Restart and Recovery Plan to Reopen Schools - *Upper Saddle River*

Board of Education
Revised: 14 September 2020

Fall 2020
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**Introduction**

On June 26, 2020, the New Jersey Department of Education (NJDOE) published “The Road Back – Restart and Recovery Plan for Education” (NJDOE Guidance), a Guidance document to assist New Jersey school districts to develop, in collaboration with community stakeholders, a Restart and Recovery Plan (Plan) to reopen schools in September 2020 that best fits the school district’s local needs. The NJDOE Guidance presents information for New Jersey public school districts related to four key subject areas: Conditions for Learning; Leadership and Planning; Policy and Funding; and Continuity of Learning.

The Board of Education Restart and Recovery Plan (Plan) has been developed to be consistent with the requirements in the NJDOE Guidance with consideration to the school district’s local needs in order to ensure school(s) in the district reopen safely and are prepared to accommodate students' unique needs during this unprecedented time.

To ensure consistency with respect to the health and safety of school communities across the State, the NJDOE Guidance speaks specifically to health and safety measures identified as "anticipated minimum standards." These “anticipated minimum standards” are items the NJDOE Guidance recommends a school district incorporate into the Plan as definite components related to health, safety, and operations. Through this established set of Statewide standards, the NJDOE can ensure the State's educational health does not come at the expense of public health. The “anticipated minimum standards” in the NJDOE Guidance are listed and have been incorporated into the school district’s locally developed Plan.

The NJDOE Guidance also provides “considerations” that may help school officials in strategizing ways to adhere to the “anticipated minimum standards”, but do not represent necessary components of the Plan. These “considerations” are not listed in the school district Plan, but school officials have reviewed and incorporated the “considerations” included in the NJDOE Guidance when developing the Plan.

The NJDOE Guidance uses the term “should” throughout the document when referencing “anticipated minimum standards ... that school districts should incorporate into their reopening plans as definitive components related to health, safety, and operations.” Therefore, those provisions in the NJDOE Guidance listed as “anticipated minimum standards” have been interpreted to be required components in the Plan.

The NJDOE Guidance uses the term “school districts” or “schools” or “districts” when referring to the completion of tasks. For example, “districts must develop a schedule for increased routine cleaning and disinfection.” This Plan assigns the responsibility for completing tasks to “school officials” which would be the Superintendent of Schools or a designee of the Superintendent of Schools.
The NJDOE Guidance requires a Board Policy to address several elements outlined in the NJDOE Guidance. The Board of Education has adopted Board Policy 1648 – Restart and Recovery Plan that includes the policies required in the NJDOE Guidance.

This Plan is aligned with the requirements outlined in the NJDOE Guidance. The Appendices section of this Plan include the school district’s unique and locally developed protocols to ensure school(s) in the district reopen safely and are prepared to accommodate staff and students' unique needs during this unprecedented time. Also included in the Appendices section is a chart that includes all websites and outside guidance information that are listed in the NJDOE Guidance.

The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by Executive Order of the Governor of New Jersey and are subject to change.
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THE BOARD OF EDUCATION’S RESTART AND RECOVERY PLAN

The Board of Education’s Restart and Recovery Plan addresses four key subject areas:

A. Conditions for Learning;
B. Leadership and Planning;
C. Policy and Funding; and
D. Continuity of Learning.

A. Conditions for Learning

Conditions for learning involve the social, emotional, and environmental factors that can impact educator capacity to teach and student capacity to learn, including standards for maintaining healthy and safe school conditions. As schools reopen, the impact of social isolation on both educators and students is a key area of concern.

Conditions for Learning include: Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning; and Academic, Social, and Behavioral Supports

1. Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning; and Academic, Social, and Behavioral Supports

The Health and Safety Section of the Board’s Plan identifies Ten Critical Areas of Operation which the Board has addressed in the Plan: General Health and Safety Guidelines; Classrooms, Testing, and Therapy Rooms; Transportation; Student Flow, Entry, Exit, and Common Areas; Screening, PPE, and Response to Students and Staff Presenting Symptoms; Contact Tracing; Facilities Cleaning Practices; Meals; Recess/Physical Education; and Field Trips, Extra-Curricular Activities, and Use of Facilities Outside School Hours.

Throughout this Health and Safety Section, the provisions marked "anticipated minimum standards" as outlined in the NJDOE Guidance have been incorporated into the Board’s Plan and related protocols, as applicable.
The Health and Safety section of the NJDOE Guidance also provided "additional considerations" to assist school officials in considering ways to adhere to the anticipated minimum standards. These provisions are also consistent with the Board’s general obligation to ensure the health and safety of its students and staff pursuant to N.J.S.A. 18A:40-6 and N.J.A.C. 6A:16-2.1. District officials should abide by the advice of local health officials to determine the safest course of action based on local circumstances, which will change as the public health landscape evolves. The health and safety of students and staff is the number one priority and has guided all decisions of the Board’s Plan.

Ten Critical Areas of Operation

a. Critical Area of Operation #1 - General Health and Safety Guidelines – Anticipated Minimum Standards Incorporated into the Plan

(1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:

(a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.

(b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.

(c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.

(d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.
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(e) 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).

b. Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan

(1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing
each other), and/or having students sit on only one side of the table, spaced apart.

(2) Even if social distancing is possible and being practiced, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.

(a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

(3) Face coverings shall be worn at all times while indoors, unless directed otherwise. Whether or not social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place in a classroom setting, face coverings are required while students are seated at desks and are required to be worn when moving about the classroom.

(4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.

(5) Use of shared objects should be limited when possible or cleaned between use.

(6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.

(7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:

(a) In each classroom (for staff and older children who can safely use hand sanitizer).

(b) At entrances and exits of buildings.

(c) Near lunchrooms and toilets.
(d) Children ages five and younger should be supervised when using hand sanitizer.

(e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

(8) School officials should 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.

(a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

c. Critical Area of Operation #3 – Transportation – Anticipated Minimum Standards Incorporated into the Plan

(1) Subscription bussing is cancelled until further notice.

(2) All bus riders will be required to wear face coverings at all times unless doing so would inhibit the student’s health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for children ages 2 and under or individuals with disabilities.

(a) Exceptions to the face covering requirements shall be those outlined in A.1.e.(6) below.

(3) Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.

(4) Every school bus, either district-owned or contracted, should be cleaned and disinfected before and after each bus route.
d. Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas – Anticipated Minimum Standards Incorporated into the Plan

(1) The Board’s Plan should establish the process and location for student and staff health screenings.

(2) All individuals will be required to wear face coverings in line waiting to enter or exit a building,

(3) Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

e. Critical Area of Operation #5 – Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms – Anticipated Minimum Standards Incorporated into the Plan

(1) The 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 must 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:

(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.

(3) 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.

(4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.

(5) Students are required to wear face coverings, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

(a) 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.

(6) Exceptions to requirements for face coverings shall be as follows:

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

(b) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.

(c) The student is under the age of two, due to the risk of suffocation.
### Critical Area of Operation #6 – Contact Tracing

1. The NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee should be provided information regarding the role of contact tracing conducted by State, county, and local officials.

2. School officials should engage the expertise of their school nurses on the importance of contact tracing.

3. The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course.
g. Critical Area of Operation #7 – Facilities Cleaning Practices – Anticipated Minimum Standards Incorporated into the Plan

(1) School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.

(2) The Board’s Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:

(a) A schedule for increased routine cleaning and disinfection.

(b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).

(c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.

(d) Follow the manufacturer’s instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:

(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;
(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.

(e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

h. Critical Area of Operation #8 – Meals – Anticipated Minimum Standards Incorporated into the Plan

(1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board’s Plan, if applicable:

(a) Stagger times to allow for social distancing and clean and disinfect between groups.

(b) Discontinue family style, self-service, and buffet.

(c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.

(d) Space students at least six feet apart.

(e) Require individuals must wash their hands after removing their gloves or after directly handling used food service items.

i. Critical Area of Operation #9 – Recess/Physical Education – Anticipated Minimum Standards Incorporated into the Plan
The Board’s Plan regarding recess and physical education should include protocols to address the following:

(a) Stagger recess, if necessary.

(b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.

(c) The use of cones, flags, tape, or other signs to create boundaries between groups.

(d) A requirement that all individuals always wash hands immediately after outdoor playtime.

(e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.

(f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).

(g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.

(i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.

(ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.

The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment),
and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.

(3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

j. Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours – Anticipated Minimum Standards Incorporated into the Plan

(1) The Board’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.

(2) The Board of Education requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

[See Appendix J – Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours]

2. Academic, Social, and Behavioral Supports

In addition to taking the steps listed in the Health and Safety Guidelines section to protect students’ and educators’ physical health, leaders must also consider the impact of social isolation on both educators and students. School officials are not mandated to develop protocols for these elements as these elements are not “anticipated minimum standards” in the NJDOE Guidance. However, the NJDOE recommends school officials consider the following elements while developing the Board’s Plan.

While only a small introduction to these elements is included in this Plan, a more detailed explanation and further considerations in the NJDOE Guidance are under the Academic, Social, and Behavioral Supports section to reference as the Plan is being developed. School officials may use the supports listed in the NJDOE Guidance.

The elements listed below in A.2.a. through A.2.e. provide an explanation for school officials to indicate if the strategy is:

- Not being utilizing
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- Being developed by school officials
- Currently being utilizing

There is space provided below in A.2.a. through A.2.e. for a brief explanation of the school district’s status for each element.

a. Social Emotional Learning (SEL) and School Culture and Climate

SEL will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning.

___ Not Being Utilized
___ Being Developed by School Officials
_X__ Currently Being Utilized

______________________________________________________
______________________________________________________
______________________________________________________

b. Multi-Tiered Systems of Support (MTSS)

MTSS is a systematic approach to prevention, intervention, and enrichment in grades Pre-K through twelve for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support.

___ Not Being Utilized
___ Being Developed by School Officials
_X__ Currently Being Utilized

______________________________________________________
______________________________________________________
______________________________________________________

Cc. Wraparound Supports

Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic,
behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment.

___ Not Being Utilized
___ Being Developed by School Officials
_X__ Currently Being Utilized

______________________________________________________

______________________________________________________

________________________________________

Food Service and Distribution

School meals are critical to student health and well-being, especially for low-income students. The NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of students during all phases of school reopening.

_X__ Not Being Utilized
___ Being Developed by School Officials
___ Currently Being Utilized

______________________________________________________

______________________________________________________

e. Quality Child Care

Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families who otherwise would not utilize child care will now require it.

___ Not Being Utilized
_X__ Being Developed by School Officials
___ Currently Being Utilized

______________________________________________________

______________________________________________________

________________________________________
B. Leadership and Planning

The Leadership and Planning Section of the Board’s Plan references guidance, requirements, and considerations for the school district regarding district and school-wide logistical and operational issues with which administrators will contend in planning to reopen schools.

The provisions marked "anticipated minimum standards" as outlined in the Guidance have been incorporated into the Board’s Plan and corresponding protocols, as applicable.

The Leadership and Planning section of the Guidance also provided "additional considerations" that assisted school officials in considering ways to adhere to the “anticipated minimum standards”.

1. Establishing a Restart Committee

   a. A Restart Committee should be established as collaboration is critical to the development of the Board’s Plan.

   b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.

   c. The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board’s Plan.

   d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.

   e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.
2. Pandemic Response Teams

a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.

b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.

c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.

d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.

e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.

f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:

   (1) School Principal or Lead Person;
   (2) Teachers;
   (3) Child Study Team member;
   (4) School Counselor or mental health expert;
   (5) Subject Area Chairperson/Director;
   (6) School Nurse;
   (7) Teachers representing each grade band served by the school district and school;
   (8) School safety personnel;
   (9) Members of the School Safety Team;
   (10) Custodian; and
   (11) Parents.
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g. The Pandemic Response Team is responsible for:

(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.

h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

3. Scheduling

a. The Board’s Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.

b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
(1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.

