



Park Ridge Schools Reopening Plan July 31, 2020

Revised: August 18, 2020

Park Ridge School District
85 Pascack Road
Park Ridge, NJ 07656

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Superintendent of Schools



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Essential Question

How does the Park Ridge School District reopen schools in accordance with our two main priorities of safety and education, while maintaining our commitment to rigorous instruction and high standards in the classroom?

Introduction

In accordance with the executive orders issued by the Bergen County Executive and Governor Murphy, the Park Ridge School district closed its buildings to students, starting on March 16, 2020, due to the onset of the public health emergency. (See Executive Order No. 104 and Executive Order No. 138). As a result of these orders, Park Ridge School District implemented a remote learning plan. On June 26th, the New Jersey Department of Education (NJDOE) issued its guidance to schools in the form of a report, “The Road Back: Restart and Recovery Plan for Education” (“The Road Back”). “The Road Back” defines anticipated minimum standards for all districts. In accordance with the standards contained in “The Road Back,” and including community surveys and staff/parent committee meetings, Park Ridge District has planned a phased-opening that meets or exceeds all standards in that plan.

In crafting this plan, Park Ridge continues to prioritize an experience that “will nurture all students to be life-long learners, ethical and responsible citizens, and independent, productive members of a global society,” [Park Ridge School District vision statement] and that will meet or exceed all relevant state guidelines. However, this experience must be pursued in an atmosphere of safety and in alignment with NJDOE guidelines, “considerations,” and minimum standards.



Park Ridge
Public School District
85 Pascoack Road, Park Ridge, NJ 07656

“Park Ridge Schools Reopening Plan 2020”

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Board Approval

This plan has been submitted in its entirety for Board of Education approval.

Date of Board Meeting: August 31, 2020



Park Ridge Demographic Profile

Park Ridge is a district in northern Bergen county, serving students in grades pre-kindergarten through twelfth grade (an additional transition program serves adult students ages 18-21). Total enrollment for the district is currently 1,216 students. Forty three of those students are enrolled in our preschool. As of the 2018-2019 school year, 84.4% spoke English at home as the primary language, with 9% Spanish-speaking, 1.2% Chinese-speaking and the remainder speaking another language at home. As of the 2018-2019 NJ State Report, 4.8% of our student population was economically disadvantaged (LSE), 19.7% were classified as Students with Disabilities, and 2.7% were English Language Learners (ELL). Current district numbers include fewer than ten (<10) students classified as Homeless, 26 students enrolled as ELL, and 222 students with IEPs.

Committee Structure and Community Survey

In accordance with “The Road Back,” Park Ridge district convened several committees in order to consider how best to develop a plan that meets all state standards. A total of six committees were initially created: An Ad-Hoc Board Reopening Committee, Park Ridge District Reopening Committee, Park Ridge Parent Reopening Committee, Park Ridge High School Reopening Committee, Park Ridge Middle School Reopening Committee, and Park Ridge Elementary Reopening Committee. All committees were convened with guidance from, and reporting to, the District Reopening Committee. Each committee pursued questions independently, and provided feedback and recommendations for the District Committee. During the course of the discussions, the Middle and High School Committees decided to merge to better reflect the structure of our district.

See Appendix A for a full list of committee members.

In addition to committee membership, Park Ridge School District sought the opinions of the community and staff through surveys. All teachers and staff were surveyed on the final day of instruction in the 2019-2020 school year. The community of Park Ridge was surveyed in the last week of June and throughout July. Feedback from both surveys was reported to committees and used to inform decision-making throughout the process. Survey questions included assessment of remote-learning and community support for mask policy and hybrid options.



Conditions for Learning: Critical Areas of Operation

“The Road Back” defined ten ‘critical’ areas of operation, with minimal acceptable guidelines. Park Ridge District has adopted all standards in these areas, as noted below.

Critical Area #1: General Health and Safety Guidelines

Park Ridge District has established communication with local and State authorities to monitor mitigation levels in the community, and will use that relationship to align practices with best practices recommended by health officials. All applicable guidance from the CDC’s recommendation will be included in daily operations. Additionally, the Board will promote behavior associated with COVID-19 spread reduction, including recommending that staff and students stay home when sick, practice frequent hand-washing, posting signs and messages around the buildings, and promoting the wearing of masks. Full details of signage, markings, and practices will be determined by individual, school-based Pandemic Response Teams.

Students and staff members in all buildings will be required to wear masks at all times, unless it is medically necessary for them not to wear a mask. Face coverings are always required for visitors, unless doing so would inhibit their health.

Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:

- (i) Chronic lung disease or asthma (moderate to severe);
- (ii) Serious heart conditions;
- (iii) Immunocompromised;
- (iv) Severe obesity (body mass index, or BMI, of 40 or higher);
- (v) Diabetes;
- (vi) Chronic kidney disease undergoing dialysis;
- (vii) Liver disease;
- (viii) Medically fragile students with Individualized Education Programs (IEPs);
- (ix) Students with complex disabilities with IEPs; or
- (x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).



Critical Area #2: Classrooms, Testing, and Therapy Rooms

The majority of classrooms in Park Ridge District can achieve social-distancing requirements with our in-class population split into two halves. Students will be seated at desks, facing forward, and spaced six feet apart. In the few remaining classes that will require further measures in the High School, plastic barriers will be utilized.

All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. All univents have recirculation with fresh air components. Air conditioning unit coils, and filter(s) for A/C units will be cleaned, maintained, and changed according to manufacturer recommendations and according to a regular schedule set by our Building and Grounds Department.

Hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol) will be established in each classroom, at the entrances and exits of buildings, and, in or near the bathrooms. District wide, we are using the ‘G Clean’ sanitizer which meets these requirements. In cases where students need to be supervised while using sanitizer, such sanitizer will only be accessible from the teacher’s desk.

Each building principal, in accordance with the building-level Pandemic Response Team, will develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing. Classes with sinks in our elementary classrooms can utilize those sinks throughout the day, and teachers can lead this activity directly.

Critical Area #3: Transportation

Transporting students poses a particularly difficult challenge to restarting school operations in the presence of COVID- 19. Park Ridge School District has considered how to get students to and from school buildings while protecting the health and safety of those students and the personnel who provide these services

On in-district transportation routes social distancing will be maintained when possible. At all times students, bus aides and bus drivers will wear face coverings. Attendance will be taken on each route for contact tracing purposes. Transportation for students attending



out of district placements is coordinated by Region II for Special Education and they will also follow social distancing whenever possible and require all students, bus aides and bus drivers to wear face coverings.

On athletic transportation routes social distancing will be maintained when possible. At all times whether athletes/coaches are able to maintain social distance if not face coverings will be worn. BOE policy will be reviewed to include allowing parents the opportunity to transport their own child to/from competitions. Attendance will be taken on each route for contact tracing purposes.

Buses will be cleaned continuously by the bus drivers, who are also part of our custodial crew. After each run, they will utilize our hydrogen peroxide cleaner to wipe down all surfaces. After all the surfaces are cleaned, they will be sanitized with a neutral disinfectant - either Buckeye 23 or the Brutab 6s. These will be done at the completion of every run and at the end of every day.

Critical Area #4: Student Flow, Entry, Exit, and Common Areas

Park Ridge School District has planned for the following practices to provide for social-distancing during entry, exit, and, at the high school, during class change.

In the elementary schools, principals and morning duty staff will take daily temperature checks in the car at drop-off or at one entrance for walk-ups, to prevent the formation of a line. Students will use multiple entrances, with staff monitoring entrances to keep students aware of social-distancing guidelines. Once in the building, tape and markers will remind students of proper spacing. All students will stay in the same room for the duration of the day, in order to minimize the mixing of cohorts. Interaction from other teachers, administrators, and staff will be kept to a minimum. Assemblies and after-school events will be canceled or minimized in order to maintain social distancing as well. Students will be escorted to their designated exits at the end of the day, with paraprofessionals assisting to maintain social-distancing at these times.

