



STATE OF NEW JERSEY DEPARTMENT OF EDUCATION

New Jersey Department of Education (NJDOE) Checklist for Emergency Preparedness Plans

New Jersey Department of Health (NJDOH) guidance identifies school closure as a potential strategy to limit transmission within a community. In the event that a district or charter school, in collaboration and consultation with its local health agency, determines that it is in the best interests of students and staff to close individual schools or the entire district, the district or charter school 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, and/or any other means developed by the district to meet the needs of all students in the district. Any day in which all students impacted by a public health-related school closure have access to home instruction services provided in alignment with this guidance 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 [N.J.S.A. 18A:7F-9](#).

County	Essex County
District	West Orange Public Schools
District Chief School Administrator	Dr. Scott C. Cascone
Phone Contact	973-669-6400, Ext. 20512

Plan Component Question 1	Mark Yes or No
Does the plan include equitable access to instruction for all students?	YES
Does the plan include an overall demographic profile for your district, including students counts for state funded pre-school, homeless, low socioeconomic (LSE), Students with Disabilities, and English Language Learners (ELLs)?	YES
Does the plan ensure that all students, with their varied and age-appropriate needs, are addressed through the plan?	YES
Does the plan demonstrate a working knowledge (data summary or narrative) of student access to technology for grades identified in your plan as being served by one or more online platforms?	YES

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Notes on Question 1

Demographic Profile

The demographic profile for our district, including students counts for state funded pre-school, homeless, low socioeconomic (LSE), Students with Disabilities, and English Language Learners (ELLs) is linked here.

[DEMOGRAPHIC PROFILE](#)

The West Orange Public Schools has developed an E-Learning Site via Google Sites and Google Classrooms for students grades PreK-12 to access quality online instructional opportunities that include virtual learning with lesson video components, links to content area resources, interactive activities, student assignments, discussion boards, modifications for special education students, interventions and instructional strategies for basic skills students, reading strategies and supports for struggling readers, resources to support teachers from librarians, reading specialists, and content area supervisors, study skill strategies for online learning, college and career readiness objectives, and social / emotional supports by school counselors.

The instructional schedule consists of a range of 2.5 to 4.5 instructional hours per day, culminating in a 13.5 to 18 hour week (depending on grade span as indicated below). These hours are in compliance with the state-mandated rules for home instruction, and therefore count toward the 180-day statute while the physical school buildings are not in session due to a health-related closure.

Elementary PreK-5

2.5+ hour day, culminating in a 13.5 hour week

Middle 6-8

2.9 hour day, culminating in a 14.6 hour week

Secondary 9-12

4.5 hour day on a day rotating schedule, culminating in an 18 hour week.

To include equitable access to instruction for all students, the following action steps were implemented:

Teacher Preparedness

- An E-Learning Instructional Readiness Survey was administered to Certificated Staff members to assess teacher readiness for providing online instruction (E-Learning).
- District wide professional development was provided to all certificated staff on Friday, March 12th, to ensure an initial 10 days of instruction is available to students via the E-Learning Platform.
- Teachers were trained on how to use Google Hangouts Meet for virtual team and faculty meetings, Google Sites, Google Classrooms, and extended learning around Flip Grid, See Saw, Screencastify, Zoom, BookMe, Raz Kids, iReady Math, EveryDay Math online resources, and more.
- All teachers have district-issued laptops which were updated and serviced, as necessary, in order to ensure continuous learning opportunities are developed during an extended school closure.

Instructional Technology Core Team Training

- Over the past two years, the district has provided ongoing monthly training to a core group of approximately 45 instructional technology specialists.
- This team came together on March 12th to prepare to turn-key training on Google Sites / Google

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Classroom / Google Hangouts to all staff on March 13th.

- In addition to training all district staff, this team is working virtually over the next week (which is our Spring Break) in order to ensure that the E-Learning Site is fully functional, that all resources are active, and that the district is ready to move to E-Learning by Monday, March 23rd, our first full formal day out of session due to school closure.
- Additionally, the core team will develop resources, tutorials, and support sites for Parents, Students, Staff and Administrators.

