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Virtual Learning & Staff Action Plan

School Health-Related Closure

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www.hpsd.org



Harrington Park



[Youtube Channel \(HPTV LIVE\)](#)



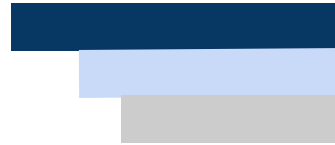
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Harrington_park_school

Virtual Learning Plan

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Virtual Learning Plan



Statement of Purpose

At the Harrington Park SD, we have spent the past thirty months monitoring and engaged in the rapidly changing Coronavirus (COVID-19) health issue in our region and across the world. Every step we have taken since March 2020 has been after thoughtful consideration and deep discussions with many who are invested in both the education and well-being of our children in Harrington Park. This report is just a snapshot of the massive undertaking being accomplished throughout the district not just academically but in the mental health and special programs, specifically designed to address the needs of our children.

We have been working closely with our district leadership, school board, educators, health departments, labor groups, families, peer school districts and elected officials to plan for what the CDC suggested, maybe a required change from our daily routines. On May 4th, 2020 Governor Murphy recommended that districts close for the remainder of the school year. Through numerous plans, HPSD has been engaged in that work, in earnest. We, at the Harrington Park School District, are committed to fostering and instilling a culture that personalizes learning, prepares students for college, careers, and life, and supports confident responsible citizenship. In keeping with our commitment to providing our students with an exceptional education, this online learning contingency plan has been developed to provide continuity in learning and instruction. Over the years, online learning has been woven into the fabric of our school community, and so the transition from face-to-face to a fully-online learning environment does not present as significant a challenge for us as it may have in years past. Still, the adaptation of traditional lesson plans and materials for online learning purposes does require time, effort, and careful consideration. Additionally, the need for increased flexibility must be taken into account given the circumstances that would lead to such a closure (natural disaster, contagious illness, etc.). The plan that follows incorporates best practices as suggested by the research and draws largely from our own past experiences with online learning, as well as the experiences of other districts that have transitioned to online learning due to emergency closures including schools around the world who have been impacted by the most recent pandemic. It is important to note that, in the case of a public health situation, we will be working with the Bergen County and Local Health Departments to determine the appropriate course of action.

What about our students' education?

Education is a mission to which our district is resolutely committed. To that end, we have shifted our entire educational program from a brick and mortar to a cloud-based model with both [synchronous](#) and asynchronous learning opportunities.

<h2>Synchronous</h2>		<h2>Asynchronous</h2>	
<p>Students learn at the same time.</p>		<p>Students learn at different times.</p>	
<p>Communication happens in real time.</p>		<p>Communication is not live.</p>	
<p>Possibly more engaging and effective.</p>		<p>Possibly more convenient and flexible.</p>	
<p>Allows for instant feedback and clarification.</p>		<p>Allows students to work at their own pace.</p>	
<p>Examples Video conferencing, live chat, live streamed videos.</p>		<p>Examples Email, screencasts, Flipgrid videos, blog posts/comments.</p>	

Over the past thirty months, educational staff throughout the district have transformed their practice and craft to meet the needs of **ALL** students throughout the district. By transitioning from the classroom to a cloud-based model, we are giving medical/public health officials and community time to get some critical answers regarding incubation period, level and length of contagious status as well as a communication strategy that includes all necessary partners.

How do children access digital material?

Parents and students in Pre-K through 8th grade can access their work on our G-Suite platform. Teachers have created grade-level classrooms where they will gather and learn both in-person as well as through the use of pre-established learning sessions. Parents can access the information by visiting our website, www.hpsd.org, and choosing the Academics tab.

What about my child who requires special education services?

Instructional staff who provide services to our students with disabilities will make every effort to deliver the service minutes indicated in each student's IEP utilizing our teletherapy platform. This includes Speech, OT, and PT programs.

How will you take attendance?

Parents and/or students will be asked to log into the [Parent Portal](#) within Realtime. This is the same Parent Portal feature that families use to access your child's report card. Choose Single Day from the Date Type, pick the current date, and choose the Home Instruction option. Please note that this needs to be done every day and requests for multiple days will not be approved by our staff. Family members that need their parent portal information should contact Ms. Piatkowski via email at piatkowski@hpsd.org. Attendance issues should be referred to Ms. Urban via email at urban@hpsd.org. <https://www.fridayparentportal.com/portal/security/login.cfm?msg=Session%20Timed%20Out>

What about after-school and extracurricular activities and future events?

All after-school programs and athletic teams have been restructured to be thoughtful of COVID related incidents. Multiple programs have moved to a virtual based program, allowing students the opportunity to be a part of numerous programs. An example of this is our live HPTV program which has moved to [HPTV \(YouTube Channel\)](#) as well as the creation of an eSports team.

How do I learn about COVID-19 coronavirus and how to reduce risks for staff, students, and family members?

Please refer to our website (www.hpsd.org), Health Office tab for more information on the virus and how the Harrington Park School District has been preparing and will be communicating with each one of you as we move forward.

Checklist for Virtual or Remote Plan

Issued by the NJDOE



Component 1: Equitable Access to Instruction Plan

Question: Does the HPSD Distance Learning Plan Fulfill this Requirement?

Does the plan include equitable access to instruction for all students?

Yes. This plan outlines the steps that have been taken to ensure equitable access to instruction for all students. Two key components of this are equitable access to technology and online instructional platforms.

