

Hillside Public Schools  
195 Virginia St., Hillside NJ 07205



# HILLSIDE PUBLIC SCHOOLS HEALTH RELATED SCHOOL CLOSURE PLAN



A. Robert Gregory

ACTING SUPERINTENDENT | HILLSIDE PUBLIC SCHOOLS

# HILLSIDE PUBLIC SCHOOLS

## PUBLIC HEALTH-RELATED SCHOOL CLOSURE ACTION PLAN

The Hillside Public School District is working closely with the New Jersey Department of Education and the New Jersey Department of Health. All school districts were advised that, *“schools may be asked to close preemptively or reactively, therefore schools should be making plans for what to do if there are recommendations for closing schools or canceling events.”* The Hillside Public Schools Public Health Related Closure Plan will serve as a guide for the HPS District to provide home instruction in the event of such closure and the continuity of essential services. This plan strives to provide equitable access to instruction for all students (PK-12) including provision of special education and related services for students with disabilities, as well as, the provision of school nutrition benefits for eligible students.

Any day in which students impacted by a public health-related closure have access to home instruction services consistent with the guidance provided by the NJDOE, will count as a day in which the board of education has provided instruction towards the 180 day requirement (NJSA 18A:7F-9). It only counts toward the 180-day requirement if the closure is strictly related to a public health-related closure and the Chief School Administrator receives the directive to close in writing.

The Hillside Public School District encourages all educators and members of the public to recommit to raising awareness of the deep educational and personal harm brought by stigma, bullying and harassment in our schools, and to spread factual public health information without fear or stigmatization.

In the event of a school closing, this school public health related closure plan will put in place and delineate expectations, responsibilities, and protocols. As public health related closures are fluid and dynamic situations, this document will serve as initial guidance but is subject to change. Any changes will be made in consultation with the Board of Education, prior to being enacted.

The Health Department may recommend to the Superintendent that a site, group, or school closes based on active cases or as a preemptive measure. The District Central Office will remain open unless otherwise directed by the Department of Health and/or Education. All staff will be expected to continue to work and perform responsibilities, virtually, during their contractual work hours as established by the Acting Superintendent.

In the event of school closing, all instructional staff at the school will be working virtually during their contractual work hours providing home instruction to students and their families. Teachers from Pre-K – 1<sup>st</sup> Grade will provide 10-day instructional packets and create blended learning activities for families with a device and access to the internet. Teachers from 2-12<sup>th</sup> grade will provide home instruction via Google Classroom, copies of materials will be made available to families who do not have a device or access to the internet. We will distribute devices to families in need upon request.

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## I: DISTRICT DEMOGRAPHICS/ SCHOOL CONNECTIVITY (Component 1)

DISTRICT DEMOGRAPHICS			
Total Number of Students	3,210	% of Students with Disabilities	16%
African American	59.8%	%English Language Learners	9.5%
Hispanic	29.7%	%Economically Disadvantaged	56%
White	9.5%		
Asian	1%		

PRE-SCHOOL EDUCATION	
Grade Level	Total # of Students
Pre-K 3	109
Pre K - 4	162
Total #	271

SCHOOL CONNECTIVITY SURVEY AND METHOD FOR DELIVERING HOME INSTRUCTION			
SCHOOL	TOTAL # OF STUDENTS	METHOD FOR DELIVERY OF HOME INSTRUCTION	% of students with device/internet from home
<b>AP MORRIS</b> Pre-K – 1 <sup>st</sup> Grade	693	Instructional Packets available on website. Instructional Packets mailed home to families without internet access. Arrangements will be made for returned mail. 1 <sup>st</sup> Grade students receive instruction in GoogleClassroom. It is not appropriate for Pre-K and Kindergarten Students.	85%
<b>HURDEN LOOKER</b> 2 <sup>nd</sup> – 6 <sup>th</sup> Grade	480	Google Classroom in Core Content Areas. Copies of Instructional Packets from Google Classroom to be mailed home. Arrangements will be made for returned mail.	92%
<b>GEORGE WASHINGTON</b> 2 <sup>nd</sup> – 6 <sup>th</sup> Grade	436	Google Classroom in Core Content Areas. Copies of Instructional Packets from Google Classroom to be mailed home. Arrangements will be made for returned mail.	90%
<b>CALVIN COOLIDGE</b> 2 <sup>nd</sup> – 6 <sup>th</sup> Grade	234	Google Classroom in Core Content Areas. Copies of Instructional Packets from Google Classroom to be mailed home. Arrangements will be made for returned mail.	90%
<b>WOK MIDDLE SCHOOL</b> 7 <sup>th</sup> – 8 <sup>th</sup> Grade	485	Google Classroom in Core Content Areas. Copies of Instructional Packets from Google Classroom to be mailed home. Arrangements will be made for returned mail.	91%
<b>HILLSIDE HIGH SCHOOL</b> 9 <sup>th</sup> – 12 Grade	853	Google Classroom in Core Content Areas. Copies of Instructional Packets from Google Classroom to be mailed home. Arrangements will be made for returned mail.	90%

