

Emergency Virtual or Remote Instructional Plan



Emergency Virtual and Remote Instructional Plan

for the

Northern Highlands Regional High
School District

Fall 2021

Board Approved: September 13, 2021

District Posted [Link](#)

Emergency Virtual or Remote Instructional Plan

TABLE OF CONTENTS

	<u>Page</u>
Introduction	3
Essential Staff	4
Contact Information	4
General Health and Safety Guidelines	5
Emergency Virtual and Remote Learning Plan	6
Academic, Social, and Behavioral Supports	8
Pandemic Response Team	14
Educational Program	15
Educational Practices for Hybrid and Virtual Learning	14
School District Technology	20

Emergency Virtual or Remote Instructional Plan

Introduction

On June 26, 2020, the New Jersey Department of Education (NJDOE) published “The Road Back – Restart and Recovery Plan for Education” (NJDOE Guidance), a Guidance document to assist New Jersey school districts to develop, in collaboration with community stakeholders, a Restart and Recovery Plan (Plan) to reopen schools in September 2020 that best fits the school district's local needs. The NJDOE Guidance presents information for New Jersey public school districts related to four key subject areas: Conditions for Learning; Leadership and Planning; Policy and Funding; and Continuity of Learning.

Northern Highlands’ Board of Education Restart and Recovery Plan (Plan) had been developed to be consistent with the requirements in the NJDOE Guidance with consideration to the school district’s local needs in order to ensure school(s) in the district reopen safely and are prepared to accommodate students' unique needs during this unprecedented time. The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by Executive Order of the Governor of New Jersey and are subject to change.

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 Commissioner of Education.

This plan will be implemented during a district 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 superintendent must consult with the board of education, if practicable, prior to implementing the school district’s plan of virtual or remote instruction. A day of virtual or remote instruction, if instituted under a plan approved by the 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 such other matters as determined by the Commissioner of Education. LEAs must include the statutory requirements listed in the “LEA Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2021-2022 SY,” in their plans for virtual or remote instruction for the 2021- 2022 school year.

Emergency Virtual or Remote Instructional Plan

The 2021-2022 plans must be approved by the LEA's board of education or board of trustees (board), submitted to the county office of education for review and approval, and posted on the LEA's website. Northern Highlands' plan can be found [here](#).

Essential Staff

It should be noted that the Northern Highlands Regional High School District identifies all employees as "essential" to our comprehensive educational program. Essential staff include, administrators, teaching staff, speech therapists, aides, secretaries, custodians, support staff, contracted personnel working with our staff, etc. In the event that our district must implement remote instruction, we will require all employees to report to the building, while students remain at home to the best of our ability and in line with the New Jersey Department of Education.

Contact Information

Area	Staff Member	Role	Contact Information
General Inquiries	Mr. Joe Occhino	School Principal	occhinoj@northernhighlands.org
Health Inquiries	Ms. Anne Rutkowski	School Nurse	rutkowskia@northernhighlands.org
Curriculum and Instruction	Mrs. Robin Knutelsky	Director of Curriculum	knutelskyr@northernhighlands.org
Student Affairs	Dr. Tony LaRocca	Assistant Principal	laroccat@northernhighlands.org
Student Activities and Athletics	Mr. Michael Koth	Assistant Principal	kothm@northernhighlands.org
Technology Support	Mr. Jose Madahavassiril	Technology Director	techsupport@northernhighlands.org
Guidance and Scheduling	Ms. Kelly Peterfriend	Director of Guidance	peterfriendk@northernhighlands.org
Wellness	Dr. Jessica Verdicchio	Supervisor of Wellness	verdicchi@northernhighlands.org
Special Education	Mr. Tom Buono	Director of Special Education	buonot@northernhighlands.org
District Contact	Dr. Scot Beckerman	Superintendent	beckermans@northernhighlands.org

Emergency Virtual or Remote Instructional Plan

General Health and Safety Guidelines

It is our intent to continue to remain in person and follow the general health and safety guidelines. Northern Highlands will continue to maintain communication with the Bergen County Department of Health, monitor updates from the Center of Disease Control (CDC) as well as from the New Jersey School Nurses Association to determine current mitigation levels in our community. Northern Highlands will continue to:

