

Highland Park Public School District

435 Mansfield Street
Highland Park, New Jersey 08904



COVID-19 School District Response Plan 2020-2021

Submitted to board of education as Reentry Plan- August 3, 2020
Updated- November 23, 2020



Table of Contents

1. Development of the Plan- Shared Decision-Making

- Highland Park Core Task Force for School Reentry 2020-2021
- Highland Park Input Task Force for School Reentry 2020-2021

2. Development of the Plan- District Community Feedback

- Survey 1 Overview
- Survey 2 Overview

3. General School District and Calendar Considerations

4. School Schedule for In-Person Learning

5. Health Protection Protocols

6. Virtual Learning Option

7. Commitment to Equity

8. Mental Health Support

9. Meal Distribution

10. Out-of-District Students

11. Professional Development and Support for Personnel, Parents, and Guardians

12. Leadership Team Responsibilities

Appendix



Development of the Plan- Shared Decision-Making

Highland Park Core Task Force for School Reentry 2020-2021

The school district is wholly committed to making decisions collaboratively with stakeholders impacted by such decisions. The Core Task Force is a group of members of the District Safety Committee, the District Central Leadership Team (part of the Rutgers University Labor-Management Collaborative), members of the borough health commission, an infectious disease specialist affiliated with the Hackensack Meridian Health Network, and parents. Sub task forces are charged with making decisions about specific components of the plan. Feedback is considered and changes are made to the response plan accordingly. Some changes may not be reflected in the response plan; rather, these changes may be considered in internal district protocols.

Stakeholder	Role	Sub Task Force
Dara Botvinick	Middle school teacher	Focus on virtual learning
Susie Budine	Director of educational services	Focus on virtual learning
Mary Clarimont	Bartle teacher	Focus on virtual learning
Susan Doosey	High school teacher	Focus on virtual learning
Christine Gappa	Irving teacher	Focus on virtual learning
Kristina Nicosia	Director of curriculum and instruction	Focus on virtual learning (chair)
Keith Presty	HPEA president	Focus on virtual learning
Christine Sikora	High school teacher	Focus on virtual learning
Linda Hoefele	Business administrator	Focus on health protection
Seth Kaper-Dale	Parent	Focus on health protection
Mark Krieger	Board vice president	Focus on health protection (chair)



Jani Masur	Nurse	Focus on health protection
Linda Moran	Irving secretary	Focus on health protection
Michael O'Donnell	Facilities director	Focus on health protection
Brian O'Mara	School-police liaison	Focus on health protection
Jim Polos	Office of emergency management coordinator	Focus on health protection
Vasilios Velmahos	Infectious disease specialist	Focus on health protection
Anne Gowen	Board president	Focus on equity (chair)
Hayden Hsiung	Parent	Focus on equity
Alexza Iturri	Middle school community liaison	Focus on equity
Tiara Moe	Bartle Secretary	Focus on equity
Kelly Smith	Parent	Focus on equity
Chris Broadfoot	High school teacher	Focus on mental health
Michael Lassiter	High school principal	Focus on mental health
Jason Richardson	High school assistant principal	Focus on mental health (chair)
Scott Roth	Psychologist	Focus on mental health
Scott Taylor	Superintendent	



Development of the Plan- Shared Decision-Making

Highland Park Input Task Force for School Reentry 2020-2021

The second stakeholder group, the Input Task Force, is composed of support staff, faculty, parents, guardians, a representative from the district’s insurance brokerage, and local first responders. Feedback is considered and changes are made to the response plan accordingly. Some changes may not be reflected in the response plan; rather, these changes may be considered in internal district protocols.

Stakeholder	Role
Andrea Alexander	Parent
Elizabeth Asamoah	Community Teen Center director
Radhika Balasubramanian	Paraprofessional
Caitlin Brady	Middle school principal
Latonya Brennan	Insurance representative
Joe Curbelo	Captain of police
Sonya Headlam	Parent
Matt Hersh	Parent
Rebecca Hersh	Parent
Barbara Kausch	Irving teacher
Rich McGlynn	Middle school teacher
Karen McManus-Smith	Bartle teacher
Polly Minden	High school student
Dan Mladnick	High school teacher
Mariana Rodas	High school student



**HIGHLAND PARK
PUBLIC SCHOOLS**
www.hpschools.net

Caia Schlessinger	ESL teacher
Rob Scott	Parent
Scott Taylor	Superintendent
Bill Winfrey	Parent

Development of the Plan- District Community Feedback

Two surveys were administered to all personnel, parents and guardians to garner early input about the return to in-person schooling. The first survey was implemented on June 30, 2020. The second survey was implemented on July 15, 2020. A form was distributed on August 4, 2020 purposed to collect specific information about reentry to in-person schooling that includes the names of students in Grades K-12 and their planned attendance status for the beginning of the academic year. Personnel were also be required to complete the form so as to identify those who requested to continue working virtually.

Survey 1

When asked if they intended to return their children to school for in-person instruction, 67% of the parents and guardians surveyed indicated “yes.” The response rate was approximately 13%.

When asked to what extent they had concerns about returning to in-person instruction, 48% of personnel surveyed indicated they were very concerned and 45% listed “somewhat concerned.” The remaining 7% of respondents responded, “not concerned.” The response rate for the survey administered to personnel was approximately 31%.

Survey 2

When prompted to consider the schedule option in which parents and guardians would feel most comfortable having their children participate, 38% indicated “learn virtually full-time,” 37% listed “hybrid” and 25% stated they would return their children to a full-time in-person schedule. The response rate for the survey was approximately 43%.