*\* The district has conducted school-based surveys to access connectivity and access to online materials 2 times since school closures. Additionally, teachers, counselors, and administrators call homes of parents to access connectivity and access when students are not active in Google Classroom. The district has distributed devices and reduced connectivity services to families who have requested them and require assistance.*

## II: DISTRICT COMMUNICATION

### COMMUNICATIONS

When responding to a public related health closure and any other type of emergency situation, communication is essential as these situations are often dynamic and fluid. In order to facilitate clear communication among staff, parents, students, and the general public, the following guidelines will be implemented. The Office of the Acting Superintendent will be the sole source of district communication to staff, parents, outside agencies and the press as it relates to the emergency. The district is undertaking efforts to provide communications in various languages to ensure proper information gets to the largest audience as possible. All messages will be shared with staff, students, and families through Blackboard Connect, Hillside Public Schools website, and email. The Office of the Superintendent will/has established regular communications with local health authorities so that there is sharing of all information and a coordination of activities. The table below defines the Hillside Public Schools chain of command and communication protocols.

<b>Acting Superintendent and Board of Education</b>	<ul style="list-style-type: none"> <li>➤ The Acting Superintendent will provide the board of education updates and seek consultation and approval, prior to enacting any school closure or district wide announcement that impacts the instructional calendar or day.</li> <li>➤ Hillside Board of Education Members will continue to receive weekly Board Updates and will be copied on district wide emails to staff.</li> </ul>
<b>Acting Superintendent and Central Office/Executive Staff</b>	<ul style="list-style-type: none"> <li>➤ In the event of a public health related school closure that prevents executive Staff from reporting, the Acting Superintendent will conduct 2check ins (teleconferences or virtual meetings per week with executive staff members to provide guidance and/or assistance in the departments they lead).</li> <li>➤ Each executive staff member will host normal meetings and check ins virtually during pre-established times.</li> <li>➤ The Acting Superintendent must approve all decisions and communications sent from executive staff to their departments prior to execution.</li> </ul>
<b>Acting Superintendent and Principals</b>	<ul style="list-style-type: none"> <li>➤ In the event of a public health related school closure that prevents Principals from reporting to work, the Acting Superintendent will conduct a daily conference call at 9AM with school leaders. Administrators will receive guidance and professional development.</li> <li>➤ The conference call will establish protocols for daily communication to staff, supervision of instructional practices, monitoring of student work, etc.</li> <li>➤ The Acting Superintendent will provide a summary of the daily conference call when warranted.</li> <li>➤ Principals will provide the Acting Superintendent's Office the names and addresses of students who require instructional materials.</li> <li>➤ The Acting Superintendent will continue to host Principal Leadership Institutes on a monthly basis through zoom meeting.</li> <li>➤ The team will troubleshoot issues and make recommendations in consultation with the Acting Superintendent. The Acting Superintendent will make all final decisions and notify the board and seek approval prior to enacting changes.</li> </ul>
<b>Director of Curriculum and Supervisors</b>	<ul style="list-style-type: none"> <li>➤ In the event of a public health related school closure that prevents Supervisors from reporting to work, the Director of Curriculum will conduct two weekly virtual meetings calls.</li> <li>➤ The meetings will establish protocols for daily communication to staff, supervision of instructional practices, monitoring of student work and access to instructional materials.</li> <li>➤ The Director of Curriculum will provide a summary of the meeting when warranted.</li> <li>➤ Supervisors will be assigned to prepare materials for instructional packets/google classroom for ELA and Math Grades Pre-K – 8<sup>th</sup>.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Supervisors must approve all google classroom lesson in consultation with the Principals for all 9<sup>th</sup> -12<sup>th</sup> grade teachers.</li> <li>➤ The team will troubleshoot issues and make recommendations in consultation with the Director of Curriculum. The Director of Curriculum will inform the Acting Superintendent who will make all final decisions and notify the board prior to enacting changes.</li> <li>➤ Supervisors will be required to monitor teacher activity in google classroom from 9 – 11 am and 1 – 3 pm.</li> </ul>
<b>Principals and Teachers</b>	<ul style="list-style-type: none"> <li>➤ In the event of a public health related school closure that prevents Principals and Teachers from reporting to work, the Principal will be required to: <ul style="list-style-type: none"> <li>a) Communicate daily with teachers.</li> <li>b) Send a daily communication to teachers with updates and guidance based on conference call directives received from the Acting Superintendent.</li> <li>c) Require teachers communicate daily with families/or students who require instructional packets due to a lack of a device or connectivity at home.</li> <li>d) Conduct virtual staff or individual meetings with teachers to communicate information, provide support, or rectify a situation.</li> <li>e) Be available during contractual hours as directed or needed by the Acting Superintendent.</li> <li>f) Respond to faculty or parental concerns when warranted in a timely manner</li> <li>g) Monitor teacher activity in google classroom from 9 – 11 am and 1 – 3 pm.</li> </ul> </li> </ul>
<b>Teachers and Students and Families</b>	<ul style="list-style-type: none"> <li>➤ In the event of a public health related school closure that prevents Teachers and Students from reporting to work or school, the teacher will be required to: <ul style="list-style-type: none"> <li>a) Pose a daily problem or question of the day as a means to track student activity via virtual learning.</li> <li>b) Be active in google classroom form 9-11 am and 1 -3 pm.</li> <li>c) Respond to student and parents request for support in a timely manner.</li> <li>d) Reinforce communications sent by the district.</li> <li>e) Contact families of students who are not active in google classroom to ensure they have materials.</li> <li>f) Provide the principal a daily update of parents or students in need of instructional materials.</li> <li>g) Update google classroom activities in 10-day intervals.</li> <li>h) Create instructional videos to enhance student comprehension of materials when warranted</li> <li>i) Participate in virtual faculty meetings and/or department meetings hosted by the administrators (Supervisors, Principal, Vice Principal).</li> <li>j) Conduct virtual conferences or individual meetings with students and their families to communicate information, provide support, or rectify a situation.</li> <li>k) Be available during contractual hours as directed or needed by the Principal or District Supervisor.</li> </ul> </li> </ul>
<b>District Communications to Families</b>	<ul style="list-style-type: none"> <li>➤ The district will create robo calls during Home instruction and communicate pertinent information on the website. Robocalls will to notify families of meal distribution dates and other events.</li> <li>➤ The message will be sent out in English and Spanish</li> <li>➤ The district will post the robocall message on our website.</li> <li>➤ The district will mail instructional packets to families that request them.</li> <li>➤ Families can call their school to make the request and the district will mail packets home.</li> </ul>

