

POLICY GUIDE

RIVER VALE BOARD OF EDUCATION
ADMINISTRATION

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1648 Restart and Recovery Plan (M)

1648 RESTART AND RECOVERY PLAN

On June 26, 2020, the New Jersey Department of Education (NJDOE) published “The Road Back – Restart and Recovery Plan for Education” (Guidance), a guidance document for reopening New Jersey schools during the COVID-19 pandemic. The Guidance provided school officials with the information necessary to ensure that schools reopen safely and are prepared to accommodate staff and students’ unique needs during these unprecedented times. The NJDOE required school districts in the State to develop, in collaboration with community stakeholders, a “Restart and Recovery Plan” (Plan) to reopen schools that best fits the district’s local needs.

The Guidance requires the Board of Education to adopt certain policies and the Board adopts Policy 1648 to address those policy requirements in the Guidance. Policy 1648 shall only be effective through the current COVID-19 pandemic and will take precedence over any existing Policy on the same or similar subject, unless determined otherwise by the Superintendent.

A. NJDOE Guidance – Key Subject Area 1 – Conditions for Learning

1. Transportation

- a. If the school district is providing transportation services on a school bus, a face covering must be worn by all students upon entering the school bus unless doing so would inhibit the student’s health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities. Exceptions to the face covering requirements shall be those outlined in A.2.d. below:
 - (1) Accommodations for students who are unable to wear a face covering should be addressed according to that student’s particular need and in accordance with all applicable laws and regulations.
- b. The school district shall use best practices for cleaning and disinfecting district-owned school buses and other transportation vehicles in accordance with A.3. below.
- c. District-employed school bus drivers and aides on district-owned school buses shall practice all safety actions and protocols as indicated for other school staff.
- d. If the school district is using contracted transportation services, the contractor shall ensure all Board of Education safety actions and protocols are followed by the contractor and its employees and/or its agents.

[See Policy Guide 1648 – Appendix C for the protocols/procedures for “Transportation” which is also included in the school district’s Restart and Recovery Plan.]

2. Screening, Personal Protective Equipment (PPE), and Response to Students and Staff Presenting Symptoms
 - a. The school district shall screen students and employees upon arrival to a school building or work location for COVID-19 symptoms and a history of exposure.
 - (1) School staff must visually check students and employees for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
 - (2) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - (3) Results must be documented when signs/symptoms of COVID-19 are observed.
 - (4) The screening protocol will take into account students and employees with disabilities and accommodations that may be needed in the screening process for those students and employees.
 - (5) Students and employees with symptoms related to COVID-19 must be safely and respectfully isolated from others.
 - (6) If the school district becomes aware that an individual who has spent time in a school district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
 - b. School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
 - (1) 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 may be denied.
 - c. Students are required to wear face coverings, unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing

the use of face coverings may be impractical for young children or individuals with disabilities.

- (1) Accommodations for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.

d. Exceptions to the Requirement for Face Coverings

- (1) Doing so would inhibit the individual's health.
- (2) The individual is in extreme heat outdoors.
- (3) The individual is in water.
- (4) A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of a face covering.
- (5) The student is under the age of two, due to the risk of suffocation.
- (6) During the period a student is eating or drinking.
- (7) Face coverings should not be placed on anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable to remove the face covering without assistance (e.g. face coverings should not be worn by Pre-K students during nap time).
- (8) The student is engaged in high intensity aerobic or anaerobic activities.
- (9) Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart.
- (10) When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.

[See Policy Guide 1648 – Appendix E for the protocols/procedures for “Screening, PPE, and Response to Students and Staff Presenting Symptoms” which is also included in the school district’s Restart and Recovery Plan.]

3. Facilities Cleaning Practices

- a. The school district must continue to adhere to existing required facilities cleaning practices and procedures and any new specific requirements of the local health department as they arise.

- b. A procedure manual must be developed to establish cleaning and disinfecting schedules for schools and school equipment, targeted areas to be cleaned, and methods and materials to be used.

