Ridgefield Park Public Schools

Emergency Virtual or Remote Instruction Plan
2023-2024

03-4380 Ridgefield Park Public School District – Plan 07-25-2023

Disclaimer: Please be advised our reopening plan is a living document subject to revision/modification upon NJDOE review and as circumstances of the COVID -19 Pandemic and other potential health concerns that may evolve.

For ongoing information about NJDOE reopening plans, please see their FAQ website at:
https://www.nj.gov/education/reopening/faqs/index.shtm

Local Education Agency Guidance for Virtual or Remote Instruction Plan for the 2023-2024 School Year

The New Jersey Department of Education (Department) is providing the following guidance pursuant to *N.J.S.A.* 18A:7F-9(c) and *N.J.A.C.* 6A:32-13.1 and 13.2, to assist LEAs in the development of their annual virtual or remote instruction plans. The Department encourages LEAs to reflect on the previous school year to enhance elements of the prior year's plan to provide the most substantive education, and including, but not limited to, related services, for all students in the event of an LEA closure.

For each of the areas below, the chief school administrator or lead person will either mark "yes," confirming that the information is in the Plan and list the corresponding Plan page number, or mark "no" if the information is not contained in the Plan. The chief school administrator or lead person is expected to provide an explanation to the County Office of Education for all areas marked "no."

By July 31 annually, the chief school administrator or lead person must submit a board-approved LEA Guidance for Virtual or Remote Instruction Plan for the coming school year, along with this form to their County Office of Education. At the time of submission to the county office of education, the plan must be posted on the LEA's website. Plans will be reviewed in each county office of education on a rolling basis with an electronic response communicated within two business days of receipt.

LEA Checklist for Virtual or Remote Instruction Programs

LEAs must enter the page number where each checklist item may be found in the virtual or remote instruction program submitted to the County Office of Education.

Contact Information

School Year: 2023- 2024

County: Bergen

Name of District, Charter School, APSSD or Renaissance School Project:

Ridgefield Park Public Schools

Chief School Administrator/Charter or Renaissance Leader Name/APSSD Leader:

Dr. Joseph Vespignani, Superintendent of Schools

Phone Number of Contact: (201) 807-2638

Email Address of Contact: jvespignani@rpschools.net

Equitable Access and Opportunity to Instruction

Question	LEA Yes or No
1. Is the LEA ensuring equitable access and opportunity to instruction for all students?	Yes

Question	Page Number	LEA Yes or No	County Yes or No
2. Does the program ensure that all varied and age-appropriate student needs are addressed?	10	Yes	
3. Is the program designed to maximize student growth and learning to the greatest extent possible? 　　Synchronous and/or asynchronous virtual or remote learning plans which will maximize student growth and learning.	10	Yes	
4. Does the program describe how the LEA will continuously measure student growth and learning in a virtual or remote instruction environment?	20	Yes	
5. Does the program describe how the LEA will measure and address any ongoing digital divide issues, including a lack of internet access, network access and/or sufficient access to devices?	10	Yes	

Notes on Equitable Access to Instruction

Addressing Special Education Needs

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program address the provision of virtual or remote instruction to implement Individual Education Programs (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms?	21	Yes	
2. Does the program address methods to document IEP implementation including the tracking of services, student progress, as well as provision of accommodations and modifications?	21	Yes	
3. Does the program describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?	22	Yes	
4. Does the program address procedures to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities?	23	Yes	

Notes on Special Education Needs

Addressing English language learners (ELL) Plan Needs

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program include an English as a Second Language and/or bilingual education program aligned with State and Federal requirements to meet the needs of ELLs?	23	Yes	
2. Does the program describe how the LEA communicates with families of ELLs including providing translation materials, interpretative services, and literacy level appropriate information?	23	Yes	
3. Does the program include the use of alternate methods of instruction (that is, differentiation, sheltered instruction, Universal Design for Learning), access to technology and strategies to ensure ELLs access the same standard of education as non-ELL peers?	23	Yes	
4. Does the program include training for teachers, administrators, and counselors to 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 (e.g. refugee, asylee)?	25	Yes	