1. Follow CDC Guidance for Schools and Childcare programs by monitoring federal, state and local updates.
2. Promote behaviors that reduce the spread of the virus, such as:
 - a. Stay home when not feeling well (especially when symptoms are temperature above 100.4, sore throat, cough, body aches, chills, muscle aches, shortness of breath)
 - b. Wear face coverings - expectation that everyone in the building wears a mask every day unless medically prohibited.
 - c. Support frequent handwashing, respiratory etiquette, and social distancing.
 - d. Maintain social distancing practices in all instructional and non-instructional spaces continues to be critical to ensure the health and safety of students and staff at Northern Highlands. To that end, student desks and seating in classrooms, cafeterias, multi-purpose rooms, and other spaces (including therapy rooms, testing rooms and other small group instruction rooms) will be separated by three (3) feet to the maximum extent practicable.

Emergency Virtual or Remote Instructional Plan

Emergency Virtual and Remote Learning Plan

Northern Highlands Regional High School will continue with full-time, in-person learning to the extent to which it is possible and in accordance with our **Safe Return Plan** found on our district website. However, should it be necessary to be closed to in-person learning, we will immediately pivot and implement remote instruction.

Should cohorts and podding be necessary, the following cohort models may be used depending on transmission rate and other contributing factors:

Three Cohort Model - While one cohort is in face-to-face instruction, the other two cohorts will be live-streaming instruction virtually. Classes will be 65 minutes in length. Students will be dismissed at 12:29. When returning home students will attend a virtual Highlands Enrichment and Learning Period (HELP) with their teachers from 2:00-3:15. During the virtual HELP time, students can sign into class with their classroom teacher for additional help, or to work on collaborative projects with classmates (via Zoom breakout rooms), or communicate directly with their classroom teacher. Students can schedule time with Guidance counselors and counselors will also schedule meetings with students. HELP periods will run Tuesday through Thursday. With four class periods per day following an AM/PM cycle of days, Northern Highlands exceeds the minimum four-hour requirement for the length of school day and meets the 180-day requirement set forth by the state.

- Access to Supports: Special Education and ELL students will be given priority access to the school and will have the option to attend everyday if they choose to do so. This will allow access to academic support, counselors, Child Study Team members, etc.
- Accommodations (students and staff): Special Education and ELL students will be extended the opportunity to attend school every day.

Two Cohort Model - One-half of the students will attend in-person learning while the other half of students will attend class synchronously, while live streaming. Classes will be 65 minutes in length with four class periods per day. Students will be dismissed at 12:29. When returning home students will attend a virtual Highlands Enrichment and Learning Period (HELP) with their teachers from 2:00-3:15. During the virtual HELP time, students can sign into class with their classroom teacher for additional help, or to work on collaborative projects with classmates (via Zoom breakout rooms), or communicate directly with their classroom teacher. Students can schedule time with Guidance counselors and counselors will also schedule meetings with students. HELP periods will run Tuesday through Thursday. With four class periods per day following an AM/PM cycle of days, Northern Highlands exceeds the minimum four-hour requirement

Emergency Virtual or Remote Instructional Plan

for the length of school day and meets the 180-day requirement set forth by the state.

- Access to Supports: Special Education and ELL students will be given priority access to the school and will have the option to attend everyday if they choose to do so. This will allow access to academic support, counselors, Child Study Team members, etc.
- Accommodations (students and staff): Special Education and ELL students will be extended the opportunity to attend school every day.

One Cohort Model - All students will be in attendance but no lunches will be served. Students will be dismissed at 12:29. When returning home students will attend a virtual class period from 2:00-3:15. With four class periods per day following an AM/PM cycle of days, Northern Highlands exceeds the minimum four-hour requirement for the length of school day and meets the 180-day requirement set forth by the state.

Fully Remote – All students will be remote. Students will be “dismissed” at 12:29. Students should then return to the virtual HELP period from 2:00-3:15 and will run Tuesday through Thursday. With four class periods per day following an AM/PM cycle of days, Northern Highlands exceeds the minimum four-hour requirement for the length of school day and meets the 180-day requirement set forth by the state.

