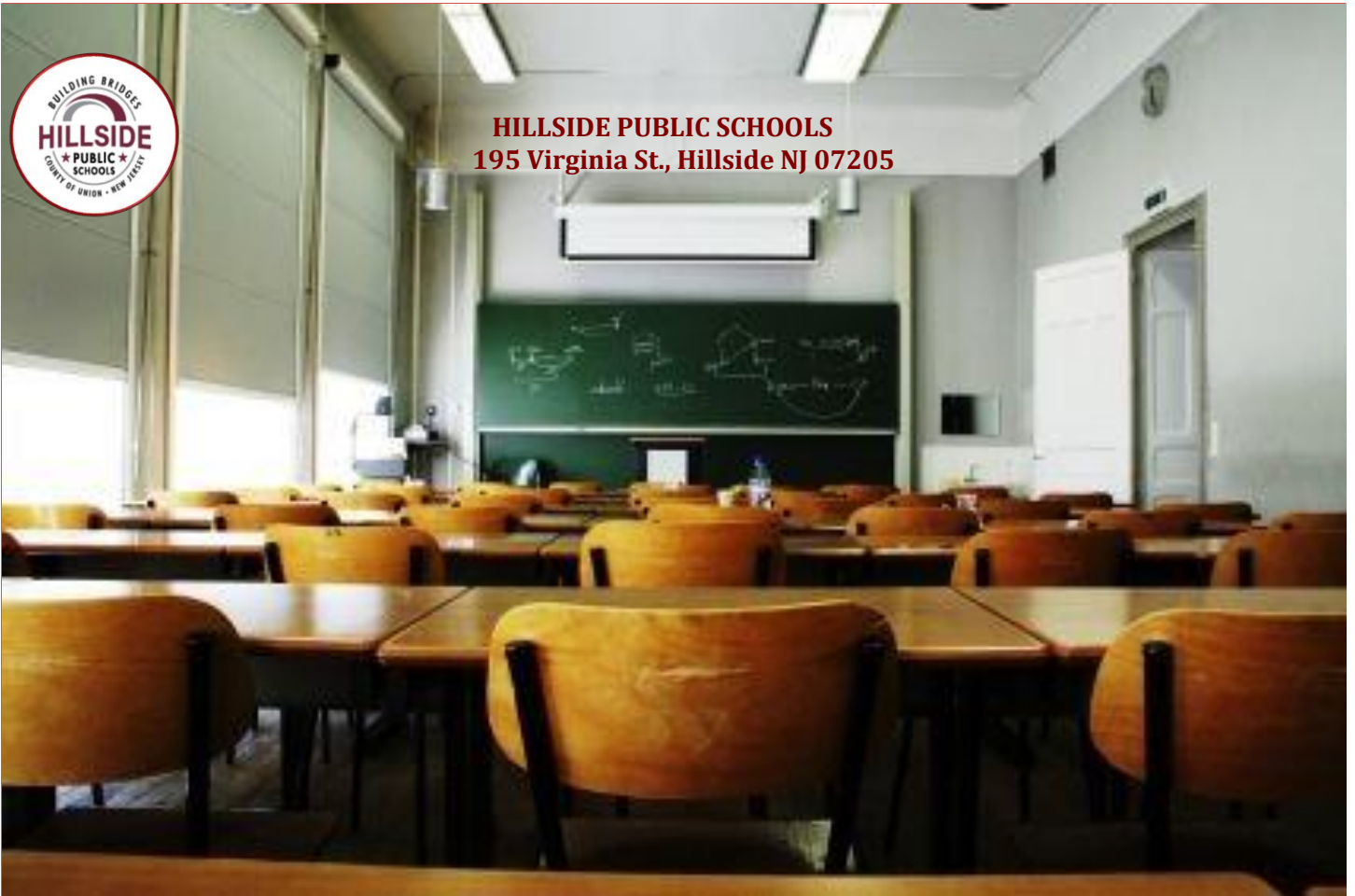




**HILLSIDE PUBLIC SCHOOLS**  
**195 Virginia St., Hillside NJ 07205**



***NEW PATHWAYS, NEW POSSIBILITIES***  
***HILLSIDE PUBLIC SCHOOLS RESTART, RECOVERY,***  
***AND REOPENING PLAN***  
***2020-2021***

*Draft*

**A. Robert Gregory**  
**Acting Superintendent**

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# A MESSAGE FROM ACTING SUPERINTENDENT GREGORY



A. Robert Gregory  
Acting Superintendent

Dear Hillside Public Schools Community,

The start of the 2020-2021 school year is rapidly approaching. We are genuinely grateful for your support, understanding, and patience as we have navigated the many facets of the COVID-19 Pandemic. While this global health crisis has altered our lives, it has provided us an opportunity to reimagine our schools and the way we educate our students.

Over the past several months, the Hillside Public Schools' Reopening Committee has researched and identified reopening strategies across the world, engaged stakeholders throughout the community to identify their concerns and needs, and disaggregated data to create an incredibly thoughtful and organized reopening plan based on guidance from the New Jersey Department of Education, the Centers for Disease Control and Prevention (CDC), the American Association of Pediatrics, and local health authorities. While school systems are designed to foster and enable "in-person" social interaction, the health and safety of our students and staff remain our highest priority and at the core of all decisions made.

Since May, our School Reopening Executive Committee consisting of our Business Administrator, Directors of Curriculum and Instruction, Special Education, Student Supports, and Guidance, along with; Managers of Facilities, Transportation, and Food Services, have spent hours meeting and planning to ensure:

- the health, safety, mental and socio-emotional well-being of our students, staff, and their families are protected.
- the acceleration of learning loss due to COVID-19, mastery of college and career readiness standards, and continuity of student learning will occur.
- we prioritize and differentiate strategies to engage academically vulnerable students.
- we train, coach, and support all staff in the effective delivery of virtual and hybrid instruction.
- protocols and processes are created to mitigate the transmission of COVID-19.

The New Jersey Department of Education's, ["The Road Back,"](#) provided school district's guidance and aimed to create state wide consistency through the establishment of "anticipated minimum standards" in 4 key areas: (1) Conditions for Learning, (2) Leadership and Planning, (3) Policy and Funding, (4) Continuity of Learning. Moreover, the document provides school districts considerations that should be factored into reopening plans. "The Road Back" also states, *"...absence of a shift in public health data, school buildings will open in some capacity for in person instruction and operations in the Fall (pg. 6)."*

To that end, the HPS Reopening Committee formed subcommittees to look at, and plan for every aspect of the daily lives of our students and staff in two educational models, as we may implement both at some point throughout the year:

- a. Virtual Instruction/Remote Learning (1<sup>st</sup> Choice- Approved by HPS Board of Education)
- b. Hybrid Instruction (2<sup>nd</sup> Choice- required by NJDOE- will implement if mandated)

This document intends to provide details of our district's Reopening Plan entitled: *"New Pathways, New Possibilities: The Hillside Public Schools Restart, Recovery, and Reopening Plan."* Our plan serves to ensure compliance to the NJ Department of Education's requirements. This plan should be viewed as a living document that will be modified as health circumstances, guidance, and conditions shift within our community, state, and nation.

After analyzing data from multiple sources, including but not limited to - current public health trends, executive orders, and staff and family surveys - the Hillside Public Schools' Reopening Committee and Board of Education agree, the safest way to launch the 2020-2021 school year is to implement our improved and accelerating virtual/ remote learning instructional program.

We know this is a challenging time and are more than aware that no one plan will meet every stakeholder's needs. Our Reopening Committee and Board of Education wanted to ensure our students and staff were free from fear, and free to teach and learn.

We have created strategies and plans designed to provide the best and safest educational model for all stakeholders this fall. Our plan aims to meet, the individual needs of students, staff, and their families alike, while simultaneously ensuring the Hillside Public Schools is a model of educational excellence.

We thank you for sharing your insights which helped shape and improve our plans. I will work closely with the Board of Education to ensure all information regarding the district's state of reopening is communicated to our school community. To ensure you have the latest and most accurate information, please visit our [website](#) frequently throughout the month of August. We will continue to send district messages and provide updates as important information regarding September 8<sup>th</sup>, the first day of school, emerges.

In closing, as Leslie Dwight says, *"What if 2020 is the year we've been waiting for? A year so uncomfortable, so painful, so scary, so raw, - that it finally forces us to grow... A year that screams so loud, finally awakening us from our ignorant slumber. A year we finally accept the need for change. Declare change. Work for change and become the change."*

We are excited to launch what will prove to be an unforgettable and transformational school year. As always, "a better tomorrow, starts with us today."

Educationally yours,



A. Robert Gregory  
Acting Superintendent

## II. CONDITIONS FOR LEARNING



*Social distanced classroom at  
Hurden Looker Elementary School*

### HEALTH AND SAFETY- STANDARDS FOR ESTABLISHING SAFE AND HEALTHY CONDITIONS FOR LEARNING

#### CRITICAL AREA OF OPERATION #1: GENERAL HEALTH AND SAFETY GUIDELINES

In all stages and phases of pandemic response and recovery, Hillside Public Schools will comply with the Center for Disease Control and Prevention (CDC), state, and local guidelines. The district's Pandemic Response Team will:

- a. Establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
- b. Ensure staff and students who are at higher risk for severe illness are provided options for telework and virtual learning.
  - If required to implement a Hybrid Model by the Governor, all HPS families can opt for 100% Remote Instruction. Guidelines and request for 100% remote instruction can be found [here](#).
- c. Promote behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.
- d. Ensure employees with [underlying medical conditions](#) identified by the CDC will be reasonably accommodated. Employees must provide documentation to the Superintendent, HPS Confidential Secretaries, and their principal, for an accommodation to be considered. Additionally, HPS employees who qualify are eligible for a paid leave under the [Families First Coronavirus Response Act](#).

#### CRITICAL AREA OF OPERATION #2: CLASSROOM, TESTING, AND THERAPY ROOMS

- a. All schools in the district will allow for social distancing within the classroom and all spaces throughout the building. Desk will always be at least 6 ft. apart. Students, if seated at tables will be 6 ft. from one another. Demarcations will be provided to guide students.
- b. All staff and visitors must always wear [CDC approved facial coverings](#) when entering and transitioning through any HPS facility, unless doing so would inhibit their health. Staff will be provided CDC approved mask, if needed.
- c. Students are required to wear face coverings, unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities. Students will be provided CDC approved mask, if needed.
- d. Plexiglass will be installed at the counter of all main offices and at the register of all cafeteria pay stations to ensure office staff, administrators, and food service workers are always protected.
- e. Desk will be placed in the cafeteria, in place of tables, to ensure students maintain social distance throughout the day. As such, each school has a limit to the number of students allowed in the cafeteria at a specified time ([see Critical Area #8](#)). Schools may use gymnasiums with proper ventilation systems to serve lunch, if warranted. Desk 6 ft. apart must be used in place of cafeteria tables if lunch is served in an alternate location.



- f. The use of shared objects that are difficult to clean will be prohibited. Each student's belongings should be kept in their backpacks. Lockers will not be issued or assigned in any stage and/or phase of this public health emergency.
- g. The HPS facilities team will ensure ventilation systems are operating properly and increase circulation of outdoor air as much as possible, for example- by opening the windows and doors. Windows and doors can not be opened if doing so poses a safety or health risk to children using the facility. Rooms that lack proper ventilation will not be used throughout the pandemic.
- h. Hand sanitizer (at least 60% alcohol) will be made available in all classrooms and common areas where social distancing and proper ventilation can be maintained (i.e. cafeteria, gymnasium, auditorium). Hand sanitizing stations will be available at all entrances and exits of buildings, near lunchrooms, and toilets.
- i. Each school will develop procedures where students are required to sanitize or wash their hands for at least 20 seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
- j. Hand washing and sanitation will be promoted before and after touching shared equipment.
- k. Administrators and school-based Pandemic Response teams will teach and reinforce handwashing and sanitation while increasing monitoring to ensure adherence among staff and students.

### **CRITICAL AREA OF OPERATION #3: TRANSPORTATION**

- a. The District will maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students.
- b. Upon reporting for work in the morning, drivers will answer, complete, and sign a COVID-19 questionnaire the district will have on **record (see appendices)**.
- c. Students and drivers will be required to wear face masks on the school buses. If the driver or a student does not have a face mask, a face mask will be made available. If mask are not available, the student nor the driver can board the bus.
- d. Students must have their COVID-19 questionnaire completed to board any HPS bus
- e. Seats will be clearly marked indicating where to sit or not sit.
- f. The first student onboard loading in the back of the vehicle, and the last one onboard, loading in the front of the vehicle. In the afternoon, the opposite practice will be followed; the student(s) who exits the bus last, will sit in the rear of the vehicle, and the student(s) who exit the bus first will sit in the front of the vehicle.
- g. Drivers should be a minimum of six (6) feet from students, when possible.
- h. Dedicated vehicles will be utilized for routes to minimize the number of people on the bus at one time within reason. Note: Drivers will be assigned a dedicated or consistent set of vehicles to limit the number of people sharing vehicles. This will further reduce the need to clean vehicles more often than necessary.
- i. School bus drivers and aides will have windows open if the weather allows.
- j. School buses will be cleaned several times during the day. High touch areas will be wiped down between routes. Twice a day, preferably midday and at the end of the day, buses will be disinfected, using an electrostatic sprayer.
- k. Signs will be hung to reinforce social distancing and hygiene rules.
- l. The District is requiring contracted transportation providers to clean and sanitize seats, rails and highly touched surfaces before each run. The District will collaborate with the contracted service provider to develop these procedures and ensure that they are consistently followed; a checklist may be developed to ensure compliance. The contracted service provider will collaborate with the District in establishing cleaning/sanitation protocols that are consistent with social distancing practices. The contracted service provider will ensure that employees are fully trained in the implementation of the established protocols:
- m. All personnel responsible for cleaning school buses will document the cleaning/sanitizing measures taken. Personnel are required to: demonstrate an understanding of the established protocols that must be taken to properly clean and sanitize the bus; and provide a certification that, before the route commenced, the required process was completed as required. The procedures will identify sanitizing agents that may be

used and will be limited to products included on the U.S. Environmental Protection Agency's list of products that have shown to be effective against COVID-19.

#### **CRITICAL AREA OF OPERATION #4: STUDENT FLOW, ENTRY, EXIT, AND COMMON AREAS**

- a. To gain access to HPS facilities throughout the pandemic, all HPS employees, parent and guardians of students, must complete a COVID -19 Pre-Screening Questionnaire (see appendices) multiple times (4 or more) throughout the year. The district must have a copy of the form on record to gain access.
- b. CDC approved mask or facial coverings must always be worn when entering or exiting a Hillside Public School facility. Visitors will not be allowed in the building without a mask or if **COVID-19 symptoms** are observed.
- c. Should students or staff be identified as symptomatic, they will be excluded from entering schools. Students will be escorted by a caring adult to a "quarantine room," where they will be examined by the nurse and remain supervised.
- d. Social distance demarcations (i.e. cones, tape, and signs) will provide physical guides to ensure staff, students, and visitors maintain social distance upon entry and exiting HPS facilities.
- e. Upon entering the building, all students and staff are required to sanitize their hands utilizing hand sanitizing stations located at the entrance.
- f. Students will be provided their points of entry, upon receiving their schedule, if the district is mandated to implement a Hybrid Instructional Model.

#### **CRITICAL AREA OF OPERATION #5: SCREENING, PPE, AND RESPONSE TO STUDENTS AND STAFF PRESENTING SYMPTOMS**

##### **Health Screening/ Temperature checks**

The Hillside Public Schools will safely and respectfully screen students and employees for symptoms of and history of exposure to COVID-19.

