



03 - 4430 - River Vale Public Schools

Chapter 27 Emergency Virtual or Remote Instruction Program Plan 2026-2027

River Vale
Board of Education

Fall 2026

River Vale Public School District: Emergency Remote Plan

The River Vale Remote Learning Plan is designed to provide students with meaningful instruction that aligns with the vision of the River Vale Public School District in the event school buildings are closed. While this format can never truly replace in-person interactions with a classroom teacher, it is our intent to maximize the multitude of resources available to our learning community to maintain educational continuity and to meet state guidelines until schools are able to reopen. All students will receive instruction for a minimum of 180 days.

The Remote Learning Plan will address the following:

- Instructional Delivery and Assessment
- Staff Roles
- Specific Teacher Expectations
- Online/Digital Resources
- Schedules
- Anticipated Challenges and Solutions

Instructional Delivery

Instructional delivery will revolve around the River Vale Public Schools Remote Learning Site, which serves as a central hub around which teachers can communicate lessons to parents and students; direct parents to Canvas, our Learning Management System; view daily attendance, and stay connected with their students. Each grade level and content area will plan and post resources and utilize platforms already used in classrooms.

Canvas and Google will be the primary platforms for submitting work for grades 2-8. Our students in grades pre-k through first grade will utilize Google, Canvas, and “Virtual Learning Bags” sent home prior to school closing. These bags will provide students with additional books, worksheets, and other instructional materials necessary to enhance their remote learning experience. Students in the primary grades will also utilize online resources such as Raz Kids, ReadWorks, and IXL.

Equitable Access

District Demographics

Total Student Population: 1025 (1,052 including OOD Students)

State-Funded Pre-School: N/A

Homeless: *

Migrant LSE:*

Students with Disabilities: 178

English Language Learners: *

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All students in grades K-8 will be provided a school-issued digital device to assist with remote instruction. 100% of students in River Vale have a device for remote learning. In addition, any instructional aide who requires a device will be provided with a Chromebook in order to appropriately support their identified student. The district technology team is available for virtual assistance and in-person device swaps, on an as-needed basis. All parents were given access to the technology team's contact information via the technology tab on our district's Remote Learning Site.

The River Vale Public School District is not aware of any family in need of internet service. However, the district will provide remote internet access through a cellular network to families who self-identify as being in need.

Staff Roles	
Classroom Teachers	Provide daily learning experiences accessible to all students via Google Meet, Canvas, screencastify lessons, etc. and provide timely and frequent feedback. Expectations for Learning Activities • Assignments will be posted on Canvas and/or on the Remote Learning Site. Special education teachers who do grade-level ICS will have access. • Clear learning objective(s): ○ Provide new instruction. Review material ○ Provide NJSLA practice (Students in grades 3-8). • Learning Activity ○ Can include video introductions or instruction (Flipgrid, Screencasting) ○ Plan for links to learning resources (PDFs, videos, Hyperdocs, online resources) • Application and Assessment ○ Practice or application of skills ○ Reflection on learning activity

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	○ Students can upload work (Canvas, Google Doc, Pear Deck, video, etc.) ○ Students will be continuously monitored through Linkit Benchmark Assessments, Big Ideas benchmarks, DIBELS Early Literacy Screeners, and classroom assessments. All teachers have continuous access to Canvas, Google, free websites, virtual field trips, mindfulness and wellness activities, education articles, webinars, and professional development opportunities via the Teacher Resource Page.
Collaborative Teachers, CST, Student Support Staff, BSI/Interventionists, Gifted and Talented, ESL, Special Education	Support classroom teachers will continue creating and posting differentiated and scaffolded learning opportunities for students; be available to support students with their work through online methods; provide feedback and support to students on a daily basis. Provide grade-level activities for support and enrichment. <u>CST</u> CST members will schedule sessions with regularly scheduled students. <u>Special Education</u> Provide necessary, individualized instruction and/or support, as able, to meet the goals of each child's IEP.
Students with Disabilities	<u>Delivery of Remote Instruction</u> We are continuing to provide students with small group, individualized instruction via Google Meet and/or pre-recorded videos. All materials and platforms that were available during in-school instruction continue to be available during remote instruction. For example, Lexia, Bookshare, Raz Kids, Canvas, FLRT, Google, all online materials used in core content classes, etc.

