

Oradell Public School District Health-Related Closure Preparedness Plan



Oradell Public School
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Overview

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.

In keeping aligned with our mission, the Oradell Public School Digital Academies were created to assist in creating continuity in learning in the event of a school closure. As online learning has been woven into daily instruction more and more over the past few years, the opportunity to move seamlessly into an online environment will be easier for students in the upper grades. However, we acknowledge that the creation and adaptation of lessons into a virtual environment takes time, effort, and careful consideration. In the lower grades, our plan is to keep students engaged with core-learning activities that represent their normal school day.

The plan developed takes into account best practices and current materials used at Oradell Public School. We continue to learn from districts across the nation; and in the event that this plan needs to be used, we will learn from our own actions.

Please know that in case of a public health situation, we will work with county and local health departments to determine the appropriate course of action. Below are some social distancing measures that could be implemented:

- ❖ Limiting field trips and onsite events
- ❖ Keeping students home
- ❖ Keeping students and staff home
- ❖ Keeping all nonessential district employees home

District Demographics

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	15	16	13
KG	101	88	111
1	102	103	89
2	98	100	107
3	109	98	101
4	125	112	102
5	99	121	113
6	120	100	118
Total	769	738	754

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.8%	49.2%	50.0%
Male	50.2%	50.8%	50.0%
Economically Disadvantaged Students	0.1%	0.1%	0.1%
Students with Disabilities	18.1%	17.6%	15.9%
English Learners	7.8%	8.7%	8.4%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.1%	0.1%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	70.5%	67.5%	64.2%
Hispanic	8.3%	8.4%	8.8%
Black or African American	0.3%	0.3%	0.5%
Asian	16.6%	19.5%	22.3%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	4.3%	4.1%	4.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	15	16	13
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	101	88	111

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	82.8%
Korean	4.1%
Chinese	3.4%
Spanish	3.2%
Japanese	2.0%
Other Languages	4.5%

Ensuring Equity and Access

Equitable Access to Technology

Students

Prior to closing, all parents will be asked to evaluate the technology and internet connectivity available to our student population at home via an email blast. (See sample document [here](#).) While the district is one-to-one during the school day, devices are not typically sent home. To accomplish the proposed plan, all students in grades 3-6 will be provided the opportunity to take their device home, and families in grades K-2 will be given the opportunity to borrow a device from the district. Additionally, infrastructure will be set up including a dedicated email to send any technology concerns from home. This email will be consistently monitored to provide parents additional support with connecting school devices to home WiFi, troubleshooting login issues, etc. Additionally, a section will be added to the District website to provide parent support. (See sample [here](#).)

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 that essential school functions can continue without disruption.

Supporting ELL, Special Education, BSI and G&T Accommodations

Educators in these subgroups will be included during every phase of the planning process. They will build global and individual modifications into student assignments. Additionally, they will engage in ongoing communication (via email and phone) with families to assist parents and students.

Students with IEPs

Accommodations, modifications, and differentiated instruction options are embedded in the daily lessons for those students who participate in mainstream classes with in-class resource support or co-teachers. Resource room replacement and LLD teachers provided instruction consistent with the work students receive in the classroom. Grades K-1 received instructional packets to bring home. Grades 2-6 received a combination of instructional packets and online learning instruction. For those students who receive related services, providers sent home instructional packets. Special educators and related services providers are accessible to those students and their families to provide support, as needed. Regression will be assessed when the student returns to school on a case by case purpose, and the need for compensatory services will be addressed.

Samples of LLD and Resource Room Replacement Teachers lessons can be found here:

- K-1 LLD Classroom: <https://mrsmaika.weebly.com/digital-learning--home.html>
- 2-3 LLD Classroom: <https://ghichlianr.weebly.com/>
- 4-6 LLD Classroom: <https://sites.google.com/oradellschool.org/mrsrosen/digital-learning-home?authuser=0>

Students with ELL Needs

English language learner accommodations and modification options are embedded in the mainstream daily lessons. ELL teachers will be accessible to teachers and families to provide support.