- a. Parents will be instructed to keep their child home if they are ill, have a temperature of 100.4 degrees or greater, or are displaying other **COVID-19 symptoms**.
- b. Staff will be instructed to stay home if they are ill, have a temperature of 100.4 degrees or greater, or are displaying other COVID-19 symptoms.
- c. To gain access to HPS facilities throughout the pandemic, all HPS employees and parent or guardians of students must complete a COVID -19 Pre-Screening Questionnaire (see appendix) multiple times (4 or more) throughout the year.
- d. COVID-19 symptom free reporting procedures will be shared with parents prior to the opening of school but may include the utilization of Genesis, submission via a phone app, or online reporting.
- e. Upon arrival, a caring adult will visually check students and staff for symptoms in a safe and respectful matter, and in accordance with any applicable privacy laws and regulations. All screening protocols must consider accommodations for students with disabilities.
- f. Results will be documented when signs/symptoms of COVID-19 are observed.
- g. Each school will have a designated room identified as a "Quarantine Room," located near the main entrance of the school building. Students and staff displaying symptoms will be examined by a nurse and remain in the "Quarantine Room," until medically cleared to report to class or work. If not cleared, staff will be sent home, and students must remain in isolation with continued supervision until their parent or caretaker arrives to take them home.
- h. Any student sent home for a medical exclusion due to exhibiting symptoms will continue their daily education virtually, until they are medically cleared to return.
- i. Instructional and non-instructional staff will also be accommodated virtually, until they are medically cleared to return.



## Facial Coverings/ Personal Protective Equipment

Cloth facial coverings protect others if the wearer is infected with COVID-19 and is not aware.

- a. All staff and students will be issued a cloth mask.
- b. Any individual who has difficulty wearing a cloth face covering due to a medical condition must provide documentation from a physician for an accommodation to be considered.
- c. For special populations, the use of facial coverings by teachers may impede the education process. These include students who are deaf or hard of hearing, students receiving speech/language services, young students in early childhood programs, and English Language Learners. Virtual accommodations will be made to ensure students are properly served. The district will also consider providing products (*facial coverings with clear panels*) to facilitate learning.
- d. Students and staff will be trained in how to properly wear (cover nose and mouth) a cloth face covering, to maintain hand hygiene when removing for meals and physical activity, and for replacing and maintaining (wash regularly) a cloth face covering.
- e. Students will be permitted to remove mask at lunch and during varied intervals throughout the day as long as they remain seated 6ft apart from their peers.
- f. School health staff will be provided the appropriate medical PPE to use in health suites and quarantine rooms. This PPE will include N95 mask, surgical mask, gloves, disposable gowns, face shields, and/or other eye protection.
- g. School health staff have been trained on CDC guidance on infection control measure. Asthma treatments using inhalers with spacers are preferred over nebulizer treatments whenever possible.
- h. School health staff are required to wear the appropriate PPE while waiting for a student to be picked up to go home, when waiting for emergency personnel to arrive, or when using a peak flow meter. Nebulizer treatments and suctioning should not be performed, if possible.
- i. HPS Health staff will follow CDC recommendations that nebulizer treatments at school should be reserved for children who cannot use or do not have access to an inhaler (with spacer or spacer with mask).
- j. Health staff will communicate with parents and physicians to consider prescribing only MDI inhalers with spacers for students with reactive airways during school hours.
- k. Health staff have been trained on proper donning and doffing procedures and will follow CDC guidance regarding precautions when performing aerosol-generating procedures.
- l. After certain treatments, the nurse's office and quarantine rooms will undergo additional cleaning and disinfection.

## Protocols for COVID-19 suspected case

- a. The district's Pandemic Response Team consisting of school nurses will coordinate with local health officials to address any COVID-19 suspected cases. Upon learning of a COVID-19 case in someone who has been in the school, the district's health staff will immediately notify local health officials. Local health officials will advise district administrators to determine a course of action. The Superintendent will notify the board accordingly.
- b. Local health officials' recommendations for the scope (i.e., a single school, multiple schools, the full district) and duration of school closure will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.
- c. The district's Pandemic Response Team will consider a closure for students and most staff for 2-5 days. This initial short-term closure will allow time for local health officials to gain a better understanding of the COVID-19 situation impacting the school. Such a closure will allow district administration to work with local health officials to help the school determine appropriate next steps, including whether an extended closure is needed to stop or slow further spread of COVID-19. Students and staff would revert immediately to the district's virtual/remote instruction program.
- d. The District will coordinate with local health officials regarding closure decisions due to possible COVID-19 exposure and the communication of those decisions. The Superintendent will notify the Board of Education prior to the district communicating with staff, parents, and students.

- e. The district will maintain confidentiality of the student or staff member, in such cases, as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.
- f. The District will conduct a deep clean and disinfect the facility.
- g. The areas used by the individuals with COVID-19 will be closed off and the District will wait, if practical, before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Outside doors and windows will be opened (when possible) to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.
- h. Facilities staff will clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the impacted persons, focusing on frequently touched surfaces in high volume areas (common spaces).
- i. If surfaces are dirty, they will be cleaned using a detergent or soap and water prior to disinfection.
- j. Based upon the advice of local health officials, the District will make decisions about extending the school closure. School closures are a strategy to stop or mitigate the further spread of COVID-19 in our community.
- k. Students and staff who are living with or taking care of someone with a case of COVID-19 should follow instructions from local health officials to determine when to return to school or work.
- l. Employees will be granted, or not charged, a minimum of 10 sick days, if quarantined or impacted by COVID-19.

#### **CRITICAL AREA OF OPERATION #6: CONTACT TRACING**

- a. All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district will be provided with information regarding the role of contact tracing in keeping school communities safe. Our school nurses will provide training for all staff prior to students returning.
- b. Our district and school-based Pandemic Response teams will collaborate with the local health department and engage school nurses to develop contact tracing procedures at each school.
- c. Upon notification that a person has tested positive for COVID-19, the local health department will call district administration. District administration will assist the health department in determining close contacts of the ill individual. The local health department defines close contact as any individual who was within six (6) feet of the ill individual for a period of at least 10 minutes.
- d. Contact tracing is the responsibility of the student/employee's local board of health department. Our health care workers (school nurses) will honor all request for assistance with contact tracing. It is imperative students and staff have the most current address and phone number on file. School secretaries and school-based Pandemic Response teams will monitor and update information in Genesis (student information system) and employee databases.

#### **CRITICAL AREA OF OPERATION #7: FACILITIES CLEANING PRACTICES**

- a. The Hillside Public Schools Buildings and Grounds teams have adopted enhanced disinfecting practices as outlined by the NJDOE and CDC.
- b. Our facilities teams, instructional staff, and non-instructional staff will routinely clean and disinfect surfaces and objects that are frequently touched (e.g. doorknobs, light switches, countertops, etc.). Teachers and other staff will be provided EPA-registered disposable wipes to conduct routine cleaning of objects and or surfaces (keyboard, desk, computer mouse, drinking fountains) used throughout their lesson or while performing contractually obligated duties.
- c. The district's facility manager will work with the Business Administrator to ensure adequate supplies are available to support cleaning and disinfection practices.
- d. Additionally, facilities teams will sanitize bathrooms hourly, and/or between use, as much as possible using EPA approved materials.

- e. Water and/or drinking fountains will not be used throughout the pandemic. Students and staff will be encouraged to bring their own water and will not be permitted to share bottles or other glass/plasticware for drinking, with others.

### **CRITICAL AREA OF OPERATIONS #8: MEALS**

- a. Throughout the pandemic, if implementing a hybrid schedule, cafeterias will no longer have tables in them. Students will eat at desk 6 ft. apart. At each school, there is a limit to the number of students allowed in the cafeteria at a specified time (see below). Schools may use gymnasiums with proper ventilation systems to serve lunch, if warranted. Desk 6 ft. apart must be used in place of cafeteria tables if lunch is served in an alternate location.

School Name	Number of student desk in cafeteria to maintain social distancing during lunch
AP Morris Early Childhood Center	72
Deanna Taylor Academy (formerly Calvin Coolidge Elementary)	83
Hurden Looker Elementary School	94
Ola Edwards Community School (formerly George Washington Elementary)	83
Walter O. Krumbiegel Middle School	72
Hillside High School	116

- b. Students will not convene in the cafeteria in the morning, instead, will be provided a “grab and go” breakfast and eat in the classroom.
- c. Students will be provided “grab and go” lunches. Buffet, family style, of self-service practices will be discontinued throughout the pandemic.
- d. Students will not be permitted to share their lunch from home with classmates or staff.
- e. Students and staff will be required to sanitize or wash their hands before and after eating.
- f. Food Service workers (Machios staff) must wash their hands after removing their gloves or after directly handling used food service items.

### **CRITICAL AREA OF OPERATION #9: RECESS/PHYSICAL EDUCATION**

- a. Throughout the pandemic, and if implementing a Hybrid Schedule, students will always participate in recess following social distance guidelines. Schedules will be modified, and demarcations will be placed in the playgrounds to ensure social distance is maintained. Only certain games will be permitted that allow for social distancing.
- b. Students will be allowed to share objects at recess in quads (a set of 4 students throughout the year in the same cohort). All shared playground objects must be wiped down after/and in between use.
- c. Students will have health throughout the first marking period. Use of gymnasiums will be limited but also based on ventilation and space to ensure social distancing can be maintained. Gymnasiums throughout the district will be closed if social distance and ventilation guidelines can not be followed.
- d. Locker rooms will not be used throughout the Pandemic. Students will be encouraged to wear comfortable clothing and safe footwear to school to participate in physical education without the use of a locker room.

### **CRITICAL AREA OF OPERATION #10: FIELD TRIPS, EXTRA-CURRICULAR ACTIVITIES AND USE OF FACILITIES OUTSIDE OF SCHOOL HOURS**

- a. Throughout the public health emergency, the district will limit the utilization of facilities to all outside groups. This includes all evening and weekend hours.
- b. Co-Curricular Activities and Field Trips play a vital role in a student’s educational experience. Co-Curricular Activities and Field Trips that can occur virtually will be permitted throughout the pandemic.

- c. Afterschool tutorials and enrichment activities will occur virtually throughout the Pandemic. Students reporting for in-person hybrid instruction will be permitted to remain for services, if applicable.
- d. Should any extracurricular activities be allowed for school related purposes, any visitor, spectator, or participant must comply with applicable social distancing requirements and hygiene protocols
- e. Signage encouraging social distancing and masks will be posted. Protocols regarding social distancing/masks will also be communicated with neighboring schools' districts.
- f. Any utilization of school facilities must follow district guidance on health and safety protocols.

## **ACADEMIC, SOCIAL, AND BEHAVIORAL SUPPORTS**

### **SOCIAL EMOTIONAL LEARNING (SEL) AND SCHOOL CLIMATE AND CULTURE**

When planning for school reopening, the Curriculum and Instruction subcommittee worked with our Guidance Director, Director of Student Supports, and their respected subcommittees to identify specific strategies and goals to ensure the social emotional wellbeing of our students is placed at a high priority.

Social emotional learning (SEL) will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. Our SEL program can be implemented “in person” or “virtually” and will be utilized daily during morning meetings, homeroom, and when appropriate, grade level convocations.

#### **Pre-K – 5<sup>th</sup> Grade SEL Program**

Peekapak is an SEL curricula resource the district has adopted that offers complete teaching units for 10 social and emotional learning (SEL) topics as well as the [MyPeekaville](#) interactive game. All Pre-K – 5<sup>th</sup> grade schools will implement the program as a Tier I resource in our district wide multi-tiered system of support framework (See Appendix).

Students explore different topics as they accompany a character throughout the school year in Peekaville. Unit topics range from Empathy, Perseverance, Teamwork, and Self-Regulation with an introductory storybook, eight or 12 activities to do in the classroom, and additional activities to assign to students and their families through our virtual learning platform.

Teachers get an easy-to-follow overview, classroom resources like character cards and posters, and step-by-step instructions for each standards-based lesson. Every lesson also has quick tips for adjusting the lesson to make it more or less difficult (adapt for SPED & ELL students), including text and audio in English or Spanish and a screen reader feature students can use or mute.

When teachers create a class account, they can indicate the appropriate grade level. This choice affects the content of some of the lessons, meaning higher grade levels get more complex, age-appropriate activities.

#### **6<sup>th</sup> – 12<sup>th</sup> Grade**

During homeroom, middle and high school students will participate in virtual morning meetings, and “in-person,” if applicable, meetings and grade level convocations. Our Tier I program will be implemented by our guidance counselors and Student Support teams.

Each day students will be given a question of the day which will be rooted in [CASEL's Social Emotional Learning Competencies](#). Students will meet in virtual chats/groups and discuss, reflect, and analyze the questions and how it engages and connects with their peers, their emotions, and the world around them. These questions of the day will serve as themes that can transcend curriculums and classrooms helping our students develop life skills and dispositions needed for future success. Morning Meetings are an effective method for introducing and enforcing SEL into the fabric of a school. Morning Meetings will be held both virtually and “in person,” if applicable.

## MULTI-TIERED SYSTEMS OF SUPPORT (MTSS): HPS STUDENT SUPPORT TEAMS

The district will launch Student Support Teams comprised of Vice Principals of Climate and Support, school-based guidance counselors and social workers, and other key personnel deemed essential by the principal based on the SST Organizational structure implemented [\(See Appendices\)](#).

Each building principal will identify the SST school leader who will convene and schedule team meetings every two weeks to identify Tier I, II, and III support systems [\(see Appendices\)](#) based on data reviewed. All SST meetings will occur virtually or “in-person” on Mondays. Each school-based SST will have a subcommittee that meet on off weeks. Subcommittees will consist of:

- ☐ Academics/Grade Level Teams
- ☐ School Climate/Pandemic Response Teams
- ☐ I&RS/504
- ☐ Discipline/Attendance

The District will commit to establishing protocols to ensure all Student Support Teams:

- ☐ Establish systems that promote supportive staff-student relationships to ensure that all students have at least one caring staff member who checks in regularly with them and whom their family is able to connect with for any needed support.
- ☐ Ensure Tier I, II, III systems are in place in accordance to the district’s SST Operational strategy [\(see Appendices\)](#).
- ☐ Be proactive in preparing access to mental health and trauma supports for adults and students, which may include establishing partnerships with outside entities and agencies.
- ☐ Create opportunities for staff and students to regularly practice and reflect on their social and emotional competencies.
- ☐ Commit to training around topics such as:
  - potential increases in bullying behavior,
  - grief, loss, and trauma, mental health and supportive behaviors,
  - bias, prejudice, and stigma, preparedness,
  - hope, and resilience, fear and anxiety

### Trauma Informed Care

We recognize the potential trauma that staff and students have faced during COVID 19 school closures. SST teams will also train teachers and other staff in trauma informed practices.

Trauma-informed SEL is an approach to fostering youths’ social emotional development with practices that support all students but is particularly inclusive and responsive to the needs of children and youth who have experienced trauma. The District has worked to establish reliable learning environments whether virtual or “in-person” where students who have experienced adversities and trauma:

- feel supported and connected
- are welcome to explore their strengths and identities
- can exercise their agency
- can develop meaningful, positive relationships with adults and peers
- have access to the mental health supports they need

Individual Tier III plans will be created by the IRS/504 subcommittee, when warranted. Teachers will be made of interventions and suggestions to support students experiencing adversity/trauma. In some cases, asynchronous instruction may be deemed appropriate.

## **WRAP AROUND SERVICES**

School based SSTs will identify wrap around services for Tier 3 students in need by leveraging the vast resources and providers used by our Guidance Department. Families will also be referred to United Way's Hillside Family Success Center for additional support if warranted. School-based IRS teams will determine the best services for families and students in need.

The District commits considerable resources to the social, emotional, and personal development as well as the intellectual and physical growth of students. A comprehensive school counseling program is an integral component of the District's mission and is based upon standards in academic, career, and personal/social development.

Social Workers and school and student assistance counselors (SACs) are vital members of our educational team. School counselors assist students in the areas of academic achievement, personal/social development, and career development while social workers and SACs provide prevention and early intervention services to help students and their families receive the help and resources needed for improving overall well-being. Counselors will provide virtual services and establish their own group and individual sessions in Canvas, our virtual learning platform.