Notes on Supporting ELL Educational Needs

Attendance Plan

Question	Page Number	LEA Yes or No	County Yes or No
1.Does the program address the LEA's attendance policies, including how the LEA will determine whether a student is present or absent, how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will reflect the student's performance?	15	Yes	
2. Does the program describe how the LEA communicates with the family when a student is not participating in online instruction and/or submitting assignments?	15	Yes	

Notes on Attendance Plan

Safe Delivery of Meals Plan

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program contain how the LEA will provide continued safe delivery of meals to eligible students?	14	Yes	

Notes on Safe Delivery of Meals

Facilities Plan

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program contain an outline of how buildings will be maintained throughout an extended period of closure?	24	Yes	

Notes on the Facilities Plan Other

Other Considerations

Does the program contain the following considerations?	Page Number	LEA Yes or No	County Yes or No
a. Accelerated learning opportunities	19-21	Yes	
b. Social and emotional health of staff and students	25	Yes	
c. Title I Extended Learning Programs	25	Yes	
d. 21st Century Community Learning Center Programs	25	Yes	
e. Credit recovery	25	Yes	
f. Other extended student learning opportunities	25	Yes	
g. Transportation	25	Yes	
h. Extra-curricular programs	25	Yes	
i. Childcare	—	No	
j. Community programming	25	Yes	

Notes on Other Considerations

APSSD Applicable Only: Sharing Plans

Was the program shared with all sending districts?   Yes ☐   No ☒

Notes on APSSD Sharing Plans

Essential Employees

Question	Page Number	LEA Yes or No	County Yes or No
1. The LEA will ensure essential employees are identified and a list is provided to the county office at the time of the LEA's transition to remote or virtual instruction.	24	Yes	

Notes on Essential Employees

Board Approval

Date of board approval (mm/dd/yyyy):   08/09/2023

Notes on Board Approval

This plan is due County Office by no later than July 31, 2023. The next possible Board date for approval is August 9, 2023.

Posted on Website

1. Is the program posted on the school district/APSSD/Charter/Renaissance School Project Website? Yes ☒ No ☐

2. Link to website: https://www.rpps.net/

Checklist for Emergency Virtual or Remote Instruction Plan

The Ridgefield Park Public Schools Emergency Virtual or Remote Instruction Plan accounts for measuring and addressing any ongoing digital divide that exists, whether it be network access or lack of sufficient access to devices.

Health and Safety Guidance for 2023-2024

The Ridgefield Park Public Schools Remote or Virtual Instructional Plan outlines procedures in the event of a public health-related school closure. Continuity of learning is the continuation of education in the event of a prolonged school closure. It is a critical component of school emergency management, as it promotes the continuation of teaching and learning despite circumstances that interrupt normal school attendance.

However, many considerations play a role in the development of distance learning programs, such as accessibility, type and quality of materials, and the length of time that this type of learning must be maintained.

Specifically, the planned services of this plan include at a minimum:

1. Equitable access to instruction for all students.

2. The provision of appropriate special education and related services for students with disabilities and,

3. The provision of school nutrition benefits or services for eligible students.

Goals

The Ridgefield Park Public Schools has developed this following plan to ensure the continuity of instruction should circumstances require schools to be closed by the New Jersey Department of Health or local health officer.

1. Ensure the continuity of instruction if and when a pandemic negatively impacts the district's ability to maintain daily operations.

2. Continue to provide students with authentic, meaningful, and comprehensive learning experiences.

3. Mitigate or completely eliminate possible exposure to and spread of pandemic influenza among students, parents, guardians, employees, and community members

4. Ensure compliance with all state and local statutes and regulations.

Communication and Prerequisites for eLearning

Foundational components essential for the facilitation of distance learning and or eLearning have been put in place within the Ridgefield Park Public Schools. These include:

1. Continued and successful integration of Google Suite for Education and Google Classroom that provide all students anywhere, anytime access to curriculum-aligned resources, assignments, and applications to create content. This includes Google accounts for all Pre-K-12 students.