Staff and Student Attendance

Staff Attendance

Staff members will continue to use Frontline to enter an absence. During this period, staff members will be asked to inform their primary evaluator of their absence. An individual's primary evaluator will decide which staff member will cover for the absent staff member. The staff member assigned to cover will address all questions and concerns forwarded to them during the absence. The absent employee will put an "away" message on their email stating that the employee will not be responding to emails and giving the name of the employee (based on the determination of the primary evaluator) who will respond to emails and oversee instruction for that day.

Student Attendance

If a student is sick and will not be completing school work that day, parents/guardians will be expected to call the absence line or use the absence app. OPS staff will continue to monitor both means of reporting an absence.

If a child is in **Pre-K through Grade 2**, families will be asked to email the child's teacher when the child has completed the day's assignments. We ask that this be done by 7:00pm. (We chose a later time because we know we have parents who are working remotely or still reporting to job locations.) Teachers will begin each day by checking in on all emails from the previous day. We encourage you to allow your child to see this as their "lifeline" to their teacher. Many were sad at the thought of not being with their teacher for two weeks, and this is how they can stay connected. Encourage them to share an activity they liked or ask a question of their teacher. As we are social distancing, it is easy for upper grade students to remain connected. We wanted to also provide an avenue to keep our youngest students connected to their OPS family.

If a student is in **Grade 3 through Grade 6**, we expect all assignments for the day will be completed by 6:00pm. Their teacher will check for completion first thing the next morning. If assignments are completed, they will be marked present for the previous day in our student management system.

Staff Roles and Expectations

Overview of District Employees

Role	Name or Number of Employees	Department	Expectation
Chief School Administrator	Barbara Longo longob@oradellschool.org	Central Office	Full Access to Work Remotely between the hours of 9:30 – 3:30
Business Administrator	John Marmora marmoraj@oradellschool.org	Central Office	Full Access to Work Remotely between the hours of 9:30 – 3:30
District Operations	4 Employees	Central Office	Full Access to Work Remotely between the hours of 9:30 – 2:30
Supervisor of B & G	Kevin Williamson williamsonk@oradellschool.org	Central Office	Report to work on a modified schedule 9:30 - 2:30
Custodial Staff	7 Employees	Custodial Staff	Report to work on a modified schedule 10:00 - 2:00
Supervisor of Special Services	Linda Distler distlerl@oradellschool.org	District Administration	Full Access to Work Remotely between the hours of 9:30 – 2:30
School-Based Administration	4 Employees	School-Based Administration	Full Access to Work Remotely between the hours of 9:30 – 2:30
Administrative Assistants	4 Employees	School Employees	Full Access to Work Remotely between the hours of 9:30 - 11:30 and 12:30 - 2:30
Certificated Classroom Teachers	54 employees	School Employees	Full Access to Work Remotely between the hours of 9:30 - 11:30 and 12:30 - 2:30
Certificated Special Area Teachers	10 Employees	School Employees	Full Access to Work Remotely between the hours of 9:30 - 11:30 and 12:30 - 2:30
Certificated Support Teachers	5 Employees	School Employees	Full Access to Work Remotely between the hours of 9:30 - 11:30 and 12:30 - 2:30
Child Study Team & Related Service Providers	6 Employees	School Employees	Full Access to Work Remotely between the hours of 9:30 - 11:30 and 12:30 - 2:30
School Counselor	1 Employee	School Employees	Full Access to Work Remotely between the hours of 9:30 - 11:30 and 12:30 - 2:30
School Nurse	1 Employee	School Employees	Full Access to Work Remotely between the hours of 9:30 - 11:30 and 12:30 - 2:30
Instructional Aides	29 Employees	School Employees	Full Access to Work Remotely between the hours of 9:30 - 11:30 and 12:30 - 2:30

Expectations and Responsibilities for Staff

School and District-Based Administration

Administrators will:

- Be available to answer parent emails and support staff between 9:30am-3:30pm.
- Oversee instructional activities to ensure alignment to the New Jersey Student Learning Standards.
- Monitor staff and student attendance.
- Consistently and proactively communicate with all stakeholder groups.
- Perform as many traditional tasks as possible.
- Prepare for the return to school transition.
- Engage in electronic-based professional development.

