

Riverside Township School
District



Restart and Recovery Plan
to Reopen Schools

September 2020

Introduction

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

The Riverside Township School District Restart and Recovery Plan to Reopen Schools has been developed in collaboration with a collective group of over ninety five people including parents, staff members, administration and BOE members. Survey responses from parents and staff members were also included in creating this plan. The plan has been developed to ensure our schools reopen safely and are prepared to accommodate students' unique needs during this unprecedented time.

To ensure consistency with respect to the health and safety of school communities across the State, the NJDOE Guidance speaks specifically to health and safety measures identified as "anticipated minimum standards." These “anticipated minimum standards” are items the NJDOE Guidance recommends a school district incorporate into the Plan as definite components related to health, safety, and operations. The “anticipated minimum standards” in the NJDOE Guidance have been incorporated into the Riverside School District’s plan.

The requirements outlined in the NJDOE Guidance and incorporated into this restart plan are controlled by the Executive Order of the Governor of New Jersey and are subject to change over the course of this pandemic. We remain committed to adjusting this plan as necessary to create the safest environment for our students and staff members.

Restart and Recovery Plan

The Riverside School District's Restart and Recovery Plan addresses four key subject areas:

- A. Conditions for Learning;
- B. Leadership and Planning;
- C. Policy and Funding; and
- D. Continuity of Learning.

A. Conditions for Learning

Conditions for learning involve the social, emotional, and environmental factors that can impact educator capacity to teach and student capacity to learn, including standards for maintaining healthy and safe school conditions. As schools reopen, the impact of social isolation on both educators and students is a key area of concern.

Conditions for Learning include: Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning; and Academic, Social, and Behavioral Supports

Ten Critical Areas of Operation

a. Critical Area of Operation #1 - General Health and Safety Guidelines – Anticipated Minimum Standards Incorporated into the Plan

- Hand sanitizing stations (60) will be strategically mounted on walls in hallways, outside of offices throughout the buildings. Hand washing will be encouraged throughout the school day. Teachers will encourage hand washing periodically throughout the school day as well as after using the lavatory. Procedures for visiting the lavatory to wash hands and use the restroom will be established in each school. In addition, hand sanitation stations will be installed in the 75 classrooms that do not have access to running water.
- Other cleaning supplies will be purchased to support deep cleaning classrooms, offices, and other common spaces.

- All water fountains will be converted to hydration stations. Students and staff members will be allowed to bring their own water bottles for hydration purposes. All water bottles will be stored in student bags when not in use.
- Visitors to schools will be by appointment only. Signs and markings will be placed on the floors at the entrance doors, hallways, cafeterias and large gathering spaces to designate six foot distancing.
- Pavement markings along sidewalks and blacktop areas and will be placed in six foot increments to help guide social distancing as people move toward and away from the school buildings.
- Plexiglas partitions will be installed at each school main office and the Board of Education secretary desks. Every secretary, clerk and guidance counselor will have a plexiglas barrier at their desk or work station. We have secured portable screens to be used for individual meetings with students, parents and staff members as necessary.
- Parents with health or immunocompromised students will communicate their needs to the school administration. Learning accommodations will be explored and established as necessary. The school nurses will work with parents on a student's individual needs regarding allergies, and health issues related to returning to school.
- Ensuring Delivery of Special Education/Related Services to Students with Disabilities.
 - Procedures will be established regarding medically fragile students and those with physical/health impairments who may require accommodations/modifications as part of a Health Plan. IEP teams will review student data/student progress to determine compensatory needs. Communication will be maintained with parents/guardians of the procedures for student referrals and evaluations to determine their eligibility for special education/related services.
- All staff will have access to online COVID-19 training as provided through our School Works platform.
- Staff members who are health or immunocompromised will communicate their needs to the Superintendent of Schools and District 504 Coordinator. Work accommodations will be explored and developed where possible. Meetings will take place through an interactive process and will be developed individually with each employee.
- School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
- The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.

b. Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan

All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.

