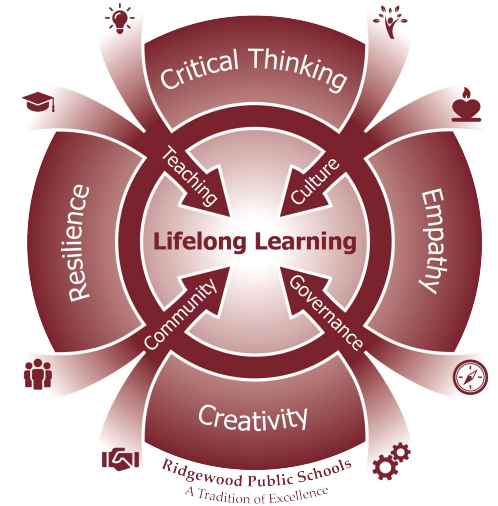




Ridgewood Public Schools

May 24, 2021



Phase II Survey Results and Transition to Summer

PreK-5 Parent Survey Results - 1,799 Responses

Strongly Disagree 1 to Strongly Agree 5	1	2	3	4	5
At this time, my child is engaged in meaningful learning experiences. *	1.1%	1.95%	12.34%	38.85%	45.75%
For Remote Students: Since the beginning of Phase 2, my child has developed a routine that facilitated his/her learning. (513 responses)	2.45%	3.5%	8.4%	32.4%	53.2%
For In Person Students: Since the beginning of Phase 2, my child has adjusted well to being back in the classroom on a daily basis. (1,570 responses)	.3%	.6%	3.4%	19.9%	75.7%
Since the beginning of Phase 2, my child has received appropriate direction and support from his/her teachers.	.7%	2%	7.3%	29.7%	60.3%
Since the beginning of Phase 2, my child has been able to meet the demands of the academic program.	.6%	1.5%	9.4%	28.1%	60.4%



PreK-5 Parent Survey Results (continued)

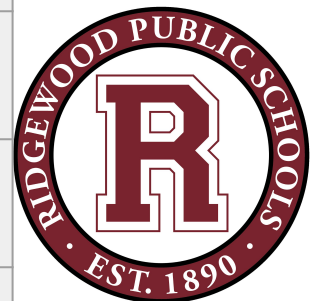
Strongly Disagree 1 to Strongly Agree 5	1	2	3	4	5
Since the beginning of Phase 2, my child has felt more connected to his/her teacher.	1.5%	2.2%	11.9%	25.5%	58.8%
Since the beginning of Phase 2, my child has felt more connected to his/her classmates.	1.8%	2.3%	9.5%	22.2%	64.2%
At this time, I am receiving sufficient support to appropriately assist my child with learning.	1.9%	4.4%	15.5%	31.6%	46.6%
Since the implementation of Phase 2, my child is demonstrating positive behavior indicative of sound social-emotional health. *	1.57%	2%	9.23%	27.46%	59.76%

*Included in Glen Survey



6-8 Parent Survey Results - 596 Responses

Strongly Disagree 1 to Strongly Agree 5	1	2	3	4	5
At this time, my child is engaged in meaningful learning experiences.	1.7%	4.5%	23%	41.1%	29.7%
For Remote Students: Since the beginning of Phase 2, my child has developed a routine that facilitated his/her learning. (172 responses)	2.9%	7%	10.5%	30.8%	48.8%
For In-Person Students: Since the beginning of Phase 2, my child has adjusted well to being back in the classroom on a daily basis. (543 responses)	.6%	.6%	7.6%	25.8%	65.6%
Since the beginning of Phase 2, my child has received appropriate direction and support from his/her teachers.	.7%	3.4%	14.8%	42.3%	38.9%
Since the beginning of Phase 2, my child has been able to meet the demands of the academic program.	1%	2%	9.2%	35.2%	52.5%
Since the beginning of Phase 2, my child has felt more connected to his/her teachers.	2.3%	4.7%	16.3%	33.2%	43.5%
Since the beginning of Phase 2, my child has felt more connected to his/her classmates.	4%	4.4%	14.8%	28.2%	48.7%
Since the implementation of Phase 2, my child is demonstrating positive behavior indicative of sound social-emotional health.	1.7%	3.4%	14.1%	31.5%	49.3%



