

THE ORANGE PUBLIC SCHOOLS' EMERGENCY PLAN FOR VIRTUAL OR REMOTE INSTRUCTION

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New Jersey Department of Education



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION



The Orange Public Schools Virtual/Remote Instructional Plan

for Continuity of Instruction in the Event of a Public-Health Related District Closure

LEA Name: The Orange Public Schools

Date: 10/30/23

1. Contact Information

County: Essex County, NJ

District: The Orange Public Schools

Superintendent: Gerald Fitzhugh, II, Ed.D.

Phone Number: 973-677-4000; x:50800

2. Equitable Access & Opportunity to Instruction

In accordance with P.L.2020, c27, the District will ensure the continuity of instruction in the event of a public health-related district closure, by permitting LEAs to utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.A.C. 6A:32-13.1 & 13.2.

Academic Needs

Orange Public Schools promotes the consistent implementation of developmentally appropriate, evidence-based instructional materials and strategies, appropriate to support all students.

In events where a public health emergency (either state declared or declared by a public health agency) results in an LEA closure lasting 3 or more consecutive days, all teaching/learning will be done virtually/remotely and in a scheduled synchronous format; with occasional opportunities for asynchronous instruction.

The District's responsibilities include:

- Preparing families for remote instruction
- Monitoring platforms and student submissions (students accessing, completing and submitting assignments) & quality of posted content (teachers posting daily and providing routine feedback)
- Monitoring staff and student attendance
- Ensuring the health and well-being of staff and students and making adjustment as needed
- Ensuring the continuity of students services for Special Needs students, English Language Learners, etc.
- Ensuring that students in classrooms without FTEs are getting daily instruction and assignments
- Ensuring that teachers use collaboration resources such as Zoom and Google Meet
- Promoting collaboration amongst teachers and support staff: Sharing strategies, resources, and ideas across classrooms, departments, schools

The School Administration/Teachers will

- Utilize Google Classroom platforms for assigning student work. We have implemented synchronous instruction that will follow the students schedule as indicated in Genesis
- Develop and submit individualized lesson plans that align to students IEP goals, modifications, and accommodations
- Post assignments Daily by 9AM in accordance with the District schedule for At-Home Learning (see below)
- Communicate with students, parents, administrators during the closure utilizing Class Dojo or Remind accounts to maintain parental contact
- Share Google Classroom codes with respective principals and supervisors so they can view the site and accompanying assignments
- Upload standards-based assignments/assessments into Google Classroom or Class Dojo or Teacher Web Page in advance of the instructional session
- Upload/score/grade assignments
- Providing Lesson Feedback such to promote a progression of content (Admin)
- Provide feedback on all assignments
- Interact with students during assigned Office Hours in synchronous (live/real time) and asynchronous experiences
- Attend Common Planning Meetings (CPTs) routinely as scheduled by school and district administrators and peers
- Enter Grades into the District's Student Management System (Genesis)
- Participate in profession development designed to improve the use of digital technologies

Parents will support their child(ren) in the learning process by:

- Monitoring Orange Public Schools (OPS) updates sent via phone blasts, Class Dojo, Remind, Google Classroom, district website, social media handles etc.
- Checking in daily about the Remote/Virtual Learning tasks, activities, and assessments
- Encouraging adherence and attendance in the Remote/Virtual Learning check-in times offered by student's teachers
- Designating a place and time where student will work independently on his/her assigned tasks
- Asking student to provide a brief summary of the learning he/she is engaging in for each class to ensure their understanding of the content

- Asking student about their deadlines and supporting them, as needed, in submitting assignments in accordance with the established deadlines
- Helping student manage logs to document progress on assignments and lessons
- Reminding student to contact/email his/her teachers if they have any questions

Scheduling and Attendance

During Remote/Virtual Instruction, the District will have institute full day schedules for grades 1-12. The 4-hour half-day schedules for students in grades Pre-K 3 & 4 will be instituted. Office hours will be instituted from 1:00 PM to 3:00 PM for prekindergarten grade levels. According to N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in kindergarten; preschool programs must include a six-hour comprehensive educational component (N.J.A.C. 6A:13A-1.2). Teacher/child contact does not necessarily mean face to face instruction District and school policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.