## **FOOD SERVICE AND DISTRIBUTION**

Throughout this public health emergency, the Hillside Public Schools' has committed to providing food services and distribution to families in need, as we recognize school meals are critical to student health and wellbeing. Food Service and Distribution for both educational models we may implement is described below:

### **Virtual Instructional Model (1<sup>st</sup> Choice for September- Board Approved)**

- a. The district will continue to distribute breakfast and lunch for eligible students and their families at schools identified as distribution locations, based on need.:
- b. The district will continue to post meal distribution dates and the calendar on our [website](#).
- c. Robocalls will also be used to notify eligible families of food distribution dates and times.
- d. Distribution centers will continue to provide grab and go breakfast and lunch using our no contact distribution procedures.
- e. Mask must always be worn at food distribution locations.
- f. Meal Eligibility forms will be mailed home with student schedules and cohort assignments, if applicable, on August 21, 2020.

### **Hybrid Instructional Model (2<sup>nd</sup> Choice for September- if mandated by Governor or Commissioner)**

- a. When reporting to school for "in-person" instruction, students will be provided grab and go breakfast and eat in their homeroom. No students will convene in the cafeteria for breakfast.
- b. While socially distanced at desk 6 ft apart during lunch, students will be permitted to take their mask off to eat.
- c. Students will be served a grab and go lunch when reporting for "in-person" instruction. Food Service provider workers and other staff will practice no contact distribution procedures identified by the Principal and building operations team.
- d. Students will sanitize their hands prior to entering the cafeteria and after discarding their meal.
- e. Eligible students will be provided grab and go meal options using no contact distribution methods at dismissal to ensure proper nutrition during virtual learning day.
- f. Meal Eligibility forms will be mailed home with student schedules and cohort assignments, if applicable, on August 21, 2020.



## QUALITY CHILD CARE

Quality Childcare will be needed, particularly in instances where public school schedules are modified or staggered which may increase the likelihood that families that otherwise would not utilize childcare will now require it.

The Hillside Public Schools will continue our relationship with Stepping Stones, who has provided before and after school child care for families. Stepping Stones will offer families, full day academic childcare throughout school reopening.

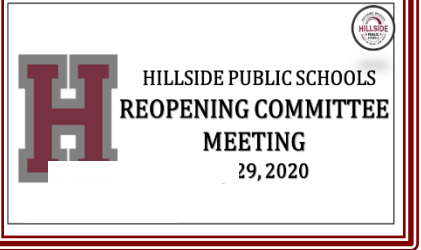
We will work with Stepping Stones to identify HPS facilities based on demand. Stepping Stones will be responsible for implementing [Critical Areas of Operation](#), to ensure health and safety protocols are followed with fidelity.

It is important to note; Stepping Stones staff are not certified teachers. They will supervise students participating in virtual learning throughout the day following social distance guidelines and other protocols identified in [Critical Areas of Operation](#).

Parents can register for Stepping Stones during the month of August on Mondays and Wednesdays from 5-7 PM. Registration will be held in our high school parking lot. Parents can pre-register on our website by clicking the link [here](#).

Since Stepping Stones is a private childcare provider, they will abide and follow all board approved policies and procedures regarding building usage and reservations. The district also encourages families to leverage the Hillside Family Success Center for additional information and resources regarding childcare.

# III. LEADERSHIP AND PLANNING



## LEADERSHIP AND PLANNING

### ESTABLISHING A RESTART COMMITTEE

The Hillside Public Schools Reopening School's Executive Committee was officially established on May 27, 2020. The Executive Committee continues to meet once a week and is comprised of the following HPS staff:

- ☐ Acting Superintendent, School Business Administrator, Director of Curriculum
- ☐ Principals (6)
- ☐ Director of Special Education and Student Supports, Director of Guidance
- ☐ Lead Nurses (2)
- ☐ Managers of Buildings and Grounds, Food Services, and Transportation
- ☐ Board Liaisons (non-participants- communicated district's progress and updates to board of education)

The Hillside Public Schools' Executive Reopening Committee will serve as the district's Pandemic Response Team throughout the public health emergency.

The Hillside Public Schools' Executive Reopening Committee formed subcommittees to launch, adjust, and execute the District's Reopening Plan while soliciting stakeholder input, feedback, and concerns. Subcommittees met once a week beginning the week of June 15, 2020 and provided the Executive Reopening Committee updates on a weekly basis. Subcommittees are as follows:

- ☐ School and District Finance
- ☐ Curriculum and Instruction/Teaching and Learning
- ☐ Transportation and Food Services
- ☐ Buildings and Grounds
- ☐ Operations (Technology)
- ☐ Communications
- ☐ Building Leadership/ HEA Representatives
- ☐ Community Engagement and Empowerment
- ☐ Health and Safety
- ☐ Special Education/Student Supports

The work of the HPS Reopening Committee was guided by a logic model that defined 2 learning scenarios (Virtual & Hybrid Instruction) with key health and safety safeguards in place and deliberate strategies to:

- ☐ Accelerate unfinished learning and social emotional/mental health challenges prompted by COVID-19.
- ☐ Engage academically vulnerable students.
- ☐ Plan for fluidity across various learning scenarios (remote, hybrid, normalcy).

As of July 15, 2020, the reopening executive and subcommittees have been executing 130 tasks outlined in our 6 Week Reopening School Playbook to ensure adherence to "minimum anticipated standards," guidance, and considerations provided by the New Jersey Department of Education.

In June, our School Reopening Executive Committee released family and staff surveys that remained open for 4 weeks to solicit feedback from the community and key stakeholders. Over 50% of our families participated and at least, 85% of our staff (see Appendices).

The Acting Superintendent also conducted a teacher townhall meeting while working with the Board of Education to ascertain community concerns and engage in listening sessions with stakeholders. The district has released a video series on our website that provides all stakeholders a comprehensive overview of our reopening and recovery plan. The link to the series can be found [here](#). Our Reopening Executive Committee and subcommittees will continue to meet virtually throughout the summer and school year.

## PANDEMIC RESPONSE TEAMS

The District's School Reopening Committee will serve as the district's Executive Pandemic Response Team throughout this public health emergency. Each school will form a pandemic response team that will function as a subcommittee of the Student Support Teams (SST).

- a. Each school-based Pandemic Response team will meet virtually or in-person at least once a month.
- b. Pandemic Response Teams should be comprised of, at a minimum, the following members, if applicable:
  - School Principal or Designee
  - Teachers
  - Child Study Team member(s)
  - School Counselor or mental health expert;
  - Subject Area Chairperson/Supervisor or Director;
  - School Nurse
  - School safety personnel;
  - Members of the School Safety Team;
  - Custodian; Security Guard(s), and Parents.
- c. The Pandemic Response Team is responsible for:
  - Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
  - Adjusting or amending school health and safety protocols as needed.
  - Providing staff with needed support and training.
  - Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
  - Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
  - Providing necessary communications to the school community and to the school district.
  - Creating pathways for community, family, and student voices to continuously inform the team's decision-making

## SCHEDULING

The Hillside Public Schools will implement a universal bell schedule throughout the 2020-2021 school year that will be used in all three instructional models (Virtual, Hybrid, and Traditional). Students participating in virtual/remote learning will be expected to log on during their regularly scheduled class period. In our virtual instructional program, teachers will be delivering "live"-real-time remote instruction during a scheduled period utilizing our virtual learning platform (Canvas).

If implementing a hybrid instructional program, we will live stream instruction from our classrooms. Students learning remotely will be engaged in synchronous instruction and expected to log into Canvas during their

scheduled period to participate and engage in the lesson. All student schedules and cohort assignments, if applicable, will be mailed home the week of August 21, 2020.



### PreK-2 – AP Morris

Period	Start Time	End Time
1	8:30	9:00
2	9:00	9:20
3	9:20	9:40
4	9:40	9:50
5	9:50	11:05
6	11:05	11:25
7 Lunch	11:50	12:20
8	12:10	1:30
9	1:30	2:00
10	2:00	2:20
11	2:20	2:30

### Elementary (2-6)

Period	Start Time	End Time
Homeroom	8:30	8:35
1	8:35	9:15
2	9:15	9:55
3	9:55	10:35
4 Lunch	10:35	11:15
5	11:15	11:55
6	11:55	12:35
7	12:35	1:15
8	1:15	1:55
9	1:55	2:35

### High School and Middle School Bell Schedule During Virtual Learning

Period	Duration	4A Lunch	Period	Duration	5A Lunch	Period	Duration	6A Lunch
*0	40	7:46-8:26	0	40	7:46-8:26	*0	40	7:46-8:26
HR	10	8:30 - 8:40	HR	10	8:30 - 8:40	HR	10	8:30 - 8:40
1	40	8:44 - 9:24	1	40	8:44 - 9:24	1	40	8:44 - 9:24
2	40	9:28 - 10:08	2	40	9:28 - 10:08	2	40	9:28 - 10:08
3	40	10:12 - 10:52	3	40	10:12 - 10:52	3	40	10:12 - 10:52
4A	40	10:56 - 11:36	4B	40	10:56 - 11:36	4B	40	10:56 - 11:36
5A	40	11:40 - 12:10	5B	40	11:40 - 12:10	5C	40	11:40 - 12:10
6A	40	12:14 - 12:54	6A	40	12:14 - 12:54	6B	40	12:14 - 12:54
7	40	12:58 - 1:38	7	40	12:58 - 1:38	7	40	12:58 - 1:38
8	40	1:42 - 2:22	8	40	1:42 - 2:22	8	40	1:42 - 2:22
*9	40	2:26-3:06	9	40	2:26-3:06	*9	40	2:26-3:06

The school day will officially begin at 8:30 AM for all students in the Hillside Public Schools and conclude by 2:35, depending on the school. High School students can take a zero or 9<sup>th</sup> period class if needed, for credit recovery or acceleration.

If applicable, students reporting for in-person instruction in our Hybrid Model will receive report times and points of entry, along with their schedule. All students engaged in virtual instruction are required to log in during homeroom and their scheduled periods of instruction. The first day of school will be September 8, 2020.

The Hillside Public Schools Attendance and Grading Policies ([see Continuity of Learning section](#)) will not be modified throughout this public health emergency as our universal bell schedule allows for fluidity and consistency across all 3 educational models (Virtual, Hybrid, Traditional). A brief overview of each model (Virtual-Hybrid) can be found below.

### Virtual Learning Instructional Model (1<sup>st</sup> Choice- Board Approved)

Virtual Learning this fall will be completely different from this past spring. We have made vast improvements to our program. Our Virtual Instructional Model has been approved by the Hillside Board of Education for implementation in September. We are awaiting approval from the state and should be able to provide an update by August 20, 2020.

Notwithstanding, all families throughout the year, can enroll their child in 100% Remote/Virtual Learning. Families can click [here](#) to register. Enrollment for the 1<sup>st</sup> Marking Period must be completed by August 14, 2020.

Virtual learning this fall will include scheduled synchronous learning, live interaction with teachers, and mandatory participation times. Our Virtual Learning Platform this year will be Canvas. A preview of Canvas for students, parents, and teachers can be found below.

[Canvas Overview for Parents](#)

[Canvas Overview for Students](#)

[Canvas Overview for Teachers](#)

Students will attend school following each school's bell schedule. Breaks will be incorporated as determined by teachers and building based administrators. Each student will have their own log in to Canvas and will be required to participate in live instruction during their scheduled period. Students will have access to all courses, assignments due, grades, school and classroom announcements, and special groups or co-curricula activities they may engage in virtually.

All assessments and feedback will be delivered virtually, and students will have access to tutorials and/or enrichment programs as needed. Teachers will be able to record and post live sessions for students to use when completing homework, projects, and/or preparing for assessments.

All information in Canvas is imported from Genesis, our student information system. Grades and attendance will be updated regularly for students and families to review. All parent, faculty, and professional development for teachers will occur virtually, as scheduled in Canvas.

We have adopted new virtual curricula resources in ELA, Math, and Social Emotional Learning, along with a robust assessment/performance management system to ensure all students are afforded a quality virtual learning experience.

### **Hybrid Instructional Model (2<sup>nd</sup> Choice, if mandated by the Governor)**

To adhere to CDC guidelines for social distancing, schools will only be able to host 50% of their student populations for in-person instruction at a given time. All staff and visitors will always be required to wear mask, as will students. Enhanced cleaning protocols will be followed as well as daily health screenings for students, staff, and visitors upon entry (see Critical Areas of Operations section).

In our in-person hybrid model, students are grouped into two cohorts (A/B). They will attend school every other day of the week (A/B Day) and participate in synchronous instruction. For example, Group A will attend school on Monday while Group B participates in synchronous virtual instruction from home. We will live stream instruction from our classroom using Canvas, our Virtual Learning Platform. On Tuesday, Group B will attend school while Group A participates in synchronous virtual instruction at [home \(See sample 10-day hybrid calendar \)](#). All efforts will be made to ensure that siblings attending in-person classes are assigned to the same cohort rotation. Lockers will not be assigned in

When virtual, students will be expected to log into classrooms during designated time periods. Students and staff will be expected to socially distance throughout the day when reporting for in-person instruction (entry, dismissal, lunch, etc.). All schools will have social distance demarcations to ensure we adhere to requirements outlined in the state's guidance.

Students will also continue to have the opportunity to participate in co-curricular activities and sports based on public health trends and guidance from the state. Students requiring additional support will attend tutorials afterschool or receive in class or pull out support on the days they report to school

Districts are required to make accommodations for staff and students with preexisting conditions that place them at high risk. Thus, some teachers may need accommodations to teach remotely. In such case, building based substitutes or teachers will monitor students reporting for live instruction, while the teacher is performing their duties remotely.



### Hybrid 10 Day Instructional Calendar

<b>Tuesday 9/8/20</b>	<b>Wednesday 9/9/20</b>	<b>Thursday 9/10/20</b>	<b>Friday 9/11/20</b>	<b>Monday 9/14/20</b>
<b>A Day</b>	<b>B Day</b>	<b>A Day</b>	<b>B Day</b>	<b>A Day</b>
Cohort A In Person Instruction	Cohort B In Person Instruction	Cohort A In Person Instruction	Cohort B In Person Instruction	Cohort A In Person Instruction
Cohort B Synchronous Instruction from home	Cohort A Synchronous Instruction from home	Cohort B Synchronous Instruction from home	Cohort A Synchronous Instruction from home	Cohort B Synchronous Instruction from home
<b>Tuesday 9/15/20</b>	<b>Wednesday 9/16/20</b>	<b>Thursday 9/17/20</b>	<b>Friday 9/18/20</b>	<b>Monday 9/21/20</b>
<b>B Day</b>	<b>A Day</b>	<b>B Day</b>	<b>A Day</b>	<b>B Day</b>
Cohort B In Person Instruction	Cohort A In Person Instruction	Cohort B In Person Instruction	Cohort A In Person Instruction	Cohort B In Person Instruction
Cohort A Synchronous Instruction from home	Cohort B Synchronous Instruction from home	Cohort A Synchronous Instruction from home	Cohort B Synchronous Instruction from home	Cohort A Synchronous Instruction from home

## STAFFING

School reopening plans and decision-making throughout the school year will consider access to technology, physical, social and emotional health, and childcare concerns for all staff. Staff may be reassigned classes to accommodate new health and safety regulations and student enrollment needs.

When determining staff assignments for the 20-21 SY, HPS administrators will take the following into consideration:

- ☐ CDC and Department of Health guidance
- ☐ Board policies and regulations
- ☐ Honoring contractual obligations
- ☐ Staff members' certifications, experience and expertise.
- ☐ Access to technology, both in the school building and at home.
- ☐ Support for the medical, social and emotional health and well-being of adults
- ☐ Student enrollment, class size requirements and instructional needs.
- ☐ Support in navigating virtual and hybrid models of teaching ([\*see "Professional Learning" section\*](#))
- ☐ Adjustments as needed to existing roles to accommodate new health and safety regulations
- ☐ Employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA) and applicable state laws.



Considerations (i.e., risk factors, pre-existing health conditions, etc.) should inform the assignment of staff members to engage in virtual or “in-person” instruction in a hybrid model. Such information must be documented and on file with the District’s Human Resources department.

