

Riverside Township School District

Health-Related School Closure Preparedness Plan



In the event the Centers for Disease Control (CDC) or the New Jersey Department of Health (NJDOH) directs school closure due to Coronavirus outbreak the Riverside Township School District wants to ensure that the educational process continues. To ensure that the contact among students is limited this plan has been created to ensure that students may continue to receive their education through technology and other means.

Purpose

This plan provides guidance to the Riverside Township School District and may serve as the plan for maintaining essential functions and services during a pandemic outbreak. It does not replace or supersede any laws or policies; it simply serves as a guideline to address continuity of operations of the school district, aligned to the requirements set forth by the New Jersey Department of Education (NJDOE) specific to disease outbreak.

Those requirements include:

- 1.) Written directive from DOH or Local health Agency ordering closure;
- 2.) Equitable access to services for all students;
- 3.) Address provision of appropriate education for Special Education students; and
- 4.) Provision of school nutrition benefits for students.

Communication

Communication to District employees and stakeholders has already started. A letter was sent to all parents and staff members on March 4, 2020. All letters, updates and related coronavirus (COVID-19) information are posted to the district website main page. Moving forward, the

district will use all available communication tools to provide employees and the community with information and updates. This will include:

- Emails through Genesis;
- Updates to the designated webpage;
- District and building-level meetings;
- District and building level emails;
- School Blackboard robocalls if necessary.

PLAN COMPONENT 1: Equitable Access of Instruction for All Students

Home Instruction/Learning Plan:

Riverside High School, Riverside Middle School, Riverside Elementary School

Administrative responsibility:

As the educational leaders of the school, the administration will be responsible for coordinating this plan and supporting the information flow between the district, teachers, parents and students. Administration will assist and support teachers, as necessary, in providing instructional content to students. They will also coordinate parent pick-up of materials as applicable (printed material). Temporarily lift fines for parent access to Genesis. Assist Nutri-Serve as necessary to ensure the food distribution process to students takes place. As the situation progresses the school administration will provide relevant information to staff and parents.

Teacher responsibility:

Just as in a normal educational day, the teacher is responsible for creating an environment for their students that will foster learning and understanding of the material presented. The teachers will not change their curriculum just their way of providing instruction to ensure that students have the best possible education under these circumstances. Teachers may use resources presented in [Appendix A](#) – teachers will create lessons that use technology, print outs, and other necessary means to present their material. Teacher responsibilities to support students include a minimum of 4 hours per day, 20 hours per week. Assure that students have appropriate log-in credentials for the online learning platforms they will be using.

During the period that schools are closed, the teachers will be responsible for the following:

- Updating and ensuring webpage access for students;
- Keeping their Google Classroom, or other learning management system updated;

- Invite administration to their classroom as needed
- Providing response/feedback to students in a timely manner - commenting and discussing to ensure deeper level learning;
- Creating assessments that are rigorous and are not simply searchable - proving an understanding of the material;
- Grading will continue as a necessity to the learning process. The teacher and district policies on grading will continue to be followed.

All instruction will be differentiated in order to meet the needs of ALL our students;

- ESL/ELL
- Special Education/504
- At Risk
- On grade level
- Gifted and talented

Individual IEP and 504 Related Service plans will be designed to meet each students needs by providing materials and resources for continuity of service. Instructional Aides to assist as necessary in this effort. If any modifications and/or accommodations cannot be delivered, compensatory services will be provided upon return to school. Occupational therapy, Physical therapy and Speech will receive services as required.

The Riverside Township School District enrolls approximately 1,453 students. Of those students 275 have an active IEP, 153 are English Language Learners and 87 participate in our state funded preschool program.

Buildings open to Staff:

- **If** buildings are open to teachers - using their learning management system that are available in the building, teachers will build and disseminate lessons to the students.
- Hard copy materials needed and deliver to the office labeled with the class name and student check off sheet so that it can be tracked (for those without internet access – per list)

Buildings closed to Staff:

- **If** buildings are closed to teachers - create and email materials to be printed and copied to the main office (for those without internet access – per list). It will be

distributed on a main table for students when needed. Be sure to list the number of copies needed for each item so that staff in the office does not have to guess. Packets may be mailed as necessary.