When prompted to indicate the schedule option they would most feel most comfortable implementing, 45% of personnel indicated “virtual full-time,” 43% indicated a hybrid approach, and 12% would opt for a full-time in-person schedule. When asked if they would return to school in-person, 28% indicated they would request to work from home while the remaining respondents listed they would return for in-person instruction. The response rate for the survey administered to personnel was approximately 75%.



General School District Calendar and Schedule Considerations

All students will begin the school year in the virtual learning environment on September 8. Students and personnel will return to the school buildings for in-person instruction in phases. Phase 2 will begin October 5 and will target the return of our Irving, Grades 2-3, neediest special education and English language learning students. Phase 3 will begin on November 2 and aim to bring back Grades 4-5 students. Phase 4 will begin on December 7 and prioritize middle and high school students. An evaluation of the state of the pandemic and a review of the ability to keep personnel and students safe will take place before each phase to determine the ability to move plans forward. Students will continue to have the option to learn remotely throughout if they so choose.

The District reserves the right to delay all in-person instruction based on conditions (such as, but not limited to, infection rates) in Highland Park, Middlesex County, and the surrounding counties. Changes in mode of instruction will be made by consultation between the district superintendent and the board president and vice-president, and ratified by vote of the board of education at the next board meeting.

Personnel will participate in professional development, virtually, on September 2 and 3, 2020. New Teacher Orientation will also be facilitated virtually and will take place August 31, 2020-September 1, 2020.

A four-hour school day will be in effect for all students regardless of their attendance status (i.e. all virtual-learning or in-person learning). The start and end times for students engaged in in-person learning will be staggered in order to accommodate transportation needs when in-person school begins. School schedules are provided in the appendix.

Personnel will be required to engage in professional learning community activities such as lesson studies, in-person and virtual learning best practices, and workshops related to in-person and virtual learning during non-instruction, non-preparatory, and non-lunch periods during the school day.

It is recognized that schools may have to revert to an all-virtual approach to teaching and learning in the event the pandemic worsens, there is an unacceptable rise in local infection rates and/or school-level breach of health protection. Students talking part in in-person teaching and learning will be transitioned to all-virtual teaching and learning immediately upon the closure of a school. These students will remain in their class groups, and their teachers will provide virtual instruction accordingly.

School Schedules for In-Person Learning

Students will be provided the option to remain home and engage in virtual-learning. Those who return to school for in-person instruction will participate in a hybrid schedule that combines both in-person and virtual learning. A full-time in-person instructional program (i.e. four or five days per week) will be provided to students if reentry decision form data indicates a significant number of students will participate in virtual instruction and thus allow for effective social distancing measures. All considerations will be given to providing a full-time in-person instructional program for Grades K-5 after reviewing the reentry decision form information.

Students who wish to participate in-person may request to do so at any time by having a parent/guardian notify the school principal. Virtual learning students and those participating in-person will be kept on the same curriculum learning pace though it will be recognized that some learning loss may occur.

The teacher responsible for working with the virtual learning student will communicate with the designated in-person teacher to assure an effective transition from virtual learning to in-person learning. The teacher responsible for in-person instruction will meet with the student transitioning from virtual learning and determine and address additional learning needs.

Below are details about the scheduling models for each school.

Irving and Bartle	Middle and High
<p>Alternating cohorts of students meet for classes in-person. Cohorts will be developed by last name taking into account students in any district school who reside in the same household so their schedules can be matched. All Pre-K students will participate in a multi- day in-person learning program unless requesting the virtual-learning option.*</p> <p>Cohorts will engage in two or three days of in-person instruction and two days of extended virtual learning. Every effort will be made to continue learning for all students when not participating in-person during the rotation to continue instruction via video streaming. In-person instruction will take</p>	<p>Alternating cohorts of students meet for classes in-person. Cohorts will be developed by last name taking into account students in any district school who reside in the same household so their schedules can be matched.</p> <p>Cohorts will engage in two or three days of in-person instruction and two days of extended virtual learning. Every effort will be made to continue learning for all students when not participating in-person during the rotation to continue instruction via video streaming. In-person instruction will take place throughout the week on a rotating cycle (i.e. Cohort 1 on certain days and Cohort 2 and other days during the week).</p>



<p>place throughout the week on a rotating cycle (i.e. Cohort 1 on certain days and Cohort 2 and other days during the week).*</p> <p>Substitutes will be hired to provide additional student supervision if necessary. Additional related-services personnel will be contracted to provide additional physical therapy, occupational therapy, and speech therapy as needed.</p> <p>Click for detailed Irving schedule</p> <p>Click for detailed Bartle schedule</p> <p>*A four or five day schedule for all students will be provided if reentry decision form data presents an appropriate rate of student participation in the virtual-learning only schedule option.</p> <p>Accommodations will be made to provide for outdoor learning for any personnel who wish to conduct classes and/or services outside the school building Personnel will be provided lists of outdoor locations identified for use. Any one who chooses to facilitate in-person classes outdoors will be responsible for notifying the school's main office Internet service will not be provided because of networking limitations.</p>	<p>Substitutes will be hired to provide additional student supervision if necessary. Additional related-services personnel will be contracted to provide additional physical therapy, occupational therapy, and speech therapy as needed.</p> <p>Click for detailed middle school schedule</p> <p>Click for detailed high school schedule</p> <p>Accommodations will be made to provide for outdoor learning will be implemented for any personnel who wish to conduct classes and/or services outside the school building. Personnel will be provided lists of outdoor locations identified for use. Any one who chooses to facilitate in-person classes outdoors will be responsible for notifying the school's main office. Internet service will not be provided because of networking limitations.</p>
--	---



Health Protection Protocols

The board of education in concert with the superintendent revised the following policies to support the effective implementation of the health protocols listed below: 5310 (Health Examinations and Immunizations), 7410 (Operations and Maintenance of Plant), 8441 (Illness), 8600, 9150 (Visitors). Health protection protocols listed below will be in effect for all personnel and students who return to school and work in-person.