(2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.

c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.

(1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

(2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. School officials may:

(1) Provide teachers common planning time.

(2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.

(a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.

(b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
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(3) Secure a steady supply of resources necessary to ensure the safety of students and staff.

(4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.

(5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.

e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board’s Plan.

4. Staffing

a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board’s Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.

b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.

c. The Board’s Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
RESTART & RECOVERY PLAN

d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.

e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:

1. Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.

2. Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).

3. Certification

   a. Performance Assessment (edTPA) Guidance
      Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

   b. Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

5. In-Person and Hybrid Learning Environments: Roles and Responsibilities

   a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and
RESTART & RECOVERY PLAN

maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.

b. Instructional staff should:

(1) Reinforce social distancing protocol with students and co-teacher or support staff.

(2) Limit group interactions to maintain safety.

(3) Support school building safety logistics (entering, exiting, restrooms, etc.).

(4) Become familiar with district online protocols and platforms.

(5) 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.

(6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.

(7) Provide regular feedback to students and families on expectations and progress.

(8) Set clear expectations for remote and in-person students.

(9) Assess student progress early and often and adjust instruction and/or methodology accordingly.

(10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).

(11) Instruct and maintain good practice in digital citizenship for all students and staff.

(12) 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 pre-school students.

c. Mentor teachers should:

(1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

(2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.

(3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.

(4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.

(5) Continue to maintain logs of mentoring contact.

(6) Mentor teachers should consider all health and safety measures when doing in-person observations.

(7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

(8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.

d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:
**RESTART & RECOVERY PLAN**

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.</td>
</tr>
<tr>
<td>2</td>
<td>Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.</td>
</tr>
<tr>
<td>3</td>
<td>Prioritize vulnerable student groups for face-to-face instruction.</td>
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<tr>
<td>4</td>
<td>Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.</td>
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<tr>
<td>5</td>
<td>Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.</td>
</tr>
<tr>
<td>6</td>
<td>Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.</td>
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<tr>
<td>7</td>
<td>Define and provide examples of high-quality instruction given context and resources available.</td>
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<tr>
<td>8</td>
<td>Assess teacher, student, and parent needs regularly.</td>
</tr>
<tr>
<td>9</td>
<td>Ensure students and parents receive necessary supports to ensure access to instruction.</td>
</tr>
<tr>
<td>10</td>
<td>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).</td>
</tr>
<tr>
<td>11</td>
<td>Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.</td>
</tr>
<tr>
<td>12</td>
<td>Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.</td>
</tr>
</tbody>
</table>
(13) 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.

(14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.

(15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.

(16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.

(17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

(18) 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.

e. Educational services staff members should:

(1) Lead small group instruction in a virtual environment.

(2) Facilitate the virtual component of synchronous online interactions.

(3) Manage online platform for small groups of in-person students while teacher is remote.

(4) Assist with the development and implementation of adjusted schedules.

(5) Plan for the completion of course requests and scheduling (secondary school).
RESTART & RECOVERY PLAN

(6) Assist teachers with providing updates to students and families.

(7) Support embedding of SEL into lessons.

(8) Lead small group instruction to ensure social distancing.

(9) Consider student grouping to maintain single classroom cohorts.

(10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

f. Support staff/paraprofessionals may:

(1) Lead small group instruction to ensure social distancing.

(2) Consider student grouping to maintain single classroom cohorts.

(3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

(4) 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.

(5) Provide real-time support during virtual sessions.

(6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.

(7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.

(8) Lead small group instruction in a virtual environment.

(9) Facilitate the virtual component of synchronous online interactions.

(10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. Substitutes
(1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.

(2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.

(3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.

(4) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

6. Educator Roles Related to School Technology Needs

   a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:

      (1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.

      (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).

      (3) To the extent possible, provide district one-to-one instructional devices and connectivity.

      (4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).

   b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:

      (1) Train student teachers to use technology platforms.

      (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
(3) Survey assistant teachers to determine technology needs/access (Pre-school).

(4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

c. Student teachers should:

(1) Obtain a substitute credential to gain the ability to support students without supervision as needed.

(2) Lead small group instruction (in-person to help with social distancing).

(3) Co-teach with cooperating teacher and maintain social distancing.

(4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.

(5) Implement modifications or accommodations for students with special needs.

(6) Facilitate one-to-one student support.

(7) Lead small group instruction virtually while the classroom teacher teaches in-person.

(8) Provide technical assistance and guidance to students and parents.

(9) Develop online material or assignments.

(10) Pre-record direct-instruction videos.

(11) Facilitate student-centered group learning connecting remote and in-person students.

d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:
(1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.

(2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).

(3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.

(4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.

(5) Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

7. Athletics

Under Executive Order 149, high school sports under the jurisdiction of the NJSIAA may resume only in accordance with reopening protocols issued by NJSIAA and cannot resume earlier than June 30, 2020.

C. 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. Readying 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.

D. Continuity of Learning

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. School officials should work closely with their stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are in need of in-person instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

Curriculum, instruction, assessment, professional learning, and career and technical education (CTE) are all constructs that can be adjusted to serve as levers for equity.

Except where otherwise indicated, the provisions and elements of this section are “additional considerations” that may help districts in considering ways to adhere to the “anticipated minimum standards”.

While only a small introduction to these elements is included in this Plan, school officials can find a more detailed explanation and considerations in the NJDOE Guidance under the Continuity of Learning section to reference while developing their Plan for the reopening of schools.

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

   a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.

c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:

1. Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.

2. IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.

3. IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.

4. IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.

5. The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.

6. Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.
2. Technology and Connectivity

   a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.

   b. Districts should:

      (1) Conduct a needs assessment.

      (2) Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.

      (3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.

      (4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.

         (a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

3. Curriculum, Instruction, and Assessment

   a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).

   b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among
c. Virtual and Hybrid Learning Environment

(1) Curriculum

(a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.

(b) To accelerate students’ progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.

(c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

(2) Instruction

(a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.

(b) In crafting an instructional plan, the school district should consider the following:

(i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.

(ii) Design for student engagement and foster student ownership of learning.
(iii) Develop students’ meta-cognition.

(iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.

(v) Assess the district’s data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.

(vi) Assess ELLs’ levels of engagement and access in an in-person, virtual, or hybrid learning environment.

(3) Assessment

(a) For the purpose of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.

(b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.

(c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.

(d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.

(e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

4. Professional Learning

a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.

b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.

c. Professional learning opportunities should be:

(1) Presented prior to the beginning of the year;

(2) Presented throughout the school year;

(3) Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely;

(4) Presented to include the input and collaboration of stake holders, including all staff, parents, and community members; and

(5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.

d. Mentoring and Induction

(1) Induction must be provided for all novice provisional teachers and teachers new to the district.

(2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.

(3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
(4) Mentoring must be provided in both a hybrid and fully remote learning environment.

(5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

e. Evaluation

(1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.

(2) School districts should develop observation schedules with a hybrid model in mind.

(3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.

(4) School districts should consider the School Improvement Panel’s (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.

(5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

5. Career and Technical Education (CTE)

a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.

b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.

c. Guiding Principles

(1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
(2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.

d. Quality CTE Programs

(1) When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLS, CTE Core Content Standards, industry certifications, college credit agreements, etc.

(2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.

e. Work-Based Learning

Students must be provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person. The school district should consider work-based learning opportunities addressed in the administrative code.

f. Career Advisement and Development

Strong career advisement in conjunction with business and community partnerships are essential components of CTE programs and cannot be compromised in a time of increased social distancing; therefore, modifications must be developed to maintain program quality.

g. CTE Recruitment and Retention

CTE teachers require support in transforming their curricula and shifting their instructional practices to meet the needs of the changing classroom environments in a time of social distancing.

h. Funding to Support CTE Programs

The school district has the ability to utilize the CARES Act – Elementary and Secondary School Emergency Relief Fund (ESSER) grants, local district funding, Perkins funding (if eligible), discretionary grant funding (if participating), and other Federal entitlement funds.
E. Full-Time Remote Learning Options

In addition to the methods and considerations explicitly referenced in the New Jersey Department of Education’s “The Road Back – Restart and Recovery Plan for Education” (June 26, 2020) for scheduling students for in-person, remote, or hybrid learning, families/guardians may submit, the school district shall accommodate requests for full-time remote learning. Remote learning options shall be pursuant to Appendix Q – Remote Learning Options for Families.
Appendices

Restart and Recovery Plan
to Reopen Schools

Insert: Upper Saddle River
Board of Education

Fall 2020
Appendix A

Critical Area of Operation #1 - General Health and Safety Guidelines

See Upper Saddle River School Re-entry Plan – Pages 5-6
Appendix B

Critical Area of Operation #2 - Classrooms, Testing, and Therapy Rooms

See Upper Saddle River School Re-entry Plan – Page 6
Appendix C

Critical Area of Operation #3 – Transportation

See Upper Saddle River School Re-entry Plan – Pages 6-7
Appendix D

Critical Area of Operation #4 - Student Flow, Entry, Exit, and Common Areas

See Upper Saddle River School Re-entry Plan – Pages 7 - 8
Appendix E

Critical Area of Operation #5 - Screening, PPE, and Response to Students and Staff Presenting Symptoms

See Upper Saddle River School Re-entry Plan – Pages 8 - 9
Appendix F

Critical Area of Operation #6 - Contact Tracing

See Upper Saddle River School Re-entry Plan – Page 9
Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

See Upper Saddle River School Re-entry Plan – Page 10 in addition to the below

**USR Schools Cleaning Products. Cleaning Procedures and Building Ventilation**

**Cleaning Products**
- **Sanitizer** – Enviro Solutions 72C – Ingredient - Hydrogen peroxide
- An effective cleaner for an entire range of cleaning tasks
- Works in cold water
- Cleans and deodorizes in 1 step
- Low in VOC’d
- ECO LOGO CERTIFIED (Green Certification)
- **Light Duty: 1 oz per gallon**
  - Streak free glass, mirror and stainless steel cleaner
  - General Mopping floor cleaner or use in Autoscrubber
- **Medium Duty: 4 oz per gallon**
  - Desktops, floors, tables as needed
- **Heavy Duty: 12 oz per gallon (bottle side only)**
  - Heavy duty cleaner
  - Cleans and deodorizes

- **Disinfectant** – Enviro Solutions 64H – Ingredients – Ammonium Chloride
- Diluted at 2 oz. per gallon
- A No-Rinse Neutral Cleaner that Disinfects, Cleans and Deodorizes
- EPA Registered Disinfectant
- Use on floors, walls, toilet bowls, urinals and other hard non porous surfaces such as sinks, tables and counter tops.
- Touch Points
- 5 Minute Dwell Time
- Approved for use against SARS-COV-2/COVID19

- **Disinfectant Bioesque Botanical** – Ingredient – Thymal
  - Ready to Use
    - Five Gallon Pails with pump
    - Quart Bottles
  - No Rinse even on food contact surfaces
  - No PPE required
  - 4 Minute dwell time
  - Safe for Skin Contact
  - Safe for Inhalation
• Approved for use against SARS-COV-2/COVID19

Cleaning/sanitizing between the A & B

I will divide each building into sections using 3-4 men – We will use the Botanical disinfectant in larger 2-3 gal sprayers
1\(^{st}\) we will spray down classrooms/office areas tables, desks, chairs, countertops, door knobs ect… Basically every touch point as possible this should take roughly 4min per room.
2\(^{nd}\) spray down/disinfect the hallway walls, handrails and doors.
3\(^{rd}\) spray down/disinfect bathrooms.