## **VIRTUAL AND IN-PERSON HYBRID LEARNING ENVIRONMENTS: ROLES AND RESPONSIBILITIES**

The Hillside Public Schools has worked to transform our virtual learning program to ensure our students are receiving accelerating, grade-level appropriate instruction, as defined by the New Jersey Learning Standards and College and Career Readiness benchmarks. To that end, staff roles and responsibilities in our virtual and hybrid learning environments are defined below.

<b>HPS STAFF ROLES AND RESPONSIBILITIES</b>	
<b>INSTRUCTIONAL STAFF</b>	
<b>Virtual/Remote Instruction Responsibilities (1<sup>st</sup> Choice- Board Approved)</b>	<b>Hybrid Instruction Responsibilities (2<sup>nd</sup> Choice- if mandated by Governor)</b>
Deliver “live”-real time, grade level appropriate instruction during scheduled class-period utilizing the district’s adopted curricula resources and scope and sequence (if applicable).	Reinforce social distancing protocols with students and co-teacher or support staff. Limit group interactions to maintain safety.
Become familiar with district online protocols and platforms. Review district’s virtual learning guidebooks with students and implement expectations.	Support school building safety logistics (entering, exiting, restrooms, etc.).
Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to virtual learning environments	Become familiar with district online protocols and platforms
Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.	Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to hybrid learning environments
Provide regular feedback to students and families on expectations and progress.	Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
Set clear expectations for remote students outlined in HPS Virtual Learning Guidebook	Provide regular feedback to students and families on expectations and progress.
Assess student progress early and often and adjust instruction and/or methodology accordingly.	Set clear expectations for remote and in-person students
Instruct and maintain good practice in digital citizenship for all students and staff following HPS Virtual Learning Guidebook	Assess student progress early and often and adjust instruction and/or methodology accordingly.
Teacher leaders or instructional Supervisors should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote environments.	Instruct and maintain good practice in digital citizenship for all students and staff following HPS Virtual Learning Guidebook
Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school). Work with administration to place orders.	Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics
	Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in hybrid environments.
	Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school). Work with administration to place orders.
<b>MENTOR TEACHERS</b>	
<b>Virtual/Remote Instruction Responsibilities (1<sup>st</sup> Choice- Board Approved)</b>	<b>Hybrid Instruction Responsibilities (2<sup>nd</sup> Choice- if mandated by Governor)</b>

Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.	Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.	Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support
Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support	Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.	Continue to maintain logs of mentoring contact.
Continue to maintain logs of mentoring contact.	Mentor teachers should consider all health and safety measures when doing in-person observations.
Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.	Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
Consider alternative methods for classroom observations and avoiding in-person contact where possible	Consider alternative methods for classroom observations and avoiding in-person contact where possible

## ADMINISTRATORS

<b>Virtual/Remote Instruction Responsibilities (1<sup>st</sup> Choice- Board Approved)</b>	<b>Hybrid Instruction Responsibilities (2<sup>nd</sup> Choice- if mandated by Governor)</b>
Provide time for staff collaboration and planning (See Scheduling section).	Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction
Prioritize vulnerable student groups for face-to-face instruction	Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities
Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.	Prioritize vulnerable student groups for face-to-face instruction
Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered	Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered
Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction (CANVAS).	Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction (CANVAS).
Define and provide examples of high-quality instruction given context and resources available	Define and provide examples of high-quality instruction given context and resources available
Assess teacher, student, and parent needs regularly	Assess teacher, student, and parent needs regularly
Ensure students and parents receive necessary supports to ensure access to instruction.	Ensure students and parents receive necessary supports to ensure access to instruction.
Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).	Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines
Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines	Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.	Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.	Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
Create and communicate realistic student schedules to increase student engagement and accountability in remote learning model.	Create and communicate realistic student schedules to increase student engagement and accountability in both hybrid learning model.
Collaborate in determining expectations for differentiated instruction and rigor in remote learning model.	Collaborate in determining expectations for differentiated instruction and rigor in hybrid learning model.

Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.	Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.
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## **EDUCATIONAL SERVICES (GUIDANCE, INCLUSION, STUDENT SUPPORTS, SOCIAL WORKERS, ETC.)**

<b>Virtual/Remote Instruction Responsibilities (1<sup>st</sup> Choice- Board Approved)</b>	<b>Hybrid Instruction Responsibilities (2<sup>nd</sup> Choice- if mandated by Governor)</b>
Lead small group instruction in a virtual environment.	Facilitate the virtual component of synchronous online interactions
Facilitate the virtual component of synchronous online interactions	Manage online platform for small groups of in-person students while teacher is remote
Assist with the development and implementation of adjusted schedules	Assist with the development and implementation of adjusted schedules
Plan for the completion of course requests and scheduling (secondary school).	Plan for the completion of course requests and scheduling (secondary school).
Assist teachers with providing updates to students and families.	Assist teachers with providing updates to students and families.
Support embedding of SEL into lessons.	Support embedding of SEL into lessons.
	Lead small group instruction to ensure social distancing
	Consider student grouping to maintain single classroom cohorts.
	Consider alternative methods for one-on-one interactions avoiding in-person contact where possible

## **SUPPORT STAFF/PARAPROFESSIONALS**

<b>Virtual/Remote Instruction Responsibilities (1<sup>st</sup> Choice- Board Approved)</b>	<b>Hybrid Instruction Responsibilities (2<sup>nd</sup> Choice- if mandated by Governor)</b>
Lead small group instruction utilizing Canvas	Lead small group instruction to ensure social distancing
Pre-record read-aloud(s) and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.	Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
Provide real-time support during virtual sessions through Canvas.	Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.	Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.	Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
Lead small group instruction in a virtual environment	Facilitate the virtual component of synchronous online interactions.
Family Workers will need to provide support to parents via virtual platforms (Pre-school).	

## **SUBSTITUTES**

<b>Virtual/Remote Instruction Responsibilities (1<sup>st</sup> Choice- Board Approved)</b>	<b>Hybrid Instruction Responsibilities (2<sup>nd</sup> Choice- if mandated by Governor)</b>
Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.	Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
Building based substitutes will be expected to deliver instruction based on the plans left by the teacher and fulfill instructional staff responsibilities (listed above) in both a virtual and hybrid instructional model.	Building based substitutes will be expected to deliver instruction based on the plans left by the teacher and fulfill instructional staff responsibilities (listed above) in both a virtual and hybrid instructional model.

## EDUCATOR ROLES RELATED TO SCHOOL TECHNOLOGY NEEDS

The Hillside Public School's provides technological support to students, teachers, and families throughout the 2020-2021 school year.

Canvas, our virtual learning platform, provides 24-hour tech. support to teachers and families. Moreover, the district is hiring school-based instructional staff who experienced success this spring implementing virtual learning, to serve as turnkey trainers. Our school-based Canvas experts will receive 6 hours of professional development and support this summer to turnkey training to building based instructional, instructional support, and non-instructional staff.

Each school will host virtual parent academies to ensure parents know how to leverage the platform and can support their child's remote learning experience. Teachers will receive robust training prior to the school year and throughout the first marking period in highly effective virtual learning practices.

The district has ordered additional technology, to ensure we are able to provide each student and teacher a device, should the need arise. We have issued varied surveys and taken technology inventories to address any potential gaps. Moreover, the district has purchased hotspots to address connectivity issues our families experienced this past spring. Information for families in need of a device for remote instruction will be provided the week of August 21, 2020.

Each school has a technology lead who will keep an inventory of devices to ensure, to the extent possible, we are at a one to one for instructional devices and connectivity. Prior to the start of the school year, the district will provide access to all online platforms (usernames/passwords/organizational credentials).

## ATHLETICS AND EXTRACURRICULAR ACTIVITIES

The New Jersey State Interscholastic Athletic Association (NJSIAA) has established a COVID-19 Medical Advisory Task Force (MATF) responsible for providing guidance to allow New Jersey high school student-athletes to return to athletics as soon and as safely as possible. The NJSIAA is also convening a Sports Advisory Task Force that will be comprised of athletic directors from across the State and that will be charged with reviewing State and local health guidelines, as well as NJDOE guidance, regarding the 2020-2021 school year to determine, among other things, the extent to which changes may be needed for each interscholastic sports season. Currently, we are in Phase II of fall sports scheduled to commence September 14, 2020 ([See Appendices](#)). Should the determination be made to proceed with an athletic program the following procedures must be followed:

- ☐ Daily health screenings including temperature checks prior to practices or competitions for athletic staff (coaches, athletic trainers, officials and game workers) and athletes.
- ☐ Eliminate the use of shared water containers.
- ☐ Increased signage requiring physical distancing and mask wearing at all athletic events.
- ☐ Communication with neighboring districts regarding district policies for spectators
- ☐ Explore limiting the number of spectators at competitions.
- ☐ Limited access to locker room facilities for both home and away teams to encourage physical distancing.
- ☐ Increased cleaning of athletic fields, equipment and public restrooms.
- ☐ Decrease the number of athletic competitions.
- ☐ Limit the number of students who are traveling to opponents for competitions (travel squad, etc.).
- ☐ Permit students to waive district-provided transportation to and from athletic events with a parent or guardian when appropriate travel waiver forms are completed.

## **Extracurricular Activities**

All clubs or activities that can, will be offered virtually. There will be no onsite clubs or activities until the return to full reopening of schools can be considered.

## IV. POLICY AND FUNDING



### POLICY AND FUNDING

#### SCHOOL AND DISTRICT FUNDING

The Hillside School officials will review the Policy and Funding section of the NJDOE Guidance that includes information on Federal and State funding sources; purchasing practices; use of reserve accounts, transfers, and cash flow; and costs and contracting, including E-Rate funding and cooperative purchasing contracting.

The district will explore options to obtain the maximum amount of available revenue to minimize the expenditures and for fiscal planning in the face of considerable uncertainty. The options the Board shall explore include, but are not limited to, the following:

- ☐ Elementary and Secondary School Emergency Relief Fund;
- ☐ Federal Emergency Management Agency – Public Assistance; and
- ☐ State School Aid.

The Hillside Public Schools may likely need to purchase items not needed in the past and may experience increased demand for previously purchased goods and services to implement our plan.

- ☐ The district shall continue to comply with the provisions of the “Public School Contracts Law”, N.J.S.A. 18A:18A-1 et seq.
- ☐ **Use of Reserve Accounts, Transfers, and Cashflow:** The District shall apply for the approval from the Commissioner of Education prior to performing certain budget actions, such as making transfers that cumulatively exceed ten percent of the amount originally budgeted.
- ☐ **Costs and Contracting:** The Hillside Public School District shall follow all New Jersey State laws and regulations applicable to local school districts for purchasing when procuring devices and connectivity or any technology related item.



# V. CONTINUITY OF LEARNING



## CONTINUITY OF LEARNING

### ENSURING DELIVERY OF SPECIAL EDUCATION AND RELATED SERVICES TO STUDENTS WITH DISABILITIES

Every child and adolescent with a disability is entitled to a free and appropriate education and is entitled to special education services based on their individualized education program (IEP). Students receiving special education services may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis.

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities Under the Federal Individuals with Disabilities Education Act (IDEA) and New Jersey state special education regulations, students with disabilities are entitled to special education and related services, such as accommodations and modifications to instruction, speech-language services, occupational therapy (OT), physical therapy (PT), and counseling. Since the onset of virtual instruction, the NJDOE has engaged a variety of stakeholders, including educators, related service providers and advocacy groups to gain insight, share best practices, and consider policies to support districts in providing services to students with disabilities in virtual or hybrid learning environments.

Consistent with guidance from the United States Department of Education, the District must continue to meet their obligations to students with disabilities to the greatest extent possible. The NJDOE will continue to update school districts and receiving schools with any additional guidance from the USDE on implementation of IDEA. Specific strategies and considerations for students with disabilities must be critical points of discussion for every return-to-school scenario. The NJDOE recommends that school districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:

- ❑ Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan. School districts should communicate frequently with the families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to a student's return to school.
- ❑ IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which virtual instruction was being provided to students and determine the need for additional services to address learning loss.
- ❑ IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
- ❑ IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.

- ❑ The use of school guidance department staff and child study team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, state, and federal opportunities to access support.
- ❑ Clear communication to parents/guardians of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by federal and state law.

We will determine the most appropriate instructional model for all students with disabilities based on their individual educational plan. This decision will be made by school-based Child Study Teams in collaboration with the District's Office of Special Education.

Inclusion teachers, if virtual, are expected to co-teach utilizing Canvas and deliver small group instruction based on students' IEPs. This district's approach to Special Education Related Services during this public health emergency is outlined below:

<b>Special Education Related Services Safety Protocols</b>	
<b>Related Service</b>	<b>Safety Protocols</b>
<b>Speech</b>	<ul style="list-style-type: none"> <li>❑ Follow social distancing protocols outlined under Critical Areas of Operation.</li> <li>❑ Teletherapy when social distancing is not possible &amp; for virtual students</li> <li>❑ Push-in sessions when possible</li> </ul>
<b>Occupational Therapy</b>	<ul style="list-style-type: none"> <li>❑ Follow social distancing protocols outlined under Critical Areas of Operation.</li> <li>❑ Teletherapy when social distancing is not possible &amp; for virtual students</li> </ul>
<b>Physical Therapy</b>	<ul style="list-style-type: none"> <li>❑ Social distancing protocols</li> <li>❑ Remote parent consultation</li> </ul>
<b>Counseling</b>	<ul style="list-style-type: none"> <li>❑ Follow social distancing protocols outlined under Critical Areas of Operation.</li> <li>❑ Teletherapy when social distancing is not possible &amp; for virtual students</li> </ul>

## English Language Learners

### Delivery of Virtual and Hybrid instruction

ESL instruction in grades K-12 is delivered in a blended model that includes synchronous and asynchronous learning opportunities. Daily materials include specific assignments for students, as well as time for independent practice of skills and/or strategies introduced. Synchronous and asynchronous learning experiences are crafted to advance student learning that is aligned with grade-level specific NJSLs. Teachers should view student work in "real time" as well receive student work for review and provide feedback in a timely manner. ESL teachers in grades 2-12 utilize video conferencing platforms in Canvas (e.g., Google Meets) to provide assignments to students and to offer individual, group, and in some cases, peer feedback

With respect to instruction that meets the needs of our ELL population, teachers are modifying and supplementing the general education by:

- ❑ Meeting with small groups of ELLs to provide ESL-based instruction (in-person or virtually).
- ❑ Meeting with small groups of ELLs to provide additional opportunities for immersion in English through read alouds, shared reading and shared/interactive writing activities.

- ☐ Providing time for scaffolded conversations that target students' specific stages of English language acquisition.
- ☐ Meeting with students in partnership with the ESL students' homeroom teachers to provide extra support around academic skills and strategies, especially in the areas of reading, writing and math.
- ☐ Meeting with students' entire homeroom classes to model best practices in ELL instruction for homeroom teachers.

### **ESL Communication**

ESL teachers, homeroom teachers of ESL students, and building administrators will continue to maintain constant and close contact with caregivers of ESL students through:

- ☐ Phone conversations
- ☐ Email
- ☐ Learning Management Systems platforms (Canvas)

Communication will center not only on the provision of academic instruction and support, but also on addressing SEL-related concerns.

### **TECHNOLOGY AND CONNECTIVITY**

The District will work to supplement gaps in student access to devices and internet connectivity. The District will deploy available devices to students without technology or connectivity to avoid exacerbating existing achievement gaps to the greatest extent possible.

When making purchasing decisions about digital tools and resources, the District will consider the degree to which these tools and resources are platform-agnostic. This will help provide access for students participating in virtual learning from a variety of devices. The District will continue to strive to ensure that every student has access to a device and internet connectivity and prioritize the provision of technology, or, alternatively, in-person instruction, to students that are otherwise without access.

The District has conducted a needs assessment to determine the number of students that will require district-provided devices and/or internet access. Results from the needs assessment will inform the District's efforts to ensure that all students are able to access all components of virtual and hybrid learning environments. The District will prioritize the purchase and rollout of devices and/or connectivity that may improve learning based on the results of the needs assessment.