Technology: Since the district closure, the HPSD has and will continue to provide technology for students without devices or access to the internet. To guide this process, the district technology department has developed and implemented a system for the submission and fulfillment of technology requests. These procedures are outlined in the **Technology Support and Requests** section of this plan.

Online Instructional Platforms: At the start of the pandemic on March 15, 2020, all students across the district were given access to the district's online platform (G-Suite). This level of access is consistent across all programs and grade levels.

Instruction - In the event that the District would need to go virtual, staff would meet with their students through Zoom for synchronous learning class sessions and they are also required to tape one of their class sessions so students that are unable to attend the synchronous learning session can still obtain the objective of the lesson. Over the course of any closure, teachers will be assigning the students multiple checks for understanding, which align to both district and state level learning standards. While these assignments have been delivered in a different format, our teachers are using this information to guide their instruction and make the needed adjustments to ensure the student masters the objective of the lesson. In addition to the classroom based assessments, the district will be performing a benchmark reading level assessment on all K-3 students and we will also administer the iReady Math assessment to all K-7 students.

In the event of a virtual event, Fridays in the district will have "office hours", which allows the teachers to meet with their students, in small groups, to address the individual needs of the students and it also allows the students to receive remediation from their teachers. The district has also grouped all of the instructional aides by grade level teams so they can conduct synchronous small group instructional sessions for students that require additional support outside of those office hours. If a student is found to be experiencing difficulty, that student is referred to the instructional aides, by the classroom teacher, so the student can receive additional support outside of the "school day".

RTRI-The Response to Intervention Team (I&RS) has the ability to meet virtually as well as in person weekly on Thursday's at 1:00pm. The team discusses students who have active I&RS and 504 plans. Members of the team case manage students and have continued that process virtually. Struggling students are receiving small group Zoom support and check-ins during our time at home from teachers, instructional aside and members of the I&RS Team. Additionally, the use of our math and literacy benchmarks EASY CBM and PALS continue to be utilized as a progress monitoring tool.

<p>Does the plan include an overall demographic profile for your district, including student counts for state-funded pre-school, homeless, low socioeconomic (LSE), Students with Disabilities, and English Language Learners (ELLs)?</p>	<p>This information is included in the District Demographic Profile section of this plan.</p>
<p>Does the plan ensure that all students, with their varied and age-appropriate needs, are addressed through the plan?</p>	<p>This plan outlines specific protocol regarding the use of the district’s online instructional platforms that are differentiated by program and grade level. These differentiated protocols can be found in the Plans by Program & Grade Level section of the plan.</p> <p>These online instructional platforms allow for the differentiation of lessons students based on the Individualized Education Plan (IEP) goals and objectives. The expectations for all professional staff sections of the plan outlines the following regarding expectations for differentiation: The home-based instruction that is provided throughout this school closure is to be in alignment with the daily instruction each student typically receives based on the goals and objectives outlined in their IEP. This instruction, therefore, must be:</p> <ul style="list-style-type: none"> - Individualized - Consistent with students’ IEPs - Aligned to New Jersey Student Learning Standards to the extent appropriate <p>Additionally, these instructional platforms allow for administrator-level oversight. Ongoing administrative review of instruction further ensures that individual student needs are being adequately addressed.</p>

<p>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?</p>	<p>The HPSD has and will continue to provide technology for students without devices or access to the internet. To determine the needs prior to any district closure, a district-wide technology survey is distributed to all HPSD families in the event of a virtual event</p> <p>In the event of any district closure, the district technology department has developed and implemented a system for the submission and fulfillment of technology requests. These procedures are outlined in the technology section of this plan. This system ensures that the district's technology department maintains a working knowledge of current student and staff technology needs and that all requests are fulfilled in a timely manner.</p> <p>The Parent/Guardian Survey, is distributed in the event of a closure, this survey will provide the district with feedback regarding the district's provision of student access to technology. This additional data will be reviewed by the district's administrative team and adjustments to the current process will be implemented if necessary.</p>
<p>*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?</p>	<p>Please see above.</p>

Component 2: Addressing Special Education Need

Questions

Does the HPSD Distance Learning Plan Fulfill this Requirement?

<p>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?</p>	<p>The District plan addresses 100% of the HPSD students who have Individualized Education Plans (IEPs). The remote instruction that is provided throughout this school closure is to be in alignment with the daily instruction each student typically receives based on the goals and objectives outlined in their IEP for both academics and related services.</p> <p>In the event of a closure the District’s online instructional platforms allow for the differentiation of lessons students based on IEPs goals and objectives. The Expectations for All Professional Staff Members section of the plan outlines the following regarding expectations for differentiation: The home-based instruction that is provided throughout this school closure is to be in alignment with the daily instruction each student typically receives based on the goals and objectives outlined in their IEP. This instruction, therefore, must be:</p> <ul style="list-style-type: none"> - Individualized - Consistent with students’ IEPs - Aligned to New Jersey Student Learning Standards to the extent appropriate <p>Additionally, these instructional platforms allow for administrator-level oversight. Ongoing administrative review of instruction further ensures that individual student needs are being adequately addressed.</p> <p>Counseling-15 OT-23 PT-8 Speech-41 (plus four with consult) Behavioral-5</p>
<p>*Does the plan address methods to document IEP implementation including the tracking of services, student progress as well as provision of accommodations and modifications?</p>	<p>The district CST has implemented the use of a district-wide accountability model to track the continued provision of services as outlined in each student’s Individualized Education Plan (IEP).</p> <p>Additionally, HPSD staff members, including teachers, therapists, and behaviorists, have continued to participate in virtual IEP meetings based on the requests of our student’s home districts. At these meetings, continued provision of services, accommodations, modifications, and student progress is communicated.</p> <p>Specific protocol regarding the expectations for staff member participation in IEP meetings are outlined in the IEP Meeting Procedures and Protocol section of this plan.</p>