Facilities

1. Only two entrances and exits will be provided for students, personnel, and visitors to the schools.
2. Hand sanitizing dispensers will be installed in each classroom and office.
3. Signs and mats (as available) will serve as physical guides to help ensure that students and personnel remain at least six feet apart. In the hallways, signs will provide the correct direction for people to walk, and we will allot more time for people to walk between classrooms, since movement will be slowed down.
4. Classrooms and offices not currently equipped with air conditioners will be provided window units before school starts in September.
5. Each custodian will be equipped with an electrostatic sprayer and will use the Bioesque clearing to sanitize every space in all of the schools and respective offices each afternoon after the school day has ended. All four schools will be sanitized.
6. The facilities department will have all heating, ventilating, and air conditioning (HVAC) filters prior to the return to in-person instruction.
7. Classroom and office windows will be open at all times except when weather does not permit.
8. Tents will be provided, as made available, to encourage outdoor learning and help ensure regulated classroom student and personnel occupation. A classroom space and student occupation assessment was completed to identify appropriate occupation levels.
9. Faculty lounges will be closed to prevent adult to adult transmission (outdoor areas will be prepared to allow for breaks and lunch).
10. Special subject classes, including music, will be conducted outdoors when possible and use extra precautions when conducting indoors.

Health Screening and Monitoring

1. All students and personnel will be required to complete the Highland Park Daily COVID-19 Symptom Tracking Form prior to coming to the school building (click [here](#) for an example form). All results will be maintained and provided to regional health agencies, per forthcoming government directives. An email will be sent to secretaries in each school building if any individual indicates potential infection and/or exposure to a



- known infected individual. Anyone who reports such will be required to quarantine for 14 days.
2. All students, personnel, and anyone who visits the school buildings will be required to have his/her/they temperature screened by personnel and nurse upon school entry. A holding room beside the school main office will be used for individuals reported to have a temperature equal to or higher than 100.4 F (Centers for Disease Control and Prevention guidance). Individuals with 100.4 F or higher temperature will be sent home (students) and/or required to leave the building; these individuals will be required to quarantine for 14 days.
 3. It is the district's desire to implement batch testing, and two organizations are currently being considered for offering such services ([Health Source Group](#), [JPMC Medical Center](#), and the [Middlesex County Department of Health](#)).

Health Protection

1. Students will report directly to classrooms upon entry to school (there will be no waiting-areas).
2. Students and personnel will be required to wear face coverings, by default a face mask, unless there is documentation that affirms a medical condition is present. In such a case, the individual must wear a face shield. If anyone cannot wear any face covering, he/she/they must revert to virtual learning only.
3. Students and personnel will be provided three reusable masks. Face shields will be provided to staff upon request and to students who cannot wear a face mask for medical or other extenuating reasons.
4. Face shields can be worn in addition to or in place of a mask as a face covering. Face shields will be required for members of the child study team, nursing staff, and personnel in identified specialized environments.
5. All students will be re-educated about health protection measures (handwashing, coughing/sneezing using an elbow, etc.). Written lessons that reflect age-appropriate instruction will be implemented the first day of students' return to in-person instruction.
6. Students will be required to use hand sanitizer upon entry and exit of classrooms.
7. All classroom and office doors will be kept open.
8. Bathrooms will be monitored by personnel to ensure one student per bathroom occupation. Doors will be kept open if possible.
9. Lunch will not be provided to students unless they qualify for subsidized meals. Breakfast will be provided for those who qualify; all meals will be provided upon completion of the school day in "grab and go" format. All students will be allowed to eat snacks in their classrooms during the school day.
10. Efforts will be made to schedule classes so as to have students remain in their classrooms. Teachers will move from room to room to provide instruction.
11. Nurses should give teachers bags of first aid items (like bandaids) to decrease well visits to the nurses office. This will prevent students from walking down to the nurses offices,



preventing walking in the hallway, as well as contact with other students who might be ill.

Classroom, School, and District Building Opening and Closing Guidelines

1. If a classroom has a student or any personnel who test positive, all people in the classroom and others with contact with that person in the schools must be quarantined for 14 days. If two cases occur within a school and have had contact, that school may be closed for 14 days. An assessment of the health status of the other schools will be conducted and a decision on whether the district will return to virtual learning in such a case will be made by a consultation between the Superintendent and the Board.*

2. Irving and Bartle:

The elementary schools will not reopen and/or will be closed if there are 33 reported positive cases or more of COVID-19 in seven days in Highland Park. At least two days in the past seven must show a seven-day total of at least 33 cases. Lower numbers of reported positive cases may prompt closing based on other factors such as infections in either or both of the schools, as outlined in this plan.

3. Middle and high schools:

The upper-grade schools will not reopen and/or will be closed if there are 21 cases or greater in Highland Park for the past seven days, with the caveat that at least two days in the past seven show a seven-day total of at least 21 cases.

*The available data indicates that COVID-19 cases in multiple independent classrooms suggests unacceptable community spread.

+This is based on the percentage of people who are newly infected with COVID-19 in Highland Park, which would likely indicate unacceptable community spread.



Virtual Learning Option

Students engaged in virtual learning starting March 17, 2020. Stakeholder feedback has been collected since that time so that changes can be made to improve the implementation of the approach. Personnel took part in a focus group discussion on June 23, 2020. Parents and guardians engaged in a second focus group discussion held about virtual learning on June 29, 2020. What resulted from analysis of the feedback is a new set of strategies to engage students who choose not to return to in-person instruction and students who participate in the hybrid in-person learning format.

