



**UPPER SADDLE RIVER  
SCHOOL DISTRICT**  

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**A TRADITION OF EXCELLENCE**

**School Re-Entry Plan**

Board Adopted: Monday, August 10, 2020

**Upper Saddle River  
School Re-entry Plan**

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**School Re-Entry Plan Committee**

Committee Member	Role within the School Community	Committee Member	Role within the School Community
Brad Siegel	Superintendent	Gianna Apicella	Director of Special Services
Dan Cazes	Director of Technology	Amy D’Ambola	Director of Curriculum and Instruction
Michael DeSocio	Assistant Principal	Dana Imbasciani	Business Administrator/Board Secretary
David Kaplan	Principal	James McCusker	Principal
Michael Padilla	Supervisor of Special Projects	Devin Severs	Principal

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<b>Sub-Committee Working Groups</b>			
<b>Conditions for Learning</b>	<b>Leadership and Planning</b>	<b>Policy and Funding</b>	<b>Continuity of Learning</b>
<b>David Kaplan</b> Dana Imbasciani <b>David Verducci</b> Mike Padilla Nijazi Leka Ailish Fillis Katherine Baker Sandy Kreger Sarah Maginnis Stephanie Chamberlin Danielle Andersen Jason Weinstein Elayne Stern Brigitte Uzar <b>Dr. Sara Lupu</b> <b>Sgt. Hausch</b> Brooke Braunstein Jessica Cohen Jann Reissman Carla Silvestri Debbie Cinquemani Thao Groenewald	<b>James McCusker</b> Devin Severs <b>Jennifer Johnston</b> <b>Mary Ann Gray</b> Sandy Kreger Robyn Ranges Patty Policastro Christi Cipollini Jessica McFaul Suzanne Cook <b>Stacey Tolpa</b> <b>Sherika Medina</b> <b>Jed Bowen</b> <b>Laura Bowen</b> <b>Marwa Hazzah</b> <b>Alan Garber</b> <b>Hani Batla</b>	<b>Dana Imbasciani</b> Michael DeSocio <b>Ken Amano</b> <b>Steve Quagliani</b> Colette Dunn Heather Walker Bruce Reicher Cindy Santos Simona DiFranco Sue Jarvis <b>Felice Bernard</b> <b>Lisa Halperin</b> <b>Katie Strauss</b> <b>Ranita Fooks</b> <b>Maria-Elena DeGregorio</b>	<b>Amy D'Ambola</b> Dan Cazes <b>Sue Gandara</b> <b>Erin Ginsberg</b> Laura Pinto Lauren Foca Colette Dunn Sheila Barry Cathy Teehan Meaghan Schwartz Desiree Lascarro Jimmy Dunn Kristen Rohdieck Stephanie Pirsos Marci Titunick Jon Kulhawy <b>Nancy Sedky-Tolba</b> <b>Jennifer Altman</b> <b>Carrie Wiederholz</b> <b>Susie Fein</b> <b>Field Brussel</b> <b>Diana Missaghieh</b>

**Administrator Lead: Bold**

Staff: Black

BOE: Red

Parents: Green

Community: Blue

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**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, bandanas, and gaiters, covering a person's nose and mouth.
- 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 physician's 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.

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- The Upper Saddle River School District will provide virtual training to parents on health and safety protocols, and a recorded session will be posted on-line for continual reference.
- Substitutes will be required to take a district-approved on-line 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.
- Student desks in classrooms will be placed in rows with students facing the same direction.
- 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.

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- 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.
- 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.

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- 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 contact tracing. Seating will be spaced a minimum of 6 feet apart.
- Tents will be available at outdoor check-in locations.

### 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.

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:

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- 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 school nurse will make a determination about sending the individual home.
- Individuals who have been in direct contact with someone 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.

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**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](#)):

- 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.
- 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 reshelfed.
  - Classroom libraries books will be stored in a bin for 24 hours prior to being checked in and reshelfed.
  - 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.

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- 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.
- High touch areas such as swings and climbing apparatus will not be used.
- 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.

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- 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.

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- 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.

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- 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.
- 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

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- 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

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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 of COVID19.
- 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

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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.

**K-8 Schedule Selection**

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 atten

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

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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.

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- 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

### Accommodations

- 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)

**Upper Saddle River  
School Re-entry Plan**

- 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](#))

**Staffing**

- 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:

## Upper Saddle River School Re-entry Plan

- 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 (ie: read alouds).

### Substitutes:

- Designate substitutes to specific school buildings.

## 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)

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

**Upper Saddle River  
School Re-entry Plan**

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

- 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.

Username/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).

**Upper Saddle River  
School Re-entry Plan**

- 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.
- 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.

## Upper Saddle River School Re-entry Plan

- 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

## Upper Saddle River School Re-entry Plan

- 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 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.

## Upper Saddle River School Re-entry Plan

- 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.

## Upper Saddle River School Re-entry Plan

- 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.

## Upper Saddle River School Re-entry Plan

- 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.

**Upper Saddle River  
School Re-entry Plan**

- 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.

## Upper Saddle River School Re-entry Plan

- 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.

## Upper Saddle River School Re-entry Plan

- 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 School Re-entry Plan

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

## Upper Saddle River School Re-entry Plan

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:
- Data Analysis:
- Feedback Loops:

Upper Saddle River (see page 80-82 of [state guidance](#)):

#### **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.

- a) Fall administration of Benchmark C
- b) 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:**

## Upper Saddle River School Re-entry Plan

- 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**.

### 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.

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

## Upper Saddle River School Re-entry Plan

- 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

**Upper Saddle River  
School Re-entry Plan**

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

**Upper Saddle River  
School Re-entry Plan**

Appendix A  
Questions for Consideration

**Scheduling / Logistics**

- 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:
  - o In halls?
  - o Stairwells?
  - o Classrooms?
  - o Offices?
  - o Library?
  - o 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?

## Upper Saddle River School Re-entry Plan

### **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?  
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?