At the high school, multiple entrances will be staffed in order to carry out temperature checks. Students will go straight to their homerooms, which has increased time in order to house students at arrival. At no times will students be allowed to go to, or use, their lockers. The Park Ridge High School reflects extra passing time in the schedule, in order to support the social-distancing rules in the hallway. Students dismissal will be staggered, and students will be directed to an exit nearest their last period classroom.



In all buildings, tape on floors and sidewalks, and decals marking proper separation, will be applied in order to serve as guides and reminders of these rules.

Critical Area #5: Screening, PPE, and Response to Students and Staff Presenting Symptoms

The Park Ridge School District will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:

- (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
- (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
- (c) Results must be documented when signs/symptoms of COVID-19 are observed.
- (d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.

The Board will adopt procedures for symptomatic staff and students, which shall include the following:

- (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
- (b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
- (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:



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- (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 - (ii) Following current Communicable Disease Service guidance for illness reporting.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
 - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.
 - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
 - (vii) Written protocols to address a positive case.

School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick. A form indicating such requirement has been added to our re-enrollment for the school year and parents will be required to complete this form once per month.

All staff will be required to complete the Park Ridge School District Daily Health Screening Form and turn in to their immediate supervisor or designee prior to the start of each school day.

All staff and visitors will be required to wear masks, unless doing so would inhibit the individual's health. In general, all students will be required to wear masks when not at socially-distanced seating. Accommodation 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.

Exceptions to requirements for face coverings shall be as follows:

- (a) Doing so would inhibit the individual's health.



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- (b) The individual is in extreme heat outdoors.
 - (c) The individual is in water.
 - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
 - (e) The student is under the age of two and could risk suffocation.

Critical Area #6: Contact Tracing

The Park Ridge School District will adopt Board Policy 1648 regarding contact tracing. The policy outlines procedures the district must follow upon being notified a student/staff member or resident in close proximity to members of the school community has tested positive for COVID-19. The Park Ridge District will utilize the expertise and the consultation of the school-based Pandemic Response Teams to carry out contact tracing in specific incidences of COVID-19 exposure. In general, exposure to the virus will be limited to classrooms in the elementary schools, and A/B groups in the high school. The school-based Pandemic Response Teams will use best practices at the time to determine how wide-spread exposure might be, including considerations such as shared-teachers in the elementary school, and passing time at the high school.

When completing contact tracing Park Ridge School District staff will adhere to all applicable federal and state requirements regarding privacy of educational records (e.g. FERPA).

Staff members have been trained in the Johns Hopkins University COVID-19 Contact Tracing course, including District Safety Specialist, School Nurse at Elementary Level and Elementary Case Manager.

Critical Area #7: Facilities Cleaning Practices

This plan establishes a protocol for cleaning and disinfecting schedules, focusing on the 'high-touch' areas such as:

- (i) Classroom desks and chairs;
- (ii) Lunchroom tables and chairs;
- (iii) Door handles and push plates;
- (iv) Handrails;
- (v) Kitchens and bathrooms;
- (vi) Light switches;



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- (vii) Handles on equipment (e.g. athletic equipment);
 - (viii) Buttons on vending machines and elevators;
 - (ix) Shared telephones;
 - (x) Shared desktops;
 - (xi) Shared computer keyboards and mice;
 - (xii) Drinking fountains; and
 - (xiii) School bus seats and windows.

All ‘high-touch’ areas in the elementary schools will be thoroughly cleaned between the AM and PM cohorts, using BruTab 6s, an EPA-registered disinfectant. (See Leadership and Planning: Scheduling (Phase One) for further details on the schedule.) At Park Ridge High School, all ‘high-touch’ surfaces will be cleaned and sanitized, using the same agent, on a continual basis and at the conclusion of the in-person school day. Park Ridge maintenance staff will use Buckeye Eco Neutral Disinfectant to clean all bathrooms, according to a schedule set by our Director of Building and Grounds, and modified with input from our administration and the Pandemic Response Teams. A Material Safety Data Sheet for each chemical used in cleaning and sanitizing is on record with our Board Office.

During Phase One of our reopening, the cleaning schedule for all buildings will emphasize continual, routine cleaning of ‘high-touch’ services throughout the school day, with a thorough cleaning at the conclusion of each student session. Once students return to the building for in-person instruction, maintenance staff and the administration will monitor student flow and student behavior patterns to best determine if adjustments to our cleaning schedule might be necessary. These adjustments potentially will include changing staffing assignments in maintenance, and altering the daily or weekly cleaning schedule.

All air filters and other areas of concern for adequate ventilation will be checked and cleaned according to manufacturer recommendations, according to a schedule set by our Buildings and Grounds department.

A building cleaning manual, including checklists, informational sheets on cleaning products, and a detailed cleaning schedule from the NJSB&G association, formatted for Park Ridge’s needs, has been compiled by our Director of Building and Grounds, and will be available online.



Critical Area #8: Meals

No lunches are to be served in Park Ridge District during Phase One of our reopening plan (See Leadership and Planning: Scheduling (Phase One) for further details.) At such time that lunches are to be served, adequate time will be allocated for custodial staff to clean and sanitize tables and surfaces in between lunches. Considerations for the safe distribution and consumption of lunch will be a major part of considerations driving Phase Two and Phase Three of reopening for the Park Ridge School District.

See Recommended Additional Areas below for the continuation of our food distribution to families in need.

Critical Area #9: Recess/Physical Education

Recess and Physical Education classes will present particular challenges when returning students to school during COVID-19. The district has taken this into consideration and will follow the following procedures for recess:

- Recess will be staggered if two or more groups are participating in recess at the same time, they will have at least 6 feet of open space between them.

The use of playground equipment will be staggered and there will be protocols for frequent disinfecting. Students will maintain 6ft social distancing on equipment.

Physical Education classes:

- During Phase 1 all elementary Physical Education classes will be attended virtually.

- Middle School/High School Physical Education classes will be encouraged to utilize outdoor space as much as the weather permits.

- Middle School/High School Physical Education classes outdoor areas will be clearly delineated for use by different classes/cohorts. Within these spaces additional boundaries can be defined when needed.

- Middle School/High School Physical Education classes hand sanitizer will be provided to students for use at all times. They will be required to use after completing all activities.

- Middle School/High School Physical Education classes locker rooms will be closed.

Students will be encouraged to wear sneakers and activewear to school.

- Middle School/High School Physical Education classes equipment will be used individually only. After use equipment will be sanitized and prepared for use by the next group.



Critical Area #10: Field Trips, Extra-curricular Activities, and Use of Facilities Outside of School Hours

Field trips, extra-curricular activities and the use of facilities outside of school hours can pose challenges when reopening. Due to the concerns that each presented in-person without any modifications the committees have determined the following:

- No outside organizations will be allowed to use the school buildings during Phase One of our reopening. They will be able to utilize fields if they have proper documentation. This will be revisited in Phases Two and Three.
- The use of technology and online resources will be maximized to continue some extra-curricular activities without additional person-to-person contact.
- Athletics will follow the rules sanctioned by NJSIAA during all phases of reopening.
- There will be no field trips during Phase One. This will be revisited in Phases Two and Three.
- There will be no large in-person gatherings outside of school hours during Phase One. This will be revisited in Phases Two and Three

Park Ridge School District acknowledges that field trips and extra-curricular activities are an important component of our educational program and mission to educate the whole child. In accordance with these beliefs, our Pandemic Response Teams and administration will consistently monitor the state of the pandemic in order to determine the best time to safely resume these activities.

Conditions for Learning: Recommended Additional Areas of Focus

In addition to the ten ‘critical’ areas of operation, “The Road Back” encourages districts to plan for several additional areas of focus. Park Ridge District has included these areas into its planning according to the following categories:

Academic, Social, and Behavioral Supports (ASBS)

Park Ridge School has considered the many challenges that both staff and students will face upon the reopening of schools. To that end our district has developed supports in the following areas in order for both students and staff to be successful:

- Multi-tiered Systems of Support,
- universal screening,
- collaborative problem solving teams,
- family engagement,
- data-based decision making,



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- wraparound supports,
 - mental health supports,
 - academic enrichment,
 - mentoring,
 - food service and distribution, and
 - quality child care.