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	<u>Methods to Document IEP Implementation/Tracking of Services</u> Special Education Teachers and Related Service Personnel will continue keeping records of attendance, work completion, and progress towards IEP goals and objectives. All appropriate accommodations and modifications for remote learning will be implemented. <u>Follow up with Families</u> Case managers will continue communicating with families via phone, e-mail, and/or Google Meet sessions and individualizing services and programs as needed. This practice will continue throughout the remainder of remote learning. We will also continue providing counseling sessions to students who receive this service as indicated in their IEPs and also to students in need of additional support. <u>Virtual IEP Meetings</u> Virtual IEP meetings, evaluation planning meetings, and other meetings to identify, evaluate, and or reevaluate students with disabilities will be conducted via Zoom/Google Meet. Any CST evaluations that can be conducted remotely, with integrity, will be completed. Our district psychiatrist and developmental pediatrician will continue completing evaluations, when appropriate, via telehealth.
English Language Learners	<u>Describe the provision of ESL and bilingual education to meet the needs of MLs</u> • Weekly synchronous and asynchronous assignments in a Google Doc will be distributed to parents. • Google Meet classes will be held once a week with our teacher and ML students for approximately 30-40 minutes to review assignments and

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	introduce new material. This session will take place during the child's regularly scheduled time. <u>Describe how the district communicates with ML families, including the translation of materials and directions</u> • Assignments and school/district information is translated and will continue to be translated for families on an as-needed basis • Many emails addressing student concerns and celebrations have been and will continue to be sent to caregivers, including Screencastify videos (made by our ML teacher) about how to access and use the educational websites for assignments given. <u>Describe how the district uses alternate methods of instruction, differentiation, access to technology, and strategies to troubleshoot ML access challenges</u> • All students in the district were given Chromebooks to take home. • All ML students in the district have access to WiFi at home. • Flipgrid, Imagine Learning, Brainpop Jr, Raz Kids, Phonics First, Edpuzzle, teacher-made interactive worksheets using Google Slides, poems, songs, chants, teacher-made Screencastify grammar videos, and vocabulary Google Slide shows are used within a unit of study including listening, reading, speaking, and writing activities at varying levels of learning, depending on individual student English language knowledge needs <u>Describe how the district includes training for teachers, administrators, and counselors to</u>
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	<u>learn strategies related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country.</u> • Teachers and families have access to services provided through West Bergen Mental Healthcare. Additionally, all staff has been trained on the RULER Approach, from Yale's Center of Emotional Intelligence, coupled with the PREPaRE Method on reducing the effects of trauma and trauma-informed teaching. Additionally, staff members have worked with and continue to work with our literacy consultant to fluidly build culturally responsive lessons into our daily instruction. School libraries have been created and books highlighting diverse cultures have been purchased. Lastly, the district's Diversity Committee has worked with the staff to create videos for the classrooms to be used during instruction, which highlight diverse cultures.
Guidance Counselors	Provide students with character education and SEL/RULER resources during the closure; be available to proactively provide support to students who might be in need; conduct check-ins with students who might need additional support during this time away from school. Guidance counselors and nurses will reach out to students who do not appear to be attending online classes or completing assignments. Guidance Counselors will check in with your regularly scheduled students to ensure all 504 needs are met.

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Regional OTs, PTs, Behaviorists, Consultants and Speech Therapists	Therapists will develop individualized plans for each student to continue to implement their IEPs to the best of their abilities. These plans will include sharing pre-recorded videos with families, providing packets with written instructions and visual aids, consultation with parents, direct service through Zoom, Google Meet and/or telephone. If determined by the CST that make-up sessions are warranted, they will be available to students upon the reopening of schools.
Nurses/Attendance	School nurses will be responsible for checking the attendance each day. They will follow up with parents of ill students and communicate with local officials regarding health updates. To make attendance more reliable and easier to collect, teachers will collect attendance using the report supplied through Google Meet. Parents will be responsible for contacting the school nurse if their child will not be attending online learning. Additionally, we have a system in place to follow-up with families of students who are not attending online learning and/or participating and completing assignments. Attendance will remain in compliance with our BOE-approved attendance policy.
Administrators	Administrators will remain in communication with staff throughout the day and monitor instructional activities. They will provide support to staff and families who might need assistance and guidance; monitor all work and learning platforms to ensure the remote learning plan is being implemented appropriately; communicate with local and state officials regarding health and NJDOE updates, and communicate any pertinent information to families. Administrators are continuing to evolve and refine instructional practices as well as communicate any updates to all stakeholders. All required state