[See Policy Guide 1648 – Appendix G for the protocols/procedures for – “Facilities Cleaning Practices” which is also included in the school district’s Restart and Recovery Plan.]

4. Wraparound Supports

- a. Mental Health Supports

The school district’s approach to student mental health supports will be affected by the learning environment in place at the beginning of the school year. If in-person instruction is not feasible, the district must find other ways to assess and monitor students’ mental health.

[See Policy Guide 1648 – Appendix K for the protocols/procedures for “Academic, Social, and Behavioral Supports” which is also included in the school district’s Restart and Recovery Plan.]

5. Contact Tracing

- a. Upon notification that a resident has tested positive for COVID-19, the local health department will call the school district to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least ten minutes.
- b. The school district shall assist the local health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts.
- c. The school district shall ensure adequate information and training is provided to the staff as necessary to enable staff to carry out responsibilities assigned to them.
- d. A staff liaison(s) shall be designated by the Superintendent or designee and shall be responsible for providing notifications and carrying out other components that could help ensure notifications are carried out in a prompt and responsible manner.
- e. School districts shall allow staff, students, and families to self-report symptoms and/or suspected exposure.

[See Policy Guide 1648 – Appendix F for the protocols/procedures for “Contact Tracing” which is also included in the school district’s Restart and Recovery Plan.]

B. NJDOE Guidance – Key Subject Area 2 – Leadership and Planning

1. Scheduling

- a. The school district’s Plan must account for resuming in-person instruction and shall provide steps to shift back to virtual learning models if circumstances change and in-person instruction guidelines can no longer be followed.
- b. The school district’s Plan accommodates opportunities for both synchronous and asynchronous instruction, while ensuring requirements for a 180-day school year are met.
- c. The school district recognizes special populations will require unique considerations to ensure the continuity of learning as well as the health and safety of students and staff within the least restrictive environment.

(1) Special Education and English Language Learners (ELL)

- (a) The school district shall provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats in accordance with this Policy.
- (b) The school district shall continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

[See Policy Guide 1648 – Appendix N for the protocols/procedures for “Scheduling of Students” which is also included in the school district’s Restart and Recovery Plan.]

2. Staffing

- a. The school district shall comply with all applicable employment laws when making staffing and scheduling requirements, including, but not limited to, the Americans Disabilities Act (ADA), the Health Insurance Portability and Accountability Act (HIPPA), and all applicable State laws.
- b. As the school district adjusts schedules, teaching staff members must maintain quality instruction for students pursuant to the minimum requirements set forth in NJDOE regulation.

[See Policy Guide 1648 – Appendix O for the protocols/procedures for “Staffing” which is also included in the school district’s Restart and Recovery Plan.]

C. NJDOE Guidance – Key Subject Area 3 – Policy and Funding

1. School Funding

a. Purchasing

The school district may likely need to purchase items not needed in the past and may experience increased demand for previously purchased goods and services to implement the Plan. The school district shall continue to comply with the provisions of the “Public School Contracts Law”, N.J.S.A. 18A:18A-1 et seq.

b. Use of Reserve Accounts, Transfers, and Cashflow

The school district shall apply for the approval from the Commissioner of Education, prior to performing certain budget actions, such as withdrawing from the emergency reserve account or making transfers that cumulatively exceed ten percent of the amount originally budgeted.

c. Costs and Contracting

The school district shall follow all New Jersey State laws and regulations applicable to local school districts for purchasing when procuring devices and connectivity or any technology related item.

D. NJDOE Guidance – Key Subject Area 4 – Continuity of Learning

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

a. The school district shall continue to meet their obligations to students with disabilities to the greatest extent possible.

2. Professional Learning

a. The school district shall prepare and support teaching staff members in meeting the social, emotional, health, and academic needs of all students throughout the implementation of the Plan.

(1) Professional Learning

(a) The school district shall grow each teaching staff member’s professional capacity to deliver developmentally appropriate standards-based instruction remotely.