Class Times 65 Minute Periods	AM Day Period Rotation	PM Day Period Rotation
7:45-8:50	Period 1	Period 5
8:58-10:03	Period 2	Period 6
10:11-11:16	Period 3	Period 7
11:24-12:29	Period 4	Period 8
2:00-3:15	Meetings/HELP*	Meetings/HELP*

Notes

1. If Northern Highlands must move to pods or fully remote instruction, we shall maintain an AM/PM rotation with 65-minute class periods. This exceeds the state’s minimum day requirement.
2. This schedule is a reflection of our success in the spring with remote leading.

Emergency Virtual or Remote Instructional Plan

3. Again, reflective of our success currently, we are able to maintain the HELP and club periods as well as the faculty, department and collaboration time.
4. Meetings/HELP(*)
 - a. Monday-Faculty, department, and structured collaboration meetings until 3:45 as scheduled.
 - b. Tuesday-Highlands Enrichment & Learning Period (HELP) for students.
 - c. Wednesday-Highlands Enrichment & Learning Period (HELP) for students
 - d. Thursday-Highlands Enrichment & Learning Period (HELP) for students
 - e. Friday-Virtual club meetings for students and advisors/Unstructured collaboration time

Academic, Social, and Behavioral Supports

A. Educator Well-being and Social Emotional Learning:

1. School leaders will continue to create opportunities for staff to regularly practice and reflect on their social and emotional competencies during professional development and department meetings, this includes additional professional development time built into the school calendar.
2. Additionally, opportunities for connection and reflection among students, families, and staff through surveys and weekly zoom meetings held by the principal will be facilitated.
3. Northern Highlands will support educators' access to mental and behavioral resources and encourage them to utilize these services by sharing community resource guides and the Employee Assistance Program (EAP) information through Good Samaritan Hospital, as well as assisting with referrals.

B. Educator Academic, Social and Professional Learning Supports for Wellness:

1. Establish protocols for identifying and supporting students who may be experiencing social, emotional, behavioral, and mental health challenges.
 - a. Northern Highlands will continue to use a Tiered System of Supports to support student learning that sometimes manifests in a multitude of ways. Using the TSS in an electronic platform will be essential in establishing a systematic approach to support student learning. Key

Emergency Virtual or Remote Instructional Plan

stakeholders will continue to be trained in August in order to turn-key training for additional staff to use the system.

- b. The Wellness Department created and will continue with a Student Assistance Counselor (SAC) referral form to identify at-risk and struggling students
- c. Continued implementation of the Intervention and Referral Services (I&RS protocol).

- 2. Continue to create opportunities for staff to regularly practice and reflect on their social and emotional competencies by:
 - a. Establishing the expectation that all school staff should work to support students to do the same.
 - b. Providing school staff with training and support on facilitating difficult conversations and then empower them to engage students in these dialogues.

C. Northern Highlands staff and students may regularly practice and reflect on their social and emotional competencies during and throughout instructional time and the HELP period.

D. Additional SEL Supports

- 1. Counseling staff have been trained as necessary and prepared to support both staff and students that may feel unnerved by these topics or conversations.
- 2. SACs will continue to offer individual and group counseling in both in-person and virtual platforms.
- 3. In addition to in-school structures (Wellness department), Northern Highlands will partner with community partners, such as North Jersey Health & Wellness, who may be able to connect with students and families and supplement the services already being provided by the school.
- 4. Northern Highlands will maintain the Wellness Department website within the school website to continually communicate with families and staff about the application and importance of SEL. This site will include a community resource guide, as well as parent guides/virtual parent academy programming.
- 5. In conjunction with the school physician, Northern Highlands will evaluate school policies and protocols to ensure systems are in place to support

Emergency Virtual or Remote Instructional Plan

students' social-emotional needs including revising the procedures for students expressing suicidal ideation and requiring a school clearance.

E. Wraparound Supports

1. Mental Health Supports- Northern Highlands will use a mental health needs assessment tool such as the School Health Assessment and Performance Evaluation (SHAPE) System to identify needs and gaps in support for all students.'

a. Tier 1 – Prevention and Universal Supports for All Students and Families

(1) Provide access to resources on self-care, self-help, parent supports, and psycho-education through the Wellness Department website.

(2) Continue to utilize a trauma-sensitive and culturally responsive approach to student engagement and support.

(3) Continue and develop efforts to provide Social and Emotional Learning (SEL) programming school-wide.

(4) Planned check-ins with teachers to assist in identifying at-risk students.

