student “wash-up” intervals** (with soap and water) following any and all instances of social contact and interaction (e.g., after bussing, eating times, P.E.)
- **Water fountains deactivated** and replaced with alternative forms (water bottles, water coolers with disposable paper cups)
- Doors propped open for **no-touch entry** to rooms

Separate checklists have been composed for both our **staff** (in the form of a **manual of printed instructions/guidelines mapping out school-day cleaning practices**) and for our **custodian** (in the form of a **daily logbook** wherein each required cleaning task and when/where it was completed is checked off), all with the oversight of our school nurse.

In combination with our previously outlined screening and PPE policies and our daily professional cleaning services, we feel confident that we can mitigate the risk of infectious disease potentially transmitted by “things” as opposed to “people.”

8. Meals

There is no cafeteria at the High Point School of Bergen County, and students will thus continue to lunch and snack the way they always have: at their desks, in their home rooms, properly spaced out at a minimum 6-foot distance.

9. Recess/Physical Education

Physical activity is not just beneficial to school-aged children, it’s virtually imperative to our particular population of special education students with moderate to severe behavioral challenges that make it difficult for them to sit still or attend to any one task for too long. Further, our learning environment is improved when we can offer our students short-term breaks and diversions that shift the focus from their intellectual to their physical faculties. The release physical activity provides our students is invaluable to their sensory system and central to their well-being.

Given this, we plan to uphold our regular physical education component, but with clear and firm exceptions:

- Exercise sessions will no longer consist of large groups. Rather, smaller groups of 8 or 9 students at a time, maximum, will engage in physical education in our full-sized gym, which is equipped with proper ventilation.
- The team sports our students are used to enjoying (e.g., basketball, flag football) will be entirely replaced by activities that can be done on an individual basis, with students spread out far and wide in our gym space.
- These activities will include games in which students take turns completing the same or different actions (like shooting hoops, tossing a football through a tire, or hurdling obstacles); calisthenics and aerobic activities; and “rotating races,” where each student is assigned an exercise to complete in their personal space before the next student follows in his/her own personal space, timed, to make it more fun and add a competitive element among the group.
- We will employ allowable equipment such as cones, flags, and floor tape to separate both students and student areas at the minimum distance of 6 feet apart.
- Masks will be encouraged, but not required of students, during P.E., so long as social distancing is in effect for any particular activity and particular small-group cohort of students using the gym at any one time.
- Shared equipment will be kept to an absolute minimum, but when an item or apparatus is in play, it will be wiped down between uses, as will be any and all areas employed by one group before another staggered student group occupies the gym.
- P.E. sessions will be followed by student cleaning intervals in restrooms—handwashing with soap and water—but there will be no changing of clothes (and our school is not equipped with locker rooms).

A Note on Recess

Recess is not applicable to the High Point School of Bergen County. Our campus is situated on a lot that does not contain a traditional “playground” or “sports field” area—as many converted special education schools are—so we’ve never had a traditional outdoor recess following lunch. Our students do enjoy breaks throughout the day, but they are more about what they are allowed to engage in (like video game privileges) rather than where. As part of our positive reinforcement framework, our students earn privileges to spend time in our recreation room (now only in staggered groups and intervals), the cleanliness and maintenance of which has previously been addressed, but given the special needs of our student population, any and all break periods are conducted indoors and must be highly regulated and heavily supervised by staff members to avoid behavioral incidents.

10. Field Trips, Extracurricular Activities and Use of Facilities Outside of School Hours

For the time being, we are refraining from all off-campus field trips, all after-school activities that would alter students’ bus schedules or keep them on campus longer than the normative school day, and all on-campus family and communal events that would unnecessarily bring new visitors to the premises, either during or after regular school hours. This includes assemblies, school-wide shows and fairs, and our annual open house.

Instead, we're planning to take advantage of the paths technology affords us, such as:

- Virtual field trips and tours that will expose our students to new and interesting places
- Teleconference, instead of in-person, parent-teacher conferences
- Group meetings online
- After-school projects that students can complete at home and/or online to pursue personal interests and hobbies

The church that owns the school building we lease of course has access to the facility, but we've shared this plan with them, and all concerned parties have formally agreed to uphold all necessary social distancing, PPE, safety, and health regulations while on the premises of the High Point School of Bergen County. Note that any owner access would occur after-hours, when school is not in session and students are not on the premises.

RECOMMENDED AREAS OF OPERATION

Beyond the ten critical areas of operation that secure the physical safety of school occupants, HPS's daily operations also attend to social-emotional considerations that contribute to an environment conducive to both teaching and learning.

With an eye toward the ultimate aim in this regard of combating the effects of social isolation that the international health crisis has caused, new programming elements have been assimilated into our already-established, high-functioning program components in specific areas of focus relevant to our special education school.

Academic, Social, and Behavioral Supports Highlights

- ✓ The foundation of any effective and empathetic education system lies in the **school culture**—the climate created there by the interactions and relationships between people, by not just *what* is done in the course of a school day, but *how* it is done. There's a feeling a school gives you when you walk its halls and peer into its classrooms; at High Point, there's a sense of structure, order, and the teamwork to make that all happen, yes, but there's also an unmistakable atmospheric aura of compassion, patience, mutual respect, and an allegiance to the spirit of true learning, across all facets of life. This first semester back in particular, we will be quelling negativity with positivity, replacing anxiety with calm, and supplanting insecurity with security. Our whole staff understands the importance of this effort to maintain our acclaimed school culture in the most challenging of times, and we all stand united in rebalancing and refocusing the students we feel honored to serve.
- ✓ **Social-Emotional Learning (SEL)** isn't a new ingredient in our school formula, prompted by recent emotionally challenging, even traumatic events; rather, it's at the core of our entire program and always has been. So we will be maintaining our intense emphasis on our students' emotional health as a critical factor in their overarching education plans, but with awareness that our current societal climate calls for special attention in such areas as **reengagement** with educational goals, **reconnection** with teachers, counselors, and peers, **realignment** on the path to progress, and **reassessment** of each student's current mental and emotional status. Our social workers and therapists employ research-based, student-centered SEL programs and curriculums that engender deeper dives into feelings and motivations. We routinely hold whole-class or small-group discussions on timely and sensitive age-appropriate topics most applicable to our students' present

challenges or worries, and in-the-moment interventions are a customary part of our school day—addressing areas of need as they arise in real-time and then applying SEL tools and techniques to conflict resolution and problem-solving efforts.

- ✓ Our wholistic approach to educating the special needs child intrinsically entails **multi-tiered systems of support (MTSS)** and **wraparound services** that meet each child where they currently are and designs personalized interventions that target the obstacles interfering with progress toward their academic and behavioral goals. Intervention strategies incorporate both internal (school-based) and external (community-based) resources, utilizing such means as behavior contracts/BIPs (behavior intervention plans), time-proven RTI techniques, online single-family counseling meetings, referrals to health-based care outside of school so that students can achieve in school, and school-to-home continuity of learning. Individualized intervention plans are “tiered”—progressing in level of intensity depending on student response and need—and they integrate the recommended methodologies of universal screening and progress monitoring, collaborative problem-solving, and data-based decision-making as we provide each child with an all-encompassing education plan tailored to their individualized profiles and needs.
- ✓ Closely tied to these multi-layered and dimensional frameworks particularly applicable in a special education setting is the creation and provision of robust **mental health supports**. All HPS students always have and always will receive daily emotional and behavioral counseling that grounds them where they are and guides them closer and closer each day to where they want to go. This seminal part of our program is interwoven into all aspects of our school day curriculum such that students are continuously observed and monitored by our staff, which reveals budding and pressing problems quickly and effectively. In 2020–2021, we will be concentrating on the difficulties our students have faced since the outbreak of the pandemic. At least one faculty member will do a mental health check-in with each student every day, so our students start to regain their footing in these very destabilizing times and feel assured that they’re not alone, that there’s always an adult they can confide in and seek help from. Again, this is not new to High Point—this is *what we do ...* and what we do best. Still, we’re expecting to see a greater need for mental health supports when school resumes, and our therapeutic staff spent considerable time this past summer readying to meet that need.
- ✓ Critical to the success of special education students is **family engagement**—the “buy-in” of their guardians and caretakers to our program approaches and objectives. To keep building on the momentum created by the COVID crisis—to keep our families as involved and invested in student progress and outcomes as they are now—we will continue to poll our parents on their preferences, we will stay in close contact in all ways available to us (mental health check-up calls, text updates, home deliveries, virtual home visits), and we will host virtual events like Zoom meets and online support groups to sustain our parents’ commitment to generalizing their child’s in-school learning at home. Each of our families is well acquainted with whom to reach out to for support and, we’re proud to say, our families often do reach out. In the process, we’re given a platform to reinforce the importance of family engagement to the child’s success and to extend our support to the family to the family’s support of the child. We’ll also be further eliciting the involvement of our families this year by inviting them to take part in our pandemic response committees/focus groups and the educational planning initiatives that have resulted from the health crisis.

