

MOUNTAINSIDE SCHOOL DISTRICT REMOTE LEARNING PROTOCOL AND PROCEDURES

FULL TIME REMOTE LEARNING DURING COVID-19 REOPENING AND RECOVERY

Parent/guardian may submit, and the District shall accommodate, requests for full time remote learning during the COVID-19 reopening and recovery.

Parent/guardian may request any service or combination of services that would otherwise be delivered on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education and related services. A parent/guardian may request that some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the District's reopening plan.

There is unconditional eligibility for full time remote learning. All students are eligible for full time remote learning. Eligibility is not conditioned upon a parent/guardian demonstrating a risk of illness or other selective criteria.

Scope and expectations of full time remote learning.

- Students participating in the Board's full time remote learning option will be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in the District's in-person program. This includes for example, access to standards-based instruction of the same quality and rigor as that afforded all other students of the District, the District making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.
 - The Remote Learning Option has been designed to include a combination of synchronous teaching and independent assignments. It will be delivered through Google Classroom, Monday - Friday, and will be a blend of instructional resources and teaching practices, including (but not limited to): pre-recorded videos, on-line textbooks, instructional web-based platforms, teacher created assignments and live scheduled interactions with staff members.
 - Differentiated assignments will also be assigned to students according to their needs as reflected in data and teacher observation. Teachers may use supplemental resources to enhance remote instruction as needed, but at minimum, students will be assigned work aligned to the same grade-level instructional standards as in-person students.
- Full Time remote learning will adhere to the length of the school day requirements pursuant to N.J.A.C. 6A:32-8.3, Board's attendance policy, Board's Student Code of Conduct, Board's HIB policy, Board's acceptable use policy, and all other policies governing delivery of services and District expectations of students.

- The District will clearly define any additional services, procedures, or expectations that will occur during the transition period between in-person or hybrid delivery to full time remote delivery.
- The District will endeavor to provide supports and resources to assist parents/guardians, particularly those of younger students, with meeting the expectations of the District's remote learning option.

Procedures for parents/guardians to submit a request for full time remote learning:

- Requests to **begin school year** receiving full time remote learning:
 - The deadline for a parent/guardian to submit a request for full time remote learning to begin at the start of the school year shall be **no less than 14 days prior to the start of the school year.**
 - The request shall be completed through a Parent Request for Programming Form
 - A separate survey must be completed for EACH student and will include information such as, student's name, grade, whether you will require a school issued device and any additional services which may be required during full time remote learning, i.e. instruction, special education program, related services etc.
 - Parent/guardian should contact the following administrators with any specific questions or concerns:
 - Kdg. - 2nd Grade: Mrs. Suzanne Jenks
sjenks@mountainsideschools.org
 - 3rd – 8th Grades: Mrs. Kim Richards
krichards@mountainsideschools.org
 - Special Education (PEAK - 8th grades): Mrs. Sheri Rouleau
srouleau@mountainsideschools.org
 - Upon satisfaction of these minimum procedures, the District shall approve the student's full time remote learning request.
- Requests to move from in-person instruction to full time remote learning **during the school year**
 - In the event that a parent/guardian would like to remove their child from the in-person educational model at any time after the start of the school year, the following process should be followed:
 - The request shall be in writing and submitted to the appropriate building principal:
 - Kdg. - 2nd Grade: Mrs. Suzanne Jenks
sjenks@mountainsideschools.org
 - 3rd – 8th Grades: Mrs. Kim Richards
krichards@mountainsideschools.org
 - Special Education (PEAK - 8th grades): Mrs. Sheri Rouleau
srouleau@mountainsideschools.org

- All requests must include the following information: student's name, grade, whether you will require a school issued device and any additional services which may be required during full time remote learning, i.e. instruction, special education program, related services etc.
- Parents are requested to provide the District with a minimum of 5 days notice prior to the transition in order to ensure continuity of instruction and opportunity to provide the student with any necessary technology, programming adjustments, and materials.
- In the event of a health related need for the change, every effort will be made to provide immediate transition supports.

Procedures for parents/guardians to submit a request for transitioning from full time remote learning to in-person services:

- The minimum amount of time a student must spend in full time remote learning before being eligible to transition to in-person services is **approximately 2 months**. Students will be provided with various "transition points" throughout the school year to return to in-person instruction. Parents will be required to submit any change requests at least 14 days prior to the designated "transition points". This amount of lead time is required in order to make sure we are monitoring class enrollment sizes, social distancing requirements, and creating smooth transitions for both the staff and student. Special circumstances which may require a transition outside of these specific dates will be considered on a case-by-case basis. Please reach out to your child's principal should you have any specific programming questions and / or concerns.
 - The re-entry dates and deadlines for a parent/guardian to submit a request to transition from fulltime remote learning to in-person services are the following:
 - Return on November 2, 2020
 - Request must be received no later than October 19, 2020
 - Return on January 4, 2021
 - Request must be received no later than December 18, 2020
 - Return on March 1, 2021
 - Request must be received no later than February 14, 2021
 - Return on May 3, 2021
 - Request must be received no later than April 19, 2021
- The District will approve requests prior to the identified return dates listed above.
- The request shall be in writing and submitted to the appropriate building principal:
 - Kdg. - 2nd Grade: Mrs. Suzanne Jenks sjenks@mountainsideschools.org
 - 3rd – 8th Grades: Mrs. Kim Richards krichards@mountainsideschools.org
 - PEAK (Special Education only): Mrs. Sheri Rouleau srouleau@mountainsideschools.org