Building Ventilation

Classrooms that existed before 2001- Have univents these units are designed to bring in outside fresh air from the top the return goes out from the bottom of each unit where the filters are located filters we replace them twice a year. This year we will clean them once a week with a Hepa filter vacuums to keep the air in the rooms as clean as humanly possible.
Office space / bathrooms that existed before 2001 – Are tied into the hallways as natural supply are comes from the building itself or windows with an exhaust system that is designed for that wing or space. Some rooms have individual exhaust fans as well.
Classrooms/ Offices/bathrooms build after 2001 – Are supplied by rooftop units these units supply fresh air to their designated sections / area from the ceiling duct the return air get pulled up into the drop ceilings witch is the return plenum. Filters are in the units and get replaced twice a year.
Appendix H

Critical Area of Operation #8 – Meals

See Upper Saddle River School Re-entry Plan – Pages 10 - 11
Appendix I

Critical Area of Operation #9 – Recess/Physical Education

See Upper Saddle River School Re-entry Plan – Page 11
Appendix J

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

See Upper Saddle River School Re-entry Plan – Pages 11 - 12
Appendix K

Academic, Social, and Behavioral Supports

See Upper Saddle River School Re-entry Plan – Pages 12 - 14
Appendix L

Restart Committee

N/A
Appendix M

Pandemic Response Teams

See Upper Saddle River School Re-entry Plan – Pages 15 - 16
Appendix N

Scheduling of Students

See Upper Saddle River School Re-entry Plan – Pages 16 - 19
Appendix O

Staffing

See Upper Saddle River School Re-entry Plan – Pages 20 - 23
Appendix P

Athletics

See Upper Saddle River School Re-entry Plan – Page 23
Appendix Q

Remote Learning Options for Families 2020/2021

Phase In/Out Initiative

Phase 1: September 1\textsuperscript{st} to October 16\textsuperscript{th}
- 50\% reduced capacity
- A.M. P.M. Schedule
- Half session school days to avoid lunch

Phase 2: October 19\textsuperscript{th} – November 27\textsuperscript{th}
- Reassess schedule and make necessary modifications
- Keep 50\% capacity
- Keep A.M. P.M. Schedule
- Increase in-person instruction to full days, if possible
- Allow for parents who selected only Virtual for Phase 1 to “Opt-in” for in-person

Phase 3: November 30\textsuperscript{th} – January 15\textsuperscript{th}
- Reassess schedule and make necessary modifications
- If possible, increase capacity
- Attempt to increase in-person instruction to 5 days/week
- Allow for parents who selected only Virtual/Home instruction to “Opt-in” for in-person
# Chart of Useful Links

<table>
<thead>
<tr>
<th>Conditions for Learning</th>
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<th>Link</th>
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<tr>
<td></td>
<td>When and How to Wash Your Hands</td>
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<td>Critical Area of Operation #5</td>
<td>Communicable Disease Service</td>
<td><a href="https://www.nj.gov/health/cd/">https://www.nj.gov/health/cd/</a></td>
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## RESTART & RECOVERY PLAN

<table>
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<td>Social Emotional Learning and School Climate and Culture</td>
<td>A Trauma-Informed Approach to Teaching Through Coronavirus</td>
<td><a href="https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus">https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus</a></td>
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<td>The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS</td>
<td><a href="https://challengingbehavior.cbc.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf">https://challengingbehavior.cbc.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf</a></td>
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<td>NJSIAA provides return-to-play guidelines – Phase 1</td>
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# RESTART & RECOVERY PLAN

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School Re-Entry Plan

Board Adopted: Monday, August 10, 2020
  Submitted: Friday, July 31, 2020
  Revised: Wednesday, August 26, 2020
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  Subcommittee Working Groups
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  Policy and Funding
  Continuity of Learning
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<thead>
<tr>
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<th>Committee Member</th>
<th>Role within the School Community</th>
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<tbody>
<tr>
<td>Brad Siegel</td>
<td>Superintendent</td>
<td>Gianna Apicella</td>
<td>Director of Special Services</td>
</tr>
<tr>
<td>Dan Cazes</td>
<td>Director of Technology</td>
<td>Amy D’Ambola</td>
<td>Director of Curriculum and Instruction</td>
</tr>
<tr>
<td>Michael DeSocio</td>
<td>Assistant Principal</td>
<td>Dana Imbasciani</td>
<td>Business Administrator/Board Secretary</td>
</tr>
<tr>
<td>David Kaplan</td>
<td>Principal</td>
<td>James McCusker</td>
<td>Principal</td>
</tr>
<tr>
<td>Michael Padilla</td>
<td>Supervisor of Special Projects</td>
<td>Devin Severs</td>
<td>Principal</td>
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Upper Saddle River  
School Re-entry Plan  

## Sub-Committee Working Groups

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<thead>
<tr>
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<th>Policy and Funding</th>
<th>Continuity of Learning</th>
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<tr>
<td><strong>David Kaplan</strong></td>
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<td><strong>Amy D’Ambola</strong></td>
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<td>Michael DeSocio</td>
<td>Dan Cazes</td>
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<td>Jennifer Johnston</td>
<td>Ken Amano</td>
<td>Sue Gandara</td>
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<td>Mike Padilla</td>
<td>Mary Ann Gray</td>
<td>Steve Quagliani</td>
<td>Erin Ginsberg</td>
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<td>Nijazi Leka</td>
<td>Sandy Kreger</td>
<td>Colette Dunn</td>
<td>Laura Pinto</td>
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<td>Ailish Fillis</td>
<td>Robyn Ranges</td>
<td>Heather Walker</td>
<td>Lauren Foca</td>
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<td>Katherine Baker</td>
<td>Patty Policastro</td>
<td>Bruce Reicher</td>
<td>Colette Dunn</td>
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<td>Sandy Kreger</td>
<td>Christi Cipollini</td>
<td>Cindy Santos</td>
<td>Sheila Barry</td>
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<td>Sarah Maginnis</td>
<td>Jessica McFaul</td>
<td>Simona DiFranco</td>
<td>Cathy Teehan</td>
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<td>Stephanie Chamberlin</td>
<td>Suzanne Cook</td>
<td>Sue Jarvis</td>
<td>Meaghan Schwartz</td>
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<td>Danielle Andersen</td>
<td>Stacey Tolpa</td>
<td>Felice Bernard</td>
<td>Desiree Lascarro</td>
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<td>Jason Weinstein</td>
<td>Sherika Medina</td>
<td>Lisa Halperin</td>
<td>Jimmy Dunn</td>
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<td>Elayne Stern</td>
<td>Jed Bowen</td>
<td>Katie Strauss</td>
<td>Kristen Rohdieck</td>
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<td>Brigette Uzar</td>
<td>Laura Bowen</td>
<td>Ranita Fooks</td>
<td>Stephanie Pirso</td>
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<td><strong>Dr. Sara Lupu</strong></td>
<td>Marwa Hazzah</td>
<td>Maria-Elena DeGregorio</td>
<td>Marci Titunick</td>
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<td><strong>Sgt. Hausch</strong></td>
<td>Alan Garber</td>
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<td>Jon Kulhawy</td>
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<td>Brooke Braunstein</td>
<td>Hani Batla</td>
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<td>Nancy Sedky-Tolba</td>
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<tr>
<td>Thao Groenewald</td>
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<td>Diana Missaghieh</td>
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**Administrator Lead: Bold**  
Staff: Black  
BOE: Red  
Parents: Green  
Community: Blue
School Pandemic Response Teams

Cavallini Pandemic Response Team

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td>Principal</td>
<td>James McCusker</td>
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<tr>
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<tr>
<td>General Education Teacher</td>
<td>Christine Cipollini</td>
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<td>General Education Teacher</td>
<td>Kathy Teehan</td>
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<tr>
<td>General Education Teacher</td>
<td>Emily Viola</td>
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<tr>
<td>Special Education Teacher / Case Manager</td>
<td>Jimmy Dunn/Lauren Foca</td>
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<tr>
<td>School Counselor</td>
<td>Brigette Uzar</td>
</tr>
<tr>
<td>School Psychologist or Mental Health Social Worker</td>
<td>Katherine Baker</td>
</tr>
<tr>
<td>Grade Chairperson</td>
<td>Stephanie Chamberlin</td>
</tr>
<tr>
<td>Member of School Safety Team</td>
<td>Michael DeSocio</td>
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<tr>
<td>Custodian</td>
<td>Nijazi Leka</td>
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<tr>
<td>School Nurse</td>
<td>Ailish Fillis and Robyn Ranges</td>
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<tr>
<td>Parent</td>
<td>Jed Bowen</td>
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<td>Parent</td>
<td>Alan Garber</td>
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<td>Parent</td>
<td>Hani Batla</td>
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Bogert Pandemic Response Team

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<tbody>
<tr>
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<td>General Education Teacher</td>
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<tr>
<td>Special Education Teacher / Case Manager</td>
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<td>Special Education Teacher / Case Manager</td>
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### School Re-entry Plan

**School Nurse** | Ailish Fillis  
---|---  
**Parent** | Brooke Braunstein  
**Parent** | Mary Mande  

### Reynolds Pandemic Response Team

<table>
<thead>
<tr>
<th>Position</th>
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<tbody>
<tr>
<td>Principal</td>
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<td>School Psychologist or Mental Health Social Worker</td>
<td>Kathryn Baker</td>
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<tr>
<td>Grade Chairperson</td>
<td>Patty Policastro</td>
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<td>Parent</td>
<td>Stacy Tolpa</td>
</tr>
<tr>
<td>Parent</td>
<td>Sherika Medina</td>
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</table>
Re-entry Plan Components

### Conditions for Learning

#### 1. General Health and Safety Guidelines

- In all stages and phases of pandemic response and recovery, schools must comply with Center for Disease Control (CDC), state, and local guidelines.
- Schools must also provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.

Upper Saddle River (see pages 15-18 of state guidance):

- All aspects of district health and safety guidelines comply with current CDC, state, and/or local guidelines.
- Face coverings are defined as *masks covering (removed gaiters and bandanas)* a person’s nose and mouth.
- The district will enforce strict student and staff handwashing, using training from the CSN, to ensure that all individuals are adopting appropriate hygiene practices.
- The Upper Saddle River School District will provide reasonable accommodations for students and staff who are at higher risk for severe Covid-19 symptoms. A physicians’ note, confirming the patient’s high risk status, may be required.
- Medically fragile and/or high risk students and staff will be identified via Health Care Plans, 504 Plans, and/or medical records. Accommodations for high risk staff, including enhanced PPE, will be made to meet appropriate ADA guidelines.
- Each school building contains a room (additional nursing station) to isolate students who are ill and presenting with potential symptoms of Covid-19.
- The CSN will develop curricula and teach, and/or provide lesson plans to teachers, behaviors that reduce Covid-19 spread, such as: hygiene and respiratory etiquette, staying home when appropriate, and face coverings. Concepts such as privacy, respect, and empathy will also be addressed to appropriately educate children during this unique health crisis.
- Large signs with visuals and images regarding hygiene will be posted throughout the buildings and at entrance points specifying everyday protective measures that describe how to stop the spread of COVID-19.
- All three schools will offer age-appropriate PA/TV announcements regarding everyday protective measures and procedures that describe how to stop the spread of COVID-19.
- Staff training regarding district health and safety practices and all guidelines will occur prior to the return of students.
The district has set up a hybrid schedule in which students are divided into AM/PM student cohorts to limit exposure, contact, and co-mingling between student groups and staff groups. The LLD program will remain as a full-day, in-school program.

The Upper Saddle River School District will provide virtual training to parents on health and safety protocols, and a recorded session will be posted online for continual reference.

Substitutes will be required to take a district-approved online COVID-19 awareness training prior to working in any school.

There will be no public gatherings until further notice.