The district has several tools identified which it uses for universal screening in the areas of reading and mathematics. As a result of universal screening and data review, if a student is identified at risk our collaborative problem solving teams such as (grade level teams, I&RS, Child Study Team) would meet in order to determine specific needs and decide upon appropriate supplemental/ differentiated instruction either class wide or for individual students. The interventions are according to a multi-tiered approach.

As school reopens it important for staff to continue to support families with the challenges they are facing due to the COVID-19 pandemic. Many families in our area have lost jobs, have concerns over housing, meals and over families members lost to the virus or who are currently suffering from the virus. All of these things can impact a family unit and a student’s ability to succeed in school. The district has provided parent support workshops throughout the closure, additional counseling services to students who are struggling and written newsletters with advice on topics such as depression, anxiety, sleep and exercise as we reopen we will continue to provide these services. In addition, it was observed that there were families who were of limited english proficiency who struggled with technological literacy and could not support their children through virtual learning. Workshops were provided for these families in order to give them basic computer training. For families who struggle financially not only were the daily meals provided at the school for pick up but the district worked closely with the local food pantry to ensure families had access to food.

As school reopens our mental health staff remain available to students who need support in order to transition back to school and to cope with the stressors caused by COVID-19. A warm-line has been set up for all staff with West Bergen Mental Health. Staff is able to call the warm-line Monday to Friday 8am-5pm for mental health support.



The district’s gifted and talented teacher will be available to provide academic enrichment activities to students in grades K-6.

Student mentoring has been a focus for our students transitioning from the elementary schools to our junior-senior high school (those entering 7th grade). Park Ridge School District plans on continuing this mentorship, with an additional emphasis on community-building and transition during a time of hybrid/remote learning. All mentoring services will be available to students in all cohorts - our ‘A’ or ‘B’ groups or the ‘C’ all-remote group.

The district offers a childcare program both before and after school; this will continue when school reopens.

ASBS - Accountability during Remote and Hybrid Learning:

Park Ridge School district has developed the following plan to develop an ongoing ‘check-in’ style that will help to ensure accountability. Our goal is to establish a system in which students will be responsible to maintain learning on a daily basis, in accordance with our schedule and an asynchronous learning approach.

To ensure that students get credit for “attendance,” students in grades PK-6 will demonstrate attendance through submission of completed work. After receiving that work, teachers will mark students “present” in PowerSchool. Students in grades 7-12 will log in to Schoology and mark their presence through a discussion board before the end of the instructional day. Teachers will mark those students “present” in PowerSchool. If the student does not log in to Schoology during school hours the student shall be marked “absent”.

Teachers will be available to communicate with students/parents throughout the day via video conference ‘office hours’(grades 7-12) as well as middle of the day prep time (grades PK-6). Additionally, it is reasonable to expect that if a student communicates with the teacher via email that the teacher would respond either during their regular class time or within a reasonable amount of time via email during the school day. The goal of the day is student-teacher interaction and peer-to-peer collaboration, as the vast majority of our staff so often do already.



All lessons will be aligned with district-approved curriculum and New Jersey Student Learning Standards. All lessons will have a student learning objective as per district instructional guidelines. All lessons will have means to check for student understanding of that objective and offer specific student feedback.

ASBS - District Follow-Up Procedures

Park Ridge School District remains committed to a vision of education that includes every child, including during this time period of health-related closure. As the completion of all assigned work is necessary for both attendance and personal student growth, Park Ridge remains committed to the principle that all students must remain responsible to complete assignments in a timely fashion. In accordance with that mission, follow-up for students not participating instruction involves the following teams and procedures:

- First contact should be initiated by the teacher, often with the inclusion of Guidance and/or Special Services, in order to determine if failure to participate is due to technology. If a student is not communicating through email or our LMS, this contact will be with the parents through the phone numbers on record.
- If a student’s inability to participate is related to technology, Tech Support will reach out within the day to help resolve this issue, and teachers will be notified to correct attendance and help to remediate instruction. If a student is found to be in a position where lack of access to Wifi or a device is at issue, the district will follow our plan for providing digital equity outlined above.
- Students identified in need of extra support during this time period have a system of support already in place, including paraprofessional support, individualized conferences with teachers outside of the ‘normal’ school day, and virtual meetings with Guidance and Special Services. Paraprofessionals have been granted access to our LMS and, where required, to school-issued devices, in order to assist their efforts to conference with students in need.
- An established relationship and plan is already in effect for coordination with local police and mental health officials to assist in welfare checks for any students who continue to demonstrate a high level of concern.



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- Any students in need of credit recovery or electives may fulfill those needs through our already established program with Educere.

Social-Emotional Learning (SEL) and Culture and Climate

Park Ridge District has been focused on introducing SEL into its culture and climate. SEL was a district Professional Development goal in the 2019-2020 school year, and a focus of PLCs at the high school. Park Ridge will build on that structure to incorporate SEL strategies and feedback into every classroom. We acknowledge that the COVID-19 pandemic has introduced a general state of trauma and anxiety in the population (both school-age and in the wider community). Staff members will participate in discussions and reflection to evaluate their own emotional health and well-being, as well as develop their competency in SEL.

At all times, the Park Ridge District believes that creating a positive climate of learning, leadership, and community will deepen and support our work in Social-Emotional Learning. In furtherance of this belief, the first one to two weeks will be encouraged as ‘community-building’ time for classes. Students and staff in need of extra support have the ability to seek the support of school-based counselors. Park Ridge has continued its partnership with West Bergen Mental Health services to provide us with site-based mental health counselors in all buildings.

Park Ridge looks forward to putting the following SEL practices into place:

East Brook and West Ridge: Investment in, and adoption of, the Second Step SEL curriculum for all staff and students PK-6. Dedicated training time will be set aside at the beginning of the year, and during the year, to develop and support staff in this program.

Park Ridge High School: The focus of SEL work at the high school will be on a continuation and deepening of the SEL strategies and PLC work from the 2019-2020 school year. Staff members have already been trained in the CASEL framework, and have participated in grade-level discussions of applying SEL strategies in their classrooms. This work will be continued and further developed both at the start of the year and through the rest of the 2020-2021 school year.

Wrap-Around Supports



Park Ridge district contracts with West Bergen Mental Health in order to provide two social workers to conduct therapeutic counseling for students in the district. Parent training is offered as a service to families struggling with developing consistency and routines in the home. The members of the Child Study Team, school nurses, Student Assistance Coordinator all work closely with families in order to connect them to community resources as deemed appropriate.

Food Service and Distribution

Park Ridge School district has been in communication with our food service vendor, Pomptonian, and will seek to continue our plan to serve families eligible for free and reduced lunch. This plan has been in place since the emergency closure in March 2020. Under this plan, Pomptonian will provide a ‘Grab-and-Go’ meal available for pick-up at a centralized location on campus. The location chosen for this distribution is the lower parking lot, near the gym entrance, of Park Ridge High School. If necessary, a delivery system could be implemented. The Chief School Administrator, in conjunction with the district Business Administrator, have coordinated communication with families eligible under this program.

Full details of this program are below:

SFA Name: Park Ridge School District

Agreement #: 00303940

Date Meal Distribution will begin: Meal distribution will commence on the first day of instruction in accordance with this plan. (Tuesday, September 8, 2020)

Date Meal Distribution will end: Meal distribution as per this plan will be coterminous with half-day building schedules during Phase One or Two of our plan, or will terminate with the planned end of school year according to our Board-approved calendar.

Schools/Site where distribution of meals will take place: Meals will be distributed in the lower parking lot, near the gym entrance of Park Ridge High School.

Meals to be claimed for reimbursement per day: 29 total
(up to two meals, or one meal and one snack, per child per day)

Quality Child Care

Park Ridge will continue before-care and after-care programs to provide extended child care support for working families.