- ✓ The **well-being of our educators** translates to the well-being of our students. Measures we are taking to support our instructional staff include regular check-ins by their supervisors and colleagues to assess their mind-set, emotional state, and energy level; gathering feedback on their current wants and needs to facilitate their job functions; seeking input on the themes they'd like to see addressed during our planned Professional Development sessions; supplying them with information on such topics as social isolation and trauma-induced anxiety and depression; and holding weekly staff meetings dedicated to airing frustrations, sharing solutions, and fostering unity. We are directing our faculty to professional resources that offer support specifically for the education community (e.g., CASEL), and we are promoting daily de-stressing practices, like mindfulness, deep breathing, and meditation. We are also very open to supporting and financing wellness programs and certifications our staff propose.
- ✓ Faculty assignments are shifting somewhat to accommodate the “new normal” on our campus, such as minimal school visitors and a temporary cessation of our off-campus CTE (career and technical education) partnerships, and these shifts are based on the particular **strengths and talents of our staff**. For example, the role of our culinary arts instructor will be greatly reduced due to health and safety limitations; as such, she will be assisting with the development of more robust on-campus career readiness programming, taking advantage of her leadership abilities, organizational acumen, and industry expertise. Another example: our fully bilingual Program Supervisor and Head Teacher have become our dedicated translators—an area of need much greater now that so many of our operations involve online contact with our families and take-home materials must be comprehensible to our ESL parents/guardians. Instead of our staff feeling burdened by extra or new duties, they are feeling empowered by and valued for their ability to help more when and where more help is needed.
- ✓ Before any educational needs can be met, basic needs must of course be met to even make student attendance, participation, and engagement possible. Consistent access to adequate supplies of **food** is a real, ongoing concern to some HPS families during this time of crisis. As such, we're ensuring that our families are continuing to be aware of and make use of district-provided free breakfast and lunch programs that have been in place since school closures in March 2020 and have, thankfully, continued to the present. We're intimately aware of the constitution and circumstances of each of our family units, and so we know who needs the most help, who lacks provisions, and who has transportation limitations. We will therefore continue operating the supplies pipeline we set in place months ago to make sure our families have adequate groceries, toiletries, OTC medicines, cleaning products, school supplies—whatever they need—making home deliveries as needed.
- ✓ Beyond food, shelter, and home necessities, HPS has historically helped our families become educated about and secure access to such **community-based services** as health and welfare agencies, training programs, employment agencies, mental health organizations, legal counsel, and child care services. We're fully aware that a child stands on the shoulders of the people at home, and so we bolster and fortify the home environment in any and all ways that we can.

Key Area #2: Leadership and Planning

The second central area of focus involves the actual coordination and preparation required for the overall reopening plan.

Given our small school size, we have a relatively small school community constituency to match, meaning we don't have the number of administrators, board members, education professionals, and the like to draw on that larger educational organizations do. This might sound like a deficit, but it's actually working to our advantage to be planning and organizing as a very select and limited group focused on very concrete, tangible, and manageable goals that much be achieved for reopening.

Also given our small school size, it should be noted that our **Restart Committee** and our **Pandemic Response Team** are one and the same entity, comprised of our school's Executive Director, Program Supervisor, consulting pediatrician, school nurse, lead teacher, lead social worker, our on-staff, on-call designated school cleaner during school hours, our after-hours cleaning custodian, and several (sometimes alternating) volunteer parents and students who have shown an interest in contributing their voices—an innately diverse group. As a group, we consult with, collaborate with, and report to—all rolled into one—our sending districts, the primary stakeholders in our operations and educational model on behalf of our students' welfare and well-being. As such, it is to our sending district contacts and personnel that we are most accountable for state-directed guidance on response and reopening measures.

As the school year proceeds, this steering body will be looking to and making necessary adjustments to myriad on- and off-campus considerations, only a small sampling of which includes:

- For at-school students, how much student intermingling and interaction is allowable and advisable, to strike a balance between health concerns and healthy socialization needs
- For at-home students, what creative and flexible attendance means are most worthwhile to gauge asynchronous learning and promote quality instruction time (e.g., sign-in sheets requiring a parent's initials for work-time confirmation)
- Contingency plans in the face of rapidly changing circumstances
- The most effective means of communication with our families—what elicits the best and fullest response
- The efficiency of social distancing and PPE measures in our school building
- The possible need for additional staff
- The ongoing mental health of our leaders, staff, families, and students

In addition to all of the operational areas covered thus far in this plan, we've addressed and will continue to address the following central areas identified by the state.

SCHEDULING

Our scheduling plan is very simple and straightforward: Our doors will be open and our building will be fully functional from 8:30 a.m. to 2:30 p.m. every Monday through Friday, for the full allotment of required school days per year (188, which includes a 3-day allotment for snow days). Whether students are participating in **Model 1: Full-Time In-Person Instruction**, **Model 2: Full-Time Remote Instruction**, or **Model 3: Hybrid Instruction** at any point in the school year, we will be up and running per usual and can accommodate whichever model option our parents select, upon sending district's approval.

What this means for our staffing, logistical, and timing patterns:

- Our staff will be expected to work on the premises (with exceptions allowed for fluctuating circumstances for at-home work).
- Our in-person related service providers will still be delivering IEP-prescribed therapy services on campus, in rooms and spaces designated for safe and private therapy delivery. However, they will also be employing teletherapy for at-home students and/or be supplemented by temporarily added teletherapists, depending on caseload and availability.
- Individual classrooms will still be manned by a minimum of one special education teacher and one teaching assistant (TA)—this is an integral part of our education model and it will never change.
- Classrooms will consist of 7–8 students each, instead of our normative 10–12, grouped by age and grade band, in so far as functional and performance levels allow. Otherwise, cohorts will be organized according to disability diagnosis and special needs considerations (e.g., students on the spectrum grouped together, students on our lowest or highest behavioral levels grouped together), paired with the instructor most qualified to lead that cohort.
- **Model 1** students will be expected to follow our regular attendance policy and in-school scheduling for class lectures, assignments, projects, independent seatwork, computer tutorials, online assessments, etc.
- **Model 2** students will be given the same instruction, assignments, curriculum, projects, tutorials, and assessments as their peers; however, allowance can and will be made on an individual basis concerning how attendance is tallied and how synchronous vs. asynchronous learning time is calculated based on personal circumstances at home. As long as the **minimum four hours of instructional time per school day** is met per remote-instruction student (per NJSA 6A:32-8.3), we'll allow flexibility, as needed, in consideration of family schedules and specifics.
- Model 3 will be implemented if and when our parents/districts call for hybrid education.
- In other words, all of our students will be held to the same benchmarks, expectations, course loads, and fulfillment of IEP goals. Nevertheless, we are instituting adaptable options about *when* students choose to complete their work, based on significantly altered home schedules due to the pandemic. Time logged in online in an instructional app will no longer serve as a principal measurement of **attendance**, for example; rather, the student's completion and submission of their coursework and homework will be the primary basis upon which we determine if they are meeting their academic goals.
- Necessary adjustments will be made as we go along to maintain **equitability** in academic education between our in-person and on-remote students.
- **"Flexibility"** is the crucial word here: Because we're fortunate enough to have the ability to work one-on-one with each of our families, we will be able to continue to gather information necessary to customize each child's learning plan to what will work best with the family's situation and will garner the best results. Each child's classroom teacher is so tuned in to each child's circumstances and abilities that it's immeasurably helping us fine-tune the particulars of our new model options.
- Extra time has been allotted to transition times (start and end of school day, between breaks) so that the instructional staff, as well as the noninstructional staff, can supervise student traffic and exposure as they move to different areas of the building and engage in joint activities.

