

Hillside Public Schools
Board Approval for Training and Seminars, Conventions and Conferences
Board Meeting: September 25, 2025

Attachment ED#1-09/25						
Staff Attending/School	Conference Title	Dates Location	Anticipated Reimbursement* (Source)	Purpose+	Date of Request	Date of Board Approval
* Expenses may exceed state and federal reimbursement guidelines + How will this activity promote the delivery of instruction, improvement of curriculum, or further district goals?						
Randal McCoy	NJSLA/NJGPA Adaptive Training	September 22, 2025 Marriot Park Ridge, NJ	NONE	The workshop will provide training for testing coordinators of NJSLA & NJGPA	9/19/25	9/25/25
Rachel Pribish	NJASC State Officers Meeting	September 22, 2025 Phillipsburg HS Phillipsburg, NJ	NONE	Accompany Leilani Ortega to the NJASC Officer Meeting in her role as Executive Member of Publications to serve in her role.	9/15/25	9/25/25
Alissa Valiante	NJACT Perry Awards	September 22, 2025 The Strand Theatre Lakewood, NJ	NONE	A consortium of theater performers, directors, musicians, and technical support to celebrate success.	9/15/25	9/25/25
C. Crisanaz G. Loma G. Petroccia J. Tragale K. Schooner A. Locke E. DeJesus I. Sheikh	Apple Initiative Kickoff event	September 22, 2025 Hillside High School				
Lois Bohm	NJSLA/NJGPA Adaptive Training	September 24, 2025 Princeton Hyatt Regency Princeton, NJ	Transportation \$70.00	The workshop will provide training for testing coordinators of NJSLA & NJGPA	9/2/25	9/25/25

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<u>Jeanie Ruban</u>	<u>NJSLA/NJGPA Adaptive Training</u>	<u>September 25, 2025</u> <u>Marriot</u> <u>Park Ridge, NJ</u>	<u>NONE</u>	<u>The workshop will provide training for testing coordinators of NJSLA & NJGPA</u>	<u>9/24/25</u>	<u>9/25/25</u>
<u>Phillipa Craig</u>	<u>Amazon Boot Up/Cohort 3</u>	<u>September 29</u> <u>Hillside High School</u> <u>Hillside, NJ</u>	<u>NONE</u>	<u>Amazon Training for future Engineers – Amazon CS: Bootup Cohort 3</u>	<u>9/24/25</u>	<u>9/25/25</u>
<u>Alison O-Brien</u>	<u>Amazon Boot Up/Cohort 3</u>	<u>September 29</u> <u>Hillside High School</u> <u>Hillside, NJ</u>	<u>NONE</u>	<u>Coding in the Classroom</u>	<u>9/24/25</u>	<u>9/25/25</u>
Kelly Griffin	Amazon Boot Up/Model Lessons	September 29 & 30 Hillside High School Hillside, NJ	NONE	Professional development for model lessons for 6th-grade teachers	9/15/25	9/25/25
Kelly Griffin	NJTSS-ER (Dibels)	October 1, 2025 Virtual	NONE	Dibels Training	9/15/25	9/25/25
<u>Christine Graham</u>	<u>NJ DECA Advisor Training</u>	<u>October 3, 2025</u> <u>Kean University</u> <u>Union, NJ</u>	<u>NONE</u>	<u>Training on how to integrate DECA into the classroom, using DECA resources, & building community partnerships</u>	<u>9/24/25</u>	<u>9/25/25</u>
Bernice Budhu	NJ Curriculum Leadership Summit	October 3, 2025 Crystal Plaza Livingston, NJ	NONE	Summit to build Curriculum & assessment systems, strengthen alignment through leadership moves	9/15/25	9/25/25
<u>Evelyn Okparaek</u> <u>Daniella Alvarez</u> <u>Bernice Budhu</u> <u>Lakisha Zamot-Giro</u>	ML Leadership Summit: Building Capacity from Within	October 6, 2025 NJPSA/FEA Monroe, NJ	<u>Registration \$195 pp</u>	Legal considerations and best practices related to multi-language learners.	9/15/25	9/25/25

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Henrietta Nwako	ML Leadership Summit: Building Capacity from Within	October 6, 2025 NJPSA/FEA Monroe, NJ	NONE	Legal considerations and best practices related to MLs.		
Malissa Myers Dana LeBoeuf	Union County Certification Meeting	October 8, 2025 Union County Office Westfield, NJ	NONE	Teacher Certification Updates for HR/Labor	9/11/25	9/25/25
Alissa Valiante	Restorative Justice: Tier I	October 8, 2025 Virtual	NONE	Proactive approach techniques used in schools to build community, prevent & address harm & conflict, and help students positively re-integrate into school after an absence.	9/5/25	9/25/25
Tharien Arnold	Turning Pain into Purpose: A Father's Journey to Make Schools Safer After the Parkland Shooting	October 8, 2025 Brookdale Community College Lincroft, NJ	NONE	NJDOE School Safety Professional Development	9/22/25	9/25/25
Nancy DaSilva	Innovation in Action: Sphero Robotics	October 9, 2025 Rutgers University New Brunswick, NJ	Transportation \$34.30	Session focused on Sphero vertical alignment for all grade levels.	9/16/25	9/25/25
Marta Tran	Innovation in Action: Sphero Robotics	October 9, 2025 Rutgers University New Brunswick, NJ		Session focused on Sphero vertical alignment for all grade levels.	9/9/25	9/25/25
Marta Tran Nancy DaSilva Rachael Fernandes	NJAGC Announces Gifted Teacher Sharefest	October 14, 2025 Kean University Union, NJ	Registration \$30.00 pp	Session for educators & administrators of gifted & talented students for networking, idea-sharing, and collaboration.	9/2/25	9/25/25

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Rachel Pribish	STANJ Fall Conference	October 14, 2025 Montclair State University Montclair, NJ	NONE	Meeting of the Speech and Theatre Association of NJ. Two workshops	9/15/25	9/25/25
Samantha Goldin	A Team Approach to Children with Diabetes in School	October 16, 2025 RWJBH Livingston, NJ	NONE	Nursing overview of school care, social work presentation, and a dietitian review of nutrition for students with diabetes.	9/17/25	9/25/25
Lorenzo Busichio Grace Petroccia <u>Tyler Darby</u>	NJ Science Convention	October 21 or 22, 2025 Princeton Marriott @ Forrestal	Registration \$205.00 pp Transportation <u>\$47.60 pp</u>	Sessions on best practices in science education & networking.	9/12/25	9/25/25
Nancy DaSilva	Law Fair/Adventure for Teachers	October 21, 2025 NJ Law Center New Brunswick, NJ	Transportation \$37.10	Sessions to promote understanding of the law & our justice system to educate students about their rights & responsibilities under the law	9/5/25	9/25/25
Marta Tran	Law Fair/Adventure for Teachers	October 21, 2025 NJ Law Center New Brunswick, NJ		Sessions to promote understanding of the law & our justice system to educate students about their rights & responsibilities under the law	9/9/25	9/25/25
<u>Dr. David Eichenholtz</u>	<u>NJSBA Annual Workshop</u>	<u>October 21-23, 2024</u> <u>Atlantic City, NJ</u>	<u>Registration \$92/person</u> <u>\$204/night pp not to exceed 3</u> <u>M&IE \$68/full day</u> <u>\$51/travel day</u> <u>Mileage \$0.70/mile</u> <u>Account 11-000-230-585-01-00</u>	<u>The workshop will provide current industry information for administration and board members</u>	<u>9/24/25</u>	<u>9/25/25</u>
Corey Moore Thomas Kelly	Sounds of the City Urban Music	October 22, 2025 Montclair State University	NONE	Urban Music Teacher Professional Development	9/12/25	9/25/25

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	Teachers Workshop	Montclair, NJ				
Teresa Tenreiro	NJIT Forensics	October 22, 2025, January 28, 2026, February 25, 2026 NJIT Newark, NJ	NONE	Forensic Science Initiative Planning and Collaboration	9/9/25	9/25/25
Karen Mannino	AENJ Annual Conference	October 27 & 28, 2025 Princeton Marriott @ Forrestal	NONE	Workshops geared towards improving Art Education techniques	9/12/25	9/25/25
Alissa Valiante	Restorative Justice: Tier 2	October 28, 2025 Virtual	NONE	Proactive approach techniques used in schools to build community, prevent & address harm & conflict, and help students positively re-integrate into school after an absence.	9/9/25	9/25/25
Alissa Valiante Jennifer Pinho	Restorative Justice: Tier 3	November 13, 2025 NJ Law Center New Brunswick, NJ	NONE	Proactive approach techniques used in schools to build community, prevent & address harm & conflict, and help students positively re-integrate into school after an absence.	9/9/25	9/25/25
Karen Love	Dance NJ Fall Professional Development Workshop	November 13, 2025 Union City High School Union City, NJ	NONE	Workshop focusing on the impact & inspirations of the Dunham technique.	9/9/25	9/25/25
Carriann DeSantos	NJASC State Officers Meeting	November 17, 2025 Warren Hills High School Washington, NJ	NONE	Required meeting for Leilani Ortega, NJASC Executive Member of Publications, to serve in her role.	9/9/25	9/25/25

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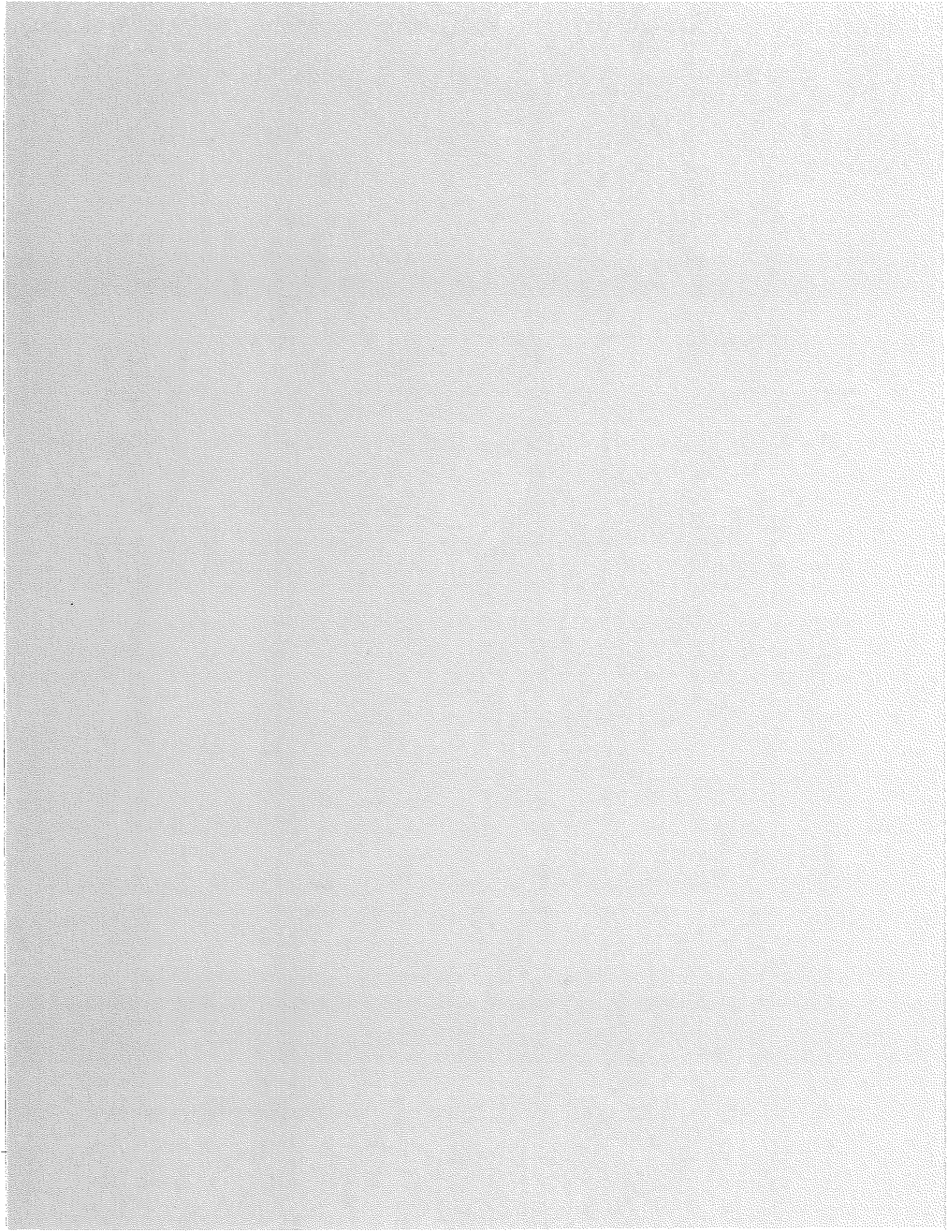
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N. Deutsch	NJASC State Officers Meeting	December 10, 2025 S. Brunswick High School S. Brunswick, NJ	NONE	Required meeting for Leilani Ortega, NJASC Executive Member of Publications, to serve in her role.	9/9/25	9/25/25
Halim McNeil	National Athletic Director Conference	December 12 -16, 2025 Tampa Convention Center Tampa, FL	Registration \$295.00 Transportation \$475.00 Meals \$360.00 Accommodations \$860.00 11-402-100-580-14-00	56 th National Athletic Directors Conference & Exhibit Show	9/9/25	9/25/25
N. Deutsch	NJASC State Officers Meeting	February 10, 2026 (2/12/26 – snow date) W. Windsor-Plainsboro North HS West Windsor, NJ	NONE	Required meeting for Leilani Ortega, NJASC Executive Member of Publications, to serve in her role.	9/9/25	9/25/25

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ED#2-09/25

ESY = Extended School Year (Summer)
Hillside Board of Education Regular Meeting September 25, 2025

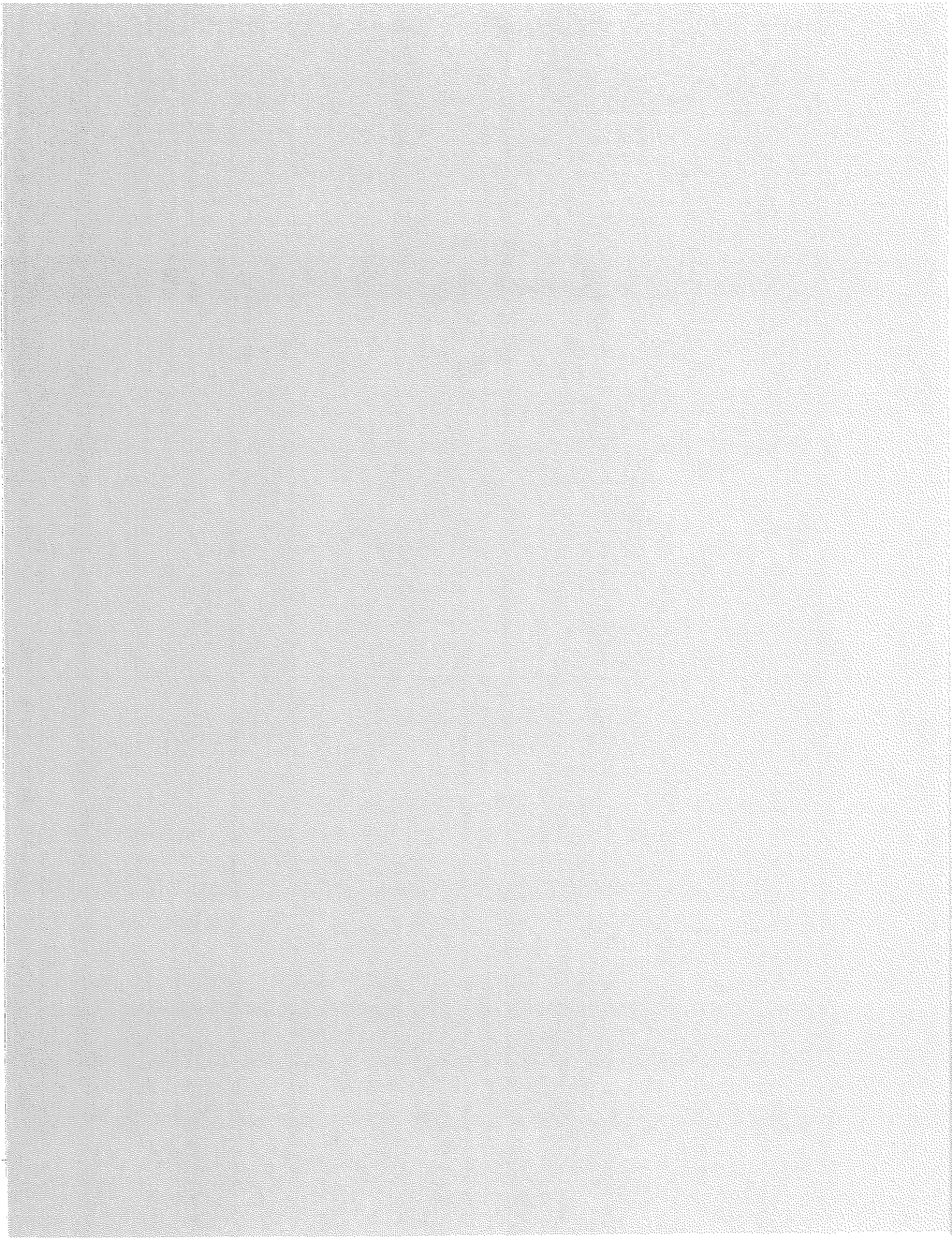


Hillside Public Schools District
School-Based Fundraising Form
(Due to Superintendent's Office by the 15th of Each Month)
September 25, 2025
ED#3 - 09/25