Leadership and Planning: Scheduling (Phase One)

During the reopening, Park Ridge District has experimented with room configurations. Schools will be able to achieve social distancing in classrooms in all buildings by splitting our population into halves. These ‘A’ and ‘B’ groups will rotate for in-person instruction into the building according to the schedules below. As safety rules allow, Park Ridge District will adjust these schedules in order to prioritize the return to in-person instruction for as many students as possible.

East Brook and West Ridge Elementary Schools:

Each student cohort will attend in-person instruction each day, in either the morning or afternoon, according to the schedule below. Buildings will be thoroughly cleaned in-between each session, with continual cleaning as per our facilities cleaning and maintenance plan (see below). Student desks will be spaced six feet apart, in rows, with all desks facing forward. General Education students will remain in their homeroom for the entirety of the instructional, in-person day, in order to minimize mixing cohorts. No student materials will be stored in desks, instead each individual will have a separate storage area.

East Brook/West Ridge Daily Schedule	
8:15AM-8:30AM	Drop Off and Temperature Screening
8:30AM-8:40AM	Homeroom
8:40AM-9:28AM	Block 1: Literacy, Math, SS/Sci/SEL
9:28AM-10:16AM	Block 2: Literacy, Math, SS/Sci/SEL
10:16AM-11:04AM	Block 3: Literacy, Math, SS/Sci/SEL
11:04AM-12:56PM	Dismissal, Teacher Lunch and Prep Time, and Building Cleaning
12:40PM-12:56PM	Drop Off and Temperature Screening
12:56PM-1:06PM	Homeroom
1:06PM-1:54PM	Block 4: Literacy, Math, SS/Sci/SEL



1:54PM-2:42PM	Block 5: Literacy, Math, SS/Sci/SEL
2:42PM-3:30PM	Block 6: Literacy, Math, SS/Sci/SEL

In-class instruction will prioritize fundamental skills in Literacy, Math, and SEL, Social Studies, and Science. One block, each day, will be dedicated to each area, with the teacher rotating among the final three core areas. As this instruction makes up an instructional day of two hours and 34 minutes, the remaining instructional time will be achieved through all-remote special areas, including music, art, world language, media center, and Physical Education. All special-area teachers will instruct their classes online, synchronously, according to a set schedule. This allotment of time for special areas will increase guided instruction by 40 minutes per day. The remainder of instructional time, will be made up in guided, asynchronous supplemental instruction in literacy and math, and Social Studies, Science, or SEL, totalling a minimum of 46 additional minutes. Students will have an opportunity to ‘check in’ with their teacher during the mid-day break, and also through email or our LMS.

Park Ridge High School:

Each student cohort will attend in-person instruction on a rotating, daily A-B schedule with Wednesday reserved for all-remote instruction and building cleaning. In this schedule, each in-person group will attend school for two days of instruction: Monday and Thursday for the ‘A’ group, and Tuesday and Friday for the ‘B’ group. Each in-person day will be a regular half day of instruction. During this time, non-attending students (‘A’ or ‘B’ group and ‘C’) will receive asynchronous, remote learning. On Wednesdays, teachers will be required to meet with their classes according to the regular, half-day schedule, including all three groups in their instruction. All students will thereby have an equal opportunity to remain on pace with the curriculum.

Students desks will be spaced six feet apart, in rows, facing-forward. Classes will be moved to larger spaces: cafeteria, theater, and media center, as necessary. In the few instances in which optimally-distanced desks (six feet apart) is not possible, plastic barriers will be utilized. While students will move from class to class, passing time has been increased to account for extra time due to social-distancing rules.



Park Ridge High School Daily Schedule	
7:00AM-7:45AM	Staff Arrival and Screening
7:50AM-8:10AM	Student Arrival and Screening
8:10AM-8:15AM	Homeroom
8:15AM-8:45AM	Period 1/2
8:49AM-9:19AM	Period 3/4
9:23AM-9:53AM	Period 5/6
9:57AM-10:27AM	Period 7/8
10:31AM-11:01AM	Period 9/10 or 10/11
11:05AM-11:35AM	Period 11/12 or 12/13
11:39AM-12:09PM	Period 14/15
12:13PM-12:43PM	Period 16/17
12:43PM-12:50PM	Organized Student Dismissal by Alphabet
12:50PM-1:20PM	Staff Lunch
1:20PM-1:50PM	Remote Virtual Office ‘Hour’
1:50PM-2:50PM	Staff Preparation Time

Special Education Scheduling Concerns:

The Director of Special Programs & Student Services, Supervisor of Special Education, members of the Child Study Team, Special Education teachers and parents of students with Individualized Education Plans (IEPs) were represented on all of the district reopening committees. The committee members strongly considered the unique needs of our students with IEPs while developing the district’s reopening plan. When considering social distancing and the needs of our students our goal was always to have our IEP



students receive in-person education as often as possible. Special Education Programs and Services will be delivered as follows in the district during Phase 1 of reopening:

Special Services During Phase One of Reopening		
Program/Service	Level	Plan
Integrated PreK/Students with IEP	Elementary	Students will attend in person either Monday/Wednesday or Tuesday/Thursday from 8:50am-11:10am or 1:05 pm-3:25 pm. Remote instruction will be provided on the three days the students are not in school. *
PSD class	Elementary	Students will attend in person either Monday/Wednesday or Tuesday/Thursday from 8:50am-11:10am or 1:05 pm-3:25 pm. Remote instruction will be provided on the three days the students are not in school. *
LLD class	Elementary	Students will attend school in person Monday through Friday from 8:30am-12:45pm. *
LLD class	Middle/High School	Students will attend school in person Monday, Tuesday, Thursday, and Friday from 8:10am - 12:50pm. On Wednesdays all students will log-on virtual platform from home and receive virtual instruction from 8:10am-12:50pm.*
Pull Out Replacement Resource Classes	Elementary	Students will attend Pull Out Replacement Resource classes during their scheduled Literacy and/or Mathematics block when they are in school. This will occur Monday-Friday.*



In Class Resource	Elementary	Students will receive In Class Resource Classes both when they are in-person and following a remote learning schedule.
In Class Resource Classes/Supplemental Resource Classes/Pull Out Replacement Resource Classes	Middle/High School	Students will receive In Class Resource Classes/Supplemental Resource Classes/In Class Resource both when they are in-person and following a distance/virtual learning schedule. Each class will occur daily Monday-Friday.*
Supplemental Resource Classes	Elementary	Students will attend Supplemental Resource classes during their distance/virtual learning time. They will not be pulled out of in-person instruction to receive supplemental resource.*
Related Services (OT, PT, Speech, Counseling)	Elementary/Middle/High School	Students will attend Related Services during their distance/virtual learning time. They will not be pulled out of in-person instruction to receive Related Services.*

*Based upon individual student needs adjustments to the program days/times will be considered upon request.

Leadership and Planning: Scheduling (Phases Two and Three of Reopening)

While the majority of this plan refers to Phase One of our reopening, Park Ridge District has planned for Phases Two and Three of our reopening. Broadly speaking, “Phase Three” refers to a return to all-inclusive, in-class instruction during a normal day schedule. “Phase Two” will refer to a reevaluation and expansion of our in-class instruction according to rules and guidelines in effect at the time of the phase. Phase Three is anticipated to begin on or around November 30th 2020, with Phase Two beginning as soon as distancing rules allow. Currently, Phase Two is tentatively scheduled to begin on or about October 19th, 2020. All dates are extremely tentative and will be adjusted as distancing rules, and safe operation of our schools allow.



Leading up to Phase Two, and including its start, the following key considerations will be part of Park Ridge’s reassessment of its schedule and plan:

- Reassess schedule and social-distancing rules and make necessary changes
- Determine if class size can be increased
- Observe student movement and entry, and determine any structural changes to social-distancing practices necessary
- Determine if cafeterias may return to food service
- Transition any remote-learning families that opt for in-class learning

Due to concerns about social distancing in the cafeteria, Phase Two in the elementary schools will commence with the ability to increase class size. Depending on the size of the virtual cohort, Phase Two may entail a return to larger class size, within a half-day model. Exact determination to the expansion of services for Phase Two will be made in conjunction with the Pandemic Response Teams and guidance from the NJDOE.

