



# HIGH POINT REGIONAL HIGH SCHOOL HEALTH RELATED CLOSURE PLAN

299 Pidgeon Hill Rd.  
Wantage, NJ 07461



# HIGH POINT REGIONAL HIGH SCHOOL

299 PIDGEON HILL ROAD – SUSSEX, NJ 07461-2733

## *Health Related Closure Plan*

May 19, 2020

Dear High Point Community:

Enclosed is High Point's ***Health Related Closure Plan***. It is essentially a revision of the *Health Related Preparedness Plan* we shared with you in March. It reiterates information related to instruction, but it also provides new information related to the official closing of the school year.

We share your frustration and sadness in having to close High Point for the remainder of this school year. We are united in our hope for the future, and we will continue to work with parents, staff and students to ensure that our eventual return to school is successful.

Through our website, email system and social media, we will continue to provide you with information in as timely a manner as possible. Please do not hesitate to contact us should you have any questions.

On behalf of the High Point Board of Education and our entire staff, thank you for your trust and support.

Sincerely,



Scott D. Ripley, Ed.D.

Superintendent

[sripley@hpregional.org](mailto:sripley@hpregional.org)



# Flu and COVID-19 Resources

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[CDC Flu Resources](#)

[CDC COVID19 Interim Guidance](#)

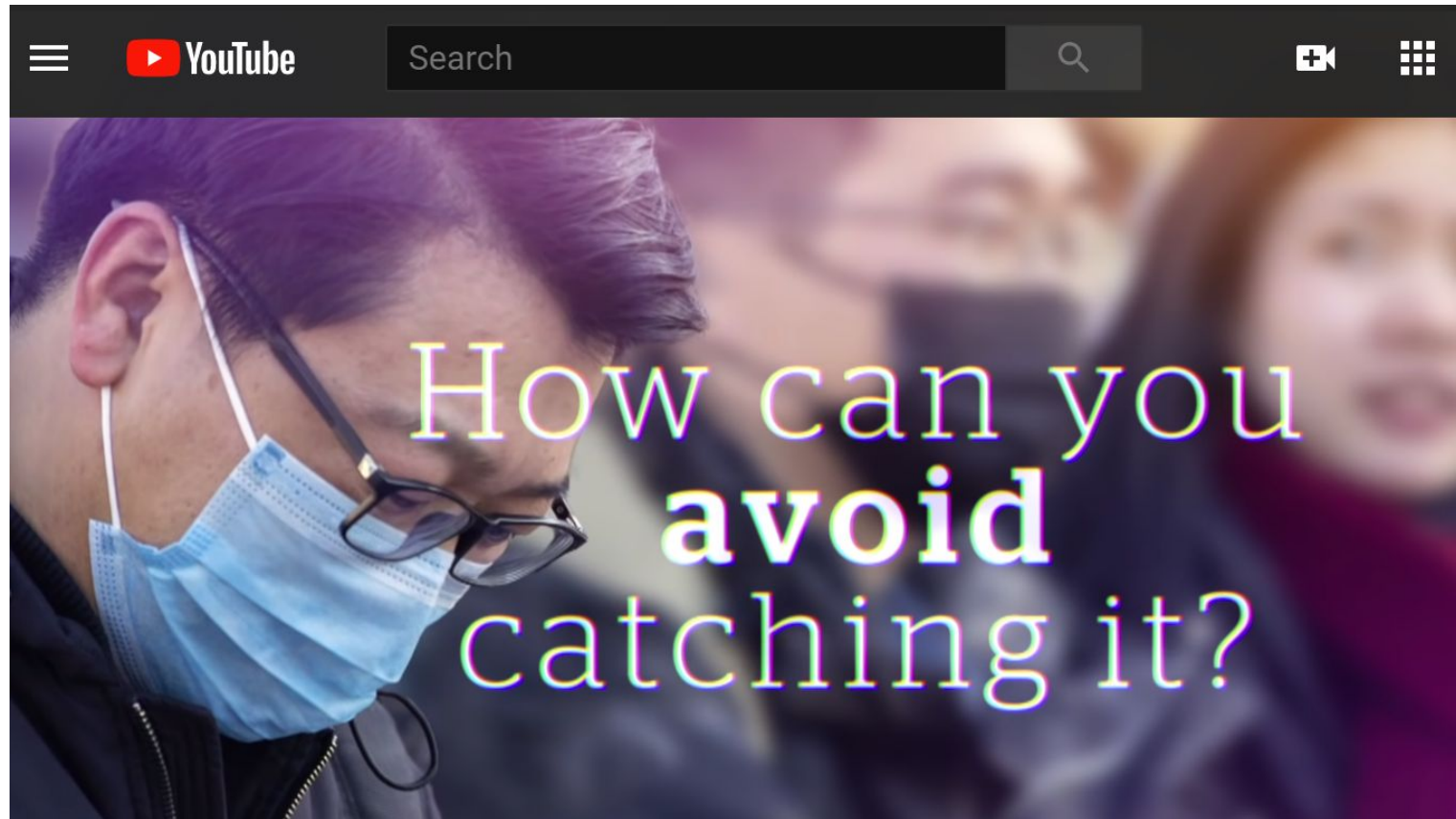
[Wantage Township Health Department/Board of Health](#)