(2) Mentoring and Induction

- (a) The school district shall ensure:
 - (i) All novice provisional teachers new to the district be provided induction;
 - (ii) One-to-one mentoring is provided to novice provisional teachers by qualified mentors;
 - (iii) Mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment;
 - (iv) Mentoring is provided in both hybrid and fully remote learning environments and that mentors and provisional teachers will agree upon scheduling, structure, and communication strategies they will use to maintain the mentoring experience; and
 - (v) The use of online collaborative tools for school staff to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

(3) Evaluation

- (a) The school district has considered the requirements and best practices with provisional status teachers, nontenured educators, and those on Corrective Action Plans (including extra observations, extra observers, assuring more frequent feedback and face-to-face).

3. Career and Technical Education (CTE)

- a. The school district shall implement innovative learning models for new learning environments regarding CTE.

- b. Quality CTE Programs

The school district shall ensure students have access to appropriate industry-recognized, high-value credentials.

- c. Work-Based Learning

The school district will ensure students are provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person.

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New Jersey Department of Education “The Road Back – Restart and Recovery Plan for Education”

Memorandum – New Jersey Governor and Department of Education – Conditions for Learning – Health and Safety – August 3, 2020

First Reading: September 8, 2020

Second Reading: September 22, 2020

Appendices

The provisions of the attached Appendices C, E, F, G, K, N, and O from the district's Restart and Recovery Plan are included in Policy 1648.

Appendix C

Critical Area of Operation #3 – Transportation

River Vale students will maintain social distancing practicing on buses to the maximum extent practicable.

- River Vale is continuing to provide transportation services via school buses for eligible students. Since we are unable to maintain social distancing, our students will all wear face coverings from the moment they enter the bus.
 - Accommodations for student unable to wear face covering will be made as needed.
 - The district will adopt best practices for cleaning and disinfecting school buses.
 - Student will fill the back rows first and then progress forward. Upon leaving the bus, students will exit beginning in the front.
 - The windows of the bus will be open, if possible.
 - The buses will be cleaned and disinfected at least daily, preferable between routes.
 - Bus drivers will also wear face coverings and practice all safety actions and protocols.
 - Signs will be placed in the buses to remind students of social distancing and hygiene rules.

- River Vale will remind parents and students to practice social distancing and to wear masks at the bus stops.

Appendix E

Critical Area of Operation #5 - Screening, PPE, and Response to Students and Staff Presenting Symptoms

The River Vale School District will adopt a policy for screening students and employees. Our policy will take into account students with disabilities and provide necessary accommodations for those students. The policy will include:

- Staff will visually check students for symptoms upon arrival.
- Students and staff will have temperatures checked before entering the school buildings.
- Parents will be asked to sign a Statement of Assurance prior to the beginning of the 2020-2021 school year, ensuring they will not send in child(ren) to school if exhibiting symptoms of COVID-19.
 - Health checks will be conducted safely and respectfully, and in accordance with all applicable privacy laws and regulations.
 - Results of screenings will be documented by the school nurse, if signs/symptoms of COVID-19 are observed.
- A Statement of Assurance created for both students and staff. This document will be completed in the beginning of the school year and will state the following:
 - Students and staff will not come to school if they exhibit any of the symptoms related to COVID-19.
 - A fever of 100 degrees or higher
 - 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
 - Diarrhea
 - Students and staff will take their temperatures each morning and will not come to school if the temperature is 100 degrees or greater.
 - The school nurse will be contacted if symptoms arise.
 - Families will self-quarantine if they travel to one of the listed states that requires quarantine.
 - Families will contact the school nurse if a member of their immediate family tests positive for COVID-19.