School Name	Department School Group/Organization Company	Date Fundraiser Begins	Date Fundraiser Ends	Items or Goods Sold (If Applicable)	Purpose of Fundraiser	Person Responsible for Fundraiser
Hillside High School	Academic Decathlon	11/3/2025	11/21/2025	Honey	Raise funds for club events	Corritore
Hillside High School	Academic Decathlon	10/1/2025	10/24/2025	Pasta	Raise funds for club events	Corritore
Hillside High School	StuCo	4/1/2026	5/22/2026	Goldfish Crackers	Off set NJASC awards	Deutsch
Hillside High School	StuCo	3/19/2026	3/19/2026	Rock Paper Scissors	Off set pep rally cost	Deutsch
Hillside High School	StuCo	3/16/2026	4/1/2026	Bumblebee Costume contest	Off set pep rally cost	Deutsch
Hillside High School	StuCo	2/17/2026	2/26/2026	Guess the candy contest	Donation of charity	Deutsch
Hillside High School	StuCo	1/20/2026	2/6/2026	WingOff	Off set pep rally cost	Deutsch
Hillside High School	StuCo	2/2/2026	2/13/2026	Carmlions	Off set pep rally cost	Deutsch
Hillside High School	StuCo	1/16/2026	1/16/2026	Bake Sale	Off set pep rally cost	Deutsch
Hillside High School	stuCo	1/5/2026	1/15/2026	Cupcake Wars	Off set pep rally cost	Deutsch
Hillside High School	StuCo	11/11/2025	11/25/2025	Powderpuff Football Game	Off set pep rally cost	Deutsch
Hillside High School	Academic Decathlon	10/31, 11/13, 12/12, 1/27, 3/30, 4/17, 5/20	10/31, 11/13, 12/12, 1/27, 3/30, 4/17, 5/20	Bake Sale	Raise funds for club events	Corritore
Hillside High School	StuCo	5/1/2026	5/21/2026	Summer Movie Night	Off set pep rally cost	Deutsch
Hillside High School	NHS	10/17/2025	10/17/2025	Pretzel Sale	NHS Induction Dinner	DeSanto
Hillside High School	NHS	24-Oct-25	24-Oct-25	Pretzel Sale	NHS Induction Dinner	DeSanto
Hillside High School	Performing Arts Club	10/1/2025	11/1/2025	Vendor Fair	Off set cost of fall play	Pribish
Hillside High School	StuCo	9/8/2025	9/16/2025	Votes for Homecoming court	Off set pep rally cost	Deutsch
Deanna G. Taylor Academy	For Student Account	9/22/2025	10/17/2025	Candy Sale	Raise funds for student Activities	Rahim Graham
Hillside High School	Class of 2026	10/22, 011/19, 12/17/25 2/4, 3/2, 4/15, 6/11/26	10/22, 011/19, 12/17/25 2/4, 3/2, 4/15, 6/11/26	Bake Sale	off set senior activities	Ullrich
Hillside High School	Class of 2026	6-Oct	24-Oct	Candy Sale	off set senior activities	Ullrich
Hillside High School	class of 2026	10/24/2025	10/24/2025	Movie tickets	off set senior activities	Ullrich
Hillside High School	Class of 2026	12/1/25 1/12/26	12/1/25 1/12/26	Pretzels	off set senior activities	Ullrich
Hillside High School	Class of 2027	6/9/2026	6/9/2026	Bake Sale	support junior activities	Graham
Hillside High School	Class of 2027	3/5/2026	3/6/2026	T shirts	support junior activities	Graham
Hillside High School	Class of 2027	4/1/2026	4/1/2026	Bake Sale	support junior activities	Graham
Hillside High School	Class of 2027	3/17/2026	3/17/2026	Bake Sale	support junior activities	Graham
Hillside High School	Class of 2027	2/27/2026	2/27/2026	Snack sale	support junior activities	Graham
Hillside High School	Class of 2027	2/12/2026	2/12/2026	Bake Sale	support junior activities	Graham
Hillside High School	Class of 2027	2/6/2026	2/6/2026	Valentine Dance	support junior activities	Graham
Hillside High School	Class of 2027	12/23/2025	12/23/2025	Bake Sale	support junior activities	Graham
Hillside High School	Class of 2027	12/15/2025	12/23/2025	Christmas Stockings	support junior activities	Graham
Hillside High School	Class of 2027	11/10/2025	11/10/2025	Bake Sale	support junior activities	Graham
Hillside High School	Class of 2027	11/10/2025	11/10/2025	Bagels and cream cheese	support junior activities	Graham
Hillside High School	Class of 2027	11/4/2025	11/4/2025	Bake Sale	support junior activities	Graham

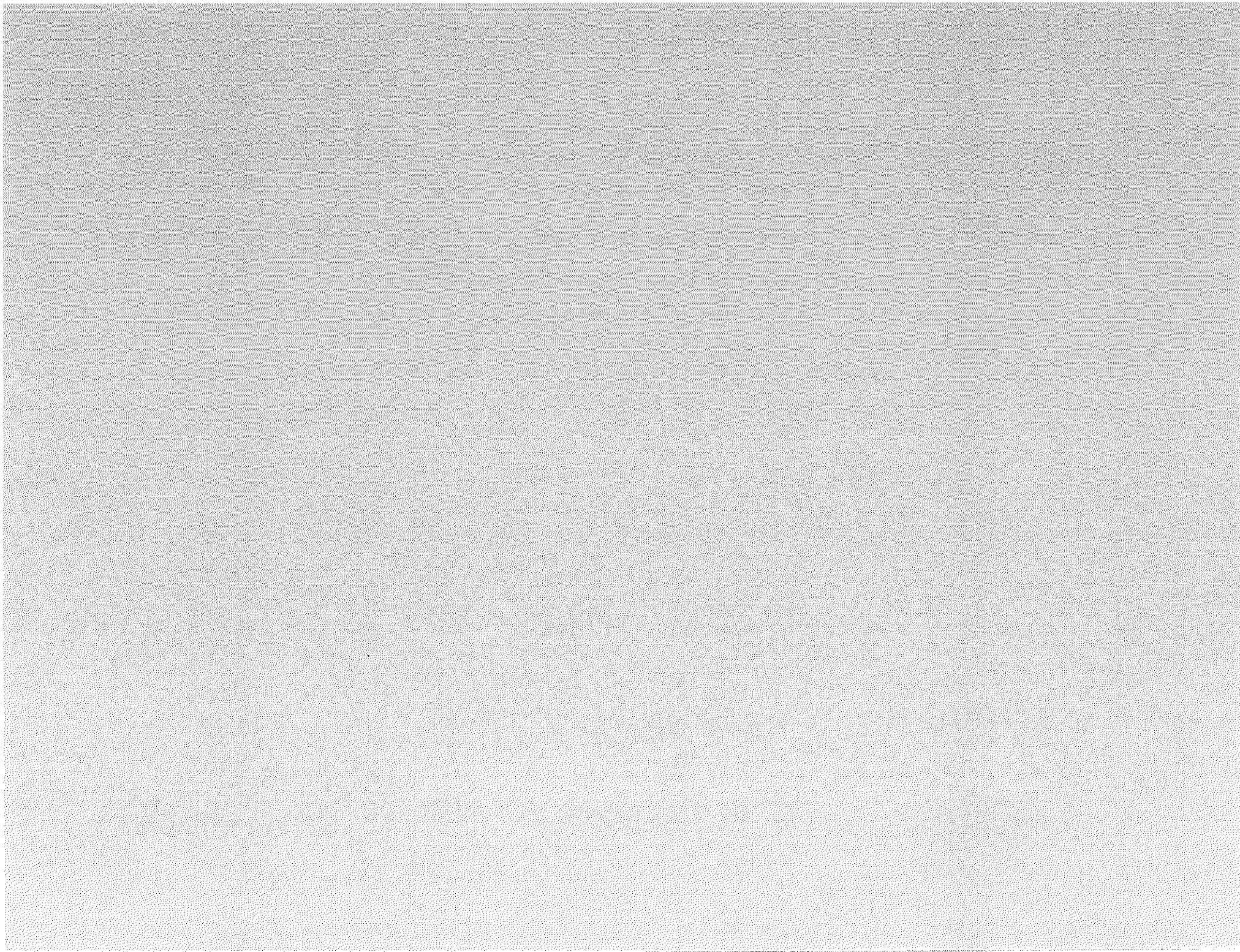
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September 25, 2025
ED#3 - 09/25

Hillside High School	Class of 2027	10/7/2025	10/7/2025	Bake Sale	support junior activities	Graham
Hillside High School	DECA/FBLA	10/1/2025	5/31/2026	Candy Bar Sale	Support DECA/FBLA activities	Graham
Hillside High School	Class of 2026	10/1/2025	10/12/2025	Cupcake sale	Assist with senior activities	Ullrich
Hillside High School	Class of 2026	10/3/2025	10/3/2025	Decorate your jeans	Assist with senior activities	Ullrich
Hillside High School	Performing Arts Club	10/1/2025	11/30/2025	Ads for the playbill	Help with cost of material for school play	Pribish
Deanna G. Taylor Academy	Tricky or Trunk Student Activity	10/30/2025	10/30/2025	Tricky or Trunk Admission for non-students only	Help raise money for student Activity	Budhu
Hillside High School	Class of 2026	10/1/2025	6/15/2026	Choc pretzels and snacks	Assist in paying for senior activities	Ullrich



Hillside Public Schools District
Class Trip Requests (Due by the 15th of Each Month)
September 25, 2025 Agenda
ED#4-9/25

[illegible]



Gifted & Talented Services

Program Goals

- Provide opportunities for students to discover and explore areas of interest.
- Provide students with experiences that promote increased creativity and problem-solving.
- Identify students demonstrating exceptional ability and provide them with a range of enriching and academically appropriate experiences both within and beyond the classroom.
- Support gifted learners in understanding themselves – their unique ways of thinking, their interactions with others, and their areas of strength and challenge.

Program Description

The following opportunities are available for identified students in grades kindergarten through twelfth grade as indicated:

Classroom Differentiation (Grades K-12) – Differentiated instruction occurs in the regular classroom setting. Differentiated instruction includes, but is not limited to, modifications in assignments and materials, alternative forms of assessment, various grouping strategies, small group and independent work. The enrichment needs of gifted and talented pupils can be met through a wide variety of activities and teaching strategies. Appropriate curricular and instructional modifications will be developed for identified gifted pupils in regard to content, process, product, and/or learning environment.

The following opportunities are available for identified students in grades kindergarten through eighth grade as indicated:

Enrichment Services

In-class Enrichment (Grades K-2) – The teacher will provide in class enrichment to Kindergarten and 1st grade classrooms to provide students with opportunities opportunities. These activities will allow for These observations will assist in the gifted and talented identification.

Pull-out Enrichment (Grades 2-6) – Students performing above grade-level in a specific content area will be provided opportunities to enhance their learning by meeting with the gifted and talented teacher. The enrichment activities will provide opportunities for students to participate in challenging activities in their area of strength. Participation in this program is flexible. These opportunities are for students that have been identified as benefiting from additional instruction, and are not involved in the gifted and talented program.

Elective Enrichment (Grades 7-12) – The gifted and talented teacher will develop various enrichment activities connected to specific topics throughout the school year. Students meeting the criteria will be offered enrichment opportunities. Participation in this program is flexible. This opportunity is for students that have been identified as benefiting from additional instruction.

Gifted & Talented Services

Pull-out Gifted and Talented Program (Grades 2-6) – Identified students will be given opportunities to participate in higher-level thinking activities/units/projects with academic peers outside of the regular classroom. These learning experiences will address the needs of gifted learners. Students will meet with the gifted and talented teacher twice per week. Students must qualify through the identification process to participate in this program.

Pull-out Gifted and Talented Program – Instrumental Music (Grades 3-6) – Identified students who show giftedness in music will be given opportunities to participate in music-based activities outside of the regular classroom. These learning experiences will address the needs of gifted learners. Students will meet with their instrumental music teacher weekly. Students must qualify for the music-gifted program through the identification process to participate in this program.

Continuum of Services (Grades 7-12)

Accelerated Programming (Grades 7-8) – Students will have the opportunity to participate in learning at Hillside Innovation Academy (HIA) and accelerated programming at Walter O. Krumbiegel Middle School (WOK).

Honors and Advanced Placements (Grades 7-12) Students at Hillside Innovation Academy (HIA), Hillside High School (HHS), and Walter O. Krumbiegel Middle School (WOK) are eligible, after placement, for honors level coursework. Hillside High School students, who are eligible, have the opportunity to take advanced placement (AP) level coursework.

Additional Opportunities (Grade K-12)

Special Topics: Special topics or enrichment seminars may be arranged by the gifted and talented teacher. These enrichment seminars provide opportunities for interaction with professionals to develop career awareness in students and to identify and clarify student interests.

Contests and Competitions: Opportunities for participation in contests and competitions may also be made available for gifted and talented students, when appropriate.

Identification Criteria and Process - Students are considered for the gifted and talented program through the use of performance data. Teacher and parent recommendations will be considered for program screening.

Identification for Screening- There are three ways in which students can be identified for further screening: through the use of performance data, teacher nomination, or parent nomination.

1. Performance Data - At the end of each school year, the district will review assessments for all students. Listed below are some of the assessments that will be used to identify students for gifted and talented programs.

- Naglieri General Abilities Assessment
- New Jersey Student Learning Assessment (3-8)
- Benchmarks

2. Teacher Referral - Any teacher can recommend a student for consideration for the gifted and talented program. Teachers nominating students must complete the district's teacher referral and forward it to the building principal. Teacher nominations will be requested in the Spring, but are ongoing as needed.

3. Family Referral - Parents may nominate their child for consideration into the gifted and talented program by providing a written request to the building principal by May 15th, with the following information:

- Student Name
- Grade Level
- Homeroom Teacher
- Parent/Guardian(s) Name, Address, and Telephone Number
- Information about your child's personal qualities that you believe are associated with exceptionality and what has made you realize that your child is exceptionally able.
- Learning/behavioral characteristics of your child associated with general intellectual ability.

Selection Process - The Selection Committee (minimum 4 members) will meet annually to review students' educational profiles in comparison to their local chronological peers to make program recommendations. The committee will include at least one administrator, multiple teachers, and the school counselor.

Leave of Absence, Exiting the Program, and the Appeals Process

Leave of Absence - Students/parents wishing to temporarily leave the program should be in contact with the gifted and talented teacher. The request to temporarily leave the program must be in writing.

- If the pupil's academic record indicates a decline in performance, and/or the student demonstrates the inability to maintain general academic expectations in class, the gifted and talented teacher will contact the parents to meet and discuss the appropriateness of the program.
- A decision to withdraw a pupil from the Gifted and Talented program will be made by the pupil's classroom teacher, the Director of Curriculum and Instruction, the building principal, the pupil's parent(s) or legal guardian(s), and, when appropriate, the pupil.

Exiting the Program - Students/parents wishing to exit the program should be in contact with the gifted and talented teacher. The request to withdraw must be in writing.

- If the pupil's academic record indicates a decline in performance, and/or the student demonstrates the inability to maintain general academic expectations in class, the gifted and talented teacher will contact the parents to meet and discuss the appropriateness of the program.
- A decision to exit the program for a pupil from the Gifted and Talented program will be made by the pupil's classroom teacher, the Director of Curriculum and Instruction, the building principal, the pupil's parent(s) or legal guardian(s), and,

when appropriate, the pupil.

Appeals Process

Parents, students, and teachers may appeal the decisions of the selection committee regarding selection or removal from the gifted program by following these steps:

1. Submit an appeal letter to the building principal no later than 15 working days after the committee has notified the parents of the selection decision.
2. The committee members will review their decision and will respond to the person making the appeal no later than 15 working days after receipt of the letter of appeal.
3. The committee may request additional testing or data collection and may interview the student and/or parents.

If dissatisfied with the decision of the committee, file a complaint with the Hillside Board of Education, within 15 working days of the decision. The BOE shall issue a decision, in writing, to affirm, reject, or modify the district's action in the matter.

Complaint for Non-Compliance

C.18A:35-38 Complaint for noncompliance. 5. a. An individual who believes that a school district has not complied with the provisions of this act may file a complaint with the board of education. The right to file a complaint shall be set forth in the board's policy on gifted and talented education. The policy shall be linked to the homepage of the board's Internet website. The board shall issue a decision, in writing, to affirm, reject, or modify the district's action in the matter. b. The individual may then file a petition of appeal of the board's written decision to the Commissioner of Education through the Office of Controversies and Disputes in accordance with N.J.S.18A:6-9 and the procedures set forth in State Board of Education regulations.

Program Evaluation and Professional Development

Program Evaluation – The Gifted program will be evaluated annually to reflect upon the accomplishments, strengths, and weaknesses of the program with recommendations for improvement. All stakeholders will be given the opportunity to provide feedback on the program, including but not limited to teachers, students, and parents.

Professional Development – Teachers, educational service staff members, and administrators will participate in various professional development activities throughout the year about gifted students, their needs and educational development. Many of these activities will focus on how to differentiate instruction for these learners in the classroom. Teachers will also receive additional training on administering assessments and data collection and analysis, as needed. The gifted and talented teacher will also participate in professional development in best practices for meeting the needs of gifted learners.

Additional Resources

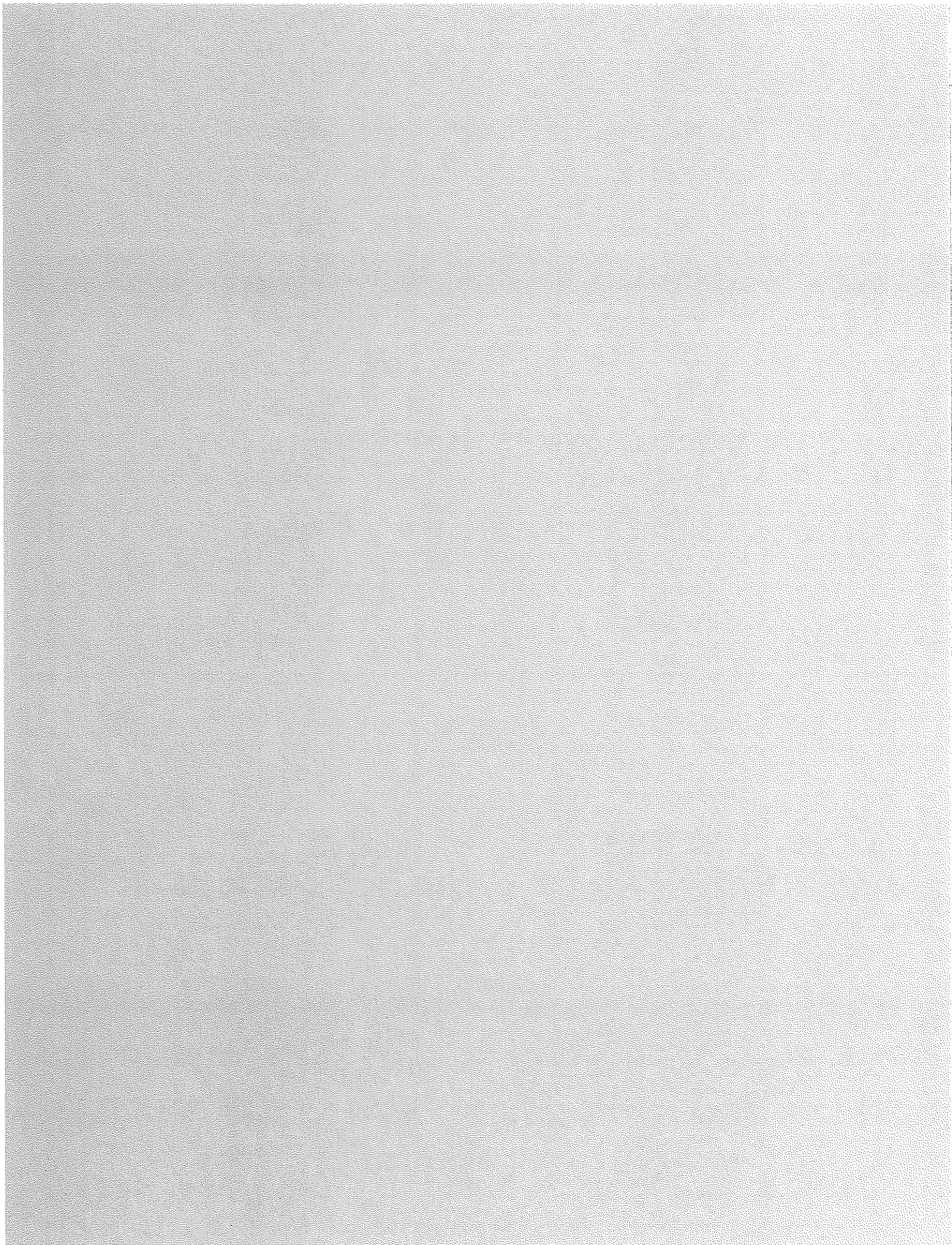
The New Jersey Association for Gifted Children (NJAGC) is the statewide gifted organization. Their mission is to promote excellence and leadership in gifted education through appropriate programs, resource networks, and community advocacy. I really encourage you to join this organization. It's our strongest ally in New Jersey. www.njagc.org

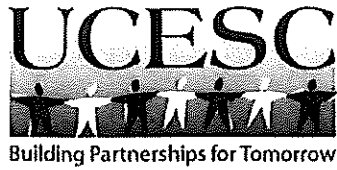
The National Association for Gifted Children (NAGC) is an organization of parents, educators, other professionals and community leaders to address the unique needs of children and youth. Membership includes a subscription to Parenting for High Potential, a magazine with articles geared to the development of talent. www.nagc.org

The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. www.cec.sped.org

The Association for the Gifted (TAG) organized in 1958 by The Council for Exceptional Children, helps professionals and parents work with gifted children. www.ectag.org

Supporting Emotional Needs of the Gifted (SENG) works to offer support and guidance to the gifted community, through education, research, and connection. With the right intellectual and emotional support, gifted people can accept themselves and fulfill the potential of their incredible capabilities. And, perhaps more importantly, they can learn to work with their high sensitivities to feel balanced, happy, and at peace. www.SENGifted.org





Department of Nonpublic Services
899 Mountain Avenue, Suite 3B
Springfield, New Jersey 07081
Phone: 908-233-9317

Paul Palozzola
Director
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Kristin Russell
Supervisor of Instruction
krussell@ucesc.org
908-233-9317

September 9, 2025

Hillside Board of Education
Dr. David Eichenholtz
Business Administrator/Board Secretary
195 Virginia Street
Hillside, NJ 07205

Dear Mr. Eichenholtz:

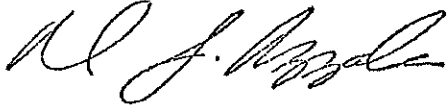
Enclosed are copies of the Nonpublic School Security and Technology Initiative Program spending plans for the following participating school in your district: Trinity Temple Academy

Kindly have these spending plans approved at your next Board of Education meeting by including the following motion on your agenda: "motion to approve the Nonpublic School Security and Technology Initiative Program spending plans for the participating school located within this district."

