

The investigator or the sponsor can stop your child's participation in the study at any time, for any reason, without your or your child's consent.

Any new information discovered during the study that may influence your willingness to allow your child to continue in the study will be given to you.

Will there be any costs for participation in this study?

There will be no charge to you or your child for your child's participation in this study.

Will I be compensated for my participation in this study?

No compensation will be provided for your participation in the study. If you are a member of the co-design group, however, a donation of \$125 will be made to the school in recognition of your efforts.

PARENT CONSENT (Parent must complete)

Please choose the option that describes your decision to allow your child to participate in the study or not:

- I agree to allow my child participate in the study
 - *<if they select this option then this statement will appear >* You selected that you **DO** want your child to participate in the study. You also confirm that you have read and understand this form. If this is correct, please type your full name and date in the box below. By typing your name, you acknowledge that you are the parent and/or legal guardian of the child listed below. You also acknowledge and give permission for your child to participate in the research study CueThinkEF+: *Scaffolding Executive Function Via Metacognition and Problem-Solving*. A copy of this form is available for you to download at the end of this form.

<i>Parent/Legal Guardian Full Name Typed Here</i>	<i>Today's Date Typed Here</i>
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- I do not agree to participate in the study
<if they select this option then the following statement will appear and the survey will terminate> You selected that you **DO NOT** want your child to participate in the study. Thank you for your time in completing this form.

STUDENT ASSENT (Student must complete)

Please choose the option that describes your decision to participate in the study or not:

- I agree to participate in the study.
 - *<if they select this option then this statement will appear >* You selected that you **DO** want to participate in the study. You also confirm that you have read and understand this form. If this is correct, please type your full name and date in the box below. A copy of this form is available for you to download at the end of this form.

<i>Type your full name here</i>	<i>Type the date here</i>
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- I do not agree to participate in the study

<if they select this option then the following statement will appear and the survey will terminate> You selected that you **DO NOT** want to participate in the study. Thank you for your time in completing this form.

Thank you for agreeing to participate in the study. We would also like to be able to potentially use information from students' work for training, teaching, research, and marketing purposes. For example, audio or screen recording of students' written work from CueThinkEF+ or written/spoken testimonials from students about their use of CueThinkEF+. Student faces will not be seen in any student work samples, and student names will be replaced with pseudonyms (made-up names). Consenting to these uses is not a requirement for participation in the study meaning that you can still participate in the study even if you opt out of these uses.

- I agree that my work can be used for training, teaching, research, and marketing purposes.
- I do NOT wish for my work to be used for training, teaching, research, and marketing purposes.

Thank you for completing the form. Below is a copy of this form for you to download. Please download it and keep a copy for your records.

<downloadable form here>

INFORMED CONSENT: TEACHER

Sponsor / Study Title:	CueThink, Inc. / “CueThinkEF+: Scaffolding Executive Function Via Metacognition and Problem-Solving”
Protocol Number:	TBD
Principal Investigator:	Sheela Sethuraman
Telephone:	224.338.9328
Address:	CueThink 8 Furbish Pond Lane North Reading, MA 01864

We invite you to participate in a research study called “CueThinkEF+: Scaffolding Executive Function Via Metacognition and Problem-Solving.” This study is being led by Sheela Sethuraman (PI), Dr. Sam Rhodes (CO-PI), and Dr. Rick Bryck (Co-PI) and is funded by [Advanced Education Research & Development](#) (AERDF). An investigator on this study is the sole founder and officer and has an ownership interest in CueThink, the app being used in this research study. As a result, the investigator may benefit financially from a successful study. Additional steps have been taken to manage the potential conflict of interest that this financial arrangement may create. Please speak with the study Principal Investigator if you have questions about this.

This consent form provides information about the research study. A staff member on the research study will be available to answer your questions and provide further explanations. If you agree to take part in this study, you will be asked to type your name and the date into this consent form. This process is known as **informed consent**.

- Your decision to take part in the study is voluntary.
- You are free to choose whether or not you will take part in the study.
- There are no negative consequences for choosing to not participate in the study.

What is the purpose of the study?

This study is designed to:

- A) learn more about the interactions between factors that influence problem-solving abilities (such as, metacognition, executive function, and mathematics beliefs).
- B) modify and iterate the existing CueThinkEF+ platform to maximize its impact on student learning outcomes.

What will we ask you to do?

If you agree to participate in the study, you will be expected to:

1. Use CueThinkEF+ in your math classroom at least once every other week.
2. Participate in up to 2 hours of in-person training and 1 hour per month of asynchronous

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- professional learning opportunities.
3. Complete a survey (approximately 30 mins twice per year).
 4. Participate in a focus group and/or individual interview (approximately 1 hour twice per year).
 5. Administer student research assessments during class time (approximately 75 mins twice per year).

You may also be offered the opportunity to work with designers to help us improve the CueThinkEF+ app. This is called the co-design team. If asked and you agree to be part of the co-design team, you can expect to spend up to an additional 6 hours of time on activities such as:

1. Meeting virtually with the co-design team (approximately 1 hour per month).
2. Periodically reviewing and commenting on designs for changes to CueThinkEF+ (approximately 15 minutes per month).

If asked to be part of the co-design team, you can decline and still take part in the study.

What teacher data will we be collecting? (See the Confidentiality section below for information on how we will protect teacher confidentiality)

1. Data from survey questionnaires and focus groups/interviews.
2. Data from teacher use of CueThinkEF+, including usage, problems assigned and created, etc.
3. Demographic data.

In addition, we may use teacher's work for training and dissemination purposes. For example, sample lesson plans, classroom instruction or written/spoken testimonials about their use of CueThinkEF+.

How long am I committing to participate in this study?

Participation in this study will last until the end of the school year, which is approximately 9 months. There is also the potential of a follow up interview after that date. However, you are free to withdraw participation from the study at any time without penalty.

Are there any benefits of participating in this study?

There are no known benefits of participating in the study. However, your participation in this research study will contribute to the development of our understanding about how to support students in teaching/learning math problem-solving.

Are there any discomforts and risks of participating in this study?

As a participant in this study, there are minimal anticipated risks. We will collect some personal information such as age, ethnicity, the amount of time you have been teaching, etc. We will also ask you to complete surveys that may cause you to reflect on your own math beliefs and math anxieties. Given the need for complete data, you will not be allowed to skip questions on the surveys.

Keeping your Information Confidential

Your *deidentified* data may be kept indefinitely and may be shared with colleagues and collaborators to investigate related research questions. With any research, there is a *chance* of breaches to privacy. However, we will do all we can to protect privacy. All data will be encrypted and stored on password

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protected computers or in a locked drawer. The link between your unique ID and name will be kept separate from your data.

The Institutional Review Board (IRB), Advarra IRB, and accrediting agencies may inspect and copy your records, which may have your name on them. Therefore, absolute confidentiality cannot be guaranteed.

If you would like to talk to someone about any of these risks, please contact the investigator at the telephone number listed on the first page of this form.

Will there be any costs for participation in this study?

There will be no charge to you for your participation in this study.

Will I be compensated for my participation in this study?

We anticipate that participating teachers will be required to spend time outside of their normal contract hours completing research tasks such as taking surveys, participating in professional learning, and planning lessons that utilize CueThinkEF+. Given this, if you participate in the study you will have the opportunity to receive up to \$250 in total. Within this, you will receive a guaranteed \$150. You will also receive an additional \$25 each for completing the teacher pre- and post- measures and an additional \$25 each for administering the student pre- and post-test measures. This payment will be made in the form of an Amazon gift card that will be E-mailed to you at the conclusion of the study.

If you are also a member of the co-design team, then you will receive an additional \$150.00 Amazon gift card at the conclusion of the study.