[Sussex County Health Department](#)

[New Jersey Department of Health](#)



# Flu and COVID-19 Resources



# Communication & Responsiveness



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Communication with stakeholders will be provided on a regular basis through our district's website - [www.hpregional.org](http://www.hpregional.org)



# Communication & Responsiveness



High Point Regional School District / Parent-Community / Health Related Closing - Information Center

## Health Related Closing - Information Center

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High Point Regional School District / Parent-Community / Health Related Closing - Information Center

### Health Related Closing - Information Center

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March 21, 2020: A Video Message to our Students from Dr. Ripley



March 20, 2020: Food Services Week of March 23-27

March 17, 2020: Perona Farms Food Donation

March 15, 2020: All New Jersey Schools Likely will be Ordered Monday to Close Because of Coronavirus, Governor Says - nj.com

March 14, 2020: Letter to Parents, Student & Community to Close School 3/14/20

March 14, 2020: Spring Recess Update

March 14, 2020: Rotation Calendar *(updated 3/14/20)*

March 13, 2020: Livestream - Administrative Announcement

March 13, 2020: Outside Group Activities Cancelled

March 12, 2020: COVID-19 Preparedness - Students *(updated 3/15/20)*

March 12, 2020: SATs at High Point Cancelled

March 11, 2020: HPRHS Health Related Preparedness Plan

March 9, 2020: Early Dismissal on Tuesday, March 10

March 6, 2020: COVID-19 General Information

# Communication & Responsiveness



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## Recent Communication with Stakeholders:

- Leadership Team Meetings in late February and early March 2020 (District and School Administrators, Maintenance Staff, School Nurse)
- Stakeholder engagement with students, parents and faculty (Zoom meetings)
- Collaboration with Sussex County Administrators and Health Officials
- Dr. Ripley serves on the Sussex County education task force for COVID-19
- Weekly consultation with NJ Department of Education
- Board of Education public meetings
- Electronic Communication
  - Alerts through Blackboard Connect
  - Emails to students, staff and parents
  - Daily use of social media

# Communication & Responsiveness



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## High Point Social Media:



**@HPRwildcats**



**facebook.com/HPRHS**



**hprhs**



**YouTube Wildcat Media Channel**





# Home Instruction

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**No preparedness plan or technological tool can ever completely take the place of traditional classroom instruction delivered in-person by a dedicated teacher. However, with comprehensive planning, a standards-based, quality education can be maintained for a period of time.**

- Our teaching staff has received significant training on how to effectively implement distance learning.
- Tools such as Google Classroom, Flipgrid, Voxer, Kahoot, Screencastify, Google Apps for Education and email will enable teachers to provide continuous instruction and to successfully meet all existing learning objectives.