A copy of the minutes showing your Board's approval of these spending plans must be sent to us immediately following your board meeting. The Union County Educational Services Commission cannot process the purchase orders until we receive the approval from your district.

Thank you for your attention in this matter.

Sincerely,



Paul Palozzola
Director
Nonpublic Services

Enclosure

**UNION COUNTY EDUCATIONAL SERVICES COMMISSION
NONPUBLIC SCHOOL SECURITY INITIATIVE PROGRAM PLAN 2025 – 2026**

Public School District: Hillside

Name of School: Trinity Temple Academy

Entitlement: \$6,560

This statement verifies that the required conference was held between the undersigned individuals regarding the New Jersey School Security Initiative Program. The public school and UCE3C will not reimburse the nonpublic school directly. It is agreed that the entitlement of the above-named school will be used to provide school security according to all DOE rules and regulations.

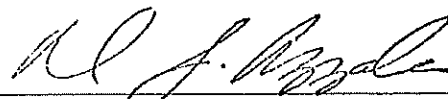
The following items will be purchased with the money from the Nonpublic School Security Initiative Program.

Description
1st Floor and Fire Exit Door 2nd floor Staircase to Classrooms
move & Discard Existing Door, Frame and Hardware.
Supply and Install New Hollow Metal Door, Frame and Hardware. Opening: 40" W x 86" H
16 Gauge Frame and 18 Gauge Door:
3'0" W x 7'0" H Right Hand Outswing Door 2" Jamb Legs & Head, 4 7/8" Throat
Hardware:
NRP Ball Bearing Hinges
Surface Mounted Non Hold-Open Closer with AL Finish
HD Stainless Steel Surface Mounted Panic Device w/ Escutcheon Classroom Type Trim w/ Thumb Press IC
- New Key - Match Front & Other Doors
Vision Kit: 5" x 20" - PWG 8" High Kickplate
Saddle Rubber Sweep
Weather-Stripping
Re-Attach Any Alarm Tabs To New Door/Frame NJDW Will Paint Door & Frame
-Color: Blue (Match Front Double Doors)

Nadine Gilmore

Principal

Date: 9/8/2025



Nonpublic School Services UCESC
(Designee for local Public School District)

Date:

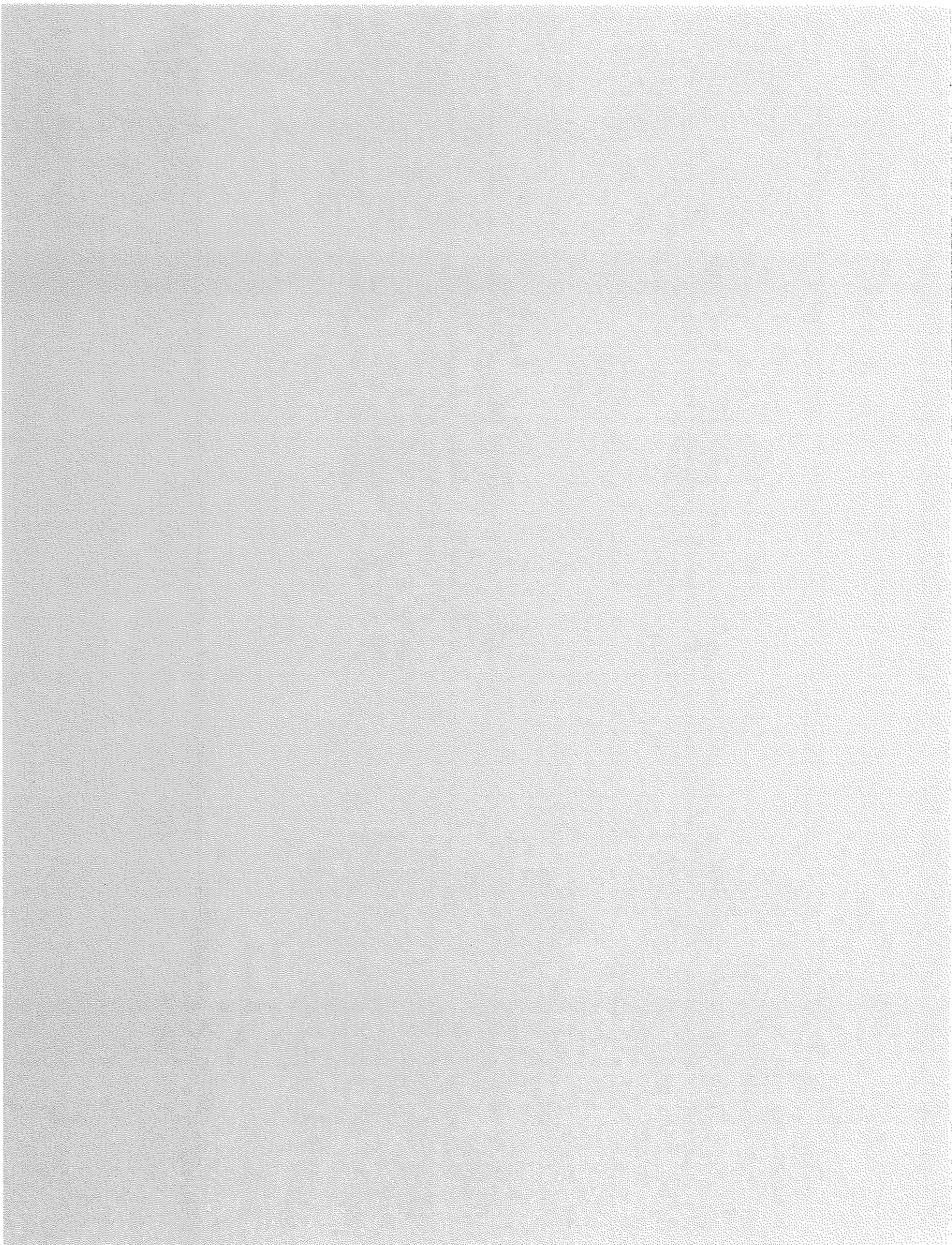
9/9/25

Public School District: Hillside

Entitlement: \$1,206

The following items will be purchased with the money from the Nonpublic School Technology Initiative Program.

Date: 9/9/25





Department of Nonpublic Services
899 Mountain Avenue, Suite 3B
Springfield, New Jersey 07081
Phone: 908-233-9317

Paul Palozzola
Director
ppalozzola@ucesc.org
908-233-9317

Kristin Russell
Supervisor of Instruction
krussell@ucesc.org
908-233-9317

August 7, 2025

Hillside Board of Education
Dr. David Eichenholtz
Business Administrator/Board Secretary
195 Virginia Street
Hillside, NJ 07205

Dear Mr. Eichenholtz:

Enclosed are copies of the Nonpublic School Security and Technology Initiative Program spending plans for the following participating school in your district: Cheder Yaldei Menachem

Kindly have these spending plans approved at your next Board of Education meeting by including the following motion on your agenda: "motion to approve the Nonpublic School Security and Technology Initiative Program spending plans for the participating school located within this district."

A copy of the minutes showing your Board's approval of these spending plans must be sent to us immediately following your board meeting. The Union County Educational Services Commission cannot process the purchase orders until we receive the approval from your district.

Thank you for your attention in this matter.

Sincerely,

Paul Palozzola
Director
Nonpublic Services

Enclosure

**UNION COUNTY EDUCATIONAL SERVICES COMMISSION
NONPUBLIC SCHOOL SECURITY INITIATIVE PROGRAM PLAN 2025 – 2026**

Public School District:

Hillside NJ

Name of School:

Checker Yabdi Menachem

Entitlement: \$2460.00

This statement verifies that the required conference was held between the undersigned individuals regarding the New Jersey School Security Initiative Program. The public school and UCEESC will not reimburse the nonpublic school directly. It is agreed that the entitlement of the above-named school will be used to provide school security according to all DOE rules and regulations.

The following items will be purchased with the money from the Nonpublic School Security Initiative Program.

Description
Security Guard - Iron Rock Security
\$2460.00

Irma Rosenberg
Principal

2002

N. J. Hyde

Nonpublic School Services UCESC
(Designed for local Public School District)

Date _____

8/7/2025

UNION COUNTY EDUCATIONAL SERVICES COMMISSION
NONPUBLIC SCHOOL TECHNOLOGY INITIATIVE PROGRAM PLAN 2025 – 2026

Public School District: Hillside, NJ

Name of School:

Cheder "Yaldei Menachem" Entitlement: 452

This statement verifies that the required conference was held between the undersigned individuals regarding the New Jersey School Technology Initiative Program. The public school and UCESC will not reimburse the nonpublic school directly; it is agreed that the entitlement of the above-named school will be used to provide school technology according to all DOE rules and regulations.

The following items will be purchased with the money from the Nonpublic School Technology Initiative Program.

Description
Apple Cell phone Iphone 14
512 GB
\$448.00

Fruma Rosenberg
Principal

Date:

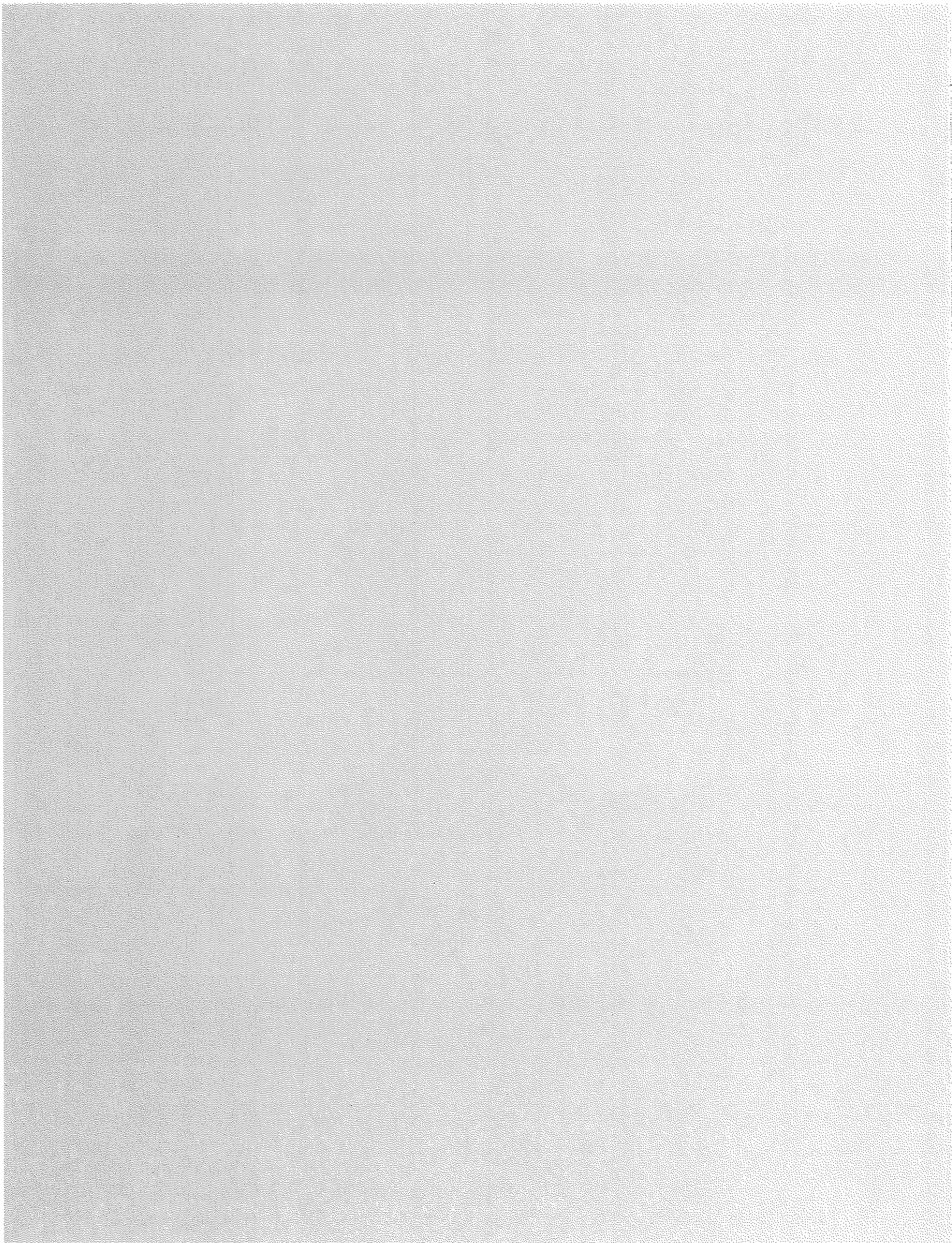
8/6/2022

N. J. Zyda

Nonpublic School Services UCESC
(Designee for local Public School District)

Date: _____

8/7/2025



Business Associate Agreement for Student

Agreement made the 4th day of September 2025 between Towne Kids LLC (hereinafter referred to as the "agency") and the Hillside School District in the County of Union in the State of New Jersey (hereinafter referred to as "Hillside School District".)

Whereas, Towne Kids (corporation incorporated in the State of New Jersey) and is engaged in the business of providing (Temporary or permanent LPN or RN, personnel), and

Whereas, Hillside School District desires to engage the services of Agency and Towne Kids wishes to provide services to Hillside School District.

Therefore, in consideration of the mutual promises and benefits contained herein the parties agree as follows:

Obligations of Towne Kids

1. Towne Kids shall furnish (temporary or permanent LPN or RN, personnel) as required by Hillside School District subject to availability.
2. Towne Kids warrants that the personnel provided to Hillside School District shall be certified by New Jersey State, and their competency and experience has been verified, as far as practicable.
3. Towne Kids is responsible for pre-screening and interviewing the (temporary or permanent LPN or RN, personnel) to ensure he/she meets the qualifications of the position and verifying their license, registration, and/or certification with the New Jersey Board of Nursing. Towne Kids will retain copies of all original documents and re-verify at time of expiration. At the request of the Hillside School District, Towne Kids agrees to provide to Hillside School District a copy of all current and appropriate licensed and certifications to practice in the state of New Jersey.
4. Towne Kids is responsible for ensuring that all temporary or permanent LPN or RN, personnel have received a satisfactory health assessment which includes a negative PPD and/or chest X-Ray. Towne Kids agrees to submit to Hillside School District written documented evidence demonstrating its compliance with all Personnel/Health requirements as per request.
5. Towne Kids relationship to Hillside School District during the term of this agreement is as an Independent contractor, and the amounts being paid hereunder shall not be subject to withholding taxes or other employment taxes as required with respect to compensation paid by an employer to an employee. All personnel provided by Towne Kids shall be the employees of Towne Kids. Towne Kids shall be fully and solely responsible for paying the salaries of all personnel provided by Towne Kids to Hillside School District.
6. Towne Kids agrees that Towne Kids is solely responsible for, and that Towne Kids shall report and pay, any and all contributions or premiums or fees as the cases may be for

taxes, unemployment insurance, disability, social security, and other benefits and insurance for all personnel supplied to Hillside School District. Towne Kids shall comply with all applicable federal, state, and local laws and regulations, including without limitation equal employment opportunity laws, immigration laws including the completion of I-9 forms, and laws relating to affirmative action, and shall not discriminate in employment practices nor otherwise in the provision of the services contemplated herein based on race, color, gender, age, national origin, disability, legally defended handicap, religion, veteran status, marital status, sexual orientation, and in the case of patients if applicable based on ability to pay or other non-medical factor.

Without limiting the generality of the foregoing, Towne Kids shall indemnify, defend and hold harmless Hillside School District from all taxes, interest, penalties, fees, damages, liabilities, obligations, losses and expenses (including, but not limited to, reasonable attorney's fees) arising from Towne Kids failure or alleged failure to make the required reports and payments for taxes, unemployment insurance, disability or workers' compensation insurance, Social Security and other benefits and from Towne Kids failure or alleged failure to comply with any applicable law or regulation including the payment of wages to personnel assigned by Towne Kids to Hillside School District facilities.

7. Towne Kids will present evidence of Worker's Compensation and NJ State Term Disability coverage for all their employees upon request.
8. Towne Kids shall maintain general and professional liability insurance with a minimum of \$1,000,000 per occurrence and \$3,000,000 in aggregate and provide Hillside School District a certificate issued by insurer that such coverage is in full force and effect upon request.
9. Towne Kids agrees to require the personnel supplied to Hillside School District to accurately and fully complete the time records provided by Towne Kids. Towne Kids further agrees to require the personnel to be subject to, and abide by, all applicable policies and procedures of Hillside School District.
10. Towne Kids will not originate or participate in any publicity, news release or other public announcement, written or oral, relating to this Agreement without Hillside School District prior written consent. Towne Kids shall not, and shall not permit any other person or entity to, use the name of Hillside School District (including the name of any division, unit, program, or facility of Hillside School District) in any advertising, promotional or sales literature, news release or other publicity or for any other purpose without Hillside School District's prior written approval. This provision shall survive expiration or termination of this agreement.
11. Towne Kids agrees that it will perform a reasonable and prudent background investigation of its personnel for the purposes of disclosing any criminal conviction or convictions of other offenses that would preclude their employment in a school.