2. Classrooms, Testing, and Therapy Rooms

- Schools and districts must allow for social distancing to the maximum extent possible.
- When social distancing is difficult or impossible, face coverings are required, and face coverings are always required for visitors and staff unless it will inhibit the individual’s health.
- School districts must also minimize use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students wash hands frequently.

Upper Saddle River (see pages 18-21 of state guidance):

- Face coverings shall be worn at all times while indoors, unless directed otherwise. Face coverings shall be worn outdoors when 6 feet of distance between people cannot be guaranteed.
- All desks will be positioned six feet apart where feasible; desks will be safely positioned as far apart as possible when the six-foot threshold cannot be achieved. The district will install plexiglass dividers in small classrooms and spaces where six feet of distance is compromised (e.g. ABA & LLD classrooms). All 1:1 therapy services will be provided in rooms where six feet of distance is achieved. Therapists will be wearing shields, and we will have shields for students who require additional layers of protection.
- Student desks in classrooms will be placed in rows with students facing the same direction. In Pre-K-2 classrooms where small tables are typically used for learning, the district has replaced all small tables with individual student desks.
- Whenever possible, windows and/or doors will be opened to increase air circulation.
- The nurses’ offices will be strictly for students and staff seeking medical treatment. Staff and students will not be allowed to use the restrooms in the nurses’ offices unless medically necessary.
- Soft surface furniture will be removed from all classrooms, offices, testing, and therapy rooms.
- Procedures for handwashing will be posted in bathrooms and classrooms with sinks.
## 3. Transportation

- School districts should maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students.
- If maintaining social distancing is not possible, all students who are able must wear face coverings while on busses.

Upper Saddle River (see pages 21-23 of [state guidance](#))

- Subscription bussing is cancelled until further notice.
- All bus riders will be required to wear face coverings at all times.
- The district will work closely with the Region I transportation coordinator to ensure that the appropriate protocols and practices are enforced by bus drivers and company workers regarding students wearing face coverings, maintaining social distance, and properly cleaning and disinfecting the bus area surfaces.

## 4. Student Flow, Entry, Exit, and Common Areas

- School district reopening plans should establish the process and location for student and staff health screenings.
- This should include providing physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart.
- When it is not possible to maintain physical distancing, schools must require the use of face coverings.

Upper Saddle River (see pages 23-24 of [state guidance](#)):

- Parents and staff members will be required to complete an on-line checklist of symptoms and criteria prior to entry into school buildings.
- The district will be limiting the number of visitors entering the school buildings, including parent volunteers and meetings with staff. Visitors who are entering the building (e.g. postal workers, UPS, Fed Ex), will be required to verbally answer screening questions prior to entering school buildings.
- Persons who refuse to participate in the screening process may be denied access into the school buildings.
- AM/PM student cohorts will be established in order to limit exposure, contact, and co-mingling between students in each cohort will be minimized.
- Schools will identify and employ separate entrance and exit points to maintain an efficient flow of student/staff movement and congregations of larger crowds.
● Hallways will be identified with one-way routes where possible; where not feasible, tape will be placed on the floor to split the hallway and the flow of foot traffic will be identified. (See appendix for maps.)
● A schedule to limit access to hallways, lockers, cubbies will be in effect.
● **The district will utilize hallway monitors to supervise entry/exit into the school bathrooms to ensure that social distancing measures are applied.**
● To the extent possible, students will remain in classrooms; staff will travel to classrooms when necessary.
● The number of building exit points will be increased.
● To the extent possible, the same adult should drop off and pick up students.
● The district will advise families of the recommendations related to safe and efficient drop-off and pick-up procedures.
● Staging locations before AM/PM sessions will be identified. Students will be assigned a seat and the seating chart will be recorded each session to facilitate contract tracing. Seating will be spaced a minimum of 6 feet apart.
● Tents will be available at outdoor check-in locations.

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### 5. Screening, PPE, and Response to Students and Staff Presenting Symptoms

- School districts must adopt a policy for safely and respectfully screening students and employees for symptoms of and history of exposure to COVID-19.
- Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others.
- If a school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

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Upper Saddle River (see pages 25-27 of [state guidance](#)):  
- Students and staff will only be permitted in the buildings when given cleared by protocols as indicated by the district-approved App.
- Staff shall wear face coverings at all times while indoors, unless directed otherwise and/or doing so would inhibit the individual’s health. Face coverings shall be worn outdoors when 6 feet of distance between people cannot be guaranteed.
- Visitors will be required to wear face coverings in the buildings unless doing so would inhibit the individual’s health or the individual is under 2 years of age.
- If a visitor refuses to wear a face covering for non-medical reasons, entry to the school may be denied.
- Students are required to wear face coverings unless doing so would inhibit the student’s health.
● The district will provide nurses, the crisis response team, ABA staff, custodians, and other specific individuals as determined by the district with enhanced PPE: mask, face shield, gown, and gloves.

● The district will provide a total of one face shield and two cloth masks to all staff to use throughout the year.

● Staff members who provide a note from a physician that they are considered medically fragile or high risk will be provided with enhanced PPE as a first step intervention.

● Greeter and secretary desks will be equipped with clear pull-down barriers.

● All parent contact forms will be updated prior to the start of school to ensure student pick-up availability in the event a child needs to be sent home.

● Hand sanitizer will be provided at all building entrance points, classrooms, and bathrooms.

● The following procedures for responding to symptomatic staff and students will be in effect:
  ○ Students and staff with flu-like symptoms or symptoms designated by the CDC as potentially linked to COVID-19 must be safely and respectfully isolated from others and moved to the identified Covid-isolation room. The district has increased the number of nursing stations in each building to ensure that students who are symptomatic and awaiting pickup from a parent/guardian are supervised by a RN.
  ○ The school nurse will make a determination about sending the individual home.
  ○ Individuals who have been in direct contact with some who tests positive for Covid-19 will be required to quarantine at home for a period of 14 calendar days, beginning with the date of notification to the district.
  ○ Direct contact shall be defined as being within 6 feet of a Covid-positive individual for more than 10 minutes. All persons in a self-contained classroom with a Covid-positive individual will be considered to be in direct contact.
  ○ Siblings of a child who tests positive for Covid-19 will be required to quarantine at home for a period of 14 calendar days, beginning with the date of notification to the district.
  ○ If a child or teacher is sent home in the AM session, the PM session will be moved to a different location to account for increased and immediate cleaning procedures.

● If a person tests positive for Covid-19, the district will comply with protocols and notification procedures guided by the local health department.

● Visitors will be restricted from all buildings in the district except in extenuating circumstances, and with prior approval from the building principal or superintendent.

● Forgotten items dropped off by parents will be placed in bins outside of each school.

● Deliveries and mail will be permitted to be dropped off inside the building provided that the carriers participate in the screening process and wear masks at all times.
6. Contact Tracing

- Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19.
- All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, should be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.
- School districts should collaborate with the local health department and engage their school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.

Upper Saddle River (see pages 27-28 of state guidance):
- All visitors will sign in with their full name, phone number, and destination. The form will be updated prior to the visitor exiting the building.
- All positive cases of Covid-19 will be reported to the local health department.
- Staging locations before AM/PM sessions will be identified. Students will be assigned a seat and the seating chart will be recorded each session.
- Keeping students in small and consistent cohorts will allow the district to conduct contact tracing in most cases. Students assembling in the school building before or after the school day begins will be assigned markers six feet apart and documented daily for the purpose of contact tracing.

7. Facilities Cleaning Practices

- School districts must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise
- School districts must also develop a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects, and sanitize bathrooms daily and between use as much as possible.

Upper Saddle River (see pages 28-30 of state guidance): Cleaning and disinfectant protocols included at the end of the document.
- A schedule will be created for increased, routine cleaning and disinfection. This will include the cleaning/disinfection of: door knobs, light switches, sink handles, countertops, bathroom facilities, shared phones, desks, chairs, tables, benches, handrails, buttons on elevators & vending machines, drinking fountains, windows
- Common areas will be frequently disinfected throughout the day.
- Classrooms will be disinfected between AM and PM sessions.
- Before-school staging areas will be disinfected after each session.
- Bathrooms will be frequently disinfected throughout the day.
Upper Saddle River
School Re-entry Plan

- Staff and students will be encouraged to bring their own water bottles, and the drinking fountain portion of the filling station will be disabled.
- Teachers will be provided with EPA-registered disposable wipes to clean commonly used surfaces, based on the district’s ability to obtain them. If wipes are not available, teachers will be provided with a disinfectant spray bottle.
- If a Covid-positive person has been identified, the room(s) used by that person will be closed and not disinfected until 24 hours has passed, if possible.
- Student materials in classrooms:
  - Returned library materials will be stored in a bin for 24 hours prior to being checked in and reshelved.
  - Classroom libraries books will be stored in a bin for 24 hours prior to being checked in and reshelved.
  - Classroom materials will be distributed to individual students to store in desks to the extent possible. Any common materials will be disinfected after use.
  - Materials will be provided for virtual (at home learning).
- The district will hire a cleaning company on-call for days when custodians are out

### 8. Meals

- If cafeterias or other group dining areas are in use, school districts must stagger eating times to allow for social distancing and disinfecting of the area between groups.
- Additionally, districts must discontinue family-style, self-service, and buffet-style dining and maintain social distancing.
- Cafeteria staff must wash their hands immediately after removing gloves and after directly handling used food service items.

Upper Saddle River (see pages 30-31 of state guidance):

- There will be no lunch or snack periods permitted during the Phase I reopening period. Medically necessary snacks will be consumed in nurses’ offices.
- Staff members will be permitted to eat lunch in the school buildings. They will be permitted to eat lunch outside when possible.
- Teachers will be assigned to lunch periods.
- Seating in lunch areas will be identified and spaced at least six feet apart.
### 9. Recess/Physical Education

- School districts must complete an inventory of outdoor spaces and mark off areas to ensure separation between students.
- Recess must be staggered by groups and staff must disinfect playground equipment and other shared equipment between uses.
- School districts should also consider closing locker rooms and encouraging students to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change.

**Upper Saddle River (see page 31 of state guidance):**
- Outdoor recess/breaks will be permitted, but students will need to wear masks when social distancing isn’t possible. Teachers will use a sign-up sheet to reserve various spaces outdoors for recess in order to prevent cohort mixing. Handwashing after outdoor recess or for classroom-based activities will be required in every case before resuming instruction.
- High touch areas such as swings and climbing apparatus will not be used. Students in Pre-K-2 and special education classrooms will be permitted to use materials from the room (e.g. tricycles) for recess, but they will not be able to use outdoor equipment. All classroom materials taken outside will be cleaned and disinfected whether used indoors or outdoors.
- All Physical Education and Health classes will be conducted remotely during the Phase I reopening period.

### 10. Field Trips, Extracurricular Activities and Use of Facilities Outside of School Hours

- All extracurricular activities must comply with applicable social distancing requirements and hygiene protocol. External community organizations that use school facilities must follow district guidance on health and safety protocols.

**Upper Saddle River (see pages 31-32 of state guidance):**
- Extra-curricular activities will be cancelled during the Phase I reopening period.
- All field trips will be prohibited until further notice; virtual field trips will be permissible.
- The district’s after school “Learning Enrichment Activities Program” will be cancelled through the first semester and will be reassessed during the secondary phases of reopening.
- The use of school facilities by outside groups will be prohibited until further notice.

**Additional Areas of Focus within Conditions for Learning:** In addition to taking these steps to protect students’ and educators’ physical health, leaders must also consider the impact of social isolation on both educators and students.
## Social-Emotional Learning (SEL) and School Climate and Culture and Multi-Tiered Systems of Support (MTSS)

- Re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. To this end, school districts are encouraged to thoughtfully plan around the well-being of educators so they can support the social and emotional well-being and learning needs of their students, acknowledge and prepare for the potential trauma that staff and students have faced during the COVID-19 school closures, and recognize and empower educators’ and staff’s strengths.
- Multi-Tiered Systems of Support (MTSS) – MTSS is a systematic approach to prevention, intervention, and enrichment in grades PK-12 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. In partnership with leaders and educators from districts experienced with implementing MTSS the NJDOE identified universal screening, collaborative problem-solving teams, family engagement, and data-based decision making as critical components for districts moving toward MTSS.

