



Public Health-Related School Closure
Home Instruction Preparedness Plan

May 2020

The Ridgewood Public School District Remote Instruction Plan is designed to provide information on how meaningful instruction will take place in the event of a public health-related school closure. Our intent during this type of emergency is to maximize the multitude of resources available to our learning community in order to maintain continuity and to meet NJDOE guidelines until schools reopen. We will all remain flexible and understanding during this unprecedented historical time in public education.

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Administrative Communication

District administrators will communicate via a Google Meet on a regular basis. The time will be determined by the Superintendent via an invitation for a Google Meet. Questions and answers that arise as a result of the meetings will be documented. Communication through phone, email, and other means will continue as normal. Building Administrators will communicate remotely with each other through the means listed above.

Athletics, Clubs, and Activities

At a minimum, High School athletics will follow the [NJSIAA](#) regulations and guidelines. Practices & scrimmages have been suspended until further notice.

All activities that involve individuals other than our students are canceled or postponed. All field trips are postponed or canceled. Principals are updating their school calendars to reflect this. All facility use permits are suspended.

The Athletic Department will cancel all buses and officials. They will work with coaches on providing students with workout programs that can be completed at home during the closure.

Attendance

School nurses and/or school secretaries will take attendance through the process set up with the Assistant Superintendent of Schools and will request a reason for a **student's** absence in order to determine if it is related to possible symptoms and communicate with the nurse. We will exercise discretion at all levels.

Staff will continue to report their absences in AESOP if they are unable to participate in remote instruction.

Business Office Functions

The Business Administrator/Board secretary will be in contact with the business office staff on a daily basis and will have weekly virtual meetings with the team.

The Assistant Business Administrator who will be working remotely, will process accounts receivable transactions and monitor the cash flow for the district by reviewing the bank accounts on a weekly basis and continuing to reconcile the bank accounts on a monthly basis.

Payroll will continue to be processed on the 15th and 30th of each month. The majority of our employees are on direct deposit. The few individuals who receive checks will have their checks mailed to their homes. Payroll personnel will work remotely except to mail out payroll checks and payroll agency checks. They will use proper social distancing when in the building. All payroll personnel will have access to the payroll/personnel software while working remotely.

The accounts payable department will function remotely except to retrieve mail, print checks, and mail payments. They will use proper social distancing when in the building. All accounts payable personnel will have access to the accounting software while working remotely.

All requisitions, purchase orders, invoices, and supporting documentation are processed online through scanning and email.

Mail will continue to be collected at the business office in the Ed Center and then distributed to the proper departments and buildings. Mail will continue to be processed and mailed out by the district courier.

The district courier will practice proper social distancing when collecting and delivering mail.

Communication to Staff and Families

In the event of school closure, we will use the district's website, robocalls, email, and newsletters for communicating consistent information to staff, students, and parents. Districtwide information will come from the Superintendent's office. School-based information will come from the Assistant Superintendent for Curriculum Instruction and Assessment and principals. Classroom-based information will come from the classroom teacher.

Counseling Services

A link to student support services can be found on the front page of our district website and can be accessed through the K-5 Home Instruction; 6-8 Home Instruction; 9-12 Home Instruction and Special Services Virtual Activities & Resources Google Sites. Services include but are not limited to Guidance Counselors, Student Assistance Counselors, and CarePlus. Members of these teams will continue to schedule time to reach out to students and families whose students had counseling as an identified related service in the IEP. Additionally, on-line "Office Hours" and social skills/lunch bunch groups will continue to be organized to support students during this time.

Facilities/Disinfection

Prior to closure, our custodial and maintenance team implemented a strict protocol for enhanced cleaning and disinfecting of our schools. The products used to disinfect frequently touched objects, surfaces, handrails, doorknobs, supplies, etc. throughout the day are confirmed by the manufacturer to effectively neutralize the Coronavirus. In addition, all of our schools are equipped with electrostatic sprayers to apply chemicals more effectively and consistently. Our bathrooms are fully stocked and replenished with hand soap to accommodate the increased and frequent handwashing. Purell dispensers are available throughout our school buildings. During the remainder of the school closure our custodial/maintenance staff will install additional hand sanitizer and paper towel dispensers throughout the district in classrooms, offices, hallways, and common areas.