Student/Parent responsibility:

RES

- Download materials that are necessary for the continued success of your education.
- Retrieve materials from the school if internet access is not available. Materials will be kept on a table outside the main office.
- Response to teacher assignments.
- Completed paper assignments will be collected/graded by teachers upon return to school.
- Verify log-in information.

RMS

- Download materials that are necessary for the continued success of your education.
- Retrieve materials from the school if internet access is not available. Materials will be kept on a table outside the RHS main office.
- Response to teacher assignments.
- Completed paper assignments will be collected/graded by teachers upon return to school.
- Verify log-in information.

RHS

- Download materials that are necessary for the continued success of your education.
- Retrieve materials from the school if internet access is not available. Materials will be kept on a table outside the main office.
- Response to teacher assignments.
- Completed paper assignments will be collected/graded by teachers upon return to school.
- Verify log-in information.

Secretaries - Clerks

- Assist in facilitating “hard” copies of learning activities for those in need;
- Assist in coordinating devices for those in need if applicable (students and staff);

- Assist in communicating with students and parents;
- Assist administrative team as necessary.

Counselors, Nurses

- Be available to assist with student and parent questions;
- Virtual office hours as appropriate;
- Be available to facilitate resources as needed for students with limited tech;
- Be available to facilitate resources as needed for teachers;
- Prepare a plan for student return (especially at-risk students or those who may be impacted by the closure, mentally or physically).

Case Managers (CST and Speech and Language Therapists)

The expectation is that CST teams will continue to develop IEPs; write reports; plan for next year. Teams can conference through Zoom, Google hangouts, phone conferencing, Google classroom. Virtual office hours will be set up to address parent concerns, questions, and reschedule IEP meetings as necessary. Every attempt will be made to hold IEP meetings via teleconferencing and Zoom conferencing.

PLAN COMPONENT 2: Special Education and Related Services for Students with Disabilities:

Progress monitoring timelines set forth by the students' IEP's are being implemented and tracked through the IEP management system Frontline. IEP's are being updated regularly through the rolling annual review and re-evaluation planning meetings being held virtually.

IEP meetings are being conducted virtually or telephonically while schools are closed. Meeting notices are still being sent via mail and email, and all meetings are being held in compliance with timelines set forth in NJAC 6A:14. Invitations notify parents as to how they can participate in the meetings remotely. The CST secretary maintains detailed notes for every single case and makes a reminder phone call one day prior to the scheduled meeting to again provide instructions for how the parent can participate. Case managers are holding IEP meetings, and are required to check email and phone messages daily. Case managers are also checking in with all families on their caseload on a rolling basis. Some families are contacted multiple times per week, while others at a minimum of every other week. A contact log is kept through each case manager.

Many Child Study Team assessments are unable to be conducted at this time due to the mandated social distancing. Evaluations will be conducted once school safely reopens. Any evaluations that can ethically be conducted virtually will take place.

Remote instruction for Students with Disabilities is individualized based on students' unique learning needs. Students are able to access multiple online learning platforms, as well as virtual face to face instruction from their teachers and classroom Aides and Instructional Ambulatory Aides. Related services are being offered virtually where appropriate, as outlined by the statute. Families were provided access to Chrome books to assist with delivery of services, as needed. Phone consultation with related service providers is also being offered on an individual basis, as needed. Related service providers are also able to access the virtual learning platforms of Google Classroom, Google Meets and Zoom in collaboration with the teaching staff. Teachers continue to submit lesson plans, which align to students' IEP goals and objectives within the NJSLs.

PLAN COMPONENT 3: Addressing ELL and Bilingual Needs:

Remote instruction for English Language Learners (ELL) is individualized based on students' language proficiency needs. The elementary and middle school program is providing support services through translated emails with linked resources to learning platforms that align with grade level instruction and provide language support for students and parents. Students also receive a daily ESL period of instruction through phone calls, zoom meetings and individualized virtual support resources. ESL teachers also provide grade level support through Collaborative Google Classrooms and teachers provide translated, adaptive programs (as available) in the student's native language. Teachers are using the "Talking Points" app which provides a texting service that translates texts to both-end users to ease communication efforts. Additionally, students are able to access multiple online learning platforms, as well as virtual face to face instruction from their teachers and support staff. Families were provided access to chrome books to assist with delivery of services, as needed.