Phase Two in Park Ridge High School is anticipated to include a full-day of learning, including lunch service, but retaining the A/B rotation. As staff and administrators observe the movement of students throughout the building, and the possibility of returning to lunch service, a determination will be made as to the beginning of this phase.

Leadership and Planning: Full-Time Remote Learning Option

On July 24th, the NJDOE and Governor Murphy updated their guidance for districts to include a full-time remote learning option. The NJDOE released a supplemental memo indicating expectations for full-time remote learning, entitled, “Clarifying Expectations Regarding Full time Remote Learning Options for Families in 2020-2021” (“Remote Learning Expectations”).

In accordance with “Remote Learning Expectations,” Park Ridge District has expanded its cohort to include a full-time remote ‘Group C.’ This group will receive an education of the same “quality and scope” (“Remote Learning Expectations”) according to the following plan:

East Brook and West Ridge Elementary Schools: Students in grades K-6 who choose the remote-learning option will receive on-line instruction from certified teachers according to our regular curricula, during the AM session. Appropriately certified teachers will be



designated virtual teachers, and will be given time to meet with and coordinate pacing with teachers assigned to in-class learning. Students in the all-remote group will meet with their morning ‘block’ regular area teachers according to the AM rotation, and their specials area teacher according to the PM remote-learning schedule for special areas.

Park Ridge High School: The reproduction of the breadth and richness of our elective curricula would not be possible by supplementing instruction with virtual staff. At this time, Park Ridge intends to fulfill the requirements of remote-learning in the following manner: each teacher will provide daily remote instruction in sequence with lesson-planning for the in-person groups, along with all accompanying material, on the class’s Schoology page. All students will have a chance to check-in with teachers during the all-class meeting on Wednesdays. (See Scheduling: Phase One, above). These all-class meetings will give the teacher a chance to assess all students, formally and informally, to verify that all learning groups are receiving the same scope and sequence of instruction.

Leadership and Planning: Staffing and Educator Roles

The Park Ridge District understands that our reopening plan entails some changes to roles and responsibilities of teachers. All staffing considerations have been made with equity and accessibility as our chief concerns. Throughout the development of this plan, the Park Ridge District has worked with the Park Ridge Educational Association (PREA) to develop guidelines for staff in compliance with “The Road Back,” contractual considerations, and best practices for student learning.

“The Road Back” lists the following specific staff responsibilities, which are adopted in this plan. Park Ridge has rearranged its school calendar to prioritize Professional Learning at the start of the school year (see Continuity of Learning: Professional Learning, below). During this time, staff will receive training on social distancing protocol and practices, and curricular adjustments due to our hybrid schedule. As noted in “The Road Back,” the District will, “leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines.”

Instructional staff should:

- Reinforce social distancing protocol with students and co-teacher or support staff.
- Limit group interactions to maintain safety.
- Support school building safety logistics (entering, exiting, restrooms, etc.).



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- Become familiar with district online protocols and platforms.
 - 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.
 - Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
 - Provide regular feedback to students and families on expectations and progress.
 - Set clear expectations for remote and in-person students.
 - Assess student progress early and often and adjust instruction and/or methodology accordingly.
 - Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
 - Instruct and maintain good practice in digital citizenship for all students and staff.
 - Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
 - Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
 - Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
 - Limiting on-line activities for preschool students.

Mentor teachers should:

- Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
- Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
- Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
- Continue to maintain logs of mentoring contact.
- Mentor teachers should consider all health and safety measures when doing in-person observations.



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- Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - Consider alternative methods for classroom observations and avoiding in-person contact where possible.

Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:

- Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
- Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
- Prioritize vulnerable student groups for face-to-face instruction.
- Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- Define and provide examples of high-quality instruction given context and resources available.
- Assess teacher, student, and parent needs regularly.
- Ensure students and parents receive necessary supports to ensure access to instruction.
- 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).
- Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
- 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.

- Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- 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.

Educational services staff members should:

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

Support staff/paraprofessionals may:

- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.



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

Substitutes:

District administrators are currently recruiting and identifying substitute teachers for assignment in each building. Where possible, substitute teachers will remain in one classroom or grade level, in order to minimize contact across cohorts. Substitutes will be responsible for carrying out lesson plans, including online student contact in areas where this is required by our scheduling plan (e.g. elementary school special area instruction).

Educator Roles Related to School Technology Needs:

Park Ridge has designated the Director of Curriculum, Instruction, and Technology to serve as a ‘point person’ for educational technology assistance and troubleshooting. Additionally, a full-time technology staff of one IT Coordinator/Director, one Apple-certified repair specialist, and one full-time technology support specialist will assist in troubleshooting and repair. One specialist in our SIS (PowerSchool) will also be available to assist staff, students, and families with access to that service.

See Leadership and Planning: Technology and Connectivity for a full description of our technology plan, and Continuity of Learning: Professional Learning for a description of how technology fits into the professional learning plan at Park Ridge.

Leadership and Planning: Athletics

Park Ridge will resume athletics according to the guidelines set forth by the NJSIAA. We will adhere to all rules for the operation of sports in regards to health and safety. As long



as the NJSIAA continues to provide guidelines throughout the school year, we will coordinate with our conference (NJIC) to establish schedules, rules regarding return to play, and player safety. These rules will likely include specific paperwork and screening procedures before practices or games. The process may also include a disruption to traditional travel, schedules, and playoff formats in all sports. Based on the importance Athletics play in our students lives, we are hopeful to provide Athletics in the 2020-21 school year.

Leadership and Planning: Pandemic Response Teams

The Park Ridge School District has established four Pandemic Response Teams in order to coordinate our response to the ongoing health emergency. A district-level team will meet monthly (or more frequently as required) to set expectations, coordinate activities, and communicate with local health authorities. Three building-level teams will meet to address the ten ‘critical areas of operation’ from “The Road Back” on both a policy and ongoing basis. Each building-level team will report back to the district-level team, and overlapping membership will help to ensure a consistency of response and approach.

As detailed in “The Road Back,” the following are the baseline responsibilities of the Pandemic Response Teams in each building:

- (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
- (2) Adjusting or amending school health and safety protocols as needed.
- (3) Providing staff with needed support and training.
- (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
- (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
- (6) Providing necessary communications to the school community and to the school district.
- (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

See Appendix B for a complete list of Pandemic Response Team members.



Policy and Funding

The impact of the COVID-19 pandemic presents many fiscal challenges to the school district for delivery of instruction and related services to students in addition to other basic operational needs. Reopening facilities, purchasing supplies, transporting, and feeding students may look drastically different in the 2020-2021 school year. The Policy and Funding section of the Board’s Plan focuses on existing and pending Federal and State legislation, regulations, and guidance.

1. School Funding

a. The Board shall explore options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning in the face of considerable uncertainty. The options the Board shall explore include, but are not limited to, the following:

- (1)Elementary and Secondary School Emergency Relief Fund;
- (2)Federal Emergency Management Agency – Public Assistance; and
- (3)State School Aid.

b. School District Budgets: Districts have finalized their FY20 budget year and have already finalized their FY21 budgets. Because of the timing of the budget process, many of the activities listed below have not been, and cannot be, factored into either budget year without additional revenue outside the amount they anticipated for FY21 in February, and budget transfers that current statute does not authorize at the start of the school year.

c. School Funding: School officials will review the Policy and Funding section of the NJDOE Guidance that includes information on Federal and State funding sources; purchasing practices; use of reserve accounts, transfers, and cash flow; and costs and contracting, including E-Rate funding and cooperative purchasing contracting.

(1)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.

(2) 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 or making transfers that cumulatively exceed ten percent of the amount originally budgeted.



(3)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.

