

***Oradell Public School District
Emergency Virtual or Remote Instruction Plan
2023-2024***

***County Code: 03
District Code: 3870***



***350 Prospect Avenue
Oradell, NJ 07649
WWW.ORADELLSCHOOL.ORG***

Approved by the Oradell Board of Education on July 26, 2023

A digital copy of this plan can be found on the front page of the Oradell Public School website @ www.oradellschool.org.

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Introduction and Overview

The Oradell Public School District Emergency Virtual or Remote Instruction Plan focuses on providing continuity of instruction in the event of a public health-related closure. The District will follow all required health and safety protocols in accordance with recommendations from the Centers for Disease Control, the office of the Governor, the New Jersey Department of Health, the New Jersey Department of Education and the Bergen County Department of Health. The focus of all instruction provided will be on keeping the community safe while maintaining the core tenets of the Oradell Public School District Mission Statement.

Our Mission

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through comprehensive innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become lifelong learners who are self-directed, resilient, productive, and responsible citizens.

Current District Demographics

The Oradell Public School District is a K-6 district serving just under 800 students. Once students complete sixth grade, they attend the River Dell Regional School District for grades 7-12.

Category	Number of Students
Students Enrolled	780
Students attending out of district placements	12
Students receiving free/reduced lunch	0
Students in-district receiving special education services	99
Students receiving ELL services	37

Instructional Program for Virtual Learning

Schedule

The Pre-School Disabled classes will follow their existing in-person schedule in a virtual format.

Preschool – 3 Year Old Program	Preschool – 4 Year Old Program
8:30 – 11:15	12:30 – 3:00

Grades K-6 will use a slightly modified version of the current in-person schedule. The current schedule is organized with nine 40-minute periods. Any changes to the master schedule during the year will be reflected in the virtual schedule utilized. The virtual schedule will be organized with nine 35-minute periods and a 10th period be used to provide scheduled, personalized small group instruction based on identified needs. The instructional school day exclusive of the lunch/recess block will be 6 hours and 45 minutes.

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade - ELA	4th Grade - Math	5th Grade - ELA	5th Grade - Math	6th Grade	
8:30	HOMEROOM									8:30
8:35										8:35
8:40	Morning Meeting	ELA - Reading Workshop/ Word Study	Math Per 1 & Math WIN Per 2	Math WIN Per 1 & Math Per 2	Special	Special	Literacy/WIN	Social Studies/ Science	Period 1	8:40
8:45										8:45
8:50										8:50
8:55										8:55
9:00										9:00
9:05										9:05
9:10										9:10
9:15	ELA	ELA - Reading Workshop/ Word Study	Math Per 1 & Math WIN Per 2	Math WIN Per 1 & Math Per 2	Literacy/WIN	Math	Special	Special	Period 2	9:15
9:20										9:20
9:25										9:25
9:30										9:30
9:35										9:35
9:40										9:40
9:45										9:45
9:50	ELA	ELA - Reading Workshop/ Word Study	Special	SEL/FOCUS/ ELA WIN	READ ALOUD	Math	READ ALOUD	Math	Period 3	9:50
9:55										9:55
10:00										10:00
10:05										10:05
10:10										10:10
10:15										10:15
10:20										10:20
10:25	Special	Read Aloud	ELA	ELA	ELA	MATH WIN	ELA	MATH WIN	Period 3	10:25
10:30										10:30
10:35										10:35
10:40										10:40
10:45										10:45
10:50										10:50
11:00										11:00
11:05	Snack/Recess	Math	ELA	ELA	ELA	MATH WIN	ELA	MATH WIN	Period 3	11:05
11:10										11:10
11:15										11:15
11:20										11:20
11:25										11:25
11:30										11:30
11:35										11:35
11:40										11:40
11:45										11:45
11:50										11:50
11:55										11:55

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade - ELA	4th Grade - Math	5th Grade - ELA	5th Grade - Math	6th Grade	
12:00										12:00
12:05	Math								SEL	12:05
12:10					SEL	SEL	SEL	SEL		12:10
12:15										12:15
12:20		LUNCH	LUNCH	LUNCH						12:20
12:25										12:25
12:30									Period 5	12:30
12:35	LUNCH									12:35
12:40										12:40
12:45						Literacy/WIN		Literacy/WIN		12:45
12:50					Math		Math			12:50
12:55										12:55
1:00		Sci/SS	SEL/FOCUS/ WIN?	Special						1:00
1:05	SEL					READ ALOUD		READ ALOUD		1:05
1:10										1:10
1:15										1:15
1:20									Period 6	1:20
1:25										1:25
1:30										1:30
1:35	Sci/SS	Special	Social Studies/ Science	Social Studies/ Science	MATH WIN		MATH WIN			1:35
1:40										1:40
1:45										1:45
1:50						ELA		ELA		1:50
1:55										1:55
2:00										2:00
2:05	Play Centers	SEL/FOCUS/ WIN?	READ ALOUD, WORD STUDY, LITERACY	READ ALOUD, WORD STUDY, LITERACY	Social Studies/ Science		Social Studies/ Science		Special	2:05
2:10										2:10
2:15										2:15
2:20										2:20
2:25										2:25
2:30	Monday - Thursday: Additional WIN (What I Need) Time (this may be Academic or Social Emotional). On Friday, 2:30 Dismissal for Students and Additional Prep Time for Staff.									2:30
2:35										2:35
2:40										2:40
2:45										2:45
2:50										2:50
2:55										2:55
3:00										3:00