### III: EQUITABLE ACCESS TO INSTRUCTION FOR ALL STUDENTS (COMPONENT 1)

<b>HOME INSTRUCTION</b>	
<b>GRADE LEVELS</b>	<b>METHOD FOR DELIVERING HOME INSTRUCTION</b>
<b>Pre-K – 1<sup>st</sup> Grade</b>	<ul style="list-style-type: none"> <li>• All Pre-K – 1<sup>st</sup> grade students will receive instructional materials aligned to the NJSLs consistent with requirements outlined in NJAC 6A:16-10.1. The instructional materials have been prepared by District Supervisors and classroom teachers.</li> <li>• Each period of instruction will include a cover page- indicating the student’s name, grade level, and classroom teacher. A calendar of content covered, and daily instructional activities.</li> <li>• Students have been provided reading and other supplemental materials required to complete assignments.</li> <li>• Teachers will provide their email address for families to contact them during school closings with questions and/or other support needed.</li> <li>• Teachers will continue to utilize Class Dojo, Remind, or other pre-established means to communicate with parents.</li> <li>• Teachers, if warranted, will establish times to conduct phone conferences, virtual meetings, and or 1/1 and small group support for students and families in need.</li> <li>• Pre-K – 1<sup>st</sup> Grade Materials are available on our website.</li> <li>• Parents do not have to print materials. Students can record responses on a separate sheet of paper.</li> <li>• The district will mail materials home to parents who make the request.</li> <li>• The district will establish ways parents can scan instructional materials mailed home to students to their teachers for review. The principals will also establish day materials can be dropped off to the school building practicing social distance guidelines.</li> <li>• The district will communicate information related to retrieving instructional materials on our website, and/or, via robocalls.</li> <li>• Teachers will be required to update materials in 10-day intervals.</li> <li>• On a weekly basis teachers and school leaders are following up with families whose children are not active in google classroom to assess their technical needs. The district has accommodated families who requested devices.</li> </ul>
<b>2<sup>nd</sup> – 6<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>• Identified 2<sup>nd</sup> – 6<sup>th</sup> grade students will utilize google classroom to deliver instructional materials aligned to the NJSLs in all core content areas consistent with NJAC 6A:16-10.1.</li> <li>• Instructional materials have been prepared by District Supervisors and classroom teachers.</li> <li>• All teachers will create an overview/calendar of assignments along with daily instructional activities/task</li> <li>• The district will post links to Google Classroom and instructions on how to access it on our website.</li> <li>• The district will create instructional packets of all assignments posted in google classroom to ensure all students have equitable access to materials, if parents request them.</li> <li>• The district will provide families a chromebook upon request and has updated our usage/lender policy accordingly.</li> <li>• Teachers will be required to respond to questions, monitor student progress, and grade assignments daily through google classroom.</li> <li>• Teachers will also use Fridays to schedule 1-1 or small group intervention, remediation, or enrichment for students in need and follow up with families with instructional packets mailed to their homes.</li> <li>• Teachers will be required to update materials in 10-day intervals.</li> <li>• Teachers are required to be active in google classroom two intervals during the home instruction day.             <ol style="list-style-type: none"> <li>a. 9 – 11 AM</li> <li>b. 1-3 PM</li> </ol> </li> <li>• Students who do not have access to the internet will be provided times where their family can drop work off at the school or by other virtual means.</li> </ul>