(5) Assist educators and parents in identifying when a student may be struggling with a mental health issue.

b. Tier 2 – Establishing more intensive supports (in addition to Tier 1) that can be provided to students who are identified as at-risk for mental health and/or substance abuse.

(1) Counseling staff (SACs, School Psychologists, Social Workers, and school counselors) will provide support for students who are identified as needing assistance.

(2) Counseling staff will connect families with local community providers, county resources, and other organizations to enhance Tier 2 and 3 supports using the county resource guide.

(3) The Counseling Staff will connect with Bergen's Promise (Care Management Organization) to better support families

Emergency Virtual or Remote Instructional Plan

who may be receiving or in need of Tier 2 or 3 supports outside of school.

- c. Tier 3 – Individualized and intensive support for students who are identified as needing mental health and/or substance abuse interventions.
 - (1) SACs will provide students with individualized counseling, monitoring of progress, and therapeutic support through individual and group counseling in both in-person and virtual mediums.
 - (2) SACs will collaborate with local community providers, county resources, and other organizations to enhance Tier 2 and 3 supports.
 - (3) SACs will connect and refer students and parents to individual counseling, family therapy, out-patient programs, or addiction services as needed.

2. Primary Health and Dental Care

- a. The Northern Highlands school nurse and school physician will continue to be utilized in addressing the needs of students in both remote and hybrid scenarios.
- b. Northern Highlands will continue to consult with the school nurse in planning to meet the physical health, dental, and mental health needs of students in virtual, hybrid, or in-person school environments.
- c. Northern Highlands will reinforce and adjust screening processes to identify students who may have had unaddressed health or dental needs during the COVID-19 pandemic.

3. Family Engagement- In conducting family engagement, Northern Highlands will:

- a. Administer a survey to parents to assess the needs of families during the various phases of our plan and will continue to do so as the administrative team determines.
- b. Involve parents/guardians in district and school- level planning teams.
- c. Communicate plans in writing and posted on the school website outlining Northern Highlands’ plans for the upcoming academic year, including the expectations for students and families. Northern

Emergency Virtual or Remote Instructional Plan

Highlands will utilize multiple platforms to disseminate this information.

- d. Continue to establish, strengthen, and continue valuable partnerships with municipal recreation departments, local community service organizations, non-profits, businesses, cultural organizations, religious organizations, and state agencies such as the Department of Children and Families.
- e. Continue to utilize county-based resources such as the Children's Interagency Coordinating Council to assist in making connections to organizations serving the local community.

4. Academic Enrichment/Expanded After-School Learning

- a. Northern Highlands will continue its extended after-school learning for: Math, English, Science, Social Studies and World Language
- b. Additional enrichment opportunities can also be found using Option II through Career and Academic Pathways.

5. Mentoring

- a. Northern Highlands will consider partnerships with community organizations that provide mentorship opportunities for students, whether in-person or through remote mentorship.

6. Food Service and Distribution

- a. Northern Highlands agrees that school lunch is critical to student health and well-being. As such, lunch will be provided to all students as long as we have full-day, in-person instruction.
- b. Northern Highlands will continue to provide meals for students who are on free and reduced lunch.
 - (1) For full-day, in-person attendance, students will be provided lunch as is usual and customary.
 - (2) If students are in a hybrid or remote learning environment, lunches will be provided for students through gift cards to purchase meals or meals will be provided at key drop off or remote locations.

Emergency Virtual or Remote Instructional Plan

7. Quality Child Care

- a. Northern Highlands operates a child development program and will determine when it should be deemed safe to fully open.
- b. Northern Highlands may consider operating the program with the staff's children as in the year past.
 - (1) The program will be able to accommodate ten (10) children.
 - (2) Children must be between ages 3-5 and must be potty-trained.
 - (3) Children up to the age of 12 whose parents opt for full remote instruction as an option for their child's sending district.

Emergency Virtual or Remote Instructional Plan

Pandemic Response Team

Northern Highlands will continue with its established school-based Pandemic Response Team to centralize, expedite and implement COVID-19 related decision making (see below for committee members).