Student Access

- All students in grades 7-12 have district-issued chromebooks in order to access online assignments.
- An E-Learning Home Readiness Survey was released to parents / guardians on March 11th to assess internet access in the home and the number of devices available to access E-Learning.
- Of the 6,641 students in the district, 4,126 electronic survey responses were returned (62%). Of the surveys that were returned 44 indicated they did not have internet access and 10 indicated they did not have a device.
- While it would appear that 2,515 parents did not respond to the survey, one of the survey questions asked how many school aged children were in the home. Based on the survey responses, greater than 6,300 students were accounted for in the survey results received.
- To help identify these students, however, and subsequently, those of them without internet access and/or a technological device, hard copy surveys were sent home to parents.
- On March 15th, phone calls will be made to all 2,515 families to identify students who:
 - Do not have internet access
 - Do not have a device at home to access instruction
 - Require hard copy packets in a language other than English
- Hard copy packets of 10 days of instructional work were created by content area supervisors and teachers by grade level and/or content area. These will be mailed home and/or made available at the entrance way of the Central Office during business hours by Monday, March 23, 2020 and have been translated into Spanish and Creole for specific students.
- Comcast has a program called Internet Essentials that provides low-cost internet access to low-income families. In an effort to help people stay connected Comcast is providing all new customers with two free months of internet access. This program will take effect on Monday, March 23, 2020.
- The West Orange Office of Emergency Management, in collaboration with the Department of Homeland Security will provide the school district with up to 100 personal hotspot (MiFi) devices. These will be distributed by greatest need.
- The district will distribute 100 Chromebook loaner devices to families with greatest need March 19-20, 2020.

Specialized Populations & Developmental Needs

- ESL and World Language teachers have been identified to support the translation of all materials to Spanish and Creole for native language students.
- Teachers of Special Education students in ICR settings have joint classrooms in which both teachers

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are collaboratively co-designing and planning lessons.

- Teachers of POR, Autism, ID, BD and LLD settings have virtual classrooms in Google Sites and/or Google Classrooms, to provide instructional modifications, links to resources, and additional support for online learning for their specific students.
- More specific information around special education is answered in Question 2 below.
- Basic Skills and Leveled Literacy Interventionists have developed specific pages dedicated to intervention strategies and resources.
- School Counselors developed sites around Social Emotional Learning and supporting students and families in times of crisis. Additionally, they are leveraging the BookMe site, so that students can set up appointments via an online platform to call in and speak with their guidance counselors, as well as report an urgent crisis, so that the school can respond accordingly.

Plan Component Question 2	Mark Yes or No
<p>Does the plan address the provision of appropriate special education and related services for students with disabilities?</p> <p>Suggestions for consideration:</p> <ul style="list-style-type: none"> ● Does the plan include adapted materials and assignments to meet student needs? ● Does the plan prepare for how evaluations, Individualized Education Program (IEP) reviews, eligibility meetings and reevaluation meetings, will be rescheduled? ● Does the plan include communication with all parents, including those of students in out-of-district schools and contracted providers (e.g., Head Start and private preschool providers), in their native language? ● Does the plan consider the needs of students who are medically fragile? ● Does the plan outline the determination of how related services will be provided or how compensatory services for related services will be determined? ● Does the plan include communication with out-of-district schools where district students are attending including what will happen if the district is closed and the school is not? ● Does the plan consider transportation for students attending out-of-district schools and when and how to inform vendors if schools close? 	<p>YES</p>

Notes on Question 2

Special Education teachers (including teachers of students in LLD, Autism, ID, BD, and MD classes) worked along with the General Education teachers to plan instructional activities appropriate for the students in their

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classes. Special Education teachers have a link on the E-Learning site to outline activities, which will take into account the needs of their students, including any adapted materials, assignments, modifications, and accommodations. There is a Preschool Disabilities program within the West Orange Public Schools. The Tools of the Mind Program is utilized within the Preschool Program. The Tools of the Mind instructional activities/resources have been uploaded to the E-Learning site for the Betty Maddalena Early Learning Center. The Preschool teachers of students, who require ABA instruction included E-Learning resources, as well as hard copies of instructional packets. Teachers will be available during school closures to respond to questions from parents/guardians and/or students.