<p><b>2<sup>nd</sup> – 6<sup>th</sup> Grade</b></p>	<ul style="list-style-type: none"> <li>• The district will also provide students access to enrichment or support through varied online learning platforms for students in need (Achieve 3000, Envisions Mathematics, KHAN Academy, Naviance, etc.)</li> <li>• Teachers are required to participate in faculty and/or department meetings hosted virtually.</li> <li>• On a weekly basis teachers and school leaders are following up with families whose children are not active in google classroom to assess their technical needs. The district has accommodated families who requested devices.</li> </ul>
<p><b>7<sup>th</sup> – 8<sup>th</sup> Grade</b></p>	<ul style="list-style-type: none"> <li>• Identified 7<sup>th</sup>-8<sup>th</sup> grade students will utilize google classroom to deliver instructional materials aligned to the NJSLS in all core content areas consistent with NJAC 6A:16-10.1.</li> <li>• Art, Music, Media, World Language and other electives will be provided via google classroom</li> <li>• Instructional materials have been prepared by District Supervisors and classroom teachers.</li> <li>• All teachers will create an overview/calendar of assignments along with daily instructional activities/task</li> <li>• The district will post links to Google Classroom and instructions on how to access it on our website.</li> <li>• The district will create instructional packets of all assignments posted in google classroom to ensure all students have equitable access to materials, if parents request them.</li> <li>• The district will provide families a chromebook upon request and has updated our usage/lender policy accordingly.</li> <li>• Teachers will be required to respond to questions, monitor student progress, and grade assignments daily through google classroom.</li> <li>• Teachers will also use Fridays to schedule 1-1 or small group intervention, remediation, or enrichment for students in need and follow up with families with instructional packets mailed to their homes.</li> <li>• Teachers will be required to update materials in 10-day intervals.</li> <li>• Teachers are required to be active in google classroom two intervals during the home instruction day. <ul style="list-style-type: none"> <li>c. 9 – 11 AM</li> <li>d. 1-3 PM</li> </ul> </li> <li>• Students who do not have access to the internet will be provided times where their family can drop work off at the school or by other virtual means.</li> <li>• The district will also provide students access to enrichment or support through varied online learning platforms for students in need (Achieve 3000, Envisions Mathematics, KHAN Academy, Naviance, etc.)</li> <li>• Teachers are required to participate in faculty and/or department meetings hosted virtually.</li> <li>• On a weekly basis teachers and school leaders are following up with families whose children are not active in google classroom to assess their technical needs. The district has accommodated families who requested devices.</li> </ul>
<p><b>9-12<sup>th</sup> Grade</b></p>	<ul style="list-style-type: none"> <li>• The Hillside Public Schools will be providing Home Instruction in all required courses for graduation.</li> <li>• All 9-12<sup>th</sup> grade students will utilize google classroom to complete instructional materials aligned to the NJSLS in all core content areas consistent with NJAC 6A:16-10.1.</li> <li>• Instructional materials have been prepared by District Supervisors and classroom teachers.</li> <li>• All teachers will create an overview/calendar of assignments along with daily instructional activities/task</li> <li>• The district will post links to Google Classroom and instructions on how to access it on our website.</li> <li>• The district will create instructional packets of all assignments posted in google classroom to ensure all students have equitable access to materials.</li> <li>• Parents who request instructional materials will have them mailed to their homes. Each Friday, teachers will support their learning via pre-established means of communication.</li> <li>• Teachers will be required to respond to questions, monitor student progress, and grade assignments daily through google classroom.</li> <li>• Teachers will be required to update materials in 10-day intervals.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers are required to be active in google classroom two intervals during the home instruction day. <ul style="list-style-type: none"> <li>a. 9 – 11 AM</li> <li>b. 1-3 PM</li> </ul> </li> <li>• Students who do not have access to the internet will be provided times where their family can drop work off at the school or by other virtual means.</li> <li>• The district will also provide students access to enrichment or support through varied online learning platforms for students in need (Achieve 3000, Envisions Mathematics, KHAN Academy, Naviance, etc.)</li> <li>• Teachers are required to participate in faculty and/or department meetings hosted virtually.</li> <li>• On a weekly basis teachers and school leaders are following up with families whose children are not active in google classroom to assess their technical needs. The district has accommodated families who requested devices.</li> </ul>
<p><b>Ensuring all students in 2<sup>nd</sup>-12<sup>th</sup> grade have access to materials</b></p>	<ul style="list-style-type: none"> <li>• In the event students do not have access to online materials or are without a device, materials will be mailed to their homes.</li> <li>• Parents may request instructional materials for mailing. The district will mail instructional packets home thereafter.</li> <li>• On a weekly basis teachers and school leaders are following up with families whose children are not active in google classroom to assess their technical needs. The district has accommodated families who requested devices.</li> </ul>