School and Central Office-Based Administrative Assistant and Other Staff

Administrative Assistants will:

- Be available to answer emails and support staff between the hours of 9:30am-2:30pm.
- Maintain communication with their primary evaluator.
- Perform as many traditional tasks (including monitoring attendance) as possible via remote setup.
- Engage in electronic-based professional development.
- Perform other duties as assigned.

School Nurse

The School Nurse will keep a log of all service hours. The hours may include activities such as:

- Act as a liaison between the health department, school administration, and parent community.
- Remain in contact with the school physician.
- Assist administration with health-based communications.
- Communicate with families.
- Ensure that medically fragile students have appropriate health plans in place.
- Engage in electronic-based professional development.

Custodial Staff

All maintenance and custodial staff will:

- Report as assigned to work on a modified schedule at the discretion of the Supervisor of Buildings & Grounds.
- Will be cleaning classrooms, performing building checks, prepping outside fields and any other work assigned by the Supervisor of Buildings & Grounds.
- Disinfecting the school building.
- Check boilers every 3 hours and maintain Boiler logs as per NJ State law.
- Document daily tasks performed during the closure.

Certificated General and Special Education Classroom Teachers

Classroom Teachers will:

- Update student attendance.
- Be available to answer parent and student emails from 9:30am-11:30am and 12:30pm-2:30pm.
- Plan instructional activities aligned to the New Jersey Student Learning Standards.
- Use asynchronous learning tasks such as Google Classroom, blogs, and web-based activities to engage students in the learning process.
- Use synchronous learning tasks (when appropriate and feasible) inclusive of Zoom meetings, Google Meet Hangouts, etc.
- Consistently revisit expectations for student work, making revisions based on time-on-task, academic merit of task, and impact on students' social and emotional learning state.
- Remember that in an online learning environment, less is better.
- Utilize additional resources and activities to provide and differentiated instruction.
- Continue to collaborate with colleagues.
- Engage in electronic-based professional development.
- Perform other duties as assigned by administration.

Certificated Special Area Teachers

Special Area Teachers will:

- Be available to answer parent and student emails from 9:30am-11:30am and 12:30pm-2:30pm.
- Plan instructional activities aligned to the New Jersey Student Learning Standards.
- Consistently revisit expectations for student work, making revisions as needed.
- Utilize additional resources and activities to provide and plan differentiated instruction and activities, especially if the closure occurs for an extended period of time.
- Continue to collaborate and support colleagues.
- Engaging in electronic-based professional development.
- Perform other duties as assigned by administration.

Certificated Support Teachers (i.e., Basic Skills Teachers, Academically Talented, ELL, etc.)

Certificated Support Teachers will:

- Be available to answer emails from 9:30am-11:30am and 12:30pm-2:30pm.
- Check-in with classroom teachers of the students they serve and make voice or video calls home as appropriate to offer modification and support.
- Utilize additional resources and activities to provide and plan differentiated instruction and activities, especially if the closure occurs for an extended period of time.
- Continue to collaborate and support colleagues.
- Engage in electronic-based professional development.
- Perform other duties as assigned by administration.