# Home Instruction

In order to increase our existing capabilities to oversee distance-learning, High Point held a professional development session on the afternoon of **March 10, 2020:**



High Point Regional High School



Half-Day In-Service

Tuesday, March 10, 2020

Time	Activity	Staff	Facilitator	Location
12:40 - 12:55	Staff Meeting	All-Staff	Administration	Cafe Annex
1:00 - 1:30	Tech Tools & Breakout Sessions	All-Staff	Various Staff	Cafe Annex
The Basics	Google Classroom	Staff-Select	Dave Ruppert, Todd DiNetta	Room 212
Advanced	Google Classroom & Google Sites	Staff-Select	Cari-Bodnar Keimel	Room 231
Extensions	Google Classroom Doctopus/Goodrich	Staff-Select	Stacey Zaremba	Room 202
Don't Flip Out... Flipgrid!	Flipgrid & Voxer	Staff-Select	Jacqueline McCarthy	Room 206
Invisible Touch	Genesis	Staff-Select	Chris Dexter, Gib Carter	Room 208
That was Easy!	Copy & Scan	Staff-Select	Jessica Briggs	Room 213
Hang Ten	Google Hangouts	Staff-Select	Ben Kappler, Alex Gonzalez	Room 123
Techsters	IT/Tech Support	Staff-Select	Dan Yardley, Anthony Tokar	Room 204
What a hoot!	Kahoot from Home	Staff-Select	Aldo Deodino, Kelly Reynolds	Room 209
1:30 - 2:37	Lesson Planning	All-Staff	Supervisors	TBD



# Home Instruction

High Point Regional High School  
Half Day In-Service  
Tuesday, March 10, 2020

RUBRICS IN CLASSROOM!!  
SHORT AND G Suite

G Suite For Education

High Point Regional High School  
Half Day In-Service  
Tuesday, March 10, 2020

- Tech Tools & Breakout Sessions
- Google Classroom
- Google Classroom & Google Sites
- Google Classroom Doctopus/Goodrich
- Flipgrid & Voxer
- Genesis
- Copy & Scan
- Google Hangouts
- IT/Tech Support
- Kahoot from Home



# Home Instruction

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- Learning materials will be made available to all students through digital or hard copy format, depending upon student need.
- Instruction will continue to be properly differentiated and personalized to maximize the opportunity for all students to be successful.
- Distance learning will differentiate in order to meet the needs of all students, including:
  - a) ESL/ELL
  - b) Special Education
  - c) 504
  - d) At-Risk
  - e) Gifted & Talented



# Home Instruction

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- **Measuring the Digital Divide:** Through surveys of staff and students, phone calls to parents, ongoing analysis of our student information system (SIS) and the use of a daily survey to all staff and students to track online connectivity and engagement, High Point continues to engage in a daily assessment of students' digital connectedness.
- The use of online counseling services, wellness checks, collaboration with local health agencies and social services, the distribution of wifi capable mobile devices and the mailing of hard-copy resources have ensured a high level of equity related to assessing online learning and related supports.



# Home Instruction

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3/18/20 Red Day

Period 1 - 9:00 - 10:00  
Period 2 - 10:00 - 11:00  
Period 3 - 11:00 - 12:00  
Period 4 - 12:00 - 1:00

For more information visit [www.hpregional.org](http://www.hpregional.org)



3/19/20 Silver Day

Period 5 - 9:00 - 10:00  
Period 6 - 10:00 - 11:00  
Period 7 - 11:00 - 12:00  
Period 8 - 12:00 - 1:00

For more information visit [www.hpregional.org](http://www.hpregional.org)  
#hprwildcats



# Logistics

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- **Employment**

- High Point's administration is working with its local education association, NJDOE and legislative leaders to ensure that we are meeting our legal and financial obligations.

- **Building Access**

- High Point has identified essential employees who will be permitted access to the high school under specific circumstances as determined by the Superintendent. These essential employees are identified within this plan and the Sussex County Office of the NJDOE has been notified of this designation.



# Logistics

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- **180 Day Requirement**

- By having a *Health Related Preparedness Plan* and a *Health Related Closing Plan* on file with the New Jersey Department of Education (NJDOE), and by starting the delivery of “home instruction” as soon as we were mandated to close (March 16, 2020), the days on which we are closed, but delivering “home instruction,” will count towards our required 180 days of school.