Students who wish to transition from in-person to virtual instruction may request to do so at any time by having a parent/guardian notify the school principal. Virtual learning students and those participating in-person will be kept on the same curriculum learning pace though it will be recognized that some learning loss may occur.

The teacher responsible for working with the virtual learning student will communicate with the designated in-person teacher to assure an effective transition from virtual learning to in-person learning. The teacher responsible for in-person instruction will meet with the student transitioning from in-person learning and determine and address additional learning needs.

Below are the guidelines that will govern the facilitation of virtual instruction.

Instructional Delivery

1. Virtual teaching and learning will continue to be based on standards-based lessons to meet the needs of students at various levels, ensuring that teaching and learning are made accessible to students whether in an in-person, hybrid, or virtual learning environment. Synchronous teaching will be the primary mode of instruction.
2. The hybrid and virtual learning plans will both utilize the same methods of instruction, assessment, resources and guidelines to ensure a seamless transition between the two learning options.
3. In both models, hybrid and virtual, learning will occur asynchronously and synchronously.
4. Teachers responsible for virtual-only instruction will be required to facilitate synchronous instruction for at least four days per week for all students.. Students in grades Pre-K-1 will use Seesaw and students in Grades 2-12 will use Google Classroom as the learning management systems.
5. All personnel and students will use Zoom as the method to engage in live teaching and instruction.
6. The virtual-only learning schedule will be based on a four-hour day and will follow a consistent schedule that provides for student exposure to all subject-areas including “special subjects” such as physical education, visual art, music, etc.



7. Students will engage in specialized learning strategies to personalize instruction, including participation in a Station Rotation Model of instruction that focuses on small group instruction. Instruction is built around student flexibility and used for/in both hybrid and virtual learning experiences.
8. Students will also engage in constructivist models of instructions to allow for differentiation and personalized learning opportunities. Teachers will continue to utilize structures that support high levels of student engagement and foster student ownership of learning, including student “voice and choice”, and promote independent learning that:
 - a. Use technology in the service of learning
 - b. Build student understanding by linking together concepts within and across grade-levels and content areas
 - c. Provide a variety of learning opportunities, including support for struggling learners as well as enrichment activities.
 - d. Leverage student interest
 - e. Address real-world issues

Digital Resources & Supports

1. All students will have access to digital learning devices and internet connectivity in order to engage with instructional learning materials (hardware). Federal grants have been used to purchase additional tablets, Chromebooks and internet “hotspot” tools to ensure accessibility.
2. Supplemental learning materials, including manipulatives, will be provided to all students at no cost to parents and guardians.

Assessment & Grading

1. Teachers will use a variety of assessment tools (pre-assessments, formative assessment, interim assessment, student self-assessment, summative assessments) to determine students’ strengths and readiness for instruction, particularly as it relates to any learning loss that may have been experienced as a result of school closure at the end of the 2019-2020 school year.
2. Students will be provided regular feedback on expectations and progress based on a variety of assessment indicators.
3. Grades will be issued and communicated out via Genesis.
4. Assessments will be equivalent in virtual and hybrid environments. The district is currently acquiring additional resources and building processes to ensure a fundamental fairness between the different models.
5. No students should be disadvantaged in grades/GPA/progress due to the selection of one model over another.



Attendance

1. The student information system (SIS) will be used to take daily and class attendance. Attendance will be taken each elementary “block” and each middle and high school period. Students will be required to attend hybrid and virtual classes daily. The SIS will be set up to support three cohorts. Students are required to attend school daily following their schedule appropriate for their school. The schedule is the same for both the hybrid model and virtual model. Teachers will take attendance daily using Genesis, the district’s student information system.
2. Students in the hybrid model will work with their teachers in school with face-to-face instruction and may be given synchronous and asynchronous tasks. The district is committed to providing continuous instruction when not participating in-person.
3. Elementary students who opt for the all-virtual learning model will be put into classes with personnel who have valid reason to work from home.



Commitment to Equity

It is recognized that students from traditionally marginalized populations will require additional academic, social, and emotional support so they have the same opportunities for growth as do their peers.

Childcare

1. The district will collaborate with community partners to try to develop a childcare program during the period all students are learning virtually.
2. Every effort will be made to provide before and after-care programs for all children.

Before and After Care

1. The district’s elementary before and after care programs will begin when students return to schools for in-person instruction.
2. The same health protection protocols implemented during the instructional day will be implemented during the before and after care programs. Additional school spaces will be used to maintain small groups of students and additional personnel will be employed to supervise students in the additional groups created to ensure physical distance.
3. Sanitizing supplies will be provided to all personnel so that toys and other play materials are properly cleaned periodically throughout the before and after care program. Custodians will frequently wipe all playground equipment throughout the program.

Materials and Resources

Additional personal protection equipment (PPE) will be provided to students, parents and guardians who present a need for such because of income status.

Academic Support

1. Modeling the work of the guidance counselors and faculty who facilitated the summer middle and high school academic support program for marginalized students, Irving, Bartle, middle and high school guidance counselors will be responsible for “case managing” specific groups of students from marginalized populations. Students identified as needing additional academic support will be assigned a teacher and/or peer tutor who will provide individualized help during non-instructional time.



Mental Health Support

The school district has developed a comprehensive social-emotional wellness program that will be implemented for all students regardless of their learning choice (i.e. all-virtual or in-person). The Social-Emotional Learning Common Language Chart and units of study can be reviewed by accessing the Highland Park Social-Emotional Learning Handbook (click [here](#)).

In addition to these existing mental health supports, broad proactive and reactive measures, listed below, will be employed as students return to their learning environments.

