

**Highlands Elementary School
360 Navesink Avenue
Highlands, NJ 07732
(732) 872-1476 Ext. 10 - Main Office**



**Public Health-Related
School Closure Plan**

**Original: March 2020
Updated: September 2022**

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Plan Introduction

The purpose of this plan is to implement a home-instruction, remote learning model so that school days missed for a pandemic crisis can be counted towards the required days of instruction for the calendar school year. Highlands Elementary School encompasses grades PK - 6 in attendance. This plan is based upon establishing guidelines for ten instructional hours a week for all students in order to fulfill the necessary requirements for the home instruction administrative code. The Highlands Elementary School District has reviewed Policy #2412 - Home Instruction Due to Health Condition (M) and will follow language of the policy and regulation in accordance with N.J.A.C. 6A:16-10.1. The district has also reviewed and been guided by Policy #8451 - Control of Communicable Disease (M).

Highlands Elementary School Public Health-Related School Closure Plan Original: March 2020

Background Information

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

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

Per the memo: “all boards of education should develop a school health-related closure preparedness plan to provide home instruction in the event of such a closure. The planned services should include equitable access to instruction for all students. Each preparedness plan should also address the provision of appropriate special education and related services for students with disabilities and the provision of school nutrition benefits or services for eligible students. The preparedness plans should be submitted to the Executive County Superintendent. The NJDOE also encourages boards of education to adopt enhanced school cleanliness and disinfection protocols, including disinfection of frequently touched surfaces and objects” (NJDOE Special Broadcast, March 5, 2020).

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

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

Equitable Access to Instruction for All Students

DEMOGRAPHICS:

Highlands Elementary is a PreK-6 elementary school with a total population of 171 students. 45 students (26%) of students have IEPs, 11 students are English Language Learners, and 62 students or 35.7% of the school population receives free/reduced lunches. 26 students are enrolled in state-funded pre-school. 1 student is homeless. There are currently no out-of-district placements.

Equitable Access to Technology: We are a 1:1 chromebook device school district. Parents/Guardians have the ability to sign and return a loaner device agreement in the event that a device is needed at home. This is communicated to parents/guardians through mass distribution of the loaner agreement through our student information system at the beginning of the school year and ongoing basis for new registrants

Technology needs are reassessed by the principal and network administrator via survey, inventory and outreach on a regular basis.

For those without access to the internet, we would provide paper versions of assignments through distribution managed by essential staff members. In addition, our Network Administrator continues to provide information to families regarding no-cost internet accessibility options. Please reach out to rwilson@tri-district.us for more information regarding such programs.

All staff members and students have access to the materials they need to plan and sustain remote learning from home. We maintain open lines of communication with the community to ascertain and address any ongoing and emerging needs.

Technology assistance is available to repair or replace broken devices and chargers, and Highlands Elementary School has access to additional loaner devices to send home if needed.

Special Education Needs - Component 2

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

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

- Special education teachers in grades PreK-6 provide appropriate accommodations and modifications in instructional plans. As needed, special education teachers make separate upload and/or provision of modified materials and hold individualized and/or small group support virtual sessions.

- All students with disabilities have equitable access to online platforms and materials to support their learning, including supplemental materials as selected by their teachers to align with IEP goals
- Missed services specified in IEPs and 504s (prior to updated guidance allowing telepractice) will be provided on a compensatory basis upon return as needed under consultation with case managers.

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

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

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

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

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

- Parents are being given the option to participate in virtual or phone in annual review meetings or to wait until we return from the closure and hold the meeting in person.
- Parents are being given the option to participate in virtual or phone initial identification and reevaluation planning meetings or to wait until we return from the school closure and hold the meeting in person. If parents agree to attend a virtual or phone initial identification or reevaluation meeting the CST will complete as much of the process as possible during the closure except for the testing that will be conducted once we return from the closure.
- All testing timelines that were in process before the closure are currently frozen at the point that we closed and will resume once we return from the closure.

CST Members and Counselors will be on call via their computers to answer any mental health concerns as well as to keep internet communication open for students in need of special education services. The nurse will check in on families with students who have serious illnesses that require checking daily and will also remain available during the hours of 8-2 to provide additional support as needed. A log will be submitted outlining work that was completed from home.