Whom to contact about this study

During the study, if you have questions, concerns or complaints about the study, please contact the Investigator at the telephone number listed on the first page of this consent document.

An institutional review board (IRB) is an independent committee established to help protect the rights of research participants. If you have any questions about your rights as a research participant, and/or concerns or complaints regarding this research study, contact:

- By mail:
Study Subject Adviser
Advarra IRB
6100 Merriweather Dr., Suite 600
Columbia, MD 21044
- or call **toll free:** 877-992-4724
- or by **email:** adviser@advarra.com

Please reference the following number when contacting the Study Subject Adviser:.

Alternatives to Participating in the Study

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Since this study is for research only, the only other choice would be not to be in the study.

Termination of Participation in the Study

Your participation in the study is entirely voluntary and your decision.

- You can stop participating at any time without penalty.
- You have the right to refuse participation in the study.
- If you decide not to participate in the study or if you later decide to opt out of participation at any time you will not be penalized for doing so in any way (for example, from your administrator or through any district evaluation).
- Participation or nonparticipation in the study will not affect your normal pay, your evaluations or your status with the school or district.
- Your participation may be terminated by the investigator if it is deemed that you are unable to perform the tasks presented.

Any new information discovered during the study that may influence your willingness to continue in the study will be given to you.

Agreement to Participate

Please choose the option that describes your decision to participate in the study or not:

- I agree to participate in the study
 - *<if they select this option then this statement will appear >* You selected that you **DO** want to participate in the study. If this is correct, please type your full name and date in the box below. By typing your name, you agree to participate in this study, confirm that your participation in this study is voluntary, and have read all of the information provided in this form. A copy of this form is available for you to download on the next page.

Type your full name here

Type the date here

- I do not agree to participate in the study
 - *<if they select this option then the following statement will appear and the survey will terminate>* You selected that you **DO NOT** want to participate in the study. Thank you for your time in completing this survey.

Below is a copy of this form for you to download. Please download it and keep a copy for your records.
<downloadable form here>

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We are seeking participants for the 2022-2023 CueThinkEF+ research study! In this [AERDF](#) funded study, we will investigate how executive function skills, metacognition and beliefs influence the differences we see in students' mathematics problem-solving abilities.

The goal of this study is to improve math outcomes for students in grades 6–8, particularly for students who have been historically underserved.

To accomplish this goal, students will use an application called CueThinkEF+ designed to strengthen their executive function skills within the context of math problem-solving. The application has been co-designed with teachers, students, and researchers as part of our inclusive research and development process.

Study Details

Candidates	<ul style="list-style-type: none">• Middle School teachers and their students• Districts and schools with a large population of students who are Black or Latinx or who are experiencing in poverty
Teacher Responsibilities	<ul style="list-style-type: none">• Complete permission forms to participate• Administer pre and post assessments• Participate in Professional Learning<ul style="list-style-type: none">◦ 2 in person sessions to start the study◦ Access asynchronous PL 1x month• Use CueThinkEF+ in their classrooms• Provide feedback on CueThinkEF+ features• Option to participate in co-design
Student Responsibilities	<ul style="list-style-type: none">• Complete permission forms to participate• Complete pre and post assessments• Use CueThinkEF+ during math class• Option to participate in co-design
Duration	<ul style="list-style-type: none">• The 2022-2023 School Year• Pre and post assessments scheduled with teachers• Use CueThinkEF+ at least once every other week
Appreciation	<ul style="list-style-type: none">• Free access to CueThinkEF+ for the duration of the study• All participating teachers will receive compensation for participating

To learn more about CueThinkEF+, visit [our website](#).



MEMORANDUM OF UNDERSTANDING

between

Green Our Planet

And

Hillside Innovation Academy

I. PURPOSE & SCOPE

Green Our Planet ("GoP") and Hillside Innovation Academy ("School") come together in this Memorandum of Understanding ("MOU") to memorialize the terms of their agreement to work together to build and run a STEM hydroponics garden program ("Hydroponics Program"). Green Our Planet's STEM Hydroponics Program consists of a commercial hydroponic system for 5th grade, 19 Deep Water Culture Hydroponics systems, and programming for grades K-5 delivered online. School will use the hydroponics systems as teaching tools to accompany the Hydroponics STEM Curriculum provided. Training materials and support for teachers will be provided by Green Our Planet online as School learns to operate the hydroponic systems and uses the curriculum. The teachers and students at School ("Teachers"), with on-line support from representatives designated by Green Our Planet, will maintain the school hydroponics systems.

II. PERFORMANCE OF SERVICES

Green Our Planet and School agree to deliver materials and perform the services described in **Schedule A**, attached hereto ("Services").

III. BUDGET

School shall pay GoP \$2,000 upon execution of Agreement. The full cost of Green Our Planet's Hydroponics Program is \$10,000 per year. GoP has allocated \$8,000 from grants and sponsorships to reduce the cost to School.

IV. CONFIDENTIALITY

School acknowledges and agrees that it will receive or have access to confidential materials and content ("Confidential Information," as further defined below) that Green Our Planet has developed in order to effectively run its hydroponic program. Examples are STEM Hydroponics Curriculum, the STEM Hydroponics Manual, Teacher Resource Manual, The Green Our Planet Virtual Academy, and teacher workshops and trainings. The disclosure or unauthorized use of such Confidential Information may damage Green Our Planet. Thus, unless required by law, School agrees to maintain and protect the Confidential Information in the strictest confidence, and shall refrain from disclosing the Confidential Information to any third party without Green Our Planet's prior written consent and/or using the Confidential Information other than in connection with the performance of Services. Finally, all Confidential Information, along with any and all materials and content generated in the performance of Services, shall be the sole and exclusive property of Green Our Planet. For purposes of this MOU, the term "**Confidential Information**" shall mean all information disclosed, either before or after the commencement of the Term, by Green Our Planet to School, relating to the Garden Program. The obligations set forth in this Section shall survive the expiration or termination for any reason of this MOU.

V. DURATION

- (1) **Term:** This MOU shall remain in full force and effect for one year (12) months, beginning on September 14, 2022 ("Initial Term").
- (2) **Termination:** Either Party may terminate this MOU at any time, without cause and/or for any reason, including but not limited to: dissatisfaction with the partnership; nonperformance by either Party; or engaging in a prohibited transaction that may jeopardize Green Our Planet's 501(c)(3) status. Such a termination will be effective immediately upon providing the other Party with written notice of termination. Green Our Planet will not refund any payment made pursuant to Section III prior to termination.

VI. GENERAL

- (1) **Use of Intellectual Property:** Neither Party shall use the name, trademarks, or any other intellectual property of the other Party for any reason without the Party's prior written consent. Notwithstanding the foregoing, School authorizes Green Our Planet to name School as a "Partner School" in Promotional Media. Additionally, the Parties authorize each other to issue Promotional Media featuring the name of the other Party for purposes of fulfilling the goals and responsibilities of this MOU.