# Food Services

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## Food Services

- a) During the first week of school closure (3/16/20 - 3/20/20) High Point worked with Maschio's, the Sussex County Department of Health and local food pantries to organize, communicate and execute a food distribution plan which ensured that all High Point students eligible to receive free and reduced lunch would be provided with nutritional support.
- b) Multiple days worth of food (bagged lunches) have been provided to students on Mondays and Thursdays. Food has distributed from the front of the high school's main entrance.
- c) Staff distributing food were reminded to respect the privacy rights of students and families who came to school to receive food. Several meals have been delivered directly to students' homes in some instances.
- d) At this time we are not planning to provide nutritional support in this capacity beyond our last scheduled day of school - June 18, 2020.



# Food Services

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## Food Services

- d) Information for the New Jersey Department of Agriculture and the U.S. Department of Agriculture:

SFA Name: High Point Regional High School (37-2165)

Agreement #: 03702165

Meal distribution commenced: Monday, March 16, 2020

Meal distribution ceased: TBD

Meals to be claimed per day: One per student.



# Food Services

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## Food Services

- e.) High Point has been providing pre-bagged meals to eligible students which have consisted of items such as a bagel with cream cheese, fruit, milk, vegetables, etc.
- f.) <https://maschiofood.com/> is a licensed school food vendor in New Jersey. Their website details how they satisfy all related nutritional and safety requirements.
- g.) High Point has kept all food refrigerated, and followed all local and state regulations related to food safety.
- h.) [FERPA](#) protects the privacy of student records. High Point has addressed this aspect of our food distribution plan and continues to maintain student privacy.



# Student Demographics

In order to ensure the effective and equitable delivery of instructional and support services to all students, this plan, and its execution, maintain an awareness of the student population served by High Point.



# Student Demographics

High Point's student enrollment is 887.

Enrollment Trends by Student Group			
This table shows the percentage of students by student group for the past three school years.			
Student Group	2016-17	2017-18	2018-19
Female	48.2%	48.9%	48.7%
Male	51.8%	51.1%	51.3%
Economically Disadvantaged Students	14.9%	15.5%	15.9%
Students with Disabilities	16.0%	18.0%	18.9%
English Learners	0.1%	0.1%	0.1%
Homeless Students	0.2%	0.3%	0.2%
Students in Foster Care	0.1%	0.2%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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# Access & Equity

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**Every aspect of our Home Instruction program has been vetted to ensure equitable services for all students.**

## **Instruction:**

- On March 2, 2020 all students were invited to complete a survey to help identify students in need of computer or internet support during home instruction.
- More than 95% of students completed the survey. Staff met with students who did not complete the survey. So, computer and internet access was determined for 100% of students.



# Access & Equity

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## Instruction:

- Since March 13, 2020 (last day of on-site instruction) more than **98%** of students have engaged with home instruction through online resources. Phone calls and hard copy materials have been utilized to support students who do not have consistent access to online learning, or who require differentiation (hard copy materials).
- High Point distributed Chromebooks to 60 students between Friday, March 12, 2020 and Tuesday, March 16, 2020. Chromebooks have been made available regularly since March 16, 2020, with more than 40 students being provided with computer equipment.
- High Point purchased 25 Chromebooks with embedded wifi capability/data plans. These devices have helped us to support families experiencing inconsistent internet service. These devices will be used through July and August 2020 to continue supporting online learning.



# Access & Equity

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## Instruction:

- Every teacher at High Point is using a digital platform such as Google Classroom, and all four academic supervisors have access to every class taught by every teacher. Each day our administration cross-references attendance records and seeks to identify students who might not be engaged with their work. Interventions are utilized to connect these students with our home instruction program.
- High Point has identified several Board of Education and school building staff as essential workers. These staff will print and mail home hard copy assignments as needed for students with internet and computer difficulties.





# Access & Equity

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## Attendance:

High Point Regional High School is using multiple measures to track daily student attendance:

- Essential/Daily Question gauges connectivity and establishes a baseline.
- Staff feedback regarding students who have not participated in multiple, online forums (Google Meet, Zoom meetings).
- Staff feedback regarding students who have not completed the essential/daily question for multiple days, and who have also failed to submit multiple, consecutive assignments.
- Counselors and administrators call and email students and parents to determine the circumstances for this lack of engagement.