Remote instruction for English Language Learners (ELL) is individualized based on students' language proficiency needs and scheduled program. The high school push-in support program is providing support services through collaborative Google classrooms where the ESL teacher supports instruction, meets with students as needed and modifies assignments based on proficiency levels. All ELL students receive explicit, daily ESL instruction through translated emailed assignments that provide adaptive programs assignments and content related support materials. Additionally, students are able to access multiple online learning platforms, as well as virtual face to face instruction with content area teachers and the ESL instructor. Families were provided access to chrome books to assist with delivery of services, as needed.

COMPONENT 4: Provision of School Nutrition Benefits or Services for Eligible Students:

In accordance with guidance released March 6, 2020 from the USDA, the district has applied for and been approved to run a temporary Summer Seamless Option (SSO) program. Riverside Township Bd of Ed - SFA Agreement # 00504450. All students are eligible for free meals.

The following plan will be followed:

Nutri-Serve will provide boxed/bag meals for pick up at our two cafeteria locations daily between the hours of 11 am and 12 pm. Each bag will contain a lunch for the current day and a breakfast for the following day. Part-time Aides (three at each cafeteria location) will assist with providing verbal cues to students (on social distancing) as they line up for meals at cones that are spaced 6 feet apart. The frequency of meal distribution may be modified to accommodate the current health related situation. Currently we are providing meals for five days each Monday or on the first day of the week (10 meals are contained in each delivery/pick-up). All bagged meals are arranged on table tops for quick pick up by students/parents. There is no contact between servers and students/parents. All staff and helpers are required to wear PPE. We highly encourage students and parents to wear masks/face protection. All areas are thoroughly cleaned after each meal distribution day.

Nutri-Serve staff: Staffing includes a total of between 10-13 employees on site daily.

COMPONENT 5: Length of Virtual or Remote Instruction Grade Span:

Learning plans were developed based on the district curriculum, current student levels, and feedback from parents. Moving forward teachers are instructing students virtually. Students are being taught with assignments, independent work, in grade appropriate lengths of time. Measures of student learning are collected via online platforms.

As of the extension of the closure, announced on May 4, 2020, we have disseminated approximately 150 chrome books to students who had access to internet, but no device to use. For those students without internet access 11 (grades 6-8) and 1 (grades 9-12) and students in grades k – 2 are working primarily through paper packets, which have been provided for the remainder of the school year.

Pre-K: Students receive instruction five days per week, (following school calendar) and teachers are available from 8:15am until 2:35pm. Students receive instruction in all subject areas.

Uniquely independent work is minimal, as most students in this grade span are not capable of truly acting independently in their learning environment. Lessons and support materials are distributed to families through the Teaching Strategies Family Portal, a platform supported by the preschool curriculum company, Creative Curriculum. Lessons contain themed resources and opportunities for dramatic play. Instruction is differentiated based on student ability, as measured

by benchmarks and parent feedback. Differentiation for students with disabilities and English language learners is detailed below. Assessment is based on pupil performance on a variety of measures which include practice pages, student-teacher conferring in zoom sessions, progress on adaptive programs and parent feedback. The school is maintaining traditional grading as reported through our standards based report cards.

Kindergarten-2nd Grades: Students receive instruction five days per week (following school calendar), and teachers are available from 8:15am until 2:35pm. Students receive instruction in all subject areas. Uniquely independent work is present for reading, math, and related arts classes, as these teachers support independent instruction through synchronous, asynchronous and virtual, small group instruction. Students access linked videos, invited Zoom meetings and various adaptive learning platforms such as Reading Eggs, Math Seeds, Happy Numbers and EPIC (online book selections) through teacher weekly (whole groups) and individual (as needed) parent emails. Teachers differentiate for most students based on student ability, as measured by benchmarks and parent feedback, giving students who are able short activities to practice their writing, phonics, independent reading, science, social studies and math skills through teacher provided practice packets. Differentiation for students with disabilities and English language learners is detailed in component 3. Assessment is based on pupil performance on a variety of measures which include practice pages, student-teacher conferring in zoom sessions, progress on adaptive programs and parent feedback. The school is maintaining traditional grading as reported through our standards based report cards.