Hall lockers will not be issued at the start of the school year. Backpacks/bags will be allowed in the initial reopening phase. All backpacks and bags will be placed on the back of student chairs or in cubicles to maintain safety within the classroom.

Classroom Considerations:

- Social distancing will be established within the classroom to the maximum extent practicable. Face coverings will be worn at all times by all students in the school buildings unless doing so would inhibit the individual's health. Student desks should all face in the same direction (where possible) with students seated in every other row and every other seat. Alternate seating configurations will be determined for classrooms with lab tables and tables designed to accommodate multiple students. All seating should be designed to adhere to social distancing guidelines where possible.
- Sharing of materials will be discouraged. Students should bring their own supplies or if provided by the district will not be shared among students.
- Each student's belongings should remain separated from others throughout the day.
- Backpacks/Bags must be labeled with the student's name, and all items brought to and from school should be contained within the backpack.
- All belongings must be taken home daily.
- Procedures for routine hand washing throughout the day will be established by each school's administration in consultation with the classroom teacher.
- Transition between classes will be minimized to the extent possible. Transitions will be predicted and calculated to best accommodate social distancing (i.e. timed class dismissal, one way hallways and stairwells).

Therapy and Individual Testing:

- Individual testing will be completed in an open area room (i.e. Media Center) using partitions and proper protective equipment. Therapy will be conducted either in classroom space with teachers or in an open area room (i.e. Media Center) or after core classes are taught. Services may be provided through teletherapy.

All ventilation systems will be inspected for proper operation and will have adequate ventilation including operational heating and cooling.

c. Critical Area of Operation #3 – Transportation – Anticipated Minimum Standards Incorporated into the Plan

- Transportation Services are provided through a shared service agreement by the Cinnaminson Township School District.
 - The school district will use best practices for cleaning and disinfecting district-owned school buses and other transportation vehicles. Every school bus will be cleaned and disinfected before and after each bus route. All safety protocols will be maintained.
 - Bus Cleaning Procedures and a Disinfecting Schedule has been established.
 - Passenger limits will be placed on buses to promote social distancing.
 - Where weather conditions allow, buses will have open windows to promote ventilation.
 - Loading/Unloading Procedure - Buses will be loaded from the back to the front. Buses will be unloaded from the front to the back.
 - Masks must be worn at all times, by all occupants, while on the bus.
- Field trips will be placed on hold through the first half of the school year.
- Athletic competition transportation: School bus social distancing guidelines will be followed as established by our transportation company.

d. Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas – Anticipated Minimum Standards Incorporated into the Plan

- Arrival/Departure: Students will access the building through designated doors in each of the schools (RES, RMS, RHS) and will wear face coverings and maintain social distancing as designated by cones and floor markings placed six feet apart. Signage and markings have been ordered and will be applied to floors.
- Drop-off/pick-up configuration will be designed to minimize gathering with designated entrances/exits.
- Protocol will be created for vestibule/visitors to minimize gathering of individuals. Signage and floor markings will be placed in areas where there are lines of people.
- The District Safety and Security plan will be developed for common areas.

e. Critical Area of Operation #5 – Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms – Anticipated Minimum Standards Incorporated into the Plan

Screening:

- The RTSD is seeking to partner with our families to ensure our schools remain a safe place for everyone. Parents will be required to complete a statement of assurance, through a one time verification platform (Genesis or Google), they will take their child's temperature and verify they are free of COVID-19 symptoms, as outlined below, before sending them to school each day. In addition, out of an abundance of caution, all students will be screened for temperature (below 100) upon arrival to school. Students will be visually screened for outward signs and symptoms of COVID-19 by school staff as they enter the school building.
- Staff members will be required to verify they have taken their temperature and are not experiencing symptoms of COVID-19 as outlined below before entering the building each day. All staff will be required to complete an online verification (Genesis or Google) of compliance.
- Symptoms of COVID 19 include: A fever of 100° F or greater, Cough, Shortness of breath or difficulty breathing, Chills, Repeated shaking with chills, Muscle pain, Headache, Sore throat, New loss of taste or smell, Fatigue, Congestion or runny nose, Nausea or vomiting and Diarrhea.
- The school district has purchased twenty-five (25) hand held temperature monitors. They will be available for use in each school, Maintenance Department, CST and the Athletic Department.