## IV: SPECIAL EDUCATION AND RELATED SERVICES (COMPONENT 2)

<b>SPECIAL EDUCATION/RELATED SERVICE</b>	<b>METHOD OF DELIVERY</b>
<b>DELIVERY OF REMOTE/VIRTUAL INSTRUCTION TO IMPLEMENT IEPs</b>	<ul style="list-style-type: none"> <li>• Special Education teachers are tasked with developing unique plans for every student that align with their IEPs as required by federal mandates.</li> <li>• Teachers are available 5 days a week providing both live and pre-recorded instruction as well as upon student or parent request.</li> <li>• Google Classroom and Google Meets are the main platforms used to deliver instruction.</li> <li>• Teachers use the same curriculum resources that were used during the school year. Additional online resources and curriculum supports such as Boom Cards, Raz Kids, Vooks, and Reading A to Z are used.</li> <li>• Students that need material presented in ways outside of an online platform utilize individualized learning packets in order to further academic progress.</li> <li>• Remote learning will continue with a multi-tiered system of support with interventions and basic skills (RTI documentation).</li> </ul>
<b>IEP IMPLEMENTATION/ MEETINGS</b>	<ul style="list-style-type: none"> <li>• IEP implementation of students' programs is monitored through Google Classroom and teleconferences/telecommunication with parents and students.</li> <li>• Related services sessions are documented and monitored by respective therapists and department administrators.</li> <li>• Accommodations and modifications are implemented and documented by teacher assignments and various online supports such as; text to speech, that can be used to assist students during remote instruction.</li> <li>• Progress is being monitored through Unique, Boom Cards, Work Samples, and "Check Ins" by instructional and educational services staff.</li> <li>• Case managers coordinate and schedule all IEP meetings via teleconference or video conference. If a parent requests that the IEP meeting be delayed and prefers an "in person" meeting when the district reopens, the case manager will ask for this request in writing and honor the parents decision to delay the IEP meeting.</li> <li>• The Office of Special Services will contact families and provide them the date and time of the meetings.</li> <li>• Parents will be provided contact information.</li> <li>• The teleconference meetings are conducted similarly to "in person" meetings and all aspects of the IEP are discussed during the meeting.</li> <li>• The Office of Special Services will ensure all Case Managers and CST team members are available for IEP Meetings via teleconference or virtually.</li> <li>• Parents are required to email the Office of Special Education and Student Supports their signature acknowledging the meeting occurred.</li> <li>• Attendance will be noted and IEPs will be updated accordingly in our database.</li> </ul>
<b>REFERRALS TO CST</b>	<ul style="list-style-type: none"> <li>• Referrals can be processed to the greatest extent possible by holding initial planning meetings, however, the Hillside Public Schools is taking a preventative approach in order to maintain the health and safety of our students and the adults who serve them. As such, all testing for evaluations that require in person contact will resume once schools reopen.</li> </ul>

<b>EVALUATING STUDENTS</b>	<ul style="list-style-type: none"> <li>• We will not be able to evaluate students if the district is closed.</li> </ul>
<b>REPORT WRITING FOR CST STUDENTS</b>	<ul style="list-style-type: none"> <li>• CST members will be expected to continue to complete and write reports.</li> <li>• We will provide each team ample materials to mail them to the homes of families, if warranted.</li> <li>• Reports will be secured digitally.</li> </ul>
<b>SPEECH LANGUAGE THERAPY</b>	<ul style="list-style-type: none"> <li>• Lessons, activities, and related materials will be prepared on Google documents and labeled based on skill level, program or individual student's goals and objectives, then shared with teachers who can add the document to their Google Classrooms.</li> <li>• Alternatively, therapists will create their own Google Classrooms and use Flip Classroom to support the delivery of services.</li> <li>• Teletherapy speech is now available for families who agree.</li> <li>• Hard copies of lessons/activities will be made available.</li> <li>• Speech-Therapists will be required to update home instruction materials.</li> </ul>
<b>OCCUPATIONAL/PHYSICAL THERAPY</b>	<ul style="list-style-type: none"> <li>• Lessons, activities, and related materials will be prepared on Google documents and labeled based on skill level, program or individual student's goals and objectives, then shared with teachers who can add the document to their Google Classrooms.</li> <li>• Teletherapy is now available for families who agree.</li> <li>• Alternatively, therapists will create their own Google Classrooms and use Flip Classroom to support the delivery of services.</li> <li>• Provide parents support via email and/or by phone if warranted</li> <li>• Hard copies of lessons/activities will be made available.</li> <li>• Occupational Therapist will be required to update home instruction materials.</li> </ul>
<b>SCHOOL BASED COUNSELING FOR STUDENTS WITH IEPS</b>	<ul style="list-style-type: none"> <li>• Lessons, activities, and related materials will be prepared on Google documents and labeled based on skill level, program or individual student's goals and objectives, then shared with teachers who can add the document to their Google Classrooms.</li> <li>• Teletherapy is now available for families who agree.</li> <li>• Alternatively, therapists will create their own Google Classrooms and use Flip Classroom to support the delivery of services.</li> <li>• Provide parents support via email and/or by phone if warranted</li> <li>• Hard copies of lessons/activities will be made</li> <li>• Counselors/Psychologist will be required to update home instruction materials.</li> </ul>
<b>ABA INSTRUCTION</b>	<ul style="list-style-type: none"> <li>• Lessons, activities, and related materials can be prepared on Google documents and labeled based on skill level, program (PSD/Autism/MD) and individual student's goals and objectives shared with Google Classroom.</li> <li>• Data sheets will be provided to parents with instructions. Hard copies of lessons/activities will be made available for students without access to Google Classroom and for preschool students.</li> <li>• Teletherapy is now available for families who agree.</li> <li>• Provide parents support via email and/or by phone if warranted.</li> <li>• ABA Teachers and BSCBA will be required to update home instruction materials.</li> </ul>
<b>BEHAVIOR ANALSYTS</b>	<ul style="list-style-type: none"> <li>• Support ABA teachers with planning for maintenance of skills, updating programs, etc.</li> <li>• Ensure parents complete data collection sheets</li> <li>• Contact parents for support</li> <li>• Teletherapy is now available for families who agree.</li> </ul>