- (2) Compliance With Laws: In the performance of the Services, Parties shall comply with all applicable federal, state and local laws, codes, regulations, rules and orders, including without limitation, ensuring that any permanent structures are constructed in accordance with any applicable School District regulations, building codes, and state, county, and/or city laws and regulations.
- (3) No Authority to Bind: The Parties are independent organizations, and neither Party has any right or authority to assume or to create any obligation or responsibility, express or implied, on behalf of the other. Nothing in this MOU shall be construed as creating a partnership or a relationship of principal and agent between the Parties.
- (4) Non-Assignment: Neither Party may assign, delegate, or otherwise transfer any of its rights or obligations under this MOU without the prior written consent of the other Party.
- (5) No Third-Party Beneficiaries: This MOU is for the sole benefit of the Parties and their respective assigns, and nothing contained in this MOU, express or implied, is intended to give any other party or entity any legal or equitable right, benefit, or remedy of any nature.
- (6) Amendments: This MOU, including all schedules and exhibits attached hereto, represents the full and complete agreement between the Parties, and supersedes any previous oral or written agreement or representation, whether express or implied. Any modification to this MOU must be made in writing and signed by both Parties.
- (7) Costs: Except as otherwise set forth in this MOU, each Party is responsible for its own costs and expenses with regard to performance of the responsibilities in this MOU.
- (8) Limitation of Liability: Neither Party shall be responsible for damages arising out of, relating to, and/or in connection with any negligent acts or omissions of the other Party. School's liability is limited under NRS chapter 41 and other law. Green Our Planet is not responsible for any damage and/or injury caused by a leak or flow of water out of the hydroponic systems.
- (9) Indemnification: Each Party (as an "Indemnifying Party") agrees to indemnify the other Party, their directors, officers, employees, agents, representatives, successors and permitted assigns against any losses, liabilities, claims, causes of action, costs, and expenses arising directly, indirectly, or resulting from the Indemnifying Party's actions or failure to act relating only to the performance of Services and responsibilities provided in this MOU. To the extent applicable, School's liability under this section shall be limited pursuant to NRS 41.035.

- (10) **Dispute Resolution:** In the event a conflict arises related to this MOU, the Parties agree to attempt resolution of such conflict first through informal communication, then mandatory mediation, before engaging in litigation.
- (11) **Notice:** Any notice required or permitted under this MOU shall be given from one Party to the other Party in writing. Notice will be effective only upon delivery, either by certified mail, email, or in-person delivery, to the other Party at the address listed below.


AGREED TO AND ACCEPTED:

Hillside Innovation Academy and Green Our Planet indicate agreement with this MOU by their signatures below.

Hillside Innovation Academy

Signature: 
Printed Name: Erskine Glover
Title: Superintendent of Schools
Date: 9/21/2022
Email: eglover@hillsidek12.org
Address: 195 Virginia Street, Hillside, New Jersey 07205

Green Our Planet

Signature: 
Printed Name: Jacob Ginn
Title: School Hydroponics Program Coordinator
Date: 9/14/2022
Email: jacob.ginn@greenourplant.org
Address: 8020 S Rainbow Blvd., Ste. 100-620, Las Vegas, NV 89139

SCHEDULE A SERVICES

I. Description of Services

1. School Responsibilities:

- (a) School agrees to choose at least two staff members (teachers or administrators) to serve as Hydroponic Co-Leaders for the Hydroponic Program at School, and one teacher per grade level to serve as the School Hydroponics Team. Other staff may also be part of the hydroponics team. The School Hydroponics Team will meet once a month to review program implementation and plan hydroponics-related activities.
- (b) School will provide Green Our Planet with contact information for all selected Co-Leaders, School Hydroponics Team members, and others who wish to participate in training and reporting.
- (c) Hydroponics Team will attend a half-hour orientation meeting at the beginning of the school year to discuss the responsibilities of their position. Team will help disseminate best practices throughout the school.
- (d) School agrees to show Green Our Planet's School Hydroponics 30-minute program presentation at one of its staff meetings by October 15, 2022.
- (e) In order for Green Our Planet to provide the best possible support during the first year of implementation, Co-Leaders will keep Green Our Planet informed on the progress of the Hydroponic Program by completing quarterly reports/updates. **Green Our Planet reserves the right to use such photographs for promotional purposes.**
- (f) Hydroponic co-leaders, team members and school teaching staff will complete up to 4 surveys throughout the school year. These surveys are designed to give Green Our Planet important information regarding the teachers' experiences with the program, gauge student success and improve the program throughout the year.
- (g) School's Hydroponic Team will attend the three 1-hour scheduled Teacher Workshops for their designated cohort, and will make the recorded session available to other staff.
- (h) Co-Leaders will keep Green Our Planet informed about events such as harvest parties, tastings, chef-to-school events, or farmers markets related to the Hydroponic Program.
- (i) School will make sure that all teachers on campus have access to Hydroponic Program training materials and Green Our Planet's K-5 STEM Hydroponic Curriculum by creating a shareable Google or similar folder that is shared with all staff.

- (j) In order to fulfill best practices recommendations, School will work toward the goal of teachers using the Green Our Planet Hydroponic Curriculum and hydroponics systems to teach STEM subjects once a week.
- (k) School will develop a strategy that allows interested teachers and students to participate in the operation and maintenance of the Hydroponics Systems.
- (l) School will be responsible for replenishing supplies, such as seed sprouting cubes and fertilizer, once the materials provided in the initial Green Our Planet Hydroponic Maintenance package have run out. It is estimated that schools will spend approximately \$150-200 per year on consumables. Green Our Planet will provide the school with a document that has links to where these supplies can be purchased.

1. Green Our Planet Responsibilities:

- (a) Green Our Planet will order the hydroponics systems and initial maintenance supplies, and will coordinate with School regarding their delivery. Green Our Planet will order and deliver 1 commercial grade hydroponics unit and 19, 12-pod Deep Water Culture hydroponic systems for grades K-5. Schools may determine how they wish to distribute these to classrooms, but Green Our Planet recommends that as many classrooms as possible receive access to hydroponic units.
- (b) Green Our Planet will provide a Hydroponic Maintenance Package that includes a seed germination kit, seed sprouting plugs, pH kit, TDS meter, hydroponic fertilizer, seeds and additional materials required to successfully grow produce in the Hydroponic Systems.
- (c) Green Our Planet will provide 3 online workshops for the School Hydroponics Team, other interested teachers/staff, community members and/or students. These workshops will be scheduled at times designated by Green Our Planet. These workshops are designed to familiarize users with the systems and how to run them efficiently.
- (d) Green Our Planet will provide support to School when assembling the Hydroponic Systems via Tutorial Videos that Green Our Planet has created as well as email/phone/video chat contacts.
- (e) Green Our Planet will provide School with a copy of Green Our Planet's Hydroponics Manual and other supporting documents.
- (f) Green Our Planet will give school access to its online Virtual Academy, which includes K-5 STEM hydroponics lessons and a Hydroponic tutorial video series, as well as health/nutrition and outdoor garden lessons.
- (g) Green Our Planet will provide the School with Green Our Planet's K-5 STEM Hydroponic Curriculum and any other available supporting materials for the Hydroponic Program.
- (h) School will have access to a Green Our Planet hydroponics expert to assist School with any additional troubleshooting, planning, or program support related to the Hydroponic Program by email, phone, or video chat for one year.



ED#11-09/22

Hillside NJ

Proposal for Implementing Edia (2022-2023)



August 22, 2022

Ms. Rita Della Valle
Hillside Public Schools
1085 Liberty Avenue
Hillside, NJ 07205

Proposal: Implementing Edia at Hillside High School

Dear Rita,

Two years ago, our team left jobs at Google, Facebook, and Uber to bring cutting-edge technology and design to K-12. Since then, students have answered over 40 million questions on Edia, and our breakthrough math platform has enabled districts across the country to provide real-time intervention and mastery learning so that every student can get the right help at the right time.

As Hillside considers the most effective digital math program for the school in the long-term, we are excited to propose partnering with the High School throughout the 2022-2023 school year.

Sincerely,

Joseph Philleo
Chief Executive Officer

Scope of implementation

Context for implementation

In speaking with Rita, we understand that Hillside has worked to pare back the number of math programs used across the district so that each can be vetted for effective use in instruction or intervention.