Personal Protective Equipment (PPE):

- Face coverings will be worn by all students and staff members at all times when entering the building, while walking in the hallways, when in close contact with others and at all times.
- Replacement face coverings will be made available for those student or staff members whose mask becomes unusable during the day. Disposable gloves are also available for staff use upon request.
- Nursing staff will be issued face shields, face masks and protective gowns as necessary.
- If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility will be denied.

Students/Staff Presenting Symptoms:

- Nursing Staff to monitor those staff or students not feeling well. If symptomatic, the nurse will immediately follow procedure outlined in the **When Illness Occurs** (below) protocol. Any positive COVID-19 test results by student or staff member must be immediately reported to the Burlington County Department of Health. Notification protocols will be strictly followed.
- A staff member shall immediately notify the principal and the school nurse when he/she observes symptoms consistent with COVID-19 or becomes aware that an individual who has spent time in a district building tests positive for COVID-19. The school nurse shall immediately notify the Superintendent of Schools, local health officials and building principal of a confirmed case while maintaining confidentiality when the COVID-19 test is positive. The Superintendent will inform families of a positive COVID-19 case in the district following HIPAA and privacy notification protocols.
- Any staff member or student who was sent home with a fever and symptoms must stay home for ten days and until fever free for 24 hours (per current CDC guidelines) and the majority of the symptoms have resolved. If a COVID-19 test is taken and results are negative they may come back sooner OR if they see their medical doctor and he/she writes a note stating it is not COVID based on the symptoms (i.e strep etc.) will be acceptable.

When Illness Occurs:

Children and staff with fever, cough, or difficulty breathing will be placed away from others in an isolation area or designated room and asked to wear a face mask until they can be sent home.

- Whenever possible, cover children's (age 2 and older) noses and mouths with a mask or cloth face covering.
- If a mask is not tolerated by the child, staff should use a face covering and follow social distancing guidelines (6 ft. away).
- Individuals should be sent home and advised to follow What to Do If You Are Sick.
- When an individual tests positive for COVID-19, the school will immediately notify local health officials, staff and families of a possible or confirmed case while maintaining confidentiality.
- Schools will be prepared to provide the following information when consulting public health:
 - The identity of the person with COVID-19 or probable COVID-19 (i.e. staff, child in care, household contact).

- o The date the person with COVID-19 or probable COVID-19 was last in the building;
- o The date the person developed symptoms.
- o Types of interactions the person may have had with other persons in the building or in other locations.
- o How long their interactions were with other persons in the building.
- o If other persons in the classroom or school have developed any symptoms; and
- o Any other information to assist with the determination of next steps.

The school nurse shall require the certification of a physician that the student is contagion free before readmitting a student to school.

The Riverside Township Board of Education anticipates adoption of policy P-1648, on August 13, 2020, which allows for screening of staff and students upon arrival.

f. Critical Area of Operation #6 – Contact Tracing

- The Riverside Township School District is committed to assisting the Burlington County Department of Health in the efforts of contact tracing.
- The Nursing Department has established procedures and created forms for recording health related information to assist the BCHD in the tracing process. All documentation from our nurses to parents will be shared in multiple languages (English, Spanish and Portuguese).
- Contact tracing is a strategy used to determine the source of an infection and how it is spreading. Finding people who are close contacts to a person who has tested positive for COVID-19, and therefore at higher risk of becoming infected themselves, can help prevent further spread of the virus. A contact tracing team from the local health department or the NJDOH calls anyone who has tested positive for COVID-19. They ask the patient questions about their activities within a certain timeframe, to help identify anyone they have had close contact. Those contacts might include family members, caregivers, co-workers or health care providers.
- All school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school and district, shall be provided information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.
- The school nurse or designee shall make information available to educate the broader school community on the importance of contact tracing.
- The Riverside Township Board of Education anticipates adoption of policy P-1648, on August 13, 2020, with regards to Contact Tracing.