All custodians received training on proper cleaning and disinfecting techniques during the district's summer meeting. They were given reminders before the flu season, and they are receiving refresher training during spring break. The Supervisor of Buildings and Grounds will attend training on Coronavirus and infectious disease control in April 2020.

After closure, all classrooms, offices, bathrooms and other instructional spaces and common spaces will receive deep cleaning and disinfection. When a room is completed a sign will be posted on the door and a seal will be placed on the door. If someone enters the room after cleaning and disinfection,

they should report the entry to the number posted on the door. The room will then be re-cleaned and disinfected.

Home Instruction

Teachers or grade levels will post lessons/activities through the portal on the website on their Google Classroom no later than the start of the regular school day, depending on the grade level.

Teachers will be actively involved and available to students from 8:30 a.m. through 12:30 p.m. They will be available for assistance electronically via email or other interactive tools. Teachers will provide feedback and grades in a timely fashion.

Teachers will plan an instructional experience that is inclusive of instruction and student engagement. There will be a demonstration of learning at the end of each activity/period when practical. Teachers will design a variety of activities that align with the district curriculum and NJSLs.

Student work submission will be at the end of the day/week depending on the assignment, and teachers will provide students with feedback on their progress toward curricular grade-level proficiencies.

Teachers may choose to be "live" with their students in real-time lessons (i.e. Google Meet) for whole-class instruction and/or individual or small group needs. Using virtual tools, teachers may model or lead instruction to simulate how to complete a lesson so students are capable of completing the lesson/skill at home.

Teachers will be flexible under these circumstances, re-calibrate expectations for timing, pacing, and rigor, and attempt to make this new environment simple to students and parents while advancing student learning.

Teachers in specialized programs, as well as related service providers, will provide individualized activities aligned to students' IEP goals. We will continue to follow the students' IEPs, 504s, and I&RS plans. As appropriate, therapeutic services will be offered via tele-practice guidelines to continue to support their students for individual or small group needs.

The lesson plan submission for elementary teachers to the building principal remains the same. At the 6-12 level, lesson plans will continue to be submitted to department supervisors.

Our district's home instruction regulation states teachers "shall provide instruction for the number of days and length of time sufficient to continue the student's academic progress and dependent upon the student's ability to participate." Therefore, students will be engaged in school-related activities according to this timeframe:

- Grades K-5: four hours per weekday
- Grades 6-8: four hours per weekday using A/B schedule
- Grades 9-12: four hours per weekday using A/B schedule
- Homework may be assigned in addition to the times detailed above.

Equitable Access to Instruction Plan: Ridgewood's Remote Instruction Plan provides equitable access to instruction. Our demographic profile is current, and the needs of each subgroup are addressed

through our plan. All students have internet access through private access, or through access to free public Wi-Fi hotspots from cable providers. All students (and parents at the elementary level) receive daily lesson plans, many which are supported by instructional videos, software tools, and/or virtual web conferencing. We measure a potential digital divide by tracking student engagement and completion of assignments, along with a help desk service provided by our IT department.

Length of Virtual or Remote Instructions Day Plan: The RPS plan for remote instruction is organized by grade and, and is intended to maximize student growth and learning. An appropriate blend of synchronous and asynchronous activities is integrated into the student experience, and student submission of academic work is assessed consistently. Teachers provide direct instruction using a variety of virtual methods, and differentiation takes place through small group web conferencing, posting of supplemental resource materials, and through provisions for student choice on certain assessments. Guidelines for teacher expectations have been communicated to the staff, and district technology coaches have provided ongoing support for teachers.

Attendance Plan: Daily attendance is submitted by parents at the elementary level with submission of student work as verification. Class attendance at the secondary level is accounted for through student submission of daily formative assessments. A follow-up protocol is in place for students who do not complete submissions. This includes communication from guidance counselors/and/or administration with the student's parent or guardian.

Media Requests

All staff are asked to refrain from speaking to the media and to direct all inquiries to the Superintendent's Office.