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

ELL and Bilingual Needs - Component 3

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

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

In addition, the HES ESL teacher provides translation, suggestions, and support for ELLs and teachers on an as needed basis. All lessons and lesson plans submitted by teachers are required to include ESL accommodations and modifications as prompted by student needs.

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

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

BrainPOP ELL

Duolingo

Epic Books

Imagine Learning

i-Ready mathematics and reading (in Spanish)

IXL Language Arts

Learning A-Z ELL Edition

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

Alisha De Lorenzo of Living YES, LLC will be facilitating components of a DEI professional development series over the course of the 2022-2023 school year. This professional development will be virtual should school close. The professional development will include training teachers, administrators, and counselors in

addressing the needs of English Language Learners and providing strategies related to culturally responsive teaching and learning and socio-emotional learning. Training specific to trauma-informed teaching for students affected by forced migration from their home country will be provided via resources from the Mental Health Association of Monmouth County, Our Rutgers LCSW and NJTESOL.

Provision of School Nutrition Benefits - Component 4

62 students or 35.7% of the school population receives free/reduced lunches. The school district is working closely with the food service provider Maschio's to provide a convenient location for distribution of meals twice per week.

Our food service provider will ensure distribution of meals to Highlands Elementary School on Mondays and Wednesdays of each week. Continued communication with families via phone calls, letters, and email will ensure that those entitled to benefits are given the opportunity to receive them. We will utilize a "Grab-and-go" procedure to prevent the congregation of people at any given time.

SFA: Maschio's

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

School/Site for Distribution: Highlands Elementary students will receive their meals at Highlands Elementary School on Mondays and Wednesdays, where meals can be picked up at the front vestibule between the hours of 10-12 each day.

Meals to be claimed per pickup @ 2 meals/day (Breakfast and Lunch)

- Monday - 2 days of food = 4 meals
- Wednesday - 3 days of food = 6 meals

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

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

RECEIVING AND SERVING SATELLITE MEALS

Receiving:

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

Serving:

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

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

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

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

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

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

Staff Member Responsibilities:

All staff will be required to work at home with their district issued technology from 8:05 am to 3:10 pm daily in accordance with the district calendar. During this time, all teaching staff will provide live instruction for the contents below in accordance with the times indicated in their daily/weekly schedule, respond to emails, monitor online learning i.e. google classroom assignments, online student learning platforms, as well as respond to students and/or families asking for instructional assistance with their assignments or other educational supports relevant to specific positions (administrative assistants, team members, nurse, etc.)

Teachers of all subjects:

Teachers are to follow their daily/weekly scheduled times to provide live/synchronous instruction for Reading, Math, Science or Health, Social Studies or SEL, as indicated in their daily schedule. Related Arts Teachers

should be providing live instruction for their classes, following their daily scheduled times provided for them for their respective content to each grade level.

Example of a Weekly Student Schedule K - 6 (HES) *Please note that days and times of live instruction and the contents outlined below will vary based on the teachers daily/weekly schedule. Teachers will be inviting all students to their Google Classrooms and posting their daily/weekly schedule for parents to know the outline of instructional opportunities both live and synchronous. Teachers will post their Daily/Weekly Schedule that was provided for them in their Google Classroom so parents know what content the students are receiving live instruction and assignments for on a daily/weekly basis. All Paraprofessional/Aides will push in for their specific contents for each of their assignments in alignment with the current grade level(s)/content they are supporting.

Monday	Tuesday	Wednesday	Thursday	Friday
Reading/Writing (80 Mins)	Reading/Writing (80 Mins)	Reading/Writing (80 Mins)	Reading/Writing (80 Mins)	Reading/Writing (80 Mins)
Math (80 Mins)	Math (80 Mins)	Math (80 Mins)	Math (80 Mins)	Math (80 Mins)
Science/Health (40 Mins)	Social Studies/SEL (40 Mins)	Science (40 Mins)	Social Studies(40 Mins)	Science (40 Mins)
Physical Education (40 Mins)	Music (40 Mins)	Art (40 Mins)	Spanish (40 Mins)	Technology (40 Mins)
Media Center (40 Mins)	Physical Education (40 Mins)			

Lessons will be put on Google Classroom. Students will submit their completed work the same way it was sent to them.

