

PALISADES PARK BOARD OF EDUCATION

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Palisades Park Distance Learning Plan

County code (03)
District code (3910)
District name (Palisades Park)
Date submitted (05-21-20)

Guidelines

The provision of home instruction services during a public health-related closure is guided by N.J.A.C. 6A:16-10.1 and may include direct services, online instruction, services provided through contract with another district board of education, or any other means developed by the district to meet the needs of its students. Any day in which students impacted by a public health-related closure have access to home instruction services provided consistent with the guidance from the NJDOE will count as a day in which the board of education has provided public school facilities toward its compliance with the 180-day requirement in accordance with N.J.S.A. 18A:7F-9.

This flexibility to count a day in which public school facilities are closed toward the Palisades Park Board of Education's statutory 180-day requirement applies strictly to public health-related school closures and not to any other type of closure or other days on which public school facilities are not made available.

All boards of education are required to develop a School Health-Related Closure Plan to provide home instruction in the event of such a closure. The planned services should include equitable access to instruction for all students. Each preparedness plan should also address the provision of appropriate special education and related services for students with disabilities and the provision of school nutrition benefits or services for eligible students.

The preparedness plans must be submitted to the Executive County Superintendent. The NJDOE also encourages boards of education to adopt enhanced school cleanliness and disinfection protocols, including disinfection of frequently touched surfaces and objects.

Administrator Expectations

Central Office Administrators

Maintain constant contact with building administrators and supervisors to provide information and respond to questions.

Update the district's website with real-time information.

Develop a plan for enhanced cleaning protocols.

Develop a plan to distribute lunch to students.

Ensure essential functions such as payroll, payment for goods and services, and safety of buildings.

Remain in constant contact with the local health director.

Remain in constant contact with the Palisades Park Police Department.

Participate in emergency on-line meetings when necessary.

Building Administrators

Communicate via email with staff members to provide information and respond to questions.

Conduct weekly grade/department level meetings with faculty via Google Hangout.

Participate in Parent/Teacher Conferences via Google Hangout or telephone when necessary.

Communicate with parents to provide updates.

Ensure that all students have access to learning packets and on-line assignments.

Review lesson plans, remote learning directions, monitor pacing, and provide feedback to staff.

Participate in emergency on-line meetings when necessary.

Develop a plan to collect student work upon the opening of schools.

Participate in virtual meetings with students and teachers.

Evaluate the effectiveness of remote learning and work to reach, engage, and enrich all learners through the implementation of new and revised strategies and programs.

Supervisors

Develop learning packets aligned to the NJ Student Learning Standards under the direction of the Building Administrators.

Respond to emails from staff, students, and parents.

Review lesson plans, monitor pacing, and provide feedback to staff.

Participate in emergency on-line meetings when necessary.

Evaluate the effectiveness of remote learning and work to reach, engage, and enrich all learners through the implementation of new and revised strategies and programs.

Provide assistance to teachers that need technology support

Organize digital folders and files to provide consistency across grade levels and content areas

Teacher Expectations

Check and respond to emails from students, parents, administrators and colleagues daily.
Grade student learning packets upon return to school under the direction of the building principal.
Complete lesson plans.
Provide video instruction and weekly office hours
Participate in emergency on-line meetings when necessary.
Selected staff will operate the ESL helpline (201-503-4211)
Selected staff will operate the Special Education helpline (201-497-0686)
Selected staff will operate the technology helpdesk
Child Study Team staff will continue to assist the district in implementing the provisions of all Individual Education Plans (IEPs).
Guidance counselors will work on State testing information.
Participate in weekly grade/department level meetings via Google Hangout.

Support Staff Expectations

Check and respond to emails from students, parents, administrators and colleagues daily.
Complete assigned webinars per day effective May 20, 2020.
Participate in emergency on-line meetings when necessary.
Participate in Google Meetings with the teacher and students.

Delivery of Virtual Instruction

Remote instruction has been differentiated to work to meet the needs of all learners. Each week lesson plans are created by each teacher and Remote Learning Directions are posted on the Palisades Park website, as well as in each teacher's Class Dojo, Google Classroom and Remind. Modifications are made for students, as needed. Special Education teachers and Title I interventionists provide modifications to students. This is done through directions, videos, and online meetings/instruction. Enrichment activities are also provided to students throughout grade levels. Further, students identified for the school's G&T program are also provided with opportunities for projects to further enhance their learning. ESL teachers provide their students with lessons to foster their learning, differentiating between their students' levels.