Nursing Services

The school nurse should be contacted for all illnesses. The District is working closely with the Village Health Officials and NJDOH. The more information that the district obtains, the better it can serve the community. All medical information is confidential and would only be shared with public health officials if necessary for this emergency.

Personnel Expectations (Essential)

Aides

Aides will be deployed where they can be used effectively and meaningfully.

Administrators

Central Office Administrators will report to work or work remotely and will communicate with local and state officials regarding health and NJDOE updates. They will share pertinent information to staff, families, and the Board of Education. The Business Office will ensure payroll continues.

Custodians

A maintenance staff will continue to work to clean and disinfect. They will continue to check boilers every 3 hours as per NJ State law and continue to respond to work order requests.

Child Study Team

CST members will perform as many traditional tasks as possible during a school closure. CST Case managers will follow-up with parents/guardians via email to schedule meetings (i.e. annual review, eligibility, reevaluation eligibility) either via Google Meet or via conference calls. Teachers continue to provide written input, specific to the student's progress in the IEP and the CST Case Managers will continue to collect that data, while also requesting to observe remote learning and artifacts as needed. The CST will continue to complete evaluations as per their discipline in agreement with the evaluation plans. Additionally, case managers will arrange for the needed teachers and related service providers to participate in IEP meetings via electronic means. Case Managers will forward any directions necessary for accessing Google Meetings specific to scheduling a conference call via Google Meets. The CST will address student, parent and teacher concerns as they relate to the in-effect IEP in order to provide appropriate support to the maximum extent possible.

Case Management

- Conduct scheduled meetings via conference call or Google Meet if possible.
- Reschedule meetings with parent consent to extend compliance deadlines.
- Complete outstanding IEPs.
- Schedule upcoming meetings, complete letters of invitation and send letters of invitation via email.
- Counseling sessions will be conducted via Google Meet.
- Perform other duties i.e. consult with teachers, etc.
- Social Skills: communicate skills to parents/students via email with links to videos and other interactive skill-based lessons, provide group social-skill counseling sessions via Google Meet.

Evaluations

- Assessments that were being completed prior to the emergency closure will be analyzed and entered into evaluation reports per CST discipline.
- Schedule a review of evaluations for eligibility purposes when sufficient evaluations have been completed. Meetings via virtual phone conferencing, as appropriate and to the best of our abilities. (If these cannot be completed, obtain documented parental consent to acknowledge, extend timelines). If the time for evaluations comes without completion of standardized assessments, consideration of functional evaluative data may have to be used to support eligibility determinations in order to comply with timelines.

Educational Specialists

Educational Specialists (Guidance, Media Specialists, Nurses) will work remotely, and they will perform as many traditional tasks as possible. Media Specialists will support teachers, where appropriate, in developing instructional materials for students and take over for a teacher if that teacher becomes incapacitated due to illness. They will analyze the school's collection and develop a "weeding list" to implement upon return. They will also conduct research to find gaps in the collection in order to make data-driven purchasing decisions. Remotely or in the office, nurses can chart student health issues. Elementary nurses can chart all incoming K students. They will conduct other duties within their scope as assigned by the principal.

Principals, Assistant Principals, Supervisors

Principals, Assistant Principals, and Supervisors will work remotely or in their office and will remain in communication with their staff. They will monitor instructional activities posted on teachers' classroom pages and through the submission of lesson plans. They will also provide support to staff and families who might need assistance or guidance.

Secretaries

Secretaries can work remotely or in their building using proper social distancing. They will maintain daily communication with administrators, attend to all email correspondence, and perform as many traditional tasks as possible.

Teachers

Teachers will work remotely and follow home instruction guidelines. They will meet regularly through video conferencing, email, phone, etc. with their direct supervisor and collaborate with their colleagues.

Technology Department

Technology department members will report to work if work cannot be done remotely. They will monitor and respond to Help Desk tickets, emails, and phone calls. Parents can swap out laptops at the Ed Center at 49 Cottage Place. Help desk tickets can be submitted to https://docs.google.com/forms/d/e/1FAIpQLSe1jnCqYpYnduzRybhLPgsrAP_0pZQpazSbhRet0MmcbxHTZQ/viewform?usp=sf_link for students and through our internal process for staff.