The District will continue to weigh the benefits and drawbacks of various video platforms for meetings and instructional purposes with the goal of consistency and functionality. The District will continue to consider the technological needs of all students, including those with learning disabilities, assistive technology needs, and language barriers. Additionally, we will consider the attendant needs associated with deployment of needed technology, including student and parent training and acceptable use policy implementation. The District will identify a consistent technology (Canvas, Google meets/hangouts) that will be used throughout the District in a virtual instruction model and provide training in the use of all platforms. Additional District considerations include:

- ☐ Providing accessible, and user-friendly resources or training for parents/caregivers and community members for the safe use of the technology
- ☐ Ensuring that novice provisional teachers, teachers new to the District and other new staff have sufficient training in the technologies that will be used.

## **CURRICULUM, INSTRUCTION AND ASSESSMENTS**

### **Curriculum**

In planning curriculum, instruction, and assessment for reopening, the Teaching and Learning Subcommittee focused on building staff capacity to deliver highly effective instruction in virtual and hybrid learning environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS). Our plan is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.

### **Pre-K- 8 Grade English Language Arts and Mathematics**

During school closure this past spring, the District's Curriculum and Instruction team, at the direction of Acting Superintendent Gregory, audited all curricula resources used for in-person and hybrid instruction, using [EdReports: National Curriculum Audit](#) tool. Our curricula resources in ELA and Math only partially met expectations for quality, rigorous, and grade level appropriate curriculum.

Therefore, we have adopted, and the board approved, a national award-winning K-8 English Language Arts and Literacy Curriculum (Amplify) that meets all expectations in EdReports. Additionally, we've upgraded our Math program to Envisions 2.0 which meets all expectations for standard alignment in EdReports.

Both curricula resources are flexible and can be used virtually or in-person. For each new curricula resource we've adopted, we've developed a robust Common Assessment calendar and Scope and Sequence from Kindergarten-8<sup>th</sup> grade to ensure alignment and delivery of accelerating standards based instruction.

### **Pre-K- 8<sup>th</sup> Grade ELA Testimonials**

[Amplify Pre-K- 2<sup>nd</sup> Grade](#)  
[Amplify 3-8 Review/Testimonial](#)

### **Pre-K- 8<sup>th</sup> Grade Math Testimonials**

[Envisions 2.0 – Pre-K- 8<sup>th</sup> Grade Testimonial](#)

We will continue to use [Foss Science](#) in our Pre-K-8<sup>th</sup> grade science program. Foss experiments can be delivered virtually or in-person and will be aligned to Next Generation Science Standards.

Social Studies will continue to be standards based and delivered virtually through Canvas. Teachers in both Science and Social Studies Pre-K-8<sup>th</sup> Grade will follow the district's scope and sequence and curricula handbooks.

Visual and Performing Arts, Health and Physical Education, along with other electives will continue to be offered virtually leveraging Canvas and district adopted curricula resources. Our Curriculum and Instruction team will continue to monitor the effects of pandemic-era learning environments on the pacing of instructional delivery and adjust as needed to ensure all students meet grade-level and content-specific NJSL standards.

We have adopted new curricula resources for high school math courses, notably- Algebra II, Pre-Calculus/Trig, and Calculus. Additionally, we have added a political science course and will continue to offer a wide array of curricula options and electives for high school students in our virtual instructional model.

We will utilize Canvas to facilitate curricula delivery in both a Virtual and Hybrid Learning Environments. Teachers will host live instruction during regularly scheduled instructional periods.

We will host parent workshops virtually to provide overviews of our curricula programs and virtual learning

platform. Parents will be able to view grades, teacher feedback, and assignments due. Parents will also have access to district wide, school, and classroom wide announcements through Canvas.

Administrators will make morning and school wide announcements in Canvas. Additionally, administrators will stay abreast of adjustments being made, and support teachers in making appropriate shifts in teaching and learning. Supervisors and teacher leaders will provide support for teachers in making any necessary adjustments, and in continuously improving the quality of instruction in virtual and hybrid learning environments.

## **Instruction**

We will continue to plan standards-based units to meet the needs of students at various levels, ensuring that teaching and learning are made accessible to students whether in a virtual learning or an in-person, hybrid environment.

Our delivery of virtual and hybrid instruction will support high levels of student engagement and foster student ownership of learning. We will design learning experiences that:

- ☐ Use technology in the service of learning
- ☐ Build student understanding by linking together concepts within and across grade-levels and content areas
- ☐ Provide a variety of learning opportunities, including support for struggling learners as well as enrichment activities
- ☐ Leverage student interest
- ☐ Address real-world issues and cultural relevance
- ☐ Provide supports that allow students to meet the requirements of grade-level and content-specific learning goals, including a variety of teaching structures (e.g., whole group and small group instruction, individual conferences, adjustment of materials, pacing, and delivery, timely and actionable feedback based on ongoing assessment) to support students' progress toward those goals.
- ☐ Provide regular feedback to students and families on expectations and progress based on a variety of assessment indicators.
- ☐ Distribute materials, manipulatives and items purchased by the District for at home activities at no cost to families for all students.
- ☐ Plan and implement developmentally appropriate on-line activities for preschool students.

We will provide regular time for teacher and school leaders to collaborate, both within and across buildings, in order to ensure consistency of practice, coordination of assignments, cross-curricular learning opportunities, and common lessons and modules.

## **Assessment**

We are launching the year with a robust assessment calendar. All students K-11<sup>th</sup> grade will take Benchmark Assessments virtually that mirror NJSLA state assessments in English Language Arts and Math to gauge learning gains and/or losses during school closures (COVID-19 Slide).

We have adopted [LinkIt](#), a virtual data warehouse and assessment analytical tool to launch data driven instructional cycles in all schools throughout the district. Our monthly assessment calendar will be posted in Canvas and made available on our website.

Each month, students in Pre-K-11<sup>th</sup> grade will take district-wide Common Assessments to gauge mastery of New Jersey Student Learning and College and Career Readiness Standards in English Language Arts and Mathematics. We will utilize a variety of assessments virtually in Canvas. Students may take pre-assessments, formative assessments, interim assessments, student self-assessments and summative assessments.

All assessments will be graded in a timely manner. Students and their families can review grades and feedback in real time using Canvas. We will utilize formative and summative assessments to differentiate instruction and correct district wide gaps that emerge.

We will continue to facilitate opportunities to create structures that support a staff culture committed to collaborative analysis of data. Our teachers will be participating in Data Driven Instruction Meetings where we analyze districtwide, school, and classroom level data in Math and English Language Arts to identify strengths (Glows) and gaps (Grows) in student mastery of content. Teachers will develop deliberate strategies to address learning loss and gaps in student mastery.

Grades will be available in both Genesis and Canvas. A preview of the different types of assessments students will take is provided in the table below.

<b>Hillside Public Schools Assessment Types Virtual/Hybrid Instructional Models</b>	
<b>Assessment Type</b>	<b>Description</b>
<b>Pre-assessment</b>	Assesses a student's strengths, weaknesses, knowledge, and skills prior to new instruction or learning
<b>Formative</b>	A planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners.
<b>Interim</b>	A comparison of student understanding or performance against a set of uniform standards within the same school year at periodic intervals, frequently at the end of a grading period. It may contain hybrid elements of formative and summative assessments, or a summative test of a smaller section of content, like a unit or semester.
<b>Summative/Benchmark</b>	A comparison of the performance of a student or group of students against a set of uniform standards to measure a student's achievement at the end of instruction. Summative assessments are not appropriate for evaluating the needs of students and planning instruction

## Grading

There will be no modification to our district wide grading policy during the 20-21 SY. Grades will be updated frequently, and parents and students will have 24-hour access to Genesis and Canvas. Teachers will provide feedback and retake opportunities at the discretion of the school principal.

The district values quality learning experiences and plans to deliver those experiences to students in virtual environments. Those experiences include measuring students' progress in mastering standards. Our grading policy will not be modified in virtual, hybrid, or traditional learning environments. The delivery of "live" - real-time and synchronous instruction eliminates the need to modify existing policies.

## Attendance

Student attendance will be monitored daily by the classroom teacher. The teacher will reach out to parents if a student is not attending classes and the parent has not reported them absent. If a teacher cannot validate a student's absence through their communication with the parents, they will notify the counselor and/or building administration. The building administration and/or counselor will work with the parents and counselors to resolve the attendance issue. This same protocol is followed when a student is not participating in the virtual instruction.

The District will consider creative, flexible solutions in attendance monitoring.



## PROFESSIONAL LEARNING

The District will support teachers as they assist students acclimating to new all virtual or hybrid learning environments. Teachers will receive robust professional development throughout the school year in the following areas:

- ☐ Utilizing the district's virtual learning platform (Canvas) and district online protocols
- ☐ Implementing Health and Safety Safeguards outlined in Critical Areas of Operation #1-10
- ☐ Modified and/or new assessment tools and procedures that will need to be utilized in a virtual learning environment (Linkit).
- ☐ High-quality online resources that support student learning.
- ☐ New rigorous curricula resources in English Language Arts Literacy and Mathematics (Pre-k- 8<sup>th</sup> Grade)
- ☐ Student Support Teams and culturally sensitive/ trauma informed practices
- ☐ Impactful predictable routines and structures for students in a virtual learning environment that will maintain high levels of student engagement, including clear expectations for virtual and in-person students.
- ☐ Data Driven Instruction
- ☐ Instructional methods that maintain high levels of student engagement, including but not limited to the use of "office hours" for additional support, synchronous whole and small group lessons, and the use of technology to provide asynchronous learning experiences, when differentiation is needed.
- ☐ Digital citizenship.
- ☐ Build skills to address the learning loss for the most vulnerable populations
- ☐ Prepare and support all educators in meeting the social emotional, health, and academic needs of all students.

Teachers will be provided regular time to collaborate with colleagues, both within and across buildings to ensure consistency of practice, coordination of assignments, cross-curricular learning opportunities, and common lessons and modules. Core Content Area teachers in ELA and Math will participate in Lesson and Unit Unpack Meeting while implementing formative assessment data cycles.

We will also be implementing observation feedback coaching cycles to provide teachers frequent bite-sized feedback that can be delivered virtually the next day. Moreover, the district is committed to building the capacity of family member to enable them to become "learning partners."

The district has also added additional half days for professional development to our [2020-2021 School Calendar](#). Professional Learning will begin prior to the beginning of the school year and will be ongoing.

### Teacher Mentoring and Induction:

Induction will be provided for all novice provisional teachers and teachers new to the District. One-to-one mentoring will be provided to novice provisional teachers by qualified mentors. We will ensure mentors can provide sufficient support and guidance to novice provisional teachers working in a virtual environment. Mentoring will be provided in both a hybrid and all-virtual learning environment. Mentors and novice provisional teachers should agree upon the scheduling, structure and communication strategies they will use to maintain the mentoring experience. They will use online collaborative tools to remain connected to other mentors, new teachers and administrators to maintain a sense of communal support.

### Teacher Evaluation by Administration:

The District will modify annual evaluation training to highlight procedures and processes which may be impacted due to potential all virtual and hybrid scheduling. The District will develop observation schedules with both all-virtual models and hybrid in mind.

The District will convene a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures which may be impacted by an all-virtual or hybrid model. The District will consider the School Improvement Panel's (SciP) role in informing professional learning, mentoring, and other evaluation-related activities which occur in individual schools.

### **CAREER AND TECHNICAL EDUCATION (CTE)**

Career and Technical Education courses will be offered virtually during this public health emergency. We will continue to pursue opportunities for our students to gain career readiness credentials needed for employment after high school. Currently, none of our CTE programs are compromised by our virtual or hybrid instructional models.



# APPENDICES

## LINKS TO HELPFUL RESOURCES FOR FAMILIES & EDUCATORS

SECTION	TITLE	LINK
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	<a href="https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus">https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus</a>
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	<a href="https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf">https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf</a>
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	<a href="https://www.nj.gov/education/njtss/guidelines.pdf">https://www.nj.gov/education/njtss/guidelines.pdf</a>
	RTI Action Network	<a href="http://www.rtinetwork.org/">http://www.rtinetwork.org/</a>
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	<a href="https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf">https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf</a>
Wraparound Supports	SHAPE	<a href="http://www.schoolmentalhealth.org/SHAPE/">http://www.schoolmentalhealth.org/SHAPE/</a>
	Child Care Resource and Referral Agencies	<a href="https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx">https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx</a>
	Coronavirus Resources for Mentoring	<a href="https://nationalmentoringresourcecenter.org/">https://nationalmentoringresourcecenter.org/</a>
SECTION	TITLE	LINK
Food Service and Distribution	Benefits of School Lunch	<a href="https://frac.org/programs/national-school-lunch-program/benefits-school-lunch">https://frac.org/programs/national-school-lunch-program/benefits-school-lunch</a>
Quality Child Care	Child Care Resource and Referral Agencies	<a href="https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx">https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx</a>
SECTION	TITLE	LINK
Athletics	Executive Order No. 149	<a href="http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf">http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf</a>
	NJSIAA COVID-19 Updates	<a href="https://www.njsiaa.org/njsiaa-covid-19-updates">https://www.njsiaa.org/njsiaa-covid-19-updates</a>
	NJSIAA provides return-to-play guidelines – Phase 1	<a href="https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1">https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1</a>
	Guidance for Opening up High School Athletics and Activities	<a href="https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf">https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf</a>
SECTION	TITLE	LINK
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	<a href="https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf">https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf</a>
	Mathematics: Focus by Grade Level	<a href="https://achievethecore.org/category/774/mathematics-focus-by-grade-level">https://achievethecore.org/category/774/mathematics-focus-by-grade-level</a>
	Teacher Resources for Remote Instruction	<a href="https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml">https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml</a>
	NJDOE Virtual Professional Learning	<a href="https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml">https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml</a>
SECTION	TITLE	LINK
Professional Learning	Distance Learning Resource Center	<a href="https://education-reimagined.org/distance-learning-resource-center/">https://education-reimagined.org/distance-learning-resource-center/</a>



**HILLSIDE PUBLIC SCHOOLS**  
*New Visions, New Pathways, New Possibilities*

*Mr. A. Robert Gregory*  
*Acting Superintendent of Schools*

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## **COVID-19 Pre-Screening Questions**

Name of Student: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian Cell: \_\_\_\_\_

School: \_\_\_\_\_

**Are you experiencing any of the following symptoms?**

**Please Circle One**

- |   |            |           |
|---|------------|-----------|
| 1. Fever ( $\geq 100.4^{\circ}\text{F}$ )       | <b>YES</b> | <b>NO</b> |
| 2. Cough or shortness of breath                 | <b>YES</b> | <b>NO</b> |
| 3. Sore Throat                                  | <b>YES</b> | <b>NO</b> |
| 4. Chills                                       | <b>YES</b> | <b>NO</b> |
| 5. Muscle aches or rigors                       | <b>YES</b> | <b>NO</b> |
| 6. Headache                                     | <b>YES</b> | <b>NO</b> |
| 7. New loss of taste or smell                   | <b>YES</b> | <b>NO</b> |
| 8. Abdominal pain, nausea, vomiting or diarrhea | <b>YES</b> | <b>NO</b> |

-----  
Have you had close contact with someone who is currently sick? **YES** **NO**

Have you been diagnosed with COVID-19 in the past three weeks or have reason to believe you have COVID-19? **YES** **NO**

Have you traveled or had close contact with anyone who has traveled internationally in the last 14 days? **YES** **NO**

Have you traveled or had close contact with anyone who has traveled to one of these [United States jurisdictions](#) or states in the last 14 days? **YES** **NO**

\_\_\_\_\_  
Parent Signature

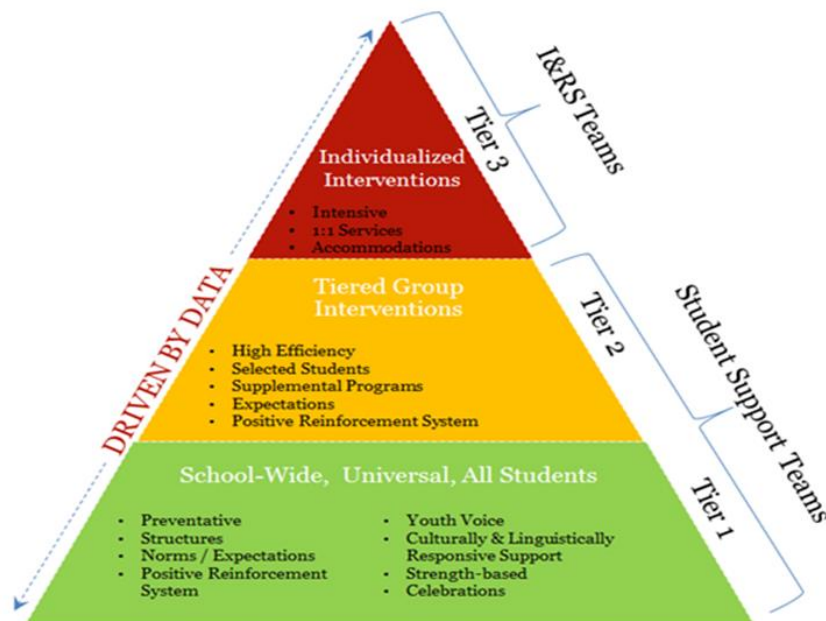
*Sample*

## WHAT IS A STUDENT SUPPORT TEAM (SST)

Student Support Teams are a proactive, multidisciplinary, problem solving structure that analyzes trends in school-wide data (e.g. attendance, homelessness, behavior, academic, health) to understand the ways in which scholars experience school. The SST is the school's vehicle for the development and management of school-wide, universal prevention and intervention activities. It is the overarching, macro approach to school-based student services and guides the micro approaches delivered at each tier.