The River Vale School District will adopt and implement a policy that includes the written protocols for when someone tests positive for COVID-19. This will include River Vale's response for symptomatic students and staff. Protocols will be consistent with our district's contact tracing policy. Protocols will include:

- Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated in a specified area of the school. River Vale Public Schools will follow current Communicable Disease Service guidance for illness reporting.
 - Students and staff may be asked to leave or not come into school if they exhibit one or more of the following symptoms:
 - A fever of 100 degrees or higher
 - 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
 - Diarrhea
- Students will remain in this specified area with continued supervision and care until picked up by the child's parent, guardian, or other authorized adult.
- If we become aware of any individual who has been in one of our facilities and tests positive for COVID-19, district officials will immediately notify local health officials, staff, and families of a confirmed case. This will be done while maintaining confidentiality.
- Adequate amount of PPE will be available and accessible for the school nurse or other staff member caring for individuals with symptoms. Special considerations will be given to protect school nurses, custodians, and other staff members in close contact with students or who handle waste materials. Nurses will be provided with additional N-95 masks and face shields.
- Our policy will include guidance for readmittance consistent with Department of Health guidance.

All students and staff are required to wear face coverings at all time, when on campus. This includes classrooms, hallways, cafeterias, gymnasiums, bathrooms, and school offices. The River Vale School District is aware that enforcing face coverings may be impractical for young children and individuals with disabilities. Our district has purchased alternate face coverings (face shields) and clear partitions to be placed in classrooms with small children and with children with disabilities.

All school staff and visitors are required to wear face coverings upon entering the school buildings, unless doing so will inhibit the individual's health or if the individual is less than two years of age. If a visitor refuses to wear a face covering for non-medical reasons, entry to the school buildings will be denied.

All staff will receive training on hygiene protocols and proper face covering etiquette.

Appendix F

Critical Area of Operation #6 - Contact Tracing

The River Vale School District will adopt a policy regarding contact tracing in our schools. All school and district administrators, school safety specialists, nurses, and counselors will be provided information regarding the role of contact tracing. Members of the contact tracing committee will complete three hours of training provided through John Hopkins University's COVID-19 Contact Tracing Course. River Vale's policy will:

- Be developed in consultation with the local health department and school nurses.
- Identify the criteria an individual must meet in order to activate the contact tracing policy.
- Clearly outline the procedures in notifying the local health department and families and staff of a positive COVID-19 case.
- Adhere to all applicable federal and state requirements regarding privacy of educational records.
- State person(s) responsible for providing notifications and carrying out other components of the contact tracing policy.
- Provide a system of open communication where staff, students, and families can easily self-report symptoms or positive COVID-19 cases.

River Vale's policy will allow for trained professionals from the community to get in touch with close contacts to recommend next steps such as self-quarantining.

Students will be placed in specific cohorts to aid in contact tracing, should we need to execute our policy. Students will attend school where class sizes are reduced by 50%.

Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

River Vale Public Schools will continue to adhere to existing required facilities cleaning practices and procedures and any new requirements of the local health department.

The River Vale School District has purchased electrostatic spray that will be used in classrooms and high traffic areas of the school building each morning and evening.

River Vale has developed a daily checklist for increased, routine cleaning and disinfection. Frequently touched areas will be routinely cleaned, including: doorknobs, light switches, classroom sink handles, countertops, classroom desks, chairs, bathrooms, shared telephones, handles on equipment, and shared desktops.

Water fountains will be closed.

Bottle fillers will be cleaned and sanitized, but students and staff will be encouraged to supply their own water. Spicket covers will also be purchased for the bottle fillers.

All classrooms will be equipped with disposable wipes to allow teachers to sanitize keyboards, desks, remotes, sink handles, etc.

Bathrooms

- Bathrooms will be sanitized at least daily, or between use as much as possible.
- When possible, staff members will be placed by the bathrooms to enforce limited capacity and avoid overcrowding.
- Physical barriers/plastic screens will be placed in between sinks when they are not 6 feet apart.

Cleaning and Disinfecting After a Person has been Identified as COVID-19 Positive

- River Vale will implement a short-term closure plan if an infected person has been in the school building. Areas where the infected person has been will be closed off and not allowed to be used prior to disinfecting. School personnel will wait 24 hours prior to cleaning and disinfecting the area.
- Windows and doors will be opened to increase air circulation.
- Custodial staff will clean and disinfect all areas used by the infected person, focusing especially on frequently touched surfaces.