Moving forward, the district wants to organize pilots to measure the efficacy of programs that could potentially work across the district. To this end, Rita and her team wish to conduct pilots in the Elementary, Middle, and High Schools.

Empowering Algebra I students

Only 4% of students passed the state Algebra I exam last year. Given that this is the EOC exam in the state, and that the district wants to ensure each and every student is set up for success moving forward with a solid foundation in math, Hillside would like a program to provide real-time data on how students are doing throughout the year, so that intervention can happen early and often.

Real-time intervention for 9th graders

By using a wide range of separate resources, the District cannot easily understand student progress throughout the year, between benchmarking and assessments, to rapidly identify students who need help and have the technical means of providing this help without requiring a burdensome amount of staff or teacher time.

Goal of implementation

Against these unmet needs, Hillside wants to consider implementing Edia, a modern solution purpose-built for math, which provides cutting-edge assessment administration, analytics, and real-time intervention.

Proposal

Edia's breakthrough math platform enables schools to encourage student growth through engaging assignments and real-time intervention.

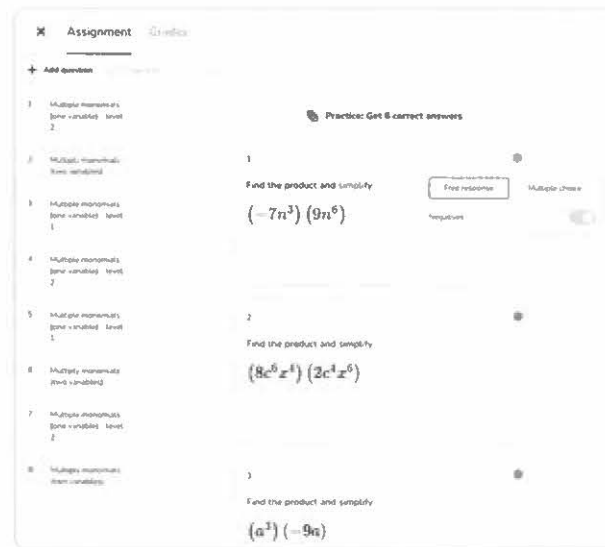
With a deployment of Edia in the High School, Hillside will have an effective, purpose-built solution for math, which enables quick creation of thought-provoking assignments, real-time data on student readiness, and intervention tools to give students the help they need throughout the year.

1. Assignments

Teachers use Edia for homework, classwork, warm-ups, quizzes, exit tickets, tests, and final exams. Core to this versatility are several key features that Edia has pioneered:

Create flexible assignments.

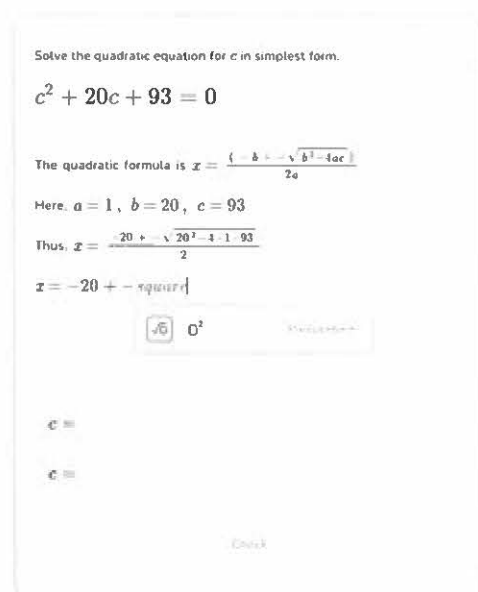
Using our 3,800+ question generators, teachers can assign and modify infinitely many CCSS-aligned questions for homework, warm-ups, classwork, quizzes, exit tickets, and exams.



Students show work.

We've developed a proprietary, patent-pending system to effortlessly type math into a computer.

Inspired by software that makes it easy for billions of people to type Chinese characters with standard keyboards, our team has created a breakthrough interaction to show work and practice math.



Translate into 100+ languages

We've partnered with a cutting-edge machine learning company to provide world class language translation into 105 languages for all of the questions and explanations on Edia.



Instant feedback

Questions on Edia are automatically graded. Students see custom explanations, vocabulary cards, and relevant, high-quality videos for a deeper dive on the concept.

Promote higher equity

Edia's question generators ensure that every question is unique, which means that answers cannot be found online or copied from friends. Edia has also built an anti-PhotoMath background to prevent cheating from popular photo-based apps.

2. Common assessments

Assessments are as easy to create as practices and quizzes, and can be shared across the district instantly. Using Edia for assessments saves staff time, prevents cheating, and allows districts to compare student progress by teacher, school, and grade-level.

Assign across your district

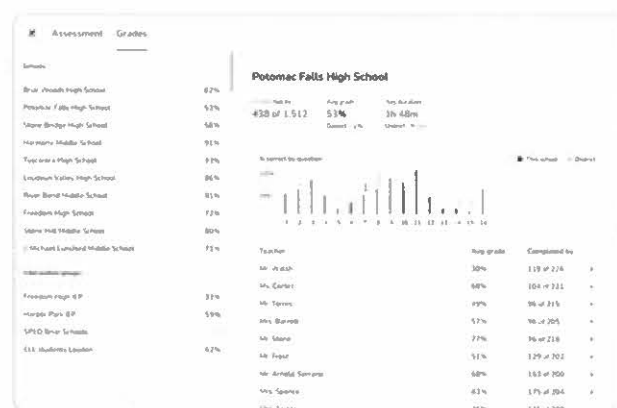
Easily create and administer exams across your entire district.

Assessments on Edia come with all of the same flexibility, customization, and anti-cheating features as assignments.



Aggregate results

Effortlessly collect results from every student and roll-up statistics by teacher, school, or intervention group. Compare results to identify where there may be issues.

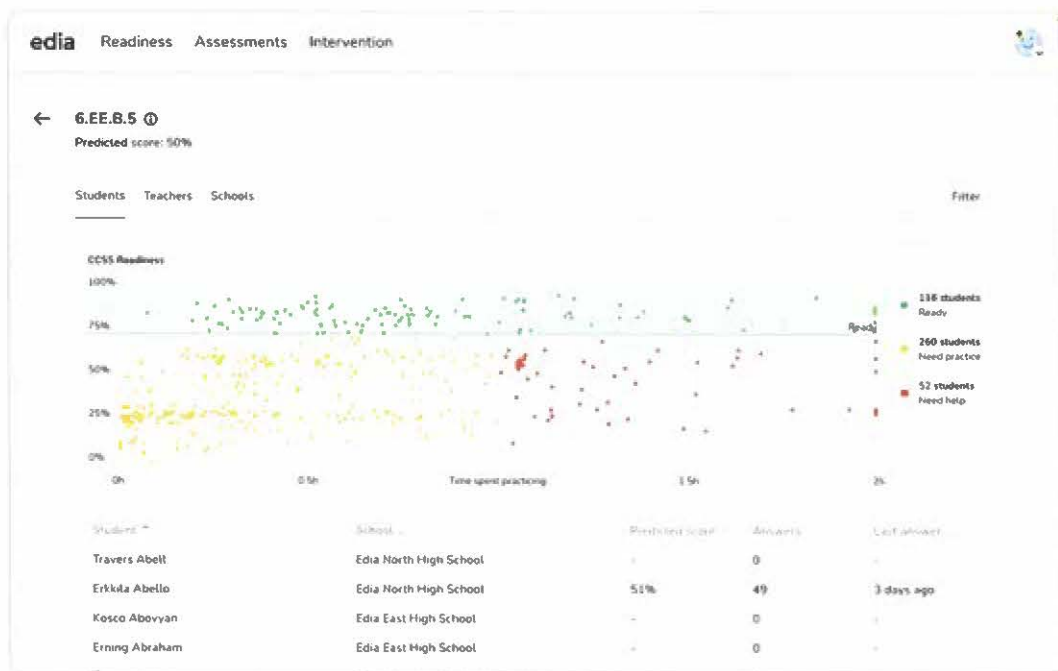


3. Continuous analytics

As students work on assignments and common assessments from class, Edia applies machine learning and AI to predict student scores on CCSS and identify when students need help.