2. Ensuring that both students and staff have ongoing access to content-specific resources which can be accessed via various Google Suite for Education Suite tools.

3. Continued training (as needed) for students in the use of online resources.

4. Ensuring all students have access to Internet-connected devices at home, including the provision of such devices to students who do not presently have access, as well as the provision of District owned "Hot-Spots" to those families who do not have Internet access.

5. Training for parents, as needed, on how to assist students in accessing eLearning resources.

6. All teachers have a District-issued laptop, equipped with a webcam to support interaction with students in addition to their own document cameras. Software can be installed or purchased for the express purpose of using the device as a digital whiteboard with screen recording capabilities.

7. Assignments and requisite materials are posted to Google Classroom. In addition, all class resources including but not limited to videos, audio files, documents, presentations, notes, activities, and assessments are made available online.

8. Leveraging the features of Google Suite for Education and Google Classroom, teachers have the ability to provide electronic feedback in the form of comments, rubrics, and grades, and additionally teachers and students are able to communicate with each other directly.

Instructional Day Virtual or Hybrid Learning Schedule

The Ridgefield Park Public Schools Emergency Virtual or Remote Instruction Plan contains the required length of a virtual or remote instruction day.

The Emergency Virtual/Remote Instruction Plan includes equitable access to instruction for all students.

1. Every teacher in grades K-12 employs his/her own ZOOM conferencing and Google Classroom to communicate with students about instruction.
2. Through the use of these platforms, students can demonstrate their learning through words, pictures, and videos. A daily schedule is posted each morning. Individual student resources include related services, BCBA consultation, and the use of Rethink. Live classes will be conducted through ZOOM and Google Meet or Zoom in the PreK Google Classroom site.
3. Special Education Teachers and Classroom Aides are co-teachers and staff members in Google Classrooms and they can modify and differentiate instruction for students and work with them in small groups and individually as needed.
4. All students have access to a device to access learning at home or provided by the District, inclusive of a "hot spot" for internet access as needed
5. Work packets may be sent home with every student in the event of an internet or power outage.

The Ridgefield Park Public Schools Emergency Virtual or Remote Instruction Plan ensures that all students, with their varied and age-appropriate needs, are addressed through the plan.

Online platforms being utilized were chosen and employed to account for the age and needs of students. Familiar platforms utilized prior to virtual learning continue to be utilized such as ZOOM, Google Suite, Google Classroom, Reading A-Z, EPIC, Newsela, Gizmos, IXL, Brainpop, Discovery Education, LinkIt, EnvisionsMath, MysteryScience, eSpark, Sonday, Fountas and Pinnell, AimsWeb, Studies Weekly, and WorldBook, etc.

Google Meet and ZOOM are both being utilized for small group instruction at the primary level.

The Ridgefield Park Public Schools Emergency Virtual or Remote Instruction Plan demonstrates a working knowledge (data summary or narrative) of student access to technology for grades identified in your plan as being served by one or more online platforms.

Instructional Time

Pre-K

- Daily schedule posted Monday-Friday and will include Google Classroom (ZOOM) for staff greeting and students' demonstration of work
- Daily student schedule includes Related Arts
- Morning Meeting "live" through ZOOM or Google Meet
- Small-group "live" lessons through ZOOM or Google Meet in ELA and Mathematics
- Attendance will be taken daily

Grades K-6

- ZOOM or Google Meet platform for small group instruction and class meetings
- RAZ kids or EPIC books and animations for students
- Principal's Messages
- Teacher live lessons
- Attendance taken daily
- Related Arts Weekly via ZOOM or Google Meet

Grades 7-12

- See JSHS schedules later in this document.

Students follow a reduced typical A/B schedule inclusive of Homeroom, EEE/Advisory Lunch/Recess and RA

- "Enter and exit" classes offered and monitored by block

Access to Technology and the Internet

1. All staff have been issued district laptop devices, and all students have at least one Chromebook device. Additionally, replacement devices are provided when needed. District-Wide Technology Survey results identified students in need of internet access and hot spots were purchased and deployed in preparation for staff/student potential internet access issues.