Child Study Team Members and Related Service Providers

CST members will keep a log of all service hours. The hours may include activities such as:

- Conduct scheduled meetings via conference call or teleconferencing with the approval of the Supervisor of Special Services.
- Reschedule meetings with parent consent to extend compliance deadlines.
- Complete outstanding IEPs.
- Schedule upcoming meetings.
- Counseling/Social Skills: Sessions via teleconferencing means with the approval of the Supervisor of Special Services. Group counseling will take place with parental consent.
- Speech and Language Instruction: Conduct individual speech sessions via teleconferencing with the approval of the Supervisor of Special Services. Group counseling will take place with parental consent.
- Occupational Therapy: Conduct individual therapy sessions via teleconferencing with the approval of the Supervisor of Special Services. Group therapy will take place with parental consent.
- Behavioral Consultation: The Behaviorist will conduct via phone or teleconferencing consultation for identified students.
- Evaluations:
 - Social History assessments will be conducted via telephone or Google Hangouts with parental approval. If a parent submits a written request to CST for an in-person assessment, the meeting will be rescheduled to accommodate the parent's preference.
 - Ability, Achievement, Speech-Language, Occupational Therapy and Physical Therapy assessments will be rescheduled for when the psychologist, LDT-C and therapist are able to meet students in person. Scheduling will be based on projected return-to-school dates and communicated to parents via email.
 - All CST members with reports in progress will complete these remotely and the finished product will be sent to the parent via email.
 - If evaluations cannot be completed within the original deadlines, CST will obtain documented parental consent to extend timelines.
- Overseeing Out of District Placements: Out-of-district schools are responsible for sharing copies of their preparedness plans, which include their plan for continuation of instruction. Case Managers will communicate directly with the out-of-district school direct contact and with the families of their out-of-district families at the time of the closure, as well as maintain intermittent communication during the closure to ensure student needs continue to be met. Contact information will be shared between the parent, case manager, and out-of-district school. Additionally, any student attending an out-of-district school will not attend school when the Oradell School District is closed, even if the out-of-district school is open.
- Engaging in Electronic-Based Professional Development

School Counselor

The School Counselor will maintain a log of all service hours. The hours may include activities such as:

- Assist administration with parent education regarding the reason for the closure and concerns aligned with that reason.
- Take referrals from teachers about following up with students.
- Continue to check in with students they know will need support during this time.
- Engaging in electronic-based professional development.

Instructional Aides

Instructional Aides will keep a log of all service hours. The hours may include activities such as:

- Engage in electronic-based professional development.
- Attend online sessions for classes they normally support.
- Perform other duties as assigned.

Developmentally Appropriate Lesson Planning & Instruction

PreK Curricular Plan

The District houses a Preschool Disabled program. Students were sent home with hands-on materials and accompanying activities that mirror the work they would be doing in the classroom.

K-2nd Grade Curricular Plan

The District has created a website specifically to house the daily lessons for each of the primary grades as Google Classroom is not utilized in these grades. The website (The OPS Digital Academy) can be found [here](#) (or at <https://tinyurl.com/tb7hjvc>). The website separates each grade level into 10 days of lessons. Each day is separated into a Word Study, Reading, Writing, Math, Science or Social Studies and a Special Area lesson/activity. Students were sent home with accompanying references, worksheets, materials, etc. The district is prepared to continue to use this format if the closure continues as we believe it provides structure for students and support for parents. Students in kindergarten-grade 2 have also been provided with lessons and activities that focus on skills and strategies targeted in art, music, physical education, world language, and library/media class.

Below is a sample for Kindergarten:

Fundations:

Fundations letter board: practice all the letters saying the letter, keyword (picture), sound

Vowel Extension chart: practice extending the short vowel sound

ABC Order Worksheet: practice writing lowercase letters in alphabetical order (Letter Formation: please make sure you follow the correct wording for the letter formation for each letter)

Trick Words (sight words): do 1-2 sheets

Reading:

Bookflix (login: oradelles/password: bookflix)

Fiction:

1. Watch Click Clack Moo
2. Complete story map (draw and label)

Writing: Daily Writing Prompts:

Resource: Editing checklist attached

PROMPT: What is your favorite book and why?

****Please make sure you write labels, words and/or complete sentences and draw a picture to match your words****

Math:

Practice counting to 100 by ones and tens

Practice recognizing, writing and sequencing numbers 1-20

Number Review: Practice tracing, writing, coloring, counting and finding numbers 1 and 2.