Students are provided with reading opportunities at their independent reading levels, as well as grade-level text. Read-alouds are engaging and conducted through videos and virtual meetings. Students are provided with various modes to complete and submit work, including through the Google Classrooms, through photographs of written work that are submitted through email or Remind, or through hard copies that are left at the drop box outside of Lindbergh School.

The Dr. Charles R. Smith, Jr. Early Childhood provides equitable instruction for the students by providing Chrome books to those students that need them to complete their virtual instruction.

Assignments are posted on Class Dojo and on the district's website. Handouts are provided to the parents for printing, or if no printer is available, the worksheets are easy enough to complete on a separate sheet of paper. Classroom aides are available to provide written translations for parents in Spanish and Korean, or they will follow up with phone calls to further explain the assignments.

The Dr. Charles R. Smith, Jr. Early Childhood Center provides instruction for students in Pre-K and Kindergarten. There are a total of 199 students. Of those 199 students, 64 of them are Pre-K students and 135 of them are Kindergarten students. Of those 199 students, 91 are Spanish, 66 are Korean, 17 are Caucasian, and 25 are categorized as "other." Bilingual instruction is provided to students that have qualified for the bilingual program. Additionally, ESL and BSI services are provided to those students that need these services.

Lindbergh School has provided information for several different companies that are offering free WIFI access. Chromebooks have been distributed for students in need at different points during the closure. A remote learning support video was created (in English and Spanish) to help assist parents and students in accessing technology. Technology free resources have been sent via Remind to students that have limited access to technology due to shared resources at home, etc. Students were able to pick up paper packets at the school and some students were sent paper packets if they had no access to technology.

Administration and Teachers have been tracking and updating several surveys that address students that have limited to no access to technology. Contact has been made with these parents to help them to gain access.

Palisades Park Jr/Sr HS has a total population of 765. The breakdown is as follows:

Asian: 252, Black or African American 13, Hispanic 397, Alaskan Native/ American Indian: 0, Hawaiian Native/Other Pacific Islander 4 and 99 White.

Currently 70 Special Education students are enrolled at PPHS.

Special Education Equitable Access to Instruction (district-wide)- Students with Individual Education Plans receive virtual instruction through a variety of methods including virtual platforms, teacher and case manager led modifications, one on one learning sessions, and hard copy work packets, when applicable. All related services have continued through virtual platforms, video conferencing, and telephonic communication.

District-wide English Language Learners: 456

ESL/Bilingual teachers offer Virtual Office Hours to their ELLs three days a week to support them with assignments. English Language Learners complete assignments remotely. ELLs are allowed to contact their ESL/Bilingual teachers at any time during the day. Differentiation of content and extended time to complete assignments are required in order for students to gain access to grade-level content.

Resources that contain resources in multiple formats (e.g. text, diagrams, graphic organizers, maps, illustrations, etc.) and languages will be created so students can choose a format and language for their work product.

Tech-Free Resources in multiple languages are also used for those who do not have Internet access or have difficulty using technology. These students are given the option to return their completed assignments when schools are open. In addition, ELLs are allowed to write essays or responses on paper and submit a photo of it via text or email.

Use of surveys to determine need (e.g. laptops, internet, and/or hard copy of assignments) addressed the “digital divide.” Every PPHS student is assigned a Staff Mentor, who follows up with information on obtaining free wifi and laptop/hard copy pickup from PPHS & LES, and also ensures there is a strong school-home connection while learning virtually.

Attendance

Students receive a 4 hour workload each day. Work hours for students is 8AM - 12PM, with some flexibility to meet the needs of our students who may need to share a device with a sibling or parent.

Faculty work day is 8AM-3PM. Lessons are provided in the morning hours with time after lunch reserved for grading, feedback, and virtual office hours.

Virtual Office Hours are conducted daily in 1 hour blocks via Google Hangouts.

Credit recovery and academic support periods are built in throughout the schedule through I&RS, SIA, Mentoring, and Title I Intervention and Staff support.