Note: Hours of instructional time are not defined as a student's time spent in front of a teacher or in front of a screen, but time engaged in standards-based learning under the guidance and direction of a teacher. The NJDOE recommends districts prioritize flexibility and creative planning to maximize opportunities to learn with considerations for what is developmentally appropriate for a student's grade level and accommodate the varying levels of parent or guardian support during at-home instruction.

Sample Schedule (Elementary)

ELEM	Normal Time	Duration
PERIOD 1A	08:30 - 09:10	40 min
PERIOD 1B	09:10 - 09:50	40 min
PERIOD 2A	09:55 - 10:35	40 min
PERIOD 2B	10:35 - 11:15	40 min
PERIOD 3A	11:20 - 12:00	40 min
PERIOD 3B	12:55 - 01:35	40 min
PERIOD 4A	01:40 - 02:20	40 min
PERIOD 4B	02:20 - 03:00	40 min

Schedule

- 8:30am – 3:00 PM – Mandatory Synchronous Instruction
- Rotational/AB Schedule
- 100% Synchronous Focus

Evident in the Schedule

- Office Hours (Pre-K ONLY)
- Intervention/Extensions
- Prep Periods
- Common Planning

Instructional Delivery: Grading

Teachers are responsible for grading work and entering grades into Genesis either as Classwork, Tests, Quizzes, or Authentic Assessments (for longer-term projects). Grading of assignments/ assessments is to be entered regularly in Genesis. Feedback is provided to students through Google Classroom, Class Dojo, and/or Remind.

Assessment: Monitoring Student Progress

Assigned classwork should be used to monitor student progress. Teachers should also monitor students' progress in interactive online learning environments such as *iReady*, *iRead*, *Readorium*, *Khan Academy*, *etc.* to assess students' progress and to tailor individualized instruction. Formative and Summative Assessment will continue in all content areas.

Device Support

All students have been assigned devices. Procedures have already been established districtwide and at the child's home school. Technology coordinators, assigned to each building, are included in the distribution and maintenance process. Additional dissemination of Chromebooks via kiosks will occur as needed based upon inventories and periodic surveys.

Connectivity

The schools and administration will continue to push Comcast as this is the provider for Orange Township. Internet Connectivity surveys will be periodically provided through the district's parent communication channels (ex: Class Dojo, Remind, website, etc.) The district has worked directly with Assemblywoman Timberlake's Office as well as that of the Mayor's Office to align supports for free connectivity

Pre-school Programming

While Pre-school Programming follows much of the same guidance provided for students in grades K – 12, the district will continue to:

- Ensure all students experience a developmentally appropriate school and classroom environment that extends their academic knowledge and their functional, physical, and social-emotional skills while in a virtual/remote space.
- Confer regularly with the preschool intervention and referral teams to discuss how to support teachers and parents with children who have challenging behaviors while in the virtual/remote space.
- Institute assessment instruments that are tied to the comprehensive preschool curriculum and that connect to developmentally appropriate learning goals and provide understanding of the early growth and development.
- Implement strengthened supports for dual-language learners that provide the ideal foundation for their language and literacy development and ensures proper screening and placement.

Social/Emotional/Mental Health Needs

Social Workers, School Counselors, and Child Study Teams will be tasked with providing support students and staff in feeling safe, connected, and adjusted. Social workers and mental health agencies will be available for to assist children in crisis and traumatic events. The district will continue to develop protocols for identifying and supporting students who may be experiencing social emotional, behavioral, and mental health challenges via weekly check-in from Guidance Department and School Administrators, SEL resources on staff, school and district websites, and through partnerships with outside entities and agencies.

Additional Supports include:

- ✓ A strong focus on Social Emotional Learning and appropriate behavioral skills will be included in the instructional day.