All teachers are directed to provide administrative access to all lessons provided to students, through adding administrators on Google Classroom, cc-ing on emails, and collection of lesson plan templates in a shared folder. Administrators will continue monitoring lesson plans and instruction during the remote learning period.

All lessons are to include:

- Purpose/objective of the lesson/assignment linked to NJSLs
- Description of the tasks, including the directions/resources required to complete the assignments
 - online resource links
 - rubrics, if applicable
 - hard copies if needed

- Assignment submissions process/expectation and date/timeline for the assignment to be completed (upon return to school or via Google Classroom)
- Modifications/Accommodations should be provided for all INDIVIDUAL students needing services: 504; IEP; ESL. This could mean extended time to complete assignments, study guides, word banks, etc. This should correlate to the students enrolled in your classes.

***All Lesson Plans will be submitted via Realtime as per the district's lesson plan template. Below is an example of the district's lesson plan template for reference.**

Emergency School Closing Assignment Template:

Assignment Name:	
Grade:	
Subject:	
Expected Time:	
Delivery Method:	
Collection Method:	
Objective	
NJSLA Grade-Level Standards	
Task Instructions: <ul style="list-style-type: none"> • This is what will be sent out to parents/ students • Be sure to include directions for any additional aspects that parents may need to know to assist their child including <u>materials needed and any deadlines you have for completion</u> • Special Education teachers will need to modify, please consult with teachers during your planning sessions to ensure that modifications are added to each plan to meet IEP 	

<p>needs. Where needed, please prepare a separate upload and/or alternate provision of modified materials.</p>	
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Teachers of Preschool:

Preschool plans should be written with a parent audience in mind, and consist of developmentally-appropriate play-based activities for parents to engage their children. Please consider and link the High Scope KDIs. Online activities and screen time should be minimized, and we must be mindful about recommending activities that require specialized materials or objects. Materials should be sent home in families’ home language - please contact administration for translation support.

Suggested activities to plan:

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

Accelerated Learning Opportunities:

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

Academic Support Instruction Opportunities:

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

After School Title I ASI Programming:

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

Grading /Assessment Update:

Highlands Elementary School operates on a quarter/marking period schedule. Grading will take place as it would if we were attending school in-person. Below is the grading criteria/marking period report card expectations

Pre-Kindergarten and kindergarten have their own report card, distributed twice annually, in January and June. Students in grades 1 through 6 are issued report cards four (4) times a year, at scheduled times. Grades are based on the

following grading scale:

Grades Kdg. 1 and 2

Grading Key

4- Exceeds Expectations - Student performance is characterized by self-motivation and the ability to apply skills with consistent accuracy, independence and a high level of quality.

3- Meets Expectations - Student demonstrates an understanding of concepts and skills by the ability to apply skills with accuracy and quality.

2- Progressing with Support - Student demonstrates understanding of concepts and skills by the ability to apply skills with accuracy and support. Performance varies in consistency with regards to accuracy, quality, and support.

1- Not Meeting Expectations - At this time the student does not demonstrate understanding of basic concepts and skills. Performance is inconsistent even with guidance and support.

Special and Supplemental Subjects

O = Outstanding

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

Grades 3-6

Grading Key - Weight Distribution

<u>Major Assessments</u>	<u>50%</u>
<u>Minor Assessments</u>	<u>40%</u>
<u>Homework/Classwork</u>	<u>10%</u>

Grades 3-6 Grading

A +	98-100%	B +	87-89%	C +	77-79%	D	65-69%
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A	93-97%	B	83-86%	C	73-36%	F	Below 65%
A -	90-92%	B -	80-82%	C -	70-72%		

MARKING PERIODS GRADES GUIDELINES (Assessing of letter grades A-F):

Letter Grade "A" = *Excellent Progress*

Preparation:

- Careful daily preparation.
- Promptness and regularity in handling assignments.
- Accuracy, good form, neatness, legibility, correct spelling and thoroughness in assignments.
- Books and materials needed for daily work are always in readiness.