2. Student access to platforms, such as ZOOM, Google Suite, Google Classroom, Reading A-Z, Newsela, Gizmos, IXL, Discovery Education, LinkIt, EnvisionsMath, elevateScience, eSpark, Studies Weekly, and WorldBook, etc. track student log-ins and other collection measures including the submission of assignments and virtual attendance.

3. Our technology department continues to support families and troubleshoot any technology issues. Our technology Help Desk helps families with any issues *just in time* while also supporting our teaching staff.

4. Parents are also given the option to pick-up work as needed due to technology concerns and/or academic changes. This also helps individuals such as a newly classified student.

5. Alternate lessons will be created for students whose parents have expressed concerns regarding the amount of screen time. Plans with a more guided approach by the parent with hard copy versions of tasks to print out are completed by the student.

Food Services

The Ridgefield Park Public Schools Emergency Virtual or Remote Instruction Plan addresses the impact of virtual or remote instruction on the school breakfast and school lunch programs.

> The Ridgefield Park Public Schools has developed a plan with our Food Service provider Pomptonian to arrange for students to receive their free lunch during these COVID times.
>
> We have also set up plans to prepare and have students pick up free lunches if there is a need to go virtual and have remote instruction. Families will be contacted by the Business Office to explain the services being provided.
>
> The Ridgefield Park JSHS will act as a centralized location for Pomptonian to prepare and organize the student's meals. Students/families pick up these prepared meals between the hours of 10:45 AM and 12:00 PM, as notified

Pomptonian Food Service Emergency School Closing Plan For Continued Meal Service Preparing Meals

> *If a school closing is isolated, meaning not every school served by Pomptonian:*
> - Pomptonian serves over 100 districts in New Jersey and operates over 300 kitchens
> - Pomptonian's normal supply lines would be more than sufficient to continue production
> - Pomptonian could, with permission, switch meal production and offerings to a neighboring community and an emergency vended meal agreement could be implemented

> *If school closings are widespread, involving 50% to 100% of New Jersey districts:*

- With access to the District's kitchens, we will be able to prepare meals. Menus will be modified to be Grab-and-Go.
- Alternately purchasing pre-packaged meals. Many times, these pre-packaged meals are shelf stable, not requiring refrigeration/freezing. These meals also do not require temperature control during delivery.
- This may also allow for distribution of more than 1 day's meal
- Pomptonian has many districts using this type of product for breakfast in the classroom
- Depending on how widespread school closures are in New Jersey, or through the country, this could affect availability.

Meal Distribution

Schools closing would be meant to avoid large gatherings and concentrations of people in crowds that could increase the number of people exposed to the COVID-19 Virus
- Meals will be distributed at the Ridgefield Park Jr. Sr. High School over an extended period of time
- A "Kiosk" type service could be set up by the Jr. Sr. School cafeteria back door entrance, for students to pick up a grab-and-go meals.

Kitchen Safety/ Food Safety

Pomptonian's staff has just completed a review course on the proper food handling techniques and avoiding the spread of illness. The training is in line with the ServSafe standards. Every district has at least one certified ServSafe Food Manager.

Kitchen cleanliness and sanitizing continues to take place daily

Tracking of Meals

We are currently checking with officials at the New Jersey Department of Agriculture to confirm how meals may be claimed so the districts can be reimbursed for the meals.

The district should print rosters of the students in each individual school and their pay status.

Attendance

Student Absences: Parents will continue to report absences as outlined in their current school practices.

Faculty/Staff Absences: Staff will continue to follow procedures outlined in the Staff Handbook utilizing the Frontline Absence Management platform.