<p>*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?</p>	<p>Yes, the case managers for all HPSD students are members of the Child Study Team. The plan does include protocols outlining how our own staff members should follow-up with families to ensure that services are being implemented in accordance with IEPs. These guidelines can be found in the educational section of the plan.</p>
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<p>*Does the plan address procedures for virtual IEP meetings, evaluation and other meetings to identify, evaluate and/or reevaluate students with disabilities?</p>	<p>Yes. HPSD staff members, including teachers, therapists, and behaviorists, have continued to participate in virtual IEP meetings based on the requests of our student's sending districts. Specific protocol regarding the expectations for staff member participation in IEP meetings can be found in the section of this plan.</p>
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Component 3: Addressing ELL and Bilingual Needs

Questions	Does the HPSD Distance Learning Plan Fulfill this Requirement?
<p>*Does the plan include ESL and bilingual education to meet the needs of English Language Learners (ELLs)?</p>	<p>ELL learners continue to receive high-intensity services throughout the pandemic. In the event of a closing, students will receive daily Zoom ELL classes or video lessons and assignments on the Google Classroom platform. The development of the 4 domains of language is deeply taken into consideration during instruction through the assignments. The mainstream teachers are in communication with the ELL teacher to meet the needs of the ELLs in their classes. Presently, the use of the Google Suite allows the students with the use of translation tools (if needed) to help them navigate the materials in their various subjects. Strategies for differentiation include but are not limited to the provision of bilingual text for class novels, pre-teaching or prereading of class novels with the ELL teacher, rich visual aids, and small group office hours with the teacher and teacher’s aides as needed. Various tools such as Flipgrid and Seesaw have proven to be quite beneficial providing students with a means to communicate their learning at their own pace. Along with the Zoom classes and video mini-lessons, students continue to use data-rich tools including Imagine Learning and RazKids (for reading level growth) as additional language support as they continue home instruction.</p>
<p>*Does the plan contain how the district communicates with ELL families, including translated materials and directions?</p>	<p>In the event of a virtual event, parents will receive communication through phone calls, e-mails which they translate using Google Translate or Naver, and through the Talking Points translation communication service. They also received student language progress updates through our previously translated progress reports. During the Spring of 2022 a virtual program was offered to families to communicate the District vision and direction.</p> <p><i>Additionally, the online instructional platforms utilized for distance learning, Seesaw and ClassDojo, can both be translated to over 30 languages, providing a means for the translation of instructional materials and directions.</i></p>
<p>*Does the district’s plan address alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ELL access challenges?</p>	<p>Please see the response to the first question in this section.</p>

Component 4: Safe Delivery of Meals

Questions

Does the HPSD Distance Learning Plan Fulfill this Requirement?

<p>*Does the plan contain how the district will provide continued safe delivery of meals to students?</p>	<p>No. This is a non-applicable component for the District as there is no State mandated lunch program. Students and families of need are on individual cases.</p>
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Component 5: Length of Virtual or Remote Instructional Day

Questions

Does the HPSD Distance Learning Plan Fulfill this Requirement?

<p>Is the virtual or remote learning plan designed to maximize student growth and learning to the greatest extent possible?</p> <p>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.</p>	<p>This plan outlines specific protocol regarding the use of the district's online instructional platforms that are differentiated by program and grade level. These differentiated protocols can be found in Plans by Program & Grade Level section of the plan.</p> <p>Details in this section of the plan include the following:</p> <ul style="list-style-type: none">- The type, number, and frequency of assignments to be included in each day's instruction- The resources & materials which should be utilized (i.e. curriculum materials and pacing guides, online resources, etc.)- Guidelines regarding the provision of direct instruction via video platforms- The means through which staff should monitor student progress <p>Additionally, the instructional platforms allow for administrator-level oversight. The ongoing administrative review further ensures that the instruction being provided is designed to maximize student growth and learning to the greatest extent possible.</p> <p>Since the Harrington Park School District services students Pre-K to 8, the synchronous and asynchronous instruction time varies with the grade level. Every student is in a Google Classroom all the student's work for the day is posted within their classroom. At the early elementary grades (Pre- K to 1), teachers would meet with the students several times per week to conduct a morning meeting and review the activities for the day. In 2nd and 3rd grade, students would meet with their teachers daily via Zoom for morning meetings and they receive direct instruction in Math and Language Arts. In grades 4-8, students are scheduled to move through their class from 9 AM to Noon. A detailed virtual schedule can be found by clicking on the link below:</p> <p>K - 8 Schedule Please click on the link to see the entire schedule</p>
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Component 6: Attendance

Questions

Does the HPSD Distance Learning Plan Fulfill this Requirement?

<p>*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?</p>	<p>The <u>Attendance</u> section of this plan outlines the following procedures regarding student attendance:</p> <ul style="list-style-type: none">- Reporting a Student's Absence- Determining a Student's Attendance Status- Recording Student Attendance- Following up with Families- Communicating with Student's Home District
<p>*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?</p>	<p>See response to the question above.</p>

Component 7: Facilities

Questions

Does the HPSD Distance Learning Plan Fulfill this Requirement?