# Access & Equity

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## Attendance:

- Students are recorded as absent when it is determined that a student has not engaged in the daily question, attended class activities, or provided any evidence of engaging with schoolwork for an extended period of time, and efforts to communicate with students and parents have failed to provide evidence of engagement. When such factors are substantiated, the administration has the discretion to determine how many days, and which specific days, a student shall be marked as absent. The superintendent shall present student attendance records reflecting periods of school closure to the Board of Education on a monthly basis when possible, and at a minimum of once per academic semester.
- These practices are in line with regulations established by the New Jersey Department of Education and HPRHS Policy 5200:

[https://drive.google.com/file/d/1aLezPXChUw0TRDO5TSKxAEEjufcGA06\\_/view?usp=sharing](https://drive.google.com/file/d/1aLezPXChUw0TRDO5TSKxAEEjufcGA06_/view?usp=sharing)



# Access & Equity

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## Special Education:

- a) High Point's guidance counselors and child study team members work together to make contact (phone and email) on a weekly basis with all students who have an IEP or a 504 plan. This communication aims to determine how we can support students, it also involves regular communication with parents.
- b) All teachers have been reminded of the requirement to continue modifying instruction and abiding by student IEP's while delivering home instruction.
- c) Communication between High Point and out of district (OOD) schools educating High Point students is carried out and documented on a regular basis. This communication addresses the unique transportation needs of students attending out of district facilities and it involves High Point communicating with third-party transportation providers.



# Access & Equity

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## Special Education:

- d) The needs of medically fragile students will be met to the best of High Point's ability. We have worked closely with the Sussex County office of the New Jersey Department of Education to determine how we can provide services such as occupational, physical and speech therapy.
- e) High Point has worked with its food service partner (Maschio's) to ensure students with sensitive dietary needs are receiving appropriate nutrition.
- f) In accordance with guidelines provided by the NJ Department of Education, High Point's **Extended School Year (ESY)** will need to be provided virtually during Summer 2020. Instruction will be provided in a manner consistent with the home instruction procedures outlined in this document. We have been in contact with schools where our of district students are enrolled and those schools are providing instruction virtually for their extended school year programs.



# Access & Equity

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## Special Education:

- All classroom teachers work in consultation with their supervisor and the child study team to ensure that IEP's are properly implemented and that accommodations are recorded.
- Annual IEP meetings are being conducted through virtual tools such as Zoom, and when unavailable, through audio conferencing (phone).
- Our child study team has communicated with the parent of every student with an IEP.
- Our district continues to host SEPAG meetings virtually during periods of school closure.



# Access & Equity

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## English Language Learners:

- Our ELL staff and administration has contacted all of our ELL students and provided them with supplemental digital tools and support to ensure their success during home instruction.



# Access & Equity

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## Social and Emotional Wellness:

- a) High Point requires all students to answer a daily/essential question. This question helps track student attendance, and it also provides a daily opportunity for students to communicate with administrators and counselors during a time of considerable isolation.
- b) Counselors and Case Managers will be working a limited schedule during the summer and will communicate with students and parents to assess needs and provide guidance on accessing resources.
- c) Sometimes the daily question is specifically focused on wellness. In all instances students have the opportunity to express themselves through a writing prompt. Our counseling staff works with the administration to identify and respond to student answers which indicate a potential risk to student well-being.
- d) Teachers, administrators and student leaders will continue over the summer post uplifting, encouraging video messages online.



# Facilities

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## Maintenance of Facility:

- Maintenance staff (listed as essential employees) has thoroughly cleaned and sanitized the entire school facility.
- Maintenance is made aware of what rooms and areas of the school essential employees have used when they do use the facilities, and those areas are cleaned and sanitized following their use.
- This routine of re-cleaning and re-sanitizing areas used by staff and eventually other people will continue indefinitely.





# Facilities

## **Student Access to Personal Items:**

- All students that were present on 3/13/20 followed a schedule that allowed them to take items from their personal/PE/Athletic lockers. However, this was contingent on an eventual return to school prior to the end of the year.
- All underclassmen will be scheduled on a case by case basis if they need personal items from their lockers. This will be scheduled at a later date in the summer. All underclassmen lockers will remain assigned for the 2020-21 school year.
- As part of our reopening plan, a schedule will be developed for underclassmen to return their district owned materials when school re-opens for 2020-21.
- All locker items belonging to seniors will be bagged and tagged by the custodial staff, administrators, and/or security.