Track progress on CCSS

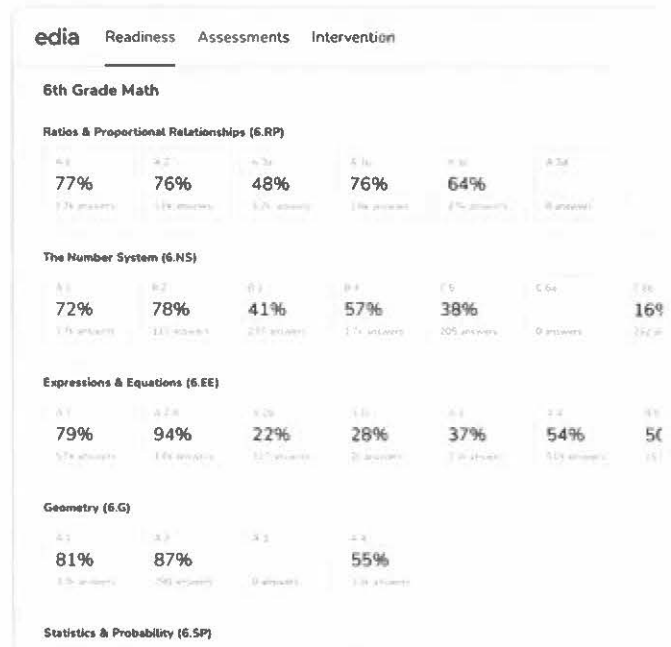
Applying cutting-edge machine learning and AI to responses from class assignments, Edia predicts student scores on CCSS. When combined with a measurement of the time students spend practicing, it becomes clear how students are doing.



From this unique view, teachers and administrators can unequivocally understand which students are doing well, which need more practice, and which need intervention. The composition of students in these groups changes day-to-day and standard-by-standard.

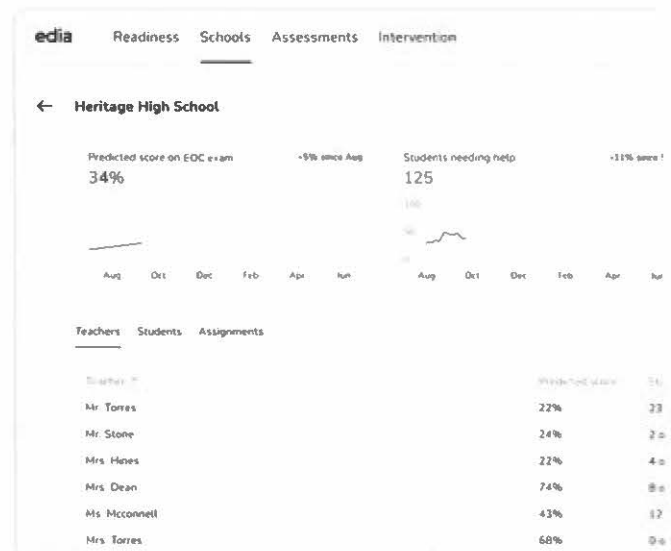
Monitor performance

See how your district is performing on each CCSS throughout the year. Filter by schools to get a closer look, or hop into a specific standard to identify where the entire district may be struggling.



Empower your schools

View progress and performance by school. Using Edia's powerful data views, district administrators can stay aware of what's happening on every campus, and school leaders have the insights and data they need to perform at their best.



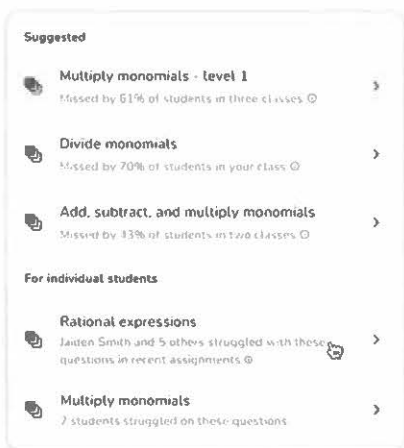
4. Intervention

With continuous analytics to identify the students who need help in real-time, districts can provide effective, decisive support before students fall behind.

Personalized review assignments

For students who need more practice, Edia creates suggested personalized reviews that teachers can assign to in one-click.

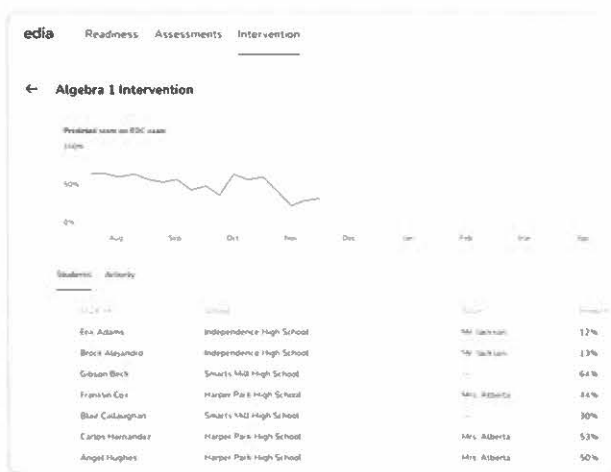
With Edia, teachers never have to guess which students need which sort of help. Edia makes it easier than ever to give targeted support to everyone who needs it.



Manage intervention groups

For students who need help, district and campus administrators can use Edia to create and manage intervention groups.

By eliminating overhead and paperwork, Edia enables districts to be more responsive and ensure that every student gets the right sort of support.

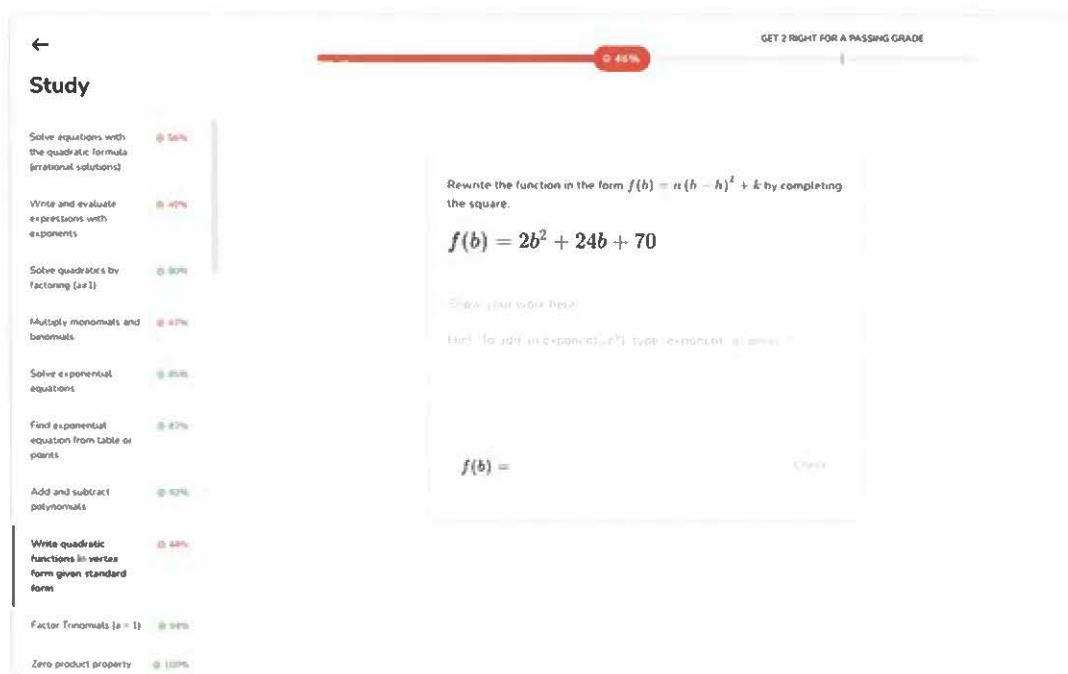


With intervention groups, districts can tag students who are struggling, assign students a tutor, and track group progress.