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	mandates will be completed in the necessary time frames.
Summer Programming and Facilities	
Summer Programming	<u>Extended School Year</u> If we are allowed in our buildings, students will receive traditional ESY services as indicated in their IEPs. Should we move to remote ESY, students will receive services via Zoom/Google Meet and pre-recorded videos to best individualize instruction. Additionally, many students require progress monitoring of social skills and the district will continue to foster relationships through virtual playdates, etc. <u>Assessment of Learning Lost</u> The administrative team will meet with each grade level team to discuss standards and content that will need to be reviewed before their students can move to the next grade level's curriculum. Curriculum compacting documents will be created, as has been done during the previous years, and benchmark assessments will be given upon return to in-person teaching to best support each student's individual needs. Additionally, the district will utilize Pearson Evidence Reports, our Linkit platforms and "Fingertip Reports" to identify standards that our students need to revisit for mastery. Lastly, we will utilize the DIBELS Early Literacy Screener and mClass platform to help identify students in need of additional support and to monitor growth of specific reading skills. <u>Graduation</u> Depending on case numbers and guidance from the NJDOH, the CDC, and our local health department, River Vale Public Schools might hold a socially distanced, outdoor or indoor graduation.
Facilities	Our buildings will have custodial/maintenance staff in the buildings daily to perform regular cleaning and maintenance functions. In

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	addition, all cleaning and safety protocols recommended by the CDC and or the NJDOH will be taken into consideration. All high-touch areas will be disinfected daily. Staff that may enter the buildings as needed will all be expected to practice and follow all safety precautions. Vendors and/or contractors will also be expected to practice safe hygiene methods.
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Specific Teacher Expectations	
Classroom Teachers: Pre-K Kindergarten Grade 1	Provide daily learning experiences accessible to all students via Google Meet, Canvas, screencastify lessons, etc. and provide timely and frequent feedback. Teachers will continue to populate lessons on Canvas for their particular grade level and/or utilize resources via Virtual Learning Bags. Teachers will complete lesson plans in their Google Lesson Plan Folder.
Classroom Teachers: Grades 2 - 8	Provide daily learning experiences accessible to all students via Google Meet, Canvas, screencastify lessons, etc. and provide timely and frequent feedback. Teachers will complete lesson plans in their Google Lesson Plan Folder. <u>Holdrum Middle School Only</u> <i>All students will follow their regular schedule and meet with their teachers via Google Meet for all subjects. They will continue to check individual Canvas pages for assignments and announcements.</i> <u>ICS/Study Skills</u>

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	Teachers will collaborate and/or co-teach with ELA, Math, Science, SS teachers regarding assigned learning activities. Create daily learning activities. Each subject area will be responsible for posting a new learning activity each day and/or provide virtual instruction through Zoom/Google Meet sessions. Identify individual student needs and provide additional material as needed.
Special Area Teachers (Gifted and Talented): Grades K-5	Special Area teachers will provide instruction to students via Google Meet during their scheduled time. All information and assignments will be posted on their individual Canvas pages. Teachers will complete lesson plans in their Google Lesson Plan Folder.
Basic Skills Teachers/Students Eligible for Title I Supports: Grades K-8	Basic skills will continue to be offered to all students previously and newly identified as "in need of support." Basic Skills teachers will provide small group and individualized instruction, check-ins, and modified work through differentiated assignments and Zoom/Google Meet sessions.

Anticipated Challenges and Solutions	
Access to Technology/Digital Divide	The River Vale Public School District is not aware of any family in need of internet service. However, the district will provide remote internet access through a cellular network to families who self-identify as being in need. All students in grades K-8 will be sent home with a digital device to assist with remote instruction. In addition, any instructional aide who requires a device will be provided with a

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	Chromebook in order to appropriately support their identified student. The district technology team is available for virtual assistance and in-person device swaps, on an as-needed basis. All parents were given access to the technology team's contact information via the Remote Learning Site.
School Nutrition Services	The River Vale Public School District does not participate in the National School Lunch Program, however the district participates in The Special Milk Program, for any student who qualifies.