Irving and Bartle	Middle and High
<p>Responsive Classroom Morning Meeting conversations in morning at the start of each school day.</p> <p>Modification of counselor responsibilities during first weeks of reentry to provide accessibility to students</p> <p>Personnel referral to mental health specialist of students when necessary</p> <p>Flexible Wednesday for social-emotional check-in and academic support particularly for students who are completely virtual.</p> <p>Tracking of students with a baseline for SEL issues by guidance and seeing how they fare both in person and virtually.</p> <p>Aid-NJEA-support services provided to personnel when in-district services are not sufficient; additional support services provided to leadership when in-district services are not sufficient</p> <p>Parent/guardian workshops</p>	<p>First-week debriefing conversations before school day starts</p> <p>Push in during Physical Education classes during the first few weeks or check ins on mental health.</p> <p>Daily check-in conversations in morning before school day starts</p> <p>Personnel referral to mental health specialist of students when necessary</p> <p>Flexible Wednesday for social-emotional check-in and academic support particularly for students who are completely virtual.</p> <p>Tracking of students with a baseline for SEL issues by guidance and the Teen Center and seeing how they fare both in person and virtually.</p> <p>Aid-NJEA-support services provided to personnel when in-district services are not sufficient; additional support services provided to leadership when in-district services are not sufficient</p> <p>Parent/guardian workshops</p>



In addition to the above mental health supports, more specific measures that focus on student reaction to the COVID-19 pandemic, listed below, will be employed as students return to their learning environments. Telehealth will be provided for those students in Tier 3 and those who are participating in virtual learning.

	Processing the Last Six Months	Present	Future
Students participating in-person	<p>Focus on allowing students to openly process feelings of being separated from school community, dealing with their new reality including COVID-19 and race relations.</p> <p>Tier 1: In-person, classroom-based debrief during first week of school and during PE classes through October.</p> <p>Tier 2: Small-group pull-out for those profoundly impacted by the events of the last six months.</p> <p>Tier 3: Individual counseling/ intervention services for those displaying or reporting symptoms of persistent or acute mental health issues (referred to Teen Center or outside</p>	<p>Focus on the development of coping skills ranging from general information on happiness, mindfulness, relaxation to more focused skills on how to cope with acute stress and anxiety.</p> <p>Tier 1: Push-in lesson related to social-emotional learning and development of coping skills.</p> <p>Tier 2: Pull-out group for more intensive coping skills training and practice.</p> <p>Tier 3: Individual counseling/ intervention services for those displaying or reporting symptoms of</p>	<p>Build a social and emotional skill set in order to help inoculate students the distress associated with future disruptions.</p>



	providers when appropriate).	persistent or acute mental health issues (referred to Teen Center or outside providers when appropriate).	
Students participating virtually	<p>Focus on allowing students to openly process feelings of being separated from the school community, dealing with their new reality including COVID-19 and race relations.</p> <p>Tier 1: Utilizing virtual learning environments to debrief students.</p> <p>Tier 2: Schedule small-group meetings with virtual learning students significantly impacted by the events of the past six months.</p> <p>Tier 3: Individual teletherapy/ intervention services for those displaying or reporting symptoms of persistent or acute mental health issues (referred to Teen Center or outside</p>	<p>Tier 1: Utilize virtual learning environment to teach a variety of social and emotional skills.</p> <p>Tier 2: Schedule small-group meetings with virtual learning students who could benefit from more direct training of coping skills</p> <p>Tier 3: Individual teletherapy services for students who require targeted intervention (referrals to Teen Center or outside mental health providers when appropriate).</p>	Build a social and emotional skill set in order to help inoculate students the distress associated with future disruptions.



**HIGHLAND PARK
PUBLIC SCHOOLS**
www.hpschools.net

	providers when appropriate).		
--	------------------------------	--	--



Meal Distribution

The following plan will be implemented to provide continuing nutrition for those students who are on a free or reduced meal plan:

1. The food service provider will provide meals that qualified students can take home; most meals will be those that can be heated.
2. All students who participate in in-person learning will be able to pick up a meal at the end of the school day.
3. Breakfast will be provided and eaten in the first class (students will not be required to face coverings during this time); lunch will be provided to take home.
4. Students participating in virtual-learning and those who are scheduled not to be in the school for in-person instruction will be able to pick up a meal from the middle and high school cafeterias. Meals will also be made available at the Cedar Lane Apartment Complex.

Out-of-District Students

All Out-of-District (OOD) school re-entry plans will be reviewed by the director/supervisor of educational services to ensure compliance with all state mandates and Centers for Disease Control and Prevention (CDC) requirements. Educational programming provided to OOD students will be monitored and managed by district case managers.

State and district approval of OOD school re-entry plans will be secured prior to processing requests for transportation. The district will only secure transportation with bus companies that adhere to all state mandates and CDC recommendations for safe and secure transportation of our students. Parents will have the option to contract with the district to transport their own children if they choose to do so. Parents must adhere to state requirements for parentally provided transportation.



Professional Development and Support for Personnel, Parents, and Guardians

All personnel will be provided professional development prior to the beginning of the school year that will be focused on virtual learning. The Highland Park Summer Mini-Professional Academy 2020-2021 will include 26 workshops; participants will be monetarily compensated at a contractual rate for the first workshop attended and then receive professional development credit for participation in additional workshops. Additional support will be provided during the afternoon period when personnel are not providing student support.

Parents and guardians will be provided at least three workshops that will be facilitated the week of September 7. The first series of workshops will help participants better understand how to use the three main learning platforms that will be used district-wide: Seesaw, Google Classroom, and Zoom.