<b>LLD INSTRUCTION</b>	<ul style="list-style-type: none"> <li>• Lessons, activities, and related materials will be prepared on Google documents and labeled based on skill level, program or individual student's goals and objectives, then shared with teachers who can add the document to their Google Classrooms.</li> <li>• Teletherapy is now available for families who agree.</li> <li>• Alternatively, therapists will create their own Google Classrooms and use Flip Classroom to support the delivery of services.</li> <li>• Provide parents support via email and/or by phone if warranted</li> <li>• Hard copies of lessons/activities will be made</li> <li>• Counselors/Psychologist will be required to update home instruction materials in intervals.</li> </ul>
<b>PARAPROFESSIONALS AND PERSONAL AIDES</b>	<ul style="list-style-type: none"> <li>• No services will be delivered during home instruction as their role is to support students in an educational setting. Paraprofessionals support the school's need at the discretion of building principals.</li> </ul>
<b>INCLUSION/IN CLASS SUPPORT</b>	<ul style="list-style-type: none"> <li>• Support general education in accommodating materials based on student IEPs.</li> <li>• Provide students individual support through google classroom and other pre-established means of communication</li> <li>• Create support materials that provide students access to online materials.</li> </ul>

## V: ADDRESSING ELL AND BILINGUAL NEEDS PLAN (COMPONENT 3)

### ADDRESSING ELL AND BILINGUAL NEEDS PLAN

<b>ELL and BILINGUAL EDUCATION/COMMUNICATION</b>	<ul style="list-style-type: none"> <li>• ESL teachers are working to meet the needs of English Language Learners and Students with Disabilities via online platforms such Google Classroom and connecting with individual students over the phone or on Google Meet. Related services providers are utilizing teletherapy to meet the students' federally mandated therapies listed in each IEP.</li> <li>• <b>Prek-1<sup>st</sup> Grade:</b> The students have a calendar of events. The ESL teacher created lessons to go along with the classroom teacher's plan. She created flash cards, charts, vocabulary games. The calendars were translated into Portuguese, Spanish, &amp; Haitian. We have 1 bilingual PreK 4 classroom. 1<sup>st</sup> Grade, work is posted in Google Classroom, the teacher monitors the assignments and posts You Tube videos for the students.</li> <li>• <b>Grade 2-6</b> - The teachers have their own Google Classroom. Lessons posted include reading stories and answering comprehension questions. Work has been modified with sentence starters, word banks, visuals and videos. The teacher has students respond to discussion questions to get group discussions/conversations flowing. Quizlet is being utilized for assessments. Some teachers make screen cast videos and post them in Google Classroom. Google Meets is being utilized. Screen casts are being made of the lessons taught and also being posted on Google Classroom. Some teachers are doing Virtual Field Trips. Translations are provided in Google Platforms and created by the teacher.</li> <li>• <b>Grades 7-8</b> In the middle school, the teacher is providing reading prompts, text dependent questions, figurative language etc. Additionally, assignments from Achieve 3000 and a listening and speaking website- <a href="http://lingt.com">lingt.com</a>. The teacher monitors the work by posting</li> </ul>
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	<p>on Google Classroom and correcting work emailed to her. Translations are provided in Google Platforms.</p> <ul style="list-style-type: none"> <li>• <b>HS-</b> The teachers at the HS focus on grammar, comprehension, vocabulary and writing. FLIPGRID is used to share videos teaching a topics. SCREENCASTIFY is used to read stories so students can practice afterwards. Communication through Google, text, Remind, WHATSUP are translated for families.</li> </ul>
<b>ACCESS TO TECHNOLOGY FOR ELLS/DIFFERENTIATION</b>	<ul style="list-style-type: none"> <li>• ESL and Bilingual educators have ensured their students have access to technology and are leveraging resources in their Google Classrooms. On Fridays, bilingual educators schedule one on one or small group interventions with students in need of additional support.</li> <li>• Teachers arrange consultation sessions to support parents with varied challenges. Where challenges persist, referrals are made to the administration and guidance counselors for support.</li> </ul>