<p>*Does the plan contain an outline of how the building will be maintained throughout this extended period of closure?</p>	<p>The district's plan regarding the maintenance of facilities through the duration of any closure can be found in the Facilities section of this plan.</p>
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Component 8: Summer Programing

Questions

Does the HPSD Distance Learning Plan Fulfill this Requirement?

<p>*Does the plan contain a preliminary outline for the provision of summer services, including:</p> <ul style="list-style-type: none">• Extended School Year (ESY) for students with disabilities including how ESY will be delivered• 21st Century programs• Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery• Assessments of learning loss and an initial plan for potentially addressing learning loss• STEM or other programs using reallocated grant funds• Title 1 extended learning programs	<p>Yes. The Continuation of Programs & Future Events section of this plan outlines how various district programs have continued through distance learning, as well as preliminary plans for future events including graduation and Extended School Year.</p> <p>Prior to the end of the school year, the district will be administering a benchmark reading assessment on all students in grades K-3 and students in grades K-7 will be taking the <i>iReady assessment</i>. Based on those assessments, teacher's feedback, and grade level performance the district will determine if there was learning loss for the duration of the closure. The district also uses the <i>PALs early literacy screener</i> and administered a Fall and Winter screening during the 2021-2022 school year. Based on collections on the data that was obtained through the sources detailed above, the district plans on offering summer support and enrichment of our students depending what is allowed under the guidance provided by the Governor. The district has already conducted a survey of the parents and staff to determine what method of instruction, synchronous or asynchronous, live or virtual, etc. that they would feel comfortable attending over the summer. Below you will find a tentative Summer Escape schedule.</p> <ul style="list-style-type: none">• Summer Escape Program 2022
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Component 9: Board Approval

*Is the plan board-approved?	This distance learning plan was approved by the Harrington Park Board of Education on September 8, 2022
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Component 10: Posted on Website

*Is the plan posted on the district/APSSD/Charter/Renaissance School Project Website?	Yes. This most updated version will be posted during the week of September 8, 2022. The plan can be viewed on the front page of our district site . Additional information regarding the COVID-19 resources is included on our website.
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Component 11: Essential Employees

*Does the plan contain a list of essential employees by job title?	You can find the <u>Essential Employee List at the end of the report.</u>
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Component 12: Sending Districts

*Was the plan shared with all sending districts?	As a Northern Valley Consortium, it was shared across the sister school districts.
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Harrington Park District

Virtual Learning Plan

District Demographic Profile

The Harrington Park School District is a PreK-8 located in the Northern Valley and is one of one hundred schools included in the National League of Innovative Schools

Student Characteristic	Percentage
Male	51.4%
Female	48.6%
African-American	0.7%
Asian	26.3%
Caucasian/White	59.3%
Hispanic	4.8%
Hawaiian/Pacific Islander	0.5%
Mixed Race	8.4%
English Language Learners	3.6%
Students with IEP	20.4%

Harrington Park School District

Virtual Learning Plan

Delivery of Virtual Learning

Plans by Program and Grade Level Section

PreK- Our PreK teacher will continue to communicate directly with Pre-K 4 families and utilize Seesaw for videos and assignments.

Kindergarten & Grade One - Kindergarten and Grade 1 will increase the weekly frequency of Zoom calls to 2 times a week. These calls will be in the 10:00 am hour set by teachers for students who wish to join. Classroom and Special Area Teachers will continue to post assignments, videos introducing new material and daily messages/to-do lists in the individual Google Classrooms. Teachers will continue to utilize Flipgrid and direct parents through Google Classroom as to how work will be submitted.

Grades Two & Three - Students will move to a blend of live instruction and independent work in the individual Google Classroom. Students can expect to “Zoom” daily with their teachers from 9:00-9:45 am for Morning Meeting and Literacy work, this will be followed by a break, and students will go live one more time, 10:45-11:10 am daily for 20-25 minutes of Mathematics. **The teaching point of the sessions will be recorded and posted within the Google Classroom for those who cannot attend. Please see the main school webpage for the detailed schedule.**

Grades Four & Five - Students will move from weekly office hours to live instruction in their core subjects as well as live instruction with their Special Area Teachers (Grade 5 only for specials). The live instruction will take place Monday-Thursday from 9:00 am-12:00 pm. Students will then have lunch followed by independent study and time in the afternoon for clubs, band lessons, etc. On Friday, students are encouraged to move through their individual periods for office hours and support from 9:00 am-11:00 am with one 15-minute break. **The teaching point of the sessions will be recorded and posted within the Google Classroom for those who cannot attend. Please see the main school webpage for the detailed schedule.**

Grade Six-Eight - Students will move from weekly office hours to live instruction in their core subjects as well as live instruction with their Special Area Teachers. The live instruction will take place Monday-Thursday from 9:00 am-12:25 pm. Students will then have lunch followed by independent study and time in the afternoon for clubs, band lessons, etc. On Friday, students are encouraged to move through their individual periods for office hours and support from 9:00 am-12:00 pm with one 15-minute break. **Please see the main school webpage for the detailed schedule.**

- [Online Learning Template](#)
- [Netiquette](#)
- [Zoom Safety](#)

Related Services Distance Learning Plan

The following chart outlines the Related Services Distance Learning Plan that was implemented as of March 2020.