Appendix K

Academic, Social, and Behavioral Supports

In River Vale, our students and staffs' emotional health is of paramount importance. The district has taken extreme measures to ensure that all of our staff and students feel as supported as possible during these unprecedented times.

- River Vale Public Schools has partnered with West Bergen Mental Health and has hired a full-time therapist to serve students in all three buildings during the 2020- 2021 school year.
- Implemented a “Warm Line” for all students, parents, and staff members
- Staff will be trained during the 2020 summer on the Ruler Approach, the district’s new social and emotional program. This training will be turn-keyed to all staff in the beginning of the school year and implemented in all classrooms during the 2020-2021 school year.
- Staff will be trained in PREPaRE. PREPaRE trains school-employed mental health professionals and other educators how to best fill the roles and responsibilities generated by their membership on school crisis response teams. PREPaRE is the only comprehensive, nationally available training curriculum developed by educators (each of whom have firsthand school crisis response experience and formal training) for educators. Specifically, the PREPaRE model emphasizes that members of a school crisis response team must be involved in the following hierarchical and sequential set of activities:
 - **P—Prevent** and prepare for crises
 - **R—Reaffirm** physical health & welfare, and perceptions of safety & security
 - **E—Evaluate** psychological trauma risk
 - **P—Provide** interventions
 - **a—and**
 - **R—Respond** to mental health needs
 - **E—Examine** the effectiveness of crisis preparedness
- Wellness and breathing techniques to reduce stress and anxiety will be infused into each child’s school-day.
- The district has partnered with behavior consultant, Dan St. Romain, who will provide a second professional development with all staff members on the changing behavior of our students and how to best make meaningful connections.

River Vale currently utilizes Intervention and Referral Services at all three schools to identify students who need extra support, behaviorally and academically. This is a tiered approach, where students may receive in-class, tier 1 supports or pull-out, tier 2 supports. Students are progress monitored every 6 weeks and meetings are held to discuss if the interventions are working and what the next steps are for each child.

The River Vale Public Schools will offer quality before and after child care to all families, as needed.

Appendix N

Scheduling of Students

The River Vale Restart Plan is designed to provide students with meaningful instruction in a safe environment and that aligns to the vision of the River Vale Public School District. The River Vale Public School District’s Restart Plan was designed by a committee of staff, parents, and members of our Board of Education, and reflects the recommendations and guidance found in *The Road Back: Restart and Recovery Plan, New Jersey Department of Education*. Students will receive in-person instruction on an A/B schedule, from 8:00AM-12:40PM at the middle school and from 8:45AM-1:00PM at our elementary schools. Students who do not return to in-person instruction will receive robust remote learning. Our rationale for choosing this model is as follows:

- State guidelines require us to plan for in-person instruction in some capacity.
- All schools will follow the guidelines set forth by the CDC. This will require a reduction in class size to increase opportunities for social distancing and will require placing students in cohorts.
- Cohorts allow for more efficient contact tracing.
- Provides a consistent schedule for students and parents as siblings will attend in person instruction on the same days.
- Cohorts allows for more opportunity to social distance in classrooms and hallways.
- Allows for prioritizing of content specific instruction and social-emotional learning while on campus.
- Provides opportunity for teachers to be virtually available during a designated time to off-campus students.
- Avoids high risk times and areas such as lunchrooms and playgrounds.
- Gives ample time to deeply and thoroughly disinfect and clean schools.

Technology: River Vale is a 1:1 district. All students in grades K-8 will be issued a Chromebook or laptop to assist with remote learning.