### Upper Saddle River (see pages 32-39 of state guidance):

**Social Emotional Learning:** The district is developing plans that attend to the social/emotional needs of students (K-8 Community Circles). See Social and Emotional Learning Plan (Appendix A) for additional details about the curricular framework and pedagogical approach.

**Reentry Plan** will focus on social and emotional needs of students and staff members.

**Adjusted schedule** will account for transitioning students back to school (staggered start, modified schedule, and additional professional development will all be instituted.)

**Professional learning** will focus on Social/Emotional Learning in September, 2020. This work will continue throughout the year. Professional development includes:

- Sharing of Key Resources (CASEL - Restart Guide (Appendix B) & National Child Traumatic Stress Center) (Appendix C)
- Provide staff with large and small group workshops based on a variety of topics related to social-emotional needs (include trauma based professional learning)
- Demonstration lessons.
- Instructional coaching.

**Schedules** will support daily focus on building relationships and community.

**Student check ins** and ongoing communication with families will individual students and home/school connection.

**Additional personnel** - Mental Health Social Worker and instructional coach will support teachers and students with regard to trauma, anxiety, and other social factors impacting wellness.

**A Tiered System of Support** will be used to address the mental health needs of students.
## Multi-Tier System of Supports

- The district will Benchmark all students in the Fall for ELA and Mathematics.
  - Grades K-2 will take AIMS Web Fall benchmark.
  - Grades 3-8 will take Link It Benchmark C from previous grade/year.
- Local and benchmark data will guide the identification of skill deficiencies and depth/consistency of gaps.
- Data teams will be assembled to compile and analyze data. This collaboration time includes intervention teachers, classroom teachers, special education teachers, and CST members.
- The district continues to offer tiered systems of support for students already identified as academically at risk in both ELA and Math. Students continue to receive out/push in intervention support while all students are closely monitoring using benchmark and local data. Tiers of intervention include:
  - Tier 1 - extra help and small group instruction led by the classroom teaches.
  - Tier 2 - small group, pull out support led virtually by BSI/Intervention teacher(s).
  - Tier 3 - one on one support led virtually by BSI/Intervention teacher(s).
- The district will enhance parent outreach and student check ins.
- The district will design and administer progress monitoring tools for all T1/T2/T3 students.
- Staff members will continue to revamp formal and informal grading systems to focus on standardized and individualized learning goals. These practices will align to the work of the district assessment committee (Appendix D). This work serves as a system of accountability for communication of growth, performance, and feedback.

## Wraparound Supports

- Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment.
- These include mental health support, primary health and dental care, family engagement, expanded before-school and after-school and summer learning time, and mentoring programs.

Upper Saddle River (see pages 39-43 of state guidance):

- The Upper Saddle River School District is providing an optional (virtual) “Summer Explorations” program for students to continue and extend learning in a remote environment. Twenty-five different workshops are offered on a four-day-a-week basis covering a wide range of interests and age groups.
Upper Saddle River
School Re-entry Plan

- The Upper Saddle River School District will provide an after care program for students of working parents. The program will be for students in the PM cohort. Note: the district is exploring the possibility of an after care program and before care program for the AM cohort of students.
- The Upper Saddle River School District will maintain an inventory of mental health, primary health, dental health, and family engagement services for families in need.
- The Upper Saddle River School District will provide virtual training to parents on in-school hygiene, safety protocols, and related wellness issues; a recorded session will be posted on-line for continual reference.
- The Upper Saddle River School District will continue New Teacher Orientation (Quad and District), mentoring program, and four year New Teacher Induction Program. These programs will continue virtually and/or in person.

Food Service and Distribution

- School meals are critical to student health and well-being, especially for low-income students, and the NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of New Jersey’s approximate 1.4 million students during all phases of school reopening.
- The Department is working with the Departments of Agriculture and Health to ensure that school district concerns related to food service are addressed as more guidance is made available.

Upper Saddle River (see page 43 of state guidance):
- The Upper Saddle River School District does not participate in a mandated school lunch program.
- The optional school lunch program, sponsored by the Upper Saddle River Parent Teacher Organization, will be suspended until further notice.

Quality Child Care

- Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families that otherwise would not utilize child care will now require it.
- The NJDOE encourages schools to involve child care providers in planning meetings, communicate the school’s modified schedule to local child care providers, and plan to transport students from school to child care facilities.

Upper Saddle River (see page 43 of state guidance):
- The district will provide a newly integrated after care program for students of working parents.
The program will be for students in the PM cohort. Note: the district is exploring the possibility of an after care program and before care program for the AM cohort of students.

- All protocols in the Upper Saddle River School Re-entry plan will be in effect during the after care and/or before care program(s).

## Leadership and Planning

### Establishment of a Pandemic Response Team

- School districts should establish school-based Pandemic Response Teams in each school to centralize, expedite, and implement COVID-19-related decision-making.
- Each school team should have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
- Members of the school teams should include a cross-section of administrators, teachers and staff, and parents.
- Pandemic Responses Teams should represent a cross-section of the school and district, including its gender and racial diversity. (If a school has an existing crisis response team, that team could serve as the Pandemic Response Team.)
- If a school or district does not have an existing crisis response team, schools should establish such a Pandemic Response Team to support all planning, management, and decision making related to the school’s COVID-19 response actions.

Upper Saddle River (see pages 47-49 of [state guidance](#)): Pandemic Response Team Formation Requirement

- The district is developing a dedicated Pandemic Response Teams, at each school, to be led by building principals.
- Building principals are collaborating to ensure consistency and serve as liaisons to district-level administrators.
- Each team shall include a minimum of two administrators (one district level admin), three general education teachers (one from each grade), one special education teacher or case manager, one school counselor, one school psychologist or mental health social worker, one Grade Chairperson, one member of the school’s safety team, one custodian, one nurse, and two parents. The district will have representatives participate on multiple school teams for articulation and continuity
- The formation of school-based PRTs will include an effort to secure gender and racial diversity.

Pandemic Response Team Responsibilities

- PRTs will create and maintain a list of specific health and safety measures being implemented by the school and develop a timely and consistent method of evaluating each.
- PRTs will meet bi-weekly to review school level data regarding these measures and the presence
Upper Saddle River
School Re-entry Plan

- PRTs will deliver feedback and recommendations to district personnel pertaining to the health and safety measure that are being monitored. These recommendations may include the addition, adjustment, or discontinuation of measures in response to the monitoring and evaluation processes.
- A standing agenda item for PRT meetings will include the social and emotional well being of students and how it is being impacted by the school’s health and safety measures.
- PRTs must create pathways for parents and students to provide feedback which shall be considered while making decisions on all the aforementioned responsibilities.

Scheduling

- The NJDOE recognizes that a one-size fits all plan to accommodate hybrid or remote learning is neither feasible, nor appropriate, and is committed to supporting school leaders in developing their plans to reopen schools.
- These plans should enable all students to have access to high-quality in-person/hybrid instruction that also prepares for the possibility of a return to all virtual instruction should the need arise.
- School districts are required to meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
- When developing school reopening plans, special populations will require unique considerations to ensure the continuity of learning as well as the health and safety of students and staff within the least restrictive learning environment.
  - Special Education and ELL: Provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. Continue ensuring that students receive individualized supports that meet the requirements of the IEP and 504 Plans.
- Medically Fragile Staff: Remote instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period. School districts should accommodate educators teaching both in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in the classroom receive instruction.

The school re-entry plan includes 180 days of instruction with a combination of in-person instruction (2 hours and 40 minutes per day) in addition to structured and scheduled remote instruction (2 hours and 40 minutes). All synchronous and asynchronous instruction will be aligned to the NJ state standards for each subject-area and grade level.
K-8 Schedule Selection *(School schedules are included at the end of the document)*
Hybrid, Two cohorts, AM/PM Sessions

Two Cohorts Meet Every Day - AM/PM Sessions

**8:00am - 10:40pm**
Cohort A Meets
Social emotional boost from students attending

**10:40am - 12:00pm**
Teacher Preps and Lunch / Disinfection of all classroom surfaces

**12:00pm - 2:40pm**
Cohort B Meets

*Remote learning occurs for all students during the session they are not in school.*

**Example:**
AM Session - Cohort A: In-person / Cohort B: Remote Learning
PM Session - Cohort B: In-person / Cohort A: Remote Learning

**Considerations**
- NJDOE Restart & Recovery Report
- District Community Survey
- District Staff Survey
- BCASA Three Phase Scheduling Report
- School Physician Advisement
- American Academy of Pediatrics
- Ability for Shared Services

**Benefits**
- Social emotional boost from students attending school every day *(everyday, every other day, or every other week)*
- Effectively reducing class size *(consistent with any hybrid model)*
- Avoids group lunch at a time when NJ has declared indoor dining unsafe *(AM/PM or Half Sessions)*
- Eliminates the need for "double lesson planning" to accommodate both in-person and virtual learning *(Quality control)*

**Challenges**
- Managing bus transportation
- Disinfection between sessions
Entry screenings twice per day

**Communication**
- Results of a parent survey reveal email (75.2%) and text messages (22.3%) as preferred methods of communication. The district will continue to use these methods to communicate with families.
- The district will continue to host regular and open Zoom virtual meetings for staff members and parents.
- Consistent intervals, with emergency exceptions, will be employed

**Attendance**
- While the district is committed to executing in-person instruction, as long as it is permitted, a fully remote program will be made available to those unable to attend school.
- Special considerations, using the building principal’s discretion will be applied to any unique circumstances impacting students and/or families

**Access to Technology**
- The district will provide devices to all students (K-8) for the 2020-2021 school year. Assuming a return to in-person instruction, grade 5-8 will take the devices home on a daily basis. In the event the district utilizes a hybrid model or returns to exclusive remote instruction, all grades will take their device home.

**Professional Development**
- Professional development goals that are unrelated to health/safety, social emotional learning, and remote instruction will be revised to accommodate a greater focus on the above priorities.
- Focus will be applied to professional development designed to equip teachers with strategies aimed at supporting students (academically and socially/emotionally) within a new model.
- Professional development related to programs and procedures needed to be implemented immediately upon return will be scheduled during four days prior to students returning.

**Feedback Loops**
- Feedback loops will be created and monitored by PRTs, as described in the teams’ responsibilities.

**Contingency Planning**
- Medically fragile and high health risk staff members, with physician recommendation, will be given an assignment designed to support students on remote instruction. This shift could include teaching grade levels or disciplines outside of teacher’s certifications.
- Medically fragile students, and those not returning at the direction of their parents, will be provided a remote program including objectives consistent with grade level standards.
- Phases will be installed, including dates indicating when students can transfer from virtual instruction to an in-person cohort.
- Staff will be provided with expectations and protocols for transitioning back to an exclusive
remote program. They will also be advised, with ample notice, if the school can and will transition back to having all students attend simultaneously.

**School Personnel**
- School personnel have been surveyed regarding their ability and/or intention to return to work. A subsequent survey will be sent following the release of our return plans and at a time in closer proximity to the return date.
- Contingency plans addressing a potential shortage of available staff must be formalized at each school. This shall account for staff having to quarantine due to exposure or absence due to illness.
- The district has enlisted several student teachers *(with substitute licensure)* to supplement the number of staff cleared to supervise students.
- Alternate schedules shall also be part of a collection of contingency plans.