	Physical Therapy	Occupational Therapy	Speech Therapy	Counseling
Preschool	PT activities to perform at home	Work Packet and On-line Live Programing	Online Live Programing	Maintain continued communication with students/families and On-line Live Programing
Grades K-3	List of PT activities to perform at home	Work Packet and On-line Live Programing	Online Live Programing	Maintain continued communication with students/families On-line Live Programing
Grades 4-5	List of PT activities to perform at home	Work Packet and On-line Live Programing	Online Live Programing	Maintain continued communication with students/families On-line Live Programing
Grades 6-8	List of PT activities to perform at home	Work Packet and On-line Live Programing	Online Live Programing	Maintain continued communication with students/families On-line Live Programing

Harrington Park School District

Virtual Learning Plan

Digital Tools and Online Platforms

The use of the following digital tools and online platforms were implemented on March 23, 2020. The decision in the use of instructional platforms employed by the district was based on research and recommendations by both staff and the district's administrative team.

G-Suite

Google Classroom is an educational technology learning management system. It connects primary school teachers, students, and families through communication features, such as a feed for photos and videos from the school day as well as messaging that can be translated into more than 35 languages. It also enables teachers to note feedback on students' skills and creates a portfolio for students, so that families can be aware of school activities outside of meeting with teachers.

Seesaw

Seesaw is an instructional platform that aims to simplify creating, distributing, and reviewing classroom assignments digitally. Seesaw helps educators engage all learners and transforms family engagement in the classroom.

Zoom Platform

The District had previously purchased this corporate level video conferencing software. This system allows us to record and place all of our daily live instruction into our G-Suite Classrooms. This application includes features such as real-time captions and support for up to 500 participants and 100,000 live stream viewers.

Flipgrid

Is a website that the District utilizes and allows teachers to create "grids" to facilitate video discussions. Each grid is like a message board where teachers can pose questions, called "topics," and their students can post video responses that appear in a tiled grid display.

Expectations for All Professional Staff Members

Expectations for Teachers

All teachers will:

- Clearly explain their expectations of students while engaged in online learning **at the onset** of the transition.
- Be **flexible** in their assignments that they develop and assign.
- Teachers are strongly encouraged to assign **asynchronous learning tasks** to students (i.e. learning tasks that **don't** have to be completed “live” or in real-time).
 - Example 1: Threaded discussion forums
 - Example 2: EdPuzzle activities
- Teachers are strongly encouraged to make any **synchronous** (i.e. learning tasks that are completed “live” or in real-time) **learning tasks** available in an **asynchronous format**.
 - Example 1: If a teacher facilitates a live discussion using video chat through Google Hangout, that discussion should be recorded so that other students can watch it at a later date.
- Recalibrate expectations for **timing**, pacing, and rigor in the online environment
- Teachers are strongly encouraged to post students’ assignments and deadlines **for the week**, rather than posting new work every single day.
 - This will provide students *and* teachers the opportunity to manage their time appropriately and will help to keep students from feeling overwhelmed with a new daily workload.
 - Instead of assigning minutes worth of daily “work”, teachers are encouraged to consider the time it will take students to read and understand instructions, to ask clarifying questions, to download and upload required materials, and so on.
- Embrace **simplicity** in online learning tasks and lesson plans; in an online learning environment, **less is often more**.
- Teachers are strongly encouraged to simplify lesson plans. (What is the focused learning outcome? How will you know students learned it?)
- Teachers are strongly encouraged to limit the online tools and platforms to those that are already commonly used in class
- Teachers are strongly encouraged to optimize high-quality resources that are already at their disposal.
 - Teachers can find high-quality content on YouTube, Khan Academy, and other digital video libraries.
 - Teachers are strongly encouraged to collaborate with colleagues, to co-plan, to co-design lessons, and to pool resources.

Forms:

[Online Learning Template](#)

[Netiquette](#)

[Zoom Safety](#)

Educational Staff

- Clearly post online learning expectations for all of their classes on Google Classroom.
- Adhere to the aforementioned guidelines and best practices as closely as possible.
- Online instruction shall be consistent with students' individualized education plans (IEPs) to the extent appropriate and shall meet the New Jersey Student Learning Standards.
- Be available online for three hours each weekday to provide real-time assistance to students and parents. Teachers will use Google Meet/Zoom to set up online video conferences.
- This is time for students and parents to connect with teachers, but students cannot be required to be on at this time. (Think of this as "office hours."). These times can be posted on your Google website.
- This is also time to connect as teams.
- Be "present" in the online learning tasks assigned to students -- through continuous feedback, discussion posts, and other pertinent online communication practices.
- Update student attendance (details *below*).
- Taking Attendance.

Check for student engagement. If you can see that a student has read a post, reflected on a blog, logged-in, etc., that student should be marked present.

Participation is equivalent to daily attendance. (Yes, just seeing that a student logged in and read a post is enough to mark them present. This is the same as in the physical classroom. If they show up, they are present.)

- If a student **engages** with the assigned work, that student should be marked present for all the days associated with that work.
- If a student **does not engage** with the assigned work, the teacher must access Google Classroom to check student activity. If a student was active, he or she should be marked present on those days *even if that student did not submit the assigned work*.
- Attendance should be reported in Realtime daily. The expectation is for teachers to record attendance for every class and make sure it is updated in Realtime on a daily basis.
- Teachers should reach out to counselors about students who are not attending or participating as well so they can follow up with that student from a place of support.

Expectations for Special Educational Staff

Special Educational Staff

Staff:

- Staff will meet with students for their synchronous class session.
- Staff will continue to develop lessons that meet the goals and objectives that are contained in the student's IEP.
- Staff will continue to communicate with the Child Study Team and the general education staff to ensure that the students are making progress during virtual learning. When needed, the staff will develop and implement modifications to meet the needs of the students.
- Staff will continue to participate in all aspects of the IEP process.