Additional support will be provided to parents and guardians through the Highland Park Parent and Guardian Evening Remote Learning Support Academy. Six teachers representing Grades K-5 will be available to answer questions about the week's lessons during evening hours twice per week for 30 minutes each session.

Leadership Team Responsibilities

Elizabeth Asamoah	Mental Health Support
Brooke Baldizzone	Professional Development
Caitlin Brady	School Schedule and Health Protection
Susie Budine	Out of District Students
Didi Deitcher	Out of District Students
Linda Hoefele	Health Protection
Jennifer Knapp	School Schedule and Health Protection
Mike Lassiter	School Schedule and Health Protection
Megan McNally	School Schedule and Health Protection
Kristina Nicosia	Teaching, Learning and Assessment and Health Protection
Jason Richardson	Health Protection
Michele Rodrigues	Teaching, Learning and Assessment
Krissy Suchow	Health Protection



Appendix

Irving Detailed Schedule- In-Person/Virtual Learning

8:30 a.m. Student Drop Off (Walker/Car Line/Busing); times will be staggered Pre-K: 8:30-8:40 (Main entrance) Kindergarten: 8:40-8:50 (Main entrance) Grade 1: 8:50-9:00 (Gym entrance)	
Pre-K	All students attend Monday-Friday Session 1: 9-10:45am Session 2: 11-12:45pm
Preschool Disabled (PSD)	All students attend Monday-Friday Session 1: 9-10:45am Session 2: 11-12:45pm (remote)
K	All students attend Monday - Friday
Grade 1	All students attend Monday - Friday
ABA Classes	All students attend Monday - Friday
Special Subjects (PE, art, music, library)	Classes will be facilitated virtually
1:00pm Student Pick Up (Walker/Car Line/Busing)	



Irving Detailed Schedule- Virtual Learning Only

Pre-K	Session 1: 9-10:45am Session 2: 11-12:45pm Both synchronous and asynchronous
Preschool Disabled (PSD)	Session 2: 11-12:45pm Both synchronous and asynchronous
K	M-F 9:00-1:00; both synchronous and asynchronous <ul style="list-style-type: none">• Special each day that will be provided virtually
Grade 1	M-F 9:00-1:00; both synchronous and asynchronous <ul style="list-style-type: none">• Special each day that will be provided virtually
ABA Classes	Pre-K: M-F 9:00-11:30 K: M-F 9:00-1:00 Grades 1 and 2: M-F 9:00-1:00
Special Subjects (PE, art, music, library)	M-F: One half hour synchronous period.



Bartle Detailed Schedule- In-Person and Virtual Learning

Students will be separated into cohorts (Cohort 1 and Cohort 2). Siblings who attend any other school will be placed in the same cohort. Students will not participate in formal recess; the schedule will be adjusted so that all students having time outside (students will not be permitted to use the playground equipment).

9:00 a.m. Student Drop Off (Walker/Busing)	
Grades 2-3	Students separated into two cohorts, 1 and 2; Cohort 1 attends Monday and Tuesday, Cohort 2 attends Thursday and Friday. Wednesday is virtual for all students*
ABA Classes	All students attend Monday - Friday
LINKS Class	All students attend Monday - Friday
LLD Classes	All students attend Monday - Friday
Special Subjects (PE, art, music, library)	Classes will be facilitated virtually
1:00 p.m. Student Pick Up (Walker/Busing)	



Bartle Detailed Schedule- Virtual Learning Only

Grades 2-5	<p>M - F: 9:00 am - 1:00 pm Synchronous and Asynchronous instruction</p> <ul style="list-style-type: none">• Students will have one special (media, art, music or PE) synchronously daily.• Fourth and fifth grade will have one synchronous Spanish period a week with asynchronous assignments in between sessions.
ABA Classes	<p>M - F: 9:00 am - 1:00 pm Synchronous and Asynchronous instruction</p> <ul style="list-style-type: none">• Students will have one special (math, art, music or PE) synchronously daily.
LINKS Class	<p>M - F: 9:00 am - 1:00 pm Synchronous and Asynchronous instruction.</p> <ul style="list-style-type: none">• Students will have one special (media, art, music or PE) synchronously daily.• Fourth and fifth grade will have one synchronous Spanish period a week with asynchronous assignments in between sessions.
LLD Classes	<p>M - F: 9:00 am - 1:00 pm Synchronous and Asynchronous instruction</p> <ul style="list-style-type: none">• Students will have one special (media, art, music or PE) synchronously daily.• Fourth and fifth grade will have one synchronous Spanish period a week with asynchronous assignments in between sessions.
Special Subjects (PE, art, music, library)	<p>M-F: One half hour synchronous period.</p>



Middle School Detailed Schedule- In-Person and Virtual Learning*

Cohort A Monday	
Period	Time
1	9:00-9:53
2	9:56-10:48
3	10:51-11:44
Break	11:44-12:04
8	12:07-1:00

Cohort A Tuesday	
Period	Time
4: 6th Grade Music OR 6th Grade OWL	9:00-9:53
5: 7th Grade Music OR 7th Grade OWL	9:56-10:48
6: 8th Grade Music OR 8th Grade OWL	10:51-11:44
Break	11:44-12:04
7	12:07-1:00

**Check-In Day
C DAY: Wednesday**

Period	Time
1	9:00-9:30
2	9:30-10:00



3	10:00-10:30
8	10:30-11:00
4	11:00-11:30
5	11:30-12:00
6	12:00-12:30
7	12:30-1:00

Cohort B Thursday	
Period	Time
1	9:00-9:53
2	9:56-10:48
3	10:51-11:44
Break	11:44-12:04
8	12:07-1:00

Cohort B Friday	
Period	Time
4: 6th Grade Music OR 6th Grade OWL	9:00-9:53
5: 7th Grade Music OR 7th Grade OWL	9:56-10:48
6: 8th Grade Music OR 8th Grade OWL	10:51-11:44
Break	11:44-12:04
7	12:07-1:00



High School Detailed Schedule- In-Person and Virtual Learning*

Students will be screened at 8:30 AM with students Grades 11-12 entering through the main entrance and students Grades 9-10 entering through the cafeteria. Grab and go breakfast will be available for all students. Once we start in person learning after December 7th.

