



**Saddle River School District
School Health-Related Closure Preparedness Plan
2019-2020**

Revised March 19, 2020

Saddle River School District - Wandell School

Overview

The Saddle River School District is a Prek-5 school district. We are a one school, one district operation. Our overall demographic profile consists of less than one percent of state funded pre-school, homeless, low socioeconomic, as English Language Learners. Our percent of students with disabilities is approximately 15% for our Prek-5. We have a send/receive agreement with Ramsey School District for grade 6-12 and a send/receive agreement with Northern Highlands Regional School District for grades 9-12.

We have been using 1:1 devices and online platforms of instructional software through Classlink/Launchpad for multiple years. In the event of a mandated extended closure, teachers will continue to utilize these tools to design remote learning experiences for students. Remote education looks differently at each grade level and special area classes.

Prevention measures continue to include our custodial staff continuing to clean surfaces multiple times a day and our instructional staff continuing to implement frequent handwashing for their students and themselves. Proactive steps for our instruction are in progress and teachers are preparing for how they would implement remote education if required. Please know this looks differently at each grade level.

It is important to note that, in the case of a public health situation, we will be working with the Bergen County and Local Health Departments to determine the appropriate course of action. Below are some proactive and reactive social distancing measures that may be implemented:

1. Continuing to increase cleaning surfaces multiple times a day
2. Continuing to implement frequent handwashing for students and staff
3. Instructional preparations for remote education
4. Limiting field trips and other events
5. Keeping students home
6. Keeping students and teachers home
7. Keeping all students and staff home district-wide

Contact Information:

Bergen County

Saddle River School District

Dr. Gina Cinotti, Superintendent/Principal

201-327-0727, x 207

gcinotti@wandellschool.org

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Expectations for All Instructional Staff

1. Currently, we have 23 instructional staff members in a combination of Saddle River Education Association members and temporary/long-term leave replacements for the 2019-20 school year. Instruction will be delivered within the confines of a minimum day of school in a remote learning atmosphere as deemed appropriate by the certified teacher in his/her assignment, with approval from the Superintendent.
2. Send an email to your parents outlining "how" remote education will look like for your grade level, class, and/or assignment. Special area teachers instruct all students so communication can go through the classroom teachers, if needed. Google classroom or other platform can be another form of communication.
3. For attendance, we need to be flexible. Since each grade level's remote learning correspondence is different based on the assignments/learning platform, teachers will be monitoring participation and will follow up with students/parents who are not regularly participating. Therefore, as long as students are meeting the grade level/class expectations, they will be marked as present.
4. Develop and conceptualize and shape "how" you will deliver remote education and what that looks like for your assignment. Identify your online platform or other technology needs. See the Vice Principal immediately if you require assistance.
5. For special education services and related services, please work with CST Supervisor for the "how" to deliver this.
6. Ensure your website and/or Google Classroom has all your contact information, resources, links, and other things related to your instruction.
7. Continue your professionalism and check/answer emails within 24/48 hours. Email each day to ensure your parents/students are active participants.
8. Monitor student progress by keeping records of completed work. This may entail online outcomes/reports.
9. Be flexible and embrace simplicity in online learning tasks. Keep these things in mind: (a) simplify lesson plans, (b) think about your remote education so it meets the needs of all learners, (c) what is the focused learning outcome, (d) how will you know students learned it, (e) use high-quality resources that are already at their disposal, (f) collaborate with colleagues, to co-plan, to co-design lessons, and to pool resources, etc.
10. For Gifted and Talented, Title I, and RTI, ensure you communicate with teachers/parents to provide ongoing support
11. If the school closure is for a prolonged period of time, staff can contact the Superintendent to acquire materials needed from the school building, provided state mandates/restrictions are enforced.

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Expectations for Administrators

1. Currently there are 4 administrators: Superintendent (12 mths), Business Administrator/Board Secretary (12 mths), Vice Principal (10 mths), and CST Supervisor (10 mths)
1. Support teachers in their departments in the development and implementation of online instruction
2. Assist the communication with staff, parents, and students
3. Continue to work on attainment of goals
4. The Vice Principal will communicate the remote education attendance procedures to all stakeholders.
5. Prepare for the return to school transition
6. Perform as many traditional tasks as possible
7. Review teacher websites & Google Classrooms for evidence of posting assignments for students
8. Send emails to staff to confirm they are actively working & show evidence
9. Continue to communicate with our send/receive districts and nonpublic

Expectations for Administrative Assistants

1. Currently there are 4 administrative assistants: Confidential Secretary to the Superintendent (12 mths), Confidential Secretary to the BA and Bookkeeper (12 mths), Main Office Secretary (10 mths), and CST Secretary (10 mths)
2. Maintain your regular work hours at home
3. Maintain daily communication with administrators
4. Attend to all email correspondence
5. Perform as many traditional tasks as possible
6. Continue to manage reports as well as other work delegated to them by administrators

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Expectations for Special Education, Related Services, & Child Study Team:

1. Currently we have 2 Saddle River employees (School Psychologist & Speech Therapist) that are part of the CST and 2 special education teachers. The remaining special services staff are contracted service providers: LDTC, Behaviorist, Occupational Therapist, Social Worker through either Region V or independent providers.
2. Special Education Teachers will follow the same expectations for instructional teachers as outlined in this plan. Additionally, they will collaborate with the CST Supervisor, classroom teachers, administrators, contracted service providers, and parents. They will ensure students will continue to have access to accommodations/modifications as outlined in their Individualized Education Plans through remote learning platforms. Should a student be defined as “medically fragile”, services that are provided through a students educational setting, should continue during periods of remote learning
3. Case Management:
 - a. Reach out to families remotely via online platforms and email
 - b. Maintain ongoing communication with families in their native language
 - c. Conduct meetings via online platform or agreed upon platform
 - d. Reschedule meetings with parent consent to extend compliance deadlines, if needed
 - e. Communicate with teachers and related service provider to ensure compliance of student IEPs
 - f. Schedule upcoming meetings, complete letters of invitation, and send letters of invitation via email
 - g. Continue to reach out to our send/receive districts, out-of-district schools, and nonpublic counterparts
4. Related Services
 - a. Continue related services remotely via online platforms and email, as mandated by students’ IEPs
 - b. Communicate with families and staff remotely as needed to ensure delivery of services
 - c. If transportation is identified as a related service, as noted in an IEP, it will be maintained.
5. Evaluations:
 - a. Complete outstanding evaluation reports
 - b. Schedule evaluations virtually, as appropriate and to the best of our abilities. (If these cannot be completed, obtain documented parental consent to extend timelines.)
6. Perform as many traditional tasks as possible

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Expectations for Nurses

1. Currently we have 1 School Nurse
2. Maintain student attendance in the student information system
3. Maintain communication with staff regarding student attendance
4. Call parents of students who are absent and assist them as needed. The Vice Principal will send an email home to parents explaining the attendance policy for remote education. Attendance procedures have not changed with our remote learning. If a child is sick or not feeling well and cannot participate in the remote learning opportunities for the day, the parent will email the school nurse by 10:00am and will count as an official absence. The absence will be recorded in our student information system just as it would on a regular school day.
5. Act as a liaison between the health department and school administration
6. Coordinate with the school physician
7. Assist the administration with communications
8. Communicate with families
9. Perform as many traditional tasks as possible
10. Continue consistent coordination of medical communications with New Jersey Department of Health, CDC, school community, and administration
11. Engage in electronic-based professional development

Expectations for Media Specialists

1. Currently we have one shared-time Media Specialist
2. Allow students to check out their desired number of books prior to the close of school, if time permits.
3. Develop tutorials (either written or video) to turn-key library tools/resources for students and faculty
4. Support teachers, where appropriate, in developing instructional materials for students
5. Perform as many traditional tasks as possible
6. Analyze the book collection and develop a list of outdated books to donate
7. Research to find gaps in the collection in order to make data-driven purchasing decisions

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Expectations for Paraprofessionals

1. Currently we have 9 special education aides for our Prek-12 student population
2. Maintain open communication with the teachers/administrators on a daily basis
3. Perform as many traditional tasks as possible
4. Consistently provide support for current students via email
5. Provide a weekly log sheet on your hours work to certify your payroll

Expectations for Technicians

1. Currently we have 1 technologist as a shared service provider through the Ramsey School District
2. Provide remote support for faculty, staff, and students via phone and screen sharing
3. Monitor, respond, and document help desk tickets
4. Perform as many traditional tasks as possible and maintain regular work hours
5. Monitor and respond to email, phone calls, and voicemail
6. Provide remote support for faculty, staff, and students via help desk or other remote platforms

Expectations for Maintenance and Custodial Staff

1. Currently we have 2 custodians and 1 head custodian who is our lead facility officer
2. Maintain a modified work hours as directed by the Superintendent. Ensure you maintain communication with necessary personnel. Check your email daily.
3. Conduct deep cleaning and disinfecting of all spaces. Close and barricade the playground and athletic field/spaces. Collaborate on a reinstatement plan to address all sanitation concerns, if needed.
4. Log the boilers every 3 hours as per NJ State law, as part of your regular routine
5. The head custodian will maintain/monitor any deliveries (regular mail or packages) and will not permit anyone with respiratory issues to enter the building. Deliveries will be observed and disinfected if needed.

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Expectations for Food Service Providers

1. Currently we have one food service provider
2. We do not participate in SNEARS
3. The food service person assigned to our building will communicate with the Business Administrator to establish lunch delivery to those students on free/reduced lunch
4. The Business Administrator will email/call the parents to ensure they are aware of this service and establish a location for pick up

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Ideas for Online Learning

Basic Instructional Practices:

- Classroom communications
 - Expectations for online learning
 - All assignment instructions, relevant links, resources, and deadlines
- Online Discussion
 - Students watch a video or read a text and respond
- Online Assessments
 - Students watch a video or read a text and take an online assessment (not high stakes, not in Safe Exam browser)
- Students read and comment on a text, and respond to each others' comments, in Google Docs
- Students collaborate on Google Docs, Sheets, Slides, etc.
 - This might be a collaborative writing assignment, a peer review task, research project, etc.
- Students watch a video with comprehension questions
- Students create presentations using Google Slides or interactive presentations
- Students participate in online assessments -- or, create their own online assessments

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Online Lesson Structure & Examples

This template can be used to help you brainstorm as you transition from traditional (face-to-face) classroom instruction to online learning. **(You are not required to use this template.)**

- The **first row** indicates all of the in-person 45-minute class meetings that would have occurred in a given week.
- The **second row** indicates the target standard (NJSLS), and a context for the lesson that would have been appropriate face-to-face.
- The **third row** indicates assigned online learning tasks, as well as the corresponding deadlines.