Pandemic Response Team Member Role Within the School Community

Joe Occhino	School Principal
Michael Koth	Assistant Principal of Athletics
Jamie Atchinson	Buildings and Grounds Supervisor
Cathy Berberian	School Social Worker
Dr. Derek Berberian	School Physician
Robin Knutelsky	Director of Curriculum
Tony LaRocca	Assistant Principal
Sara Magretto	NHEA President/Teacher
Kelly Peterfriend	Director of Guidance
Anne Rutkowski	School Nurse
Jessica Verdicchio	Supervisor of Wellness
Sonia Agarwal	Parent
Owen Roy	Student Council President

A. The Pandemic Response Team is responsible for:

1. Overseeing Northern Highland's district reopening plan and closure plans related to health and safety, and crisis leadership.
2. Adjusting or amending school health and safety protocols.
3. Providing staff with needed support and training.
4. Reviewing Northern Highlands' data regarding health and safety measures.
5. Developing and implementing procedures to foster and maintain a safe and supported school climate.
6. Providing communications to the school community and to the district.
7. Creating a pathway for community, family and student voices to inform the team's decision making.

B. Regular meetings have been established.

Emergency Virtual or Remote Instructional Plan

Educational Program

- A. Attendance: Parents will be directed to call or submit a note to the Attendance Office to report an absence regardless of whether a student attends school virtually or in person. Teachers will take attendance of all students in the cohort or pod whether they attend class in person or virtually. This meets the 180 days of instruction.
- B. Access to Technology: Our district maintains a 1:1 technology initiative; each student is issued a device. For those with Wi-Fi accessibility issues, a hot spot can be arranged for and provided to families.
- C. Professional Development: Ongoing professional development will take place throughout the school year.
- D. Feedback Loops: Surveys will be conducted on a consistent basis to allow teachers, students, and parents feedback on instruction, mental health, and overall concerns.
- E. Learning Management Systems (LMS): Canvas is Northern Highlands' learning management system. With the purchase of the enterprise version of Zoom, this will integrate directly with Canvas so teachers can provide direct and remote instruction if necessary.

Educational Practices for Hybrid and Virtual Learning

- A. Roles and responsibilities of faculty and staff for in-person, hybrid learning, and virtual learning to ensure continuity of learning and leverage existing resources and personnel to maximize student success:
 - 1. School Administrators shall continue to:
 - a. Provide a safe and secure school climate that is conducive to teaching and learning.
 - b. Support teachers and counselors to meet the needs of all students and be highly visible to instill calm and confidence in all who are present in school.
 - c. Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
 - d. Provide time for staff collaboration and planning

Emergency Virtual or Remote Instructional Plan

- e. Prioritize vulnerable student groups for face-to-face instruction including special populations inclusive of special education students, ELL students and 504 students
 - f. Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
 - g. Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
 - h. Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to
 - i. Assess teacher, student, and parent needs regularly.
 - j. Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
 - k. Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school that also include continued use of Genesis the district's SIS for student progress.
 - l. Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
 - m. Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
 - n. Provide training in key areas including cleaning procedures, live streaming camera use, the use of Canvas and Zoom.
2. Teachers shall continue to:
- a. Construct lessons that are engaging and meet the ongoing needs of students to include skill gaps of students at various

Emergency Virtual or Remote Instructional Plan

levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments

- b. Use data to inform lesson design.
- c. Be mindful in lesson design regarding the hybrid instructional plan.
- d. Limit group interactions to maintain safety.
- e. Support school building safety logistics (entering, exiting, restrooms, etc.).
- f. Become familiar with district online protocols and platforms including the use of Canvas, Zoom and other instructional platforms.
- g. Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- h. Provide regular feedback to students and families on expectations and progress.
- i. Set clear expectations for remote and in-person students including that students are to have cameras on during remote learning.
- j. Assess student progress early and often and adjust instruction and/or methodology accordingly.
- k. Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- l. Instruct and maintain good practice in digital citizenship for all students and staff.
- m. Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.

3. Instructional Coaches (2) shall continue to:

- a. Support teachers through class collaboration, and professional development.

Emergency Virtual or Remote Instructional Plan

- b. Support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
4. Mentor Teachers shall continue to:
- a. Participate in the Northern Highlands mentoring program that will be modified in accordance with the schedule.
 - b. Expect to consult, collaborate, and guide new staff members through school district policy and procedures.
 - c. Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - d. Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
 - e. Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
 - f. Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
 - g. Continue to maintain logs of mentoring contact.
 - h. Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - i. Consider alternative methods for classroom observations and avoiding in-person contact where possible.
5. Educational Services Professionals shall continue to:
- a. Determine skill gaps and compensatory services that can be scheduled during the regular school day as all special education students will be invited to attend school each day.
 - b. Lead small group instruction in a virtual environment.