# Facilities

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## **Student Access to Personal Items:**

- A drop off/pick up station will be created in the front of school following all social distancing health guidelines. Seniors will drop off their district owned school materials and pick up their locker belongings.
- An alphabetical senior pick up schedule will be created and communicated for the week of June 15th (or later if needed to accommodate our students and the state health guidelines). When the schedule is released to seniors, there will be a Google Form included so students can provide additional information on sports/PE lockers etc which will be handled on a case by case basis.
- Administration and security will adopt and implement a health and safety social distancing plan which will include PPE, entrance and exit points, and traffic flow. This will be monitored by administration, security, and other essential staff as needed.



# Graduation

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- Dr. Ripley's letter to students and parents from May 4, 2020:  
[https://drive.google.com/file/d/11yrliUST\\_BmhIS-f0udhZXoawioQCO3C/view?usp=sharing](https://drive.google.com/file/d/11yrliUST_BmhIS-f0udhZXoawioQCO3C/view?usp=sharing)
- Based on the NJDOE guidance released on May 8th, it appears that virtual graduation ceremonies are the only ones allowed under the current state guidelines. HPRHS is reviewing options for virtual graduation ceremonies in our attempt to provide the Class of 2020 with the best ceremony possible.
- We remain open-minded, flexible and willing to adjust, should the opportunity for some type of in-person celebration eventually be permitted by local and State authorities.



# Graduation

- Senior diploma pick up will be coordinated for the earliest date after graduation is completed (currently June 18th). An alphabetical schedule will be developed with specific time slots for each senior and their parents/guardians only. The schedule over multiple days will allow for diploma pick up and some graduate and family photos at two predetermined locations. All health and safety social distancing guidelines will be implemented and followed and each location will be monitored by administration and security.



# Summer Programming

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In order to minimize the impact of the COVID-9 related quarantine, High Point will be committing increased resources toward curricular revision, professional development, credit recovery and overall academic support.

- Funding provided by the CARES Act and the *Every Student Succeeds Act* (Titel I) will be used to provide credit recovery courses for select students who failed to pass a required course for the year in English, Social Studies, Math and Science.
- These funds will also be utilized to provide basic skill remediation and to assist students who struggled during the period of school closure.



# Summer Programming

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- High Point will utilize our Linkit assessment platform to evaluate the curriculum and scheduling needs of ninth and tenth grade math students. This assessment will be administered in coordination with several of our sending districts.
- 21st Century and STEM enrichment programs will be offered to students in order to fill the void caused by closing school.



# Reopening

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- High Point Superintendent, Dr Scott Ripley will be establishing a reopening task force comprised of students, parents, staff, Board members, as well as community members with a background in health and law enforcement.
- Details of the reopening task force will be shared with the public in June 2020.



# Essential Staff

High Point Regional High School (37-2165) Pandemic Plan Addendum - Employees (updated: 6.11.20)			
<b>Emergency Contact Information:</b>			
Dr. Scott D. Ripley, Superintendent; sripley@hpregional.org			
Seamus Campbell, Director of Curriculum; scampbell@hpregional.org			
Jon Tallamy, Principal; jtallamy@hpregional.org			
*List reflects the maximum number of essential employees per category permitted to access building at one time. Administration will ensure that current legal requirements and safety guidelines are observed.			
List of Essential Employees by Category	Role	Duties/ Work Stream	*How Many Essential Employees Per Category
Board of Education Members	Board functions	Conduct meetings; authorize payments, etc.	Nine per day.
Administration	Overseeing instruction, facility and community interactions	Managing critical facility, personnel, community, Board and financial matters.	Nine per day.
Administrative Assistants	Assisting administrative staff with all essential operations.	Payroll, communication with community, mail, banking, recording of compliance with regulations.	10 per day.
Maintenance/Grounds	Maintaining buildings, cleaning and sanitizing facilities	Painting, work orders, repairs.	Seven per day.
Custodial	Cleaning and sanitizing facilities	Maintaining the cleanliness of buildings	Seven per day.
Technology	Overall IT oversight, instructional applications, communication systems	Helpdesk role for teachers using various technology for classroom instruction; working with vendors to ensure reliable access to necessary IT equipment.	Three per day.
Food Service Personnel	Meal service and/or distribution; facility maintenance.	Preparing and distributing meals. Closing kitchen down and preparing kitchen for September opening.	Five staff members spread over four internal locations and one external distribution area.
Security	Campus security	Enforcing quarantine; ensuring safe operations	Four personnel, working on a rotating basis
Transportation Coordinator's Office	Oversee student transportation	Ensure all routes are staffed and help coordinate food delivery to at-risk students.	Two per day.
Nursing/Health Services	Fulfill required duties of school nurse and related health services	Edit and maintain health records; assist with staff and student health needs.	Three per day, including retiring school nurse and incoming school nurse.
Faculty	Teachers, counselors, case managers and other certificated staff.	Access materials related to instruction and support services; Meet to discuss professional responsibilities.	No more than 12 at any time; under the direction of building administration.