Professional Development

All in-house professional development is canceled. Teachers are currently learning a tremendous amount of technology and distance learning techniques.

Remote Learning Technology Resources

These resources are being disseminated through the IT Department, Tech/Innovators, Building Principals, Supervisors, etc.

School Nutrition Benefits to Eligible Students

We will continue to provide meals to students who fall within the guidelines of the Free and Reduced Lunch Program. The district will continue to reach out on a weekly basis to all the families who qualify for Free and Reduced Lunch to ensure that all families that want to participate are being served. The district is distributing meals for pick up between the hours of 10:00 a.m. through 12:00 p.m. at the Benjamin Franklin Middle School parking lot at 335 North Van Dien Ave. or delivering to the student's home between 10:00 am and 12:00pm if requested. The District will be distributing meals until June 30th.

Special Education and Related Services

Every effort will be made to provide accommodations and modifications according to students' Individualized Education Plans. Teachers in specialized programs, as well as related service providers, will also send individualized activities aligned to student IEP goals. Remote instruction will be provided

in a variety of means that include accessible materials and platforms in order to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible.

Child Study Team members were advised of the following:

- While some related services and/or portions of a student's IEP cannot be replicated remotely, alternative activities and accessible materials, live and recorded platforms activities will continue to be explored and offered to appropriately support the student.
- For students with discrete trial instruction, determine if any maintenance programs can be run at home by the parents. Behaviorists are working with special educators for continued programming via ReThink and will continue to hold regularly scheduled home-school clinics.
- CST will support updated baseline assessments be completed.
- Complete updated baseline assessments for all related service goals as soon as possible.
- Having a current baseline will provide data necessary for the teams to determine what, if any, progress was lost during closures.
- Related service staff will provide home-based activities, such as fine motor work, speech worksheets, etc. that align to the goals in the student's IEP; where appropriate, related service staff will provide tele-practice and maintain attendance and document progress.
- To the extent appropriate, special education staff will ensure the students are prepared to complete home-based work and/or that parents are informed on how to run a home-based program. Professional Development was provided and shared entitled: Progress Monitoring During Remote Learning to support teachers and related service providers' ability to report on progress on IEP goals and objectives.

Special Education teachers of students with disabilities instructed in Supplemental/Supported Instruction, OCR, LLD, Autism, BD, PSD and MD classes work along with the General Education teachers' counterparts in order to plan instructional activities appropriate for the students in their respective classes and collaboratively when appropriate.

Special Education teachers have a links to Google Classrooms and additional platforms to outline activities which will consider the needs of their students, including any adapted materials, assignments, modifications, and accommodations.

There is a Preschool Disabilities program within the Ridgewood Public School where remote learning has included an online curriculum and virtual Google Meet platforms. The teachers of students who require ABA instruction includes ReThink remote learning resources. Teachers continue to be available during school closures to respond to questions from parents/guardians and/or students.

Case managers are following-up with parents/guardians via email to schedule meetings (i.e. annual review, eligibility, reevaluation eligibility) via Google Meet or via conference calls. Teachers continue to provide written input, specific to the student's progress in the IEP. Additionally, teachers and related service providers as needed participate in IEP meetings via electronic means. Professional Development was provided and shared entitled: Progress Monitoring During Remote Learning to support teachers and related service providers ability to report on progress on IEP goals and objectives. Directions were provided for accessing Google Meetings specific to scheduling a conference call via Google Meets.

Reports for students who have been evaluated will be written by the respective evaluator and will be sent to parents/guardians upon completion to ensure compliance. In the event of potential school closures, any evaluation that has not yet been completed will be completed upon returning to school, as the evaluations will have to be done in person.

The District utilizes multiple methods of communication regarding decisions related to COVID-19 to all relevant stakeholders. District correspondence is typically sent out in English and translated as needed. The plan considers all students with disabilities, including those who are medically-fragile.

A Related Services website had been established where CST, OT, PT and Speech Therapists have added activities that can be accessed to support the students identified goals. Video messages are updated weekly and notices of parent-oriented webinars, workshops and Parent Organization/LSHSA offerings are posted regularly.