Example Elementary Schedule – In Person Instruction – Cohort A – On Campus

Period 1: 8:55-9:35	Phonics/Word Study
Period 2: 9:35-10:15	Reading
Period 3: 10:15-10:55	Writing
Period 4: 10:55-11:35	Math
Period 5: 11:35-12:15	Math Lab
Period 6: 12:15-12:55	Science/Social Studies
1:00	Dismissal
1:15-3:00	Lunch, Teacher Planning Time, Remote Expressive Arts, BSI, PoGStudio

Example Elementary Schedule – At Home Instruction – Cohort B – Off Campus

Period 1: 8:55-9:35	Phonics/Word Study	Remote Lesson/Asynchronous Learning
Period 2: 9:35-10:15	Reading	Remote Lesson/Asynchronous Learning
Period 3: 10:15-10:55	Writing	Remote Lesson/Asynchronous Learning
Period 4: 10:55-11:35	Math	Remote Lesson/Asynchronous Learning
Period 5: 11:35-12:15	Math Lab	Independent Activities
Period 6: 12:15-12:55	Science/Social Studies	Remote Lesson/ Asynchronous Learning
1:15-3:00	Lunch, Teacher Planning Time, Virtual Student Support for OffCampus Learners (Teacher/Student Zoom/Google Meet Sessions)	*Please note that BSI and enrichment classes will take place virtually, when students are off campus.

Example Middle School Schedule – In-Person Instruction – Cohort A - On Campus

Advisory Period: 8:00-8:19	
Period 1: 8:20-8:56	Elective
Period 2: 8:57-9:33	Algebra 1
Period 3: 9:34-10:10	Social Studies 8
Period 4: 10:11-10:47	Italian 8
Period 5: 10:48-11:24	Physical Education/Health
Period 6/7: 11:25-12:01	Science 8
Period 8: 12:02-12:40	ELA 8
12:40	Dismissal
1:15-3:00	Lunch/Independent Work/Teacher Planning Time

Example Middle School Schedule – At-Home Instruction – Cohort B - Off Campus

Advisory Period: 8:00-8:19		
Period 1: 8:20-8:56	Elective	Remote Lesson/ Asynchronous Learning
Period 2: 8:57-9:33	Algebra 1	Remote Lesson/ Asynchronous Learning
Period 3: 9:34-10:10	Social Studies 8	Remote Lesson/ Asynchronous Learning
Period 4: 10:11-10:47	Italian 8	Remote Lesson/ Asynchronous Learning
Period 5: 10:48-11:24	Physical Education/Health	Remote Lesson/ Asynchronous Learning
Period 6/7: 11:25-12:01	Science 8	Remote Lesson/ Asynchronous Learning
Period 8: 12:02-12:40	ELA 8	
12:40		Dismissal
1:15-3:00		Lunch/Teacher Planning Time/Office Hours for Remote Students to Connect to their Teachers

The River Vale Public Schools will be in compliance with the new mandate to provide an all remote instructional model. Procedures will be outlined for submitting full-time remote learning requests and for transitioning students from all-remote learning to in person instruction. The following will be communicated to parents:

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

The River Vale Public Schools will be in compliance with the remote instruction mandate and report to the NJDOE data regarding participation in full-time remote learning. Data will include number of students participating in full-time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.

Example Elementary Schedule – All Virtual Instruction

Below is a sample schedule for a student who does not return for any on campus instruction. The amount of asynchronous and synchronous learning may increase or decrease based on the availability of teachers and amount of remote learners. All student activities, lesson plans, canvas pages, etc. will be designed by the student’s homeroom teacher and mirror the on campus learning activities to the extent possible. All students will be assigned a remote learning teacher to assist with learning.

Period 1: 8:55-9:35	Morning Meeting	Remote Support Teacher/Synchronous Learning
Period 2: 9:35-10:15	ELA	Synchronous/Asynchronous Learning/Independent Activities
Period 3: 10:15-10:55	Math	Synchronous/Asynchronous Learning/Independent Activities
Period 4: 10:55-11:35	Special Area Class (Art, Music, Etc.)	Synchronous/Asynchronous Learning/Independent Activities
Period 5: 11:35-12:15	Related Services (Enrichment, Basic Skills, OT, PT, etc.)	Synchronous/Asynchronous Learning/Independent Activities
Period 6: 12:15-12:55	Science/Social Studies	Synchronous/Asynchronous Learning/Independent Activities
1:15-3:00	Lunch, Virtual Meeting with Homeroom Teacher	Synchronous Learning