Plan for Remote or Virtual Teaching and Learning

Due to the unpredictable nature of pandemic influenza and its potential to have a significant impact on the district and the surrounding community, the ability to remain open with teachers reporting to school may not be a viable option. **Regardless of whether schools remain open and staffed or are forced to close, students and teachers will continue to follow the school calendar as well as the bell and rotating schedules adhering to the procedures outlined below:**

a. In the event that the closure impacts internet access, teachers will distribute "pencil and paper" tasks for students to bring home and have ready to support learning. Materials will include a "pacing chart" that students can follow in the event that they cannot communicate with teachers.

b. Teachers and students will follow a schedule (see below) that will equal or exceed the minimum four- hour school day.

c. Online eLearning sessions will be facilitated via Google Meet with Google Classroom, as a repository for all resources, assignments, etc. Students in grades (7-12) confirming attendance by "e-commenting" on the objective for that session.

d. Students will complete tasks either independently or within a shared Google Classroom session, depending on the subject area, grade level, and specific tool teachers are using.

e. Staff will use ZOOM or Google Meet to facilitate synchronous student learning.

f. Upon return to school, students will be responsible for the content and skills covered during the school closure.

g. Principals and Directors will monitor assignments, classwork, and streamed sessions to ensure compliance and continuity of instruction and to provide assistance to teachers. Lightspeed Alert implemented in all grades allows for further monitoring of student activity.

h. Staff will continue to post grades to Genesis, which includes guardian access to the Parent Portal.

i. Physical education teachers will provide guidance on the types of activities that students may complete. For example, the teacher may lead a yoga activity or pre-record a video demonstrating a workout routine. Students will record their activities via a Google Form. Students will note the type of physical activity they completed, and the time they started and stopped exercising. Health classes will follow the same delivery procedures outlined in this document.

Sample Elementary Schedule – Grades K-6

Sample Elementary Schedule		
Regular Schedule		
HR	**8:55**	Attendance
Period 1	**9:00 -9:40**	ELA
Period 2	**9:40 - 10:20**	ELA
Period 3	**10:20 - 11:00**	Math
Period 4	**11:00 - 11:40**	Math
HR	**11:40 - 11:45**	Review
Lunch	**11:45 - 12:45**	Lunch
HR	**12:45 - 12:55**	Anticipatory Set
Period 5	**12:55 - 1:35**	Science
Period 6	**1:35 -2:15**	Special
Period 7	**2:15 -2:55**	Social Studies
HR	**2:55 -3:00**	Closure Activity
ELL requirements will be met with morning and afternoon sessions built into this schedule		

Sample JSHS Schedule – Grades 7-12

Short Term (3 - 5 Days) Schedule	
7:55 - 8:30	2
8:34 - 9:00	3
9:04 - 9:30	4
9:34 - 10:00	5
10:04 - 10:30	6
10:34 - 11:00	7
11:04 - 11:30	8
11:34 - 12:00	9
12:04 - 12:30	Lunch

Long Term Schedule				
	A Day	B Day	C Day	D Day
8:00 - 8:55	2	3	2	3
9:00 - 9:55	4	5	4	5
10:00 - 10:55	6	7	6	7
11:00 - 11:55	8	9	8	9
12:00 - 12:55	Lunch			
1:00 - 1:40	3	2	7	6
1:45 - 2:25	5	4	9	8
2:30 - 3:00	Extra Help/ Clubs/ ESL			

Students Receiving Special Education and/or Related Services

The Ridgefield Park Public Schools will continue to provide instruction for students receiving special education and related services. The list below outlines the methods in which students shall be provided Special Education and Related Services:

1. The Director of Special Services will meet with all Special Education Teachers and Related Service providers throughout this process and will maintain communication with all members of the Special Education Department to ensure continuity of education and related services.

2. Individual instructional packets prepared by the Special Education Teacher will be used when applicable.

3. Instruction will be delivered through Google Classroom/Zoom when applicable.

4. Access to software including, but not limited to ZOOM, *Google Suite, Google Classroom, Reading A-Z, Newsela, Gizmos, IXL, Discovery Education, LinkIt, EnvisionsMath, elevateScience, eSpark, Studies Weekly, and WorldBook, Khan Academy, Kami,* and predetermined sites identified by Therapists and Special Education Teachers.