- Robin A. Ehrich, Superintendent of School and School Safety Specialist, has completed the Johns Hopkins University's COVID-19 Contact Tracing course.

g. Critical Area of Operation #7 – Facilities Cleaning Practices –Anticipated Minimum Standards Incorporated into the Plan

The Maintenance Department has established the following cleaning protocols:

- **Cleaning while staff and students are on site:** Custodians will clean office countertops and frequently touched surfaces on a regular basis throughout the school day. Entrance/exit doors, door handles, elevator buttons and light switches will be cleaned on a regular basis throughout the day. A cleaning schedule for bathrooms will be established by the maintenance department in consultation with school Principals to allow for cleaning on an hourly basis.
- Playground equipment will not be available for use at this time. It will be closed off with caution tape.
- **End of day cleaning:** Deep cleaning will take place on a nightly basis. Cleaning procedures as outlined in the Custodial Cleaning Manual will be reviewed and emphasized with custodial staff members.
- Every Wednesday all classrooms, offices and bathrooms will be cleaned per the daily cleaning protocols in addition all areas will be disinfected via electrostatic sprayers.
- All buildings will be cleared of non-essential employees no later than 4:00 PM each day to allow for cleaning and sanitizing by custodial staff.
- All maintenance staff members received summer “best practice” training and will continue to receive training on best practices in cleaning throughout the health crisis.

h. Critical Area of Operation #8 – Meals

- Cafeterias will not be open for staff or students. Coffee will not be available in the morning.
- Breakfast: *Breakfast After the Bell* will continue when students are in-person learning.
- There will be *Grab and Go* meal distribution for all students. Students on-site for the day will grab and go meals at the end of the school day. Those students working remotely will pick up meals on a designated schedule (similar to the previously established meal distribution program during the spring of 2020).
- Floor markings will be set up to ensure appropriate social distancing.
- All food handlers will wash their hands, after removing their gloves, per CDC hand washing guidelines.

Elementary students:

Lunches will be distributed in the classroom for those students purchasing a meal or receiving a free or reduced lunch on the days they attend school. Upon leaving school on the second day of attendance, students will take 3 days worth of meals home (3 breakfast, 3 lunch). Teachers will collect money for paid lunches.

Middle School and High School students:

Students receiving or purchasing breakfast will enter through the cafeteria courtyard entrance. Temperature checks will be taken at the entrance. Students will be rung up by the cashier, breakfast will be eaten in the classroom. Lunches will be picked up in the cafeteria at the end of the day.

Upon leaving school on the second day of attendance, students will be rung up for an additional 3 days worth of meals (3 breakfast, 3 lunch).

Students on All Remote schedule:

Meals (for 5 days) will be available for pick up on Wednesdays in the MS/HS cafeteria (between 11 am - 12 pm).

i. Critical Area of Operation #9 – Recess/Physical Education – Anticipated Minimum Standards Incorporated into the Plan

- Locker rooms will be closed during the health crisis to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.

Physical Education

- Physical Education classes will be limited to walking or will be run remotely. Students will be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
- The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.

Recess

- School playgrounds will be closed during the pandemic, as the district views the cleaning of each piece of equipment after each use as impractical. The playground equipment will be taped off to deter unauthorized use.

j. Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours – Anticipated Minimum Standards Incorporated into the Plan

- Field trips will be postponed until further notice.
- In person extra curricular activities will be postponed until further notice.
- Clubs that can be held remotely may be approved by the building principal.
- Outside Facilities Use: All requests for use of indoor space are postponed until further notice.
- The Board of Education requires the YMCA-Prime Time childcare program to follow district guidance on health and safety protocols.
- The use of outdoor facilities after school hours will be considered after consultation with the district’s insurance carrier.