Knowledge of the subject:

- Frequent contributions to class discussions.
- Ability to apply facts and principles pertinent to the subject.
- Excellence in all contributions.

General:

- Initiative as shown in accepting new situations and challenges with comparative freedom from the assistance of the teacher.
- Consistent use of proper English.
- Ability to understand and to follow directions.

Letter Grade "B" = *Very Good Progress*: a grade of "B" is earned by contributions, which are good, usually correct, and representative of that which is completed by a better- than average student.

Letter Grade "C" = *Satisfactory Progress*: a grade of "C" is earned by contributions that are acceptable, passing, and satisfactory.

Letter Grade "D" = *Unsatisfactory Progress*: a grade of "D" is earned by contributions that are less than satisfactory and are not reflective of adequate student effort or performance.

Letter Grade "F" = *Unacceptable*: a grade of "F" is assigned because contributions are not satisfactory and cannot be credited with a passing grade.

Teachers will continue to administer formative, summative, and benchmark assessments if school closes. This will occur in conjunction with the established District Assessment Calendar, which is posted to the District's website homepage. Data points will measure student growth and learning, thereby informing instructional

practices. Student usage levels for our digital platforms will be monitored with respect to participation and task completion as will Google Classroom.

Miscellaneous Staff Member Responsibilities:

CST Members and Counselors:

CST members (which includes the building social worker) will be on call via their computers to address mental health concerns, as well as to keep internet communication open for students in need of special education services. A log will be submitted outlining work that was completed from home. All Out of District students and their families will be contacted by their HES case manager in their home language to assure that educational resources are being provided. Placement schools will also be contacted to ensure that they are providing remote learning opportunities for students.

School Nurse:

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

Secretaries/Administrative Assistants:

Secretaries and Administrative Assistants will be required to submit a daily log of their activities pertaining to their respective jobs as well as progress made towards tasks provided by administration.

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

Name:

Position:

Date	Description of Activity	Progress towards achieving
Ex: 9/20/21	Example: Contacted parent of S.O. to schedule an I.E.P. meeting	Left Voice Mail

Attendance - Component 6

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

- Parents are submitting student absences through the Realtime Parent Portal. If your child is unable to attend all of their virtual sessions you must provide us a reason why to determine if the absence will be excused.
- The Attendance Officer is reviewing this data daily.
- Teachers will submit daily attendance via Realtime for students who attend their virtual sessions at the end of the day. Students should be marked absent if they did not attend all of your virtual sessions.
- Teacher follows up via telephone and electronically with the parent and copies the principal.
- School social worker follows up with the student/family if the first attempt is unsuccessful

- Attendance officer follows up if the 2nd attempt is unsuccessful
- Principal reaches out if the 3rd attempt is unsuccessful.
- Wellness check visit is conducted by the Highlands police department if the 4 attempts are unsuccessful and we do not hear from a student for 72 hours. Attendance is then updated to reflect absences not reported properly.

Facilities Plan - Component 7

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

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

Preliminary Summer Programming Plan - Component 8

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

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

Assessment of Learning Loss/Initial Plan:

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

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

Graduation for the Class of 2023: In the event that we are unable to continue with in-person ceremonies, the following will be implemented:

- Lawn signs and class t-shirts are being provided for all 6th graders graduating from Highlands Elementary.
- The 6th Grade Class banner is being created and displayed.
- Recorded Virtual Ceremony is being created to honor our 6th graders transitioning out of Highlands Elementary. This ceremony will feature recorded speeches, awards, and announcements of the members of the 6th grade graduating class. This virtual ceremony will be made available on June 12th at 5pm for the community via the district's website and Facebook page.

Board of Education Approval - Component 9

The Highlands Board of Education will approve this plan on Monday, September 19, 2022 at a regular meeting.

School Health Plan Posting - Component 10

The current plan is on the website and has been posted since the school district was ordered to go to remote learning. This plan update would be posted to the district website on Tuesday, September 22, 2022. It included some small revisions to protect student privacy.

Essential Employees by Job Title - Component 11

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

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