- ✓ School counselors, social worker and Child Study Team members will provide individualized student services as necessary
- ✓ Staff members will receive continued professional development and support with addressing SEL needs
- ✓ The school counselors, social worker and school psychologist will collaborate with teachers and assist with providing mindfulness activities and brain breaks for students.
- ✓ Orange staff will be encouraged to reach out to the school social worker or school psychologist with any concern for their own or a student's mental health.
- ✓ Parent virtual meetings will offer support and information regarding self-care and mental health topics.
- ✓ Extra-Curricular activities for groups of students will be held virtually, as appropriate, for students to engage with peers outside of their classroom.
- ✓ A variety of behavioral supports are available throughout the district. This includes a contracted BCBA, school counselors, school psychologist, and school social worker.
- ✓ Referral to outside agencies for additional support will be made as appropriate to student or staff needs.
- ✓ Parent information and support will be provided as appropriate.

3. Addressing Special Education Needs

Consistent with guidance from the United States Department of Education, districts must continue to meet their obligations to students with disabilities to the greatest extent possible. Specific strategies and considerations for students with disabilities must be critical points of discussion for every virtual/remote scenario.

The District/IEP Teams will:

- Provide clear communication to parents/guardians of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by federal and state law.
- Establish procedures to address the remote/virtual instruction and services of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
- 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 closure.
- Upon return, 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.
- Develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.

Child Study Teams will:

- Report daily attendance through Google Drive
- Make weekly contact with students and parents
- Collaborate with teachers to provide instructional and social emotional support
- Attend I&RS meetings
- Schedule and generate notices for all IEP meetings with parents
- Conduct IEP meetings via telephone conference, Google Meet and Zoom
- Complete all Random Moment Studies sent from Easy IEP
- Attend I&RS meetings
- Document all student placements for the 2020-2021 school year in Google Doc
- Collaborate with Out of District Schools to schedule meetings remotely

- Provide appropriate related services for students with Disabilities to the extent possible
- Coordinate telepractices for related services when needed (services provided through electronic communications, virtual, remote platforms such as Google Meet. Should align to IEP goals to the greatest extent possible)

Special Education Teachers will:

- Provide daily assignments and student/parent communications through Google Classroom, Class Dojo, and Remind
- Develop and submit individualized lesson plans that align to students IEP goals, modifications, and accommodations
- Provide Present Level of Academic Achievement and Functional Performance (PLAAP's) for students IEP's
- Attend virtual IEP meetings scheduled by the case manager
- Collaborate with CST regarding students' academic and social emotional supports

Special Education Grade Span Strategies, Modifications, and Accommodations: PreK - Kdg

Grade Span	Modifications/ Accommodations	Teacher/Para Responsibilities	CST/Related Services
Pre-K	<p>Provide instructional lessons activities in different modalities</p> <p>Align modifications and accommodations to IEP's</p> <p>Provide students with various educational sites for learning</p>	<p>Post recorded videos with activities on Class Dojo</p> <p>Provide videos and activities to assist with fine motor skills</p> <p>Post daily activities for letter and number recognition</p> <p>Paraprofessionals will contact students and parents to assist with assignments</p> <p>Administration will conduct weekly meeting to assess and support learning</p> <p>Provide professional development for paraprofessionals on using effective ABA strategies and activities</p>	<p>Case Manager conducts weekly consultation with parents</p> <p>Provide academic and social emotional support to students and parents</p> <p>Provide related services through telepractices for Speech, OT, PT to the best extent possible through Google Meet when possible</p> <p>Document all related services</p> <p>Collaborate with teachers for progress monitoring</p>

Special Education Grade Span Strategies, Modifications, and Accommodations: Gr. 2 – 7

Grade Span	Modifications/ Accommodations	Teacher/Para Responsibilities	CST/Related Services
Grades 2 - 7	Provide instructional lesson activities in different modalities	Post daily assignments on Google Classroom	Case Manager provides weekly consultation with parents
	Align modifications and accommodations to student's IEP	Post daily messages through Class Dojo	Provide academic and social emotional support
	Scaffold assignments	Provide 1:1 work sessions for students who are struggling through Google Meet	Provide related services through telepractices for Speech, OT, PT, and counseling to the best extent possible through Google Meet
	Provide extended time for assignments	Weekly consultation with students and parents	Document all related services
	Provide students with step by step instructions	Post videos on step by step homework review	Collaborate with teachers for progress monitoring
	Modify assignments	Collaborate with CST to provide academic and social emotional strategies and supports	Collaborate with teachers for progress monitoring
	Provide choice in assignments		