2. Academic, Social, and Behavioral Supports

Social-Emotional Support and School Climate and Culture- School leaders and colleagues will support staff and all staff will support students during these unique situations by providing regular check-in using, trauma informed strategies and allowing for flexible scheduling (as appropriate) to support individual needs. Student supports will include:

Activities and communication strategies to build relationships and connectedness by practicing touch-free greetings, student (verbal) sharing opportunities, kind comment “circles”, recognition programs and/or get-to-know-you activities.

Establishing clear routines and expectations for learning through use of consistent language and practices; repeated routines and predictability; and frequent verbal, written and visual (modeled) communication.

Provide appropriate measures to assure safety and inclusiveness to provide encouragement and hope by practicing kindness, providing support, soliciting encouraging conversations/ stories of hope and kindness or showing empathy/ understanding for individual situations and needs or practicing reflective practices and self-awareness through mindfulness activities.

Targeted interventions for identified students that need additional support from the child study team through IEPs, the counselors through 504 plans or strategies provided by other doctors/ caregivers that support the student's needs.

Assessment of the success of these practices could include small group/ student conferring, morning meetings, emoji mood check-ins, celebrate and support boards or thumbs up checks.

Staff support includes the use of the "zen zone", wellness Wednesday Wakelet activity board, recognition programs, flexible afternoon schedules, ongoing professional development opportunities, additional planning and preparation time and wellness resources.

MTSS- All staff will provide multi-tiered [RTI](#) services on-site and remotely that include universal support through [UDL](#) strategies and instructional practices, targeted small group (live and through zoom) interventions/instruction and intensive support as appropriate to include but not limited to counseling, therapy services and support service programs. These practices will be supported through:

A positive school culture and climate through implemented [SEL](#) strategies, continuation of regular meetings with the school climate and culture teams, continuation of the No Place for Hate program in the high school and through the E3 network cohort and committees.

District and School Leadership will support staff through district goals and professional development plans that focus around equitable practices and include trauma-informed training, [SEL](#), culturally responsive teaching, SEI support, intervention strategies/support, participation in the E3 Network and additional individualized technology support.

Family and Community participation will be encouraged through frequent communication by the staff including emails, conferences and reporting of student performance. Students will be invited to meetings, student led conferences and student program planning meetings via Zoom. Parents will be encouraged to attend the district S.E.A.T. meetings and other school related functions that provide information relative to learning. Additionally, a monthly newsletter to parents, Focus on Learning, will provide general program and learning updates. The website will provide parents with translated, updated information.

[Assessment](#) of the success of the supports will include progress monitoring through multiple data points that include screening tools, formative assessment strategies, benchmarks, attendance, standardized test performance and report card grades. Data studies will occur in regular intervals by teacher led PLC groups, intervention teams, I&RS members and the administrative team.

Wraparound Supports - Comprehensive academic, behavioral, and social-emotional support provided by both inside and outside of the school environment may include the following;

The school district will utilize their partnerships with Riverside Township Police, and our district's SRO to develop comprehensive plans for families that support student's behavioral and social emotional support. Such programs will center around truancy concerns, drug/alcohol rehabilitation, and behavioral concerns that impact school and families.

Guidance counselors and CST/other related services will be a strong resource in maintaining students academic, behavioral, and social well-being. Counselors will be made available for academic counseling and to provide resources to families about therapeutic concerns. In the event outside agencies are needed, the district will use or direct families to the appropriate resource. Such resources include but are not limited to: Legacy Treatment Services, DCP&P, mobile response, Burlington County School Crisis Response Team, & Traumatic Loss Coalition. Referrals may be made to local mental health resources if they are not deemed to require the need for emergency response.