Student Support Teams take a tiered approach to student services. The following graph illustrates a guiding model of tiered interventions that target students at each level. It necessitates interventions focused on both academic and behavioral instructional practices. The model shown here refers to the alignment of Multi-Tier System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS).

Both practices are grounded in differentiated instruction to meet the academic and social-emotional needs of students in schools. The size of the instructional group decreases as interventions become more individualized and specific. Conversely, the intensity and frequency of intervention and progress monitoring increases the more individualized services become.



## HOW DO SSTS CARRY OUT THEIR FUNCTIONS?

The Student Support Team takes a strengths-based approach when exploring opportunities to meet students' needs. Using a logic model, SSTs pose and respond to the following questions:

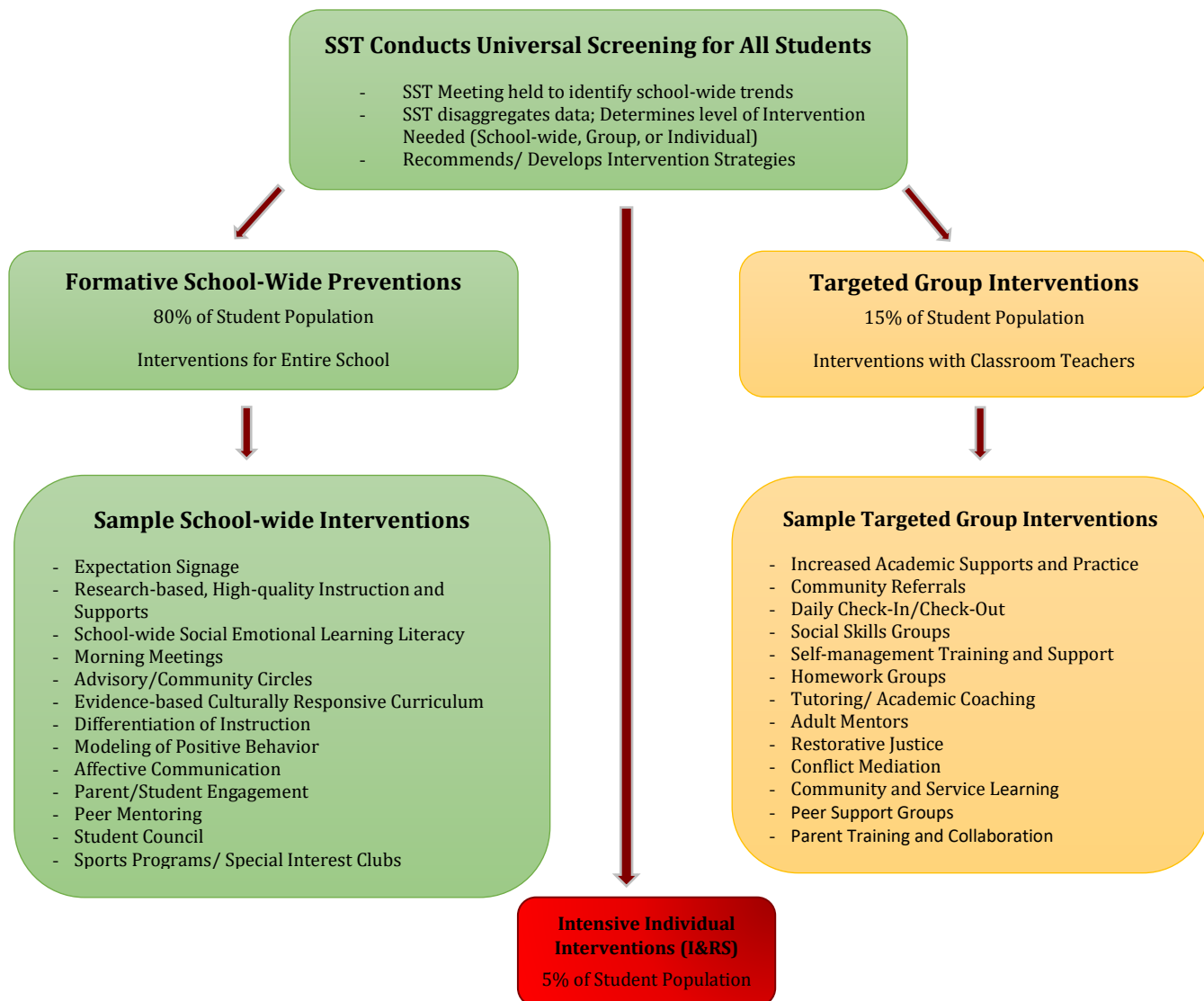
- ✓ Where are we as a school going?
- ✓ How will we get there?
  - What resources are we putting in (staff, money, partners, etc.)?
  - What activities will be implemented (curriculum, outreach, incentives, etc.)?
- ✓ What will show that we've arrived?
  - What are our short-term, intermediate, and long-term goals?



## **SSTS PRIMARY ACTIVITIES INCLUDE, BUT ARE NOT LIMITED TO:**

1. Identifying school-wide trends in learning, behavior, attendance and health difficulties of students;
2. Collecting and monitoring school-wide data around attendance, discipline, instruction, etc.;
3. Developing school-wide strategies based on the collected data and desired outcomes for the identified learning, behavior, attendance and health challenges experienced by students;
4. Assisting in the development of strategic plans to manage school emergency and crisis situations;
5. Creating school-wide opportunities to actively involve parents;
6. Soliciting student voice and creating opportunities for student leadership;
7. Providing support, guidance and professional development to school staff to address school-wide trends in learning, behavior, attendance and health difficulties.
8. Developing and maintaining a catalogue of school resources and services to aide in the implementation of school-wide as well as individualized interventions
9. Creating opportunities to proactively connect the school community with community-based, social and health provider agencies;
10. Monitoring the progress of the I&RS team
11. Ensuring school-wide recognition systems are in place
12. Ensuring that the school environment reflects he school's core values and beliefs

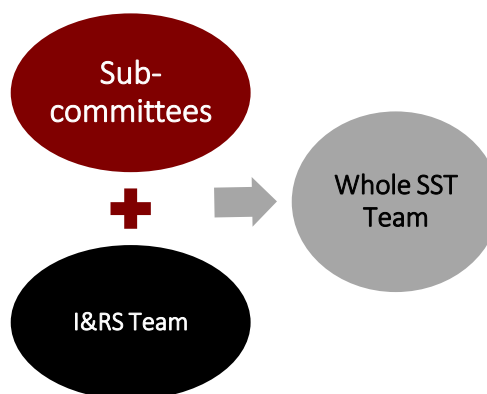
### **SST FLOW CHART**



## **WHO SHOULD BE ON THE STUDENT SUPPORT TEAM**

SSTs should be constructed to respond the challenges of the student body, specific group of students, or individual student being addressed. The SST consists of **Core Members** as well as **Subcommittees** and a functioning **I&RS Team**.

The following individuals have been identified as members of the SST. **This** list should not inhibit schools from expanding the list of individuals invited to be a part of school wide planning and/or individual pupil action planning. At some point, all members will engage in the development, implementation, and monitoring of strategic interventions.



<b>Core SST Members (Standard for All Schools)</b>	
Principal/Principal Designee (Administrator)	Lead Team Facilitator/ Resource Allocation
SST Coordinator (Principal designee)	With Principal's support, assists in the shared distribution of tasks among SST members. Ensures follow through of SST work.
Academic Interventionist/ Instructional Lead	Assists in the screening and observation of students presenting academic challenges. Participates in the development, execution, and monitoring of instructional interventions. Trained in the subject area specific to students' needs.
Guidance Counselor	Assists in the screening and observation of students presenting academic challenges, and struggling to develop and engage in academic transitions.
School Social Worker/ Behavior Interventionist	Assists in the screening and observation of students in need of mental health, behavioral, and social emotional supports. Helps students manage their behavior and/or to meet target social and emotional competency objectives. Engages in development and implementation of intervention plans. Engages in progress monitoring.
School Resource Officer/ Security Guard	Assists to develop or expand crime prevention efforts for students; educate likely school-age victims in crime prevention and safety; develop or expand community justice initiatives for students; train students in conflict resolution, restorative justice, and crime prevention and awareness; assist in the identification of physical changes in the environment that may reduce crime in or around the school; and assists in developing school policy that addresses crime and to recommend procedural changes.
Child Study Team Member	Assists in the screening and observation of students who demonstrate challenges in literacy, numeracy or behavior. This team member provides for appropriate placements in the least restrictive environments and ensures that recommended supports are in compliance with IDEA law.
Discipline Lead	Identifies, reports, and monitors discipline matters. Assists to bring restorative responses to behavior matters. Engages in activities to reduce behavioral infractions.

<b>Ad Hoc Members (Based on Specific Student Needs)</b>	
School Nurse	Assists in the identification and screening of students to determine eligibility for 504 Accommodations; assists in the development of Pupil Individual Health Plan and Pupil Action Plan.
Custodial Staff	Assists to identify locations throughout the building where issues tend to occur, and suggests recommendations for improvement
Content Specialist (e.g. Reading Specialist)	Responsible for identifying targeted and intensive instructional activities for struggling students
Court Representative	Represents school in court cases of extreme student absenteeism. Supports team to problem solve for attendance matters.
Central Office Personnel	Assists to build out SST capacity, and system. Assists with problem-solving strategies.
Homeless Liaison	Assists schools to identify and serve homeless/displaced students in accordance with federal McKinney-Vento Youth Homeless Act
I&RS/504 Coordinator (Principal Designee)	With the support of the principal, oversees the I&RS process and case management system. Inputs I&RS case tracking information into PowerSchool.
Community Engagement Specialist	Assists in the outreach to parents/guardians. Collects collateral information regarding student performance. Engages parents as thoughtful members of the SST.
Parent	Assists to identify barriers to student success, and engages in problem solving activities
Student Representative	Represents student voice, identifies trends, and engages in problem solving activities.

---

## SST Meetings

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**SST members engage in many** types of meetings and activities with a focus on 1) **SST Core Team Data Review Meeting**, 2) **SST Subcommittee Meetings**, and 3) **Intervention & Referral Services (I&RS) Meetings** which include **Pupil Action Planning, I&RS Monitoring and Progress, and 40 day Review Meetings**. Minutes and attendance should be taken at all meetings and filed for future review.

### SST Core Team Data Review Meeting

- First meeting held in the first month of academic calendar
- Biweekly Meetings
- Assess school programs for appropriateness and modifications (school procedures: attendance, discipline, etc.)
- Proactive Culture & Climate Planning
- Early Intervention Strategies
- Determines level of Intervention Needed (Individual or Targeted Group)

### SST Subcommittee Meeting

- Biweekly Meetings
- Organized by Grade Level or Content Area
- Targeted Group Data analysis (attendance, instructional, behavioral, discipline, special populations)
- Cohort students into Targeted Group Interventions
- Develop Action Plan
- Monitor Progress of Interventions
- Subcommittees include
  - Attendance
  - Behavioral/ Discipline
  - Instructional

### I&RS Meeting

- Biweekly Meetings (or more frequently based on # of RFAs)
- Screen and Respond to Request for Assistance
- Progress Monitoring for active Pupil Action Plans
- 40 Day Reviews
- Review impact of Interventions

## SST Operations Strategy Sheet

Directions: Participants will complete a work plan to implement the 5 Habits of Effective SST teams in preparation for the upcoming academic school year.

5 HABITS OF EFFECTIVE SST FUNCTIONING	EXAMPLES	PROPOSED ACTION STEPS
Maintains <u>consistent meeting schedule</u> with clear objectives/meeting agenda	<ul style="list-style-type: none"> <li>SST meets bi-weekly and calendar is published for school-wide access</li> <li>Dedicated meeting space</li> <li>An agenda with clear objectives is shared one (1) day in advance of each meeting</li> </ul>	
Engages in <u>school wide planning</u> , using sub-committees, that is driven by data analysis	<ul style="list-style-type: none"> <li>Review of SIS reports: e.g. <i>Attendance, Discipline, Entry/Exit, Consecutive Absence Reports and F &amp; D (grade) Reports</i></li> <li>Team engages in Problem Solving Process to address identified needs</li> <li>School strategic goals related to Culture &amp; Climate are a primary focus of the SST</li> </ul>	
<u>Employs effective screening strategies</u> & accurately assesses student needs	<ul style="list-style-type: none"> <li>Targeted group (Tier II) interventions (TGI) are planned to address students with common needs</li> <li>Referrals are screened to ensure that students whose needs cannot be addressed by targeted group interventions (TGI) are assessed as Tier III and referred for I&amp;RS sub-committee action</li> </ul>	
Develops comprehensive <u>Pupil Action Plans</u> that detail the criteria for assessing intervention success	<ul style="list-style-type: none"> <li>I&amp;RS Plans are developed by smaller sub-committee</li> <li>Identification of case managers and 1-2 additional SST members for the I&amp;RS sub-committee is driven by the specific student need</li> <li>Internal deadlines for completion of I&amp;RS plans, and progress monitoring are defined at the point of case assignment</li> </ul>	
Provides consistent Follow thru; <u>employing interim assessments</u>	<ul style="list-style-type: none"> <li>A shared progress monitoring calendar is established and updated biweekly</li> <li>Implementation of Targeted Group (Tier II) Interventions (TGI) and I&amp;RS Plans are assessed bi-weekly and final assessments of student progress are completed every 40 days</li> </ul>	



# **-REMOTE** LEARNING



## **STUDENT-PARENT HANDBOOK**

***Draft***

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## **WE BELIEVE**

- Technology touches almost every part of our lives.
- Technology in the hands of every student can serve as an equalizer, providing all students with access to information and tools that empower them as learners.
- Technology in the hands of every student can increase student engagement and thus student performance, satisfaction, and interest in school.
- Technology in the hands of every student can change the way teachers teach, offering educators effective ways to reach different types of learners and assess student understanding through multiple means.
- Technology in the hands of every student can better equip the workers of tomorrow to investigate and solve real-world challenges similar to those they will experience in the workplace.
- Technology in the hands of every student is one of the largest paradigm shifts in teaching and learning to be experienced by today's educators.
- Effective implementation of a plan to place technology in the hands of every student requires careful planning with a large emphasis on professional development for teachers as they begin their journey down the road to personalized learning in a 1:1 environment.
- Technology infrastructure must be designed and implemented in a manner to allow the seamless implementation of an environment where personalized learning thrives in the Hillside Public School District classrooms.