At the Dr. Charles R. Smith, Jr. Early Childhood Center, attendance is taken daily and recorded by 11 AM. Any parents that have not submitted attendance by 11 AM will receive a phone call from the Main Office secretaries to verify attendance. Every effort is made on a daily basis to ensure that students are attending Remote Learning.

At Lindbergh School, attendance is taken and recorded on a daily basis by homeroom teachers. Using Blackboard Connect, parents are informed if their child did not record attendance. This is followed up with telephone calls to the home. Translators place calls when necessary. Every effort is made on a daily basis to ensure that students are attending Remote Learning.

At Palisades Park Jr./Sr. High School, student attendance is tracked by course through each students' Google Classroom. Each student has been assigned a staff “Mentor” to ensure consistent communication, engagement, and assignment completion. The role of the mentor is to maintain consistent communication with the student and their parent/guardian. Guidance Counselors, Student Support Staff, Secretarial Staff, and building administrators communicate with students through email, phone calls, Google Hangouts, and Google Classroom discussion and messaging. Attendance information is logged daily on a shared “Master Contact Sheet,” accessible to all staff to ensure consistent communication and support.

Students who have not been engaged for a period of time in Remote Learning are recorded in a detailed Student/Parent Contact Log. This is updated on a consistent basis with every contact attempted/made with families. Students who have had limited/no contact are attempted to have virtual meetings with teachers and administrators. Wellness checks are provided by the

Palisades Park Police Department when no contact has been made or contact is lost during Remote Learning.

Students with Disabilities

The Palisades Park School District is making every effort to provide a free and appropriate education (FAPE) to students with disabilities during the school closure caused by the COVID-19 outbreak.

The goal of the Special Services Department is to keep children, families, and staff safe while implementing instructional practices that are appropriate during this unprecedented time. To this end, Child Study Team Members, Guidance Counselors, and Mental Health Professionals are making every effort to continue to provide services to all students in our school community. Meetings, services, and appointments have been moved to a digital or teleconferencing platform for the time being. Case managers, counselors, or other district resources are available via email and through virtual platforms to offer support or assistance during this time.

All students will continue to receive the level of individualized education that is legally mandated by their Individual Education Plans. To this end, all students with disabilities will continue in their appropriate academic placements with the necessary support needed to help them achieve and make progress in all measurable goals.

A variety of services and staff members are available to support all students, staff, and families virtually, telephonically, or online.

Related Services- All related services personnel are reaching out to students and families on a weekly basis. Services are being provided through Class Dojo, Google Classroom, phone calls, and direct email. Activities to complete with all students will address specific student learning goals and objectives and will be proposed on a weekly basis.

Case Management- The Child Study Team is making every effort to hold meetings through digital and teleconferencing platforms. All in-person evaluations will be rescheduled once public health officials have deemed that in-person meetings may resume. The Special Services Department has continued to work collaboratively with all stakeholders, students, and the Child Study Team to assess and assist all children during this intervening time. Upon the reopening of schools, all cases will be reviewed and assessed on an individual basis to determine if any compensatory services are required based upon the students' regression and recoupment.

PPSD Mental Health Resource Number/ NJ Perform Care- 8:00am to 3:00pm: (201) 497-0686
After hours: 1-877-652-7624 District Guidance Counselors are available to take calls during the school day. Whenever a call is placed to this number, the team will field the call, provide basic support, and then send information out to the correct staff member for follow up. In this way, the district can provide continual services and connection for our community.

English Language Learners

ESL/Bilingual teachers provide lessons and activities through Google Classroom, ClassDojo, and Remind. English Language Learners can participate in Remote Learning through various means--phone, text, or email. ESL/Bilingual teachers create and provide videos that ELLs can watch, practice, and review at their convenience. Teachers also share greetings, lessons, and information through videos, Google Classroom, ClassDojo, and Remind. ESL/Bilingual Teachers consider the WIDA curriculum and standards when developing lesson plans. They collaborate with content area teachers to provide ELLs differentiated tasks and scaffolded support. ESL/Bilingual teachers offer Virtual Office Hours to their ELLs three days a week to support them with assignments. English Language Learners complete assignments remotely.

Tech-Free Resources in multiple languages are also used for those who do not have Internet access or have difficulty using technology. These students are given the option to return their completed assignments when schools are open. In addition, ELLs are allowed to write essays or responses on paper and submit a photo of it via text or email. Raz-kids ELL is also used. It allows ELLs to record themselves reading from a phone app and share their reading with their teacher.