Expectations for Related Services Staff:

Related Services

- Staff will meet with students for their synchronous class session.
- Staff will continue to develop lessons that meet the goals and objectives that are contained in the student's IEP.
- Staff will continue to communicate with the Child Study Team and the general education staff to ensure that the students are making progress during virtual learning. When needed, the staff will develop and implement modifications to meet the needs of the students.
- Staff will continue to participate in all aspects of the IEP process.

Expectations for Paraprofessionals (Certificated/Non-Certificated)

All paraprofessionals will:

- Maintain open communication with the teachers each of you work with on a daily basis.
- Perform as many traditional tasks on the virtual platform i.e. Homework Helpers Program.
- Requirements for Paraprofessionals
 - Certificated Paraprofessionals
 - Consistently provide support for current students via email, G-Suite, and other school-based

Expectations for Guidance Counselors

Health and Wellness

- [\(Health and Wellness Emergency Folder\)](#)

- Continue to check in with the students they know will need support during this time.
- Take referrals from teachers about who to follow up with and check in on.
- Make personal connections with classes to let them know they are being supported.
- Focus on Parent Education – what support do our parents’ need, what resources can be provided to them? What more can we do and think about to support our parents?
- Due to the very nature of an online learning environment, the provision of online counseling for significant emotional/mental health concerns presents serious logistical and ethical challenges. Many of our school counselors are currently in accommodations where they are unable to privately and confidentially meet with students or quickly access mental health services. The American School Counselor Association (ASCA) does not provide guidelines for school counselors in providing online counseling. In most cases, school counselors do not have immediate access to resources or a team in order to intervene quickly when needed in the online environment.
- Therefore, school counselors will refrain from providing individual online counseling for students experiencing significant mental health symptoms. In the event of a serious concern about a student (i.e. self-harm, suicidal thoughts/threats, severe anxiety, Child Protection situation, etc.) the school counselor will immediately refer the concern to their school principal and the school psychologist. The principal and school psychologist will follow protocol in terms of Child Protection.

Requirements for Counselors

Counselors must:

- Reach out to students to continue planned meetings if such meetings can be effectively conducted via phone or other real-time communication (Google Hangout).
- Monitor and respond to student/parent email.
- Monitor and respond to voicemail.
- Allow for additional meetings via phone or other real-time communication (Google Hangout/Zoom).
- Continue to utilize SAC to support referral to outside counseling if higher-tiered mental health support is advised.

To check voicemail from an external phone

1. Dial your voicemail access number (201-768-5700)
2. Press #
3. Enter your extension
4. Enter your password
5. Press #

Expectations for Media Specialist

All media specialist will:

Program requirements
<ul style="list-style-type: none">• Develop tutorials (either written or video) to turn-key library tools/resources for students and faculty.• Support teachers, where appropriate, in developing instructional materials for students.• Perform as many traditional tasks as possible.• Run live read aloud throughout the grade levels.

Expectations for ESL Staff

Program requirements
<ul style="list-style-type: none">• ELL learners continue to receive high-intensity services during the 2020 season of home instruction. They receive daily Zoom ELL classes or video lessons and assignments on the Google Classroom platform. The development of the 4 domains of language is deeply taken into consideration during instruction through the assignments. The mainstream teachers are in communication with the ELL teacher to meet the needs of the ELLs in their classes.• Parents are receiving communication through phone calls, e-mails which they translate using Google Translate or Naver, and through the Talking Points translation communication service. They also received student language progress updates through our previously translated progress reports. We also held two Zoom family outreaches on May 12 and 13. Most parents were in attendance. During the outreach program, students were provided with a special Zoom art class with our school's art teacher.• Presently, the use of the Google Suite allows the students with the use of translation tools (if needed) to help them navigate the materials in their various subjects. Strategies for differentiation include but are not limited to the provision of bilingual text for class novels, pre-teaching or prereading of class novels with the ELL teacher, rich visual aids, and small group office hours with the teacher and teacher's aides as needed. Various tools such as Flipgrid and Seesaw have proven to be quite beneficial providing students with a means to communicate their learning at their own pace. Along with the Zoom classes and video mini-lessons, students continue to use data-rich tools including Imagine Learning and RazKids (for reading level growth) as additional language support as they continue home instruction.

Expectations for Administrative Assistants

All administrative assistants will:

- Maintain daily communication with administrators.
- Attend and respond to all email correspondence.
- Perform as many traditional tasks as possible.

Requirements for Administrative Assistants

Administrative Assistants:

- Continue to manage reports as well as other work delegated to them by administrators.
- Engage in electronic-based professional development.

Expectations for Attendance Secretary

All attendance secretaries will:

- Keep the administration team informed about any absences lasting more than one day.
- Gather this information on a daily basis from educational staff.

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2. Press #
3. Enter your extension
4. Enter your password
5. Press #

Requirements for Attendance Secretary

Attendance Secretaries:

- Consistently monitor student and teacher attendance through the logging in of Realtime.
- Communicate teacher/student attendance to the administrative team daily.

Expectations for Child Study Team (CST) Members

All Child Study Team members will:

- Case Management
- Conduct scheduled meetings via conference call / Google Meet/Zoom.
- Reschedule meetings with parent consent to extend compliance deadlines.
- Complete outstanding IEPs.
- Schedule upcoming meetings, complete letters of invitation, and send letters of invitation via email.
- Counseling: Conduct counseling sessions via Google Meet/Zoom.
- Social Skills: Communicate skills to parents/students via email with links to videos and other interactive skill-based lessons.
- Evaluations
- Complete outstanding evaluation reports.
- Schedule evaluations through Zoom based meetings.