3rd – 5th Grades: Students receive instruction five days per week (following school calendar), and teachers are available from 8:15am until 2:35pm. Students receive instruction in all subject areas. Uniquely independent work is present for students in all classes through designated, individualized assignments provided through Google Classroom. Students are working using synchronous and asynchronous learning opportunities and resources/assignments provided through Google classroom. Teachers meet with students virtually via Google meets and Zoom, and provide assistance and guidance. The teacher selected assignments and adaptive programs such as RAZ Kids and Think Central provided differentiated instruction based on student need. Support services are provided by support staff through the collaborative Google Classroom and offer students modified assignments, additional support resources and/or small group meetings as needed to support student learning needs. Differentiation for students with disabilities and English language learners is detailed in components 2 and 3. Assessment is based on pupil performance on a variety of measures which include Google classroom assignments and Google discussions, student-teacher responses in zoom sessions, progress on adaptive programs and parent feedback. The school is maintaining traditional grading as reported through our standards based report cards.

6th-8th Grades: Students receive instruction five days per week (following school calendar), and teachers are available from 7:38 – 1:54 pm. Students receive instruction in all subject areas.

Students in this grade span are more independent, and therefore complete a variety of assignments independently. Teachers post videos on their Google classrooms, and then students are assigned work to complete. In addition, teachers have been meeting with students via Google Meets, and this allows students to have virtual instruction. In addition to teacher instruction, teachers have shared Learning Ally books, online mathematics materials, and subject-specific assignments that are standards based. Parents are also included in the decision-making process, as they are encouraged to share their students' progress at home. Differentiation for students with disabilities and English language learners is detailed in components 2 and 3. Assessment is based on pupil performance on a variety of measures which include Google classroom assignments and Google discussions, student-teacher responses in zoom sessions, progress on adaptive programs and parent feedback. The school is maintaining traditional grading as reported through our standards based report cards.

9th-12th Grades: Students receive instruction five days a week (following school calendar), and teachers are available from 7:38 – 1:54 pm. Students received instruction in all subject areas. Students in this grade span can work independently and therefore complete a variety of assignments independently through collaborative Google Classrooms. Teachers post asynchronous and synchronous videos on their Google class page. Students are provided choice-based assignments that include independent and cooperative learning opportunities and support differentiated practices. Students have the opportunity to post questions and respond to classmates to promote group “discussion”. In addition, teachers have been meeting with students via Google Meets. This allows students to have direct instruction and discussion-based instruction. Weekly check-ins and opportunities for student input and reflections guide lesson planning and help monitor progress and provide an opportunity for real-life connections. Parents are also included in the decision-making process, as they are encouraged to share their students' progress at home. Differentiation for students with disabilities and English language learners is detailed in components 2 and 3. Assessment is based on pupil performance on a variety of measures which include Google classroom assignments and Google discussions, student responses to teachers and peers in zoom sessions, collaborative projects, online participation, progress gained in online practice platforms (where applicable) and student feedback/reflections. The school is maintaining a traditional grading scale to determine final course grades.

COMPONENT 6: Attendance:

The students that are working virtually are logging into their classes daily. Grade level teachers are checking in with each student daily. Parents whose children are not working for the day are asked to follow normal protocol and phone each school office. Teachers are calling home to students who do not log in to touch base and check in. Students that are unable to be reached are being turned over to a guidance counselor, school administrator or case manager who follow up

with telephone calls to the home. Wellness checks by the Riverside Police Department will be used in emergency cases. As long as student are participating on a daily basis, participating to the best of their ability, and attempting to complete the assignments they will be promoted to the next grade. High school students will be required to meet the minimum grading standard to earn credit in each course. All students will be reassessed upon the opening of school to determine areas of loss of learning and provide necessary interventions. For students who are working on paper packets, teachers are calling home several times per week to get an update on work completion, assess students well-being, and to generally check in. These students' attendance will not be affected so long as they participate in the calls and work assignments. If these students are not engaged, we follow the same method as described above.

COMPONENT 7: Facilities and Essential Personnel:

All personnel deemed necessary by the Superintendent of Schools to provide continuity of operations.

CONTINUITY OF OPERATIONS

Superintendent

Maintains authority over all operations and emergency closure plan.

Board of Education meetings will run remotely via teleconference or Zoom. The number/link will be publicized on the RTSD website.

School Business Administrator

Monitors and maintains the Business Office for continuity of payroll, purchasing and payments.