Alternating Teaching Stations

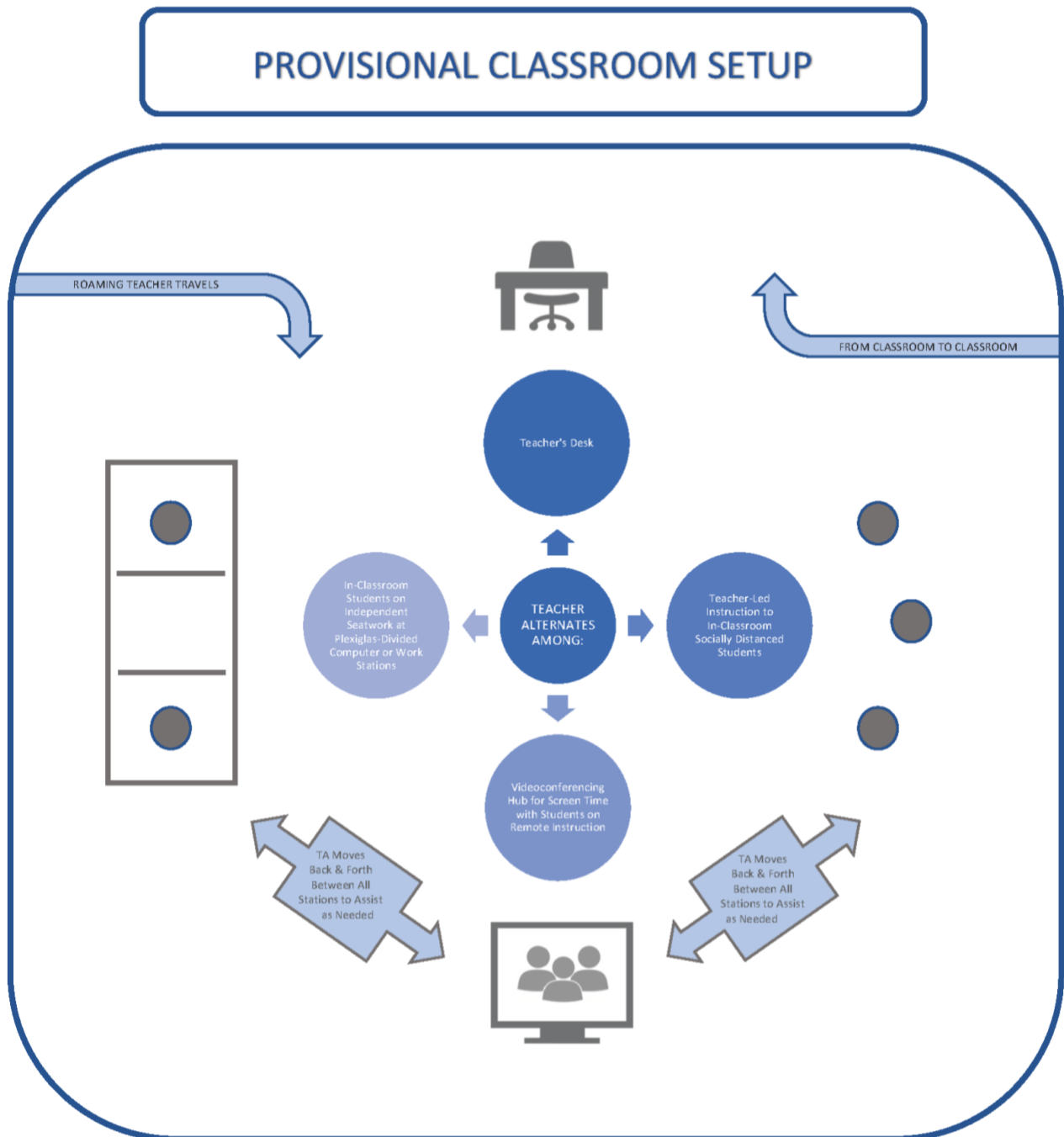
Educating students at home and students at school with the same teachers, on the same curriculum, will require changes not so much to how we instruct, but *where* we instruct. More specifically:

- Each classroom special education will be assigned some in-person students and some at-home students, according to previously arranged cohorts (*see above*).
- Our teachers have always moved among multiple instructional areas and modes in the classroom throughout the day, and they will continue to do so now.
- When the in-person group is receiving direct instruction from the teacher, the at-home group will be on another, different task—mostly likely what we call independent seatwork activities.
- Once the teacher completes a subject-matter lesson to the physical class, s/he moves to the area of the classroom set up for remote instruction, to do the “teacher-directed learning” there, with the at-home contingent.
- We are also experimenting with whole-class lesson spans, where remote students would dial in via Zoom to join class in session, for simultaneous instruction of the same material. This would be a way of increasing student interaction instead of students spending all of their screen time alone or with a single educator.
- Computer work will continue on as always, and this won’t differ much for our in-person and on-remote segments, since they use the same online instructional sites. (However, access times can and will differ.) When all students are engaged with computer-assisted learning at the same time, this gives teachers the desk time they’re accustomed to for lesson planning, grading, progress monitoring, IEP goal spreadsheets, and individual student support.
- Through it all, the classroom TA moves among all workstations in the room and in the virtual space, assisting the lead teacher, assisting the students doing independent work, and assisting students doing computer work as needed.
- In light of these multiple and simultaneous areas of presence expected of our teachers and TAs, we have hired a new full-time special education teacher and created the new position of a **“roaming” special educator**—moving throughout the school’s classrooms to attend to where the need is greatest, but particularly to engage and encourage the online students.
- Concurrent teaching intervals will also be aided by the fact that our in-person classes will be smaller—not only because we’ve decreased per-head counts per special education classroom in the interests of social distancing, but because 44% of our school population will be starting out on home instruction. We’re therefore expecting our special educators to be able to comfortably manage their assimilated, but still very small, class sizes.
- Analysis of the efficacy of the above measures will be done regularly, and based on input from our stakeholders, adjustments will be made accordingly. For example, an option under consideration is shortening the school day for our in-person students, who would be sent home with daily class assignments and online instruction to be completed there. This would allow our teaching staff the entirety of the afternoon to work exclusively with our virtual population instead of simultaneously with both populations throughout the normative 8:30–2:30 school day.

There will of course be at-school activities that at-home students will not or may not participate in, like electives and extra-curriculars. We actually don’t want the remote students tethered to their screens all day—the national school community learned last semester that time online is not the same as meaningful engagement with standards-based learning. Rather, we want them to take advantage of any and all academic support available to them at home, we want to increase their opportunities for

social interaction with both adults and peers, we want them to still complete P.E. coursework with physical exercises and activities we assign them, and we want their instructional time with their teachers to be quality time, not just clocked time.

With this revised instructional setup and scheduling, we aim to (a) ensure the minimum requirement of a four-hour school day for students on remote instruction; (b) deliver adequate instructional contact time; (c) create opportunities for synchronous and asynchronous instruction; and (4) strategically apply lessons learned thus far about the strengths and weaknesses of virtual instruction to fortify, fine-tune, and improve our remote-learning model. Our current plan also takes into account the flexibility in attendance allowed and anticipated by state guidelines.



STAFFING

During intensive mid-summer planning and coordinating sessions with our staff as a whole, it was determined that (1) all of our staff members are fully on board to resume their regular roles come fall 2020; (2) none have requested that additional special accommodations be made to their work spaces and physical environments due to health-risk-related concerns; and (3) all have made provisions for their own at-home child care and elder care needs. We will therefore start the year off fully staffed, with our experienced cadre of professionals who are accustomed to and greatly adept at serving the needs of our students.

High Point has excelled at making sure our students' homes have been outfitted with the technology they've needed to consistently participate in our homebound instruction plan, and the same can be said of our staff members: Our on-call IT consultant helps them with any technology or connectivity issues to preserve smooth and open channels of communication with our students and our larger team whether they are at work or at home. Training has been made available to them for programs, platforms, or software with which they may not be familiar.

One of High Point's signature characteristics is the open-door policy we've steadfastly maintained throughout our existence, and every single staff member has no doubt at all about the approachability of and accessibility to any other member of the team. Mutual support is a given and guaranteed; sounding boards are embraced; all feedback and input are welcomed. We operate far more like a team of caregivers than a hierarchical organization chart, and that's why every team member is now prepared to step in where assistance is needed, to fill in when breaks are requested, and to reciprocally show up for one another. We're a well-oiled machine, and we're prepared to do whatever is necessary to keep things running smoothly and, when that is stalled, to get them back to running smoothly as quickly and stress-free as possible.

In this same vein, our staff is aware of and primed to absorb the extra duties necessary to adhere to all the new health and safety regulations and procedures on campus. To be fully informed in these procedures, we either already have addressed or will address particular areas of training recommended by ASAH as part of our PD efforts:

- Safe and effective use of protective equipment (putting on and taking off, disposing of and/or washing PPE)
- General information on COVID-19 from the CDC
- How COVID-19 is spread and how to prevent the spread
- Symptoms of COVID-19
- When to seek medical assistance for students or staff who exhibit symptoms or become sick
- Supporting student PPE use
- Supporting students on social distancing procedures
- How to interpret visual safety cues associated with COVID-19
- Ways to identify anxiety/other mental health challenges and strategies to provide support
- Effective ways to assist students and staff with safely transitioning back into community settings
- How to use principles of applied behavior analysis to support in-home instruction (when applicable)

We also want to be on the lookout for and have preventative measures in place for possible overwhelm and overload, so we've made provisions for:

- Faculty mentoring of newer staff by more seasoned staff
- Continuing education and training in areas specific to current events and developments
- Group sessions led by our lead social worker, distinct from our regular staff meetings, to address ongoing and emerging concerns related to school, staff, and student well-being
- Referrals to and recommendations for emotional support resources
- Ongoing Professional Development/Professional Learning opportunities to keep faculty feeling empowered, informed, and growing (like financing certification programs our staff wish to pursue to become professionally trained in pandemic-response protocols)

When budgeting and campus visitation policies allow, we will bring in third parties and organizations to lead PD initiatives; in lieu of that, we will take advantage of our own staff's skills and areas of expertise to lead continuing education for our staff.