- All requests must include the following information:
Student's name, grade, homeroom teacher, any additional services which may be required during in-person learning, (i.e. special education program, related services etc.)
- Parent/guardian should contact the following administrators with any questions or concerns:
 - Kdg. - 2nd Grade: Mrs. Suzanne Jenks sjenks@mountainsideschools.org
 - 3rd – 8th Grades: Mrs. Kim Richards krichards@mountainsideschools.org
 - Special Education (PEAK - 8th grades): Mrs. Sheri Rouleau srouleau@mountainsideschools.org
- Definition of the specific student and academic services will accompany a student's transition from fulltime remote learning to in-person learning to better assist a parent/guardian anticipate their student's learning needs and help educators maintain continuity of services.

The following additional services, procedures, or expectations will occur during any transition period from full time remote learning to in-person services:

- A transition meeting will be scheduled to take place with the building principal, classroom teacher, and parent/guardian to discuss student progress and needs resulting from remote learning
- A transition meeting will be held with the Child Study Team, parent/guardian, and student's special education teacher to discuss any IEP related programming and/or related service needs to be in place for the student's return to in-person instruction

Requests to transition from in-person to full time remote learning during the school year:

- Parent/guardian may submit a request for full time remote learning throughout the school year at any time.
- The request shall be in writing and submitted to the appropriate building principal
 - Kdg. - 2nd Grade: Mrs. Suzanne Jenks sjenks@mountainsideschools.org
 - 3rd – 8th Grades: Mrs. Kim Richards krichards@mountainsideschools.org
 - PEAK (Special Education only): Mrs. Sheri Rouleau srouleau@mountainsideschools.org
- Requests must include the following information:
Student's name, grade, homeroom teacher, whether you will require a school issued device and any additional services which may be required during full time remote learning, (i.e. special education program, related services etc.)
- Upon satisfaction of these minimum procedures, the District shall approve the student's full time remote learning request.

Procedures for communicating District policy with parents/guardians:

The District will provide clear and frequent communication with parents/guardians, in their home language, to help ensure that this important flexibility is as readily accessible as possible. Communication with parents/guardians will include the following:

- Summaries of, and opportunities to review, the District’s remote learning policy which includes full time remote learning;
- Procedures for submitting full time remote learning requests;
- Scope and expectations of full time remote learning;
- The transition from fulltime remote learning to in-person services and vice-versa; and
- The District’s procedures for ongoing communication with parents/guardians and for addressing families’ questions or concerns.

Reporting. The District will report to the NJDOE data regarding the number of students participating in full time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.

Student Privacy and Technology Expectations During the Fully Remote Learning Model and any Remote Learning Extensions of the In-Person Model:

The following is applicable to both remote learning as an extension of the in-person learning model and a full time remote learning model.

The nature of group remote learning, whether an extension of the in-person learning model or a full time remote learning model, means that students' names and live video could potentially be seen by anyone in the background of the students who are participating, and that students may see actions in the background of other students. Students’ information, such as, but not limited to, classification status, accommodations, related services, academic levels and/or skills may also be inadvertently disclosed to others during group sessions.

In order to protect the confidentiality of the students and their performance, parents should not be present during remote learning unless prearranged and approved by the District. Parents may not make an attempt to listen in on sessions and/or record them. Recording remote lessons and instruction between the teacher/instructor and students is a violation of Board of Education policies and may be a violation of state law.

Students and parents are required to adhere and comply with all applicable Board policies governing the use of technology. In addition, it is expected that students and parents adhere to the following guidelines:

- Students must be prepared for remote learning, i.e. have devices ready and charged if needed, papers/notebook, pencil/pen, etc. at least 10 minutes before the scheduled start time.
 - Be on time.
 - Video must be turned on.
- If it wouldn’t be appropriate in the physical classroom, it isn’t appropriate in the remote setting. This includes attire, language, behavior, topics discussed, by way of examples. See district HIB policy for explanation of virtual/cyber bullying.

- Chats should only be used to ask questions related to the lesson. Any inappropriate language will not be tolerated.
 - Always behave as if your camera and mic are on.
 - Do not screenshot or record anything during the meeting.
- School devices should always be treated with respect and handled in a manner that will allow them to function properly.
 - Parents will receive a technology device contract accepting responsibility for the care and use of any school owned devices that are provided to students for use at home.
- See the District's acceptable use policy for further explanation of technology use.
- Students may not use cellular devices during remote classes and are to treat remote classrooms as if they were sitting in the building.
- We understand that for younger students, parent help/support may be required for logging on. We ask that once a student is logged in, the space be used as a classroom and parents do not engage in the classroom setting. Please do not respond to student questions or interact with the class. We further ask that you please be cognizant that conversations you have off screen are picked up by the microphone and can be heard by the class.

The District takes the confidentiality of our students' educational information and personally identifiable information very seriously. We also hold the same high regard for the integrity, privacy, educational practice, and professionalism of our faculty and staff.