Two critical Board Policies have been adopted, as of the July 30th, 2020 Special Meeting. Board Policy 1648, regarding contract tracing and staff screening during the public health emergency related to the COVID-19 pandemic, and Board Policy 1649, adopting mandated staff leave policies during the health emergency related to the COVID-19 pandemic. Further details of these policies may be found on our website, and Policy 1648 may be found described in this document, under “Critical Area #5: Screening...” and “Critical Area #6: Contact Tracing.”

Continuity of Learning: Ensuring the Delivery of Special Education

In planning for the reopening of the Park Ridge Public School District members of the Special Services Department sat on all of the different reopening committees in the district in order to ensure the needs of our students with IEPs and 504s were represented. The table of Special Programs and Related Services that is included earlier in this plan to be implemented during Phase 1 represents the collaborative efforts of administrators, CST members, teachers, related service providers and parents. All staff and parents have been notified of the plan for Phase 1. In an effort to keep all students as safe the district decided upon a plan that included social distancing and face coverings worn by all students (unless precluded by a medical reason or disability). Due to those factors the in person time that students will spend in school is abbreviated compared to a typical school day/year. This plan does allow for students to receive their core instruction in small groups. This is the same for all students in the district during Phase 1. All work will contain the necessary accommodations and modifications as dictated by the students IEP or 504 plan.

In certain special education settings such as a classroom for preschoolers with disabilities (PSD) where diaper changing is necessary the district has ordered full PPE. The staff will wear gowns and face shields in addition to masks and gloves which would already be worn to help to ensure their safety. Additional precautions are being taken for students with underlying medical conditions who are returning to school.

The district continues to monitor requests for initial Child Study Team Evaluations. We are beginning in person evaluations on August 3, 2020 according to the guidelines set forth in



the NJ Camp Standards and a plan written by the district to adhere to those guidelines. It is our hope to be able to complete all outstanding initial evaluations during the month of August. Reevaluations will continue to be conducted using functional information and families will be given the option to have complete evaluations conducted upon a return to school. All meetings of the Child Study Team will be held virtually at this point.

The district will continue to allocate its IDEA funding for out of district tuition. However, additional funding will be spent by the district this summer for the virtual extended school year and Child Study Team evaluations/meetings in the month of August.

To ensure that our students with IEPs and 504 plans receive the social, emotional support they may require the district has just contracted for a second full time social worker from West Bergen Mental Healthcare. The district now has two full two social workers whose primary role in the district is to provide therapeutic counseling to students. In addition this summer our social skills group is extending through the month of August to give students who typically have difficulties making connections in school an opportunity to remain connected to peers prior to a September return. The Special Services Department will continue the virtual Parent Support Forums it began last spring in order to offer parents support through this pandemic on parenting topics.

The Methods to Document IEP Implementation Including the Tracking of Services, Student Progress as well as Provision of Accommodations and Modifications:

- IEPs are accessible digitally through Frontline IEP in order for staff to continuously review, monitor goals and mark progress.
- Teachers and related service providers will continue to collect data on student progress throughout Phase 1 and note that progress so that they can mark IEP progress.
- In Class Resource teachers will co-plan the lessons with their general education partners making appropriate accommodations and modifications.
- In Class Resource teachers will proactively reach out to students with IEPs in their class as they may have challenges related to hybrid/virtual learning.
- Pull Out Replacement Resource teachers will plan lessons aligned with district-approved curriculum and New Jersey Learning Standards which also address individual student's IEP goals and objectives.



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- Pull Out Replacement Resource teachers will proactively reach out to students with IEPs in their class as they may have challenges related to hybrid/virtual learning.
 - Supplemental Resource teachers will plan lessons aligned with district-approved curriculum and New Jersey Learning Standards which also address individual student’s IEP goals and objectives.
 - Supplemental Resource teachers will proactively reach out to students with IEPs in their class as they may have challenges related to hybrid/virtual learning.
 - Special program teachers (i.e. Preschool Disabilities, LLD, 18-21 Year Old Transition) will plan appropriate, supported, and scaffolded activities for those students according to New district-approved curriculum and New Jersey Learning Standards which also address individual student’s IEP goals and objectives.
 - All teachers take student attendance in order to track class attendance and related service providers keep logs in order to track related service sessions.
 - If IEP students are struggling to complete work virtually the teachers have been available for additional 1-1 support and if that is not enough a paraprofessional is assigned to work with the student daily. This has helped students tremendously with work completion during this time.
 - Case managers are in constant contact with teachers and families in order to discuss student progress during virtual learning. Additional accommodations and modifications have been made on an individual basis based upon student needs during virtual learning which in many cases are different from their needs within the school building.

Through our virtual extended school year program we have learned that small group and set times daily works best for our students in relation to distance learning. We plan to continue those small groups at set times during the 2020-2021 school year for anyone who requires virtual learning. Staff will be provided with professional development opportunities in order to develop their skills as ‘distance’ educators. All special education staff were offered to attend the New Jersey Coalition for Inclusive Education virtual conference on August 31st. Staff are also encouraged to create their own professional development with their peers from other districts who teach similar groups of students and to share with those peers what is working and what is not working. Several staff have done this thus far and gained a lot of knowledge.

Addressing ELL and Bilingual Needs:



English as a Second Language teachers continue to instruct their students according to the grade level curriculum and the W.I.D.A. standards endorsed by the New Jersey Department of Education.

During Phase One ELL students will receive their English Language Instruction daily at the time they are virtual. They will not be pulled from core instruction in the general education classroom.

The district completed ACCESS instruction prior to the closure in two of its three schools. Once the test scores arrive in the district they will be reviewed and it will be determined which students will remain in the program and which will exit. Proper parental notification will be sent at that time. Students in the third school will retake the ACCESS paper based test tier B-C in September. Once those scores are finalized it will be determined if they will remain in the program, requirements for students exiting and continuing will be followed. Students entering kindergarten and transferring into the district in September 2020-2021 who require a language screening will receive that screening and the process for identification will be followed.

Alternate Methods of Instruction:

Teachers use a mixture of audio, video, Power Point and online interactive programs to help students gain a better grasp of the concepts being taught.

Differentiation:

Various strategies are used including: example answers for questions, sample writing responses for writing activities, templates and writing guides to help students organize their thoughts when writing. The questions, templates and examples are color coordinated to correspond to various parts of each question/writing activity. For some assignments students are given choice as to how they demonstrate their understanding (i.e. live presentation during class conference, record a video using PhotoBooth and send to teacher privately or write about their project and email it to the teacher).

Strategies to Troubleshoot ELL Access Challenges:

ELL teachers are in touch with students, students’ parents, as well as their teacher(s) on a regular basis to troubleshoot any issues the student may be having with learning at home. Paraprofessionals have been assigned to work with any students including ELL students



who are struggling to complete work, access online classes/lessons and assist with pretty much anything in the virtual learning model with which they require assistance. This has been particularly helpful to our ELL students in getting working completed and accessing class lessons. Lastly, a listing of all staff available to translate in the district has been made available to staff so that they can call on someone almost instantly to assist with translation to a family who does not speak English. This has been beneficial in ensuring students have the technology resources necessary, are given any other resources families may need during this time and that families are aware of how their child(ren) are progressing in school. Correspondence from the district is sent to families in their native language and this allows families an opportunity to read and respond to what is being sent to them. Different modalities are used to communicate with families who may not have email such as text. In certain instances staff have worked to teach parents how to use virtual meeting platforms so they can assist their children at home.

Continuity of Learning: Technology and Connectivity

Guaranteeing Equitable Access to Devices:

In June and July of 2020, Park Ridge surveyed the community, including technology needs. As a result of this survey, and consistent with our commitment to equitable access to technology, Park Ridge has decided to purchase approximately 200 13” Macbook Air laptops. This purchase will enable Park Ridge to become a 1:1 district throughout the entirety of the district, K-12. Each student will receive a school-issued laptop, a school email address, and access to grade-appropriate online services. Distribution of these laptops will be coordinated at the building-level.