Additional Staff-Oriented Changes on Campus

1. We will be leveraging our number and type of staff to meet the new needs and expectations of safe school operation. For example, a staff member has volunteered to be our "designated school day on-call cleaner" (aided by other staffers who are not bound to a classroom all day), to take on such duties as regular restroom cleaning and disinfection midday and cleanup of gym spaces and equipment after P.E. sessions. Our admin will absorb numerous nonclerical duties, like placing phone calls home to check on our families' food supplies. It will be an "all hands on deck" approach to covering all the bases, working in unison and willing to take on extra to accommodate extraordinary times.

There have been some public concerns about returning students to school campuses, not so much out of fear of youngsters spreading the virus among themselves, but of more susceptible adults bringing the virus to school. We openly acknowledge that, yes, there is a higher proportion of adults to youth in our school in comparison to most other schools, and so that's obviously a necessary area of precaution. But it also means that, in sheer number of adult bodies, we have far more manpower on campus to closely supervise student movements and interactions, to monitor their activities and behaviors, and to enact social distancing, PPE, and hygiene policies.

2. We have clearly demarcated and communicated the roles and responsibilities of each of our different staff segments—upper management, administrative staff, instructional staff, noninstructional staff, social workers, and therapists—and, as noted above, all are prepared to fulfill their duties to the best of their abilities and help one another in doing so. Should reallocation/reassignment of duties be called for after schools starts, we will make fair and balanced adjustments based on staff input and managerial oversight.
3. We have updated our teacher evaluation forms to incorporate remote learning components and to work toward as-equitable-as-possible delivery of special education instruction between a full-time in-person model, a full-time remote model, or a hybrid model (*see Appendix C*).

Future Staff Considerations

- Our career readiness curriculum has historically played a large and integral part of our high school programming. In that event that our multiple off-campus shared-time partnership programs cannot be resumed in a timely manner, we are considering adding a full-time career planning/transition specialist to our faculty for on-campus instruction in this area.
- Will also consider adding more special education teachers if enrollment grows midyear (as it usually does, up from our current 57 students to a maximum of 100) and/or if the new processes and procedures stretch our current staff too thin or prove too taxing on them.
- And if we find that we're facing intensified behavioral issues, likely as a result of the intensified public climate, that begin to disrupt and diminish quality classroom learning time, we're prepared to add to our faculty more therapeutic personnel, 1:1 aides, and paraprofessionals, to sustain the depth and superior level of care upon which our school partners rely.

ATHLETICS

The only interschool sports our school participates in is a basketball league. Given the high-contact nature of this sport, the league has ceased operations until further notice.

Key Area #3: Policy and Funding

As a privately owned and operated APSSD, many of the state's guidance provisions in this key area do not apply to the High Point School of Bergen County. Thus far, we've been able to absorb the costs of new and unexpected expenses within our existing annual fiscal budgeting, such as the purchase of vast amounts of PPE and cleaning supplies, intensified cleaning services, social distancing supplies, regulatory signage, computer equipment and devices, tech support, licenses for online academic programming, training programs, legal and accounting services, and even food/supplies purchasing and deliveries to our families in need.

Payroll has been maintained. Rent has been paid. Utilities are paid up. Supply cabinets are full. Desks are stocked. All machinery and equipment is up and running. Our website is up-to-date.

We are eminently and eternally grateful for this. Once again, our small size and well-oiled operations are working to our advantage here instead of our disadvantage.

As with all parts of this School Reopening Plan, however, should circumstances take a decided turn for the worse or should our accounts receivables be stalled so significantly that our accounts payable outweigh them by too much and for too long, then we may pursue some of the various financial aid options available to us, like a federal E-rate program, cooperative contracts, emergency relief funds, or FEMA assistance.

Our FY21 budget largely aligns with our budget for FY20 as we hope for the best, but plan for the worst.

Key Area #4: Continuity of Learning

Students with disabilities are among those populations most in need of in-person instruction. That’s why we’re working closely, collaboratively, and transparently with all HPS stakeholders to return students to campus as quickly and safely as possible. Last semester, all HPS students—all students across America, in fact—moved to remote instruction, and so, in essence, they were all “on the same page,” all playing on the same field: acclimating to an online environment, teleconferencing with their teachers instead of conferencing in person, receiving their related services therapy over a screen, using online instructional platforms that were sometimes new to them, often reliant on their own self-motivation and discipline to complete assignments, take assessments, turn in work, and pursue credit recovery options.

Now, as we implement multiple models, some of our students will return to our brick-and-mortar building and some will temporarily remain on home instruction. It is therefore our chief-most goal to provide **equitable access to high-quality education** for all, to keep our curriculum and standards-based learning consistent for all, to maintain the same expectations of all, and to equally fulfill all IEP goals. *(See “Scheduling” section above in “Key Area #2: Leadership and Planning” for our plan to make consistent, as much as feasible, teacher-led instruction, coursework/assignments/homework, computer-assisted learning, progress monitoring and assessment, and the delivery of IEP-prescribed support services for both our Model 1 and Model 2 student populations.)* Critically, also, we’re focused on starting to remedy and reverse the inevitable regression that all students the world over experienced last year.

As an APSSD, our normative state-approved in-person special education model has been in successful operation since our school’s inception. Our remote-instruction plan, necessitated by mandatory school closure and likewise approved by the state, went into effect in March 2020 (the full plan can be accessed [here](#)). So here, we will primarily concentrate on the ways in which both our permanent model and our interim plan mirror each other to the fullest extent possible and the ways in which they necessarily differ, aligned with the areas NJDOE has identified as key to preserving and promoting continuity of learning.

COMMON GOALS & OBJECTIVES

Each of the three model options (full-time in-person instruction, full-time remote instruction, and hybrid instruction) integrates and shares a firm commitment to the same set of objectives:

- Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
- Providing Access to Technology and Connectivity
- Implementing Creative and Effective Curriculum, Instruction, and Assessments
- Addressing Learning Gaps
- Attending to the Social Emotional, Health, and Academic Needs of All Students
- Ongoing Staff Support and Training
- Ongoing Family Support
- Fostering Partnership Among Educators, Student Families & Caregivers

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

High Point's role is to provide the education and related services that all special education students are entitled to under IDEA and other related federal and state mandates. We have never and will never fail to fulfill this role—even during times of national crisis, such as this—because there is no other choice for our students: Their Individualized Education Plans (IEPs) are devised and composed specifically to address their unique challenges, and so properly and responsibly educating them equates to meeting their IEP goals regardless of external circumstances.

Continued Fulfillment of IEP Requirements

We are therefore continuing to prioritize our students' IEPs as the central driving force behind our educational content and delivery, with our IEP processes and procedures remaining virtually unchanged, not only from a pre-COVID world to a post-COVID world, but for our children at school and our children at home:

- **IEP meetings** will continue to be held as regularly scheduled. IEP team members will have the option to attend meetings virtually if they so choose, but High Point would like to resume the personal interaction and camaraderie we enjoy with our IEP teams, and so will return to scheduling them in our large conference room, with appropriate social distancing seating in place. Teleconferencing and/or videoconferencing accessibility will be provided.

Per usual, each student's district case manager will initiate and lead the meeting, which will cover not just the normative measures and metrics that assess current student data and progress, but which will now also take into account **effects of last year's school interruptions**, including: identifying lost skills, determining ways to counteract regressed skills, any lapsed progress on meeting IEP goals, and timelines to address compensatory steps or services.

- The needs and any called-for accommodations for **medically fragile students** being educated at home will be addressed and assured, as will accommodations required for any of our remote students.
- Case managers for each student are provided with weekly **Educational Verification Log Sheets** that detail such parameters as daily attendance, subject-matter performance, IEP goal achievement, IEP objective attainment, length of educational services, type of educational services (delivery format), and provision of related services.
- Internal evaluation to ensure that our students are following IEP protocols is conducted using each student's Excel spreadsheet, a version of which we have modified slightly for our remote-instruction model (*see Appendix D for sample one-week remote learning daily log*). This tool records daily assignments, IEP goals addressed, and progress made on these goals. These quantitative grids not only document student and staff efforts, but hold school administration accountable to the highest standards. When and if progress slows or stalls, adjustments and modifications are immediately made to redirect toward specific IEP objectives.
- Renaissance Star Assessments facilitate the evaluation/reevaluation process by providing reliable, real-time data that allows us to deliver the right instruction, at the right time, for the right reason. Rather than overwhelming educators and students with testing, the goal of Ren Star is to streamline assessments that inform instruction by generating a complete view of a student's progress at the grade-school level, including achievement and growth measures.