District Health Office

- [District-Wide Health Team Drive Material:](#)
- [District Website Health Page link](#)

Expectations for Nurses

All nurses will:

- Act as a liaison between the health department and school administration.
- Coordinate with the school physician.
- Assist the administration with communications.
- Communicate with families.
- Perform as many traditional tasks as possible.
- Consistent coordination of medical communications with the New Jersey Department of Health, CDC, school community, and administration.
- Utilize the Districts Shared Drive to update the health folder.

Expectations for Maintenance Staff

All maintenance and custodial staff will:

- These staff members will be asked to report to work on a modified schedule.
- We will be cleaning classrooms, performing building checks, and prepping outside fields.
- Boiler logs will be required.
- Disinfecting school building.
- Stay current on emails and purchase orders.

Harrington Park School District

Virtual Learning Plan



Technology Support (BCTS)

The following outlines the district's plan for providing technical support throughout the district closure.

Live IT Support

Staff, students and community members have had access to *live* support from administrators throughout the months of September - June. Zoom based programs have allowed communities to come together virtually.

Name	Available Times	Email / Phone Number
BCTS	8:00 - 3:00, M-F	HPTech@hpsd.org

To make an appointment for remote support:

1. Email HPtech@hpsd.org with your needs and available time to meet.
2. Support will email a Google Calendar Invite with an appointment time to meet using Google Hangouts.
3. The appointment will show up on your Google Calendar. Click on the event, and then select **Join Hangouts Meet**.
4. Then select **Join Meeting**.

Due to the likelihood of there being a high-volume of support needed for technology, it is highly recommended that the following resources are referenced prior to emailing support.

- Tech Support HP Chat - chat.google.com - School Hours: 8am-3pm.
 - This is a live chat option that will get a response from one of the tech team.
- Tech Support Forum - tech.hpsd.org - Forum to find or post tech questions/answers regarding any issues with your chrome books/laptops/zoom meetings/ etc. If there is not a post with your issue, create a new thread with your question and it will be answered. This will aid someone else in the future who may run into a similar issue.

Technology Requests Procedures

The Harrington Park School District will continue to provide technology for students without devices. To determine initial needs prior to the district closure, a district-wide technology survey was distributed to all HPSD families in early March. All initial requests were fulfilled with devices. As a continued service, the district continues to issue units as well as repairing damaged units.

Harrington Park School District

Virtual Learning Plan

Website Resources & Professional Development

Professional Growth

During any event, the NV C&I center will continue to be the center point of external training for all staff. Please see the link to the current work being done by all of the NV sister schools.

Please see the latest issue of the [NVCC Connections](#) newsletter, which has a continued focus on May as Mental Health Month:

NVCC invites you to lean on us and colleagues in PD sessions this week. For details, please visit our [Online Learning Support website](#) which is frequently updated with a growing list of:

- [professional learning sessions](#), *open to all*, includes informal drop-in sessions to ask questions and exchange ideas
- [how-to-videos](#) for various technologies
- curated [resources/tools](#) to aid in online lessons and assessments
- best practices in [assessment and instruction](#)
- [contacts](#) for quick assistance on various topics

Staff have the following resources at their disposal. Digital tools [toolshpsd.org](#),

● **Official website help section**

○ Most digital tools prioritize ease-of-use. (It's in their best interest to do so, because they want to be used by educators everywhere.) So the best place to begin is usually on the official website, or within the tool itself. Most tools prompt users to complete a "getting started" tutorial when using them for the first time. Otherwise, check out the "help" section.

● **KyteLearning**

○ We have recently used KyteLearning for district-built courses on topics like "Universal Design for Learning" and "Understanding by Design," but KyteLearning was originally developed to provide 24/7 on-demand PD on **classroom technology** for teachers. Sign in at [KyteLearning.com](#) to search their library for any of the tools mentioned, and you'll find short online courses to teach you the ins and outs.

● **YouTube tutorials**

○ A quick YouTube search can go a long way. Educators across the world post video tutorials on YouTube showcasing how they use digital tools in their classrooms. If you're looking for practical advice about how tools are *actually* being used in practice, try searching YouTube.



The image shows a YouTube video player interface. The video title is "Enabling Distance Learning with G Suite and Chrome". The video is by "Google for Education" and features "Jennie Magiera", Global Head of Education Impact at Google for Education. The video player shows a progress bar at 0:21 / 1:00:43. To the right of the video player is a feedback form titled "Edu OnAir Feedback Form". The form contains the following text: "Thank you for attending our event! We hope you found the hour useful. To help us make these events as engaging and relevant as possible, we need your feedback. Please take a few minutes to complete this brief evaluation. We appreciate your time and feedback!". Below the text is a red asterisk and the word "Required".

Enabling Distance Learning with G Suite and Chrome

60 MINUTES

Harrington Park School District

Virtual Learning Plan

Attendance

The following outlines the Harrington Park School Districts' plan to address student absences throughout this district closure. This plan is in alignment with the District Policy 5200.

Reporting a Student's Absence

Families should continue to utilize regular procedures for reporting student absences throughout the district closure. It was explained that if a student is sick or unable to participate in home-based instruction, families should continue to report the student's absence via the district absence line. These phone extensions are being monitored remotely by building secretaries and nurses.

