



## School Closure Preparedness Plan

River Edge Public Schools

March 20, 2020

The River Edge Public School District will follow the plan outlined below in the event of school closure. The River Edge Public School District's Preparedness Plan will allow for continuity in the educational experiences of all students by leveraging virtual tools and supplemental resources to maximize remote learning.

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### Equitable Access

In order to ensure that all students have the resources necessary for virtual learning, the district has sent out a paper survey to all parents/guardians in their spoken languages, asking questions relating to technological devices and internet access. Phone calls and/or direct contact were also made to identified families to ensure that all students have internet access and appropriate devices. Chrome books were provided to those in need.

<b>River Edge Staff</b>	
While school is closed, all staff members are expected to be available and completing work-related tasks during the regular school day, Monday through Friday.	
<b>Category</b>	<b>Number</b>
Administrators	10
Integrated Preschool Teachers	1
Kindergarten Teachers	9
Grades 1 - 5 Teachers	41
Grade 6 Teachers	8
Interventionists	6

ESL Teachers	3
Gifted & Talented Teachers	1
Related Arts Teachers (Library/Integrated Media, Music, Physical Education, Visual & Performing Arts, World Language)	11
Technology Staff (Coaches, Tech Support)	4
Nurses	3
Special Education Teachers	15
Related Services (Speech, OT, PT, Behaviorist)	7.5
Pupil Assistance Counselors	2
Child Study Team	5
Full-Time Instructional Aides	36
Part-Time Aides (504, Health, Lunch, Special Education)	33

<b>A Demographic Profile: River Edge Students</b>	
<b>Category</b>	<b>Number of Students</b>
District	1,263
Low Socioeconomic	9
Students with Disabilities	118
English Language Learners	97

### **Maintenance**

All maintenance and custodial staff will report to work. The hours for night staff will be modified to accommodate collaborative cleaning of the buildings. Staff will be cleaning all classrooms thoroughly, checking building equipment and outside maintenance (when applicable). Gyms and gym equipment will be thoroughly cleaned. All areas of the school will be thoroughly disinfected. A schedule will be in each classroom to facilitate areas to be cleaned with a checklist to ensure that all items are cleaned each day.

### **Scheduling, Planning, & Professional Development**

Upon receiving notification of possible school closure, the administrative team organized and implemented training sessions on virtual learning tools and new developments in educational technology that will optimize the virtual learning experience for our students. The administrative team has also arranged for collaborative planning and articulation in developing resources for virtual learning across content areas and grade levels.

<b>Pre-K</b>	Virtual lessons and activities are posted to the district's website. The teachers will continuously update the website. In addition, paper-based activity packets with specific directions are sent home with each child.
<b>K-6</b>	Virtual lessons and activities are posted to grade level Virtual Learning Google Classrooms. The teachers will continuously update the Classrooms. In addition, activity packets with specific directions are sent home with each child. The administrative team communicates to all parents/guardians regarding the necessary instructional materials for virtual learning. This is posted to each grade level's Google Classroom. Directions for accessing Google Classroom accounts are also included.

On the first day of the school closure, teachers begin facilitating online instruction for their classes. Students engage in virtual lessons prepared by their teachers. As time continues, teachers update their resources and provide feedback, as needed. Teachers will be available during the hours of a school day to interact with students and respond to questions and concerns. As needed, teachers will continue to update and add new lessons to the platform.

### **Attendance**

In Grades K-6, all parents/guardians are asked to submit a daily Google Form indicating their child(ren)'s participation and completion of assigned activity for the day. Teachers also track student participation through online platforms and completion of work.

### **Teacher Guidelines**

- Each day, at 3:00, teachers review the Google Forms for attendance (posted in the Classroom) and then post attendance on Genesis.
  - If a student/parent does not submit his/her form by 3:00, he/she will be marked absent. If students submit the Google Form after 3:00, teachers will email the names of the students to the building secretary.
- Homeroom teachers access the Attendance Form in Grade level Google Classroom
- If consistent absenteeism is noted, the parents will be contacted and will be reported to the Building Principal
- Teachers also check the Attendance Form for feedback and communication with students

### **Parent Guidelines**

- As for a regular school day, all students are expected to participate daily in the virtual learning lessons. A student should be completing one assignment per content area per day.
- Parents or students need to submit attendance to teachers by 3:00 pm. If attendance is not submitted by this time, your student will be marked absent.
- Parents or students will submit attendance by visiting their child's grade level Google Classroom and clicking on the "Attendance" button at the top. This directs them to the Attendance Google Form to fill in and submit to teachers.

### **Instructional Delivery**

Grades PreK-6: The district has developed virtual and/or remote learning lessons for their students. Teachers have classroom websites and/or a grade level Google Classroom that was sent out to guardians in the event of a school closure. These websites and/or Google Classrooms house remote and virtual learning lessons for students to complete.

All lessons are posted in child and parent-friendly language following the structure “What I Will Learn, What I Need, and What I Will Do”. Lessons for all content areas and support staff have been posted and include a variety of activities (e.g. video lessons recorded by grade level teachers, completing practice tasks assigned through online platforms, and engaging in offlines activities that have been sent home with students in advance of school closures. Teachers will be available for questions and discussion during school hours via email. Teachers and Administration will also meet on a weekly basis via Google Hangout to provide feedback and offer time for collaboration.