## **Overview**

Hillside Public School District views the use of digital resources as central to the delivery of its educational program and expects that all students will use digital resources as an essential part of their learning experiences. It is the policy of Hillside Public School District to maintain an environment that promotes ethical and responsible conduct in all digital resource activities (File Code 6142.10). With this privilege and extraordinary opportunity to explore resources come responsibilities for the parent and for the student.

During student registration and each subsequent yearly update, you are given the opportunity to view the Acceptable Use Agreement and during these processes you acknowledge that you understand and accept the information in this document.

Hillside Public School District students and families must understand that:

1. All students are allowed access to digital resources unless the school is notified in writing by the parent/guardian.
2. All users of the district network and equipment must comply at all times with Hillside Public School District policies e.g. 61.42.1 Internet Safety and Technology, and Staff Use of Internet, Social Networks and Other Forms of Electronic Communication file code 4119.26/4219.26
3. Laptops, iPads and all technology equipment associated with the device are on loan to students and remain the property of Hillside Public School District.
4. All users are accountable to all school, district, local, state, and federal laws.
5. All use of the technology equipment and network must support education.
6. Students and families must follow all guidelines set forth in this document and by district staff.
7. All rules and guidelines are in effect before, during, and after school hours for all district laptops, iPads and technology equipment whether on or off the school campus.
8. All files stored on district equipment or on the network are property of the district and may be subject for reviewing and monitoring.
9. The term “equipment” or “technology” refers to laptops, iPads, batteries, power cord/chargers and bag/cases/covers. Each piece of equipment is issued as an educational resource. The conditions surrounding this equipment can be equated to those of a textbook or a school issued calculator.
10. Students are expected to keep the equipment in good condition. Failure to do so will result in bills for repair or replacement.
11. Students are expected to report any damage to their device as soon as possible. This means no later than the next school day.
12. Students who identify or know about a security problem are expected to convey the details to their teacher without discussing it with other students.
13. Students are expected to notify a staff member immediately if they come across information, images, or messages that are inappropriate, dangerous, threatening, or make them feel uncomfortable.
14. All users are expected to follow existing copyright laws and educational fair use policies.
15. Students may only log in under their assigned Hillside Public School District username. Students will not share their password with other students at any time.
16. Students may not loan equipment to any other person for any reason as students are held financially responsible for any loss of components.
17. Any failure to comply with the rules as outlined in this handbook may result in disciplinary action. Hillside Public School District may remove a user’s access to the network without notice at any time if the user is engaged in any unauthorized activity.
18. Hillside Public School District reserves the right to confiscate the equipment at any time

## **Parent/Guardian Responsibilities for Students with Mobile Devices (Grades 2-12)**

Hillside Public School District makes every effort to equip parents/guardians with the necessary tools and information to ensure safe use of the laptops in the home. There are several responsibilities assumed by the parent/guardian. These are outlined below.

### **Sign the Student/Parent Acceptable User Agreement**

#### ***Parent/Guardian Responsibility***

In order for students to be issued a laptop, a student and his/her parent/guardian must acknowledge acceptance of the **Acceptable Use for Technology –Electronic Mobile Device**. A student will not be issued a laptop until the agreement has been accepted and a hard copy has been signed by both parent and student and returned to the school.

### **Accept Liability**

#### ***Student Laptop Insurance***

- Laptop insurance covers accidental damage, cracked screens, liquid spills, liquid submersion, theft/burglary/robbery (police report required), fire/flood damage, vandalism, natural disasters, power surge due to lightning, mechanical failure and manufacturer defect. Two claims per year will be covered.
- The District reserves the right to deny coverage in the event of abuse of the theft/burglary/robbery coverage.

The parent/guardian/student are responsible for the cost of repair or replacement at the date of loss if the property is:

#### ***Parent/Guardian Responsibility***

- Not returned
- Intentionally damaged
- Damaged because of negligence

Lost or stolen devices must be reported to school and/or police immediately. In cases involving theft a police report will be required.

### **Monitor Student Use**

#### ***Parent/Guardian Responsibility***

The parent/guardian must agree to monitor student use at home (if applicable) and away from school. The best way to keep students safe and on-task is to have a parent/guardian present and involved.

### **Suggestions**

- Investigate and apply parental controls available through your internet service provider and/or your wireless router.
- Develop a set of rules/expectations for internet use at home. Some websites provide parent/child agreements for you to sign.
- Only allow internet use in common rooms of the home (e.g. living room or kitchen) and not in bedrooms. Demonstrate a genuine interest in what your student is doing while online. Ask questions and request that they show you his or her work often.

## Support Student Safety

### ***Shared Responsibility***

For schools and parents/guardians alike, student safety is always a high priority. The precautions described in this section are intended to help students be safe on the path to and from school. Student safety always comes first.

- If someone demands your laptop or iPad, give it to the person. Report the incident immediately.

### ***Parent/Guardian Responsibility***

The parent/guardian must agree to monitor student use at home (if applicable) and away from school. The best way to keep students safe and on-task is to have a parent/guardian present and involved.

## Equipment Rules and Guidelines

The rules and regulations are provided here so that students and parents/guardians are aware of the responsibilities that students accept when they use district-owned technology equipment. In general, this requires efficient, ethical and legal utilization of all technology resources. ***Violations of these rules and guidelines will result in disciplinary action*** as per Hillside Code of Conduct/Discipline.

Students will receive laptop and/or iPad-related training at school during the first weeks of school. Below you will find a summary of the main points of each training topic.

## Electronic Resource Policy and Responsible Use Procedures

### ***General Guidelines***

All use of technology must:

- Support learning
- Follow local, state, and federal laws
- Be school appropriate

### ***Security Reminders***

- Do not share logins or passwords  
*Exception: students are asked to share passwords with parents or guardians*
- Do not develop programs to harass others, hack, bring in viruses, or change others' files
- Follow Internet safety guidelines

### ***Activities Requiring Teacher Permission***

- Using equipment during class
- Using headphones in class

### ***Inappropriate Content***

All files must be school appropriate. Inappropriate materials include explicit or implicit references to:

- Alcohol, tobacco or drugs
- Gangs
- Obscene language or nudity
- Bullying or harassment
- Discriminatory or prejudicial behavior

### ***Thumb Drives***

All district rules and guidelines apply to any thumb drive plugged in to district equipment

**Self-Service** All programs and/or apps are available to students through Self-Service, an app/program on the device.

## **Equipment Use, Care, and Classroom Routines**

- Lockers**
- If laptop or iPad must be stored in lockers, care must be taken to prevent heavy items from being placed/stored on top of the device
- Hallways**
- Keep your laptop or iPad in the district designated protective case or cover at all times.
  - Always use two hands to carry the device.
  - Never leave the laptop or iPad unattended for any reason.
- Classroom Habits**
- Ensure that the laptop or iPad is resting securely on the desktop.
  - Never place your laptop or iPad on the floor.
  - Close the lid of the laptop before standing up.
  - Never leave your laptop or iPad unattended unless you have your teacher's permission to do so. If you walk away from your device, lock the screen before walking away.
  - Follow all directions given by the teacher. Failure to follow district policies and teacher instructions could result in disciplinary action.
- Care of laptop or iPad at school**
- The laptop or iPad stays in the protective cover at all times.
  - The power cord/charger should always be available if/when needed.
  - Charge the laptop or iPad fully at the end of each day. For devices that are not taken home, the student is responsible for ensuring that the power cord is connected to the device in the cart so that it will be charged for the next day.
  - Store the device on a desk or table. Books and/or binders should never be placed on top of a laptop or iPad. If the laptop or iPad is not in use, it should either be stored on top of a desk/table or in the rack under a student desk. A laptop or iPad should never be on the floor!
  - A laptop or iPad should never be open if a student is consuming food or drink.
- Care of laptop or iPad at home**
- The laptop or iPad stays in the protective cover at all times.
  - Charge the laptop or iPad fully each night.

***Traveling to and from  
School***

- Store the laptop or iPad on a desk or table - never on the floor!
- Protect the laptop or iPad from: Extreme heat or cold. Food and drinks. Small children. Pets.
- Use the laptop or iPad in a common room of the home.
- Completely shut down the laptop or iPad before traveling.
- Do not leave the laptop or iPad in a vehicle.
- If ever in a situation when someone is threatening you for your laptop give it to them and tell a staff member as soon as you arrive at school.
- Hillside Public School District will work in cooperation with the local law enforcement officials if a device is reported stolen.

***Prohibited Actions***

Students are prohibited from:

- Putting stickers or additional markings on the laptop or iPads, bag/cases, batteries, or power cord/chargers.
- Defacing district issued equipment in any way. This includes but is not limited to marking, painting, drawing or marring any surface of the laptop or iPads.
- The protective cover for the laptop or iPad should never be removed, for any reason, as doing so will lead to damage to the device for which you will be responsible.



## ***Email for Students***

### ***Purpose***

All students are issued an email account. Email allows students to safely and effectively communicate and collaborate with district staff and classmates, giving them an authentic purpose for writing.

The effective use of email is:

- A 21<sup>st</sup> Century communication tool.
- Used in careers and higher education settings.
- A way to meet the International Society for Technology in Education Student Standards (ISTE-Student Standards).

### ***Guidelines And Reminders***

Email should be used for educational purposes only.

- Email transmissions are monitored by the district to ensure appropriate use. This means that administrators and teachers may check students' email and will be alerted to any inappropriate content.
- All email and its/their contents are property of the district.
- Email should only be used by the authorized owner of the account.
- Students should protect their passwords at all times. Any suspected breach of a student's assigned Hillside Public School District account should be reported immediately.

### ***Unacceptable Use Examples***

Non-education related forwards (e.g. jokes, chain letters, images, etc.).

- Harassment, profanity, obscenity, racist terms.
- Cyber-bullying, hate mail, discriminatory remarks.
- Email for individual profit or gain, advertisement, or political activities.

## Web Cams

### *Purpose*

Each student laptop or iPad is equipped with a web cam. This equipment offers students an extraordinary opportunity to experience a 21<sup>st</sup> Century tool and to develop 21<sup>st</sup> Century communication skills.

### *Examples of Use*

Web cams are to be used for educational purposes only, under the direction of a teacher.

Examples include:

- Recording videos or taking pictures to include in a project
- Recording a student giving a speech and playing it back for rehearsal and improvement.

## Movies

### *At School*

Watching movies on your laptop or iPad is not allowed during school hours without permission from the teacher. Permission will be given only for media used to complete a school assignment

### *At Home*

Streaming movies on your laptop or iPad is allowed at home with permission from parents/guardians. **Note: devices are filtered at home with limited access to streaming services.**

## Gaming

### *At School*

School Online gaming is not allowed during school hours unless you have been given permission by a teacher. All games must be in support of education.

### *At Home*

Online gaming is allowed at home if all of the following conditions are met:

- You have permission from your parent/guardian.
- The content of the game is school appropriate.
- The game is in support of education.
- All schoolwork is complete.
- No download of any kind is needed.

**You are not allowed to load personal software onto your district owned device.**

## Desktop Backgrounds and Screensavers

Any images set as the desktop or Home Screen background must be in line with Use of Technology Resources in Instruction guidelines.

- Inappropriate media may not be used as a desktop background. Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drugs, or gang related symbols will result in disciplinary action and/or loss of laptop or iPad privileges.

## Copyright and Plagiarism

Students are expected to follow all copyright laws. Duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (*Title 17, USC*)

## Technology Discipline

**School-Based Discipline** The discipline policies at each school encompass the one-to-one/digital environment. Please reference **Student Code of Conduct** for details.

**Progressive Discipline** Discipline is progressive. Low-level, first-time infractions will have lesser consequences than infractions that are repetitive or more serious in nature.

### Progressive Discipline Steps Example

*The following are for illustration purposes only. The appropriate progressive discipline steps for the individual would apply.*

- Warning
- In-class consequence
- School-based consequences
- Parent contact
- Administration referral

## Examples of Unacceptable Use

Unacceptable conduct includes, but is not limited to, the following:

1. Using the network for illegal activities, including copyright, license or contract violations
2. Unauthorized downloading or installation of any software including shareware and freeware
3. Using the network for financial or commercial gain, advertising, or political lobbying
4. Accessing or exploring online locations or materials that do not support the curriculum and/or are inappropriate for school assignments.
5. Vandalizing and/or tampering with equipment, programs, files, software, network performance or other components of the network; use or possession of hacking software is strictly prohibited
6. Gaining unauthorized access anywhere on the network

7. Revealing the home address or phone number of one's self or another person
8. Invading the privacy of other individuals
9. Using another user's account or password, or allowing another user to access your account or password
10. Coaching, helping, observing or joining any unauthorized activity on the network
11. Posting anonymous messages or unlawful information on the network
12. Vandalizing and/or tampering with equipment, programs, files, software, network performance or other components of the network; use or possession of hacking software is strictly prohibited
13. Gaining unauthorized access anywhere on the network
14. Revealing the home address or phone number of one's self or another person
15. Invading the privacy of other individuals
16. Using another user's account or password, or allowing another user to access your account or password
17. Coaching, helping, observing or joining any unauthorized activity on the network
18. Posting anonymous messages or unlawful information on the network
19. Participating in cyber-bullying or using objectionable language in public or private messages, e.g., racist, terroristic, abusive, sexually explicit, threatening, stalking, demeaning or slanderous
20. Falsifying permission, authorization or identification documents
21. Obtaining copies of, or modifying files, data or passwords belonging to other users on the network
22. Knowingly placing a computer virus on a computer or network
23. Attempting to access or accessing sites blocked by the district Internet filtering system
24. Downloading music, games, images, videos, or other media without the permission of a teacher
25. Sending or forwarding social or non-school related email
26. Attempts to defeat or bypass the district's Internet filter
27. Deleting browser history
28. Using electronic resources for individual profit or gain; for product advertisement; for political action or political activities; or for excessive personal use
29. Making use of the electronic resources in a manner that serves to disrupt the use of the network by others
30. Unauthorized downloading or installing software
31. Modification to district browser settings or any other techniques, designed to avoid being blocked from inappropriate content or to conceal Internet activity
32. Vandalizing and/or tampering with equipment, programs, files, software, network performance or other components of the network; use or possession of hacking software is strictly prohibited
33. Gaining unauthorized access anywhere on the network
34. Revealing the home address or phone number of one's self or another person
35. Invading the privacy of other individuals
36. Vandalizing and/or tampering with equipment, programs, files, software, network performance or other components of the network; use or possession of hacking software is strictly prohibited
37. Gaining unauthorized access anywhere on the network
38. Revealing the home address or phone number of one's self or another person
39. Vandalizing and/or tampering with equipment, programs, files, software, network performance or other components of the network; use or possession of hacking software is strictly prohibited
40. Gaining unauthorized access anywhere on the network
41. Revealing the home address or phone number of one's self or another person
42. Invading the privacy of other individuals, components of the network; use or possession of hacking software is strictly prohibited

43. Vandalizing and/or tampering with equipment, programs, files, software, network performance or other components of the network; use or possession of hacking software is strictly prohibited
44. Gaining unauthorized access anywhere on the network
45. Revealing the home address or phone number of one's self or another person
46. Invading the privacy of other individuals
47. Using another user's account or password, or allowing another user to access your account or password
48. Coaching, helping, observing or joining any unauthorized activity on the network
49. Posting anonymous messages or unlawful information on the network
50. Participating in cyber-bullying or using objectionable language in public or private messages, e.g., racist, terroristic, abusive, sexually explicit, threatening, stalking, demeaning or slanderous
51. Falsifying permission, authorization or identification documents
52. Obtaining copies of, or modifying files, data or passwords belonging to other users on the network
53. Knowingly placing a computer virus on a computer or network
54. Attempting to access or accessing sites blocked by the district Internet filtering system
55. Downloading music, games, images, videos, or other media without the permission of a teacher
56. Sending or forwarding social or non-school related email
57. Attempts to defeat or bypass the district's Internet filter
58. Deleting browser history
59. Using electronic resources for individual profit or gain; for product advertisement; for political action or political activities; or for excessive personal use
60. Making use of the electronic resources in a manner that serves to disrupt the use of the network by others
61. Unauthorized downloading or installing software
62. Modification to district browser settings or any other techniques, designed to avoid being blocked from inappropriate content or to conceal Internet activity

## **Device Security**

### ***Laptop or iPad Security***

Security is in place on the Laptop or iPad to prevent certain activities. These include downloading or installing software on the laptop or iPads, removing software, changing system settings, etc.

