

September 2021

CPC High Point Schools are dedicated to ensuring the continued education of its students under all circumstances. We will continue with our virtual platform via Google Classroom. While the virtual school platform is not intended to replace the traditional classroom environment, teachers will still be able to deliver the standards-based instruction our students are accustomed to receiving.

High Point Schools combine a comprehensive academic curriculum with evidence based positive behavior supports and a wide array of therapeutic services to promote a positive and effective learning environment.

A comprehensive clinical program including medication management, individual and group therapy, as well as speech and occupational therapy, is offered for each student based on their individual needs.

The purpose of this document is to outline how CPC High Point Schools will continue to provide instruction and meet the goals in each student's IEP in the event of a school closure or for students who are required to isolate and or quarantine.

Equitable Access to Instruction

CPC High Point Schools will ensure that every student has access to a device and internet connectivity. CPC High Point Schools conducted a needs assessment to determine the number of students that require devices/internet access. Based on this assessment, the following areas have been determined:

- All students have been provided with a Chromebook.
- Students in need were provided with a hot spot device.
- All students will have access to a dedicated IT support team who are available to trouble shoot technology issues with students and parents.
- Chromebooks swaps are scheduled and delivered for broken or damaged devices that cannot be fixed remotely.

Technology and Instruction

CPC High Point Schools has identified a consistent technology that is used for the delivery of virtual instruction.

- Training on use of all platforms has been provided to students, parents/guardians.

- Realtime will be used to track participation and attendance during virtual learning.
- Staff may use assignment or project completion as an alternative for attendance purposes. Clinical social workers will assess obstacles to participation/attendance and provide outreach to overcome barriers.

Special Education Needs

High Point Schools Administration will maintain regular contact with sending district case managers via telephone/email to provide updates on student progress, attendance, and clinical issues.

IEP meetings will be scheduled virtually with sending district case managers, parents, teachers, therapists, and students via Zoom.

A combination of both synchronous and asynchronous learning takes place for all students in accordance with their IEP's.

- Teachers will provide virtual instruction/assignments via Google Classrooms, Zoom and other on-line platforms to reinforce and teach skills to achieve IEP goals in all subject areas.
- Teachers have provided students with all necessary passwords and logins used for virtual instruction.
- Teaching assistants have been assigned to work 1:1 with students to assist with accommodations and modifications outlined in the IEP.
- Teachers will differentiate work/modify assignments based on students' needs in accordance with the goals and objectives outlined in the IEP.

Student progress towards IEP goals will be tracked via teacher devised tests, worksheets, assessments, grading rubrics and data logs that will document student progress towards 80% accuracy/completion.

Related Services

CPC High Point Schools provide all students with related services as mandated by their IEP's. All related services staff have Google Voice phone numbers that have been provided to students and their parents. The following procedures will be followed:

- **Mental Health Therapy:** Clinical social workers will continue to hold weekly sessions with students virtually. Clinical social workers will provide outreach for students and parents struggling with virtual learning. Clinical social workers will also be available via email/phone during school hours.
- **Speech Therapy:** Speech therapists have prepared materials designed to review and practice skills in accordance with the student's IEP goals. Virtual sessions will be held according to the frequency and duration outlined in the students' IEP. Speech therapist will be available via email/phone during school hours.
- **Psychiatric Services:** CPC High Point Psychiatrists will continue to provide assessments, medication management and crisis intervention services virtually and by telephone

consultations. Psychiatrist will be available during school hours to triage any mental health emergencies.

- **Occupational Therapy:** Occupational therapists have prepared materials designed to review and practice skills in accordance with the student’s IEP goals. Virtual sessions will be held according to the frequency and duration outlined in the students’ IEP. Occupational therapists will be available via email during school hours.

Delivery of Virtual and Remote Instruction

CPC High Point Adolescent School remote learning day will begin at 8:52 and end at 2:48.