12. Towne Kids agrees and shall require assigned nurses to agree to maintain the confidentiality of such medical records and any medical information obtained in the course of providing services in the Hillside School District accordance with applicable law.
13. Towne Kids shall ensure that neither it nor its personnel assigned to the Hillside School District shall disclose or divulge to any person, firm, corporation or other entity, any professional secrets or information received during the course of employment with respect to the business, financial or other affairs of Hillside School District and all such information shall be kept strictly confidential and not in any manner be revealed to anyone. Notwithstanding anything herein to the contrary, this provision shall survive termination of this Agreement.

Term

The term of this agreement shall be from September 4, 2025 through June 30, 2026.

General Provisions

1. The billing hours per shift will be as follows: RN's and LPN's will be billed for hours as needed. A minimum of 4 hours per day is required.
2. Hillside School District shall pay Towne Kids upon receipt of monthly invoices. Payments shall be made within thirty (30) days from receipt.
3. If Hillside School District wishes to dispute charges that care provided was during time under the Hillside School District there is a set time limit of 90 days in which you can contest the charges and prove that the charges were in error. If the Hillside School District claim is made within the 90-day time limit refunds will be issued within thirty days. If the claim is made after the 90-day time limit Towne Kids cannot guarantee a refund will be issued as the period for reassigning the disputed charges will have passed. It is important for Hillside School District to file any disputed claims within the 90 day period to guarantee a refund.
4. The parties further agree that Towne Kids is retained by Hillside School District only for the purposes and to the extent set forth in this Agreement. Towne Kids shall be free to contract with other Schools of education and likewise Hillside School District may contract with other contractors to supply personnel at any time.
5. Nothing shall prevent the Hillside School District from entering into any agreement with any other nursing employment agency. Hillside School District agrees that it shall not, without the knowledge and written consent of Towne Kids LLC, solicit or hire any employee of Towne Kids LLC who was assigned to Hillside School District until the expiration of six (6) months following termination of such employee's assignment to Hillside School District.
6. Towne Kids hereby agrees to indemnify, defend and hold Hillside School District, its officers, directors, employees and agents harmless, from and against any and all liabilities, losses, damages, claims, causes of action and expenses (including attorneys' fees), whenever arising or incurred, that are caused or asserted to have

been caused, directly or indirectly, by or as a result of the acts or omissions of Towne Kids or Towne Kids' breach of this Agreement. Notwithstanding anything herein to the contrary, this provision shall survive termination to this agreement.

7. Hillside School District hereby agrees to indemnify, defend and hold Towne Kids, its officers, directors, employees and agents harmless, from and against any and all liabilities, losses, damages, claims, causes of action and expenses (including attorneys' fees), whenever arising or incurred, that are caused or asserted to have been caused, directly or indirectly, by or as a result of the acts or omissions of Hillside School District or Hillside School District's breach of this Agreement. Notwithstanding anything herein to the contrary, this provision shall survive termination to this agreement.
8. There are no oral understandings between Hillside School District and Towne Kids. All of the conditions of the parties' relationship are set forth in this Agreement and incorporated herein. This agreement contains the entire understanding of the parties and supersedes any prior oral or written agreement. No amendment or modification to the Agreement shall be valid, unless made in writing and signed by both parties.
9. This agreement shall be governed by, and shall be interpreted according to, the laws of the State of New Jersey, without regard to its conflict of laws principles. The parties hereby submit to the jurisdiction of the courts of the State of New Jersey for the purpose of any actions or proceedings that may be required to enforce any of the provisions of this Agreement.
10. Towne Kids agrees that in accordance with Section 952 of the Omnibus Reconciliation Act of 1980 (the "Statute"), Towne Kids shall permit upon written request the Comptroller general of the U.S., the Secretary of Health and Human Services and their duly authorized representatives' access to this Agreement. Towne Kids shall require the same of any organization (s) related to Towne Kids having subcontractors with Towne Kids that are subject to this statute.
11. In the event that the books, records and/or operations of Towne Kids are audited or subpoenaed or if Towne Kids is notified of an intent to audit by any governmental agency which also has regulatory or other control over Hillside School District, Towne Kids shall promptly inform Hillside School District of this fact and make such books and records available for inspection by Hillside School District or its agents, as may be permitted by law.
12. Notwithstanding any other provision in this Agreement, Hillside School District remains responsible for ensuring that any service provided pursuant to this Agreement complies with all pertinent provisions of Federal, State, and local statutes, rules and regulations.
13. Both parties to this Agreement agree to comply with the title VI of the Civil Rights Act of 1964 and with Section 504 of the Rehabilitation Act in that no person shall, on the grounds of race, color, creed, religion, sexual orientation, national origin, age, sex,

marital status, blindness, source of payment of sponsorship, or disability be excluded from participation in, be denied benefits of, or otherwise be subjected to discrimination under any program, service, or activity offered by either party.

14. Hillside School District retains professional and administrative responsibility for obtaining services that meet professional standards and principles that apply to professionals providing services in the Hillside School District. Notwithstanding the foregoing, Towne Kids agrees that it shall ensure that it and its personnel abide by all accepted professional standards, accreditation standards and all applicable federal, state, local laws and administrative regulations. Notwithstanding the foregoing, this provision shall not serve nor be construed in any manner to limit, eliminate, amend or modify Towne Kids' obligations contained in this Agreement, including the indemnification provisions set forth herein.
15. Towne Kids hereby warrants and represents that to the best of its knowledge neither it nor any of its employees and/or agents are currently under investigation for any violation of the various provisions of laws governing Medicare, Medicaid, any federally funded health care benefit program and/or any private health care benefit program which could lead to exclusion for such programs; and neither it nor any of its employees and/or agents has ever (1) been convicted of: (i) any offense related to the delivery of an item or service under Medicare, Medicaid, any private health care benefit programs or any federally funded program; (ii) a criminal offense relating to neglect or abuse of patients in connection with the delivery of a health care item or service; (iii) fraud, theft, embezzlement, or other financial misconduct in connection with the delivery of a health care item or service; (iv) obstructing an investigation or any crime referred to in (i) or (iii) above, or (v) unlawful manufacture, distribution, prescription, or dispensing of a controlled substance; (2) been required to pay any civil monetary penalty regarding false, fraudulent, or impermissible claims under, or payments to induce a reduction or limitation of health care services to beneficiaries claims under, or payments to induce a reduction or limitation of health care services to beneficiaries of, any state, federal, or private health care benefit program; or (3) been excluded from participation in Medicare, Medicaid, any private health care benefit program or any federally funded program."
16. Towne Kids agrees that to the extent that the services provided under this Agreement are deemed by the Secretary of the Department of Health and Human Services, the U.S. Comptroller General, or the Secretary's or comptroller's delegate, to be subject to the provisions of 42 C.F.R. §420.300-304, the parties to this Agreement, until the expiration of four (4) years subsequent to the furnishing of services under this Agreement, shall make available upon written request of the Secretary, the Comptroller, or any of their duly authorized representatives this agreement, and the book, documents, and records of the parties that are necessary to certify the nature and extent of the costs of the services provided under this Agreement. To the extent permitted hereunder if any party carries out any of its duties under this Agreement through a subcontract, deemed to be subject to the provision of 42 C.F.R. §420.300-304, with a related organization (as defined in 42 C.F.R. §413-17(1)), such subcontract shall contain a clause to the effect that until the expiration of four (4) years after the furnishing of such services pursuant to such subcontract, the related organization

upon written request shall make available to the Secretary, the Comptroller, or any of their duly authorized representatives the subcontract, and books, documents, and records of such organization that are necessary to verify the nature and extent of the costs of the services provided under this Agreement. In the event that either party, its successor or assigns, is requested to provide or disclose any books, document, or records relevant to this Agreement for the purpose of an audit or investigation, the party subject to the request shall notify the other party of the nature and scope of such request and shall make available to the other party, upon the request, all such books, documents or records.

Termination

A. Termination by Hillside School District. Hillside School District may terminate this Agreement prior to the Term if Towne Kids:

- a) fails to satisfactorily perform the services provided by Towne Kids as determined by Hillside School District in its reasonable discretion;
- b) submits an application or petition for the appointment of a receiver, trustee or liquidator of all or a substantial amount of its assets;
- c) files a voluntary petition in bankruptcy, a petition or an answer seeking a reorganization or arrangement with creditors or takes advantage of any insolvency law or submits an answer admitting material obligations of a petition filed against the Registry in bankruptcy, reorganization or insolvency proceedings;
- d) admits or implies that Towne Kids is unable to pay its debts as they become due;
- e) is adjudicated bankrupt or insolvent by an entry of any order, judgment or decree by any court of competent jurisdiction on the applicant of a creditor or a petition is approved by a court of competent jurisdiction seeking reorganization of the Registry for all or substantial part of Towne Kids assets; or
- f) fails to have or loses any required license, registration and/or certification.

B. Termination by Towne Kids. Notwithstanding anything to the contrary in this Agreement, if Hillside School District fails to pay any invoice when due (hereinafter, a "Client Default"), Towne Kids shall have the right to immediately terminate this Agreement. Should Towne Kids elect to terminate this Agreement due to a Client Default, Hillside School District shall have two (2) calendar days from the date of its receipt of the notice of Client Default to cure said default by making payment by wire transfer or certified funds. If Hillside School District fails to cure within the cure period, this Agreement shall terminate immediately.

All notices required or permitted to be given hereunder shall be in writing unless otherwise specified. Any written notice, amendment or modification required or permitted hereunder shall be sent by certified mail, return receipt requested, or delivered personally to the party at the address set forth below. Any notice sent by mail shall be deemed three (3) days after mailing. Any notice personally delivered shall be deemed received when delivered.

Attention:

Towne Kids
4547 Route 9 North
Howell NJ 07731

For student Hadassa Gordon

RATE SCHEDULE:

RN Services: \$80.00/hour

LPN Services: \$75.00/hour

ACCEPTED FOR HILLSIDE SCHOOL DISTRICT

BY: _____

TITLE: _____

DATE: _____

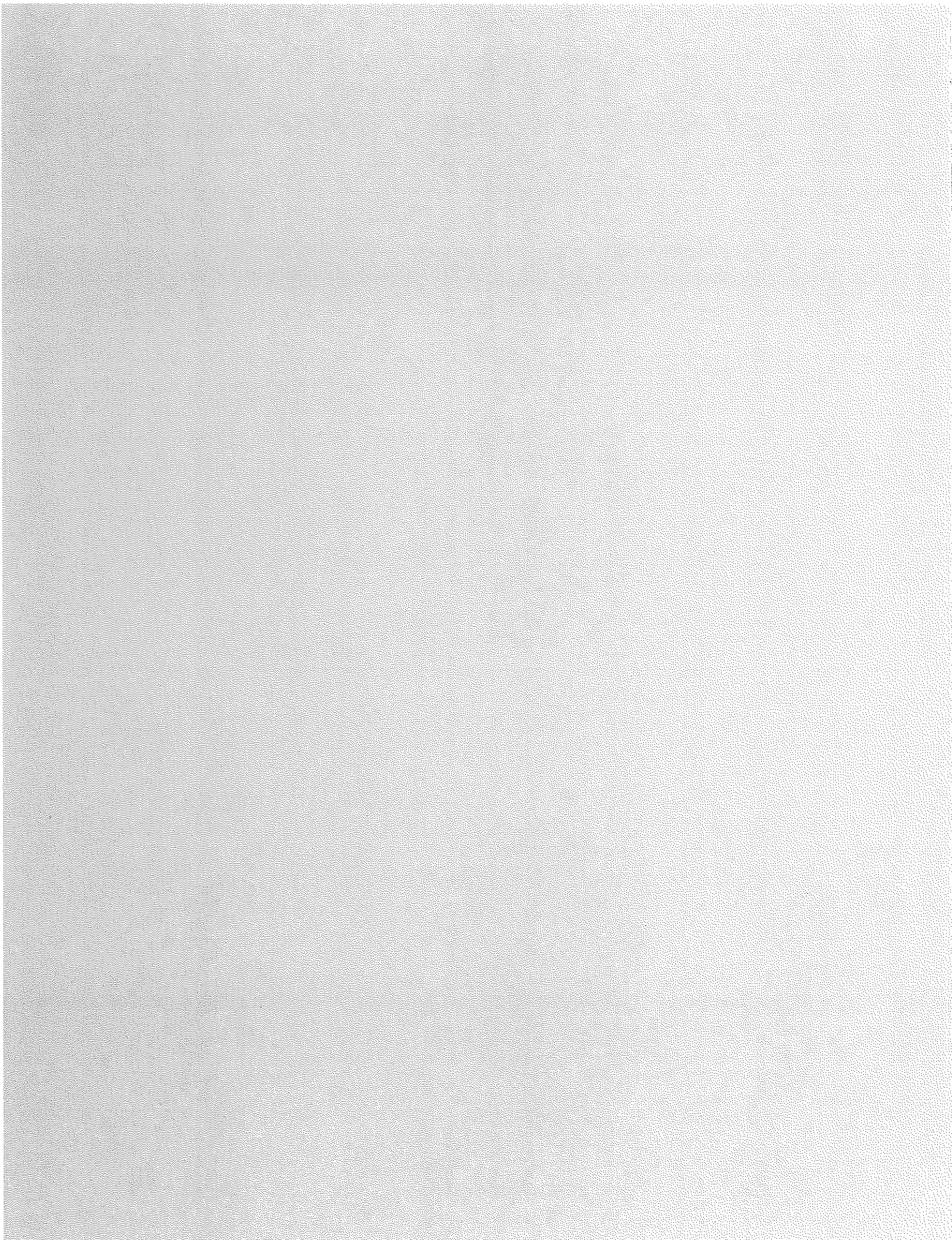
ACCEPTED FOR TOWNE KIDS

BY: Chaya Luria

TITLE: Finance Coordinator

DATE: 9/1/2025





“Paint Away Tooth Decay”

Fluoride Varnish Manual

A Collaborative Project
Between
Zufall Health
Regional Oral Health Program

and the

(SCHOOL NAME)

School Year 2025-2026

Funding for this program is provided by the New Jersey Department of Health

Zufall health
Regional Oral Health Program

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Regarding Consent Forms within this manual: The Provider Agency may use their own consent forms in accordance with their agency protocol and policy, however, agency consent forms must at a minimum include the information contained in the consent forms in this manual

Introduction:

"You cannot educate a child who is not healthy, and you cannot keep a child healthy who is not educated."

Joycelyn Elders, M.D., Former U.S. Surgeon General

Poor oral health can have a detrimental effect on children's quality of life, their performance at school, and their success later in life. The daily reality for millions of children is persistent dental pain, endurance of dental abscesses, inability to chew foods well, embarrassment about discolored and damaged teeth and distraction from play and learning.

Children and adolescents with oral health problems are likely to feel worthless and inferior, shy, unhappy, sad, or depressed and are less likely to be friendly compared with those without oral health problems. Early tooth loss caused by tooth decay can result in failure to thrive, impaired speech development and reduced self-esteem.

The worse oral health status that a child has, the greater the likelihood that the child will miss school as a result of oral pain and infection. Missing school as a result of pain or infection negatively affects children's school performance. Fortunately, tooth decay can be prevented by measures taken at both the community and personal level including good oral hygiene, nutrition, and dental sealants (Holt 2013).

Fluoride varnish is a thin coating of resin that is applied by a health professional to the tooth surface to protect it from tooth decay. According to the Food and Drug Administration, fluoride varnishes are approved as Class II Medical Devices, as a cavity liner and/or tooth desensitizer and used "off-label" for preventing dental caries (ASTDD 2014).

Fluoride varnish is an easy, safe, non-invasive and proven preventive strategy to decrease and/or arrest early tooth decay. In this project, a licensed dental hygienist or dentist will paint all surfaces of the teeth with the fluoride varnish. It is a simple and painless procedure. It works by increasing the concentration of fluoride in the outer surface of the tooth. Children and adolescents treated with fluoride varnish experience on average a 37% reduction of decay in their primary teeth and a 43% reduction of decay in their permanent teeth (Marinho 2013).

There are no confirmed allergic reactions to fluoride (ASTDD 2014). Though uncommon, allergic reactions can occur in individuals with a known sensitivity to colophony/rosin. Colophony/rosin is present in fluoride varnish and in many household items like cosmetics, chewing gum and some dental materials. Fluoride varnish is contraindicated when ulcerative gingivitis is present and should not be applied to large open soft tissue lesions. A health history is included on the parental consent form which will request information on known allergies prior to fluoride varnish application (ASTDD 2014).

Fluoride Varnish Advantages

- Does not require special dental equipment.
- Does not require professional dental cleaning prior to application.
- Easy to apply.
- Dries immediately upon contact with saliva.
- Is safe and well tolerated by infants, young children, and children with special health care needs.
- Is inexpensive.
- *It works!!*

Application Procedure

A registered dental hygienist will:

- Ask the child to open their mouth to conduct a basic assessment/screening.
- Excess saliva will be removed from the teeth with a piece of gauze.
- A thin layer of varnish will be painted on all surfaces of the teeth with a small, disposable brush.
(The fluoride varnish will harden immediately once it comes in contact with saliva).

Post-Application Instructions

- The child should eat a soft, non-abrasive diet for the rest of the day.
- No need to brush and floss for the rest of the day. Brushing can be resumed the next morning.
- Parents will be informed that it is normal for the teeth to appear dull until the next day when the teeth are brushed. The teeth will return to their normal appearance once the varnish has had time to have its maximum effect and has worn off.

Protocol

Collaborative Project – Zufall Health and (SCHOOL NAME)

Target Population: HS/EHS through High School students in SCHOOL NAME

Location: (Full Address, Town, County)

Assessment: (Town) is not fluoridated and lacks the optimal amount of naturally occurring fluoride to prevent tooth decay. (Town) has a HS, EHS or any grade children with a free and/or reduced lunch rate of ___?__ %.

Methodology: A screening and fluoride varnish application will be conducted by dental hygienists or a dentist for all HS, EHS or any grade children. The students will receive a fluoride varnish application twice during the 2025-2026 school year. Suggested months for the topical application are during December 2025 – January 2026 and May 2026 – June 2026.

Oral health education will be provided by the Zufall Health Regional Children's Oral Health Program (COHP) dental hygienists and/or dentists.

Zufall Health Responsibilities:

Zufall Health agrees to:

- Provide oral health education to school personnel/teachers and administration, parents, and participating students.
- Develop the fluoride varnish project consent form to be distributed by the school to parents.
- Provide all supplies necessary for fluoride varnish project (including .25ml unit dose fluoride varnish, disposable gloves, masks, disinfectants, 2 x 2 gauze squares, paper towels/plates as barrier, disposable mouth mirrors, etc.).
- Bring a dental chair, if needed, and light source to schools.
- Screen and apply fluoride varnish to all positively consented students. The application of fluoride varnish to participating students will be done by Zufall Health under the general supervision of Dr. Antonella Maietta, a licensed dentist, or by a dentist directly. The name(s) and license numbers of the dental hygienist/dentist will be provided to your school no later than the day before the program. Current professional licenses issued by the New Jersey Division of Consumer Affairs can be verified by profession and name search at: <https://newjersey.mylicense.com/verification/Search.aspx>

- During the 2025 – 2026 school year, **HS, EHS or any grade** students from the **SCHOOL NAME** will receive an application of fluoride varnish. The fluoride varnish application will take place December – January and again May – June.
- Maintain confidential data on all participating students.
- Provide results of screening to school nurse and parents/guardians.
- All staff participating in the project have completed training as a pre-requisite for participation in the project. In addition, all staff will have completed the HIPAA and Infection control courses offered by Zufall Health.
- Children will take home a parent/guardian consent form in both English and Spanish. The form will identify if a parent does or does not consent for the child to receive a basic screening and the application of fluoride varnish. Parents/guardians will receive an educational flyer titled, "Information for Parents about Fluoride Varnish." At the completion of the oral health assessment, the child will take home his/her "**Dental Report Card**" which highlights his/her dental screening results along with education information that will include both text and pictures in English and Spanish.
- Provide an incentive to all children participating in the project. The incentive will be an age appropriate "Oral Health Care Kit" that will include a toothbrush, toothpaste, timer, and floss.