Shape search: Find objects in your house shaped like a circle. Record findings by drawing, labeling and coloring on a blank piece of paper.

Science: Mystery Science

<https://mysteryscience.com/watching/mystery-1/weather-conditions/107?code=NTM4OTU2ODk&t=student>

- watch the link
- complete the weather watcher activity

Grade 3-6 Curricular Plan

Separate Google Classrooms were created for each grade in some cases for different classes if taught by a different teacher. Included is a table that represents activities that students in grade three will complete on Day 1. There is a daily table like this for each day and each grade level along with accompanying resources in the grade and teacher specific Google classroom. Teachers have the ability to interact with students as they complete tasks and to use applications such as Google Meet to provide live demonstrations or individual teaching conferences if needed. Students in grades 3-6 have also been provided with lessons and activities that focus on skills and strategies targeted in art, music, physical education, world language, and library/media class.

Sample of Google Classroom Lessons/Activities for Grades 3-6

THIRD GRADE – DAY 1

Day 1 Math

	Activity	Resources	Assignment	Exit Ticket
Activity 1	Go Math Lesson 12.1: Describe Plane Shapes	https://www-k6.thinkcentral.com/content/hsp/math/gomath/common/video/video.html#videoid=ref:En_950	Before viewing the video, complete GO MATH workbook pages 695-696 “Show What You Know” and begin studying Vocabulary for Geometry. View video, and then do Go Math wkbk. Pgs. 697-702.	Complete Go Math pgs. 701-702
Activity 2	10 Minutes on IXL MATH	https://www.ixl.com/	Complete activities from the following sections: Any lesson in A, B, C, D, or E.	What’s one problem that was challenging?
Activity 3 OPTIONAL	Estimate 180	http://www.estimate180.com/	Pick an estimation problem and answer the survey questions on the side of the problem. Share your answer here →.	Estimate that’s too low - Estimate that’s too high - Your estimate - Your reasoning -

Day 1 Reading

	Activity	Resources	Assignment	Exit Ticket
Activity 1	Read 20 minutes	Book/Task Cards	Read for 20 minutes.	Title - Page started - Page ended - Respond to one Reading Comprehension Task Card Question in the Google Classroom
Activity 2	Paired Text	Readworks	How Animals Behave in Groups	Questions should be completed in a Google Doc (Day 1 of 2)
Activity 3 Optional	Quizlet Vocabulary	quizlet.com	Continue vocabulary practice (Wordly Wise)	

Day 1 Writing

	Activity	Resources	Assignment	Exit Ticket
Activity 1	Storyworks Jr.	Is Football Too Dangerous for Kids?	Read Is Football Too Dangerous for Kids? Then, answer What do you think? Should kids stop playing tackle football? Write down the information, then study the points on both sides. State your opinion in one sentence, which can be the introduction to an opinion paragraph.	Complete the “What do you think?” section at the bottom of the article. *Complete all writing (Day 1-10) in one Google Doc. Share that Google Doc with your teacher.
Activity 2	20 Minutes on IXL	https://www.ixl.com/	Complete activities from the following sections: IXL: S. Opinion Writing: 1.Distinguish Facts from Opinions	Reach 75-100%

Day 1 Science/Social Studies

	Activity	Resources	Assignment	Exit Ticket
Activity 1	Mystery Science	https://mysteryscience.com/ecosystems/mystery-1/food-chains-predators-herbivores-carnivores/119?r=11920444	Watch the video and then follow the rules to play the game.	The Score Card

Modifications

If you get stuck, you can try the following ideas to help you progress through your work.

- Have an adult read the text aloud to you
- Have an adult read directions to you
- Do only even questions
- On IXL, try to reach 50%
- °Watch Math on the Spot videos on ThinkCentral
- Mystery Science video: Stop every five minutes and share what you learn with someone.