CPC High Point Elementary School remote learning day will begin at 9:00 and end at 2:00.

Students will be expected to follow their daily schedule.

Teachers and teacher assistants will collaborate with students, families and guardians on assignments and expectations. Teacher assistants will be assigned to specific students to work with virtually as well as in the classroom. In addition, administrators will remain in communication with teachers to monitor instructional activities.

All students in both the adolescent and elementary schools will be required to log into Google Classroom daily. Students will be expected to participate in virtual instruction and to complete and submit class assignments via Google Classroom/email as requested by teachers.

Teachers are available from the hours of 8:00 a.m. to 3:30 p.m. Teachers will offer daily live synchronous lessons with asynchronous lessons as additional support. Teaching assistants are assigned to work with students 1:1 to modify instruction and provide support, to ensure varied age-appropriate needs are met. Teachers utilize formative assessments during synchronous sessions to check and monitor student understanding. Teachers also provide feedback to students through questions, tasks, activities, and quizzes. Students also participate in on-line assessments through Kahoot, Quizzis and teacher devised tests. Teachers maintain open communication with parents and students to ensure that they are supporting student growth and learning.

Bell Schedule Adolescent School

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|-------------|----------------|
| 1st. Period | 8:52 to 9:32 |
| 2nd. Period | 9:34 to 10:14 |
| 3rd. Period | 10:16 to 10:56 |
| 4th. Period | 10:58 to 11:38 |
| 5th. Lunch | 11:40 to 12:00 |
| 6th. Period | 12:02 to 12:42 |
| 7th. Period | 12:44 to 1:24 |
| 8th. Period | 1:26 to 2:06 |
| 9th Period | 2:08 to 2:48 |
| Dismissal | 2:48 |

Staff Roles and Responsibilities

- Plan standards-based lessons to meet the needs of students at various levels.
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide regular feedback to students and families on expectations and progress.
- Set clear expectations for virtual learning.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Provide materials, manipulatives, and items for at home activities at no cost to families.

Administration will provide guidance and support to staff to and will assess teacher, students and parent needs regularly. Professional development will remain ongoing. Teachers will be provided access to webinars and virtual trainings from administration.

Student expectations

- Participate in virtual instruction during scheduled times
- Log on to google classroom to submit and complete assignments
- Attend related service appointments (clinical, speech, OT and psychiatric).
- Adhere to the school code of conduct.

Attendance

CPC High Point Schools require that all students maintain regular attendance in accordance with NJDOE Regulations N.J.S.A 18:A 36-14 through 16.

- Attendance will be taken for every student at the start of every class period.
- Attendance will be monitored and tracked daily by High Point Administration.
- Students who do not maintain regular attendance or do not participate in virtual instruction will receive email notification and follow-up calls from their teacher and assigned clinical social worker. In addition, sending district IEP case managers will be notified via email.
- Clinical social workers will assess obstacles to participation/attendance and provide outreach to overcome barriers.

Safe Delivery of Meals

In the event of a school closure, students will be offered breakfast and lunch that will be delivered to their home by CPC Behavioral Health Care High Point School staff.

Facilities Plan

The Director of Facilities and maintenance staff will take appropriate measures to minimize the risk of viral transmission in the school facilities. Cleaning and sanitizing of classrooms, hard surfaces, including fountains, doorknobs, work areas, computer keyboards, countertops, and bathrooms will be maintained daily.

Communication

All pertinent information will be made available via the CPC High Point Schools website, blasts, and emails. Administration will be available to address any concerns that may arise.

High Point Elementary Schools -Joseph Gabriel, Assistant Principal, (908) 216 -8129

High Point Adolescent School- Ryan Haimer, Principal, (732) 935-2248

Beth Lukeman, Division Director- (732) 598-8669 (clinical concerns)

Michele Miller, Clinical Program Manager (732) 598-3349 (clinical concerns)

Cheryl Mountain, School Director (732) 539-2579