Maintenance and Operations

Takes appropriate measures to minimize, to the greatest extent possible, the risk of a viral transmission in the school facilities with cleaning policies and practices which include (but are not limited to) on a daily basis:

- Filing of soap and hand sanitizer dispensers
- Ensuring all paper towel holders are filled and functioning at all times;
- Sweeping and wet mopping all floors;
- Vacuuming rugs;

- Cleaning and sanitizing hard surfaces including fountains, door knobs, work areas, computer keyboards, counter tops, railing, and stairwells;
- Cleaning and sanitizing bathrooms - toilets, sinks, walls, floors;
- Cleaning and sanitizing cafeterias - tables, chairs, food lines.
- Takes steps to assure the provision of power, heat and ventilation, water, sewer and janitorial services.

The safety and security of the students and staff is a critical responsibility for the school district and even greater during this health crisis. The Riverside Township School District has implemented the following protocols for all scheduled visitors and staff when entering the building: No public access into the building, PPE provided to all staff in the building including masks, gloves and hand sanitizers, visitors must confirm a temperature below 100.4 and no signs or symptoms associated with COVID-19. The administration communicates with maintenance on a daily basis by emailing the areas that are used by their staff members. Maintenance prioritizes the cleaning of those areas first. Regular walkthroughs by the essential staff to all parts of the building and regular cleaning of all areas takes place on a weekly basis. The facilities are monitored by staff for all maintenance issues; as well as, contractual maintenance continues. Outside facilities are also monitored on a regular basis.

We will begin to move into our summer cleaning mode. A deep cleaning of all spaces includes removing all contents in a classroom. All classrooms will be cleaned from top to bottom with appropriate chemicals and disinfectants. All floors will be stripped, cleaned and waxed. Building painting will occur as needed and routine maintenance issues addressed. Throughout the closure all building systems will be maintained and monitored by our essential staff. Teachers/Aides will be considered essential for room closeout purposes only.

Technology

The Technology Department will continue to function regularly from an outside location, with in site access as necessary.

COMPONENT 8: Summer Programming:

Our summer school and ESY programs will be delivered virtually. Our program has been Board approved to run Monday through Friday from 8am to 12pm beginning July 6, 2020 - July 31, 2020 (20-day program). High school students will be eligible to complete credit recovery through Educere at parent expense.

Given the unprecedented nature of this learning environment, students are bound to have difficulty mastering all the standards assigned during the absence of traditional school. In order to properly assess learning loss, teachers will craft and utilize a variety of baseline assessments upon our return to school. RES and RMS promotion ceremonies will be conducted virtually. RHS graduation will take place via a virtual ceremony on June 18th. We will hold an on-site ceremony in July 31st if the Governor's E.O. allows such gatherings to take place.

Revised: May 18, 2020

[Appendix A](#)

Riverside Elementary School (K-2)

Reading

[Reading Eggs](#)

[RAZ Kids](#)

[Tumble Books](#) (online books)

[Vooks](#) (video books)

Writing

[Writing Prompts](#)

[Piece of English Cake](#)

Daily Journals- students can write and reflect

Math

[Think Central](#)

[Math Seeds](#)

[Prodigy](#)

Science/ SS

[Mystery Science](#)

[Discovery Kids](#)

[Kids Know It](#) (science)

[Kids Know It](#) (ss)

[Mr. Roger's Community](#)

Health/ PE

[Go Noodle](#)

[PSB Kids](#)

Music/Art

[Go Noodle](#) (music)

[How to Draw](#)

Puppet Pals (app)- Create your own unique shows with animation and audio

Sock Puppets (app)- Create your own lip-synched videos. Add puppets, props, and backgrounds

Riverside Elementary School (3-5)

Reading

[Study Island](#)

[Tumble Books](#) (online books)

[Vooks](#) (video books)

[RAZ Kids](#)

[Newslea](#)

Writing

Daily Journals- students can write and reflect

[Piece of English Cake](#)

[Every Day Edits](#)

Math

[Think Central](#)

[Study Island](#)

[Prodigy](#)

Science/ SS

[Mystery Science](#)

[Discovery Kids](#)

[Kids Know It](#) (science)

[Kids Know It](#) (ss)

[Liberty Kids](#)

Health/ PE

[Kid Workout](#)

[Healthy Topics](#)

Music/Art

[Music Resources](#)