School Responsibilities

The **SCHOOL NAME** agrees to:

- Encourage participation in the program by placing information on the school website, parent bulletin, "Friday Folder", etc.
- Allow for time dedicated to brief educational training of all appropriate staff.
- Provide a list of students in participating grade levels.
- Distribute parent consent forms to students in participating grade levels.
- Collect and provide signed consents to Regional Oral Health Program staff. Provide staff with the number of participating students (1) week prior to the event to ensure adequate supplies.
- Provide a private room/space for screening and application of fluoride varnish on at least 2 dates (to get maximum benefit of fluoride intervention and maximum participation).
- Provide a minimum of a room with a sink, small table/desk, garbage can, and three chairs for students and **Zufall Health** staff.

FREE DENTAL DECAY PREVENTION PROGRAM

Dear Parent/Caregiver:

A free, preventive dental program is available through Zufall Health and the SCHOOL NAME. Tooth decay (cavities) is the most common chronic disease found in children.

A registered dental hygienist or dentist will assess your child's teeth and apply a protective coating called fluoride varnish to your child's teeth. Fluoride varnish is a protective coating that is painted on teeth. The varnish strengthens teeth and prevents tooth decay. The coating should remain on the teeth until the teeth are brushed the next day.

For your child to receive these no cost services, you will need to give permission by completing the form below.

Name of Child: _____ Date of Birth: _____

Teacher: _____ Room: _____

Home Address: _____ City: _____

HEALTH HISTORY:

1. Has your child ever had serious health problems? _____ NO _____ YES

2. Does your child have any allergies? _____ NO _____ YES

If YES, please list: _____

3. Does your child have any allergies to pine nuts or colophony? _____ NO _____ YES

4. Does your child take any medications? _____ NO _____ YES

If YES, please List: _____

CONSENT

Please complete and sign below:

Please check one:

- ☐ YES I would like my child to receive dental screening and fluoride varnish application.
☐ NO I do not wish for my child to receive dental screening and fluoride varnish application.
☐ YES I would like my child to receive dental screening ONLY.

Signature of Parent/Caregiver

Date

Please print name of Parent/Caregiver

Date

*****The fluoride varnish is being applied by a dental professional; however, it does NOT replace a comprehensive dental exam by a dentist. It is recommended that a dentist regularly examine your child's mouth and teeth.***

PROGRAMA GRATUITO DE PREVENCIÓN DE LA CARIES DENTAL

Estimado padre/cuidador:

Un programa dental preventivo gratuito está disponible a través de Zufall Health y (NOMBRE de la ESCUELA). La caries dental es la enfermedad crónica más común que se encuentra en los niños.

Un higienista dental o dentista registrado evaluará los dientes de su hijo y aplicará una capa protectora llamada barniz de flúoruro a los dientes de su hijo/hija. El barniz de fluoruro es una capa protectora que se pinta sobre los dientes. El barniz fortalece los dientes y previene las caries. El recubrimiento debe permanecer en los dientes hasta que se cepillen los dientes al día siguiente.

Para que su hijo/hija reciba estos servicios sin costo, deberá dar su permiso completando el formulario a continuación.

Nombre del niño(a): _____

Fecha de nacimiento: _____

Profesor: _____

Habitación: _____

Dirección de casa: _____

Ciudad: _____

HISTORIA DE SALUD:

5. ¿Ha tenido su hijo/hija alguna vez problemas de salud graves? _____ NO _____ SI

6. ¿Tu hijo/hija tiene alguna alergia a medicinas o comidas? _____ NO _____ SI

En caso afirmativo, indique: _____

7. ¿Su hijo/hija tiene alguna alergia a los piñones o colofonia? _____ NO _____ SI

8. ¿Su hijo/hija toma algún medicamento? _____ NO _____ SI

En caso afirmativo, indique: _____

CONSENTIMIENTO

Complete y firme a continuación:

- ☐ SI Me gustaría que mi hijo/hija reciba el examen dental y la aplicación de barniz de flúoruro.
- ☐ NO No deseo que mi hijo/hija reciba el examen dental y la aplicación de barniz de flúoruro.
- ☐ SI Me gustaría que mi hijo/hija reciba el examen dental ONLY.

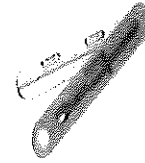
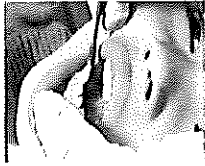
Firma del padre/cuidador

Fecha

Escriba el nombre del padre/cuidador en letra de imprenta

Fecha

**** El barniz de flúoruro lo aplica un profesional dental; sin embargo, NO reemplaza un examen dental completo realizado por un dentista. Se recomienda que un dentista examine periódicamente la boca y los dientes de su hijo/hija.**



"Paint Away Tooth Decay"

Information for Parents about Fluoride Varnish

Why is fluoride varnish recommended to be put on children's teeth?

Tooth decay is one of the most common preventable diseases seen in children. Cavities can begin in children as young as one year old. Cavities can cause pain and even prevent children from being able to eat, speak, sleep and learn properly, even if they are baby teeth. Children do not lose all their baby teeth until they are about 11-12 yrs. old.

What is fluoride varnish?

Fluoride varnish is a protective coating that is painted on teeth to help prevent new cavities and to help stop cavities that are in the beginning stages.

Is fluoride varnish safe?

Yes, fluoride varnish can be used on babies from the time they have their first teeth! Only a very small amount of fluoride varnish is used. This method of providing fluoride to teeth has been used for many years. Because it sticks to the teeth, it is not swallowed.

How is it put on the teeth?

The varnish is painted on the teeth with a tiny brush. It is quick and easy to apply and does not have a bad taste. It is a painless procedure. Your child's teeth may have a white coating after the fluoride varnish is painted on, but this will come off when you brush your child's teeth tomorrow.

How long does the fluoride varnish last?

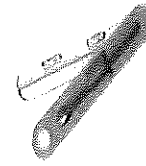
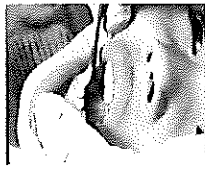
The fluoride coating will work best if it is painted on the teeth at least 2 times a year. The plan for SCHOOL NAME is to have fluoride varnish painted on at least twice during the school year.

Teeth are Important! They help with chewing, speech and make a beautiful smile!

Keep your child's teeth healthy by:

- Brushing three times a day for 2 minutes with a small amount of fluoride toothpaste.
- Flossing once a day.
- Limiting sugary foods and drinks.
- Visiting the dentist twice a year.

You can't be totally healthy without good oral health!



“Barniz Para Dientes Fuertes”

Información para padres sobre el barniz de fluoruro

¿Por qué se recomienda aplicar barniz de flúoruro en los dientes de los niños?

La caries dental es una de las enfermedades prevenibles más comunes que se ven en los niños. Las caries pueden comenzar en niños desde un año de edad. Las caries pueden causar dolor e incluso impedir que los niños puedan comer, hablar, dormir y aprender. Los niños no pierden todos sus dientes primario/de leche hasta que tienen entre 11 y 12 años.

¿Qué es el barniz de flúoruro?

El barniz de fluoruro es una capa protectora que se pinta en los dientes para ayuda a prevenir nuevas caries y ayudar a detener las caries que se encuentran en las etapas iniciales.

¿Es seguro el barniz de flúoruro?

Sí, el barniz de flúoruro se puede utilizar en bebés desde el momento en que tienen sus primeros dientes. Solo se utiliza una cantidad muy pequeña de barniz de flúoruro. Este método de proporcionar fluoruro a los dientes se ha utilizado durante muchos años. Debido a que se pega a los dientes, no se traga.

¿Cómo se pone en los dientes?

El barniz se pinta en los dientes con un pincel pequeño. Es rápido y fácil de aplicar y no tiene mal sabor. Es un procedimiento sin dolor. Es posible que los dientes de su hijo/hija tengan una capa blanca después de aplicar el barniz de flúoruro, pero esto desaparecerá cuando le cepille los dientes a su hijo/hija mañana.

¿Cuánto dura el barniz de flúoruro?

La capa de flúoruro funcionará mejor si se pinta en los dientes al menos 2 veces al año. El plan para la **NOMBRE de la ESCUELA** es pintar con barniz de flúoruro al menos dos veces durante el año escolar.

¡Los dientes son importantes! ¡Ayudan a masticar, hablar y hacer una hermosa sonrisa!

Mantenga los dientes de su hijo/hija sanos al:

- Cepillarse tres veces al día durante 2 minutos con una pequeña cantidad de pasta dental con flúoruro.
- Usar hilo dental una vez al día.
- Limitar los alimentos y bebidas azucarados.
- Visitar al dentista dos veces al año.

¡No puedes estar totalmente sano sin una buena salud bucal!

Former Surgeon General, C. Everett Koop

Oral Health is a value added, not an add-on.

Dr. Jerome Adams, Surgeon General

REFERENCES

Fluoride Varnish: An Evidence-Based Approach Research Brief, Association of State and Territorial Dental Directors, ASTDD Fluorides Committee, September 2007, updated March 2014.
<https://psp.health.mo.gov/wp-content/uploads/sites/13/2020/07/fl-varnish-research-brief.pdf>

Holt K, Barzel R. (2013). Oral Health and Learning: When Children's Oral Health Suffers, So Does Their Ability to Learn (3rd ed.). Washington, DC: National Maternal and Child Oral Health Resource Center.
<https://www.mchoralhealth.org/PDFs/learningfactsheet.pdf>

Marinho VCC, Worthington HV, Walsh T, Clarkson Je. (2013). Fluoride varnishes for preventing dental caries in children and adolescents.
https://www.cochrane.org/CD002279/ORAL_fluoride-varnishes-for-preventing-dental-caries-in-children-and-adolescents

WHO WE ARE

For 40 years, the New Jersey Department of Health's Children's Oral Health Program has been delivering age-appropriate oral health education to school-aged children across the state.

We offer a wide range of oral health education programs and resources, including:

- School-based education activities conducted by experienced dental professionals.
- Resources for school nurses, such as the "Miles of Smiles" newsletter and the "Frannie Flossisaurus" and "Mr. Gross Mouth" loaner teaching kits.
- Oral health education for participants in the Women, Infants, and Children (WIC) Supplemental Food Program.
- Programs adapted for children with special needs.
- Oral health education for public health and social service professionals.
- Information for parents and guardians
- Fluoride varnish applications.



CONTACT US

Northern Regional Program

(Bergen, Essex, Hudson, Morris, Passaic, Sussex, and Warren counties)

Carlos Rocha, CRCST, RDA, CDA

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Zufall Health Center

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Central Regional Program

(Hunterdon, Mercer, Middlesex, Monmouth, Ocean, Somerset, and Union counties)

Yraida Aponte-Lipski, MPH, BS, RDH

Coordinator, Regional Oral Health Program,
Zufall Health Center

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Southern Regional Program

(Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, and Salem counties)

Falen Hemmings, MAS, RDH

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860 S. White Horse Pike (Rt. 30), Hammonton,
NJ 08037

Phone (856) 935-6203

falen.hemmings@sjfmc.org

CHILDREN'S ORAL HEALTH PROGRAM



**WE BRING ORAL HEALTH TO
YOUR SCHOOLS!**

New Jersey Department of Health
Division of Community Health Services
WWW.NJ.GOV/HEALTH/FHS/ORAL/





Oral Health Teaching Kits for Children:

We offer teaching kits available for loan to schools, which include:

- Sample curricula
- Teaching puppets
- Books
- Visual aids

These kits are designed for school professionals to enhance oral health education.



All oral health programs are free of charge. To schedule a program, please contact the Regional Oral Health Coordinator (contact information is listed on the back of this brochure).

Age-Appropriate Oral Health Education:

Pre-K to 1st Grade:

- Brushing techniques
- Healthy food choices
- Importance of visiting the dentist

2nd to 3rd Grade:

- Understanding dental plaque
- Flossing techniques
- The role of sealants

4th to 5th Grade:

- Prevention of oral health injuries
- Braces care and maintenance
- Nutrition
- Sports guards

6th to 12th Grade:

- Oral effects of tobacco and vape use
- Oral cancer awareness
- Understanding gum (periodontal) disease

Parenting & Community Education:

- Oral health education & nutritional guidance
- Importance of regular dental visits
- Oral cancer awareness
- Maternal Oral Health
- Understanding gum (periodontal) disease
- Referral resources

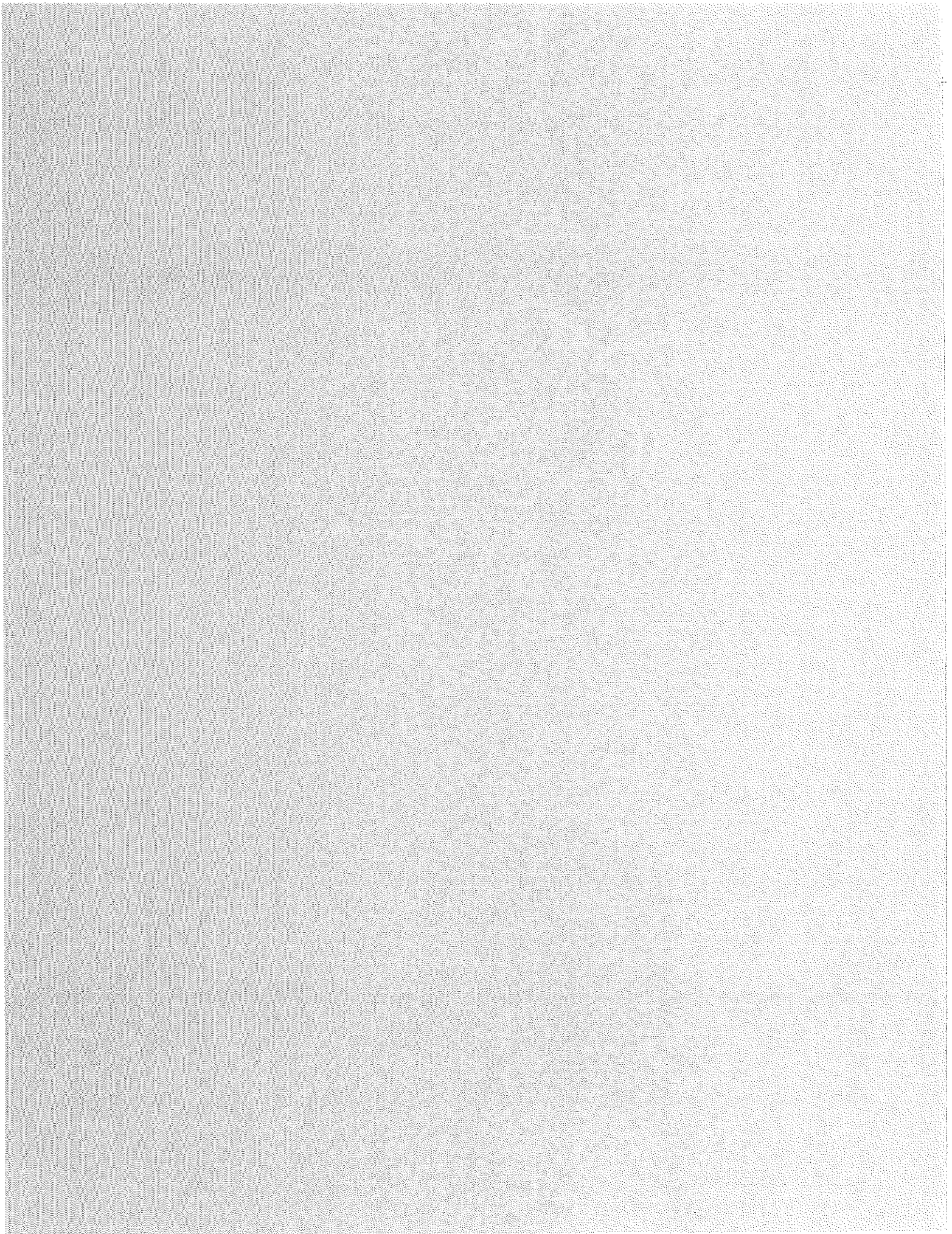
The Children's Oral Health Program presentations are available in both in-person and virtual formats.

Programs cover a wide range of topics, including:

- Oral health and hygiene instruction
- The importance of regular dental check-ups
- Healthy food choices
- The oral effects of tobacco and vape use
- Vaping, smoking, and oral cancer
- Prevention of oral injuries
- Oral piercing and the importance of mouthguards
- Gum (periodontal) disease
- The systemic connection between oral and general health

SCAN THE NEW JERSEY DENTAL CLINIC DIRECTORY.





THE ANDREW LLOYD WEBBER INITIATIVE



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[QUALIFICATIONS AND CRITERIA](#)

[FAQ](#)

[TIPS AND PREPARATION](#)

[APPLY](#)

Classroom Resources Grants

With the generous support of the Andrew Lloyd Webber Foundation, the American Theatre Wing is investing in public schools to help drama teachers get more of the resources they need to provide quality theatre instruction in their schools. Through this grant-giving program, funding will be provided directly to under-resourced public schools for equipment, instruments, and other necessary materials to create new opportunities and enhance existing theatre programs.

General Guidelines

Who can apply?

Any individual public K-12 school OR a non-profit parent group associated with that public K-12 school. Private/parochial schools, school districts, home schools, and pre-schools are not eligible.

Parent groups (Parent Teacher Associations, etc.) may apply, but must have an independent EIN and official 501c(3) status from the IRS. If your group does not have a 501c(3) status, please apply through your school. However, the PTA can still be the point of contact for a proposal.

What Kinds of Project Proposals are Competitive?

Teachers can apply directly for resources they need to build and enhance their program in order to best nurture young talent in their schools. This can be musical instruments, lighting equipment, sound equipment, or costumes, to name a few examples.

Grant requests of up to \$50,000 will be considered, as this allows us to extend meaningful resources to multiple deserving schools each year.

Grant funding can be used for:

Essential resources and equipment fundamental to arts education, specifically focused on enhancing learning in the area of theatre. This can include:

- Purchase of production equipment (audio, lights, shop tools, etc.) and professional installation costs.
- Production supply costs associated with the presentation of plays, musicals, and other theatrical performances including, but not limited to, costumes and material, lighting supplies, and scenery/scenic supplies.
- Musical Instruments
- Licensing fees
- Costs associated with artistic consultants to leverage equipment and/or resources. This could include artistic residencies, mentorship, and technical consultants.

Funding may not be used for:

- Capital costs of the theatre and/or school (i.e. auditorium renovations, structural building enhancements, etc.)