- Through the data collections tools and techniques we routinely employ, High Point teachers are able to compare actual instruction to actual student performance and then bring their recommendations for any warranted IEP revisions to the larger team meetings, where IEPs are evaluated and reevaluated as needed.

Continued Fulfillment of Related Services

An important aspect of the student IEP is the provision of related services deemed appropriate for that child's continued development, nurturance, and growth.

Social work services and **mental health/behavioral counseling services** are a daily part of our model, delivered formally and individually according to IEP requirements, yes, but also informally integrated into the overall program whenever we see a need for real-time intervention. These services will be conducted quite equivalently for Model 1 and Model 2, with the only real difference being that our remote-instruction students will receive their counseling online, as they have become accustomed to since March 2020. Continuity in personal interaction with the same counselors our students have come to know and trust is crucial to their emotional well-being and balance in these very trying times, so our regular on-staff social workers/counselors will meet with both our in-school and remote populations. Because their caseloads have not increased in volume, we're not anticipating any scheduling or timing issues.

Speech-language and **occupational therapy** will also continue to be delivered uninterrupted—by our in-school providers for those students receiving in-person learning and by Invo Healthcare for those students on home instruction. Teletherapy has proven to be an equally effective, time-efficient means of delivering related services, and many students find they enjoy the technological aspect that telehealth entails.

Both on and off the premises of our school building, our students will continue to work toward their identified therapy outcomes and milestones.

Providing Access to Technology and Connectivity

Access to computer devices and Internet connectivity have proven vital to the ongoing delivery of our education model, and that isn't going to change at all come the first day of school this year, when 25 of our currently enrolled 57 students will be on remote instruction, when mid-semester adjustments may call for increased work done at home for our in-school students, and when we may have to pivot at any time back to an all-virtual model. Fortunately, having worked out the kinks last semester and having troubleshooted what was proceeding more smoothly and less smoothly, we're in a pretty solid position regarding both the technological equipment and the technology resources we're employing across all model options.

The Hardware

All of our students' homes have been outfitted with the requisite devices (Chromebooks or iPads), equipment (modems), and modes of telecommunication to do their schoolwork, meet with their instructors, connect with their counselors, and access their online instruction programs and platforms.

In terms of Internet service, we guided all our families through acquiring connectivity last spring; and even if local providers cease to provide free or low-cost options to low-income families, we will ensure that their cable bills are paid and that Internet access remains intact.

We will continue to conduct ongoing **technology needs assessments** for potential, even likely, scenarios of disruption and interruption, such as lost, broken, dropped, or damaged devices, which we immediately replace. More specifically, we have instituted **a formal schedule by which each student's home is surveyed bi-monthly** (at a minimum) to ensure continued and uninterrupted access to the online programs we're using and fully working, operational devices necessary for that access. Parents have also been alerted to contact us first, promptly upon any interruption to service or damage to hardware.

In the event of loss of Internet connection, which we have experienced in some cases, we're supplementing all online learning materials with hard-copy work packets that we mail out each week, with return envelopes stamped with pre-paid postage included.

On-call tech support is available to all students, families, and staff from our IT consultant.

A Note on the "Digital Divide"

The state of New Jersey is very concerned with discrepancies that may exist between students who can and cannot fully participate in remote instruction due to differing levels of access to the requisite technology—and rightly so. However, we feel we have **fully bridged** any divide that may have been created among our school families for multiple reasons:

1. Most of our families have similar lifestyles, live in similar communities, face similar challenges. There are not large geographical or socioeconomic differences among our school community that would create a clearly demarcated line between those "with" adequate technology and those "without."
2. We have therefore provided ALL our families with the school-issued technology they need to participate in remote instruction.
3. But regardless of the pre-COVID technological environment of our households, our students—thanks to their exposure and usage are school—are rather equally comfortable with and familiar with modern computer devices. In the interests of continuity of learning, we've replicated at-home learning as much as possible to in-school learning, such that the students are using the same or similar devices, the same software platforms, the same online instruction and assessment. The challenge, to be frank, is getting them to engage with and exert significant effort on their virtual learning in the absence of their teachers' physical presence, not getting them acclimated to the technology or getting access to that technology.
4. We have ensured that ALL our families now have affordable Internet access, and if their area provider is not offering low-cost or free options during this time of crisis, the school is paying the cable bill.
5. We regularly check in on ALL our homes to make sure technology is operational and efficient. When replacement or additional hardware is needed or recommended, we're supplying it.
6. We offer ALL our homes unlimited troubleshooting and tech support.
7. And although it's true that not all areas have uninterrupted, reliable, high-speed Internet access at all times, we planned for this by supplementing online learning with mailed-home work packets, with phone conferences between teacher and therapist or student if connectivity is interrupted, and with training to boost signals and take advantage of hot spots.

The Software

High Point has extended our contract with **Prentgraf Ltd.** for the provision of our private **Zoom** account to enable a two-way, secure, encrypted connection to ensure privacy, safety, and HIPAA, FERPA, and COPPA compliance. Prentgraf provides us with private video rooms in which staff and students connect, live, in real time, face-to-face. The connection can be made via any Internet-connected device with audiovisual functionality—whether that’s desktop, laptop, tablet, or smartphone—which eliminates all barriers to access for all of our students. Each Zoom session can accommodate up to 100 participants, so group instruction, when that’s the preferred teaching vehicle per context, does not present an issue at all.

Prentgraf and HPS’s IT department have collaborated to make available any training and technical assistance requested by our teachers, therapists, and support personnel so that they can deliver comprehensive education plans as equitable as possible to those provided in the classroom setting.

Primary Means of Communication: Since the time of school closure, we have been steadily employing any combination of the following means of staying in **constant contact** with our families, a need that will not abate anytime soon:

- Streaming video platforms
- Live chats (on an individual, group, or full-class basis)
- Web conferencing tools
- Telephone/email correspondence between staff and both parents *and* students
- Text e-blast alerts
- Regular office hours
- Translation of all printed materials from English to Spanish
- Distribution of hard-copy instructional materials for all students, but especially those with unreliable Internet service

We will continue to take best advantage of these vehicles that encourage live participation and interaction and that offer the ability to capture screens, share audio and visual materials, and exchange student information and content as needed.

Primary Software & Online Education Programs: Our repertoire of web-based teaching tools is always growing, with newly added and enhanced instructional platforms and apps, but the constants that we utilize—now with both our Model 1 and Model 1 student populations—include:

- Renaissance Star 360 (for online education, progress monitoring, and assessments)
- Apex Learning Virtual School (to mitigate regression and pursue credit recovery)
- Google Classroom
- Nearpod
- NewsELA
- Khan Academy

As the 2020–2021 school year progresses and online education becomes more and more a part of the “new normal” in U.S. schools, we’ll be looking to test software that will enhance our current lesson planning, content creation, and student participation and performance monitoring. Training and technical assistance would certainly be provided to our educators, students, and parents/guardians alike when new components are added to our web-based resources.

Implementing Creative and Effective Curriculum, Instruction, and Assessment

As our teachers return to the classroom inspired and invigorated to reconnect with their students face-to-face, both off screen and on, our efforts and energy will be concentrated on a cluster of themes that have surfaced in the wake of the health crisis:

- Maximizing student learning while balancing the priority with protecting the safety and well-being of all students and staff
- Refocusing students on their academic path and resituating them within the familiar behavioral management system that brings structure, security, and consistency to their days
- Sculpting plans that are even *more* customized than our norm, to pinpoint the learning gaps that resulted from the previous abbreviated and accelerated school year
- Setting high standards for both our teaching and learning achievements, but recognizing that remediation and anti-regression measures will have to be executed in a realistic, manageable time frame that will overwhelm neither students nor staff, but will instead grant them license to make up for lost time and then advance forward in small steps rather than large leaps
- Redefining attendance such that, in the words of the NJDOE, “hours of instructional time will not be defined as a student’s time spent in front of a teacher or in front of a screen, but time engaged in standards-based learning under the guidance and direction of a teacher”
- Making available extra staff support in the classroom for struggling students

We plan to weave these new considerations into the fabric of our established and effective model—characterized by such core principles as positive reinforcement, cognitive behavioral therapy, and differentiated instruction—by applying creative and innovative solutions to the issues and problems that unexpectedly arose last year, better armed and better prepared to tackle the challenges this year.

Also in terms of curriculum, we want to acknowledge the fact that **CTE** plays a large role in our high school program. It is here that our students really start to grasp how their school learning can and will apply to their future lives and careers, it is here that we see them excited about exploring various vocational avenues, and it is here that they absorb the reality that applying themselves and believing in themselves nurtures the power to realize their hopes and dreams for adulthood.

However, the way that our shared-time partnership programs operate—with Lincoln Tech, Eastwick College, and Hudson County Community College, among others—is not possible to reinstate at this time. Our qualifying students are bussed to campuses and sites of higher learning, where they’re exposed to multitudes of other people, other structures, and other potential health threats. So until an all-clear is given to resume business as usual for this curriculum component, we will be pursuing in-house vocational training and career readiness options, which will grow more robust as we move more of our programming on campus.