In the event of potential school closure, case managers will follow-up with parents/guardians via email to discuss the possibility of holding meetings (i.e. annual review, eligibility, reevaluation eligibility) via a conference call. Case managers will email a draft copy of the IEP in advance of the meeting. Teachers will continue to provide written input, specific to the student's progress in the IEP. Additionally, teachers will participate in IEP meetings via electronic means. A memo with directions for scheduling a conference call via Google Meets has been developed and will be shared with case managers and district staff should this need arise.

Reports for students who have been evaluated will be written by the respective evaluator and will be sent to parents/guardians upon completion to ensure compliance. In the event of potential school closures, any evaluation that has not yet been completed will be completed upon returning to school, as the evaluations will have to be done in person.

The District utilizes multiple methods of communication regarding decisions related to COVID-19 to all relevant stakeholders. District correspondence is typically sent out in English, Spanish and Creole (where applicable).

The plan takes into account all students with disabilities, including those who are medically-fragile.

A Related Services E-Learning link has been established and the therapists are working on preparing activities that will be uploaded.

- For **Speech Therapy**, the folders are broken down by grade-level and then within each grade-level, the applicable session target (i.e. articulation, fluency, voice, language).
- For **Occupational Therapy**, the folders are broken down by session target (i.e. fine motor, gross motor/sensory, handwriting, visual/perceptual) and then grade-level.
- For **Physical Therapy**, the folders are broken down by grade-level and then session target (i.e. functional skills, gross motor, strengthening).

The district Related Service providers will be available during school hours to respond to any questions from parents/guardians and/or students in the event of school closures. Of course, depending on the unique needs of each student, the district will provide compensatory services when required by law.

Due to the confidential nature of Counseling as a Related Service service, the district is prepared to provide compensatory services for any missed Counseling session during potential school closures. District Child Study Team members, who provide Counseling services will be available during school hours via email.

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For students, who require Feeding Therapy as a Related Service in accordance with their Individualized Education Program (IEP), specific arrangements are being made with parents/guardians to discuss service options, which may include compensatory services for any missed sessions during potential school closures.

In the event that the West Orange Public School closes as a result of the COVID-19 outbreak, students attending out-of-district placements will not be transported to and from school. This decision was made to ensure the safety and well-being of our school community. The District communicated this information to parents/guardians of out-of-district students via a School Messenger email (in English and Spanish) on Friday, March 13, 2020. This information was shared with the out-of-district placements via an email on Friday, March 13, 2020. The Transportation Department was made aware of this decision and will communicate to the co-op to ensure that the bus companies are made aware not to pick-up students based on this decision.

Plan Component Question 3	Mark Yes or No
Does the plan address the provision of school nutrition benefits or services for eligible students?	YES

Notes on Question 3

Per the New Jersey Department of Agriculture, Districts should provide the following information in their plan so it can be passed on to the New Jersey Department of Agriculture in the event the pending waiver request before the United States Department Agriculture is granted:

SFA Name: West Orange Board Of Education

Agreement #:013-05680

Date Meal Distribution will begin: Monday, March 23, 2020

Date Meal Distribution will end: TBD

Schools/Site where distribution of meals will take place: All elementary schools

Meals to be claimed for reimbursement per day: Breakfast and lunch

(up to two meals, or one meal and one snack, per child per day)

Please outline the SFA's method(s) for meal distribution, including meal content and meal counting and claiming procedure. If the SFA plans to provide meals for multiple days, please outline the plan below. Include how all food safety requirements will be met.

The following meal services will be made available to all West Orange students. The district will be implementing a drive thru in each of the elementary school parking lots for parents to pull up to receive meals in order to avoid gatherings of large groups. We will be serving reimbursable lunches and breakfasts consisting of all components of a reimbursable meal. The window for pickup each day will be from 12p-2p when they will receive the current day's lunch and the following day's breakfast. We will use a tally method and production records to capture meals. The meals are being produced in a food safe 'commissary' at a central location. All employees in the commissary will have masks and gloves on in addition to following all

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ServSafe Food Safety protocols and guidelines.

Pick Up Locations

- Gregory Elementary School – 301 Gregory Avenue
- Hazel Elementary School – 45 Hazel Avenue
- Kelly Elementary School – 555 Pleasant Valley Way
- Mt. Pleasant Elementary School – 9 Manger Road
- Redwood Elementary School – 75 Redwood Avenue
- St. Cloud Elementary School – 71 Sheridan Avenue
- Washington Elementary School – 289 Main Street