5. Students will access related services through a combination of practice with general strategies and individual consultation with students or parents through weekly email communication, specific to IEP goals and objectives. Students will also have access to related services (Speech Therapy, Occupational Therapy, Behavior Therapy, Counseling, Social Skills and Physical Therapy) via virtual therapy sessions.

6. Upon re-opening of the school, all students' instructional plans shall be reviewed and determinations of compensatory instruction will be determined.

7. The Ridgefield Park Public Schools currently have students receiving instruction in approved private schools. The Director of Special Services and the CST is in communication with these schools specific to their school health-related closure plans.

English Language Learners and Tier III Students

> English Language Learners and students receiving Tier III services will continue to receive supplemental instruction through online platforms such as Reading A-Z [ELL version], Envisions Math, Teacher-created Instructional Packets/Resources and Google Classroom through the services of our Intervention Specialist.

Equitable Access to Instruction for All Students

> All students in the Ridgefield Park Public Schools have access to a device for school use at home. The district is aware of only one student in the district who does not have adequate Internet at home. The district will provide the student with a hotspot at the district's expense.

Professional Development

> Staff will continue to prepare lessons to maintain the continuity of instruction during their grade-level and departmental planning time and use Faculty and Curriculum meeting time. Principals will use their Team Leader meetings to disseminate information regarding expectations for teaching and learning in the event of school closing due to a public health-related closure. In addition, a delayed opening for students may be utilized for faculty and staff to enable our staff to have additional, dedicated time to collaborate and prepare the necessary instructional resources aligned to our Remote or Virtual Instructional Plan. We plan to use recent remote and virtual research as a basis for our PD including: High Dosage Tutoring, Accelerate, Don't Remediate, and Learning Acceleration Guide.

Commencement of Flexible Teaching and Learning Plan

> For the first day of school closure, the district may utilize an inclement weather/snow day for students and a remote professional development day for faculty, if needed. In the event that an inclement weather day is necessary, on the second closing day we will implement our remote or virtual instructional plan until the reopening of school.

Assignments, Independent Work, and Assessments

Pre-K
Students in preschool use ZOOM or Google Meet as the primary means of daily communication. Theme-based learning guides instructional planning. In addition to the material provided by the classroom teacher, the following is provided on a daily basis: additional links to theme based songs, poems, and art activities.

K-6
Students at the primary level use a variety of platforms for independent work; these vary by subject area and purpose. They are utilized for review of skills or assessment of standards and reinforcement of skills. Platforms include: ZOOM, Google Suite, Google Classroom, Reading A-Z, EPIC, Newsela, Brainpop, Gizmos, IXL, Discovery Education, LinkIt, EnvisionsMath, MysteryScience, eSpark, Sonday, Fountas and Pinnell, AimsWeb, Studies Weekly, and WorldBook, etc.

7-12
Continue using software in K-6, and add titles such as: EdPuzzle, PearDeck, FlipGrid, Padlet, specific coding, math, and science software titles, etc.

Measures of Student Learning

Pre-K -8

ELA and Math Resources for Benchmarking, and Data for Student Improvement Include, but not limited to:

Solution	Grade Levels	Focus	Teaching Staff
Sondays (Winsor OG)	K-6	Phonics (multisensory)	General Ed. Special Ed.
LLI (Fountas Pinnell)	K-2	Reading Proficiency	BSI - Small Group Literacy Intervention
AimsWeb (Pearson)	K-2	Reading for Comprehension Progress Monitoring (Dyslexia Testing)	General Ed. Benchmarking (Universal Screener)
Running Record	K-6	Decoding, Fluency, Comprehension	General Ed
LinkIt	K-8	Reading for Comprehension Benchmarking 3-5	General Ed (Universal Screener)
Acadeince	K-3	Benchmarking of skill sets for ELA and mathematics	BSI and General Ed.

7-12 Our district also uses LinkIt and a variety of other resources to measure student learning.