Concluding Note

ASAH acknowledges that special education students “require greater creativity, continuity, and structure than other students” and that social distancing measures will likely be more difficult to implement with students with moderate to severe deficits, like ours. But it’s also known—both quantitatively and qualitatively—that special needs children learn best, respond better, and thrive more in in-person settings, and that’s why we have no qualms and only enthusiasm about having them under our roof again, for any student who wants to be here, whenever they feel it’s safe enough to be here.

Everyone agrees that there’s no one-size-fits-all solution to educating special education students during a pandemic; we would argue, in fact, that there’s no one-size-fits-all solution to educating any students anytime. It is therefore imperative to repeat—it cannot be stressed enough—that the small size of our school, coupled with our particular education model and program elements, affords us a level of freedom and flexibility to truly reach and teach each individual child *individually*.

We have outlined the broad strokes of our 2020–2021 reopening plan herein—like our **academic, behavioral, and social supports** in the “Recommended Areas of Operation” section and our **support services for parents** and **training initiatives for staff**—but there are places lacking detail precisely because certain elements will differ for certain students, for certain families, for certain lesson plans, and even for certain staff members, who will benefit from different kinds of support and guidance.

So if all our families and districts opt for regular in-person programming, we can do that. If all our families and districts opt for remote-distancing learning, we can do that. But if even one student’s parent + sending district team wants a hybrid program, we can do that too. ... If even one student’s child care situation at home means she has to do her classwork in the evenings, we can accommodate that. And if even one student prefers that his regular speech therapist comes to his home instead of meeting with him on screen, then we can make that happen.

It is this willingness, capacity, and expertise to customize our programming that puts the “Individualized” in “Individualized Education Plan” at High Point. It’s also what fosters the sense of partnership we’re so proud of with our district personnel, our educators and caregivers, our students and their families. Together, we will cope. We will conquer. And we will come out of this stronger for it.

APPENDIXES

Appendix A: High Point School of Bergen County 2020–2021 School Year Calendar

Appendix B: Addendums to HPS’s “Emergency Management Plan,” added as of May 2020:

- “High Point School Emergency Management Plan Addendum: Infection Disease (COVID-19)”
(requiring signature by all employees)
- “High Point School Emergency Management Plan Addendum: Infection Disease (COVID-19):
HEALTH SCREENING”

Appendix C: Teacher Evaluation Materials

Appendix D: Remote Learning Daily Log (One-Week Sample)

Appendix A: High Point School of Bergen County 2020–2021 School Year Calendar

High Point School of Bergen County
 46 Spring Street, Lodi, NJ 07644
 Office: 973-574-0344 | Fax: 973-574-0334
 2020–2021

School Hours 8:30 a.m.–2:30 p.m. | 188 School Days

| September 2020 | | | | | October 2020 | | | | | November 2020 | | | | | December 2020 | | | | | January 2021 | | | | |
|--|----|----|----|----|---|----|----|----|----|---|----|----|----|----|---|----|----|----|----|--|----|----|----|----|
| M | T | W | TH | F | T | W | TH | F | M | T | W | TH | F | M | T | W | TH | F | M | T | W | TH | F | |
| | | 2 | 3 | 4 | | | 1 | 2 | 2 | 3 | 4 | 5 | 6 | | 1 | 2 | 3 | 4 | | | | | 1 | |
| 7 | 8 | 9 | 10 | 11 | 5 | 6 | 7 | 8 | 9 | 9 | 10 | 11 | 12 | 13 | 7 | 8 | 9 | 10 | 11 | 4 | 5 | 6 | 7 | 8 |
| 14 | 15 | 16 | 17 | 18 | 12 | 13 | 14 | 15 | 16 | 16 | 17 | 18 | 19 | 20 | 14 | 15 | 16 | 17 | 18 | 11 | 12 | 13 | 14 | 15 |
| 21 | 22 | 23 | 24 | 25 | 19 | 20 | 21 | 22 | 23 | 23 | 24 | 25 | 26 | 27 | 21 | 22 | 23 | 24 | 25 | 18 | 19 | 20 | 21 | 22 |
| 28 | 29 | 30 | | | 26 | 27 | 28 | 29 | 30 | 30 | | | | | 28 | 29 | 30 | 31 | | 25 | 26 | 27 | 28 | 29 |
| 20 Days 1 st – Teachers’ First Day 2 nd – Students’ First Day 2 nd – 4 th 1:00 Early Dismissal 7 th – Closed - Labor Day 18 th – 1:00 Dismissal - Rosh Hashanah | | | | | 21 Days 12 th – Closed - Columbus Day Progress Reports Due – 1 st MP 27 th – 29 th 1:00 Early Dismissal Parent/Teacher Conference | | | | | 19 Days Parent/Teacher Conferences 25 th – 1:00 Early Dismissal 26 th & 27 th – Closed - Thanksgiving | | | | | 17 Days Report Cards Due – 1 st MP 23 rd – 1:00 Early Dismissal 24 th – 31 st Closed - Winter Recess | | | | | 19 Days 1 st – Closed Winter Recess 4 th – 8 th Midterm Review Week 11 th – 15 th Midterms for Students 15 th – 1:00 Early Dismissal 18 th – Closed - MLK Day 29 th – Progress Reports Due – 2 nd MP | | | | |
| February 2021 | | | | | March 2021 | | | | | April 2021 | | | | | May 2021 | | | | | June 2021 | | | | |
| M | T | W | TH | F | M | T | W | TH | F | M | T | W | TH | F | M | T | W | TH | F | M | T | W | TH | F |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | 1 | 2 | 3 | 4 |
| 8 | 9 | 10 | 11 | 12 | 8 | 9 | 10 | 11 | 12 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 7 | 8 | 9 | 10 | 11 |
| 15 | 16 | 17 | 18 | 19 | 15 | 16 | 17 | 18 | 19 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 14 | 15 | 16 | 17 | 18 |
| 22 | 23 | 24 | 25 | 26 | 22 | 23 | 24 | 25 | 26 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 21 | 22 | 23 | 24 | 25 |
| | | | | | 29 | 30 | 31 | | | 26 | 27 | 28 | 29 | 30 | 31 | | | | | 28 | 29 | 30 | | |
| 18 Days 2 nd – 4 th 1:00 Early Dismissal Parent/Teacher Conferences 12 th & 15 th – Closed - Presidents’ Day | | | | | 22 Days 11 th – Report Cards Due 2 nd MP 12 th – Closed - Teacher Inservice | | | | | 16 Days 1 st – 1:00 Early Dismissal 2 nd – Closed - Good Friday 5 th – 9 th Spring Break | | | | | 19 Days 4 th – Progress Reports Due - 3 rd MP 11 th – 13 th 1:00 Early Dismissal Parent/Teacher Conferences 28 th & 31 st – Closed - Memorial Day | | | | | 17 Days 1 st – 7 th Exam Review for Students 8 th – 15 th Final Exams 8 th – 23 rd 1:00 Early Dismissal 16 th – Senior Report Cards 17 th – Report Cards Due 18 th – Graduation Day 23 rd – Last Day for Students | | | | |

| | |
|---|--|
| Bold Indicates 1:00 p.m. Dismissal No lunch period on these days! | Shading Indicates School Closed |
|---|--|

Appendix B: Addendums to HPS’s “Emergency Management Plan”

High Point School Emergency Management Plan Addendum - Infectious Disease (COVID-19)

To help ensure a safe and healthy work environment at High Point School, we have developed the following Addendum to the Emergency Management Plan outlining policies for Infection Disease (including but not limited to COVID-19).

Policy Brief & Purpose

This Plan includes preparedness measures the School is and/or will take to mitigate the spread of infectious diseases and follows orders, guidelines and/or recommendations provided by the CDC, OSHA, Department of Labor both federal and local, Department of Education, New Jersey Executive Order(s) and/or any other relevant governing authorities (referred to collectively as “governing authorities”). This plan also includes policies that employees are required to follow diligently to sustain a healthy and safe workplace. It’s important that we all act responsibly and transparently. We assure you that we will treat your private health and personal data with high confidentiality and sensitivity.

This Plan is susceptible to changes with the introduction of or changes to guidelines by governing authorities. If so, we will update you as soon as possible by email.

Scope

This Plan and the Policies contained herein apply to all employees.