[How to Draw Series](#)

Puppet Pals (app)- Create your own unique shows with animation and audio

Sock Puppets (app)- Create your own lip-synched videos. Add puppets, props, and backgrounds

Computers/ ELP

[Code.Org](#)

Riverside Middle School (6-8)

Reading

Google Classroom

[Common Lit](#)

[Membean](#)

[Newslea](#)

[Learning Ally](#)

Writing

Google Classroom

[No Red Ink](#)

[Membean](#)

Daily Journals- students can write and reflect

Math

Google Classroom

[Big Ideas](#)

[Math Games](#)

Science

Google Classroom

[Khan Academy](#)

[Tween Tribune](#)

Social Studies

Google Classroom

[Liberty Kids](#)

[Tween Tribune](#)

Health/PE

Assign a Daily Workout

[Basic Exercises](#)

[Kids Health in the Classroom](#)

Powerpoint Slides by Unit/ Lesson

World Language

[Duolingo](#)

Computers

Google Classroom

[Google Apps for Learning Financial Literacy Ebook](#)

[Applied Digital Design](#)

Related Arts

[Art Resources](#)

[Music Resources](#)

Riverside High School (9-12)

ELA

Google Classroom
[Common Lit](#)
[Membean](#)
[No Red Ink](#)
[Noodle Tools](#)

Math

Google Classroom
On-line textbooks
[IXL](#)
[Desmos](#)

Science

Google Classroom
On-line textbooks
[Khan Academy](#)
[Tween Tribune](#)

Social Studies

Google Classroom
[FlipGrid](#)
[Tween Tribune](#)

World Language

[Duolingo](#)

Health/PE

Assign a daily workout routine
[Basic Exercises](#)
[CDC Healthy Living Topics](#)

Computers/ Business

[Applied Digital Design](#)
[Mimic Personal Finance Simulation](#)

Related Arts

[Art Resources](#)
[Music Resources](#)

[The Food Network](#)

JROTC

Online learning assignments/ JROTC Activity Planning and Review

Virtual Classroom Platforms (create lessons for students to view at any time)

- [Buncee](#): Presentation maker for teachers and students
- [Loom](#): Free video making
- [Edpuzzle](#): This program allows teachers to use videos - posted online to embed questions based on the information in the video. Students will use that information (pro version offered for districts that are closed due to coronavirus)
- [Quizziz](#): Quiz maker
- [Quizlet](#): flashcards, games and other learning tools
- [Insertlearning](#): Insert questions and other items directly into a webpage.
- [Screencastify](#): Video making
- [Screencasto](#): Video making
- [Wakelet](#): Share, organize and save content information
- [Deck.toys](#): Drop and drag lesson creation

Interactive Classroom Platforms (lesson that provide student participation)

- [Google Classroom](#): [Hyperdocs](#) is a creation of google docs with hyperlinks to help lead students through a lesson
- [Flipgrid](#): a message board where teachers can pose a question and their students can post 90-second video responses that appear in a tiled "grid" display.
- [Zoom](#): Video Conferencing
- [Gimkit](#): Live quiz player
- [Peardeck](#): Interactive presentation maker for google slides
- [Kahoot](#): Game maker
- [Plickers](#): Digital formative assessment tool
- [SeeSaw](#): student-driven digital portfolio that empowers students of any age to create, reflect, collaborate and share
- [Padlet](#): Class collaboration
- [Educateations](#): Online white board
- [Voxer](#): Secure, real-time communication for sharing ideas, blogging in voice recording or text
- Talkie App: Text to Speech app

Other Resources for Learning

- [Frogplay](#): Games and quizzes for students
- [Brainpop](#): Videos, quizzes and other lessons
- [ABCYa](#): Games and other learning activities
- [Applied Digital Design](#): (6-12)video lessons and online projects on a variety of computer based application projects
- [Tween Tribune](#): K-12 current events articles in all content areas
- [Newslea](#): News stories that you can add quizzes and such
- [Khan academy](#): Videos to help your students (all subjects/ all levels/ all languages)
- [Math with code](#): Computer programing that incorporates all levels of math
- [Read and Write](#): Online for students
- [Code.org](#): Coding and computer design projects for all ages
- [EdHelper](#): Worksheets for all grades and content areas for packets needed for those with limited internet access