**Access to Supports**
- The district is reassigning health personnel to ensure two nurses are available in each building. While one will tend to students presenting Covid19 like symptoms, the other nurse will remain available to students for other health needs.
- Child Study Team members, counselors and the district Mental Health Social Worker continue to have unscheduled time designed to be available for students.
- School Counselors will meet with every student individually (remote or in-person) to screen social emotional well being.
- Daily social emotional instruction will take place in all three schools.

**Class Schedules**
- The district will adopt a model to be consistently used in all three buildings.
- Each school shall create a grade level appropriate schedule that prioritize health and safety, and offer the most effective academic experience possible

**Accomodations**
- See Access to Technology *(above)*. In addition to providing electronic devices, securing plexiglass for speech instruction and other areas that depend on students observing an instructor’s mouth formation.

**Learning Management Systems**
- The district will continue to utilize Google Classroom and Class Dojo as a staple technology platform, in conjunction with a host of learning applications as needed.
- Genesis will continue to be the district Student Information System (SIS)
- Screen time will be limited by encouraging teaching staff to collaboratively manage the time required to effectively engage in each student’s program. The American Academy of Pediatrics’ current and former guidelines will be used as references. *(Appendix L)*
Upper Saddle River  
School Re-entry Plan

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- **Mentoring**
  - An August two-day orientation will take place for new staff members.
  - Mentor training will take place in the fall of 2020.
  - Monthly mentor meetings for the new teacher cohort with mentors will occur.
  - Ongoing mentor support for new teachers will be facilitated by assigned mentors.
  - Four Year New Teacher Induction will continue.
  - The district will offer instructional coaching and increased support for new staff.
  - Plan in person contact and support for mentee
  - Continue with logs, observations, feedback, self care

- **Staff evaluations**
  - Depending on NJDOE guidance, the district will return to its BOE-approved Evaluation Model (Marshall) or follow any new guidance provided for the 2020-2021 school year.

- **Certification**
  - Prioritize appropriately certified staff members.
  - Follow guidance provided by Performance Assessment Requirement for Certification COVID-19 where necessary.

- **Roles and Responsibilities:**

  **Instructional staff should:**
  - Familiarize themselves and set expectations for in-person and online protocols.
  - Plan standards-based lessons.
  - Prioritize social emotional learning daily as students transition back to school.
  - Assess student progress and adjust instruction as needed.
  - Provide ongoing feedback to support student learning.

  **Teacher leaders or instructional coaches:**
  - Support staff with in-person and online instruction protocols.
  - Provide guidance on curricular decisions based on standards.
  - Provide materials/manipulatives to students and staff necessary for instruction.

  **Mentor Teachers:**
  - Schedule regular meetings with their mentee.
  - Attend monthly district training with their mentee.
Plan for observations (online & in person) based on safety procedures established by the district.

Administrators:
- Provide time for staff professional development and collaboration.
- Communicate clearly with staff, students, and community and access their needs regularly.
- Create schedules to maximize student engagement for in-person and remote learning.

Educational Services:
- Facilitate instruction in-person and/or remotely.
- Provide updates to students and families on student progress.

Paraprofessionals:
- Support students during in-person instruction.
- Provide support for remote learning—both real-time and prerecorded (i.e., read alouds).

Substitutes:
- Designate substitutes to specific school buildings.

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**Educator Roles Related to School Technology Needs**

- To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, districts should:
  - Designate staff members to provide ongoing support with technology to students, teachers, and families.
  - Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
  - Survey teachers and families to determine technology needs/access (consider those that have access, but maybe sharing personal devices with others).
- To the extent possible, provide district one-to-one instructional devices and connectivity.
- Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials)

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**Upper Saddle River (see page 58 of [state guidance](#)):**

**Designated Technology Support Staff**
- Director of Technology, Supervisor of Special Projects, and Network Technician to provide support for all staff members in a hybrid or all remote environment
- Teachers proficient in specific technology applications to turnkey instruction and support for colleagues.

**Ongoing Support for Students, Teachers and Families**
Upper Saddle River
School Re-entry Plan

- Professional development for staff upon return (*including teacher only days*)
- Student training and support upon device distribution
- Instructional videos available to families addressing learning platforms and device management
- Tech Support Chat line is available for students and parents during remote learning

**Response to Survey Data**
- Rely on previously collected information and reiterate opportunities to access district technology.

**Providing Access to Technology**
- The district will provide devices to all students (K-8) for the 2020-2021 school year. Assuming a return to in-person instruction, grade 5-8 will take the devices home on a daily basis. In the event the district utilizes a hybrid model or returns to exclusive virtual instruction, all grades will take their device home.

**Usernames/Passwords/Organization Credentials**
- Provided to teachers prior to the school year.
- Provided to students immediately upon return.
- Use applications that can be included with a single sign-on platform (*i.e. Clever, Google Applications*)

**Student Teachers-If Applicable**
- Survey potential student teachers over the summer to determine technology needs/access.
- Provide district loaner devices (where possible) or work with partner institutions to provide loaner devices.
- Prior to the start of the school year, provide district email addresses and access to online platforms
- Train student teachers to use technology platforms.
- Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
- Communicate district expectations/guidelines regarding professional online etiquette/interactions with students. Survey assistant teachers to determine technology needs/access (Preschool).
- Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period

Upper Saddle River (see pages 58-59 of ***state guidance***):
- All buildings will host student teachers in the 2020-2021 school year.
- Student teachers will be provided with district devices and email addresses for communication.
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- Student teachers will have access to district trainings and professional development.
- Administrators and cooperating teachers will outline expectations and guidelines for student teachers.
- Administrators will meet periodically with cooperating teachers and mentees throughout the school year.
- Accommodations will be made for student teachers who are greater risk for the impacts of COVID-19 commensurate with the accommodations offered to full time staff.

Athletics

- Under Executive Order 149, high school sports under the jurisdiction of the NJSIAA may resume only in accordance with reopening protocols issued by NJSIAA and cannot resume earlier than June 30, 2020.

Upper Saddle River (see page 60 of state guidance):

- Phase I- The district will not offer extracurricular activities including interscholastic athletics in person (physically). The district is considering options for certain activities virtually where appropriate.
- Phase II - The district will evaluate the efficacy of current health and safety measures and consider adding extracurricular activities including interscholastic athletics under the NJSIAA guidelines

Policy and Funding

Elementary and Secondary School Emergency Relief Fund

- The federal “Coronavirus Aid, Relief, and Economic Security” (CARES) Act established the Elementary and Secondary School Emergency Relief (ESSER) Fund to provide direct money to school districts and provide funding to support areas impacted by the disruption and closure of schools from COVID-19.
- Under the law, $310.4 million has been allocated to New Jersey, the majority of which will in turn be provided to school districts as subgrants. Allocations to districts are based on their shares of Title I, Part A funding.
- Under federal law, these funds may be used for allowable costs incurred starting March 13, 2020 and must be obligated no later than September 30, 2022. The CARES Act enumerates 12 allowable uses for these funds.
- The law authorizes expenditures that are more directly related to the current health emergency, including purchasing educational technology to support remote instruction, supplies for cleaning
and sanitizing buildings, and supplemental instructional programs. Districts should avail themselves of this flexibility to address their specific needs

Upper Saddle River (see page 62-63 of state guidance):

- Upper Saddle River applied for and received a grant from CARES in the amount of $59,357.
- $20,000 will be used to offset the Summer Explorations Program that is being offered to students in grades K-8 this summer; $23,257 is being used to purchase additional instructional equipment and supplies needed as a result of the change in program delivery as a result of CoVid; and $16,100 will be used to purchase PPEs and additional cleaning/sanitation supplies.

Federal Emergency Management Agency

- Public Assistance the Federal Emergency Management Agency (FEMA) administers the Public Assistance program, which provides financial assistance to eligible applicants for a portion of costs incurred in responding to a declared emergency.
- Due to the COVID-19 pandemic, such an emergency declaration was made for the entire country on March 13, 2020. Under this program, FEMA will reimburse 75 percent of eligible expenses that are a direct result of the declared emergency.
- A district may apply for assistance through the website maintained by the New Jersey Office of Emergency Management. While there is currently no deadline for applying under the current emergency declaration, districts are encouraged to submit an application as soon as possible.

Upper Saddle River (see page 63 of state guidance):

- Upper Saddle River does not intend to apply for any FEMA grants at this time.

State School Aid

- The total amount appropriated for K-12 State aid is essentially unchanged from the 2019-2020 school year. The State aid reductions included in the original February 27 aid notices will still occur and will be apportioned among “underfunded” districts.
- As in prior years, the NJDOE will consider changes in State aid relative to the amounts included in the February 27, 2020 State aid notices as a mid-year budget adjustment, leaving the original budget certified for taxes intact. Districts should be prepared to revise their budgets in their internal accounting records to reflect revised State aid amounts following the enactment of the appropriations act.

Upper Saddle River (see page 63-64 of state guidance):
Upper Saddle River
School Re-entry Plan

- Upper Saddle River will receive $107,001 less in State Aid this year than originally budgeted.

**Purchasing**

- School districts will likely need to purchase items not needed in the past (e.g., personal protective equipment or cleaning supplies to sanitize facilities) and experience increased demand for previously purchased goods and services (such as technology).
- Given the broad need for certain items, school districts may be able to purchase items at a lower cost by either purchasing through an established State contract or through a cooperative purchasing consortium.
- Districts may collaborate to create new arrangements or use one that already exists (several educational services commissions operate cooperative purchasing programs). School districts must continue to abide by the provisions of the “Public Schools Contract Law,” N.J.S.A. 18A:18A-1 et seq.

Upper Saddle River (see page 64 of state guidance):

- Upper Saddle River will purchase personal protective equipment and extra cleaning supplies to sanitize the facilities through established state contract and cooperative purchasing consortiums whenever feasible.

**Use of Reserve Accounts, Transfers, and Cashflow**

- As a result of the COVID-19 pandemic, school districts may encounter fiscal uncertainty with respect to possible disruptions in the receipt of anticipated revenues or unforeseen expenses.
- To the greatest extent possible, districts should consider making expenditures from various accounts or overbudgeted line items to meet unanticipated costs and to manage their cash flow.
- School districts may be able to use funds on deposit in their emergency reserve accounts to finance unanticipated expenses that arise as a result of the COVID-19 pandemic. Similarly, districts may use the maintenance reserve for required maintenance pursuant to N.J.A.C. 6A:23A-14.2, freeing other funds to be used to meet other needs.
- As districts’ budgetary needs and priorities shift, may need to reallocate planned expenditures across different line item appropriations. Under the provisions of P.L.2020, c.34, the Director of Local Government Services in the Department of Community Affairs has the authority to extend the date under which a municipality is required to transfer tax revenue to school districts (and other units of government) during a period of a declared state of emergency or public health emergency. In the event that such a delay is granted, the law requires that the municipality pay a percentage, to be determined by the Director in consultation with the Commissioner, of the full amount due to the district in accordance with the original timeframe.
- Additionally, districts should be mindful that certain budget actions, such as withdrawing from the emergency reserve or making transfers that cumulatively exceed 10 percent of the amount originally budgeted, require the Commissioner’s approval. These requirements are statutory and cannot be waived by the NJDOE, and districts should not presume that such approval will be automatic.

Upper Saddle River (see page 64-65 of state guidance):
- Upper Saddle River does not have an established emergency reserve fund.
- The district will reallocate planned expenditures across various budget lines to finance unanticipated expenses related to COVID-19.
- The district will be mindful that transfers cannot exceed 10% of cumulative budget lines.

Costs and Contracting
- All school districts are strongly encouraged to participate in the federal E-rate program.
- Through an annual application process, eligible schools and libraries can request funding support for two categories of service.
  - Category One funding support is available for high-speed internet access, data transmission services, and modulating electronics used to transmit data within a school district’s network.
  - Category Two support helps to fund purchases of data and wireless network equipment, firewall equipment, routers, cabling, related installation, training services, as well as other types of equipment.
- When school districts procure devices and connectivity or any technology-related item, they must follow all New Jersey State laws and regulations that are applicable to local school districts for procurement. School districts should consider using cooperative contracting when possible.