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

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

### Contact Information

County: Sussex

Name of District, Charter School, APSSD or Renaissance School Project: High Point Regional High School

Chief School Administrator/Charter or Renaissance Leader Name/APSSD Lead: Dr. Scott D. Ripley

Phone Number of Contact: 973.875.3101

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**Equitable Access to Instruction Plan Component 1**

Question	District Yes or No	County Yes or No
Does the plan include equitable access to instruction for all students?	Yes	
Does the plan include an overall demographic profile for your district, including student counts for state funded preschool, homeless, migrant LSE, Students with Disabilities, and English Language Learners (ELLs)?	Yes	
Does the plan ensure that all students, with their varied and age appropriate needs, are addressed through the plan?	Yes	
Does the plan demonstrate a working knowledge (data summary or narrative) of student access to technology for grades identified in your plan as being served by one or more online platforms?	Yes	
*Does the district's plan account for measuring and addressing any ongoing digital divide that exists, whether it be network access or lack of sufficient access to devices?	Yes	

**Notes on Component 1****Measuring the Digital Divide:**

Through surveys of staff and students, phone calls to parents, ongoing analysis of our student information system (SIS) and the use of a daily survey to all staff and students to track online connectivity and engagement, High Point continues to engage in a daily assessment of students' digital connectedness.

The use of online counseling services, wellness checks, collaboration with local health agencies and social services, the distribution of wifi capable mobile devices and the mailing of hard-copy resources have ensured a high level of equity related to assessing online learning and related supports.

Additional documentation related to our equitable and comprehensive delivery of home instruction is posted on our school's website: [www.hpregonal.org](http://www.hpregonal.org)



## Addressing Special Education Needs Plan Component 2

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

### Notes on Component 2

High Point's guidance counselors and child study team members work together to make contact (phone and email) on a weekly basis with all students who have an IEP or a 504 plan. All teachers have been reminded of the requirement to continue modifying instruction and abiding by student IEP's while delivering home instruction. Communication between High Point and out of district (OOD) schools educating High Point students is carried out and documented on a regular basis. This communication addresses the unique transportation needs of students attending out of district facilities and it involves High Point communicating with third-party transportation providers.

Additional documentation related to our equitable and comprehensive delivery of home instruction is posted on our school's website: [www.hpregonal.org](http://www.hpregonal.org)

### Addressing ELL and Bilingual Needs Plan Component 3

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

### Notes on Component 3

Our ELL staff and administration has contacted all of our ELL students and provided them with supplemental digital tools and support to ensure their success during home instruction.

Additional documentation related to our equitable and comprehensive delivery of home instruction is posted on our school's website: [www.hpregional.org](http://www.hpregional.org)



#### Safe Delivery of Meals Plan Component 4

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

#### Notes on Component 4

During the first week of school closure (3/16/20 - 3/20/20) High Point worked with Maschio's, the Sussex County Department of Health and local food pantries to organize, communicate and execute a food distribution plan which ensured that all High Point students eligible to receive free and reduced lunch would be provided with nutritional support. Multiple days worth of food (bagged lunches) have been provided to students on Mondays and Thursdays. Food has distributed from the front of the high school's main entrance. Many students have had regular food delivers brought to their homes. Information for the New Jersey Department of Agriculture and the U.S. Department of Agriculture:

SFA Name: High Point Regional High School (37-2165)

Agreement #: 03702165

distribution commenced: Monday, March 16, 2020

Meal distribution ceased: TBD

Meals to be claimed per day: One per student, per day

### Length of Virtual or Remote Instructions Day Plan Component 5

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

### Notes on Component 5

No preparedness plan or technological tool can ever completely take the place of traditional classroom instruction delivered in-person by a dedicated teacher. However, with comprehensive planning, a standards-based, quality education can be maintained for a period of time.