- Individuals and families (including scholarships--please see our other program initiatives)
- Religious denomination-sponsored programs or events (holiday pageants, etc.)
- Sponsorship of fundraising events (i.e. dinners, walks, golf tournaments and auctions)
- Advertising or marketing
- Sports teams or athletic events (parade floats, etc.)
- Development or production of books, films, videos or television programs
- Endowment campaigns or scholarship campaigns
- Continuing education for teachers and staff
- Institutional overhead and/or indirect cost (i.e. salaries, benefits, etc.)
- Memorial campaigns
- Multi-year requests

Timeline

- August 2025 – Applications open
- October 31, 2025 – Application deadline
- Fall 2025 – Review process, selections made by panel of industry experts
- Winter 2025 – Notification of Grants
- Winter 2025 – Disbursement of Grant Funds

Next Steps

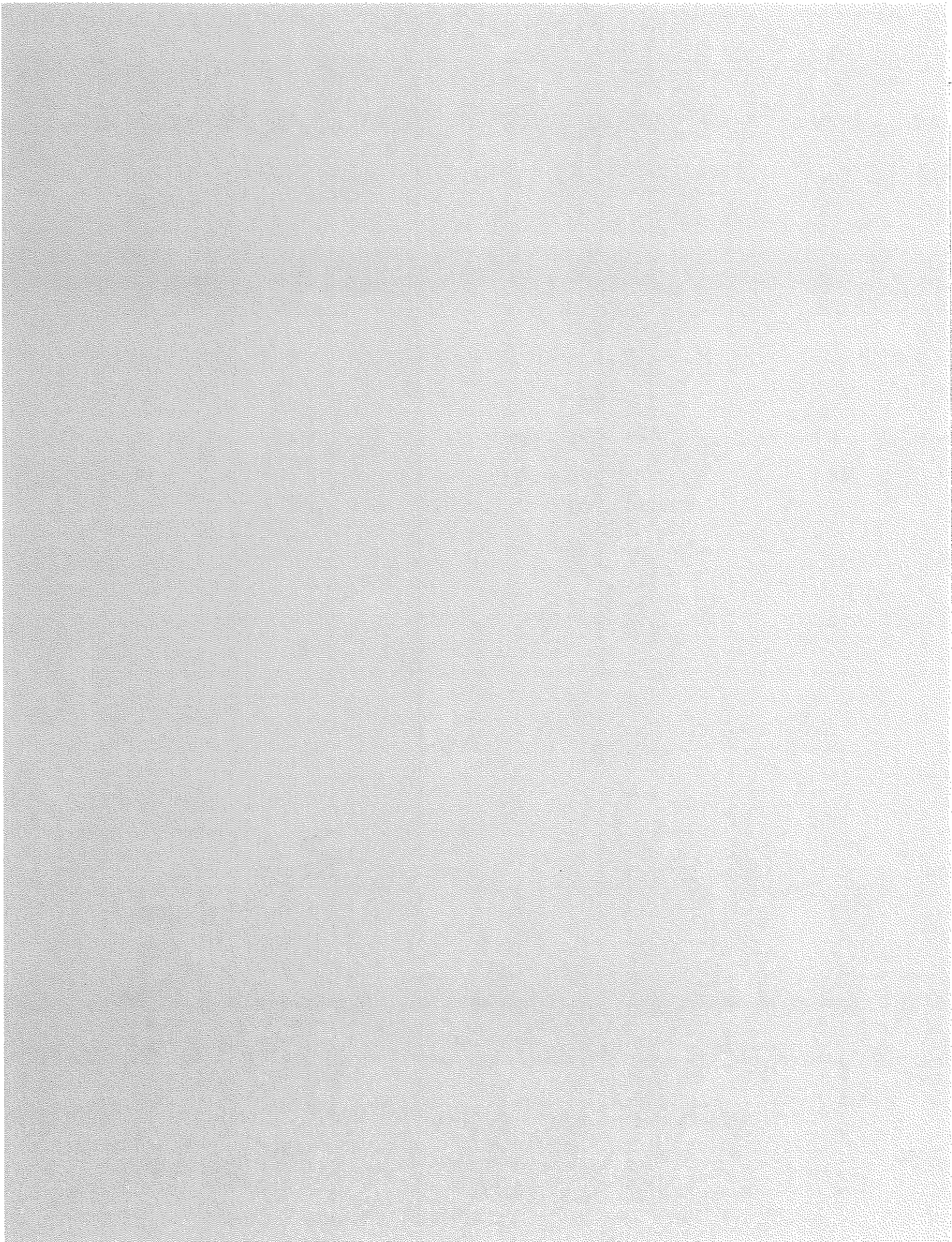
[Read More About Qualifications and Criteria](#)

[Read our Frequently Asked Questions](#)

[Look at our Tips and Example Projects](#)

[Start an application](#)

[Back to the American Theatre Wing Homepage](#)



The Hillside Public Schools District is embarking on a transformative journey with its "**New Pathways, New Possibilities, New Pride**" strategic plan for 2025-2029, under the guiding principle that "**STUDENTS FIRST & EVERYTHING MATTERS**". This comprehensive plan aims to empower students, staff, and the community by fostering a data-informed culture, implementing rigorous and culturally relevant instruction, maintaining safe and innovative learning environments, ensuring responsible resource allocation, building strong community partnerships, and continuously developing high-quality educators.

I. Enhancing Student Achievement and Well-being

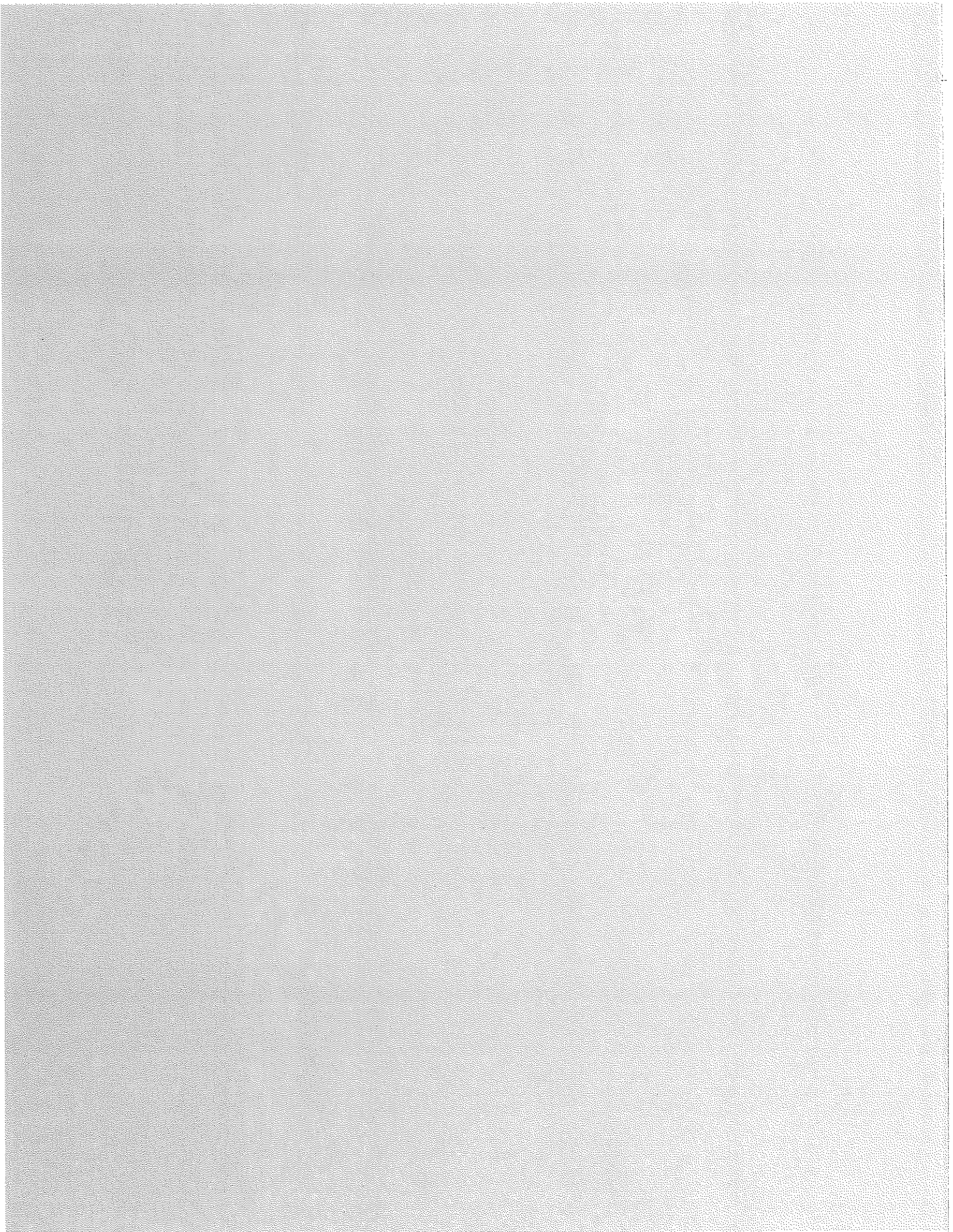
Goal: Increase student achievement across all subject areas and student subgroups while fostering a supportive environment for their well-being. .

Objectives:

- Achieve or exceed state and district-set academic benchmarks in all subject areas for all student subgroups, including race, ethnicity, socioeconomic status, special education, and English Language Learners (ELLs).
- Close achievement gaps between high- and low-performing students.
- Increase college and career readiness rates for all students.
- Address rising mental health concerns through proactive initiatives and support systems.
- Create a safe and caring environment, fostering a culture of belonging where students feel valued and supported.

Data Focus:

- Regularly **analyze student performance data** from standardized tests (NJSLA, NJGPA, College Board Assessments, DIBELS 8, LinkIt! Benchmark, State Assessments), formative assessments, grades, and attendance to identify strengths and areas for growth.
- Utilize **data-driven decision-making** to inform instructional practices, resource allocation, and intervention strategies.
- Track **graduation rates**, college acceptance rates, completion of college entrance exams (SAT/ACT), enrollment in Advanced Placement (AP)/dual enrollment courses, and participation in career exploration activities.
- Monitor GPA and credit recovery trends.
- Track disciplinary incidents and behavioral referrals to identify trends.





ED#12-9/25



DJJ Productions & Communications, L.L.C.

The Ready Set Grow Academy

School Based Mentoring/Leadership Program for At-Risk
(At-Promise) Students Proposal
2025 - 2026

1 | Page



Mr. Erskine Glover
Superintendent
Hillside Board of Education
Hillside Public School District
195 Virginia Street
Hillside, NJ 07205

Re: READY SET GROW ACADEMY PROPOSAL

I. Proposal Cover Sheet and Executive Summary (Attachment 1)

The Ready Set Grow Academy (RSGA) is a student leadership and mentoring program. This program aims to provide assistance to at risk students who are in danger of failing to perform according to expectation as a result of inadequately working to their potential. This plan and curriculum offers alternative support to teachers in the academic setting; therefore, assisting them in the support of students who possess major potential but for various reasons have been unable to demonstrate this through their academic performance. Our main objective is centered around being an agent of academic, leadership and overall growth for every student in the curriculum; consequently, decreasing the number of students failing academic courses by ten percent (10%) & decreasing the number of student discipline referrals and suspensions by twenty percent (20%).

There are currently numerous nonprofit and public agencies that are working to improve outcomes for at risk students. Additionally, organized philanthropy has been at the forefront of these efforts, notably in defining key indicators, discovering and disseminating actionable knowledge to key nonprofit, private and public partners and stakeholders, and creating a robust infrastructure for convening and funding impactful programs and organizations.

In response to the continued emphasis on increasing opportunities for success for at risk students, DJJ P&C LLC has created an education curriculum fused with mentoring and leadership to create the measured impact on achieving the following goals with the corresponding measures:



- Serve Hillside High School, parents and identified students;
 1.
 - Measures will include baseline testing information, student matriculation rates, qualitative feedback from childhood education providers and state and local test scores.
- Provide students with a supplemental college preparatory experience including academic knowledge and skills necessary for rigorous undergraduate study, entry into graduate and professional schools and career advancement;
- If our service with Hillside High School (TBD) can start early into the 2024-20235 academic calendar year, scores will demonstrate reading proficiency and G.P.A. awareness by reflecting an increased percentage of students entering high school year in 2024. Scores from subsequent years will be used to measure progress of students in correlation with activities of RSGA.
 - All Ready Set Grow Academy students will be on track to graduate from High School;
 - High School graduation rates (currently 65% for at risk (AR) students) will continue to increase, beginning in 2025
 - RSGA will support targeted activities in the Academic Excellence Program by providing resources in concert with corporate, nonprofit, philanthropic and public partners.
 - All young people will complete post-secondary education or training;
 - RSGA will coordinate with schools and youth development organizations to monitor student achievement of all participants in the Academic Excellence Program through Ready Set Grow Academy for the remainder of the school year.
 - In future years, should the program continue, RSGA will create a database of at risk students who are engaged through city and county agencies, as well as through nonprofit and faith-based partners so that the school may track student success rates through post-secondary education.
- Provide students with an opportunity to understand self, past and present societies and the future in an effort to increase self-esteem;
- Prepare students for leadership roles;
- Active interaction with community representatives;
- Professional growth of staff related to the mentoring process; and



- Implement processes and procedures for coordination and oversight that ensure standards of quality; effective and efficient accomplishment of mission, goals and priorities.

The achievement of the above stated goals and related outcomes will be measured against real-time data, from available quantitative metrics, as well as through qualitative information acquired through sustained interaction within the network of public and nonprofit agencies that are directly engaged with at risk students in Academic Excellence Program through RSGA. This effort aims to be completely data driven – using available information to inform interventions and conversations based on actionable knowledge and present capacity. RSGA will serve as a convening, facilitating, and learning organization with the flexibility to support promising practices in At Risk Student Intervention (ARSI) using the tools available, while mitigating the delays often faced by those agencies and organizations serving at risk students. In essence, RSGA intends to be a tool that connects relevant agencies and organizations to ensure that educational and political expediency is an advantageous tool, rather than a hindrance, to solving the stated problem(s).

Successful achievement of outcomes will be measured on a macro level – using key indicators from school data – as well as through sustained tracking of individual outcomes at every entry point. In order to ensure the integrity of the data being reported, analyzed and acted upon, RSGA will hold regular parental meetings, to coordinate processes and procedures and align interventions across the landscape.

The project will commence immediately upon issuance of a Notice to Proceed from the District. The program will continue through the last day of school in June of 2025.

Requested funding will support activities for the above mentioned period.

The Ready Set Grow Academy (RSGA) is Dr. David Jefferson, Jr.'s response to a call for action to address the pressing challenges facing at risk students. This response is built on achieving academic excellence for all students, and brings together leadership and partnerships that have the potential to achieve significant progress toward the identified goals. Each of the goals reflects current priorities, concerned individuals, nonprofit agencies, philanthropic organizations, public entities and other stakeholders. However, RSGA will exponentially increase how the district strategically invests resources and coordinates initiatives among and between partners to ensure that all at risk students – particularly High School students – can achieve their full potential,



regardless of who they are, from where they come, or the circumstances in which they are born.

As the district currently has the access, capacity and resources to collect and analyze key data points that demonstrate impact, the resources available can be deployed through a multivariate strategy based on using and strengthening the available infrastructure.

We are confident that RSGA has the capacity and expertise to deliver the requested services in a way that will maximize success for at risk students of Hillside High School (TBD). Our program is unique in that RSGA has developed its own workbook for students to utilize in preparing themselves to be organized which creates a template that prepares them for success. Additionally, we begin the program by having students take a quiz to help them identify what type of learner they are. This information is then used to assist the students in developing study habits that create a pathway for them to succeed. The information is shared with their teachers so that they can utilize the information in the classroom to reach each student as an individual. We also include mentorship and leadership into our program and curriculum which are both important tools in empowering young individuals to overcome challenges resulting from risk indicators.

We thank you in advance for your consideration of our proposal and look forward to providing the services requested.

Respectfully Submitted,

Dr. David Jefferson, Jr.
Creator/Founder/Owner



Proposal Narrative

A. Organization Background

1. David Jefferson, Jr. M. Div, Ed.D – Program Facilitator/Creator/Founder

David Jefferson Jr has been a long time community partner in the area. His work began in 2001 with the creation of the DJJ Back to School Weekend. This work propelled him to taking on the role as Chief of Staff to Dr. Zachary Yamba, then President of Essex County College. In addition, Mr. Jefferson served as executive director of the Mary Burch Theater at Essex County College. His calling to ministry came on October 6, 2006. After his work in the community began to take hold, he began to search for a more concrete role in serving others. On October 13, 2014, David Jefferson, Jr. was appointed by Mayor Ras J. Baraka to serve as the Program Director for the White House Office of Governmental Affairs' My Brother's Keeper City Challenge, officially launching Mayor Ras J Baraka's RSGA -The Jefferson Group Program to the public on January 8, 2015. David went on to create the Ready Set Grow Academy. The academy aims to help at-risk (at-promise) students reach their full potential. More than an advocate David was able to launch the academy in Hillside, New Jersey in the Hillside School District in the fall of 2016.

Mr. Jefferson has demonstrated a tireless commitment to giving back to the community that has supported him throughout his career. Mr. Jefferson co-founded Dreams4Youth, a nonprofit organization created to provide educational programs and initiatives for inner-city youth as well as providing scholarships and financial assistance to further the cause of creating educational opportunities for the area's youth.

In 2011, Congressman Donald Payne recognized Dreams4Youth's "School's in Session Tour" for their exemplary youth educational curriculum and programming. In 2013, the City of Newark's Municipal Council recognized Mr. Jefferson and his work of motivating, uplifting and inspiring the youth of the City of Newark toward high aspirations. He is particularly proud of the success of the first ever "Positcott" in the City of Newark during the Summer of 2014, led by the Teen Life Day Camp members – a Youth Leadership camp where he serves as Executive Director.



As a reflection of his strong faith and commitment to youth, Mr. Jefferson also currently serves as the Youth Minister and Executive Director of youth and young adult services at the historic Metropolitan Baptist Church in Newark, New Jersey, where his father Dr. David Jefferson, Sr., Esq. resides as pastor. During his tenure in this position, Mr. Jefferson has created the "Defend Newark" campaign, which addresses the violence affecting young people and the elderly alike in Newark, New Jersey. He has also organized and created the Tune Into Teens Network, a media group that provides an opportunity for young people to work with television and film to share the word of God.

David Jefferson, Jr. is a graduate of Morehouse College in Atlanta, GA, and holds a Master's of Divinity degree from Princeton Theological Seminary located in Princeton, New Jersey. He attained his Doctorate of Education focused in educational leadership at the Saint Elizabeth University in Morristown, New Jersey. He was awarded the honorary degree of Doctor of Motivation, Honoris Causa, from the Los Angeles Development Church & Institute. He also holds an honorary doctorate of Education from the Metropolitan Baptist Church Education Department. He is currently the acting director for the Center for Africana Studies at Kean University.

2. The History of the Program in Hillside High School (TBD)

There is not a history of this program within the Hillside High School. To date, RSGA has serviced hundreds of students throughout the State of New Jersey. As we look ahead, the retention percentage of High School students is crucial for academic and sustainable growth. Therefore, when assessed academically, those students who will matriculate through the program will maintain retention in the program with genuine effort.