Other Considerations	
Accelerated and Extended Learning Opportunities	Accelerated and extended learning opportunities will be dependent on the length of closure and learning needs/targets. If learning acceleration/extension is determined to be appropriate and necessary, every effort will be made to provide these services virtually.
Transportation	The district will maintain communication with our transportation company to inform them of the school closure and when transportation needs are expected to resume.
Extra-curricular Programs	To the extent possible, extra-curricular programs will continue to run virtually, inclusive of clubs, theater programs, and robotics.
Childcare	In the event of a school closure, the district will communicate to families that aftercare (ACE) programs will not be available until the district is able to resume in-person instruction.
Community Programming	The district will continue to communicate with parent/community organizations to provide programs in virtual formats, if appropriate.

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K-5 Elementary Digital Learning Tools	K-8 District Digital Learning Tools	6-8 Middle School Digital Learning Tools
<u>Paid Subscriptions:</u> Canvas Linkit! Reading A-Z/RAZ Kids (K-2) Pebble Go Mystery Science Mosa Mack Frax/Reflex IXL DIBELS mClass HDWord/Infercabulary <u>Free Tools:</u> Pear Deck ABC Mouse NEWSELA Padlet Flipgrid Quizlet Kahoot Quizziz Read Works	G-Suite for Education: 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, Hangouts Meet, and Classroom. The ability to have <i>Shared Google Folders</i> 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. Google Meets are an easy-to-join video call, so you can meet face to face LIVE with your students This allows for asynchronous learning. Math Textbook Program Resources- Big Ideas	<u>Paid Subscriptions:</u> Canvas Linkit! IXL IXL Spanish Brain Pop Mosa Mack GrammarFlip <u>Free Tools:</u> Pear Deck NEWSELA Padlet Flipgrid Quizlet Kahoot Quizziz GimKit Screencastify DocHub

All teachers in grades Pre-K through 5 offer both synchronous and asynchronous learning opportunities. Our synchronous learning schedule for grades K-5 is below. Asynchronous learning (i.e. Screencastify, YouTube videos) consistently occurs across all grade levels throughout the week. These videos are also offered for special education students and for instruction in expressive arts. Students will receive a minimum of 4 hours of instruction per day, which does not include lunch, recess, breaks, and passing time.

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Synchronous Learning Schedule

Kindergarten-Grade 2

<u>Day of Week</u>	<u>Time</u>	<u>Whole Group/Small Group</u>	<u>Subject</u>
Monday	40 minutes	Whole Group/ Small group (As needed)	All Subjects (i.e. Reading, Writing, Phonics, Math, Science/SS, Special)
Tuesday	40 minutes	Whole Group/ Small group (As needed)	All Subjects (i.e. Reading, Writing, Phonics, Math, Science/SS, Special)
Wednesday	40 minutes	Whole Group/ Small group (As needed)	All Subjects (i.e. Reading, Writing, Phonics, Math, Science/SS, Special)
Thursday	40 minutes	Whole Group/ Small group (As needed)	All Subjects (i.e. Reading, Writing, Phonics, Math, Science/SS, Special)
Friday	40 minutes	Whole Group/ Small group (As needed)	All Subjects (i.e. Reading, Writing, Phonics, Math, Science/SS, Special)

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Grade 3 - Grade 5

<u>Day of Week</u>	<u>Time</u>	<u>Whole Group/Small Group</u>	<u>Subject</u>
Monday	40 minutes	Whole Group/ Small group (As needed)	All Subjects (i.e. Reading, Writing, Word Work, Math, Science/SS, Special)
Tuesday	40 minutes	Whole Group/ Small group (As needed)	All Subjects (i.e. Reading, Writing, Word Work, Math, Science/SS, Special)
Wednesday	40 minutes	Whole Group/ Small group (As needed)	All Subjects (i.e. Reading, Writing, Word Work, Math, Science/SS, Special)
Thursday	40 minutes	Whole Group/ Small group (As needed)	All Subjects (i.e. Reading, Writing, Word Work, Math, Science/SS, Special)
Friday	40 minutes	Whole Group/ Small group (As needed)	All Subjects (i.e. Reading, Writing, Word Work, Math, Science/SS, Special)

Replacement ELA/Mathematics is offered to students in accordance with their IEP.