Instructional Approach

For the majority of the instructional day, students will be connected with their teacher in synchronous learning. Woven into each learning block will be asynchronous blocks of learning to allow for the teacher to work in small groups and one-on-one with students. To allow for this to occur, all staff have access to Google Meet and the District also maintains a limited number of accounts of Zoom for Education. Additionally, students have access to a variety of digital tools including Dreambox, Formative, numerous digital text platforms and Google classroom. Each of these digital applications provides for personalized learning and an instantaneous feedback loop between teacher and student.

Differentiation of Instruction

Oradell Public School consistently utilizes differentiated models for instruction. During language arts periods, this has continued to happen via the use of leveled texts to match a student's assessed reading level. To ensure that appropriate texts are utilized, students have been provided Epic text subscriptions where teachers can assign or students/parents can choose texts at an appropriate reading level.

Basic Skills Instruction and Talented and Gifted instruction will continue via small group and one-on-one teleconferencing during the WIN (What I Need) period. This is often a support put in place via an Intervention and Referral Services Plan. These plans continue to be followed during this period of remote learning, and meetings will continue to occur as necessary.

We also continue to consistently monitor student performance. In cases where students were identified to struggle, they have been provided the additional scaffold of an instructional aide meeting with them daily to help them organize and plan for their learning. Additionally, teachers continue to provide one-one-one and small group instruction based on identified needs.

Assessment of and for Learning

Student learning achievement continues to be monitored regularly in grades Kindergarten through sixth via data collected through student completion of assignments in online platforms such as Dreambox and Formative, and through assessment of Google classroom activities where students receive ongoing feedback. This data is used to provide summative assessment information and to inform future teaching.

Ensuring Equity and Access

Equitable Access to Technology

Students

All students in grades 1-6 are one-to-one with laptops. The District also maintains additional devices for students in grades PreK and Kindergarten. Parents will be provided an opportunity to sign out and pick up a laptop if the district must pivot to virtual instruction. Previous surveys indicate that all families have internet connectivity at home. Additionally, parents can complete a Google form listed on the District website to request technology assistance. This form will be consistently monitored to provide parents additional support with connecting school devices to home WiFi, troubleshooting login issues, etc. Finally, a technology help section has been added to the district website as well.

Staff

Certificated teaching staff are provided laptops upon their hiring in the district. Business office and school-based employees will be provided with remote access to their school computers to ensure essential school functions can continue without disruption. Special Services Aides will be issued school laptops during the health-related school closure, as needed, to access live instruction and continue to provide support remotely to those students with IEPs.



TECHNOLOGY RESOURCES

[Boosting Your Wifi Speed](#)

[Using the Google Classroom App](#)

[Logging in to your child's Google account and Google classroom](#)

[Ultimate Guide to Google Classroom](#)

[Ultimate Guide to Zoom](#)

[Ultimate Guide to Parent Controls](#)

Supporting Students with Diverse Needs: Special Education and English Language Learners

SPECIAL EDUCATION

The Oradell Special Education Department is committed to implementing students' Individual Education Plans to the greatest extent possible in a remote learning environment. Students will attend resource room classes and related services as scheduled during a normal onsite instructional day via asynchronous web conferencing applications.

Special education teachers in resource rooms and co-taught classrooms will participate in grade level planning with general education teachers. Special education teachers, related services providers, and case managers, will monitor student access, engagement, and work product, as well as consult parents, to determine if additional support is needed. Additional support may include, but is not limited to, differentiation of content, process, product, and learning environment (i.e., small group/individual instruction, re-teach opportunities, and/or supervised independent work sessions with teachers/instructional aides).

Mainstream Classes:

The special education teacher and general education teacher will plan accommodations, modifications, and differentiated instruction, which will be embedded in the daily lessons, for those students who participate in mainstream classes with in-class resource support or co-teachers. Additionally, individually differentiated content, process, product, and learning environment will be provided by the special education teacher and/or instructional aide, as needed, to enable students to access and benefit from instruction in the remote setting. The special education teacher will monitor student performance, engagement, access, and permanent product review to guide instruction and additional differentiation. The special education teachers will maintain communication with the mainstream teacher and parents to identify areas in need of additional support.

Resource Room and LLD Classes:

Resource room replacement and LLD teachers will provide instruction consistent with the work students received prior to the school closure. Special educators and instructional aides working with students with IEPs will provide remote instruction and support to students in whole class, small groups, and/or individual instruction. Additional differentiation of instructional content, process, product, and learning environment will be determined on an individualized basis.