Training Requirements:

For the majority of Park Ridge students, staff, and families deployment of MacBook Airs, and use of our LMS, Schoology, represent a continuity in their experience, requiring no special new training. However, for students and families K-3, and some families in particular, further training may be required. The first week of instruction at Park Ridge elementary schools will feature a short series of ‘technology boot camps,’ for students to familiarize themselves with the machines, log on procedures, and best practices. Additional parent training is currently being planned throughout the year.

All teachers at all levels will prioritize digital ‘norms of behavior’ and digital citizenship during the start of the school year. Such lessons will be reinforced throughout the school



year. Park Ridge has already established a partnership with Common Sense Media, and will devote some time at the start of the year for faculty to collaborate and discuss grade-level expectations for proper use of school equipment. See also our Acceptable Usage Policy for further information on district policy regarding the use of machines.

Equitable Access and Students Lacking Wifi Access:

As of September 2020, all students, K-12 will have access to a school-issued Macbook Air laptop.

Students without wifi access have been identified by building principals. Park Ridge School District has partnered with Optimum to provide Wifi access to students in need for the duration of the extended closing in order to engage with the work. For a small number of students unable to receive a strong signal through Optimum, the District has coordinated with Altice to provide free Wifi coverage for those families during this time. Any gaps in this coverage may be supplemented by a Wifi hotpot through Verizon.

Technical Issues/Repair during Reopening:

Technical support for students and staff will be available at all times through our service email address, techsupport@parkridge.k12.nj.us. This e-mail address will be continuously monitored by technical staff working on-site or remotely from home. Response from the Technology department will generally occur within the same school day as notification of a problem. Our Owl Care Insurance program for grades remains in effect and laptops will either be repaired or replaced. Replacements will generally be issued the morning after notification of a repair issue, with a representative of the Tech department coordinating the exchange. At all times, the goal of Park Ridge is to remove any technological hurdles that a student or family might face, as quickly as possible, in order to return that student to the ability to participate fully in our learning plan.

Continuity of Learning: Curriculum, Instruction, and Assessments

At all grade levels, Park Ridge will meet or exceed the minimum requirements from the NJDOE of four hours of instruction. Lessons will need to have peer and/or teacher interaction as well as independent work outside of ‘school hours.’ To keep the approach as manageable as possible for students and staff, we will stick to tools that students and teachers are already proficient in.



The emergency school closing, and the resulting hybrid schedules for reopening, have proven to be unique and unprecedented challenges for curriculum and instruction in New Jersey schools. The Park Ridge district has prepared this plan with flexibility and adaptation at its center: supervisors and grade-level teams will be given time to collaborate and plan both at the beginning of the school year, and through the year. It is expected that many practices will need updates and changes to reflect our ongoing assessment of student learning in this new model.

In general, in-class instruction will shift to prioritize those practices that are uniquely suited to that situation, including community-building, manipulatives, SEL, and kinesthetic learning, among others. Remote instruction will generally take the form of asynchronous ‘flipped’ or ‘blended’ learning styles, with flexibility allowed for grade level and subject areas.

Teachers will have collaborative time at the start of the school year, and continuing throughout the year, to refine their practice to fit into the hybrid model. One important focus of collaboration at the start of the year will be articulation between grade levels in order to reflect on learning loss during our emergency closure, and plan for closing those gaps. Grade-level teaching cohorts, PLCs, and coordination by supervisors and principals will all help to keep staff focused on improving instruction to better fit the hybrid climate.

Assessment practices will be modified to fit our climate in a hybrid environment. Formative assessment will play a critical role in understanding, in an ongoing fashion, the amount of learning loss for each unit. Based on staff survey results, grade-level teams and individual teachers will mine the curriculum for ‘key standards’ and ‘focus areas,’ also taking into account articulation meetings. Based on this curricular survey, teachers will assess students during each unit to alter instruction to best increase learning outcomes. Teachers will also be given time to develop assessments that work well for all student groups, including ‘Group C,’ who are in the all-remote learning cohort.

Examples of tools that could be used for the lesson may include:

- Collaborative writing in a Google Doc with teacher feedback.
- Online access to Pearson curricular materials through teacher, student, and parent accounts already in use.
- An EdPuzzle video where students provide feedback and receive feedback.



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- A class or small group FlipGrid video discussion.
 - Using Padlet for a classroom brainstorm or posting.
 - Using PearDeck for interactive presentations, with peer-peer and peer-teacher interaction.
 - Using the discussion features in Schoology.
 - Using the “Big Blue Button” video conference feature in Schoology.
 - Utilizing Google Meet for an all-class meeting or Socratic discussion
 - Have students engaged in formative assessment using interactive tools such as Quizlet, Kahoot, or Quizizz.
 - Have the teacher demonstrate a task (i.e. experiment, solving a math problem) via video, Schoology conferencing, or YouTube and then have students have a reflective dialogue with the teacher and/or peers about their results in Schoology or a Google Doc .
 - Have the class create a shared Google Slides presentation explaining a concept or presenting claims and evidence (each student makes a slide) and the teacher provides feedback on the task.
 - Create a Google Form with questions for students to assess or poll. (videos & images can be added)
 - Shared class notes using Google Docs based on a teacher presentation.

Physical Education:

Classes not currently in health will shift to a health focus while in remote learning, with PE taking place during in-class instruction. Physical Education/Health teachers will take a grade level focus that is in the curriculum (PK-12) and focus lessons on exercise regimens and physical activities in which they can engage. Other lessons will complement the work they have already done with mindfulness, stress reduction, yoga, and mental health awareness. Students should also be encouraged to log physical activity/exercise at home if they are otherwise healthy as a supplemental activity.

Related Arts & Music, STEAM:

The focus of these classes should remain in individual performance, emphasizing creation and engagement. Students will use the power of digital tools and collaboration to demonstrate their work in these areas. Students can create and post performance videos of music, a visual arts work, or programming/Scratch, and share with their teacher for feedback. Additionally, teachers will provide supplemental instruction through online tools



already in use in the class. For example, our elementary STEAM teacher will provide students with links to learning websites through our LMS, Schoology. During in-class teaching time at the high school, teachers may focus more strongly on individual technique and peer interaction.

Guidance and CST Members:

Ms. Lisa Bernardo (Director of Special Services), in conjunction with building principals, and the reopening committees has worked to establish that all service delivery will occur at times when students are remote. Guidance counselors and CST members will attempt to set all meetings with students through a remote platform. If there is a need for an in person meeting with a student that can be arranged if proper social distancing is observed and both staff and student wear face coverings. Meetings with parents will occur virtually as visitors will be highly discouraged from coming into the building during Phase 1. As the counselors and CST members did during the closure they will remain in close contact with students who may find the hybrid model a challenge. Guidance counselors and CST members are prepared to recommend additional supports and/or resources as may be required by students during this pandemic.

Continuity of Learning: Professional Learning

Park Ridge remains committed to professional development and professional learning that is collegial, site-based, and collaborative. In order to better focus on professional development, the district’s schedule has been altered to move teacher in-service days to the start of the year. This gives us three full days of professional development, in order to allow teachers to collaborate and learn from each other. During these three days, ‘academy-style’ classes will be offered specifically training teachers on remote learning tools and techniques. Such training will reflect input from our community and staff surveys and utilize the energy and expertise of our own staff. Additionally, time has been set aside for teacher articulation across grade levels to assess learning loss and identify areas of concern in the curriculum. As mentioned above, there will also be specific time for curricular review with a focus on ‘key standards’ in terms of student achievement and student skill progression.