## VI. SAFE DELIVERY OF MEALS (COMPONENT 4)

SAFE DELIVERY OF MEALS	
<b>SAFE DELIVERY OF MEALS TO ELIGIBLE STUDENTS</b>	<ul style="list-style-type: none"> <li>• The district operates 3 meal distribution locations around Hillside (2.2 Square Miles).</li> <li>• The locations are the George Washington School, the Hurden Looker School and the WOK Middle School.</li> <li>• Three days' worth of meals are distributed every three weekdays.</li> <li>• The meal distribution days are posted on our website</li> <li>• The meal distribution days are communicated to parents via a robocall to remind parents of the upcoming meal distribution day</li> <li>• The Hillside Police are aware of the meal distribution schedule to coordinate crossing guards. Crossing guards are on-site to ensure safe passages to meal distribution locations for students and their families.</li> <li>• 6 feet of social distancing is always observed between meal distribution. Parents place there order for meals from a social distance of 6 feet and wait</li> <li>• 6 feet social distancing marks or cones are indicated so that parents know how far to wait apart, while on line for meals.</li> <li>• The food service worker places the meal on a table 6 feet from the parent and then steps back 6 feet from the table.</li> <li>• The parent then proceeds to the table to pick up the meals</li> <li>• All meal distribution staff is wearing face coverings and gloves</li> </ul>

## VII. LENGTH OF VIRTUAL REMOTE INSTRUCTIONS DAY PLAN (COMPONENT 5)

LENGTH OF VIRTUAL REMOTE INSTUCTIONS DAY PLAN	
<b>VIRTUAL REMOTE INSTUCTION PLAN</b>	<b>SEE APPENDIX A: (HPS COMPONENT 5. Appendix A)</b>

## VIII. ATTENDANCE PLAN (COMPONENT 6)

### ATTENDANCE PLAN

<p><b>ATTENDANCE TRACKING / PROMOTION, RETENTION, GRADUATION...</b></p>	<ul style="list-style-type: none"><li>• The district has adopted a hold harmless attendance policy during school closures. Student attendance after March 12<sup>th</sup>, the last day of live instruction can not be held against them and/or factored into promotion, retention, graduation, discipline, grades, and any other decisions that will affect the student.</li><li>• Teachers pose a question of the day in Google Classroom (1<sup>st</sup> -12<sup>th</sup> Grade) to monitor attendance.</li><li>• Students can respond to the question of the day at any time to be marked present for the day.</li><li>• Teachers track attendance of student/families with instructional packets through submission of assignments.</li><li>• Schools record weekly attendance, work submission, and activity in Google Classroom by teacher/section.</li><li>• Principals submit a weekly attendance report to the Acting Superintendent of Schools.</li></ul>
<p><b>FOLLOWING UP WITH THE FAMILY WHEN A STUDENT IS NOT PARTICIPATING IN ONLINE INSTRUCTION OR SUBMITTING ASSIGNMENTS</b></p>	<ul style="list-style-type: none"><li>• The Hillside Public Schools has instituted a 4 day virtual learning schedule. Fridays are used for teachers to schedule 1-1 or small group interventions for students in need.</li><li>• Teachers are required to also contact the families of students with instructional packets to assess progress and support needed.</li><li>• If a student misses online instruction and has not been completing assignments, the teacher notifies the school counselor and administration. School counselors and administrators follow up with parents to ensure students remain on track and assess/address needs to support. This is done on a weekly basis.</li><li>• Teachers submit a log of parent contacts weekly to their building administrators. Administrators and support staff intervene when needed.</li></ul>

## IX. FACILITIES PLAN (COMPONENT 7)

### FACILITIES PLAN

<p><b>MAINTAINING FACILITIES DURING EXTENDED CLOSURE</b></p>	<ul style="list-style-type: none"><li>• Maintenance and Facilities staff work a staggered modified schedule during the week to maintain all facilities. They are required to keep areas utilized in the building sanitized with CDC approved disinfectants/materials.</li><li>• Summer work/projects will begin based on building readiness. Maintenance/facilities workers will be brought back in, based on guidance from the state of NJ to begin Summer Work/Projects.</li><li>• Contractors will begin their normal contractual work in accordance to Executive Order 107 and other guidance from the state.</li></ul>
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## X. SUMMER PROGRAMMING (COMPONENT 8)