Special Education Grade Span Strategies, Modifications, and Accommodations: Gr. 8-12

Grade Span	Modifications/ Accommodations	Teacher/Para Responsibilities	CST/Related Services
Grades 8 - 12	<p>Provide instructional lesson activities in different modalities</p> <p>Align modifications and accommodations to student's IEP</p> <p>Scaffold assignments</p> <p>Provide extended time for assignments</p> <p>Provide students with step by step instructions</p> <p>Modify assignments</p> <p>Provide choice in assignments</p>	<p>Post daily assignments on Google Classroom</p> <p>Provide 1:1 work sessions for students who are struggling through Google Meet</p> <p>Weekly consultation with students and parents</p> <p>Collaborate with CST to provide academic and social emotional strategies</p>	<p>Case Manager conducts weekly consultation with parents</p> <p>Provide academic and social emotional support to students and parents</p> <p>Related Services will be provided through telepractices for Speech, OT, PT, and counseling to the best extent possible through Google Meet</p> <p>Collaborate with teachers for progress monitoring</p> <p>School Counselors will provide support to families</p> <p>School Counselors will assist with Seniors college application process</p>

Special Education Grade Span Strategies, Modifications, and Accommodations: Autistic, Other

Program	Modifications/ Accommodations	Teacher/Para Responsibilities	CST/Related Services
Autistic Program	<p>Provide instructional lessons activities in different modalities</p> <p>Align modifications and accommodations to IEP's</p> <p>Provide students with various educational sites for learning</p>	<p>Post recorded videos with activities on Google Classroom</p> <p>Provide activities aligned to ABA goals</p> <p>Teacher consultation meetings with parents 3x per week through Google Meet</p> <p>Paraprofessional contact parents to assist with assignments and encourage students through Google Meet and Class Dojo</p> <p>Administration conducts weekly meeting to assess and support learning</p>	<p>Case Manager conducts weekly consultation with parents</p> <p>Provide academic and social emotional support</p> <p>Provide related services through telepractices for Speech, OT, PT to the best extent possible through Google Meet</p> <p>Document all related services</p> <p>Provide ABA strategies through Rethink Platform and the assistance of the District Behaviorist</p> <p>Collaborate with teachers for progress monitoring</p>
SEL			<p>Social Emotional practices will be provided by Social Workers and School Counselors</p>

4. Addressing English Language Learners' Needs

Consistent with guidance from the United States Department of Education, districts must continue to meet their obligations to English Language Learners to the greatest extent possible. Specific strategies and considerations for English Language Learners must be critical points of discussion for every virtual/remote scenario.

The District will:

- Advance the consistent implementation of developmentally appropriate, evidence-based instructional materials and strategies, appropriate to support bilingual/ESL services informed by students' individualized plans or ACCESS level data.
- Ensure the continuity of instruction of ESL learners using appropriate ELL resources for core instructional areas.
- Increase academic intervention options for English Language Development Instruction.

- Virtual/Remote learning will continue to support ESL environments within all K – 12 schools using applications of Sheltered Instruction (SIOP). The district's full-time bilingual programs will continue to be supported at Central Elementary School, Lincoln Avenue School, Rosa Parks Community Schools, and Oakwood Avenue School. The district will continue to support culturally linguistically diverse students in virtual/remote environments by emphasizing a culturally sensitive learning environments, holistic approaches, and positive aren't relationships. Training across platforms (SIOP, Vista Mango, Culturally responsive teaching, etc.) will support teachers in their delivery of high-quality instructions during virtual/remote/ and live instruction.

5. Attendance Plan

Attendance will be taken and recorded in Genesis daily based upon participation in the virtual learning environment and interactions with teachers. All teachers are to record student attendance using Genesis for all classes as students' log in to engage in synchronous learning. Typical district mechanisms (Genesis Parent Portal, Remind App, Class Dojo, email, Robo calls, etc.) will be used to inform parents of absent/tardy/disengaged students daily.

6. Safe Delivery of Meals Plan

Lunch Procedures

The district will establish lunch procedures that accommodate grab-n-go Breakfast and Lunch options with continued consideration for food allergies and special diets at no cost to families. Breakfast & Lunch will be served between 7:30am – 9:30am for all students.