AI-powered study mode

Whether studying for upcoming exams or working in afterschool intervention programs, students use Edia's AI-powered study mode to fill-in gaps, build confidence, and learn foundational concepts introduced in class.

As students work on class assignments, Edia applies machine learning and AI to predict each student's score on every skill they encounter. Students can then see exactly which skills they need to work on before an upcoming exam.



When working in the AI-powered study mode, students see their predicted score for that skill on the top of the page along with a clear goal: if they get the next X questions correct, they will be predicted to pass their upcoming exam.

Because the top-level number is meaningful (predicted score) and the goal is clear ("Get the next 2 questions correct"), Edia's study mode is motivating and effective.

Pricing, Support, and Rostering

To align with Hillside's success, we are proposing deployment in the 2022-2023 school year in support of all High School students.

Pricing & Support

Cost of High School Pilot Program

Edia is offering Hillside Public Schools a fixed price of \$10,000 in support of full deployment in the High School. This price is inclusive of all software, services, and support.

World-class support

We are committed to successful deployment and support throughout the duration of the 2022-2023 school year. To that end, we will provide Hillside Schools with 24/7 priority email support, monthly check-ins with campus staff and district administration, and up to 10 hours of Professional Development and staff training according to the schedule below.

Proposed training & support schedule

Late August - PD Session (1hr)

Late August - PD Session for Administration (1hr)

September - Program check-in (1hr)

October - Program check-in (1hr)

December - Program check-in (1hr)

January - Program check-in (1hr)

February - Program check-in (1hr)

March - Program check-in (1hr)

May - Program check-in (1hr)

Rostering

Rostering & uploading test results

Prior to the beginning of the 2022-2023 school year, a designated senior engineer on our technical team will work with Hillside's IT department to successfully roster students and teachers.

Integration with SSO

Prior to the beginning of the 2022-2023 school year, a designated senior engineer on our technical team will work with Hillside's IT department to successfully integrate with the District's current SSO solution.

QUOTE

Valid until Oct 1, 2022

\$10,000.00**Edia**

150 East 34 Street
#3606
New York, New York 10016
United States
+1 317-565-3326
support@edia.app

QUOTE NUMBER **QT-CCDD0E74-0001-1**
ISSUE DATE **Sep 1, 2022**
EXPIRATION DATE **Oct 1, 2022**

QUOTE FOR
Rita Della Valle
rdellavalle@hillsidek12.org

We're looking forward to supporting Hillside High School this year!

DESCRIPTION	QTY	UNIT PRICE	AMOUNT
Campus Pilot	1	\$10,000.00	\$10,000.00
	Subtotal		\$10,000.00
	Total		\$10,000.00



Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2022-2023 School Year

The New Jersey Department of Education (Department) remains at the ready to assist every local educational agency (LEA) in returning to full-time, in-person instruction for school year (SY) 2022-2023. This includes providing LEAs with guidance in the event of declared emergencies resulting in a district-wide closure. The Department appreciates the challenges that LEAs had to overcome during the 2021-2022 SY as LEAs faced a myriad of decisions affecting both the safety of their students and staff as well as the instructional experience. The Department is encouraging LEAs to reflect upon their experiences with virtual and remote instruction when planning for the 2022-2023 SY.

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

LEAs must include the statutory and regulatory requirements listed in the "LEA Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2022-2023 SY," in plans for virtual or remote instruction for the 2022-2023 school year. The 2022-2023 SY plans must be approved by the board of education or board of trustees (board) of each LEA and approved by the respective County Office of Education before being posted predominately on the LEA's website. **The board-approved plan and checklist are due to the respective County Office of Education no later than September 30, 2022.** In the event that the LEA is directed by a public health agency or officer to provide virtual or remote instruction before garnering County Office of Education approval of the Plan, the approval date will be retroactive. Questions should be directed to the [County Office of Education](#).



Local Education Agency Guidance for Virtual or Remote Instruction Plan Attestation for the 2022-2023 SY

The New Jersey Department of Education (Department) is providing the following guidance pursuant to *N.J.S.A. 18A:7F-9(c)* and *N.J.A.C. 6A:32-13.1* and *13.2*, to assist LEAs in the development of their 2022-2023 virtual or remote instruction plans. The Department encourages LEAs to reflect on the previous school year to enhance elements of the prior year's plan to provide the most substantive education, and including, but not limited to, related services, for all students in the event of an LEA closure.

For each of the areas below, the chief school administrator or lead person will either mark "yes," confirming that the information is in the Plan and list the corresponding Plan page number, or mark "no" if the information is not contained in the Plan. The chief school administrator or lead person is expected to provide an explanation to the County Office of Education for all areas marked "no."

By September 30, 2022, the chief school administrator or lead person must submit a board-approved LEA Guidance for Virtual or Remote Instruction Plan for 2022-2023 SY along with this form to their county office of education. At the time of submission to the county office of education, the plan must be posted on the LEA's website. Plans will be reviewed in each county office of education on a rolling basis with an electronic response communicated within two business days of receipt.

LEA Checklist for Virtual or Remote Instruction Programs for the 2022-2023 SY

LEAs must enter the page number where each checklist item may be found in the virtual or remote instruction program submitted to the [County Office of Education](#).

Contact Information

County: _____

Name of District, Charter School, APSSD or Renaissance School Project:

Chief School Administrator/Charter or Renaissance Leader Name/APSSD Leader:

Phone Number of Contact: _____

Equitable Access and Opportunity to Instruction

Question	LEA Yes or No
1. Is the LEA ensuring equitable access and opportunity to instruction for all students?	




Question	Page Number	LEA Yes or No	County Yes or No
2. Does the program ensure that all students varied and age-appropriate needs are addressed?			
3. Is the program designed to maximize student growth and learning to the greatest extent possible? Synchronous and/or asynchronous virtual or remote learning plans which will maximize student growth and learning.			
4. Does the program describe how the LEA will continuously measure student growth and learning in a virtual or remote instruction environment?			
5. Does the program describe how the LEA will measure and address any ongoing digital divide issues, including a lack of internet access, network access and/or sufficient access to devices?			

Notes on Equitable Access to Instruction

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Notes on Special Education Needs





Notes on Supporting ELL Educational Needs

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Notes on Attendance Plan

[illegible]

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program contain how the LEA will provide continued safe delivery of meals to eligible students?			

[illegible]



Facilities Plan

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program contain an outline of how buildings will be maintained throughout an extended period of closure?			

Notes on the Facilities Plan Other

Other Considerations

Does the program contain the following considerations?	Page Number	LEA Yes or No	County Yes or No
a. Accelerated learning opportunities			
b. Social and emotional health of staff and students			
c. Title I Extended Learning Programs			
d. 21 st Century Community Learning Center Programs			
e. Credit recovery			
f. Other extended student learning opportunities			
g. Transportation			
h. Extra-curricular programs			
i. Childcare			
j. Community programming			

Notes on Other Considerations

**APSSD Applicable Only: Sharing Plans**

Was the program shared with all sending districts? Yes ☐ No ☐

Notes on APSSD Sharing Plans

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Essential Employees

Question	Page Number	LEA Yes or No	County Yes or No
1. The LEA will ensure essential employees are identified and a list is provided to the county office at the time of the LEA's transition to remote or virtual instruction.			

