

***Oradell Public School District
Emergency Virtual or Remote Instruction Plan
2021-2022***

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



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

Approved by the Oradell Board of Education on October 27, 2021

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 Center 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	790
Students attending out of district placements	16
Students receiving free/reduced lunch	0
Students in-district receiving special education services*	106
Students receiving ELL services	36

**Inclusive of students who receive speech only services.*

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 eight 45-minute periods. The virtual schedule will be organized with nine 40-minute periods. The 9th period will 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.

Master Schedule Overview for Remote Instruction (Periods 1-4)																					
	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade		5th Grade		6th Grade												
					ELA Homeroom	Math Homeroom	ELA Homeroom	Math Homeroom	ELA Homeroom	Math Homeroom											
8:30	HOMEROOM*	HOMEROOM*	HOMEROOM*	HOMEROOM*	HOMEROOM*	HOMEROOM*	HOMEROOM*	HOMEROOM*	HOMEROOM*	HOMEROOM*	8:30										
8:35											8:35										
8:40	Morning Meeting & SEL	ELA	ELA	ELA	Literacy & SEL	Social Studies/ Science	Special	Special	ELA	MATH	8:40										
8:45																		8:45			
8:50																			8:50		
8:55																			8:55		
9:00																			9:00		
9:05					WIN						9:05										
9:10											9:10										
9:15											9:15										
9:20	ELA	ELA	ELA	ELA	Special	Special	Literacy & SEL	Social Studies/ Science	ELA	MATH WIN	9:20										
9:25																		9:25			
9:30																			9:30		
9:35																			9:35		
9:40																			9:40		
9:45											9:45										
9:50							WIN				9:50										
9:55											9:55										
10:00	ELA	Special	WIN & SEL	WIN & SEL	ELA	MATH	ELA	MATH	Literacy & SEL	Social Studies/ Science	10:00										
10:05																			10:05		
10:10																			10:10		
10:15																				10:15	
10:20																				10:20	
10:25									WIN		10:25										
10:30											10:30										
10:35											10:35										
10:40	Math	Math	Special	LUNCH	ELA	MATH	ELA	MATH	LUNCH	LUNCH	10:40										
10:45																				10:45	
10:50																				10:50	
10:55																					10:55
11:00																					11:00
11:05											11:05										
11:10						MATH WIN		MATH WIN			11:10										
11:15											11:15										
11:20											11:20										

*Attendance will be taken during the homeroom period each day

Master Schedule Overview for Remote Instruction (Periods 5-9)

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade		5th Grade		6th Grade																
					ELA Homeroom	Math Homeroom	ELA Homeroom	Math Homeroom	ELA Homeroom	Math Homeroom															
11:25	LUNCH	Math (cont.)	Science/ Social Studies	Science/ Social Studies	LUNCH	LUNCH	LUNCH	LUNCH	ELA	MATH	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																							
12 NOON		12 NOON																							
12:05		12:05																							
12:10		Science/ Social Studies									LUNCH	LUNCH	Special	LITERACY & SEL	Social Studies/ Science	LITERACY & SEL	Social Studies/ Science	ELA	MATH WIN	12:10					
12:15	12:15																								
12:20	12:20																								
12:25	12:25																								
12:30	12:30																								
12:35	12:35																								
12:40	12:40																								
12:45	12:45																								
12:50	12:50																								
12:55	Special		SEL & READ ALOUD	Math	Math	ELA	MATH	ELA	MATH	LITERACY & SEL										Social Studies/ Science	12:55				
13:00		13:00																							
13:05		WIN	Math								Math	ELA	MATH	ELA	MATH	WIN	Social Studies/ Science	13:05							
13:10																		13:10							
13:15																		13:15							
13:20																		13:20							
13:25																		13:25							
13:30																		13:30							
13:35																		13:35							
13:40																		13:40							
13:45	Play Centers	Science/Social Studies		WIN	WIN	MATH WIN	MATH WIN	Special	Special	13:45															
13:50										13:50															
13:55		Science/Social Studies	WIN							WIN	MATH WIN	MATH WIN	Special	Special	13:55										
14:00															14:00										
14:05															14:05										
14:10															14:10										
14:15															14:15										
14:20															Monday - Thursday: Additional WIN (What I Need) Time (This may be Academic or Social Emotional)										14:20
14:25																									14:25
14:30																									14:30
14:35	Friday: Team Planning														14:35										
14:40															14:40										
14:45											14:45														
14:50											14:50														
14:55											14:55														
15:00											15:00														

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, the district maintains a subscription to 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 "just-right" 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 2-6 are one-to-one with laptops. The District also maintains additional devices for students in grades PreK-1. 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 and on the district's COVID-19 Communications 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 COVID-19 Communications website to provide parent support.

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.



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.

ENGLISH LANGUAGE LEARNERS

Accommodations and modification options for English language learners' are embedded in the daily classroom lessons. ELL teachers will be accessible to students, teachers, and families via electronic communications, virtual, remote, or other online platforms. ELL teachers will plan collaboratively with classroom teachers, as well as participate in live instruction. ELL teachers will support students via small group and individual live meetings, as needed. Additionally, they 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.

ONGOING COMMUNICATION

The district is committed to providing regular communication updates to parents. The district has a separate COVID-19 Communications website, which can be found [here](#) and is also linked on the front page of the district website. The website provides both information about COVID-19 and additional resources regarding mental health, childcare resources, and technology resources.

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.