Example Middle School Schedule – All Virtual Instruction

Below is a sample schedule for a student who does not return for any on campus instruction. The amount of asynchronous and synchronous learning may increase or decrease based on the availability of teachers and amount of remote learners. All student activities, lesson plans, canvas pages, etc. will be designed by the student’s content area teachers and mirror the on campus learning activities to the extent possible. All students will be assigned a remote learning teacher to assist with learning

Advisory Period: 8:00-8:19		Remote Teacher Support/Synchronous
Period 1: 8:20-8:56	Elective	Synchronous/ Asynchronous Learning/Independent Activities
Period 2: 8:57-9:33	Algebra I	Synchronous/ Asynchronous Learning/Independent Activities
Period 3: 9:34-10:10	Social Studies 8	Synchronous/ Asynchronous Learning/Independent Activities
Period 4: 10:11-10:47	Italian 8	Synchronous/ Asynchronous Learning/Independent Activities
Period 5: 10:48-11:24	Physical Education/Health	Synchronous/ Asynchronous Learning/Independent Activities
Period 6/7: 11:25-12:01	Science 8	Synchronous/ Asynchronous Learning/Independent Activities
Period 8: 12:02-12:40	ELA 8	Synchronous/ Asynchronous Learning/Independent Activities
12:40		Dismissal
1:15-3:00		Lunch/Teacher Planning Time/ Office Hours for Remote Students to Connect to their Teachers

As per the guidelines in The Road Back, accommodations for certain students will be made to provide instruction that best meets the needs of all learners. Our Special Education LLD classes and preschool classes will receive daily in-person instruction.

The River Vale Public Schools will be sending home a survey on August 4th asking parents to make a final decision for their child’s September schedule. The survey will contain two options; an in-person instruction model and an at-home remote learning model. If many families choose the remote learning model, the River Vale Public Schools may reassess the chosen model for in-person instruction.

The River Vale Public Schools is currently preparing for a potential shift back to entirely remote learning. We will be implementing measures to strengthen remote learning capabilities and creating schedules that allow for asynchronous and synchronous learning opportunities.

Appendix O

Staffing

The River Vale School District took into great consideration access and equity for all staff to ensure the continuity of student learning. Each staff member has been equipped with an electronic device (Chromebook, laptop) to ensure access to technology and district approved/purchased web resources.

Our K-5 paid subscriptions include: Canvas, Reading A-Z/RAZ Kids (K-2), Pebble Go, Mystery Science, Mosa Mack, Freckle, Newsela, IXL, and Generation Genius. Some K5 free resources include: Pear Deck, ABC Mouse, Padlet, Flipgrid, Quizlet, Kahoot, Quizziz, Read Works, Epic, and ABCYA.

Our grades 6-8 paid subscriptions include: Canvas, IXL, IXL Spanish, Brain Pop, Mosa Mack, CK12, Newsela, and Freckle. Our 6-8 free subscriptions include: Pear Deck, Padlet, Flipgrid, Quizlet, Kahoot, Quizziz, GimKit, Screencastify, and DocHub.

Our district also relies heavily on Google. G-Suite for Education is a suite of tools designed to empower educators and students as they learn and innovate together. G-Suite includes Gmail, Drive, Docs, Sheets, Slides, Forms, Sites, Meet, and Classroom. The ability to have Shared Google Folders with your students is recommended. This way teachers and students can monitor shared assignments.

Canvas is our district learning management system (LMS). Therefore it is our virtual classroom that will serve as a centralized platform for student learning. Our synchronous learning platform is Zoom, which allows for live instruction and for students to have direct access to their teacher and peers when not receiving in-person instruction.

When making staffing scheduling and assignments, River Vale will comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, the school district will consult with the local bargaining units and legal counsel. The president of the River Vale Education Association sits on the District Restart Committee, as do several of its members.