#### Digital eTexts:

- Everyday Math/ConnectEd
- History Alive!
- Big Ideas
- STEMscops
- National Geographic

#### Additional Virtual Learning Tools/Websites:

- Google Classroom - <https://classroom.google.com>
- Freckle - <https://freckle.com>
- Sadlier - <https://www.sadlierconnect.com/login.html>
- NewsELA - <https://newsela.com/>
- Khan Academy - <https://www.khanacademy.org/>
- GoNoodle - <https://www.gonoodle.com/>
- Flipgrid - <https://info.flipgrid.com/>
- Screencastify - <https://www.screencastify.com/>
- Razkids - <https://www.raz-kids.com/>
- Kahoot! - <https://kahoot.com/>
- PebbleGo - <https://pebblego.com/>
- Discovery Education - <https://www.discoveryeducation.com/>
- Epic - <https://www.getepic.com/sign-in>
- Happy Numbers - <https://happynumbers.com/>
- Mystery Science - <https://mysteryscience.com/school-closure-planning>

#### **Assessment and Feedback/Communication**

Each grade level will include assessment measures that align with the content provided. The majority of the assessment measures will be completed through online platforms, allowing teachers to provide immediate feedback and direction. There will also be a number of paper-based and hands-on assessments. Assessments that are not online will be submitted when students return to school after the school closure.

#### **Communication with Students**

- Teachers are expected to communicate daily with all students
- Suggested Communication Applications: Google Drive, Seesaw, Class Dojo, Flipgrid, Padlet
  - If teachers need Professional Development on these applications, they will contact a Tech Coach who will provide teachers with digital workshops via Google Hangouts.
- Teachers are expected to grade student assignments that are turned in digitally and communicate feedback with students via Google Docs, Google Slides, Google Sheets, the Google Classroom, or other digital platforms that you are using (ex. Seesaw)

#### **Communication with Parents**

- Teachers are expected to communicate with parents when needed. This can be done

via email or digital platforms (ex. ClassDojo, Seesaw, Google Hangout, etc.)

- Communication should focus on student performance, attendance, etc.
- If parents ask questions relating to the following, they will be directed to the appropriate staff.
  - Technology - Susan Miele (K-2), Sharon Cardia (3-6)
  - Inappropriate Digital Comments - Building Principal & Pupil Assistance Counselors (Alrick Douglas or Janel Blake)
  - Curriculum/Content Questions - Beth Rosen, Nevin Werner, or Christine Moran
  - Medical Issues - School Nurses
  - Attendance - School Secretaries and Building Principal

## **Roles & Responsibilities**

- **Classroom Teachers**
  - Track student submission of assignments and attendance
  - Post attendance on Genesis
  - Provide daily instruction and means of interaction
  - Monitor student progress and provide ongoing feedback and direction to students
  - Be present and accessible electronically during the assignment office hours
  - Communicate with parents as needs arise
- **Related Arts Teachers**
  - Provide daily instruction and means of interaction
  - Monitor student progress and provide ongoing feedback and direction to students
  - Be present and accessible electronically during the assignment office hours
  - Communicate with parents as needs arise
- **Collaborative Teachers, CST, Student Support Staff, Special Education Teachers, Related Service Providers**
  - Engage in collaborative planning with general education teacher, ensuring that instruction is differentiated to individual student needs
  - Monitor student progress and provide additional support and instruction as needed
  - Track communication with students and guardians
- **Pupil Assistance Counselors**
  - Maintain open communication with students and guardians of students who may need additional academic, social, emotional, and/or behavioral support
  - Provide resources for social-emotional learning
  - Check in with teachers and support any needs that may arise
- **Administrators**
  - Provide professional development to support remote learning experiences
  - Guide and monitor teachers' development of remote learning plans through virtual common planning meetings
  - Routinely monitor online learning portals such as Google Classroom
  - Communicate with teachers to gather feedback on student engagement and success in the remote learning experience
  - Support families in navigating remote learning activities
  - Provide guardians with means of direct contact and be readily accessible
  - Maintain communication with the NJDOE and local health board; communicate necessary information to staff and community members

## **Special Education Provisions and Related Services**

- Collaborative teachers co-plan lessons with their teacher partners. These lessons are posted online (Google Classroom, Teacher Website)
- Modifications are made to assignments to meet individual student needs
- Resource Center teachers prepare lessons aligned with grade level curriculum, but individualize it to each of their student's specific educational needs. These lessons are posted online (Google Classroom, Teacher Website)
- ABA programs and the therapeutic program prepare materials and procedural steps for educational programs to implement at home. These may include online activities and paper packets/binders
- Related Services providers (Speech, Occupational Therapy, Physical Therapy) send individualized paper packets and online activities in conjunction with IEP goals and objectives
- All Child Study Team members work collaboratively with staff to differentiate lessons and provide family support
- Child Study Team members maintain ongoing contact with parents and students to provide any needed support and are making every attempt to conduct IEP Meetings virtually
- Instructional Aides provide support via email or Google Classroom
- Counselors provide mindfulness strategies to staff and students. They also provide counseling support via phone and email

## **Assessment and Feedback/Communication**

- Technological Challenges to include, staff, students, and parents
- Primary Grades & Special Education: Since these students are less familiar with online learning platforms such as Google Classroom, the teachers at these grade levels have worked to develop easy-access video-based instruction as well as online learning tools that students are already familiar with. These teachers will also be providing supplemental paper-based materials
- Attendance: In order to track student attendance, a Google Form will be used for grades K-6. Parental cooperation is required
- Differentiated activities have been planned to meet students' varying proficiency levels

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