Emergency Virtual or Remote Instructional Plan

- c. Facilitate the virtual component of synchronous online interactions.
 - d. Manage online platforms for small groups of in-person students in collaboration with the content teacher.
 - e. Assist with the development and implementation of adjusted schedules.
 - f. Assist teachers with providing updates to students and families.
 - g. Support embedding of SEL into lessons.
 - h. Lead small group instruction to ensure social distancing in additional spaces.
6. Support Staff/Paraprofessionals shall continue to:
- a. Lead small group instruction to ensure social distancing or break out rooms.
 - b. Provide real-time support during virtual sessions.
 - c. Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
 - d. Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
 - e. Facilitate the virtual component of synchronous online interactions.
2. In response to COVID-19, the NJDOE has provided flexibility for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
- a. Mentoring Guidance – Northern Highlands will continue to mentor teachers through our mentoring program. All first year teachers are assigned a mentor, and participate in scheduled and unscheduled mentoring meetings. These may take place either in person or

Emergency Virtual or Remote Instructional Plan

virtually and are in line with requirements and flexibilities for non-tenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.

- b. Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), and Other Certificated Staff for School Year (SY) 2020-2021. Should virtual learning become necessary, these flexibilities may be enacted.

School District Technology

- A. As standard operating procedure, **all** staff and students are issued a Windows 10 device that they will utilize for instruction.
- B. Devices are used within the building as well as taken home as needed. These devices are bundled with district software to provide 24/7 access to our curriculum.
- C. The issued devices possess a detachable keyboard and stylus as input devices.
 - 1. Front facing and rear facing cameras are mounted on the devices to provide full functionality while utilizing video conferencing platforms. Classrooms have an additional camera so that students can view the class lesson virtually as if they are part of the cohort or pod.
 - 2. Each machine is equipped with various software libraries that are vital to the district. These titles include the Microsoft Office suite, Adobe Creative Cloud, and the AutoDesk Suite of Engineering titles.
 - 3. Accessory software is included known as the Respondus Lockdown Browser for secure assessment as well as Audacity Recording Suite to be used in conjunction with AP testing.
 - 4. The district participates in Google's G Suite for Education thus providing each district member and student with unlimited access to all Google applications in conjunction with unlimited storage for their respective Google Drive accounts.
- D. Staff and students continue to leverage the Learning Management System, Canvas, as the primary form of dissemination for instructional material and

Emergency Virtual or Remote Instructional Plan

communication. Communication will be further enhanced by utilizing Google Meet and Hangouts as well as Zoom.

E. Accessibility of Support:

1. The district's technology team has been able to identify the support needs of staff as virtual instruction ensues.
2. The team maintains full communication with staff while on site using their IT ticketing system, School Dude. This will continue to be made available.
3. Students can contact the Technology Assistance Center for assistance with their devices.
4. All students and staff are provided with a school district email.
5. Additional student training on software and digital citizenship is embedded in the Freshman Seminar course.
6. In certain circumstances, families without broadband access will be issued a hotspot.

F. The technology team will maintain communication with students via email which serves as a ticketing system. Students will then engage with technology members via email and Google Hangouts as needed. Ultimately students are able to schedule repairs with technology team members via appointment in the district's security vestibule in order to provide an orchestrated pickup experience in an effort to minimize contact with other individuals.

G. Device Protection:

1. Northern Highlands' families are required to pay a user fee for all district issued devices. This fee is directly applicable to the Accident Device Protection coverage provided by the manufacturer.
2. This fee will be issued to all grades and must be paid electronically via the Pay For It website.
3. In certain instances, families will be granted device coverage after a financial assistance waiver is completed.

H. Acceptable Use Policy and Computer Use Agreement:

1. Students and their parents are required to agree to the district's Acceptable Use Policy as well as Computer Use Agreement.

Emergency Virtual or Remote Instructional Plan

2. Both parent and student forms must be completed via Genesis parent and student portals.
3. The agreements serve as a contract between the district and the entity that the device is issued to and decrees that the device will be cared for properly.