Addressing Special Education Needs

> **The Ridgefield Park Public Schools Remote or Virtual Instructional Plan addresses the provision of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms.**
>
> - Instruction will be delivered through Google Classroom and Zoom.
> - Optional individualized instructional packets prepared by the Special Education Teacher in self-contained classrooms in addition to Google Classroom and Zoom when applicable.
> - Students will still continue to be provided Accommodations/Modifications per their IEPs to the greatest extent possible.
> - Lessons will be differentiated to provide support (extended time, teacher assistant support,) via the Google Classroom platform and Zoom.
> - Teacher assistants and Inclusion teachers in content specific classes are available in order to modify assignments and provide support as needed.
> - Administrators will continue to use SchoolMessenger text and email blasts for essential district communication.
> - Teachers will continue to utilize Genesis, email, Class Dojo, or other acceptable means of communication to keep parents/guardians informed of student progress/concerns.
> - The Director of Special Services and Supervisor of Special Education will meet with all Special Education Teachers and Related Service providers throughout this process and will maintain communication with all members of the Special Education Department to ensure continuity of education and related services.

> *** The Ridgefield Park Public Schools Remote or Virtual Instructional Plan addresses methods to document IEP implementation including the tracking of services, student progress as well as provision of accommodations and modifications.**
> - Contact is logged in the Contact Log section of IEP Direct as a source of documentation/tracking.
> - All emails are saved in Gmail as a source of documentation/tracking.
> - Case Managers and Related Service Providers will continue to log SEMI Medicaid Services for all eligible meetings and sessions
> - Case Managers will continue to regularly keep teachers, counselors, and administrators updated on student progress, concerns, etc.

* The Ridgefield Park Public Schools Remote or Virtual Instructional Plan describes how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible.

- Case Managers will email parents/guardians of students on their caseload regularly to disseminate new information and remind them to reach out with any questions.
- Case Managers will send an email to the parents/guardians of students to whom Counseling services are provided to remind them of their counseling, which is available via phone or video conference. Parents/Guardians are regularly contacted by Case Managers in response to any concerns from a teacher, Counselor or Administrator.
- Case Managers will continue to utilize Google classroom check-ins and regularly communicate with teachers. Counseling providers will offer additional grief/anxiety counseling as needed.
- Case Managers will continue to regularly keep teachers, counselors and administrators updated on any parental/guardian concerns and/or home environment/health situations.
- Case Managers will continue to communicate with Out of District students' schools to ensure that their IEPs are being met to the greatest extent possible.
- Community, County and State resources and support opportunities will continue to be regularly disseminated through the Department of Special Services email blasts and website (see below)
  RP Child Study Team

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*   The Ridgefield Park School District Remote or Virtual Instruction Plan ensures Related Services are provided according to IEPS to the greatest extent possible.

- Related Service Providers such as SLP's, Behaviorists and Physical and Occupational Therapists will continue to use their Google websites and may be reached by parents via email.
- Related Services will be provided through a combination of the Google Classroom Platform, Zoom, other tele-conferencing platforms and individualized provider made packets and Google Websites when applicable
  PT Website
  OT Website
  Speech and Language Therapy Website
- Counseling will be provided electronically and/or through teleconferencing platforms (Google, Doxy, Zoom or comparable).
- Related Services Therapy sessions may be conducted through virtual therapy sessions should schools be closed for an extended period of time.
- Upon re-opening of the school, all students' instructional plans shall be reviewed and the need for compensatory instruction will be determined.

* **The Ridgefield Park Public Schools Remote or Virtual Instructional Plan addresses procedures for virtual IEP meetings, evaluation, and other meetings to identify, evaluate, and/or reevaluate students with disabilities.**
● Annual reviews of IEPs have been occurring based on their calendar due dates and are taking place virtually.
● Initial Planning Meetings will continue to take place virtually and appropriate plans are being developed to the greatest extent possible with school closure.
● Re-evaluation planning meetings will be held virtually with parent consenting to 60-day waiver.
● Re-evaluation meetings in process may be changed to Annual Review meetings with IEP with parent/guardian consent or 60-day waiver consent.
● Staff will continue to participate in IEP meetings with parents/guardians via Google Meet, Zoom, or phone conference.
● Staff will continue to use IEP Direct for the development of IEPs

Addressing Bilingual Needs Plan Component 3

* **The Ridgefield Park Public Schools Remote or Virtual Instructional Plan includes ESL and bilingual education to meet the needs of English Language Learners (ELLs)**
ESL teacher will continue to work with ELL students including
▪ Additional times scheduled into the weekly elementary schedule below, and also supplemental assignments in support of learning English in Title III After School Programs.