### ***Internet Filtering***

Hillside Public School District maintains an Internet filtering software package. This program automatically filters all student access to the Internet.

## **Damaged Equipment**

### ***Accidental Damage vs Negligence***

Accidents do happen. There is a difference, however, between an accident and negligence. The difference between an accident and negligence is a discipline issue, not a difference in financial consequences. Damages caused due to a student's failure to follow the guidelines set forth in this handbook will be deemed negligent.

## Lost/Stolen Equipment

### Lost Equipment

<b><i>Reporting Process</i></b>	If any equipment is lost, the student or parent must report it to the school immediately. Students can let a teacher or administrator know, and the staff member will assist him/her. If it is reported that a student has not brought the device to school for an extended period of time, the school will consider the device to be lost and could charge the student's account for full replacement of the device and its related equipment.
<b><i>Financial Responsibility</i></b>	The circumstances of each situation involving lost equipment will be investigated. Students/parents will be held financially responsible for any lost equipment. After investigation, if a laptop or iPad is deemed lost, the school will make a determination regarding a replacement device.

### Stolen Equipment

<b><i>Reporting Process</i></b>	If equipment is stolen, the school must be notified, and a police report must be filed immediately. A copy of the police report must be provided to the school by the student or parent in a timely manner.
<b><i>Financial Responsibility</i></b>	Students/parents will be held financially responsible and will be billed for full replacement costs for stolen equipment. Remember, it is the parent's/student's responsibility to report the theft to the proper police and school authorities immediately upon incident. After investigation, if a laptop or iPad is deemed stolen, the school will make a determination regarding a replacement device.



## **Replacement and Repair Costs**

### ***Reporting Process***

If equipment is stolen, the school must be notified, and a police report must be filed immediately. A copy of the police report must be provided to the school by the student or parent in a timely manner. The District reserves the right to deny coverage in the event of abuse of the theft/burglary/robbery coverage. Students will be issued financial obligations forms if any of the following occurs:

Manufacturer	Description	Cost (with labor)
Dell	Chromebook	\$250
	Broken Case Enclosure	\$150
	Cracked Screen	\$200
	Missing Power Charger	\$90
	Missing Power Cord	\$90
* All prices include actual parts and labor		
* Prices are subject to change depending on availability and industry pricing adjustments.		

### **Terms and Conditions of the Computing Device Agreement:**

Student access to computers is one way that Hillside Public School District enhances the learning opportunities for our students. Use of the devices is a privilege. Students who use a computing device at school are expected to follow Hillside Public School District's policies, procedures and practices. These are available in hardcopy and on the district web site. It is imperative that the device the student is issued be maintained and handled in a responsible way.

## APPENDICES

### A. REMOTE-LEARNING DAYS

Remote-learning allows Hillside Public School District to extend learning into the home and keep everyone safe during emergency closures.

Canvas by Instructure is a Learning Management System (e-Learning) that integrates many facets of education into one platform. Canvas Learning allows the capabilities beyond grading and attendance for our learning community. Hillside Public School educators can create an engaging and stimulating atmosphere via virtual learning now with the Canvas.

At the core of Canvas – Class Pages, all educators in our district can create their own virtual platform for students to receive the following: instruction, guides and resources, assignments and assessments, and other forms of direct delivery instruction. With the guidance from the Hillside Curriculum and Instruction Department, our teachers that have been trained to use current tools such as Google suites, and other virtual learning tools and can now use that information to upload and/or embed into Canvas– Class Pages.

Educators have the capability not just to create resources but to share their content across several levels of education. In other words, any educators at any level in our district can collaborate with any teacher to provide a complete classroom experience online. We strive to provide excellence by focusing of Future Ready skills that will prepare our students for College and Career Preparedness.

#### **What can I do to make sure my student is successful with their Virtual Learning?**

Our number one goal with Virtual Learning is to make sure your child continues to learn and is safe. With a new process, there will be many things your student can share about their learning and demonstrate success, but there will also be some areas of improvement for the whole system. When students return to school, there will be an opportunity for the home and students to share, strengths and needs improvement, about the Virtual Learning Day.

#### **How will my students get the Virtual Learning assignments that they need to complete at home?**

Teachers will deliver instruction in Canvas Classroom, our learning management system for students. Students will receive the necessary resources to complete their work at home. Assignments and Assessments due will be done through Canvas. Students who are English Language Learners/Special education will receive additional materials and supports. Parents will be provided times to pick up mobile devices if needed.

Students, grades Pre-K-12, will be able to use Google Educational Suites through Canvas. Google Docs (create and edit documents, Google Sheets (create and edit spreadsheets), Google Slides (create and edit presentations), and Google Forms (create and edit diagrams) offline. There will be some lessons that will have videos or other media. Teachers will work with the students to have this available in their Canvas Classrooms.

The Hillside Virtual School Schedule will be as follows for these specific schools:

- AP Morris Early Childhood Center Pre-K-1
- Hurden Looker Elementary School Gr 2-6
- Deanna Taylor Academy Gr 2-6
- Ola Edwards Community Gr 2-6
- Walter O. Krumbiegel Middle School Gr 7-8
- Hillside High School Gr 9-12



### PreK-2 - AP Morris

Period	Start Time	End Time
1	8:30	9:00
2	9:00	9:20
3	9:20	9:40
4	9:40	9:50
5	9:50	11:05
6	11:05	11:25
7 Lunch	11:50	12:20
8	12:10	1:30
9	1:30	2:00
10	2:00	2:20
11	2:20	2:30

### Elementary (2-6)

Period	Start Time	End Time
Homeroom	8:30	8:35
1	8:35	9:15
2	9:15	9:55
3	9:55	10:35
4 Lunch	10:35	11:15
5	11:15	11:55
6	11:55	12:35
7	12:35	1:15
8	1:15	1:55
9	1:55	2:35

### High School and Middle School Bell Schedule During Virtual Learning

Period	Duration	4A Lunch	Period	Duration	5A Lunch	Period	Duration	6A Lunch
*0	40	7:46-8:26	0	40	7:46-8:26	*0	40	7:46-8:26
HR	10	8:30 - 8:40	HR	10	8:30 - 8:40	HR	10	8:30 - 8:40
1	40	8:44 - 9:24	1	40	8:44 - 9:24	1	40	8:44 - 9:24
2	40	9:28 - 10:08	2	40	9:28 - 10:08	2	40	9:28 - 10:08
3	40	10:12 - 10:52	3	40	10:12 - 10:52	3	40	10:12 - 10:52
4A	40	10:56 - 11:36	4B	40	10:56 - 11:36	4B	40	10:56 - 11:36
5A	40	11:40 - 12:10	5B	40	11:40 - 12:10	5C	40	11:40 - 12:10
6A	40	12:14 - 12:54	6A	40	12:14 - 12:54	6B	40	12:14 - 12:54
7	40	12:58 - 1:38	7	40	12:58 - 1:38	7	40	12:58 - 1:38
8	40	1:42 - 2:22	8	40	1:42 - 2:22	8	40	1:42 - 2:22
*9	40	2:26-3:06	9	40	2:26-3:06	*9	40	2:26-3:06

**How can we work with the teacher?**

Teachers will be available throughout the day during their regularly scheduled class period. They can also set up office hours.

During these hours, our teachers will be accessible through a line of communication and be available for feedback, discussion and for grading of student work via Canvas.

**What is my student's responsibility? How long do the students have to complete the lesson(s) assigned on Virtual Learning Days?**

Students are expected to participate in Virtual Learning during their scheduled class period.. Virtual Learning days are about seamlessly continuing learning outside of the school building and not stopping instruction.

**B. Digital Code of Conduct**

Proper behavior, as it relates to the use of technology, is no different than proper behavior in all other aspects of district activities. All users are expected to use the district technology resources in a legal, responsible, ethical, and polite manner. The digital citizenship guidelines are intended to clarify those expectations as they apply to computer and network usage and are consistent with the Hillside Public School Board policy on use of technology resources in instruction. A student who knowingly violates any portion of the digital citizenship expectations will be subject to suspension of access and/or revocation of privileges on the district's system and will be subject to disciplinary action in accordance with the school district disciplinary handbook.

Students will practice responsible use of digital information regarding intellectual property, including complying with software licenses, copyright laws, and all other state and federal laws governing intellectual property. See district fair use and copyright guidelines for more information. Students will practice safe and appropriate online behavior including using professional etiquette while communicating online. Improper use of district technology resources is prohibited including, but not limited to:

- using racist, profane, pornographic, sexually oriented, or obscene language or materials
- attempting to send or sending anonymous messages of any kind
- using the network to access inappropriate and/or harmful materials
- bypassing the district's security measures to access sites that are filtered on the district network
- encrypting communications so as to avoid security review or monitoring by the system administrator
- using the network to provide addresses or other personal information that others may use inappropriately
- purposely engaging in activity that may harass, threaten, defame, slander, libel, malign, or abuse another (individual or group)
- forgery or attempted forgery of electronic messages; attempts to read, delete, copy, or modify the electronic mail of other system users or deliberate interference with the ability of other system users to send/receive electronic mail
- using the network for illegal purposes, in support of illegal activities, or for any other activity prohibited by district policy or guidelines

Students will use the technology resources in a positive and responsible manner that promotes creativity, innovation, collaboration, communication, critical thinking, and problem solving. Improper use of the district's technology resources is prohibited including, but not limited to:

- using the network for political activity, financial gain, or commercial activity
- attempting to harm or harming equipment, materials, or data
- changing any computer configurations and/or settings
- installing software, including freeware and file sharing services, without permission from permission from the director of technology or his/her designee
- streaming media, such as radio, games, video, etc., for non-educational purposes
- proxy sites - bypassing or attempting to bypass the filtering device by using sites such as, but not limited to, proxy sites on the district's electronic communications system
- running security programs or utilities that reveal or exploit weaknesses in the security of a system such as password cracking programs, packet sniffers, or port scanners or any other non-approved programs on district technology resources
- otherwise engaging in acts against the aims and purposes of the district as specified in its governing documents or in rules, regulations, and procedures adopted from time to time

Students will understand the negative impact of inappropriate technology use including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy of materials such as software, music, video, and other media.

Students will log in to the district network using their own login credentials. Account information and passwords, or similar information used for identification and authorization purposes, must be kept private. Passwords should not be written down and left in a location other may find it. The individual in whose name a system account is issued will be responsible at all times for its proper use.

Students will use technology resources cautiously to prevent damage.

Students are asked to conserve district technology resources (such as network bandwidth and storage) by limiting usage to educational purposes. System users must not degrade the performance of district technology resources (i.e., streaming video, streaming audio, and Internet radio), deprive an authorized district user access to a district resource, obtain extra resources beyond those allocated, or circumvent district computer security measures.

Creative credit and copyright - students have the right to protect their own creative works. Additionally, students must exercise academic integrity in a fair and legal manner when using other people's creative works. Failure to appropriately cite ideas or work other than your own will result in adverse academic and behavioral action.

Academic integrity protects against the following:

- Cheating is fabricating written assignments; giving or receiving aid to another student without the consent of the instructor on tests, quizzes, assignments, or exams; or accessing unauthorized teacher's editions or answer keys. Cheating also includes the use of technology such as computers, phones, cameras, or any other device that provides access to unauthorized information related to graded course material, tests, quizzes, assignments, or examinations.
- Double assignments are also a form of cheating. This is defined as an assignment that is used to fulfill the requirements of more than one course without prior approval from all involved instructors.
- Colluding is allowing one's work to be copied or submitted by another student. This applies to individual as well as

group work where the students are given individual grades. It also applies to work that is transferred electronically and then submitted by another student. Joint student projects where information is combined for a final product submission are acceptable.

- Plagiarizing is the act of presenting the ideas or works of another person as one's own. This includes presenting information, ideas, phrasing, words, artwork, music, figures, diagrams, graphs, song lyrics, films, maps, illustrations, data, computer programs, emails, CDs, and electronic files from the Internet. All of these must be acknowledged with the proper documentation. The instructor or the school links should be consulted for proper citation practices. All assignments submitted to instructors should contain the proper citation. Plagiarism occurs when a student does one of the following: fails to cite borrowed, quoted, or paraphrased material, even by accident; deliberately intends to deceive through lack of citation; or uses strings of words from a cited source without indicating these words are not his/her own (attempted paraphrase without quotations, even if there is a correct citation).

### C. Acceptable Use for Technology –Electronic Mobile Device Contract

Students must sign the Acceptable Use for Technology –Electronic Mobile Device Contract every year.

School Name: \_\_\_\_\_  
Student Name: \_\_\_\_\_  
Student ID: \_\_\_\_\_  
Make/Model: \_\_\_\_\_

Grade Level: \_\_\_\_\_  
Asset Tag #: \_\_\_\_\_

I understand, and pledge, that:

- I will take good care of my Electronic Mobile Device.
- I will always secure or have in my possession my Electronic Mobile Device.
- I will recognize that the Electronic Mobile Device is for my use only.
- I will know where my Electronic Mobile Device is at all times.
- I will charge my Electronic Mobile Device's battery daily.
- I will keep food and beverages away from my Electronic Mobile Device since they may cause damage to the device.
- I will not disassemble any part of my Electronic Mobile Device or attempt any repairs or modifications.
- I will protect my Electronic Mobile Device by only carrying it while in the case provided.
- I will use my Electronic Mobile Device in ways that are appropriate, meet Hillside Public Schools expectations and are educational.
- I will not place decorations (such as stickers, markers, etc.) on the Electronic Mobile Device.
- I will not deface the serial number.
- I understand that my Electronic Mobile Device is subject to inspection at any time without notice and remains the property of the Hillside Public Schools.
- I will follow the policies outlined in this regulation while at school, as well as outside the School day.
- I agree to immediately notify School Administration and IT department upon occurrence of any loss to, damage to, or malfunctioning of any part of the mobile device for any reason.
- If it becomes a necessity due to loss or theft, I understand that a tracking system may be enabled to identify the location of the mobile device. This program will only be utilized to find devices that have been reported lost/stolen.
- I agree to return the mobile device on the date specified below in the same condition in which it was issued. Failure to return the Electronic Mobile Device will result in a theft report being filed with the Hillside Police Department

Students are expected to return the computer in the same condition in which it was issued. While normal wear and tear will be taken into consideration, students who have mistreated the equipment will be subject to fines. Students will be issued financial obligations forms if any of the following occurs:

Manufacturer	Description	Cost (with labor)
Dell	Chromebook	\$250
	Broken Case Enclosure	\$150
	Cracked Screen	\$200
	Missing Power Charger	\$90
	Missing Power Cord	\$90
* All prices include actual parts and labor		
* Prices are subject to change depending on availability and industry pricing adjustments.		



\_\_\_\_ By checking the first box and signing below, the student and the student's parent or guardian acknowledges and agrees to the terms of use set forth above. Additionally, the student and the student's parent or guardian agree that the student's use of the Electronic Device is a privilege and acknowledge the student's responsibility to protect and safeguard the Electronic Device and to return the same in good condition and repair.

\_\_\_\_ I agree to the stipulations set forth in the above document including the Acceptable Use of Technology – Electronic Mobile Device Regulation and the Student Pledge for Electronic Mobile Device Use.

\_\_\_\_ I wish to opt out of participating in the Electronic Mobile Device Project. I understand that I will not have access to a District owned Electronic Mobile Device at school or at home.

**Mobile Device Return Date:** \_\_\_\_\_

Student Signature and Date: \_\_\_\_\_

Parent Name/Guardian (Please Print): \_\_\_\_\_