### SUMMER PROGRAMMING PLAN

<p style="text-align: center;"><b>EXTENDED SCHOOL YEAR (ESY) FOR STUDENTS WITH DISABILITIES INCLUDING HOW ESY WILL BE DELIVERED</b></p>	<ul style="list-style-type: none"> <li>We currently have 80 students whose IEPs require an extended school year throughout summer months.</li> <li>Our ESY Program will be delivered virtually throughout school closures.</li> <li>Each special education teacher will host live virtual instruction via Google Hangouts and post assignments and work in Google Classroom.</li> <li>All students in our participating in our ESY program have devices and connectivity.</li> </ul>
<p style="text-align: center;"><b>ASSESSMENT OF CREDIT LOSS OR SHORTAGES FOR HIGH SCHOOL SENIORS AND AN INITIAL PLAN TO ADDRESS CREDIT RECOVERY.</b></p>	<ul style="list-style-type: none"> <li>At the offset of school closures, the district conducted a transcript audit to identify seniors in need of credits to graduate by August of 2020.</li> <li>The district identified a list of potential failures and instituted a hold harmless grading policy which does not allow any student to receive a grade lower than their grade to date as of March 12, 2020 (extended closure dates).</li> <li>Seniors who failed the 3 first marking periods and were not meeting expectations during marking period 4 received a final failing grade as of May 15, 2020.</li> <li>The board of education is paying for those seniors to enroll in an online credit recovery program (Educere).</li> <li><a href="#">Educere</a> is an online program that allows them to complete the 60 hours needed to fulfill course requirements in an abbreviated time period. Educere hires certified teachers (non-HPS employees) to teach the courses and each student receives an academic coach.</li> </ul>
<p style="text-align: center;"><b>ASSESSMENT OF LEARNING LOSS AND INITIAL PLAN FOR ADDRESSING LEARNING LOSSES</b></p>	<ul style="list-style-type: none"> <li>The district will administer 4<sup>th</sup> marking period Benchmark Assessments in ELA and Math in grades 3-11 to assess learning losses due to COVID prior to June 10, 2020.</li> <li>In September, the district will administer previously released NJSLA Assessments for students in Grade 3-11. We will utilize the Linkit Platform to engage in data driven instructional meetings at the onset of the year.</li> <li>Students will be given the previous years NJSLA in light of it not being administered in May of 2020.</li> <li>The district will launch district level and school based data instructional teams to disaggregate data to assess needs.</li> <li>Data Driven Instructional Meetings will be held to devise areas of focus for 3 week instructional cycles. We will follow DDI protocols embedded in Driven by Data (Bambrick).</li> <li>Grade Level teams with content area supervisors will create tailored unit plans for grade levels based on district wide trends. Teachers will create individualized student plans based on classroom level needs identified.</li> <li>We will institute quarterly benchmark assessments throughout the year, and monthly common assessments in ELA and Math based on NJSLA. Instruction will be modified based on needs revealed.</li> </ul>

<p align="center"><b>TITLE I EXTENDED LEARNING PROGRAM</b></p>	<ul style="list-style-type: none"> <li>• The district will not host its elementary school (2<sup>nd</sup>-6<sup>th</sup> grade) Title I enrichment program due to low attendance in the past and minimum impact on targeted students.</li> <li>• The district has conducted research to explore the impact of summer programming in addressing learning losses or gaps. As referenced in a recent <a href="#">article</a> published by Chiefs for Change, <i>“the evidence is clear: Intensive summer programming in 2020 will not compensate for COVID-19 learning losses. The RAND Corporation’s research team has studied summer learning for more than a decade. While some programs they studied do indeed boost student learning, to yield such effects they must take place for at least two years in a row and have high attendance rates. Even in optimal conditions, programs may alleviate some gaps in learning, but will not necessarily reverse them in full.”</i></li> </ul>
<p align="center"><b>PRELIMINARY PLANS FOR CLASS OF 2020 GRADUATION CEROMONIES</b></p>	<ul style="list-style-type: none"> <li>• The district has postponed graduation to a date in July. The district plans on hosting multiple graduation ceremonies practicing social distance guidelines established by the state.</li> <li>• If Executive Order 107 remains in effect in July, the district will identify alternative ways to celebrate our graduates and conduct ceremonies.</li> </ul>

**PART IV: CONTINUITY OF SERVICES**

<p align="center"><b>CONTINUITY OF SERVICES AND OPERATIONS</b></p>	
<p align="center"><b>CONTINUITY OF DISTRICT SERVICES AND OPERATIONS</b></p>	<ul style="list-style-type: none"> <li>• The Acting Superintendent will ensure all essential employees have remote access to the district’s server to ensure:             <ol style="list-style-type: none"> <li>a. Payroll will continue as scheduled</li> <li>b. IEP Meetings and services continue</li> <li>c. School Business and purchases continue as scheduled.</li> </ol> </li> <li>• School administrators are required to participate in a daily 9 AM phone conference to monitor and adjust implementation of our Preparedness Plan.</li> <li>• All staff are required to perform their normal duties as outlined in contractual agreements.</li> <li>• Executive Staff will be required to participate in 3 weekly conference calls. Supervisors will be required to participate in 2 weekly meetings.</li> <li>• All employees will receive devices to work from home.</li> <li>• All employees are expected to be available during contractual work hours.</li> <li>• Email, phone conferences and virtual meetings will be the primary modes of communication.</li> <li>• The district will conduct virtual board meetings, if necessary.</li> <li>• Custodians and Maintenance staff will work a modified schedule to assist with the meal distribution program and perform other building maintenance duties.             <ol style="list-style-type: none"> <li>a. Maintenance Staff- 6 AM – 12 PM (daily)</li> <li>b. Custodians – 7:30 AM- 1:30 PM (daily)</li> </ol> </li> <li>• Security Services will work on an as needed basis (at the request of the Acting Superintendent/Board of Education).</li> <li>• Building/Central Office Secretaries will work on an as needed basis (at the request of the Acting Superintendent/Board of Education).</li> </ul>