River Vale will leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules may include designated time to support school building logistics required to maintain health and safety requirements.

Classroom teachers will provide in-person instruction to all students on an A/B schedule. All core subjects will be taught during in-person instruction. As listed on pages 27 and 28 of this document:

Instructional staff will:

- (1) Reinforce social distancing protocol with students and co-teacher or support staff.
- (2) Limit group interactions to maintain safety.
- (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
- (4) Become familiar with district online protocols and platforms.
- (5) 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.
- (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- (7) Provide regular feedback to students and families on expectations and progress.
- (8) Set clear expectations for remote and in-person students.
- (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
- (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- (11) Instruct and maintain good practice in digital citizenship for all students and staff.
- (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- (13) Teacher leaders or instructional coaches will support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
- (15) Limiting on-line activities for pre-school students and students in primary grades.

As listed on pages 29 through 31 of this document, Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators will:

- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.

- (2) Provide time for staff collaboration and planning (See Scheduling section).
Prioritize practical science and practical CTE areas for on-site opportunities.
- (3) Prioritize vulnerable student groups for face-to-face instruction.
- (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- (7) Define and provide examples of high-quality instruction given context and resources available.
- (8) Assess teacher, student, and parent needs regularly.
- (9) Ensure students and parents receive necessary supports to ensure access to instruction.
- (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
- (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
- (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.

- (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.

As documented on page 31, educational services staff members will:

- (1) Lead small group instruction in a virtual environment.
- (2) Facilitate the virtual component of synchronous online interactions.
- (3) Manage online platform for small groups of in-person students while teacher is remote.
- (4) Assist with the development and implementation of adjusted schedules.
- (5) Plan for the completion of course requests and scheduling (secondary school).
- (6) Assist teachers with providing updates to students and families.
- (7) Support embedding of SEL into lessons.
- (8) Lead small group instruction to ensure social distancing.
- (9) Consider student grouping to maintain single classroom cohorts.
- (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

As documented on pages 31 and 32, support staff/paraprofessionals may:

- (1) Lead small group instruction to ensure social distancing
- (2) Consider student grouping to maintain single classroom cohorts.
- (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- (4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
- (5) Provide real-time support during virtual sessions.

- (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- (8) Lead small group instruction in a virtual environment.
- (9) Facilitate the virtual component of synchronous online interactions.
- (10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

River Vale is slated to have 3-5 student teachers per building for the 2020-2021 school year. As per pages 33 and 34 in this document: Student teachers should:

- (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
- (2) Lead small group instruction (in-person to help with social distancing).
- (3) Co-teach with cooperating teacher and maintain social distancing.
- (4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
- (5) Implement modifications or accommodations for students with special needs.
- (6) Facilitate one-to-one student support.
- (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
- (8) Provide technical assistance and guidance to students and parents.
- (9) Develop online material or assignments.
- (10) Pre-record direct-instruction videos.
- (11) Facilitate student-centered group learning connecting remote and in-person students.

River Vale Public Schools has identified areas where additional staff members may be necessary, including school nursing staff and counselors. The district has hired an additional full-time therapist through West Bergen Mental Health. The district has developed a contingency staffing plan in case of a sudden, long-term absence. River Vale Public Schools will use interventionists to take over for classroom teachers. If an outside substitute is required, the district will offer proper screening and develop specified roles and responsibilities for both in-person and virtual settings.

To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school district will send out surveys and conduct a needs assessment to discover professional development needs. The district will provide online professional development on digital needs prior to the beginning of the school year. The district uses One Roster/Classlink to collect all usernames and passwords for digital accounts, and therefore, all students and staff will be equipped with all usernames and passwords. Staff will also follow guidance from the American Academy of Pediatrics to limit screen time for students in primary grades. Staff will provide this grade-level band with hands-on learning and interactive learning activities.

All mentors will plan for “in person” or virtual contact using an agreed upon communication method and a schedule that provides confidentiality and sufficient support.