Policy Elements

Employer

- Daily performance of routine cleaning and disinfection (including but not limited to frequently touched surfaces, such as desks, telephones, doorknobs, etc.).
- Performance of enhanced cleaning and disinfection per CDC requirements in the event of confirmed or suspected (confirmation is not always possible) symptoms of an infectious disease in the facility.
- Employee training in infectious disease control, hand washing practices, personal protective equipment (PPE), and COVID-19 signs and symptoms.
- Maintain an adequate supply of tissues and no-touch disposal receptacles at or near hand washing locations and other locations around the school.
- Supply masks, gloves, hand sanitizers.
- Establish physical distancing measures (when and where possible); e.g., moving workstations/desks to increase separation distance, implement one-way traffic patterns, installation of physical barriers (i.e., shield guards), limit number of people in restrooms, etc.
- Stagger usage of communal spaces, such as break rooms, main office and/or conference room, and clean and disinfect in between uses.
- Limit non-essential visitors and activities.
- Ensure workplace has placement of recommended/required signage by governing authorities.

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Emergency Management Plan Addendum - Infectious Disease (COVID-19)

- Deter use of high-touch amenities like coffee makers, water coolers, and bulk snacks and replace them with alternatives.
- Designate a specified room (Nurse's Office) for anyone in the school presenting with symptoms of an infectious disease such as COVID-19 per CDC guidelines. Said individual will be sent home in the safest way possible. The Nurse's Office and any surfaces touched will be disinfected and cleaned according to CDC guidelines.
- If confirmed case(s) of COVID-19 – assess for short-term closure procedures (regarding dismissals, etc.), coordinate with local health officials, follow CDC guidelines on proper cleaning & disinfection and implantation of strategies to continue education & related support.
- In preparation of reopening to all employees, an advanced cleaning of the workplace using approved and recommended disinfectants and cleaning procedures.
- Implementation of Health Screening Procedures by a designated employee (who presents with no symptom and/or fever over 100.4°) who upon arrival will be appointed the Screener following the CDC guidelines outlined below:
 - The Screener will wash their hands with soap and water for at least 20 seconds or use hand sanitizer with at least 60% alcohol, put on a face mask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and disposable gloves. Then use a non-contact thermometer to screen each employee prior to entry and use the provided symptom checker questionnaire.
 - After each screening, the screener will remove and discard PPE and wash hands with soap and water for at least 20 seconds or use hand sanitizer with at least 60% alcohol.

Employee

Health Screening

- Routine daily health checks (e.g., temperatures and symptom screening) of all employees will be implemented upon arrival at the School:
 - Upon arrival at the School all employees will be checked by a Screener by non-contact thermometer and asked to answer the symptom screening questions.
 - Any employee with a temperature over 100.4° or by answering “yes” to two or more screening questions will not be allowed in.

Procedure for Sick/Unwell Employees

- Employees who have symptoms of an infectious disease while at work will immediately be separated into a designated room (Nurse's Office) and sent home per governing authorities' guidelines. Employees who develop symptoms outside of work should notify their supervisor immediately, stay home and follow CDC-recommended steps to self-isolate.
- Sick employees or those in close contact with someone sick (symptoms and/or tested positive for an infectious disease) should follow CDC-recommended steps and self-isolate. Employees

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Emergency Management Plan Addendum - Infectious Disease (COVID-19)

should not return to work until they have met the criteria to discontinue home isolation and have consulted with a healthcare provider and/or state or local health department.

- If you are unsure regarding your symptoms, please stay home and contact and/or consult with a healthcare provider and/or state or local health department before returning to the workplace.

School Trips/Work Meeting Measures

- All school trips, shared time programs & events will be cancelled/postponed until further notice.
- In-person meetings should be done virtually whenever possible, especially with non-company parties. If held in person, maintain at least 6 feet distance between all attending, do not share any supplies, and follow all other guidelines outlined in this plan. Consult with a Supervisor for any questions concerning virtual/in-person meetings.

General Hygiene Rules

- Hand Washing:
 - At minimum, employees must wash their hands upon arrival to work, after touching their face or mask or any common contact surfaces, and when leaving work, following CDC guidelines. Please follow the recommended five steps:
 1. Wet your hands with clean, running water, and apply soap.
 2. Lather your hands by rubbing them together with the soap (backs of hands, between fingers and under your nails).
 3. Scrub your hands for at least 20 seconds.
 4. Rinse your hands well under clean running water.
 5. Dry your hand using a clean towel or air dry.
 - If employees get the urge to sneeze or cough, they should cover their nose, mouth, and mask with a towel or handkerchief and employees should wash their hands and face thoroughly immediately after.
 - No contact trash bins will be provided in various locations for paper towel disposal.
- Hand Sanitizer – CDC recommended use as follows:
 1. Apply the gel product to the palm of one hand (read the label to learn the correct amount).
 2. Rub your hands together.
 3. Rub the gel over all the surfaces of your hands and fingers until your hands are dry. This should take around 20 seconds.
- Avoid touching your face, particularly eyes, nose, and mouth with your hands to prevent from getting infected.
- Social Distancing:
 - When and if possible, distance should be maintained of at least 6 ft. between you and the person next to you.

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Emergency Management Plan Addendum - Infectious Disease (COVID-19)

- If 6 ft. physical distance is difficult to or cannot be maintained, employees must wear face coverings, and it is highly recommended to wear gloves and use hand sanitizer.
- Avoid use or sharing of items that are not easily cleaned, sanitized, or disinfected (cell phones, pens, pencils, computer mouse, keyboards, etc.). If need to use, sanitize before and after each use with a disinfectant (copy machines, office phones, etc.).
- Limit personal items brought into the workplace. If bring lunch/snack from outside, do not share and keep in your possession at all times and use measures outlined in the plan.
- PPE (Personal Protective Equipment) – should be worn whenever possible and in a manner that is consistently and properly worn (see signage as to proper way to wear or ask for handouts which will be supplied), additionally PPE must be:
 - Regularly inspected, maintained, and replaced, as necessary.
 - Properly removed, cleaned, and stored or disposed of, as applicable, to avoid contamination of self, others, or the environment.
- When a child is in danger to him/herself or others and further de-escalation (other than verbal) is required, follow guidelines for appropriate PPE and ensure proper hand washing after incident as outlined in this plan.
- Ensure your supervisor has correct and up-to-date contact information for you so that information can be properly disseminated.

_____ By initialing, I further acknowledge and self-certify I do not, as of the date signed, have symptoms of COVID-19 or any other infectious disease and have not been knowingly exposed to COVID-19 or any other infectious disease.

I have read and been informed about the content, requirements, and expectations of the High Point School Emergency Management Plan Addendum – Infectious Disease for employees. I have received a copy of the policy and agree to abide by the policy guidelines as a condition of my employment and my continuing employment at High Point School.

I understand that if I have questions, at any time, regarding the aforementioned policy, I will consult with my immediate supervisor.

Please read this Emergency Management Plan carefully to ensure that you understand the policy before signing this document.

Employee Signature: _____ Date: _____

Employee Printed Name: _____

Receipt By: _____

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Emergency Management Plan Addendum- Infectious Disease (COVID-19)

HEALTH SCREENING

Non-contact thermometers –

- a. If disposable or non-contact thermometers are used and you did not have physical contact with an individual, you do not need to change gloves before the next check. If non-contact thermometers are used, clean and disinfect them according to manufacturer’s instructions and facility policies.
- b. PPE (gloves and face shield) must be used when the screener is within 6 feet of an employee during screening.
 - i. Reliance on Personal Protective Equipment (PPE): Upon arrival, the screener should wash their hands with soap and water for at least 20 seconds or use hand sanitizer with at least 60% alcohol, put on a face mask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves. A gown could be considered if extensive contact with an employee is anticipated. Then:
 1. Take the employee’s temperature – anyone with a fever of 100.4° or above or other signs of COVID-19 illness will not be admitted.
 2. Ask the person if they have experienced any of the following symptoms in the past 24 hours (an individual answering “yes” to any of the below will not be admitted):
 - a. Fever or chills
 - b. Cough
 - c. Shortness of breath or difficulty breathing
 - d. Fatigue
 - e. Muscle or body aches
 - f. Headache
 - g. New loss of taste or smell
 - h. Sore throat
 - i. Congestion or runny nose
 - j. Nausea or vomiting
 - k. Diarrhea
 3. Ask if they have been in close contact with someone with or exposed to COVID-19 or anyone experiencing the symptoms listed above (an individual answering “yes” will be denied entry”).
 4. Remove and discard PPE (gloves), and wash hands with soap and water for at least 20 seconds. If soap and water are not available, use hand sanitizer with at least 60% alcohol.