Notes on Essential Employees

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Board Approval

Date of board approval (mm/dd/yyyy): _____

Notes on Board Approval

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Posted on Website

1. Is the program posted on the school district/APSSD/Charter/Renaissance School Project Website? Yes ☐ No ☐

2. Link to website: _____



HILLSIDE PUBLIC SCHOOLS
Virtual Learning Closure Plan
School Year 2021 – 2022

Erskine R. Glover
Superintendent of Schools

HILLSIDE PUBLIC SCHOOLS

Virtual Learning Closure 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 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 – 1st Grade will provide 10-day instructional packets and create blended learning activities for families with a device and access to the internet. Teachers from 2nd - 12th grade will provide home instruction via Canvas Portal, 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.

This document is divided into the following sections:

I.	District Demographics/ School Connectivity Reports (Component 1)	p. 2
II.	District Communication during Public Health Related Closure	p. 3-5
III.	Home Instruction/Equitable Access to Instruction for All Students (Component 1)	p. 6-9
IV.	Special Education and Related Services (Component 2)	p. 10-12
V.	ELL and Bilingual Needs (Component 3)	p. 13
VI.	School Nutrition Benefits and Related Services for Eligible Students (Component 4)	p. 14
VII.	Length of Virtual or Remote Instruction Say Plan (Component 5 – see Appendix A)	p. 15
VIII.	Attendance Plan (Component 6)	p. 16
IX.	Continuity of Services during Public Health School Closure	p. 17

I: DISTRICT DEMOGRAPHICS/ SCHOOL CONNECTIVITY (Component 1)

DISTRICT DEMOGRAPHICS			
Total Number of Students	3,011	% 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	101
Pre-K – 4	158
Total #	259

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 or school
AP MORRIS & Little Bears Pre-K – 1 st Grade	661	1 st Grade students receive instruction in Canvas Portal.	100%
HURDEN LOOKER 2 nd – 6 th Grade	390	Canvas Portal in Core Content Areas.	100%
Ola Edwards Community School 2 nd – 6 th Grade	374	Canvas Portal in Core Content Areas.	100%
Deanna Taylor Elementary School 2 nd – 6 th Grade	212	Canvas Portal in Core Content Areas.	100%
WOK MIDDLE SCHOOL 7 th – 8 th Grade	483	Canvas Portal in Core Content Areas.	100%
HILLSIDE HIGH SCHOOL 9 th – 12 Grade	892	Canvas Portal in Core Content Areas.	100%

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 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.

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

	for ELA and Math Grades Pre-K – 8 th when necessary.
•	<ul style="list-style-type: none"> Supervisors must approve all Canvas Portal lesson in consultation with the Principals for all 9th -12th grade teachers. The team will troubleshoot issues and make recommendations in consultation with the Director of Curriculum. The Director of Curriculum will inform the Superintendent who will make all final decisions and notify the board prior to any changes. Supervisors will be required to monitor teacher activity in Canvas Portal from 9 – 11 a.m. and 12:30 – 3 p.m.
• Principals and Teachers	<ul style="list-style-type: none"> 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"> Communicate daily with teachers. Send a daily communication to teachers with updates and guidance based on conference call directives received from the Superintendent. Require teachers communicate daily with families/or students who require assistance with remote access. Conduct virtual staff or individual meetings with teachers to communicate information, provide support, or rectify a situation. Be available during contractual hours as directed or needed by the Superintendent. Respond to faculty or parental concerns when warranted in a timely manner Monitor teacher activity in Canvas Portal from 9 – 11 a.m. and 12:30 – 3 p.m.

Teachers and Students and Families	<ul style="list-style-type: none"> • 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"> ○ Pose a daily problem or question of the day as a means to track student activity via virtual learning. ○ Be active in Canvas Portal from 9-11 a.m. and 12:30 - 3 p.m. ○ Respond to student and parents request for support in a timely manner. ○ Reinforce communications sent by the district. ○ Contact families of students who are not active in Canvas Portal to ensure they have materials. ○ Provide the principal a daily update of parents or students in need of instructional materials. ○ Update Canvas Portal activities weekly. ○ Create instructional videos to enhance student comprehension of materials when warranted ○ Participate in virtual faculty meetings and/or department meetings hosted by the administrators (Supervisors, Principal, Vice Principal). ○ Conduct virtual conferences or individual meetings with students and their families to communicate information, provide support, or rectify a situation. ○ Be available during contractual hours as directed or needed by the Principal or District Supervisor.
District Communications to Families	<ul style="list-style-type: none"> • 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. • The message will be sent out in English and Spanish • The district will post the robocall message on our website. • The district will mail instructional packets to families that request them. • Families can call their school to make the request and the district will mail packets home.

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

HOME INSTRUCTION	
GRADE LEVELS	METHOD FOR DELIVERING HOME INSTRUCTION
Pre-K – 1 st Grade	<ul style="list-style-type: none"> • All Pre-K – 1st grade students will utilize Canvas Portal to deliver instructional materials or receive instructional materials aligned to the NJSLS consistent with requirements outlined in NJAC 6A:16-10.1. The instructional materials will be prepared by District Supervisors and classroom teachers. • Students will be provided reading and other supplemental materials required to complete assignments. • Teachers will provide their email address for families to contact them during school closings with questions and/or other support needed. • Teachers will continue to utilize Class Dojo, Remind, or other pre-established means to communicate with parents. • 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. • The district will mail materials home to parents who make the request for hard copies of instructional resources. • The district will communicate information related to retrieving instructional materials on our website, and/or, via robocalls. • Teachers will be required to update materials weekly. • On a weekly basis teachers and school leaders are following up with families whose children are not active in Canvas Portal to assess their technical needs. The district has accommodated families who requested devices. • Teachers are required to be active in Canvas Portal three (3) intervals during the home in day. <ol style="list-style-type: none"> a. 8:30 a.m. – 10:00 a.m. b. 10:15 a.m. – 11:30 a.m. c. 1:00 – 3:00 p.m. • Teacher Work Schedule: 8:25 a.m. – 3:05 p.m. <ol style="list-style-type: none"> a. Prep Period 11:30 a.m. – 12:20 a.m. b. Lunch Period 12:20 a.m. – 12:55 p.m.

2nd – 6th Grade

- Identified 2nd – 6th grade students will utilize Canvas Portal to deliver instructional materials aligned to the NJSLS in all core content areas consistent with NJAC 6A:16-10.1.
- Instructional materials have been prepared by District Supervisors and classroom teachers.
- All teachers will create an overview/calendar of assignments along with daily instructional activities/task
- The district will post links to Canvas Portal and instructions on how to access it on our website.
- The district will create instructional packets of all assignments posted in Canvas Portal to ensure all students have equitable access to materials, if parents request them.
- The district will provide families a Chromebook upon request and has updated our usage/lender policy accordingly.
- Teachers will be required to respond to questions, monitor student progress, and grade assignments daily through Canvas Portal.
- 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.
- Teachers will be required to update materials weekly.
- Teachers are required to be active in Canvas Portal two intervals during the home instruction day.
 - a. 8:30 a.m. – 11 a.m.
 - b. 12:30 p.m. – 3:00 p.m.
- Teacher Work Schedule: 8:25 a.m. – 3:05 p.m.
 - a. Prep Period 11:00 a.m. – 11:50 a.m.
 - b. Lunch Period 11:50 a.m. – 12:25 p.m.
- 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.