Related services are also offered through synchronous learning in accordance with the child's IEP.

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Basic Skills is offered to students in either a small group Zoom/Google Meet session or a 1:1 Zoom/Google Meet session. These times vary depending on the schedule of the week.

All special areas (Physical Education, Art, Music, and Spanish) are offered through weekly Zoom/Google Meet sessions for each grade level. Each grade level receives whole group instruction for 30-40 minutes once a week for each special.

Example Schedules HMS

Period	Time	SIXTH	SEVENTH	EIGHTH
Advisory:	8:00-8:10	Teacher A	Teacher B	Teacher C
Period 1:	8:13-9:00	Readers' Workshop	Science	PE/ Health A WRAP B
Period 2:	9:03-9:50	Math 6	Language Arts	Algebra
Period 3:	9:53-10:40	PE/ Health	Social Studies	Language Arts
Period 4:	10:43-11:30	LUNCH	WRAP A PE/ Health B	Science
Period 5:	11:33-12:20	Writers' Workshop	LUNCH	Elective
Period 6:	12:23-1:10	Science	Pre-Algebra	LUNCH
Period 7:	1:13-2:00	Spanish A Art B	Chinese	Spanish
Period 8:	2:03-2:50	Social Studies	Elective 2D Art	Social Studies

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Essential Employees

Mrs. Melissa Signore	Superintendent of Schools
Mrs. Kelly Ippolito	School Business Administrator/BOE Secretary
Mr. James Cody	Principal - Holdrum Middle School
Mrs. Julieann McKeary	Assistant Principal - Holdrum Middle School
Mr. Christopher Kirkby	Principal - Woodside Elementary School
Mr. Stephen Wren	Principal - Roberge Elementary School
Mr. Tom O’Gara	Director of Technology
Mrs. Joelle DeGaetano	Supervisor of Special Services
Mr. Thomas Tracy	Director of Buildings and Grounds
Mrs. Kimberly Dowling	Supervisor of Curriculum and Instruction
Mrs. Kathy Hayek	Confidential Executive Secretary to the Superintendent
Mrs. Christina Roveccio	Confidential Executive Secretary to the School Business Administrator
Mrs. Patrice Griep	Technology Department Secretary
Mrs. Rania Bajati	Confidential Secretary to the Buildings and Grounds Director
Mrs. Lisa Wachino	Child Study Team Secretary
Mrs. Gloria Gallucci	Confidential Payroll Clerk/Bookkeeper
Mrs. Terri McKeever	Confidential Accounts Payable Clerk
Mrs. Ashley DePaola	Holdrum Middle School Secretary
Mrs. Sharon Baronian	Holdrum Middle School Secretary
Mrs. Tracey Mueller	Woodside Elementary School Secretary
Mrs. Doreen Binetti	Woodside Elementary School Secretary

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Mrs. Arlene Cabrera	Roberge Elementary School Secretary
Mrs. Karen Mast	Roberge Elementary School Secretary
Nicholes Calabrese	BOE Office/Roberge School Head Custodian
TBD	BOE Office/Roberge Night Custodian
Juan Rodriguez	Woodside School Night Lead Custodian
Alvaro Sosa	Woodside School Night Custodian
Todd Emery	BOE Office/Roberge School Night Custodian
William Liston	BOE Office/Roberge School Night Custodian
Sean Mullany	Woodside School Head Custodian
Jaime Leon	Roberge Night Lead Custodian
TBD	Woodside School Night Custodian
TBD	Holdrum School Night Custodian
Terrance McCann	Holdrum School Head Custodian
Oscar Maldonado	Holdrum School Night Lead Custodian
Joseph Kapish	Holdrum School Night Custodian
Cesar Romero	Holdrum School Night Custodian
Brendan Maloney	Maintenance Department
James Steindl	Maintenance Department