Cohort 1 A Day - Monday	
Period	Time
A	9:00-9:57
1	10:00-10:57
2	11:00-11:57
3	12:00-1:00
Special Subjects (PE, art, music, library)	Classes will be facilitated virtually.

Cohort 1 B Day - Tuesday	
Period	Time
4	9:00-9:57
5	10:00-10:57
6	11:00-11:57
7	12:00-1:00



**Check-in Day - Cohorts A & B All Virtual
C Day - Wednesday***

Period	Time
A	9:00-9:26
1	9:30-9:56
2	10:00-10:26
3	10:30-10:56
4	11:00-11:26
5	11:30 - 11:56
6	12:00-12:26
7	12:30- 1:00

Cohort 2 A Day - Thursday	
Period	Time
A	9:00-9:57
1	10:00-10:57
2	11:00-11:57
3	12:00-1:00
Special Subjects (PE, art, music, library)	Classes will be facilitated virtually.

Cohort 2 B Day - Friday	
Period	Time



4	9:00-9:57
5	10:00-10:57
6	11:00-11:57
7	12:00-1:00
Special Subjects (PE, art, music, library)	Classes will be facilitated virtually.

*Consideration will be given to having students participate in-person for three days the first week and two days the second week so that all students learn part in-person for five days over the course of two weeks.

High School Detailed Schedule- Virtual Learning Only

A Day - Mondays & Thursdays

Period	Time
A	9:00-9:57
1	10:00-10:57
2	11:00-11:57
3	12:00-1:00

B Day - Tuesday and Friday

Period	Time
4	9:00-9:57
5	10:00-10:57
6	11:00-11:57
7	12:00-1:00



Wednesday*
C Day - Check-In for All Periods

Period	Time
A	9:00-9:26
1	9:30-9:56
2	10:00-10:26
3	10:30-10:56
4	11:00-11:26
5	11:30 - 11:56
6	12:00-12:26
7	12:30- 1:00

Virtual Learning Details

Instructional Plan Overview

The Instructional Plan has three major components: Content Delivery Models, Digital Resources, and Assessments. The following table provides a concise overview of each component.

	<p>Content Delivery Models</p>	<p>Students will engage in a Station Rotation Model of instruction that focuses on small group instruction. Instruction is built around student flexibility and used for/in both hybrid and virtual learning experiences.</p> <p>Students will also engage in constructivist models of instructions to allow for differentiation and personalized learning opportunities.</p>
	<p>Digital Resources & Support</p>	<p>Students will have access to digital learning devices and Internet connectivity in order to engage with instructional learning materials (Hardware).</p> <p>All students will also be provided access to digital resources to support instruction (Software).</p> <ul style="list-style-type: none"> - Virtual labs - Online books & reading material - Virtual manipulatives
	<p>Assessments</p>	<p>Students will engage in a variety of assessments ranging from diagnostic to performance based. All assessments will be aligned to the New Jersey Student Learning Standards and teachers will use student data to drive instruction.</p>

Student Learning Experiences



Student learning experiences for both the hybrid and virtual learning plans will be done through a combination of a Station Rotation Model and Constructivist Learning Theory. Both of these contain opportunities for learning in both asynchronously and synchronously.

Asynchronous Learning: Asynchronous learning is when learners participate in learning tasks at different times. Asynchronous learning allows learners to go through the tasks at their own pace and on their own schedule.

Synchronous Learning: Synchronous learning is when learners participate in learning tasks at the same time and may or may not be in different locations. Synchronous learning allows learners to interact with the teacher(s) and other students. This is done either face-to-face in a small group within the classroom or done through software that creates a virtual classroom.

Station Rotation Model

- The station rotation model is a form of Blended Learning which allows students to move through stations on a fixed schedule, where at least one station is an online learning station. This model is very similar to a rotating “centers” or stations model (See figure 1 and 2 for examples). The three stations include:
 - Online Learning
 - Teacher Led Small Group Instruction
 - Collaborative Activities or Small Group Work
- The Station Rotation Model is highly adaptive to the students and teachers needs and schedules. For example, students can complete online self-paced assignments by a certain date and then meet on-site or online for additional instruction or for additional learning activities.

Figure 1: Overview of the Station Rotation Model

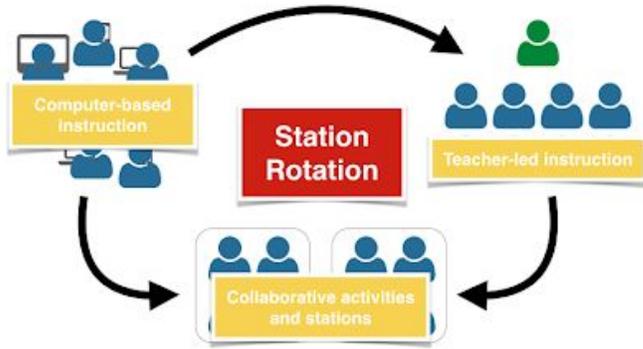


Figure 2: Example of one Station Rotation Model schedule

Station Rotation Chart

Groups	9:00 - 9:30	9:30 - 10:00	10:00 - 10:30
Group 1			
Group 2			
Group 3			

Constructivist Learning Theory to Learning

The Highland Park School District has a myriad of instructional models to support instruction. Some examples include inquiry-based learning, active learning, experiential learning, discovery learning, and knowledge building. All of our instructional models are based on the constructivist theory to learning, which suggests that people construct knowledge and meaning from experience. By understanding and reflecting on activities, students are able to reconcile new knowledge with previous ideas.