Recording Student Attendance

The district continues to record and track all student attendance via its Student Information System (Realtime).

Harrington Park School District

Virtual Learning Plan

Health & Wellness

[District Link to our Centering Page \(Wellness\)](#)

[Wellness Google Drive for Staff](#)

April 24, 2020

Dear xxxx,

We hope this letter finds that you and your family are safe and healthy! We wanted to thank you for your persistence and support as we navigate this health crisis in our nation. Your health, well-being, and safety are our top priorities.

As we write this letter, we are filled with gratitude for your resilience, strength and positive attitude during this challenging time. We are continuously impressed with your determination and ability to change your course of learning and to be successful at it. Your creativity and innovative spirit can be seen in the Zoom calls, videos and work being posted throughout our Google Classrooms. Even in these difficult times, you continue to grow, learn, and hopefully can find happiness in all that you do.

Please be assured that the administration and staff continue to work diligently to see how we can best support you during this time. We believe that we will be stronger when we come through this crisis. Please be positive, be kind to one another and always remember that We are Spartans and We Got This!

Best Regards,

Dr. Adam D. Fried

HP Families,

As parents and educators, the safety of our children is first and foremost. At Harrington Park School, we are consistently reviewing and implementing safety practices and procedures with our students, exploring best practices, and equipping our staff with tools for potential emergency scenarios.

We want to provide parents with tools and strategies to help you speak to your children about the topic of school violence if you choose to do so. Below, you will find material from the National Association of School Psychologists (NASP), which is broken out by early elementary, upper elementary and upper middle school/high school. This material only provides suggestions and ideas for you to consider should this come up. For additional information, visit the NASP website and tab dedicated to material and publications.

<https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/talking-to-children-about-violence-tips-for-parents-and-teachers>

As always, feel free to reach out if your child is having difficulty around the topic of school violence. Together we can discuss how to best support your child at HP.

Regards,

HP Administrative Team

Harrington Park School District

Virtual Learning Plan

Facilities

The following outlines the HPSD's plan for how the district will continue to be maintained throughout any district closure.

Custodial Staff

The custodial staff will maintain their regular working hours and duties in the event of a virtual event. In addition to fulfilling their regular duties, the custodial staff has also been completing other building projects.

Sanitation Cleanings

Following the district closure, the staff sanitized the entire facility utilizing professional grade equipment designed to reliably remove targeted bacteria and help to reduce proliferation.

Purchasing of Additional Equipment

The district has purchased additional disinfection & sanitizing tools to improve our in-house capabilities and further ensure that the sanitation of the district is maintained. These purchases include Cordless Electrostatic Sprayers as well as large scale Electrostatic sprayers capable of disinfecting large areas i.e. Gym, Lunch Facilities.



Harrington Park School District

Virtual Learning Plan

In the event of a virtual event the District has the ability to create the following activities:

Virtual Graduation Ceremonies

8th Grade Musical

eSports

Virtual Clubs

Extended School Year (ESY)

The NV Region III program typically offers an Extended School Year program in the month of July which spans through grades PreK-8. Student participation in these programs is guided by their Individualized Education Plan (IEP). The district plans to participate in this program in July or August of 2022, either remotely or in-seat, based on guidance from the state.



Harrington Park School District

Virtual Learning Plan

Student Assessment

The staff and administration has been utilizing our current Standard-Based report cards as our way to look at a student's ability to understand the skills and concepts for the past decade. Staff continue to focus on the creation of knowledge and skills of assignments and they will use the standards to communicate the progress of their growth. The report card in Grades 4 - 8 has two methods to report a student's progress, a letter grade, and a list of standards in each subject for the trimester. This allows staff and students to fully utilize the Standard-Based report card, which has been used in the district for the past ten years. Our Elementary program has been using this model for the past ten years as well and we will continue to leverage this as the primary method to communicate a child's strengths and weaknesses.

End of Year Benchmarking and summer action plan:

Prior to the end of the school year, the district will be administering a benchmark reading assessment on all students in grades K-3 and students in grades K-7 will be utilizing a mathematics diagnostic assessment . Based on those assessments, teacher's feedback, and grade level performance the district will determine if there was learning loss for the duration of the closure. The district also uses the **PALS early literacy screener** and administered a Fall and Winter screening during the 2022-2023 school year. Based on collections on the data that was obtained through the sources detailed above, the district continues to offer its Summer Escape program.



Harrington Park School District

Virtual Learning Plan

Critical Staff & Essential Employees

Name	Title	Email
Fried, Adam	Superintendent	Fried@hpsd.org
McClellan, Margaret	Supt. Sec.	McClellan@hpsd.org
Urban, Marie	Attendance	Urban@hpsd.org
Nitzberg, Jessica	Principal	Nitzberg@hpsd.org
Herbert, Herbert	Asst. Principal	Herbert@hpsd.org
Bonura, Celeste	Dir. Of Spec. Svs	Bonura@hpsd.org
Piatkowski, Valerie	Secretary, Princ.	Piatkowski@hpsd.org
Jursca, Bryan	Central Office	Jursca@hpsd.org
Lapid, Marcelino	Central Office	Lapid@hpsd.org
Leon, Kathy	Central Office	Leon@hpsd.org
Giordano, Kim	Central Office	Giordano@hpsd.org
Menaldo, Kevin	Maintenance	Menaldo@hpsd.org
Reagan, Patrick	Custodial	Reagan@hpsd.org
Aquino, Darren	Custodial	Aquino@hpsd.org