To inform and engage parents and families in learning, ESL/Bilingual teachers communicate with ELL families in their primary language via phone calls, Google Meet, or Remind, all of which facilitate translation of English to many different languages. ESL/Bilingual teachers provide all ELL students and families instructions, guidance, and resources in their home language to enhance learning and literacy.

Safe delivery of meals

Meals will continue to be served from Monday- Friday at **Lindbergh Elementary School**, 401 Glen Avenue between the hours of 11:00 am to 1:00 PM. All students who are eligible for free or reduced lunch are encouraged to pick up a meal of their choosing. In addition, if any family's employment status has been altered as a result of the virus you too are now permitted to be offered your child/children's lunch.

Families have also been provided assistance with meals through a community organization through which teachers have volunteered and through local food banks. Further, the Palisades Park Police Department has worked with schools to identify families in need and have delivered meals to these families. All of this information is provided to families through the school.

Facilities

Enhanced Cleaning and Sanitary Protocols

1. Increased daily cleaning protocols were put in place for high touch surfaces. Bio-Shine, the district's vendor for cleaning supplies, recommended the use of ProQuat to clean surfaces. The district currently uses this chemical to clean and disinfect all areas of the schools.
2. A deep cleaning of high touch surface areas occurred daily from March 13, 2020 and on Saturday, March 14, 2020.
3. A deep cleaning of all schools has occurred since March 16, 2020.
4. A deep cleaning of all areas used for lunch distribution will occur daily.
5. Hand sanitizers will be ordered for every classroom in the district.
6. The district nurses and classroom teachers provided continuous training to students in regards to covering their cough and sneezes with tissue or their elbow and regularly washing their hands for a minimum of 20 seconds. All training was completed prior to March 13, 2020.
7. The District will remain in constant contact with the Palisades Park Health Department to obtain current and accurate information.

Summer Programming

The Palisades Park school district is proud to offer our students an opportunity to participate in our Extended School Year Program. The predominant goal of this program is to provide both legally mandated services and compensatory programming for any special education student determined to be exhibiting academic, social, or developmental regression due to the transition to distance learning. Compensatory services are determined and provided on a case by case basis. Eligibility is IEP driven and based upon preventing the regression of academic, behavioral, emotional, and social skills.

The ESY program will take place over the course of four weeks with instruction occurring daily for three consecutive hours. Upwards of ten classes will provide educational opportunities for students during this time period in each of the district's three buildings.

Due to the uncertainty of the state of education in New Jersey, the district is currently planning both an in person and virtual ESY session. Students, families, educators, and service providers can expect the same dedication to academics, exploration, social skill building, and interactive learning that our educators provide during the typical school year. With an abridged schedule, teachers are truly able to focus their time and lessons on those skills that will most benefit each learner in an individualized setting. Additional support staff, administrators, and paraprofessionals support each class and provide supplemental instruction, when needed.

If the district is able to open for in person instruction, all classes will operate under best health practices including daily cleaning, hand washing lessons, temperature checks, masks, and social distancing by spreading our students out as far as the bounds of each classroom and the needs of our individual students will allow for.

The Guidance and Administrative teams have identified at risk students. The Educere platform has been implemented for credit recovery, with funding supplemented through Title funding. LES admin team and SS Principal identified at risk students grades 6-8 for potential remediation.

We plan to implement IXL and Linkit diagnostics in September to find deficiencies in Math and Language Arts. These deficiencies will then be targeted for review on an individualized basis, supplementing instruction with Title-funded support programming, SEL supports, and extension, remediation, and enrichment opportunities.

A complete audit of all graduating students has been initiated with reviews ongoing through July 30th, 2020. Students will be permitted to "walk" at the virtual or in person ceremony only if they are failing two or fewer classes as of June 15th, 2020. All students with outstanding academic concerns of grades of INC (Incomplete) will continue to receive academic support throughout the summer to ensure full credit recovery, and will graduate at a later date pending completion of required programming.

All students receiving Special Education and Related Services are eligible and being considered for Extended School Year (ESY) programming, regardless of IEP indications, as another form of compensatory services. These determinations are being made on a case by case basis. Additional considerations for compensatory services will be made as student regression is addressed and additional supports, services, and sessions can be safely provided.