



COVID-19 Emergency Outbreak Response/ Pandemic Plan

Public Health-Related School Closure

HOME INSTRUCTION Preparedness Plan March 2020

Health Related Closure Preparedness Plan

Developed By:

District Leadership Team

Board of Education

President of Teachers Union

Oakland Police Department (Chief)

Staff Physician

School Nurses

Parent Representatives (PTO Presidents)

Building and Grounds Supervisors

Borough Administrator

Please see Addendum A for Complete List of Essential Personnel

The Oakland Public Schools Health Related Closure Preparedness Plan includes provision for “Home instruction services guided by N.J.A.C. 6A:16-10.1” through any other means developed by the district to meet the needs of its students. The home instruction services plan provided is consistent with the guidance in the March 5, 2020 Broadcast Memo from the New Jersey Department of Education specifically highlighting, “Home Instruction may count as a day in which the board of education has provided public school facilities toward its compliance with the 180-day requirement in accordance with N.J.S.A. 18A:7F-9.”

Expectations & Requirements

Roles and Responsibilities - Parents & Guardians

- Support your child in their learning process by:
- Monitoring Oakland Public Schools updates and checking in with your child daily about the home instruction school learning tasks, activities, and assessments that they are working on.
- Encouraging adherence and attendance in the virtual school check-in times offered by each of your children’s teachers.
- Designating a place where your child will work on his/her assigned tasks.
- Asking your child to provide a brief summary of the learning he/she is engaging in for each class to ensure their understanding of the content and of the process they are being asked to engage in to demonstrate their learning.

- Reviewing with your child about their deadline calendar and supporting them, as needed, in submitting assignments in accordance with the established deadlines. Email his/her teachers if they have any questions.

Role and Responsibilities - Students

- Dedicate appropriate time to learning, as guided by your teachers.
- Check appropriate Google Classrooms and school emails for information on courses, assignments, and resources, on a daily basis.
- Attend and participate in remote/virtual school check-in times offered by each of your teachers.
- Identify a comfortable and quiet space to study/learn.
- Submit all assignments in accordance with provided timelines and/or due dates.

Expectations for Teachers

Essential Personnel: 150 Classroom Teachers, 25 Special Education Teachers, 3 Art Teachers, 6 Music Teachers, 6 Physical Education

Clearly explain their expectations of students while engaged in home instruction.

- Be **flexible** in their assignments that they develop and assign.
 - Middle School Teachers are strongly encouraged to assign **asynchronous learning tasks** to students (i.e. learning tasks that **don't** have to be completed "live" or in real-time).
 - Example 1: Flipped Classroom
- Establish flexible expectations for **timing**, pacing, and rigor in the online environment.
 - Teachers are strongly encouraged to post students' assignments and deadlines **for the week**, rather than posting new work every single day.
 - This will provide students *and* teachers the opportunity to manage their time appropriately and will help to keep students from feeling overwhelmed with a new daily workload as well as provide accommodations for students.
- Embrace **simplicity** in online learning tasks and lesson plans; in an online home instruction learning environment, **less is often more**.
 - Teachers are strongly encouraged to simplify lesson plans. (What is the focused learning outcome? How will you know students learned it?) Continue to update your Lessons Plans weekly in Real Time.
 - Teachers are strongly encouraged to limit the online tools and platforms to those that are already commonly used in class.
 - Teachers are strongly encouraged to optimize high-quality resources that are already at their disposal.
 - Teachers can find high-quality content on YouTube, Khan Academy, and other digital video libraries.
 - Teachers are strongly encouraged to collaborate with colleagues, to co-plan, to co-design lessons, and to pool resources. This will be their daily preparation period.
 - Teachers will follow their minimum day contractual schedules for virtual learning instruction daily.

Taking Attendance

- **Check for student engagement.** If you can see that a student has read a post, reflected on a blog, logged-in, etc., that student should be marked present. **Participation is equivalent to daily attendance.** (Yes, just seeing that a student logged in and read a post is enough to mark them present and or an email from a parent/guardian. This is the same as in the physical classroom. If they show up, they are present.)
 - If a student **engages** with the assigned work, that student should be marked present for all the days associated with that work.
 - If a student **does not engage** with the assigned work, the teacher must access Google Classroom to check student activity. If a student was active, he or she should be marked present on those days *even if that student did not submit the assigned work.*
- Attendance will be monitored through student participation packets and on Google Classroom and parent email.
- Teachers should reach out to counselors about students who are not attending or participating as well so they can follow up with that student from a place of support.