Upper Saddle River (see page 65-69 of state guidance):
- Upper Saddle River participates in the federal E-Rate program.
- The district has applied for and will receive funding to offset the cost of high speed internet access (Category One) and to fund the purchase of data and wireless network equipment, routers, and cabling (Category Two).
- Technology purchases are made through cooperative purchasing consortiums whenever possible.
## Policy

- Are there key policies that need revision?
  - Visitor
  - Covid Testing
  - Medical release

Suggested Policy 1648 “Restart and Recovery Plan” and 1649 “Federal Families First Coronavirus “ COVID-19” Response Act addresses the policies that are temporarily impacted by CoVid. The Board will adopt these policies and enforce them until the need for them no longer exists.

## Continuity of Learning

### Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

- Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
- School districts should communicate frequently with the families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to a student’s return to school.
- IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
- IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
- IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- The use of school guidance department staff and child study team personnel to identify students whose post-secondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, state, and federal opportunities to access support. Clear communication to parents/guardians of the procedures for student referrals and evaluations to determine the eligibility

Upper Saddle River (see page 73-74 of state guidance):
Goal: continue to meet obligations to special education students

● 504 meetings and/or revisions to 504 plans and health plans will be completed prior to reopening to make necessary revisions that align with the reopening plan and the individual needs of students (including medically fragile students).

● Ongoing evaluations will resume; tests will be prioritized and testing protocols will be implemented to ensure safe testing environments for students and staff.

● Continue with necessary parent meetings conducted via Zoom

● Related Services will:
  ○ engage in teacher collaboration and join data teams.
  ○ Will provide services specified in the IEP remote and/or in person (this decision will be made case-by-case based on goals in the IEP).

● IEP modifications will be made individually for students based on their needs

● Special Education Services: students will receive services that are specified in the IEP.

● Addressing Individual learning needs: students will be assessed to determine their performance and IEP goals/accommodations will be revised to match the current assessment

● Special education programs will service all students who qualify for the specified program. The duration of the program may be modified to match the duration of the general education programs

● More restrictive special education programs will resume and the duration of the program will mirror the duration of the program prior to school closure March 2020.

● All staff and students in the more restrictive settings will use enhanced PPE’s in order to lower the risk of COVID exposure in these environments.

● The district will provide a (virtual) ESY program the summer of 2020.

Technology and Connectivity

● Conduct a needs assessment.

● Determine the number of students that will require district-provided devices and/or internet access in order to access remote education.
  ○ It is important to consider the technological needs of all students, including those with learning disabilities, assistive technology needs, and language barriers.

● Consider the attendant needs associated with deployment of needed technology, including student and parent training and acceptable use policy implementation.

● Prioritize the purchase and roll-out of devices and/or connectivity that may improve learning based on the results of the needs assessment.
The information provided in this section, along with funding options in the School Funding section, provide strategies for maximizing available funding to ensure students have access to devices and internet connectivity to improve remote instruction.

Upper Saddle River (see page 74-76 of state guidance):

Needs Assessment
A needs assessment was conducted, and the district will be providing a device to each student and staff member.

District Provided Devices
The district will be providing a device to each student and staff member.

Attendant Needs
At the start of the school year students and parents will be offered training and recorded instructional videos on the LMS, as well as other instructional software used to support remote learning.

Purchase and Roll-Out
Chromebooks and laptops have been purchased to issue each staff member and student a device for the 20 - 21 school year. Devices will be issued to staff and students on or before the first day of school.

Curriculum, Instruction and Assessments
Virtual and Hybrid Learning Environment—Curriculum

As noted in the TNTP Learning Acceleration Guide: (Appendix E)

- Prioritize the most critical prerequisite skills and knowledge for each subject area and grade level now.
- Train your teachers and leaders to evaluate students’ unfinished learning and provide acceleration support.
- Plan your approach to diagnosing students’ unfinished learning in that prerequisite content knowledge and those prerequisite skills. Keep in mind that during virtual instruction, the type of learning experiences that are appropriate will vary based on grade band and content area.
- Adapt the curricular scope and sequence/pacing for each subject area and grade level to accommodate where teachers might need to provide acceleration support.
- Monitor your students’ progress on grade-appropriate assignments and adjust your supports for teachers and leaders based on student results.

Upper Saddle River (see page 76-78 of state guidance):

Goal: Deliver high quality, grade level instruction while addressing learning gaps that exist (due to disrupted learning and/or other factors).
**Curriculum**

The district is prioritizing Social Emotional Learning when addressing and assessing curriculum modifications. We are in the process of establishing K-8 Community Circles as one pathway to address the social/emotional needs of students. See **Social and Emotional Learning Plan** (Appendix A) for additional details about the curriculum framework and pedagogical structure.

- The district is using identified learning goals to **prioritize skills**. (Appendix F) and knowledge. This resource will be used to guide individual grade level plans.
- Professional learning will support the diagnosis of skill deficiencies, development of assessments, and adjustments to existing curricula.
- Utilize ongoing (low stakes) formative assessments to further identify students’ needs. Assessment will begin in September.
- Scaffold new learning by reviewing/addressing prior concepts while filling most critical gaps.
- Use benchmark data to determine commonality and depth of gaps.
  a) Fall administration of Benchmark C
  b) Beginning of year Benchmark B (later in the year)
- Utilize grade level data teams to continually analyze data and make recommendations.
- Plan lessons that meet the needs of students at various levels.
- Adjust scope and sequence and overall pacing to reflect identified changes and needs.
- Continue with tiered systems of supports for students academically at risk. Continue various supports for students currently receiving pull out/push in intervention supports while closely monitoring all others.
- Enhance parent outreach and student check ins.
- Continue to revamp formal and informal grading systems to focus on standardized and individualized learning goals. Align these practices to the work of the **assessment committee** (Appendix D).

**Data Sources:** The district will use multiple data sources to guide data team discussions and short and long term planning.

- Surveys
- Teachers notes
- Attendance records
- Observational records
- Assessment data (formal, informal, benchmark, summative, and formative)
- Feedback forms (parents, students, and teachers)
The data will guide adaptations to curricular scope and sequence and individual supports created for students. This will include scaffolding prerequisite skills and enrichment/extension/acceleration that may be needed to enhance student learning.

**Curriculum, Instruction and Assessments**

**Virtual and Hybrid Learning Environment—Instruction**

- Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (e.g., hybrid approaches to instruction, virtual platforms, learning management systems) and expectations for interactions (e.g., connecting with students and their family) to ensure all students have access to high-quality instruction.

- Design for student engagement and foster student ownership of learning:
  - Develop students’ meta-cognition (parents may be able to provide some insights on how students understand how they learn best).
  - Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction:
    - Assess the district’s data on how English language learners experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
    - Assess English Learners’ levels of engagement and access in an in-person, virtual, or hybrid learning environment.

Upper Saddle River (see page 78-80 of state guidance):

**Coordinated Use of Select Learning Platforms**

The district will streamline and coordinate the learning platforms used throughout all virtual learning. Supported platforms include:

- Class Dojo
- Google Classroom
- Google Drive

**Instructional Model & Learning Expectations** - The district has created a plan and schedule for hybrid learning (AM and PM cohorts). Schedules were designed to prioritize specific content areas for in-person instruction while other (otherwise compromised programs) will be led virtually. Under virtual models, teachers will provide predictable routines and structures while maintaining student engagement. The lessons will be adjusted to meet multiple learners and levels with clear learning expectations; ongoing feedback will be provided.
Instructional Supports for Students:

- Prerecorded lessons
- Live lessons and discussions
- Office hours
- Individual supports
- Virtual meetings
- Enhanced “hands on” learning for K-2
- Include offline experiences for virtual learning time.
- Self reflections that promote metacognition and ownership of learning.
- Checklists and virtual check ins that assess student engagement for ELLs, new students, and students academically at risk.

K - 5 Hybrid Schedule (Appendix G)

K- 5 Instructional models & guidelines, (Appendix H) - in person vs. virtual learning

6-8 Hybrid Schedule (Appendix I)

The district supports more structured schedules for virtual learning (live, synchronous learning and asynchronous instructional videos)

English Language Learners

- ESL Learners will be assessed in person, as needed.
- The children will have individual and small group sessions with an ESL teacher.
- Teachers will have increased communication with families.
- ESL families will be provided training sessions, office hours, and individual support sessions, as needed.

The district is prepared to move to a Full Virtual Model (Appendix J), if necessary. This plan includes more structured student schedules, increased expectations for attendance, more attention to submission of feedback loop, and timely submission of student work.

Curriculum, Instruction and Assessments

Virtual and Hybrid Learning Environment— Assessment

- Communication:
- Inventory Sources of Current Student Performance Data:
- Develop Hypotheses:
- Determine Appropriate Assessment Tools:
- Develop Assessment Strategy:
- Professional Development:
- Educator Planning Time:
## Upper Saddle River School Re-entry Plan

- Data Analysis:
- Feedback Loops:

### Communication

Use prioritized skills (Appendix F) and standards to focus discussion and identify grade level instructional needs.

Utilize ongoing (low stakes) formative assessments to further identify students’ needs.

Scraffold new learning by reviewing/addressing prior concepts while filling most critical gaps.

Use **performance data** to determine commonality and depth of gaps.

- Fall administration of Benchmark C
- Beginning of year Benchmark B (later in the year)

**Professional Development** will focus on review of student data, teacher collaboration, and **assessment development**. This Professional Development will take place during the four, teacher only days prior to the start of school.

Each school will utilize **grade level data teams** and **daily, common planning time** to continually analyze data and make recommendations.

### Assessment Tools and Data Points:

- Formal benchmarking (Benchmark C in Fall; AIMSWeb, and Inview, when possible)
- Formative assessments (writing samples, reflections, informal prompts)
- Survey data (parents, students, teachers)
- Learning inventories

Additional steps include:

- Continue with tiered systems of supports for students academically at risk. Continue various supports for students currently receiving pull out/push in intervention supports while closely monitoring all others.
- Enhance parent outreach and student check ins. Continue with parent office hours, teacher conferences, and collaborative team meetings with interventionists.
- Continue to revamp formal and informal grading systems to focus on standardized and individualized learning goals. Align these practices to the work of the **assessment committee (Appendix D)** with a strong focus on substantive **student feedback**.
### Upper Saddle River 
#### School Re-entry Plan

**Professional Learning**

- Professional Learning: It is imperative that districts provide professional learning that will better equip leaders, staff, substitutes, students, and parents/caregivers with the resources necessary to adapt to altered educational environments and experiences.
- Mentoring and Induction: Induction must be provided to novice provisional teachers by qualified mentors.
- Evaluation: Districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling. Districts should develop observation schedules with hybrid models in mind.

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#### Upper Saddle River (see page 82-84 of [state guidance](#)):

**Professional Learning**

**Goal:** Focus professional learning on the delivery of high quality, grade level instruction

**Professional Development Priorities**

1. Evaluate programmatic decisions - how and to what extent do we deviate from current instructional approach (reading/writing workshops, guided reading, group work, manipulatives)
2. Continue commitment to individualized professional development for all staff, including new hires. Prioritize formative assessment, virtual learning, and feedback throughout all content area articulation sessions, mini courses, and district workshops. New professional learning will be developed to
3. Continue and enhance new teacher induction while maintaining mentoring programs for new staff. Enhance instructional coaching opportunities (K-12 Regional Curriculum Coordinator and K-8 Instructional Coach)
4. Adjust individual teacher’s professional development plans to focus on student monitoring, assessment of progress, and learning.
5. Assemble and focus goals of each ScIP (School Improvement) committee to be centered on student growth and progress.
6. Extend learning to parents, caregivers, and paraprofessionals.
   - a) Parent office hours & support groups
   - b) Parent technology workshops

**Professional Development Plan (Appendix K)**

1. Adjusted “Soft Start” schedule - Professional Development days
2. Sessions are in person at the building level.
3. Focus on Safety training and Social, emotional learning (Community Circles)
The district will continue to assess all professional learning using feedback provided by the Professional Development. This feedback comes in the form of articulation discussions and formal surveys and focus groups. The district will include elements of virtual instruction in the planning of all workshops and when seeking feedback from staff.