3. Hillside High School Partnership Focus

The primary partnership on which RSGA will focus is with our "most valued partners": the students and parents we serve. With the leadership of the district superintendent, director of curriculum and instruction and the principal along with key staff, a level of credibility has been established for the program within Hillside High School. RSGA recognizes that for the sustained success of students and the continued growth toward the attainment of the core goals, a community response is also necessary.

This mentoring program through RSGA is a broader education reform plan, built on recognition that the most valuable entity is the student, whose improved achievement is therefore where all education reform efforts should focus. RSGA will coordinate with the broader education reform plan to address the socio-economic challenges that exist specifically for the target demographic. There has been a significant lapse in the



aspiration toward higher education, sustainable careers and participation in civic, community and public service. One key point of the programs broader education reform plan is to prepare all students to meet the demands of a rapidly changing knowledge-based economy. RSGA intends to serve as a convening and facilitating curriculum to increase the impact of education reform efforts, in concert with community reform, by providing partner organizations and relevant public agencies with access to the support needed to implement new and creative practices that will reduce poverty – and the symptoms thereof – and improve social conditions over time.

As previously mentioned, this will be done as RSGA will evaluate for performance measurement and reporting to ensure goals and metrics are being accomplished. The program also participates in a best practice accreditation program implemented by the White House to warrant the highest of standards. Additionally, RSGA will meet regularly with relevant departments and agencies, as well as nonprofit partners to collect and synthesize data. We utilize the qualitative research methodology for our data collection.

Mentoring Program for At-Risk (At-Promise) Students
Ready Set Grow Academy
DJJ P&C
Scope of Work

I. Overview

DJJ Productions & Communications (DJJ P&C) is a for profit corporation dedicated to expanding and improving the lives of at-risk youth. DJJ P&C funds the Ready Set Grow Academy. The Ready Set Grow Academy is a network of **evidence-based** during school program serving 5,000 children in over 50 schools, in New Jersey and Pennsylvania. Through district/federal funding the Ready Set Grow Academy was able to expand the number of students served in 2018-2019.

The Ready Set Grow Academy is a student leadership and mentoring program. This program aims to provide assistance to at risk student's who are on the verge of not working within their potential. This plan and curriculum offers alternative support to teachers in the academic setting, therefore, assisting them in the support of students with major potential. In addition we offer effective strategies to counter poor academic performance. We focus on Social Emotional Learning (SEL) in the context of student interaction. Our goal is to increase student attendance, increase academic performance, increase levels of self efficacy, decrease acts of risky and truant behaviors along with decreasing suspension. We also aim to increase student confidence,



increase student academic skills, increase student civic awareness, increase student field trip exposure and increase student/teacher interaction and overall performance.

II. Goals & Objectives

The scope of services is detailed in the objectives below.

Goal 1: Serve the Hillside High School (TBD), parents and Identified Hillside High School students

Objective: Operate program in Hillside High School.

Goal 2: Provide students with key academic assistance. Particularly a supplemental college preparatory experience including academic knowledge and skills necessary for rigorous undergraduate study, entry into graduate and professional schools, career advancement.

Objective A: Provide academic assistance and homework help

Objective B: Provide a diverse array of academic enrichment activities

Objective C: To ensure understanding of Grade Point Average

Objective D: Review student academic record; inform students of academic and non-academic support services(parental consent documents required)

Goal 3: Provide students with an opportunity to understand self, past, and present societies and the future and increase self-esteem.

Objective A: Provide students with a historical understanding of themselves in relation to the world.

Goal 4: Prepare students for leadership roles and youth development

Objective A: Provide students with assistance in mastering essential skills such as problem-solving, conflict resolution, self-control, time management, leadership and more through a rich array of activities and lectures along with field trips.

Goal 5: Professional growth of staff related to the mentoring process

Objective A: Work with teachers-best practices in mentoring at-risk students (Title-II)

Objective B: Conduct staff development related to the Ready Set, Grow Program (Title-II)

Goal 6: Active interaction with community representatives

Objective A: Introduce students to positive role models

Objective B: Provide children with expanded opportunities for volunteering engaging in community service and service learning.



Goal 7: Provide outreach and support to families of Hillside High School & Middle School Students

Objective A: Involve families in the program with kick off and closing ceremony.

Objective B: Open line of communication with parents twice a year gathering.

III. Project Implementation and Timetable

Implementation. Each program follows the **evidence-based** RSGA model, including large size (20-25 students), regular attendance, a full time site coordinator, low student to staff ratios, a diverse staff, family participation and a variety of safe, structured

enrichment activities. The curriculum operates during a designated time period identified by the Principal. The facilitator is on sight an hour before and after the designated time period for a total of 3 hours. The curriculum operates 2-3 times per week depending on the agreement created.

The Curriculum includes but is not limited to :

1. **Who You Are, Is All Right**
A young leaders guide about self awareness
2. **I'm one of a kind**
A young leaders guide about his human uniqueness
3. **Mine and yours**
A young leaders guide about Rights and responsibilities
4. **Meaning what you say**
A young leaders guide to communication skills
5. **The Power of my body**
The young leaders guide about physical needs
6. **Dealing with my ups and downs**
The young leaders guide about controlling emotions
7. **We need each other**
The young leaders guide to understanding relational needs
8. **You've got a friend**
A young leaders guide about developing social skills



9. **Me and my family**
The young leaders guide about living in a family
10. **Overcoming fights with your brothers and sisters**
A young leaders guide to dealing with sibling rivalry
11. **How to manage money (financial literacy)**
The young leaders guide about money management and financial literacy
12. **The media and me**
The young leaders guide to understanding the social media
13. **My thinking cap**
The young leaders guide about effective thinking and learning
14. **Dealing with fear and danger**
The young leaders guide to handling fear dangerous places and situations
15. **Yes Sir and Yes Ma'am**
A young leaders guide about manners
16. **Controlling time**
The young leaders guide to time management and using time efficiently and effectively
17. **Creator or consumer**
The young leaders guide to entrepreneurship and buying products and services wisely
18. **Honor thy mother and thy father**
The young leaders guide to parent child relationships
19. **Dealing with tough stuff**
The young leaders guide to dealing with trauma and incarceration
20. **I made it**
The young leaders guide to being creative
21. **Handling disagreements**
The young leaders guide to understanding difference of opinions



22. It's not right but it exists

Understanding and dealing with prejudice and discrimination

23. One or the other

The young leaders guide to dealing with human sexuality and respecting others

24. I Work

Understanding and getting ready for the workforce

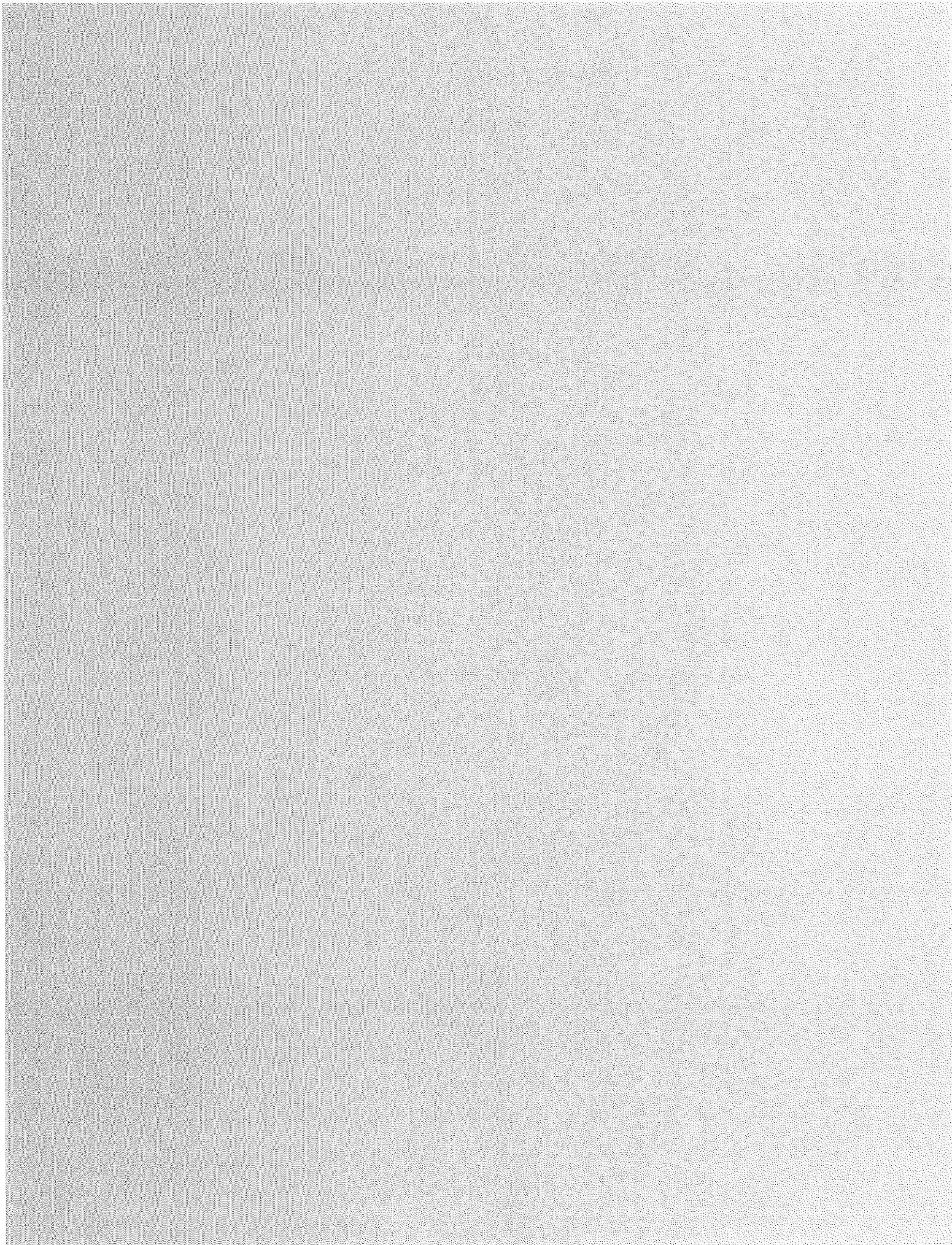
25. 3 L's - Life, Long Learner

Understanding and getting ready for learning for life

The curriculum also provides a comprehensive mix of activities that includes:

1. *Homework Help & Academic Support* - Students have time to complete their homework in a structured and supervised period of the program. Students also have a chance to assess their academic standing. They receive tutoring in communicating with their guidance counselors, teachers and RSGA staff to ensure their improvement. Finally they participate in academic enrichment activities like creative writing, science club, chess club etc.
2. *Science- Technology- Engineering- Arts (Culture)- Mathematics (S.T.E.A.M)* - Students gain exposure to S.T.E.A.M through participation in various activities.
3. *Career & Life Skills Development* - Students learn about career options and build skills that will help them be successful in the 21st Century workforce.
4. *Civic Leadership, Volunteerism & Service Learning* - Students are given opportunities to participate in community service and service learning projects that both reinforce academic lessons as well as lessons about leadership and civic participation.

DJJ P&C along with the Ready Set Grow Academy manages the program and provides professional development, technical assistance, curricular support and fiscal monitoring of the program. A RSGA officer is assigned to oversee the programs implementation and trying opportunities is coordinated by the RSGA Director of Professional Development. RSGA will provide additional support through training and professional development, staff support and development along with cash match to pay for field trips and activities.





Dan M. De Nose
Executive Director
Leaders of the 21st Century
169 Isabella Ave, Newark NJ, 07106
Phone: 862-372-3619
E-Mail: lot21century@gmail.com
August 21, 2025

Superintendent Glover
Hillside Public Schools
195 Virginia Street
Hillside, NJ 07205

Dear Superintendent Glover,

Introduction

I am writing to propose a comprehensive college career development program for the students at Hillside Public Schools District. At Leaders of the 21st Century we are committed to empowering the next generation with the knowledge, skills, and guidance necessary to make informed career choices and succeed in the ever-evolving job market.

LOT21C is a nonprofit organization founded in 2015 to enhance college and career readiness skills in high school students. We recognize the importance of preparing the next generation of young leaders by developing civic minded youth leaders and preparing them for the world of work and beyond.

The LOT21C Power Skills College, Career, & Beyond workshop series aims to teach young adults how to navigate challenging workplace dynamics, how to negotiate personal challenges, how to leverage strengths and how to approach their college, career and beyond strategically and with intention. We are focused specifically on power skills development, supporting successful completion of the series, and providing valuable and positive experiences for our students to set them apart in their current and future career. These workshops are focused on behaviors that enable people to succeed.

Program Demographics Served

Students in grades 11th through 12th are best suited for the program. Our maximum student capacity is 25 students per facilitator. Given our team, we can serve a total of 100 students between the months of October 2025- June 2026. During the year, we can consistently serve two classes.

Leadership | Career Readiness | Global Citizen | Social Enterprise

www.lot21c.org



Master Service Agreement

This Staffing Service Agreement ("Agreement") is entered into as of the 14th day of August 2025 (the "Effective Date"), by and between 3Chords Inc and TherapyTravelers LLC collectively DBA Epic Special Education Staffing (each, a "Company Party" and, together, "Epic Special Education Staffing", herein referred to as ESES), and Hillside Township School District (the "Client"). The Agreement supersedes all other agreements and or contracts in place between the Client and Company Party. Client acknowledges the representative who signs any contract with ESES on behalf of the Client has full signing authority and by doing so, this Agreement and each Staffing Confirmation Agreement (in the form attached hereto as Exhibit A) shall be binding.

1. Services and Staffing Confirmation (Exhibit A)

(a) Subject to availability, ESES will provide the services of one or more Special Education Professional Associates (each an "Associate") on request from the Client on an as needed and as available basis (the "Services"). ESES will promptly reply to each such request and indicate whether it has an Associate available to provide the requested Services. If ESES elects to provide requested Services from Client, a confirmation and detailed terms of the assignment will be provided to the Client in a "Staffing Confirmation Agreement" in substantially the form attached hereto as Exhibit A (one form per assigned Associate). Each such Staffing Confirmation Agreement shall designate the Company Party with rights and obligations under this Agreement and under the Staffing Confirmation Agreement in connection with the applicable Services, and Client expressly acknowledges and agrees that the other Company Party shall have no such rights or obligations in connection with such Services.

(b) Each Staffing Confirmation Agreement entered into or to be entered into in connection with this Agreement is hereby incorporated herein by reference as if fully set forth in this Agreement. If there is a conflict between the terms of this Agreement and a Staffing Confirmation Agreement, the terms of this Agreement shall prevail. The Client acknowledges that by acceptance of this Agreement, no further contract is required per individual contractor, regardless of the specific details of the assignment, hours, rate, etc. Electronic timekeeping will be provided to the Client on a weekly basis. ESES will use commercially reasonable efforts to obtain signed timecards from Client however, signed timecards are not required for approval to process and bill. By signing this Agreement, Client acknowledges that all hours worked by the contractor will be billed to Client's district to be paid in full in accordance with the agreed upon payment terms, regardless of approval of the timecard submitted. If the Client fails to pay any invoice when due, the Client agrees to pay all of ESES' costs of collection, including reasonable attorney's fees, whether or not legal action is initiated.. A rejected timecard will be subject for review by ESES, Associate, and Client.

(c) The Client acknowledges and agrees that any claim related to the Services provided

hereunder must be reported in writing to ESES by the earlier of (1) ninety (90) days after the claim arises, or (2) thirty (30) days after termination of the Associate's assignment pursuant to the Staffing Confirmation Agreement. ESES will not be responsible for, and the Client hereby waives the right to assert any claims not reported in accordance with the foregoing.

2. Associates

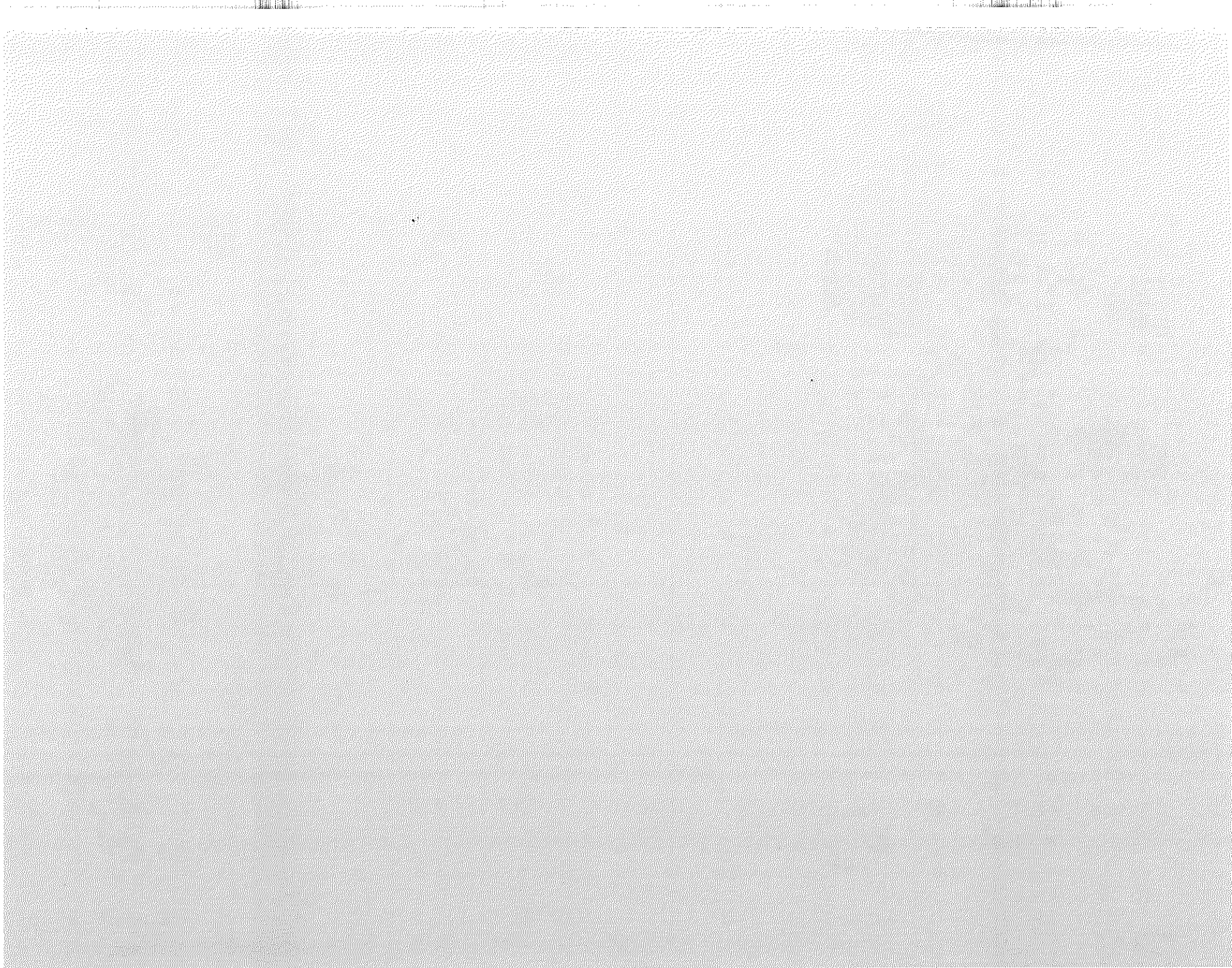
(a) ESES will refer qualified candidates without regard to race, sex, color, religion, national origin, marital status, veteran status, non-job-related medical condition, or any other statutorily protected category. The Client shall have the right of refusal regarding the Associate assigned by ESES, consistent with the other terms of this Agreement, but agrees that no refusal will be made on account of race, gender, color, religion, national origin, marital status, veteran status, or any other statutorily protected category. The Client understands and agrees that any Associate assigned to the Client by ESES, pursuant to this Agreement, shall perform all Services as an independent contractor to the Client and not as an employee, agent, partner, or venture participant of the Client.