B. Leadership and Planning

1. Restart Committee

- The Riverside Township School District created an opportunity for all interested parents and staff members to participate in the School Restart and Recovery planning process.
- Three subcommittees (parents, staff, administrators) were formed to accommodate all interested participants and to allow everyone to have a voice in the school opening planning process.. The committees met to review the ten critical areas of operation and to explore possible learning frameworks.
- Subcommittee representatives then met with the District Restart Committee (District Administration, representatives from each subcommittee, BOE members, School Nurse, Athletic Director, Athletic Trainer) to review subcommittee recommendations and feedback and to further explore these areas.
- In total over ninety five stakeholders participated in this committee work.

2. Pandemic Response Teams

- Pandemic Response Teams have been established in each school. Building principals serve as the chairperson for each PRT and serve as liaison to the Restart Committee to ensure that actions are coordinated across the district. The team will be responsible for overseeing the implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership. The teams will consist of nursing staff, teachers, administration, SRO, athletic trainer, parents and secretarial staff members.
- They will adjust or amend school health and safety protocols as appropriate.
- Providing staff with needed support and training.
- Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
- Providing necessary communications to the school community and to the school district.

3. Scheduling of Students

Learning Plans:

Plan #1: All students and staff return to 100% onsite operation as dictated by the current health crisis data and as directed by the Governor’s Office, NJDOE, NJDOH and/or Burlington County Health Department.

Plan #2. Weekly Hybrid Learning Schedule: A/B student groupings:

The Riverside Township School District has voted to open schools on September 3, 2020 under the Hybrid Learning Plan. All onsite learning will take place from 8 am through 12:30 pm. Arrival and dismissal will be the same for all three schools throughout the current health crisis. Our goal is to provide a consistent schedule, routines and structure for all students.

Monday and Tuesday: (A) group is onsite for learning, (B) group is home for remote learning. In the first half of the day teachers will provide instructional support to those students onsite, remote learners will be required to complete the remote learning requirements provided by the teacher through their designated learning platform. In the second half of the day teachers will support all learners through remote instruction.

Wednesday: All students and staff will operate on a remote learning schedule and will be supported through designated learning platforms. All buildings and offices will be closed to staff and visitors and will be disinfected via electrostatic sprayers.

Thursday and Friday: (B) group is onsite for learning, (A) group is home for remote learning.

In the first half of the day teachers will provide instructional support to those students onsite, remote learners will be required to complete the remote learning requirements provided by the teacher through their designated learning platform. In the second half of the day teachers will support all learners through remote instruction.

Students in specialized populations will be offered live learning four days per week to accommodate their learning needs.

**** All Remote Option:** Those parents choosing to keep their children at home for an All Remote option will be taught and supported during the Hybrid remote sections as listed in the above learning framework.

A survey to choose the Remote Only or Hybrid learning option was sent to all parents in a separate email on Monday, August 3, 2020.

Plan #3: All students and teachers operate on a 100 % remote learning model as directed by the Governor's Office, NJDOE, NJDOH and/or Burlington County Health Department or if applicable by majority vote of the Riverside Township School District Board of Education.

School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.

Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers.

****Procedures for Submitting Full Time Remote Learning Requests:**

Parents will be asked to complete a survey indicating their choice for Hybrid or All Remote learning by Friday August 7th.

Procedures for requesting all remote learning following the survey deadline is as follows; Parent must contact the principal or designee of the school in which they wish to select the all remote option, they must provide request, name, school and grade level of student in writing as well as the technology the student will be using to receive full-time remote learning, including the student's connectivity capabilities. The student will begin all remote learning within two school days of the request.

After the school year begins a parent wishing to move from All Remote to Hybrid learning must wait until the end of a marking period to do so. Those parents wishing to move their children from Hybrid to All Remote may do so after communicating this decision, in writing, to the school Principal and upon receiving written notice from the principal. Specific questions related to the learning model choice should be directed to the school guidance counselors in each building.