Monday	Tuesday	Wednesday	Friday
<p>Standard:</p> <p>If we were meeting in class, we would have:</p> <ul style="list-style-type: none"> ● ● 	<p>Standard:</p> <p>If we were meeting in class, we would have:</p> <ul style="list-style-type: none"> ● ● 	<p>Standard:</p> <p>If we were meeting in class, we would have:</p> <ul style="list-style-type: none"> ● ● 	<p>Standard:</p> <p>If we were meeting in class, we would have:</p> <ul style="list-style-type: none"> ● ●
<p>The online learning task(s) that we'll be doing instead:</p> <ul style="list-style-type: none"> ● ● 	<p>The online learning task(s) that we'll be doing instead:</p> <ul style="list-style-type: none"> ● ● 	<p>The online learning task(s) that we'll be doing instead:</p> <ul style="list-style-type: none"> ● ● 	<p>The online learning task(s) that we'll be doing instead:</p> <ul style="list-style-type: none"> ● ●

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DO	DON'T
<ul style="list-style-type: none">● Do continue to consider best practices about teaching and learning. (Things like student engagement, activating prior knowledge, formative assessment, etc. are all <i>key</i> regardless of the online or offline format of the class.)● Do differentiate your lessons wherever appropriate.● Do incorporate choice to better engage your students.● Do be “present” for your students. Research shows that “presence” (being a part of online discussions, offering face-to-face video conferences, providing immediate feedback) is one of the key indicators of highly effective online teaching. Just as is the case in the traditional classroom, respect, rapport, and relationships are key.● Do communicate clearly. It’s okay to keep things simple, to repeat yourself, and to represent deadlines in multiple formats.● Do support your students. Transitioning to online learning will affect different students in different ways. Listen to their needs, and support them whenever possible.● Do collaborate with your colleagues. Pool your resources, learn from each other, and lean on each other.	<ul style="list-style-type: none">● Don’t assign the same exact task again and again (e.g. “read and reflect, read and reflect, read and reflect, read and reflect”). Student engagement is critical, both online and offline. Keep it fresh!● Don’t assume that online lessons are “one-size-fits-all.”● Don’t be afraid to offer a menu of options.● Don’t forget to engage with students as they participate in the assignments you’ve posted. Interacting in online discussions, providing immediate feedback, and building a strong online-classroom-culture is essential.● Don’t worry about over-communicating assignments, expectations, or deadlines.● Don’t work in a silo. There’s no need to make more work for yourself.

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New Jersey State Requirements

From memo from Lamont O. Repollet, Ed.D. Commissioner of Education, sent on 3/5/20:

Requirements to Implement a Public Health-Related School Closure

NJDOH guidance identifies school closure as a potential strategy to limit transmission within a community. In the event a board of education is provided a written directive by either the NJDOH or the health officer of the jurisdiction to institute a public health-related closure, the board of education may utilize home instruction to provide instructional services to enrolled students. The provision of home instruction services should be guided by N.J.A.C. 6A:16-10.1 and may include direct services, online instruction, services provided through contract with another district board of education, or any other means developed by the district to meet the needs of its students. Any day in which students impacted by a public health-related closure have access to home instruction services provided consistent with the guidance in this memo will count as a day in which the board of education has provided public school facilities toward its compliance with the 180-day requirement in accordance with N.J.S.A. 18A:7F-9.

Minimum Standards	
The school district shall establish a written plan for delivery of instruction to continue the student's academic progress and to maintain a record of delivery of instructional services and student progress.	This online learning contingency plan represents the district's written plan for continued delivery of instruction, for maintaining records of delivery of instruction, and for monitoring student progress -- specifically, through teachers' lesson plans, student attendance, and participation in online learning activities.
The teacher providing instruction shall be a certified teacher.	This is consistent with the online learning contingency plan. Certified teachers will be providing instruction.
The teacher shall provide instruction for the number of days and length of time sufficient to continue the student's academic progress and dependent upon the student's ability to participate.	The online learning contingency plan was designed to enable teachers to continue student learning and academic progress, as per the curriculum and New Jersey State Learning Standards, to the greatest extent possible.
For a student with disabilities, the home instruction shall be consistent with the student's individualized education plan (IEP) to the extent appropriate and shall meet the New Jersey Student Learning Standards.	As per the online learning contingency plan, teachers are required to provide online instruction that is consistent with students' individualized education plans (IEPs) to the extent appropriate and shall meet the New Jersey Student Learning Standards.