**Evaluation and Observations**
- New Teacher training and annual training will be modified to include hybrid models and best practices for remote instruction.
- Administrators will develop observation schedules with hybrid models in mind.
- Tandem observation (with hybrid models) will include tandem observations. This will provide administrators with professional development connected to virtual/hybrid learning.
- Utilize ScIP to inform professional learning, mentoring, and other evaluation related activities.

**Career and Technical Education (CTE) - Career and Academic Pathways**
- When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of New Jersey Student Learning Standards, CTE Core Content Standards, industry certifications, college credit agreements, etc.
- Programs should focus on positioning students to independently extend their learning with direction and guidance from their teachers, with the goal of preparing students for careers and postsecondary success.
- As a significant indicator of CTE program quality, recognized postsecondary credentials are a new programmatic requirement in the New Jersey Perkins V State Plan. During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized high-value credentials.

Upper Saddle River (see page 84-89 of state guidance): N/A

**Work-Based Learning**
- Transitioning to in-person work-based learning (WBL) will require collaborate by state, regional and local partners to ensure a safe and healthy workplace learning environment.
- Students must be provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person.
- Districts should consider work-based learning opportunities in all categories addressed in administrative code.

Upper Saddle River (see page 84-89 of state guidance): N/A
Career Advisement and Development

- Strong career advisement in conjunction with business and community partnerships lead to high-quality CTE programs and provides students access to essential work-based learning opportunities.
- These essential components of CTE programs cannot be compromised in a time of increased social distancing, so modifications must be developed to maintain program quality. Districts should consider career advisement and development in all categories addressed below.

Upper Saddle River (see page of 84-89 state guidance):

N/A

Appendix A
Questions for Consideration

Scheduling / Logistics
Upper Saddle River
School Re-entry Plan

- What form will school take? Virtual – blended – in person?
- How will the academic day look? Full day? Half day? Split sessions?
- How can we promote social distancing during: arrival? Passing time? Dismissal?

**Special Events/ Programs**

- New Teacher Orientation
- Back to school night

**Curriculum**

- How will identify learning and/or retention gaps?
- How will we address them?
- How will we condense the instructional curriculum to fit a new schedule? An abbreviated schedule with potential loss of contact time?
- What PD will we provide teachers to: welcome students back (SEL)? Seize upon teachable moment lessons?
- Craft new lessons that fits the schedule that’s selected? Select appropriate / effective instructional method?
- How can we effectively assess students in a virtual or blended learning model?

**Safety**

**Physical**

- Can we station hand sanitizer around the school?
- Will we mandate all staff/students to wear face coverings?
- Will we administer daily temperature checks of all who enter the school?
- How can we maintain social distancing:
  - In halls?
  - Stairwells?
  - Classrooms?
  - Offices?
  - Library?
  - Bathrooms?
- How will we outfit the school with appropriate signage?
- Will we provide PPE to staff or students?
- What will be the procedures for a student to go to the nurse’s office?
- How often will be sanitize the school? End of each day? Each period?
- What do we do if a student or staff member is unwilling to return to school?

**Mental**

- How will we know if a student lost a loved one to COVID-19?
- How can we ID / check in with at –risk students?
- How can we know if a family is experiencing economic hardship during this time?
Upper Saddle River
School Re-entry Plan

Has a student suffered another form of trauma while away from school?
Are students victim of child abuse?
How will we go about helping the adults (teachers) first?
Have students regressed behaviorally?
How do we look for signs of drug/alcohol abuse?
How do we avoid rushing to classify struggling students?
How will we address suicide prevention?

Transportation

- How do we transport kids: to school? To games? On field trips?
- How do we promote contact tracing of kids?

Communication

- Will we survey students/parents?
- How will we convey our plan to the public?
- How can we make sure students & staff feel safe?

Policy

- Attendance policy?
- Lateness policy?
- Visitor policy?
- What is our course of action being someone refuses to social distance or wear a mask?

Appendix B: School Schedules

ELEMENTARY
### Upper Saddle River
School Re-entry Plan

#### In-School Learning Session

<table>
<thead>
<tr>
<th>Time</th>
<th>Duration</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:15 or 12:00-12:15</td>
<td>15 minutes</td>
<td>Community Circles</td>
</tr>
<tr>
<td>8:15-9:30 or 12:15-1:30</td>
<td>1 hour and 15 minutes</td>
<td>Word Study/Reading/Writing</td>
</tr>
<tr>
<td>9:30-10:15 or 1:30-2:15</td>
<td>45 minutes</td>
<td>Math</td>
</tr>
<tr>
<td>10:15-10:35 or 2:15-2:35</td>
<td>20 minutes</td>
<td>Science/SS</td>
</tr>
<tr>
<td>10:35-10:40 or 2:35-2:40</td>
<td>5 minutes</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

#### At-Home Learning Session (Vary by Homeroom)

<table>
<thead>
<tr>
<th>Time</th>
<th>Duration</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:40 or 1:00-1:40</td>
<td>40 minutes</td>
<td>Art</td>
</tr>
<tr>
<td>9:40-10:00 or 1:40-2:00</td>
<td>20 minutes</td>
<td>Reading/Writing/Word Study Extension</td>
</tr>
<tr>
<td>10:00-10:20 or 2:00-2:20</td>
<td>20 minutes</td>
<td>Math Extension</td>
</tr>
<tr>
<td>10:20-10:40 or 2:20-2:40</td>
<td>20 minutes</td>
<td>Science/SS Extension</td>
</tr>
<tr>
<td>*1 or 2 times a cycle</td>
<td>30 minutes</td>
<td>Learning Lab Skills</td>
</tr>
</tbody>
</table>

*Replace Reading/Writing/Word Study Extension on these Days*

Note: Related Services (Speech, Occupational Therapy, Physical Therapy) and Support Services (ESL & Enrichment) will generally be scheduled during At-Home Learning Time. This will be based on individual student needs.

### Middle School Schedule

#### Sample Student #1
## Upper Saddle River
### School Re-entry Plan

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In-Person (AM)</strong></td>
<td></td>
</tr>
<tr>
<td>8:00 - 8:40</td>
<td>Math</td>
</tr>
<tr>
<td>8:40 - 9:20</td>
<td>Science</td>
</tr>
<tr>
<td>9:20 - 10:00</td>
<td>Social Studies</td>
</tr>
<tr>
<td>10:00 - 10:40</td>
<td>English</td>
</tr>
<tr>
<td><strong>10:40 - 12:00</strong></td>
<td><strong>Lunch Break</strong></td>
</tr>
<tr>
<td><strong>Virtual (PM)</strong></td>
<td></td>
</tr>
<tr>
<td>12:00 - 12:50</td>
<td>PE / Elective</td>
</tr>
<tr>
<td>12:55 - 1:45</td>
<td>Academic &amp; Support Block</td>
</tr>
<tr>
<td>1:50 - 2:40</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample Student #2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Virtual (PM)</strong></td>
<td></td>
</tr>
<tr>
<td>8:00 - 8:50</td>
<td>PE / Elective</td>
</tr>
<tr>
<td>8:55 - 9:45</td>
<td>Academic &amp; Support Block</td>
</tr>
<tr>
<td>9:50 - 10:40</td>
<td>Spanish</td>
</tr>
<tr>
<td><strong>10:40 - 12:00</strong></td>
<td><strong>Lunch Break</strong></td>
</tr>
<tr>
<td><strong>In-Person (AM)</strong></td>
<td></td>
</tr>
<tr>
<td>12:00 - 12:40</td>
<td>Math</td>
</tr>
</tbody>
</table>
Depending on student needs, the Academic & Support Block includes:

- Independent academic engagement
- Basic Skills
- Study Skills (SE Program)
- Speech
- ESL
- Instrumental Music Lessons
- Enrichment

Cleaning Products, Cleaning Procedures, & Building Ventilation

Cleaning Products:

Sanitizer – Enviro Solutions 72C – Ingredient - Hydrogen Peroxide

An effective cleaner for an entire range of cleaning tasks
Upper Saddle River
School Re-entry Plan

- Works in cold water
- Cleans and deodorizes in 1 step
- Low in VOC’s (Volatile Organic Compounds)
- ECO LOGO CERTIFIED (Green Certification)

**Light Duty: 1 oz per gallon**
- Streak free glass, mirror and stainless steel cleaner
- General Mopping floor cleaner or use in Autoscrubber machine

**Medium Duty: 4 oz per gallon**
- Desktops, floors, tables as needed

**Heavy Duty: 12 oz per gallon (bottle side only)**
- Heavy duty cleaner
- Cleans and deodorizes

**Disinfectant – Enviro Solutions 64H**
- Ingredients – Ammonium Chloride

*This disinfectant will be used in the evening.*
- Diluted at 2 oz. per gallon
- A No-Rinse Neutral Cleaner that Disinfects, Cleans and Deodorizes
- EPA Registered Disinfectant
- Use on floors, walls, toilet bowls, urinals and other hard non porous surfaces such as sinks, tables and countertops.
- Touch Points
- 5 Minute Dwell Time
- Approved for use against SARS-COV-2/COVID19

**Disinfectant Bioesque Botanical**
- Ingredient – Thymal

*This disinfectant will be used in between the A & B sessions. Teachers/Staff can remain in the room when the product is used.*
- Ready to Use
  - Five Gallon Pails with pump
  - Quart Bottles
- No Rinse even on food contact surfaces
- No PPE required
- 4 Minute dwell time
- Safe for Skin Contact
- Safe for Inhalation
- Approved for use against SARS-COV-2/COVID19
Cleaning/Sanitizing between the A & B Sessions

The Supervisor of Buildings and Grounds will divide each building into sections. Each building will be assigned 3-4 men to clean in between sessions. The men will use the large 2-3 gallon sprayers to apply the Bioesque Botanical disinfectant throughout the building.

1st we will spray down classrooms/office areas tables, desks, chairs, countertops, door knobs, etc… Basically every possible touch point (this should take roughly 4 minutes per room.)

2nd spray down/disinfect the hallway walls, handrails and doors.

3rd spray down/disinfect bathrooms.

Building Ventilation

Classrooms that existed before 2001:

These rooms have unit ventilators (aka univents). These univents are designed to bring in outside fresh air from the top of the unit and push the return air to the bottom. There are two filters located at the bottom of the unit. One is for the supply air and the other is for the return. We replace the filters twice a year (in the summer and during the February break). This year we will clean the filters once a week with the HEPA filter vacuums to keep the air in the rooms as clean as possible.

Office space /Bathrooms that existed before 2001:

These areas are tied into the hallways. Natural air supply comes from the building itself and open windows with an exhaust system that is designed specifically for that wing or space. Some rooms have individual exhaust fans as well.

Classrooms/Offices/Bathrooms built after 2001:

These spaces are tied into the rooftop units. These units supply fresh air to their designated sections/area from the ceiling ducts and the return air gets pulled up into the drop ceilings which is the return plenum. The rooftop units mechanically add fresh air and take away the stale air. The filters are located inside the rooftop units and get replaced twice a year (in the summer and during the February break).
Upper Saddle River
School Re-entry Plan