The schools will make every attempt to contact those parents not responding to the survey to determine their learning platform choice (via email and telephone correspondence). Those parents not indicating a choice will have their children scheduled in the Hybrid learning model.

4. Staffing

All staff, including newly hired staff, will become familiar with district online protocols and platforms during professional development summer sessions, individualized tutorial sessions (scheduled upon request) and through building level in-service meetings prior to school opening.

All staff, including newly hired staff, will develop standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments through the use of the [Lesson Plan Checklist](#), [Components of Remote Learning](#) and [Remote Learning Resource List](#) documents and professional development opportunities.

All staff, including newly hired staff, will develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities through the use of the [Components of Remote Learning](#) and professional development opportunities.

[Professional Development Schedule](#)

[New Teacher Mentoring Handbook \(Supplemental Guide\)](#)

New Teacher Orientation

5. In-Person and Hybrid Learning Environments: Roles and Responsibilities

In a fully in-person or hybrid learning environment staff will monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules will include designated time to support school building logistics required to maintain health and safety requirements.

Instructional staff should: Reinforce social distancing protocol with students and co-teacher or support staff, Limit group interactions to maintain safety, Support school building safety logistics (entering, exiting, restrooms, etc.), Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments, Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities, Provide regular feedback to students and families on expectations and progress, Set clear expectations for remote and in-person students, Assess student progress early and often and adjust instruction and/or methodology accordingly, Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.) and Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).

Administrators: In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should: Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction, Provide time for staff collaboration and planning, Prioritize vulnerable student groups for face-to-face instruction, Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered., Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction, Define and provide examples of high-quality instruction given context and resources available, Assess teacher, student, and parent needs regularly, Ensure students and parents receive necessary supports to ensure access to instruction, Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines, Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models and Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

Support staff: Instructional Aides/Part-time Aides/Ambulatory Aides may: Lead small group instruction to ensure social distancing, Consider student grouping to maintain single classroom cohorts, Consider alternative methods for one-on-one interactions avoiding in-person contact where possible, Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two), Provide real-time support during virtual sessions, Research websites, videos, and links for accessible activities that teachers can incorporate into lessons, Support families and students in accessing and participating in remote learning, Lead small group instruction in a virtual environment and Facilitate the virtual component of synchronous online interactions.

6. Athletics

We have prepared a *Riverside : COVID-19 Return to Participation* document which outlines procedures for participation in athletics at Riverside. This guide follows guidance from the NJSIAA COVID-19 Medical Advisory Task Force and the NJ Sports Advisory Task Force. This guide is posted on the Athletic Department webpage: http://riversidehs.sharpschool.net/r_h_s_athletics

C. Policy and Funding

The impact of the COVID-19 pandemic presents many fiscal challenges to the school district for delivery of instruction and related services to students in addition to other basic operational needs. Readying facilities, purchasing supplies, transporting, and feeding students may look drastically different in the 2020-2021 school year. The Board shall explore options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning in the face of considerable uncertainty. The options the Board shall explore include, but are not limited to, the following: Elementary and Secondary School Emergency Relief Fund, Federal Emergency Management Agency – Public Assistance; and State School Aid.

D. Continuity of Learning

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. The school district will work closely with our stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are in need of in-person instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

Curriculum, instruction, assessment and professional learning are all constructs that can be adjusted to serve as levers for equity.

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities.

- Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
- In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.

Procedures will be in place to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.

The CST will communicate to the parents procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

Technology and Connectivity:

- Survey responses from parents indicate a very high connectivity rate and access to technology. Parents will be allowed to borrow a District issued Chromebook for student use during remote learning. Staff members will be allowed to borrow a District issued Chromebook for use during remote instruction. The school district will work with those parents without internet connectivity to secure access.
- Additional wireless access points have been installed to increase and improve wifi capacity in classrooms.