Appendix C: Teacher Evaluation Materials

HIGH POINT SCHOOL OF BERGEN COUNTY
Instructional Staff: Monthly Goal Review

Name: _____ Date: _____

| FOCUS AREA | PROGRESS MADE | CHALLENGES | ACTION PLAN | ORIGINAL GOALS |
|--|---------------|------------|-------------|----------------|
| Academics | | | | |
| Classroom Culture | | | | |
| Behavior Program | | | | |
| Classroom Leadership | | | | |
| Professional Development | | | | |
| Application / Assimilation of In-Person & Virtual Education Models | | | | |

HIGH POINT SCHOOL
Teacher Observation Form

Classroom: _____

Date/Time: _____

Observer: _____

| Teacher Assessment Framework | | |
|---|--------------------------------------|---------------|
| PRIMARY ASSESSMENT DOMAIN AREA | NUMERIC RATING FOR OVERALL SUBDOMAIN | |
| 1. Planning within Model Structure | IN-PERSON MODEL | VIRTUAL MODEL |
| 1a: Demonstrating Knowledge of Content, Resources & Stations <input type="checkbox"/> Knowledge of Content <input type="checkbox"/> Foundational Skill Support <input type="checkbox"/> Knowledge and Skillful Use of Appropriate Classroom and School Resources <input type="checkbox"/> Effective Content Pedagogy Maximizing Appropriate Use of Stations | | |
| 1b: Demonstrating Knowledge of Individual Student Needs <input type="checkbox"/> Student Strengths and Needs Informing Planning <input type="checkbox"/> Classroom Culture/Competency Informing Planning <input type="checkbox"/> Culturally Sensitive Instructional Planning <input type="checkbox"/> Appropriate, Responsive, Flexible Student Groupings | | |
| 1c: Setting Appropriate & Achievable Instructional Outcomes <input type="checkbox"/> Alignment to Appropriate Scope and Sequence <input type="checkbox"/> Alignment to Student IEP Goals and Objectives <input type="checkbox"/> High Expectations – Highly Individualized Support <input type="checkbox"/> Responsive to Student Academic and Emotional Needs | | |
| 1d: Planning for Coherent Station-Based Lesson Implementation <input type="checkbox"/> Lesson and Unit Structure <input type="checkbox"/> Engaging Activities Across Stations <input type="checkbox"/> Materials Appropriate to Student and Station <input type="checkbox"/> Classroom Team Maximization | | |
| 1e: Planning for Student Assessment <input type="checkbox"/> Ongoing Assessments Informing Planning <input type="checkbox"/> Alignment with Lesson Outcomes <input type="checkbox"/> Relevant to Appropriate Curricular Standards and IEP Goals <input type="checkbox"/> Informative and Appropriate | | |

| Teacher Assessment Framework | | |
|---|--------------------------------------|---------------|
| PRIMARY ASSESSMENT DOMAIN AREA | NUMERIC RATING FOR OVERALL SUBDOMAIN | |
| | IN-PERSON MODEL | VIRTUAL MODEL |
| 2. Instructional Model Implementation | | |
| 2a: Communicating with Students <ul style="list-style-type: none"> Classroom Procedures and Routines Clearly Established Written, Visual, and Oral Communication – Consistent and Effective Learning Expectations Explicitly Stated as Appropriate Instruction Delivered Effectively for Each Student | | |
| 2b: Using Classroom Stations & Resources Effectively <ul style="list-style-type: none"> Classroom Team Aligned and Effective Coherent Instruction Appropriately Chunked Across Stations Effective Implementation of Technology Creative Utilization of Materials Appropriate for Each Station | | |
| 2c: Engaging Students in Active Learning <ul style="list-style-type: none"> Appropriate Pacing of Instruction Keeping Individual Kids “In the Zone” Flexible Groupings That Work Student Co-ownership of Learning Process | | |
| 2d: Integrating Assessment Across Stations <ul style="list-style-type: none"> Established Assessment Criteria Ongoing Formative Data Specific to Level of Support/Mode of Engagement Student and Staff Engaged in Self-Assessment and Course Corrections Wide Stream of Data Informing Instructional Methodologies | | |
| 2e: Demonstrating Structured Flexibility and Responsiveness <ul style="list-style-type: none"> Persistence in the Face of Learning Challenges Lesson Adjustments Diverse Implementation of Stations Meeting Emergent Student Needs | | |
| 3. Classroom Environment | | |
| 3a: Creating an Environment of Respect & Rapport <ul style="list-style-type: none"> Restorative Community-Building Framework Expectation That all Members of Classroom Community Interact Respectfully Modeling Respectful Interactions Positive Classroom Vibe | | |
| 3b: Establishing a Culture of Learning <ul style="list-style-type: none"> Pride in Student Work and Achievement Importance of Learning and Content Emphasized Community of Learners Encourage/Support Intellectual Risk-Taking | | |

| Teacher Assessment Framework | | |
|---|--------------------------------------|---------------|
| PRIMARY ASSESSMENT DOMAIN AREA | NUMERIC RATING FOR OVERALL SUBDOMAIN | |
| 3. Classroom Environment <i>(continued)</i> | IN-PERSON MODEL | VIRTUAL MODEL |
| 3c: Managing Classroom Procedures <ul style="list-style-type: none"> • Efficient Station Transitions • Efficient Non-Instructional Procedures • Strong Classroom Team • Completion of Non-Instructional and Peri-Instructional Tasks | | |
| 3d: Implementation of Behavioral Model <ul style="list-style-type: none"> • Use of Behavioral Language • Consistency with Point Sheets • Team Approach to Misbehavior • Restorative Practice | | |
| 3e: Classroom Structure <ul style="list-style-type: none"> • Safety and Accessibility • Materials/Furnishings Arranged to Optimize Stations • Classroom a Welcoming and Rich Environment • Classroom Ready for Model | | |

| TEACHER PERFORMANCE STANDARDS RATING KEY |
|---|
| <p>1 = Not Evident <i>No evidence of engagement with this indicator.</i></p> |
| <p>2 = Emerging <i>Teacher is evidently working to develop and consistently demonstrate competency within this indicator.</i></p> |
| <p>3 = Developed <i>Teacher demonstrates basic competency within this indicator most of the time.</i></p> |
| <p>4 = Proficient <i>Teacher exceeds basic competency within this indicator most of the time and demonstrates basic competency consistently.</i></p> |
| <p>5 = Exemplary <i>Teacher consistently demonstrates full proficiency within this indicator attribute and sets an example for other teachers to follow.</i></p> |

Appendix D: Remote Learning Daily Log (One-Week Sample)

SAMPLE IEP GOAL LOG SPANNING ONE WEEK

High Point School of Bergen County
 46 Spring Street, Lodi, NJ 07644
 EDUCATIONAL VERIFICATION LOG DURING REMOTE LEARNING
 Week of May 4–8, 2020
 Special Education Teacher: _____
 School Social Worker: _____
 Physical Education/Health Teacher: _____



Student Name: _____ District: _____

| Date of Attendance | Subject | IEP Goal / Objectives Accomplished During Session | Length of Educational Service | Type of Educational Service (i.e., Format Delivery) | Specify Related Service (e.g., Counseling, Speech Therapy, OT) | Notes/Comments |
|--------------------|--|--|-----------------------------------|--|--|--|
| 5/4–5/6 | English 11 | SWBAT: Understand, identify, create, and analyze various works of poetry that incorporate sound segments | 30 minutes per period | Via paper instruction work packet + Zoom for communication | | Student was able to complete majority of activity independently with instructions provided, combined with parent support for assignment completion. |
| 5/4–5/6 | US History 2 | SWBAT: Identify the causes and socioeconomic impact of the Great Depression | 30 minutes per period | Via paper instruction work packet | | Student was able to complete majority of activity independently with instructions provided, combined with parent support for assignment completion. |
| 5/4/20 | | | 30 minutes | | Counseling | |
| 5/5–5/7 | Algebra 2 | SWBAT: Use algebraic expressions to represent realistic situations | 30 minutes per period | Via paper instruction work packet | | Student was able to complete majority of activity independently with instructions provided, combined with parent support for assignment completion. |
| 5/5 & 5/7 | General Science | SWBAT: Identify and compare sources of energy, nuclear, fossil, and solar energy and their uses. Review telling time in order to set an appointment or date (for lunch). | 30 minutes per period | Via paper instruction work packet + phone conference | | Student was able to complete majority of activity independently with instructions provided, combined with parent support for assignment completion. |
| 5/5–5/7 | World Language | SWBAT: Student will explore Laura Esquivel's <i>Como Agua Para Chocolate</i> and how food plays a substantial role in our lives. | 25 minutes | Via paper instruction work packet + phone conference | | Zoom scheduled for Wednesdays. Student successfully completed the activities independently. |
| 5/6 | Health | Yes: To increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness and apply to everyday life | 25 minutes | Work study packet | | Student has completed all her work and has mailed in her current work study packet. No issues, comments, questions, etc., regarding Physical Education or Health assignments. |
| 5/4–5/8 | Physical Education | Yes: (1) To describe an understanding of the benefits proper stretching has on the mind and body; (2) to demonstrate, through assignment completion, how stretching can prepare one for physical activity while also having positive effects on the mind | 25 minutes | Work study packet | | Student has completed all her work and has mailed in her current work study packet. No issues, comments, questions, etc., regarding Physical Education or Health assignments. |
| 5/8 | Make-ups & Additional Subject Support/ Instruction | See course objectives above | 20 minutes per subject, as needed | Via paper instruction work packet | | Paper instruction packet mailed to student. |