It is a mistake, however, to think of Professional Learning as ‘one and done’ or ‘sit and get.’ The Park Ridge School District thinks of professional learning as an ongoing, applied activity. As such, departmental meeting time, grade-team meetings, PLCs, and school



meetings all will reflect our ongoing commitment to professional learning and improving our instruction. Specifically, our Director of Curriculum, Instruction, and Technology and supervisory staff will be available during this time to provide support for teachers to develop their proficiency in the use of curricular tools and improve their instruction in a hybrid and remote environment. Examples of P.D. during this time include custom walkthrough videos, personalized one-on-one support, and on-demand classes dedicated to specific topics or tools. In Grades K-6, building principals, the Supervisor of Elementary Education, and our Director of Curriculum, Instruction, and Technology will facilitate discussions highlighting ‘best practices’ and faculty sharing of techniques and experiences. In Grades 7-12, similar discussions will be led by department supervisors, the building principal, and the Director of Curriculum, Instruction, and Technology.

Continuity of Learning: Career and Technical Education (CTE)

Park Ridge School District has established partnerships in the Pascack Valley for our Internship program, and partners with BOCES and Bergen Tech to provide classes for individual students. We will continue to work with these partners to provide these opportunities, within the guidelines of health and safety that these programs will require. All student technology is available and able to work remotely with these opportunities.

Bias and Stigma associated with COVID-19

Understanding that COVID-19 could bring unwanted bias or stigma upon certain ethnic and religious groups, our district will be hyper-aware of student behavior and utilize prevention, response, and educational strategies to prevent or combat bias and stigma associated with the virus. These strategies are expected to work within the frameworks of SEL already developed at each school. Additionally, the Park Ridge District is committed to all means to protect the privacy rights of affected students, staff, and families.



Conclusion

In summary, the Park Ridge School District is confident in its ability to maintain high standards of learning for its students, even with the new challenges during this unprecedented health emergency. Although hybrid learning and fully remote options may be new challenges for the district, virtual days and the tools and strategies that we will be employing are not. Our ability to successfully pivot to remote learning was demonstrated during our emergency closure at the end of 2020. We have been a 1:1 district for seven years and have implemented a virtual day, in grades 7-12, in the recent past (2016). Our staff has acquired and employs skills that makes us a progressive district in terms of our innovation and readiness to employ this meaningful instruction. Park Ridge remains committed to meeting the challenges of delivering high quality instruction during our current pandemic, and smoothly transitioning back to full-time, in-class instruction for all of our learners.



Appendix A: Committee Membership

Park Ridge Board of Education Ad Hoc Reopening Committee	
Name	Role
Robert M. Gamper	Superintendent of Schools, Chairperson
Frank Church	BOE President
David Bradler	BOE Vice President
Amara Wagner	BOE Member

Park Ridge District-level Reopening Committee	
Name	Role
Robert M. Gamper	Superintendent of Schools, Chairperson
Sgt. James Babcock	Park Ridge Office of Emergency Management Coordinator
Robert Wright	School Business Administrator
Tom Lepore	Director of Facilities
Lisa Bernardo	Director of Special Programs & Student Services
Patrick Bernardo	Director of Curriculum, Instruction and Technology
Chris Kirkby	Principal, West Ridge School
Troy Lederman	Principal, Park Ridge High School
Kevin Stokes	Principal, East Brook School
Carrie Bianchi	School Nurse
Chris Brown	Athletic Director



Gina DeMar	PREA President
Michael Marseglia	Technology Coordinator

Park Ridge Middle School/High School Reopening Committee	
Name	Role
Troy Lederman	Principal, Chairperson
Mark Cosgrove	Assistant Principal
Lisa Bernardo	Director of Special Programs & Student Services
Patrick Bernardo	Director of Curriculum, Instruction and Technology
Chris Brown	Athletic Director
Kelly Epstein	Supervisor of Social Studies and World Languages
Cathleen Nalesnik	Supervisor of Special Education 7-12, Child Study Team Member
Jeanne Russell	School Nurse
Dylan Evans	Middle School/High School Physical Education/Health Teacher
Sharon Smith-Razka	High School English Teacher
Alison Schulien	High School Mathematics Teacher
Samuel LeBreult	High School Science Teacher
Annie Schoenkopf	Middle School/High School Special Education Teacher
Nicole Porta	Child Study Team Member
Charles Kovacs	High School English Teacher
Blair Buscareno	Middle School/High School Computer Science Teacher and PREA Building Representative
Tare Kane	Middle School Science Teacher



Ariel Goldberg	Middle School/High School Mathematics Teacher
Rachel Avery	Middle School Social Studies
Patricia McClair	Middle School English Teacher
Theresa Russo	Middle School/High School Arts Teacher

Park Ridge Elementary School Reopening Committee

Name	Role
Chris Kirkby	Principal, West Ridge School, Co-Chairperson
Kevin Stokes	Principal, East Brook School, Co-Chairperson
Lisa Bernardo	Director of Special Programs & Student Services
Patrick Bernardo	Director of Curriculum, Instruction and Technology
Melissa Ballaera	Supervisor of Elementary Education
Wendy Rudis	East Brook, Child Study Team Member
Kathleen Finnerty	West Ridge, Child Study Team Member
Stephanie Randazzo	West Ridge, Pre School Teacher
Alexis Potkulski	East Brook, Special Education Teacher
Christine Dunay	West Ridge, Special Education Teacher
Melissa Berkowitz	East Brook, K-2 Teacher
Janice Schmidt	West Ridge, K-2 Teacher
Kaitlyn Amato	East Brook, 3-6 Teacher
Brigitte Walsh	East Brook, 3-6 Teacher
Kim Cheman	East Brook, 3-6 Teacher
Gina DeMar	West Ridge, 3-6 Teacher, PREA President



Karen Finnerty	West Ridge, 3-6 Teacher
Nicole Trimper	East Brook, School Nurse
Carrie Bianchi	West Ridge, School Nurse

Park Ridge Parent Reopening Committee	
Name	Role
Robert M. Gamper	Superintendent of Schools, Chairperson
Tina Guarriello	East Brook, K-2 Parent
Carrie Rauschenberger	East Brook, 3-6 Parent
Rosemarie Malloy	East Brook and Out of District Parent
Kari McPartland	West Ridge, K-2 Parent
Lisa Stern	West Ridge, 3-6 Parent
Janelle Larghi	High School, 7-8 Parent
Tammy Levinson	High School, 7-8 Parent
Bertha Adel	High School, 9-12 Parent
Karen Perez	High School, 9-12 Parent



Appendix B: Pandemic Response Teams Membership

Park Ridge District-level Pandemic Response Team	
Name	Role
Robert M. Gamper	Superintendent of Schools
Sgt. James Babcock	Park Ridge Office of Emergency Management Coordinator
Mark Cosgrove	District Safety Specialist
Dr. Edward Gold	District/School Physician
Carrie Bianchi	School Nurse
Lisa Bernardo	Director of Special Programs
Andrew Yeager	Park Ridge High School Student Assistance Counselor
Chris Brown	Athletic Director
Chris Kirkby	Principal, West Ridge School
Troy Lederman	Principal, Park Ridge High School
Kevin Stokes	Principal, East Brook School

Pandemic Response Team, East Brook School	
Name	Role
Kevin Stokes	Principal
Nicole Trimper	Nurse
Alexis Potkulski	PREA Building Rep, Teacher
Monica Twomey	PREA Building Rep, Teacher
Wendy Rudis	Psychologist



Michelle Waldorf	Parent
Tom LePore	Director of Building & Grounds
Melissa Ballaera	Supervisor of Elementary Education

Pandemic Response Team, West Ridge School	
Name	Role
Chris Kirkby	Principal
Carrie Bianchi	Nurse
Danielle Fernandez	PREA Building Rep, Teacher
Karen Yates	PREA Building Rep, Teacher
Ashley VanGeldren	School Counselor
William Allen	Parent
Tom LePore	Director of Building & Grounds
Melissa Ballaera	Supervisor of Elementary Education

Pandemic Response Team, Park Ridge High School	
Name	Role
Troy Lederman	Principal
Mark Cosgrove	Assistant Principal/District Safety Specialist
Jeanne Russell	Nurse
Blair Buscareno	PREA Building Rep, Teacher
Charles Kovacs	PREA Building Rep, Teacher



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Andrew Yeager	School Counselor
Karen Perez	Parent
Tom LePore	Director Building Grounds