RHS Parent Survey Results - 588 Responses

Strongly Disagree 1 to Strongly Agree 5	1	2	3	4	5
At this time, my child is engaged in meaningful learning experiences.	2%	6.3%	23%	40.5%	28.2%
For Remote Students: Since the beginning of Phase 2, my child has developed a routine that facilitated his/her learning. (223 responses)	5.8%	5.4%	19.3%	30.5%	39%
For In-Person Students: Since the beginning of Phase 2, my child has adjusted well to being back in the classroom on a daily basis. (461 responses)	2%	3%	8.7%	25.4%	61%
Since the beginning of Phase 2, my child has received appropriate direction and support from his/her teachers.	2.6%	3.9%	20.1%	42.5%	31%
Since the beginning of Phase 2, my child has been able to meet the demands of the academic program.	1.5%	3.1%	14.8%	31.6%	49%
Since the beginning of Phase 2, my child has felt more connected to his/her teachers.	3.9%	7.8%	23.5%	30.6%	34.2%
Since the beginning of Phase 2, my child has felt more connected to his/her classmates.	7.3%	7.3%	19.9%	26.7%	38.8%
Since the implementation of Phase 2, my child is demonstrating positive behavior indicative of sound social-emotional health.	3.6%	4.4%	17.5%	33.3%	41.2%



6-8 Student Survey Results - 283 Responses

Strongly Disagree 1 to Strongly Agree 5	1	2	3	4	5
At this time, I am engaged in meaningful learning experiences.	1.4%	4.9%	20.1%	48.1%	25.4%
For Remote Students: Since the beginning of Phase 2, I have maintained routines that facilitate my learning. (129 responses)	3.9%	4.7%	20.2%	27.9%	43.4%
For In-Person Students: Since the beginning of Phase 2, I have adjusted well to being back in the classroom on a daily basis. (248 responses)	1.2%	4.8%	12.5%	29%	52.4%
Since the beginning of Phase 2, I feel more connected to my teachers.	3.9%	5.7%	20.1%	35%	35.3%
Since the beginning of Phase 2, I feel more connected to my classmates.	6%	5.3%	16.3%	28.6%	43.8%
Since the beginning of Phase 2, I feel positive about the state of my social-emotional health.	3.2%	9.5%	21.6%	34.3%	31.4%



RHS Student Survey Results - 275 Responses

Strongly Disagree 1 to Strongly Agree 5	1	2	3	4	5
At this time, I am engaged in meaningful learning experiences.	1.5%	10.9%	27.6%	45.1%	14.9%
For Remote Students: Since the beginning of Phase 2, I have maintained routines that facilitate my learning. (129 responses)	3.9%	7.8%	23.4%	33.6%	31.3%
For In-Person Students: Since the beginning of Phase 2, I have adjusted well to being back in the classroom on a daily basis. (248 responses)	1.4%	4.7%	13.1%	40.2%	40.7%
Since the beginning of Phase 2, I feel more connected to my teachers.	8.7%	9.8%	18.9%	26.2%	36.4%
Since the beginning of Phase 2, I feel more connected to my classmates.	11.3%	12.7%	16.4%	23.3%	36.4%
Since the beginning of Phase 2, I feel positive about the state of my social-emotional health.	9.1%	12.4%	26.9%	26.9%	24.7%



ESSER II Grants

Some federal funds are allocated for “Learning Acceleration”, including percentages for academics, SEL, and support for cultivating a “learning ecosystem”

- Summer Adventure, grades K-5
- Summer Academy Transition Program, grades 6-12



Summer Professional Development

- Demonstration of Learning: Meaningful Ways for Students to Showcase Learning
- Assessment: Building a Model for Proficiency Expectations
- Habits of Learning: Critical Thinking, Empathy, Creativity, Resiliency
- Compassion in Action: Strategies for Building Staff Resilience and Strengthening Self-Care
- Creating a House that Smiles: A Relationship-Based Approach for Building Trauma-Responsive Schools
- Strengthening School 504 Plans and Accommodations
- The Use of Time and Space
- Reimagining Education - The Inclusive Classroom



Diversity, Equity and Inclusion

- DEI Subcommittee
 - Development of staff survey to be administered in June
- Summer curriculum writing to incorporate content and standards to support NJ Law A4454
- Purchase of new texts for elementary classroom libraries
- Development of new course offerings: *Philosophy of Race and The Power of One*
- Grant application for Unified Sports Program



Start Strong Assessments

Since NJSLA was cancelled this spring; state assessments will be administered in the early fall.

Grades 4-10: ELA

Grades 4-8: Mathematics

Algebra I

Geometry

Algebra II

Grades 6, 9, 12: Science



Thank You!