2nd – 6th Grade

- The district will also provide students access to enrichment or support through varied online learning platforms for students in need (Envisions Mathematics, KHAN Academy, Naviance, etc.)
- Teachers are required to participate in faculty and/or department meetings hosted virtually.
- On a weekly basis teachers and school leaders are following up with families whose children are not active in Canvas Portal to assess their technical needs. The district has accommodated families who requested devices.

<p>7th – 8th Grade</p>	<ul style="list-style-type: none"> • Identified 7th - 8th grade students will utilize Canvas Portal to deliver instructional materials aligned to the NJSLs in all core content areas consistent with NJAC 6A:16-10.1. • Art, Music, Media, World Language and other electives will be provided via Canvas Portal • Instructional materials have been prepared by District Supervisors and classroom teachers. • All teachers will create an overview/calendar of assignments along with daily instructional activities/task • The district will post links to Canvas Portal and instructions on how to access it on our website. • The district will provide families a Chromebook upon request and has updated our usage/lender policy accordingly. • Teachers will be required to respond to questions, monitor student progress, and grade assignments daily through Canvas Portal. • 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. • Teachers will be required to update materials weekly. • Teachers are required to be active in Canvas Portal two intervals during the home instruction day. <ul style="list-style-type: none"> c. 8:30 a.m. – 11 a.m. d. 12:30 p.m. – 3:00 p.m. • Teacher Work Schedule: 8:25 a.m. – 3:05 p.m. <ul style="list-style-type: none"> c. Prep Period 11:00 a.m. – 11:50 a.m. d. Lunch Period 11:50 a.m. – 12:25 p.m. • 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. • The district will also provide students access to enrichment or support through varied online learning platforms for students in need (Envisions Mathematics, KHAN Academy, Naviance, etc.) • Teachers are required to participate in faculty and/or department meetings hosted virtually. • On a weekly basis teachers and school leaders are following up with families whose children are not active in Canvas Portal to assess their technical needs. The district has accommodated families who requested devices.
<p>9 - 12th Grade</p>	<ul style="list-style-type: none"> • The Hillside Public Schools will be providing Home Instruction in all required courses for graduation. • All 9 - 12th grade students will utilize Canvas Portal to complete instructional materials aligned to the NJSLs in all core content areas consistent with NJAC 6A:16-10.1. • Instructional materials have been prepared by District Supervisors and classroom teachers. • All teachers will create an overview/calendar of assignments along with daily instructional activities/task • The district will post links to Canvas Portal and instructions on how to access it on our website. • The district will create instructional packets of all assignments posted in Canvas Portal to ensure all students have equitable access to materials. • 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. • Teachers will be required to respond to questions, monitor student progress, and grade assignments daily through Canvas Portal. • Teachers will be required to update materials weekly.

- Teachers are required to be active in Canvas Portal two intervals during the home instruction day.
 - a. 8:30 a.m. – 11 a.m.
 - b. 12:30 p.m. – 3:00 p.m.
- Teacher Work Schedule: 8:25 a.m. – 3:05 p.m.
 - a. Prep Period 11:00 a.m. – 11:50 a.m.
 - b. Lunch Period 11:50 a.m. – 12:25 p.m.
- 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.
- The district will also provide students access to enrichment or support through varied online learning platforms for students in need (Envisions Mathematics, KHAN Academy, Naviance, etc.)
- Teachers are required to participate in faculty and/or department meetings hosted virtually.
- On a weekly basis teachers and school leaders are following up with families whose children are not active in Canvas Portal to assess their technical needs. The district has accommodated families who requested devices.

Ensuring all students in 2nd- 12th grade have access to materials

- In the event students do not have access to online materials or are without a device, materials will be mailed to their homes.
- Parents may request instructional materials for mailing or pick-up.
- On a weekly basis teachers and school leaders are following up with families whose children are not active in Canvas Portal to assess their technical needs. The district has accommodated families who requested devices.

IV: SPECIAL EDUCATION AND RELATED SERVICES (COMPONENT 2)

SPECIAL EDUCATION/RELATED SERVICE	METHOD OF DELIVERY
DELIVERY OF REMOTE/VIRTUAL INSTRUCTION TO IMPLEMENT IEPS	<ul style="list-style-type: none"> • Special Education teachers are tasked with developing unique plans for every student that align with their IEPs as required by federal mandates. • Teachers are available 5 days a week providing both live and pre-recorded instruction as well as upon student or parent request. • Canvas Portal and Zoom are the main platforms used to deliver instruction. • Teachers use the same curriculum resources that were used during the school year. • Students that need material presented in ways outside of an online platform utilize individualized learning packets in order to further academic progress. • Remote learning will continue with a multi-tiered system of support with interventions and basic skills (RTI documentation).
IEP IMPLEMENTATION/ MEETINGS	<ul style="list-style-type: none"> • IEP implementation of students' programs is monitored through Canvas Portal and teleconferences/telecommunication with parents and students. • Related services sessions are documented and monitored by respective therapists and department administrators. • 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. • Progress is being monitored through Genesis, Work Samples, and "Check Ins" by instructional and educational services staff. • 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 parent's decision to delay the IEP meeting. • The Office of Special Services will contact families and provide them the date and time of the meetings. • Parents will be provided contact information. • The teleconference meetings are conducted similarly to "in person" meetings and all aspects of the IEP are discussed during the meeting. • The Office of Special Services will ensure all Case Managers and CST team members are available for IEP Meetings via teleconference or virtually. • Parents are required to email the Office of Special Education and Student Supports their signature acknowledging the meeting occurred. • Attendance will be noted and IEPs will be updated accordingly in our database.
REFERRALS TO CST	<ul style="list-style-type: none"> • 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.

EVALUATING STUDENTS	<ul style="list-style-type: none"> • We will not be able to evaluate students if the district is closed.
REPORT WRITING FOR CST STUDENTS	<ul style="list-style-type: none"> • CST members will be expected to continue to complete and write reports. • We will provide each team ample materials to mail them to the homes of families, if warranted. • Reports will be secured digitally.
SPEECH LANGUAGE THERAPY	<ul style="list-style-type: none"> • 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 Canvas Portals. • Alternatively, therapists will create their own Canvas Portals and use Flip Classroom to support the delivery of services. • Teletherapy speech is now available for families who agree. • Hard copies of lessons/activities will be made available. • Speech-Therapists will be required to update home instruction materials.
OCCUPATIONAL/PHYSICAL THERAPY	<ul style="list-style-type: none"> • 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 Canvas Portals. • Teletherapy is now available for families who agree. • Alternatively, therapists will create their own Canvas Portals and use Flip Classroom to support the delivery of services. • Provide parents support via email and/or by phone if warranted • Hard copies of lessons/activities will be made available. • Occupational Therapist will be required to update home instruction materials.
SCHOOL BASED COUNSELING FOR STUDENTS WITH IEPs	<ul style="list-style-type: none"> • 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 Canvas Portals. • Teletherapy is now available for families who agree. • Alternatively, therapists will create their own Canvas Portals and use Flip Classroom to support the delivery of services. • Provide parents support via email and/or by phone if warranted • Hard copies of lessons/activities will be made • Counselors/Psychologist will be required to update home instruction materials.
ABA INSTRUCTION	<ul style="list-style-type: none"> • 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 Canvas Portal. • Data sheets will be provided to parents with instructions. Hard copies of lessons/activities will be made available for students without access to Canvas Portal and for preschool students. • Teletherapy is now available for families who agree. • Provide parents support via email and/or by phone if warranted. • ABA Teachers and BSCBA will be required to update home instruction materials.