Grab and Go meals will occur at multiple locations for pick up. The selected locations are

- OECC (includes students from Cleveland Street School), 397 Park Avenue
- Scholars Academy, 268 Capuchin Way
- Forest Street School, 651 Forest Street
- Heywood Avenue School, 421 Heywood Avenue
- Lincoln Avenue School, 216 Lincoln Avenue
- Oakwood Avenue School, 135 Oakwood Avenue
- Park Avenue School, 231 Park Avenue
- Rosa Parks Community School, 369 Main Street
- Orange High School, 400 Lincoln Avenue

Serving times for BOTH breakfast and lunch are organized by last name:

- A-F: 7:30am – 8:00am
- G-L: 8:00am – 8:30am
- M-R: 8:30am – 9:00am
- S-Z: 9:00am – 9:30am

7. Facilities

As part of our cleaning and disinfecting protocols, the District will:

- ✓ Continue the increased frequency of facility cleaning schedules that includes cleaning and sanitizing with a particular emphasis on commonly touched surfaces – which shall be no less stringent or frequent than what is required by the Department of Health for PreK–12 schools.
- ✓ Ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.
- ✓ Clean all common areas at the beginning and at the end of each period where students change rooms.
- ✓ Properly clean and disinfect highly used surfaces between uses (fomites).

List of frequently touched surfaces to be cleaned after use:

- Tables
- Doorknobs
- Light switches
- Countertops
- Handles
- Desks, laboratory tables
- Phones
- Keyboards
- Toilets
- Faucets and sinks
- Lab equipment and materials
- Engineering controls (fire extinguisher, fume hood, eyewash, shower, etc.)
- Touch screens

7. Essential Employees

- ✓ Superintendent
- ✓ School Business Administrator
- ✓ Assistant Superintendent
- ✓ Assistant School Business Administrator
- ✓ Secretarial Staff to the Supt, Assistant Supt, and School Business Administrator
- ✓ Custodial Staff
- ✓ Security Manager

8. Other

Extended Student Learning Opportunities (Afterschool/Title I/21st Century)

After-school and extracurricular programs can provide critical supports that contribute to students' academic, social, emotional and physical development. Research has shown how critical such programs are, with outcomes that range from academic achievement and developing resilience to readiness for college and careers.

In the event of closure, schools will determine the feasibility of running Afterschool Programming virtually and will have to coordinate the dissemination of materials and kits to the feeder locations for pick up.

Childcare

Local school systems will want to consider opening childcare programs prior to opening schools to ensure school staff have adequate care for their children while they are at work. Childcare programs will need to be well-resourced with cleaning and medical supplies and the ability to purchase food and paper goods in bulk. We are currently working with the YMCA to assist with providing childcare for those families that are in need. YMCA will provide parents with payment structure.

Transportation

Transportation services will be suspended during school closures.

SEL

The District will continue to research, identify, and integrate evidence-based pre-K through grade 12 social-emotional learning (SEL)-aligned resources and practices throughout curriculum, instruction, assessment, and professional development designs.

- Embed SEL practices through explicit instruction as an integral part of core instruction.
- Ensure the balance between the social-emotional needs of students and their academics matters such to inform student workload, testing calendars, schedules, and homework
- Support school leaders to implement effective, research-based processes that address the critical components of positive behavior intervention and supports (PBIS), restorative practices, equitable practices, and Multi-Tiered Systems of Support (MTSS) to increase the conditions for learning for all students.
- Provide professional development for instructional and support staff to implement social-emotional learning practices in all schools in order to engage all students.
- Facilitate the professional development of adult social-emotional learning and skills through training and coaching to support student learning.

Summer Student Learning Opportunities (Afterschool/Title I/21st Century)

Summer school programs can provide critical supports that contribute to students' academic, social emotional, and physical development.

In the event of closure, schools will determine the feasibility of running Afterschool Programming virtually and will have to coordinate the dissemination of materials and kits to the feeder locations for pick up. In the event of closure, schools will determine the feasibility of running Summer School Programming (Enrichment, Credit Recovery, Remediation, etc.) virtually and will have to coordinate the dissemination of materials and kits to the feeder locations for pick up.