Our teaching staff has received significant training on how to effectively implement distance learning.

Tools such as Google Classroom, Flipgrid, Voxer, Kahoot, Screencastify, Google Apps for Education and email will enable teachers to provide continuous instruction and to successfully meet all existing learning objectives.

Additional documentation related to our equitable and comprehensive delivery of home instruction is posted on our school's website: [www.hpregonal.org](http://www.hpregonal.org)



### Attendance Plan Component 6

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

### Notes on Component 6

Students are recorded as absent when it is determined that a student has not engaged in the daily question, attended class activities, or provided any evidence of engaging with schoolwork for an extended period of time, and efforts to communicate with students and parents have failed to provide evidence of engagement. When such factors are substantiated, the administration has the discretion to determine how many days, and which specific days, a student shall be marked as absent. The superintendent shall present student attendance records reflecting periods of school closure to the Board of Education on a monthly basis when possible, and at a minimum of once per academic semester. These practices are in line with regulations established by the New Jersey Department of Education and HPRHS Policy 5200:

[https://drive.google.com/file/d/1aLezPXChUw0TRDO5TSKxAEEjufcGA06\\_/view?usp=sharing](https://drive.google.com/file/d/1aLezPXChUw0TRDO5TSKxAEEjufcGA06_/view?usp=sharing)

Additional documentation related to our equitable and comprehensive delivery of home instruction is posted on our school's website: [www.hpregional.org](http://www.hpregional.org)

### Facilities Plan Component 7

**Facilities Plan Component 7**

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

**Notes on Component 7**

Maintenance staff (listed as essential employees) has thoroughly cleaned and sanitized the entire school facility.

Maintenance is made aware of what rooms and areas of the school essential employees have used when they do use the facilities, and those areas are cleaned and sanitized following their use.

This routine of re-cleaning and re-sanitizing areas used by staff and eventually other people will continue indefinitely

Additional documentation related to our comprehensive maintenance of our facilities is posted on our school's website: [www.hpregional.org](http://www.hpregional.org)





### Summer Programming Plan Component 8

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

### Notes on Component 8

Funding provided by the CARES Act and the Every Student Succeeds Act (Title I) will be used to provide credit recovery courses for select students who failed to pass a required course for the year in English, Social Studies, Math and Science.

These funds will also be utilized to provide basic skill remediation and to assist students who struggled during the period of school closure.

High Point will utilize our Linkit assessment platform to evaluate the curriculum and scheduling needs of ninth and tenth grade math students. This assessment will be administered in coordination with several of our sending districts.

21st Century and STEM enrichment programs will be offered to students in order to fill the void caused by closing school.

Additional documentation related to our equitable and comprehensive delivery of home instruction is posted on our

## Board Approval Component 9

\*Is the plan board approved?  Yes  No

Enter Date (mm/dd/yyyy): 5/19/20



## Posted on Website Component 10

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

Enter Date (mm/dd/yyyy): May 19, 2020

## Notes on Component 10

HPRH's Health Related Closure Plan is prominently posted on the opening page of the district's website: [www.hpregional.org](http://www.hpregional.org)

## Posted on Website Component 11

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

## Notes on Component 11

Additional documentation related to essential employees is posted on our school's website: [www.hpregional.org](http://www.hpregional.org)

**APSSD Applicable Only: Sharing Plans Component 12**

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

**Notes on Component 12**

Following Board approval on May 19, 2020, HPRHS's Health Related Closure Plan was shared with the CSA's at Frankford Township School, Sussex-Wantage Regional School District, Lafayette Township School and Montague Township School.