Monitoring Learning:

Case managers will maintain communication with families and monitor IEP implementation. Related services providers will document student sessions in RealTime. Special education teachers will document the provision of accommodations and modifications in daily lesson plans and in logs. Learning progress will continue to be monitored through informal and formal assessment measures.

The Child Study Team:

All annual review meetings, re-evaluation planning meetings, initial planning meetings, and eligibility/ineligibility meetings will be conducted, via a web-conferencing platform, with parental agreement. If a parent wishes to postpone a meeting, this request must be submitted in writing with a date and original signature.

Following initial and re-evaluation planning meetings, all parts of the evaluation process that can be completed remotely will be completed. All assessments requiring in-person, face-to-face administration will be conducted upon the re-opening of school and will be done so in a judicious manner, dependent upon staff and student availability.

MULTILINGUAL LEARNERS

Accommodations and modification options for multilingual learners are embedded in the daily classroom lessons inclusive of the use of technology for translation purposes, Imagine Learning as a digital platform for instruction and visual aids. ESL teachers will be accessible to students, teachers, and families via electronic communications, virtual, remote, or other online platforms. ESL teachers will continue to plan collaboratively with classroom teachers, as well as participate in live co-taught instruction. ESL teachers will support students via small group and individual live meetings, as needed.

MULTILINGUAL LEARNERS (cont.)

All Oradell Public School teachers received beginning professional development on Sheltered English Instruction to learn strategies related to culturally responsive teaching and learning. Additionally, one staff member and the school psychologist attended more extensive training to serve as a support for the school community. Our school psychologist also provides regular readings to staff regarding strategies for trauma informed teaching. To create collaborative support interventions for ELL learners, the district has begun to identify community supports for ELL families to aid during a transition to remote instruction.

All staff will maintain communication with ELL families and offer additional support as needed. Translators, as well as translated written school communication, will be provided as needed.

ADDITIONAL CONSIDERATIONS

SAFE DELIVERY OF MEALS

Oradell Public School is not part of the National School Lunch Program. Additionally, no families currently qualify for free or reduced lunch. We continue to alert parents regarding guidance on how to apply for free or reduced milk services. This application serves as a mechanism for alerting the district to families' financial needs. Additionally, we utilize our staff, and specifically our school counselor, to keep us alert to any family who may find themselves facing food insecurity. When we are informed of a family in need, we have worked with both local organizations (i.e., the local Women's Club) that have made donations to families and our own Parent Teacher Association, which has always worked collaboratively with the school to support community members. In the past, they have collected grocery store gift cards, organized meal trains and worked with local vendors to donate food to families in need. Any donations are run through school administration to ensure confidentiality of the family in need.

ONGOING COMMUNICATION

The district is committed to providing regular communication updates to parents. The district website provides additional resources regarding mental health, childcare resources and technology resources. Additionally, the district and school regularly send home community emails with pertinent information to keep all families informed.

EMOTIONAL WELL BEING AND MENTAL HEALTH

In an effort to ensure that social emotional health is monitored along with academic achievement, our school counselor will continue to be a resource for students, teachers and families. Students will continue to take part in social emotional learning lessons in the classroom. The school counselor will continue to provide staff with possible topics to address and maintain her own website with resources for the community. School administration will also monitor staff emotional health through observation as they virtually attend classes, through check-ins at faculty meetings and also through period surveys.

ATTENDANCE

The learning day will be synchronous for students. Student attendance will be taken during the morning homeroom period and again after the lunch period. Any students who are not virtually present will be marked absent. The school attendance officer and school nurse will contact families of absent students. Parents/guardians and the student who is exhibiting chronic absenteeism will meet with the school counselor and/or a member of the administrative team to identify obstacles for attending and to create an improvement plan. If a student is attending but not submitting assignments, the teacher will reach out to the parent to set up a conference, identify expectations and create a plan for improvement.

MAINTENANCE OF THE BUILDING

During an extended closure, dependent on county recommendation, custodial staff deemed essential employees will report daily to maintain HVAC needs and general cleanliness. A list of all essential employees will be provided to the county office at the time of transition to closure.

EDUCATING THE WHOLE CHILD

In an effort to ensure programming is in place so children can continue to develop in a variety of ways, co-curricular activities, such as Student Government, will continue to run virtually. Additionally, instrumental lessons will also continue. School-wide challenges will also be created, whether they be focused on STEAM learning, physical education (i.e. jump roping or dance challenges) or another learning discipline. Student efforts will be celebrated across the community through the use of digital platforms. To ensure that families have the skills necessary to assist their children in growing through the school closure, programming will be provided to parents on emotional health and academic topics. Additionally, if there are Title 1 before or after-school programs occurring during the transition to remote instruction, these programs will continue synchronously via a remote instruction platform. Finally, the district utilizes the Northern NJ YWCA as a vendor for before-school and after-school childcare. In the case of a transition to virtual instruction, conversations with the YWCA to provide childcare for essential workers will take place dependent on state mandates and the nature of the reason for the move to remote instruction.