* **The Ridgefield Park Public Schools Remote or Virtual Instructional Plan contains how the district communicates with ELL families, including translated materials and directions**
- Email
- Phone calls
- Google Classroom
- Weekly emails sent in English and translated when needed.
- Use of translator as needed

* **The Ridgefield Park Public Schools Remote or Virtual Instructional Plan addresses alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ELL access challenges**
Methods of instruction, differentiation, access to technology, and strategies to assist and augment ELL access to curriculum includes:
- Online platforms in Spanish (Envisions Math, Raz-Kids, Elevate Science)
- Using "Translate" tool in Google Docs for responses
- Using Google Translate
Differentiated/Modified (student specific) Reading and Writing Instruction/Assignments posted daily and feedback offered through teacher/student conferencing

Essential Personnel

In the event of a school closure, the following non-teaching personnel are deemed essential and required to perform specific duties.

In developing and updating our emergency preparedness plan, the District considered their own unique and particular circumstances to determine which personnel would be considered essential and need to perform some duties during a closure.

The chief school administrator, to oversee and coordinate operations; the school business administrator, to maintain business office operations; Ridgefield Park staff needed in the preparation or delivery of food; and custodial and maintenance staff including the Director of Buildings and Grounds, to provide access to district facilities, and to clean and sanitize buildings as needed.

Teachers will begin the virtual school day with an announcement, they will communicate with staff, parents and students and emphasize the importance of teaching and learning expectations to the faculty/staff and students. Principals may also add Principal's messages to these routine announcements.

The Director of Special Services will hold virtual CST meetings, communicate with Special Education and Related Services Staff and ensure that the needs of our Special Education students are fully addressed.

The Director of Technology will be on-site to monitor the Tech Support link for Faculty and Staff and the Parent Tech Help Desk and to troubleshoot any technology issues.

Administrative Assistants will support Administration remotely or on-site as determined by need and circumstance.

Other Considerations

Social and emotional health of staff and students
- We are intent to continue all of the services, programs, and resources that were shared through our community presentation on November 1, 2022 found here. Including, but not limited to: counselors, social workers, and other RP team members will continue to work with students and their families, and staff to monitor progress and emotional health.

Title I Extended Learning Programs
- The district will continue all ESD and ESY programs to eligible students identified by need, both in-person and virtual/remote as applicable

Other Extended Student Learning Opportunities and 21st Century Community Learning Center Programs
- To the full extent possible, 21st Century Community Learning Center programs will continue to be offered to students and families in a remote setting. Such programs might include after school programs, ESD, ESY, academic intervention, high-dosage tutoring, academic enrichment, and recreation activities.

Credit Recovery Options
- **Credit recovery options** will be offered as students are identified and as needed for students needing to obtain credit recovery

Transportation
- The Bussing Coordinator will coordinate with sending districts, district drivers, and transportation coordinators to ensure continuity of transportation when conditions are safe and resources are available

Extracurricular Programs
- Extracurricular programs will be conducted remotely online when possible

Community Programming
- Will be conducted in person when safe to do so. When unsafe conditions exist, events may be postponed to conducted remotely

Disclaimer

No Health-related School Closure Plan can include or anticipate every issue, challenge or circumstance that may arise; therefore, the plan remains a fluid, working document that will be modified to address the Districts' need.

The information in this *Remote or Virtual Instructional Plan* is subject to change. The District understands that changes in NJ Administrative Code will supersede, modify or eliminate the information summarized in this plan.

This *Remote or Virtual Instructional Plan* and any information, policies and procedures, to which it refers may be modified, altered, or discontinued at any time by the District at the discretion of the Board of Education and/or Superintendent of Schools.