(b) Associates shall perform Services at the work site of the Client or remotely and during the normal work hours of the Client. The Client will provide, at no cost to ESES, working space facilities, and related services and supplies necessary to support each Associate engaged by the Client. Associates will work under the supervision and direction of the Client. The Client will notify ESES if any supplies/materials WILL NOT be included and covered by the Client in day-to-day hours worked.

(c) The Client acknowledges that ESES typically checks Associates' references only by posing specific questions to certain past employers regarding skills and work history before placing an Associate on assignment. ESES typically conducts a limited background check but does not engage in any additional verification process (e.g., ESES does not screen for drug use, administer a medical exam, or conduct credit checks). Should the Client have additional compliance needs, Client is required to provide a written request with clear instructions at the time of requesting Services. ESES shall not be liable for any losses, damages, liabilities, costs or expenses, including attorneys' fees and other legal expenses, arising directly or indirectly from failure to obtain additional compliance verification, except where ESES has agreed in writing to obtain such verification.

(d) The Client is responsible for supervising the assigned Associates(s). The Client will not permit or require an Associate: (1) to perform Services outside of the scope of his or her assignment (2) to sign contracts on behalf of the Client, (3) to make any management decisions, (4) to sign, endorse, wire, transport or otherwise convey cash, securities, checks or any negotiable instruments or valuables, (5) to operate machinery (other than office machines) or automotive equipment, (6) to perform Services remotely (on premises other than the Client's premises), or (7) to use computers or other electronic devices, software or network equipment owned or licensed by the Associate.

(e) The Client agrees to provide safe working conditions and will orient all ESES employees at the start of any work engagement to the policies of the district including safety, hazard and emergency. If any assignment under this Agreement is for work to be performed under a government contract or





HILLSIDE PUBLIC SCHOOLS
Virtual Learning Closure Plan
School Year 2025 – 2026

Erskine R. Glover
Superintendent of Schools

195 Virginia Street
Hillside, New Jersey 07205

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 the 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 be 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 before 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, and 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. 7-10
IV.	Special Education and Related Services (Component 2)	p. 11-13
V.	ELL and Bilingual Needs (Component 3)	p. 14
VI.	School Nutrition Benefits and Related Services for Eligible Students (Component 4)	p. 15
VII.	Length of Virtual or Remote Instructions Say Plan (Component 5 – see Appendix A)	p. 16
VIII.	Attendance Plan (Component 6)	p. 17
IX.	Continuity of Services during Public Health School Closure	p. 18
X.	Other Instructional Programs	p. 19-20

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

DISTRICT DEMOGRAPHICS			
Total Number of Students	3040	% of Students with Disabilities	15.9%
African American	51.5%	%English Language Learners	12%
Hispanic	35.6%	%Economically Disadvantaged	54%
White	10.2%		
Asian	.9%		
American Indian or Native American	.1%		
Native Hawaiian or Other Pacific Islander	.3%		
Multiple Categories Reported	1.4%		

PRE-SCHOOL EDUCATION	
Grade Level	Total # of Students
Pre-K 3	84
Pre-K – 4	160
Total #	244

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	662	1 st Grade Students will 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	389	Canvas Portal in Core Content Areas.	100%
Deanna Taylor Elementary School 2 nd – 6 th Grade	190	Canvas Portal in Core Content Areas.	100%
WOK Middle School 7 th – 8 th Grade	318	Canvas Portal in Core Content Areas.	100%

Hillside Innovation Academy	102	Canvas Portal in Core Content Areas.	100%
HILLSIDE HIGH SCHOOL 9 th – 12 Grade	931	Canvas Portal in Core Content Areas.	100%

II: DISTRICT COMMUNICATION

COMMUNICATIONS

When responding to a public health closure or any other type of emergency, communication is essential, as these situations are often dynamic and fluid. To facilitate clear communication among staff, parents, students, and the 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 regarding the emergency. The district is undertaking efforts to provide communications in various languages to ensure that proper information reaches the largest audience possible. All messages will be shared with staff, students, and families through Blackboard Connect, the Hillside Public Schools website, and email. The Office of the Superintendent has established regular communication with local health authorities to share all information and coordinate activities. The table below defines the Hillside Public Schools' chain of command and communication protocols.

Superintendent and Board of Education	- The Superintendent will provide the board of education updates and seek consultation and approval before any school closure or district-wide 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	- In the event of a public health-related school closure that prevents executive staff from reporting, the Superintendent will conduct two 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 regular meetings and check-ins virtually during pre-established times. - The Superintendent must approve all decisions and communications sent from executive staff to their departments before execution.
Superintendent and Principals	- 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 with 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 with the names and addresses of students who require instructional materials. - The Superintendent will continue to host Principal Leadership Institutes monthly through Zoom meetings. - The team will troubleshoot issues and make recommendations in consultation with the Superintendent. The Superintendent will make all final decisions, notify the board, and seek approval before any changes.
Director of Curriculum and Supervisors	- 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 meeting calls. - The meetings will establish protocols for daily communication with 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 the Canvas

	Portal for ELA and Math Grades Pre-K – 8 th when necessary.
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•	- Supervisors must approve all Canvas Portal lessons 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 implementing 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	- 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: - 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 to 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 promptly - Monitor teacher activity in Canvas Portal from 9 – 11 a.m. and 12:30 – 3 p.m.

Teachers, Students, and Families	• 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: ○ Pose a daily problem or question of the day 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 students' and parents' requests for support promptly. ○ Reinforce communications sent by the district. ○ Contact families of students who are not active in the Canvas Portal to ensure they have materials. ○ Provide the principal with 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	• The district will create robocalls during home instruction and communicate pertinent information on the website. Robocalls will 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	• All Pre-K – 1st-grade students will utilize the Canvas Portal to deliver instructional materials or receive instructional materials aligned to the NJSLS consistent with requirements outlined in NJAC 6A:16-10.1. District Supervisors and classroom teachers will prepare the instructional materials. • Students will be provided with reading and other supplemental materials required to complete assignments. • Teachers will provide their email addresses 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 request 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. • Every week, teachers and school leaders follow 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 the Canvas Portal at three (3) intervals during the home instruction day. 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. 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 the Canvas Portal to deliver instructional materials aligned to the NJSLS in all core content areas consistent with NJAC 6A:16-10.1. • District Supervisors and classroom teachers have prepared instructional materials. • All teachers will create an overview/calendar of assignments along with daily instructional activities/tasks • The district will post links to the Canvas Portal and instructions on how to access it on our website. • The district will create instructional packets of all assignments posted in the Canvas Portal to ensure all students have equitable access to materials if parents request them. • The district will provide families with 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 the Canvas Portal at 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 with times when 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. • Every week, teachers and school leaders follow up with families whose children are not active in Canvas Portal to assess their technical needs. The district has accommodated families who requested devices.

7 th – 8 th Grade	• Identified 7th-8th-grade students will utilize the 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 the Canvas Portal • District Supervisors and classroom teachers have prepared instructional materials. • All teachers will create an overview/calendar of assignments along with daily instructional activities/tasks • The district will post links to the Canvas Portal and instructions on how to access it on our website. • The district will provide families with 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 the Canvas Portal at two intervals during the home instruction day. 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. 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 with times when 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. • Every week, teachers and school leaders follow up with families whose children are not active in the Canvas Portal to assess their technical needs. The district has accommodated families who requested devices.
9 - 12 th Grade	• 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. • District Supervisors and classroom teachers have prepared instructional materials. • All teachers will create an overview/calendar of assignments along with daily instructional activities/tasks • The district will post links to the Canvas Portal and instructions on how to access it on our website. • The district will create instructional packets of all assignments posted in the 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 the Canvas Portal at two intervals during the home instruction day. 8:30 a.m. – 11 a.m. 12:30 p.m. – 3:00 p.m. - Teacher Work Schedule: 8:25 a.m. – 3:05 p.m. - Prep Period 11:00 a.m. – 11:50 a.m. - Lunch Period 11:50 a.m. – 12:25 p.m. - Students who do not have access to the internet will be provided with times when 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. - Every week, teachers and school leaders follow 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. - Every week, teachers and school leaders follow 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	• 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 who need material presented in ways outside of an online platform utilize individualized learning packets 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	• 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. • Accommodation and modifications are implemented and documented by teacher assignments and various online supports, such as text-to-speech, which 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 with the date and time of the meetings. • Parents will be provided with 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 Support their signature acknowledging the meeting occurred. • Attendance will be noted, and IEPs will be updated accordingly in our database.
Referrals to CST	• Referrals can be processed to the greatest extent possible by holding initial planning meetings; however, the Hillside Public Schools is taking a preventative approach 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	• We will not be able to evaluate students if the district is closed.
Report Writing For CST Students	• CST members will be expected to continue to complete and write reports. • We will provide each team with ample materials to mail to the homes of families if warranted. • Reports will be secured digitally.
Speech-Language Therapy	• Lessons, activities, and related materials will be prepared on Google documents and labeled based on skill level, program, or individual students' 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. • Therapists will be required to update home instruction materials.
Occupational/Physical Therapy	• Lessons, activities, and related materials will be prepared on Google documents and labeled based on skill level, program, or individual students' 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 Therapists will be required to update home instruction materials.
School-Based Counseling for Students With IEPs	• Lessons, activities, and related materials will be prepared on Google documents and labeled based on skill level, program, or individual students' 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/Psychologists will be required to update home instruction materials.
ABA Instruction	• Lessons, activities, and related materials can be prepared on Google documents and labeled based on skill level, program (PSD/Autism/MD), and individual students' goals and objectives shared with the 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 the 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.

Behavior Analysts	• Support ABA teachers with planning for maintenance of skills, updating programs, etc. • Ensure parents complete data collection sheets • Contact parents for support • Teletherapy is now available for families who agree.
LLD Instruction	• Lessons, activities, and related materials will be prepared on Google documents and labeled based on skill level, program, or individual students' 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/Psychologists will be required to update home instruction materials in intervals.
Paraprofessionals and Personal Aides	• No services will be delivered during home instruction as their role is to support students in an educational setting. Paraprofessionals support the school's needs at the discretion of building principals.
Inclusion/In-Class Support	• Support general education in accommodating materials based on student IEPs. • Provide students with individual support through Canvas Portal and other pre-established means of communication • Create support materials that provide students with access to online materials.

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

ADDRESSING MLL AND BILINGUAL NEEDS PLAN

Multilingual Learners (MLL) and Bilingual Education/Communication	• ESL teachers are working to meet the needs of English Language Learners and Students with Disabilities via online platforms such as Canvas Portal and connecting with individual students over the phone or on Google Meet. Related service providers are utilizing teletherapy to meet the students' federally mandated therapies listed in each IEP. • Pre-1st Grade: The students have a calendar of events. The ESL teacher created lessons to complement the classroom teacher's plan. She made flashcards, charts, and vocabulary games. The calendars were translated into Portuguese, Spanish, & Haitian. We have one bilingual PreK-4 classroom. In 1st Grade, work is posted in the Canvas Portal, and the teacher monitors the assignments and posts YouTube videos for the students. • Grade 2-6 - The teachers have their own Canvas Portal. Lessons posted include reading stories and answering comprehension questions. Work has been modified with sentence starters, word banks, visuals, and videos. The teacher has students respond to discussion questions to encourage group discussions/conversations to flow. Some teachers make screen-cast videos and post them in the Canvas Portal. Google Meets is being utilized. Screencasts of the lessons taught are being created and posted on the Canvas Portal. Some teachers are conducting virtual field trips. Translations are provided in Google Platforms and created by the teacher. • Grades 7-8 In middle school, the teacher provides reading prompts, text-dependent questions, figurative language, etc. Additionally, assignments from Lexia will be incorporated into the lesson. The teacher will monitor the work submitted by the students in the Canvas Portal.
	Translations are provided in Google Platforms. • HS- The teachers at the HS focus on grammar, comprehension, vocabulary, and writing. Flipgrid is used to share videos that teach a topic. SCREENCASTIFY will be used to read stories, allowing students to practice. Communication through Google, text, SchoolStatus, and Thrillshare are used to translate information for families.
Access To Technology For MLLs/Differentiation	• ESL and Bilingual educators have ensured their students have access to technology and are leveraging resources in their Canvas Portals. On Fridays, bilingual educators schedule one-on-one or small-group interventions with students who need additional support. • Teachers arrange consultation sessions to support parents with varied challenges. Where challenges persist, referrals are made to the administration and guidance counselors for support.

VI. SAFE DELIVERY OF MEALS (COMPONENT 4)

SAFE DELIVERY OF MEALS	
Safe Delivery of Meals to Eligible Students	• The district operates four (4) meal distribution locations around Hillside(2.2 Square Miles). • The locations are the Ola Edwards Community School, Hurden Looker Elementary School, Hillside High School, and WOK Middle School. • Three days' worth of meals are distributed every three weekdays. • The meal distribution days will be posted on our website • The meal distribution days will be communicated to parents via a robocall to remind parents of the upcoming meal distribution day • The Hillside Police are aware of the meal distribution schedule to coordinate crossing guards. Crossing guards will be on-site to ensure safe passage to meal distribution locations for students and their families. • 6 feet of social distancing is always observed between meal distributions. Parents will place their order for meals from a social distance of 6 feet and wait • 6 feet social distancing marks or cones are indicated so that parents know how far to wait apart, while online for meals. • The food service worker will place the meal on a table 6 feet from the parent and then step back 6 feet from the table. • The parent will then proceed to the table to pick up the meals • All meal distribution staff will wear face coverings and gloves

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

LENGTH OF VIRTUAL REMOTE INSTRUCTIONS DAY PLAN	
Virtual Remote Instruction Plan	SEE APPENDIX A: <i>(HPS COMPONENT 5. Appendix A)</i>

VIII. ATTENDANCE PLAN (COMPONENT 6)

ATTENDANCE PLAN	
Attendance Tracking /Promotion, Retention, and Graduation	• The district expects students to attend virtual/remote instruction just as if it were an in-person instructional day. Students will be held to the New Jersey student attendance policy as per N.J.A.C. 6A:32-8.3(a) and (b) • Teachers pose a question of the day in the Canvas Portal (1st-12th Grade) to monitor attendance. • Students can respond to the question of the day at any time to be marked present for the day. • Teachers track the attendance of students/families with instructional packets through the submission of assignments. • Schools record weekly attendance, work submission, and activity in the Canvas Portal by teacher/section. • Principals submit a weekly attendance report to the Superintendent of Schools.
Following Up with The Family When A Student Is Not Participating In Online Instruction or Submitting Assignments	• The Hillside Public Schools will institute a 5-day virtual learning schedule. Fridays are used for teachers to schedule small group interventions for students in need or advanced project-based learning activities. • Teachers are required to also contact the families of students with instructional packets to assess progress and support needed. • If a student misses' online instruction and has not been completing assignments, the teacher notifies the school counselor and administration. School counselors and administrators follow up with parents to ensure students remain on track and assess/address support needs. This is done every week. • Teachers submit a log of parent contacts weekly to their building administrators. Administrators and support staff intervene when needed.

IX: CONTINUITY OF SERVICES

CONTINUITY OF SERVICES AND OPERATIONS

Continuity Of District Services and Operations

- The Superintendent will ensure all essential employees have remote access to the district's server to ensure:
 - a. Payroll will continue as scheduled
 - b. IEP Meetings and services continue
 - c. School Business and purchases continue as scheduled.
- School administrators are required to participate in a daily 9 AM phone conference to monitor and adjust the implementation of our Preparedness Plan.
- All staff are required to perform their normal duties as outlined in contractual agreements.
- Executive Staff will be required to participate in 3 weekly conference calls. Supervisors will be required to participate in 2 weekly meetings.
- All employees will receive devices to work from home.
- All employees are expected to be available during contractual work hours.
- Email, phone conferences, and virtual meetings will be the primary modes of communication.
- The district will conduct virtual board meetings, if necessary.
- Custodians and Maintenance staff will work a modified schedule to assist with the meal distribution program and perform other building maintenance duties.
 - a. Maintenance Staff- 6 AM – 12 PM (daily)
 - b. Custodians – 7:30 AM- 1:30 PM (daily)
- Security Services will work on an as-needed basis (at the request of the Superintendent/Board of Education).
- Building/Central Office Secretaries will work on an as-needed basis (at the request of the Superintendent/Board of Education).

OTHER INSTRUCTIONAL PROGRAMS SUPPORT

Other Instructional Programs Support

- Students in 7th - 12th grade who need additional support during the school day, based on formative assessments, will be offered an additional period of ELA and Math (elective) aimed at accelerated learning and building skills.
- The district will offer "in-person" after-school enrichment/acceleration programs to address the academic needs of K-12 students
- High school students will be offered before and after-school "in-person" credit recovery programs during the 22-23 School Year (SY).
- Throughout the 22-2 SY, students determined eligible by benchmark assessment outcomes and school-based student support teams will be provided tutoring and additional support by teacher tutors provided by Superintendent Hillside Public School teachers.
- "In-person" ESY programs will be offered for students with Individual Educational Plans.
- The District will implement student advisory periods focused on mindset and social-emotional learning to support all students' mental health and build college, career, and life literacy readiness skills.
- Staff will continue to receive training in trauma-informed instruction and understanding of the Collaboration for Social and Emotional Learning (CASEL) social-emotional learning framework and associated resources to teach Social Emotional Learning (SEL) skills during advisory.
- The district will implement school-based Student Support Teams that partner with external SEL organizations and counseling services to offer mental health and other support to Tier II and III students in need. I&RS/504 Student Support Teams (SST) subcommittees will develop, monitor, and implement plans to address bullying, suicide prevention, bias, anxiety, hope, fear, and resilience.
- The district will provide school-based SST teams with job embedding training and coaching in this 3-tiered support model to regularly practice and reflect on social-emotional learning competencies and the school's climate and culture.
- HPS teachers and SST will be provided professional development on Adverse Childhood

	Experiences (ACE) and ways to address them when working with students effectively. • Throughout the 22-23 SY, all staff will be offered mindfulness training focusing on self-management and CASEL's social-emotional learning competencies for adults and students. Teachers and students will be offered workshops on self-care strategies throughout the school year.
Transportation	• The district will provide transportation services to those students who need to attend academic or extra-curricular activities that are aligned with the student's instructional and non-instructional programs.
Extra-Curricular Activities	• The district will offer academic extra-curricular activities at the following school locations: Ola Edwards Community School, A.P. Morris Early Childhood Center, Hurden Looker Elementary School, and Hillside High School. • The district will offer extra-curricular activities at the following school locations: Ola Edwards Community School, A.P. Morris Early Childhood Center, and Hillside High School.
Community Programming	• The district will continue to partner with community-based organizations that can support students and families who may need resources that will support the social-emotional development of the students. The district will target partnerships with community-based agencies that have experience with adolescent and teenage anxiety, depression, trauma, and health concerns.