In the classroom, constructivism requires educators to build inquiry, exploration, and assessment into their instructional approach. In many ways, the teacher plays the role of a facilitator, guiding students as they learn new concepts. This approach to teaching and learning will continue to be used in the forms of Readers & Writers Workshop Model, Math Workshop Model, Science Launches, the 5 E Model, Problem-Based Learning, etc. for both hybrid and

virtual learning.

Teachers will determine which constructivist model of instruction works best for the courses they teach. In addition, teachers will have the flexibility to decide which of the components from the constructivist model works best for the different components of a Station Rotation Model. Below are links to examples of incorporating Constructivist learning opportunities within a mathematics class using Station Rotation Model in both hybrid and virtual learning environments. By incorporating both approaches teachers and students can easily transition between the hybrid and virtual learning environments with fluidity.

Digital Resources and Support



Students will have access to digital learning devices, internet connectivity, and digital resources in order to engage with instructional learning materials.

During the Fall of 2020, the IT Department will prioritize:

- Ensuring all students and staff have access to a working device (Chromebook, laptop, tablet, or other);
- Ensure that all students have reliable internet access to complete work virtually.
- Supporting Highland Park students and their families, and our staff as they utilize our core digital learning tools and existing system applications (see the additional resources section for these);
- Optimizing efficiencies and minimizing changes that will impact our existing tools and applications to provide stability across our system for all end users.

The District will utilize Google Suites, in addition to other district-approved technology, K-12 to facilitate online learning, learning management, manage coursework online, and communicating with students, to minimize the number of online platforms used to reduce the learning curve for students and teachers and ease transitions between in-person and virtual learning.

The following information identifies technology support:

Internet connectivity for students	The district has identified an internet provider who will provide access to the internet for families who do not have access to the
------------------------------------	---



	internet. Families that qualify for free internet access should contact their school’s main office secretaries for enrollment.
Devices for students	Grades 4-12: Students will be 1:1 taking their devices back and forth from home to school daily (if applicable). Grades K-3: Students will keep devices at home only (students will not access technology while at school).
Support for technical issues on student devices	Irving Primary School: IPStechsupport@hpschools.net Bartle Elementary School: bestechsupport@hpschools.net HP Middle School: mstechsupport@hpschools.net HP High School: hstechsupport@hpschools.net
Support for technical issues for staff	Click here to access the district applications Go-To Chart.
Loaner devices for students	Click here to access the instructions for reporting a broken computer device.

Additional Information for Reference

All students in Grades K-8 will receive baggies of materials including manipulative templates, communicators (used for formative assessment), etc. to support instruction for virtual learning.

Workshops and training will be available for parents and guardians to learn how to use the district supported digital resources.

The following applications have been identified for use by teachers:

Irving	Bartle	Middle School	High School
Seesaw Genesis Screencastify Snap&Read Google Suite of Tools Boomcards	Google Classroom Genesis Brainiaccamp Screencastify Snap&Read Google Suite of Tools Gizmos for Science Typetastic	Google Classroom Genesis Padlet Screencastify Snap&Read Google Suite of Tools Kami Gizmos for Science	Google Classroom Genesis Screencastify Snap&Read Google Suite of Tools Kami Flango (Spanish)



Zoom	FUSE Studio (5th grade) Zoom	FUSE Studio Zoom	Zoom
------	---------------------------------	---------------------	------

Educational Services

Modified Content

The New Jersey Department of Education in consultation with the Federal Department of Education provides the following guidance for school districts:

“Students with disabilities will continue to receive an appropriate education to ensure that they receive programming that is designed to meet their individual needs to the same extent as that of their nondisabled peers. They will continue to receive the modifications, accommodations and programming/services reflected in their IEP. IEP revisions or amendments will take place, as necessary, for those students engaged in full-time virtual learning.”

The Highland Park Public School District is committed to providing equitable education for all students and provides the following guidelines for students with disabilities or special needs (Special Education, 504 Plans, or At-Risk Students), English Language Learners, or students in Housing Transition.

Individualized Learning Providers:

- Special Education teachers will collaborate with General Education teachers to determine individual student needs and to design and provide instructional supports and accommodations to address those needs.
- Special Education teachers and/or paraprofessionals will make direct contact with students and/or parents at least every two days.
- Related Service providers will make direct contact with students and/or parents at least every other week.
- Special Education staff may identify additional learning programs to provide differentiated opportunities to students to access virtually as determined by student progress.

English Language Learners:

- ELL instruction in grades K-12 is delivered in a blended model that includes synchronous and asynchronous learning opportunities.
- Daily materials include specific assignments for students, as well as time for independent practice of skills and/or strategies introduced.



- ELL teachers will collaborate with General Education teachers to determine individual student needs and to design and provide instructional supports and accommodations to address those needs.
- ELL teachers will make direct contact with students on a daily basis.
- ELL staff may identify additional learning programs to provide differentiated opportunities to students to access virtually as determined by student progress.

Students in Housing Transition:

- McKinney Vento eligible students will receive educational services comparable to those provided to other students, according to the students' needs.
- The District Homeless Liaison will be responsible for ensuring resources and supports are shared with the family.

504 Students:

- All students who have an active 504 will be provided their specific accommodations by their General Education teachers.
- Teachers may identify additional learning programs to provide differentiated opportunities to students to access virtually as determined by student progress.