- For Speech Therapy, the folders are broken down to the applicable session target (i.e. articulation, fluency, voice, language).
- For Occupational Therapy, the folders are broken down by session target (i.e. fine motor, gross motor/sensory, handwriting, visual/perceptual) and then grade-level.
- For Physical Therapy, the folders are broken down by session target (i.e. Functional skills, gross motor, strengthening).
- For Counseling, Social-Emotional, and Behavioral Support, the folders include social stories, de-escalation strategies, and contact information for resource staff and agencies.

The district Related Service providers will be available during school hours to respond to any questions from parents/guardians and/or students in the event of school closures. Of course, depending on the unique needs of each student, the district will consider and determine compensatory services when required by law.

ELL and Bilingual Needs Plan

The provision of ESL consists of instruction, assignments, communication, collaboration, and support. Students are provided with multiple assignments weekly in the four modalities of language learning: listening, reading, speaking and writing. Students meet with teachers in both group and individual virtual sessions to develop ideas, seek guidance, hone language skills, and engage in mini lessons and oral communication, not only with the teacher but among peers as well. To ensure continuity of instruction, ESL teachers consult with core teachers on an ongoing basis. Parents are kept informed of student progress through email and/or progress reports, and teachers communicate with guidance counselors about students' families that need translations and teacher guidance, and translators call home for discussions when students are struggling. Teachers strategize to address the challenge of online learning through constant, and critical communication, Zoom meets, Google meets, and translating docs. To address differentiation, individual needs are addressed at separate, individual meetings online.

Summer Programming

Summer programming continues to be informed by ongoing guidance from the New Jersey Department of Education: Summer programming began to be planned in January 2020 with the following dates: All programming has been planned as in-person, virtual, or a combination of either method. ESY staff are currently being hired, with Board-approved anticipated by end of May, 2020. Upon beginning ESY services, whether remote or in-person, maintenance of mastered skills will be assessed to determine the extent to which a learning loss may have occurred and instruction will be reinforced as necessary.

Credit recovery for seniors will be available through participation in virtual summer school course offerings. A subcommittee of administrators will be creating transition plans for the return to school in September, understanding that several scenarios need to be prepared to address whatever the circumstances may be in the fall. Part of this is to select and/or create assessments that should be administered to measure student proficiency, and to develop instructional interventions to address student needs. Curriculum pacing may be revised, and summer work is planned to build in flexible frameworks for curriculum delivery for 20-21. Instructional resources are being explored given the criteria for grant funding, particularly those tools deemed effective by teachers during remote instruction. A committee of stakeholders is in place to prioritize needs and make recommendations for reallocation of grant funds.

Preliminary plans for the Class of 2020 graduation ceremony have undergone a few revisions based on evolving guidance from the governor. The Ridgewood High School principal has sent multiple communications to the community as new information has become available, and as plans have changed. Plans for both virtual and in-person ceremonies are being considered and developed in light of shifting circumstances.

Staff and Student Access to Hardware and Internet

We are fully prepared to provide instructional services to K-12 enrolled students and primarily facilitated through the use of technology. We are fortunate to have the inventory and infrastructure in our district needed to offer Chromebooks for home use to any student or staff member who may need it during a school closure. If students or staff have a need for a district-supplied Chromebook and/or a means of Internet access (Wi-Fi) that they currently do not have, they should contact our IT office through the below links to set up for a device or internet.

In the event that a Chromebook malfunctions during a school/district closure, support will be requested through the following links on the district website.

- K-5: <https://sites.google.com/ridgewood.k12.nj.us/rps-k-5-home-instruction/home>
- Grades 6- 8: <https://sites.google.com/ridgewood.k12.nj.us/rps-6-8-home-instruction/resources/technology?authuser=0>
- Grades 9-12: <https://sites.google.com/ridgewood.k12.nj.us/rhs-students-virtual-school/resources/technology?authuser=0>

Visitors

During school closure, schools are closed to all outside visitors. Teachers must follow procedures posted in buildings.

This is a working document and will be revised when necessary. The plan was submitted to the Office of the Bergen County Superintendent of Schools.