Expectations for Guidance Counselors

Essential Personnel: 1.5 Elementary School Counselors and 3 Middle School Counselors

- Continue to check in with the students they know will need support during this time.
- Take referrals from teachers about who to follow up with and check in on.
- Make personal connections with classes to let them know they are being supported.
- Focus on Parent Education – what support do our parent's need, what resources can be provided to them? What more can we do and think about to support our parents?
- Due to the very nature of an online learning environment, the provision of online counseling for significant emotional/mental health concerns presents serious logistical and ethical challenges. Many of our school counselors are currently in accommodations where they are unable to privately and confidentially meet with students or quickly access mental health services. The American School Counselor Association (ASCA) does not provide guidelines for school counselors in providing online counseling. In most cases, school counselors do not have immediate access to resources or a team in order to intervene quickly when needed in the online environment.
- Therefore, school counselors will refrain from providing individual online counseling for students experiencing significant mental health symptoms. In the event of a serious concern about a student (i.e. self-harm, suicidal thoughts/threats, severe anxiety, Child Protection situation, etc.) the school counselor will immediately refer the concern to their school principal and the school psychologist. The principal and school psychologist will follow protocol in terms of Child Protection.
- Assist with the compliance with 504, IEP, and Free and Reduced Lunch.

- Perform as many traditional tasks as possible.

Expectations for Administrators

Essential Personnel: Will work each day and communicate daily via text, email, and Google Hangout. 1 Superintendent of Schools; 1 Business Administrator; 4 Building Principals; 1 Vice Principal; 1 Director of Student Personnel and Special Services; 3 District Supervisors- 1 Supervisor of Curriculum, Instruction and Assessment; 1 Supervisor of Instruction and Special Projects; and 1 Supervisor Mathematics and Science

All administrators will:

- Support teachers in the development and implementation of online instruction/email communication.
- Consistently and proactively communicate with your staff.
- Facilitate collaboration, especially in the development of common online instructional resources.
- Monitor attendance and lessons.
- Communicate with staff, parents, and students.
- Prepare for the return to school transition.
- Perform as many traditional tasks as possible.

Expectations for Business Office

Essential Personnel: Business Administrator, Payroll Assistant, Purchasing Assistant, Human Resources Assistant, Transportation Assistant, Treasurer of School Money

Essential personnel will work each day and communicate daily via text or email. One staff member per day will go into the office to open and distribute mail.

The Payroll Assistant will continue to input timesheets and update staff salaries as needed for new hires, leaves and resignations. The Payroll Assistant will generate staff direct deposits for each payday and make agency payments for deductions as required. An email containing payroll transfer sheet will be sent to the Business Administrator and Purchasing Assistant.

The Business Administrator will verify payroll and transfer bank funds to payroll and agency accounts and record payroll in the accounting system. The Purchasing Assistant will record the FICA and DCRP Pension in the accounting system.

The Purchasing Assistant will continue to generate purchase orders as needed and pay bills for items received. The Purchasing Assistant will also scan any checks received for deposit and email a copy to the Business Administrator.

The Business Administrator will approve Purchase Orders online and authorize mailing to the vendor. The Business Administrator will record deposits in the accounting system.

The Business Administrator will maintain the accounting system, preparing monthly board secretary reports and performing budget analysis to ensure district sustainability.

The Treasurer of School Moneys will perform bank reconciliations on a monthly basis as information is provided by the Business Administrator.

The Human Resources Assistant will continue to be available to staff. The Human Resources Assistant will communicate with Principals regarding staff on leave and other vacancies. The Human Resources Assistant will continue updating staff information in Systems 3000.

The Transportation Supervisor will begin the creation of transportation routes for the 2020-2021 school year.

All members of the Business Office will have the necessary tools to perform their job function, including:

- Remote payroll secure access
- Systems 3000 remote secure access
- Purchasing remote secure access
- Banking remote secure access
- Skype Meeting Access with Superintendent/Administrators/key personnel and BOE
- Logic 54 Transportation System remote access
- AESOP remote secure access
- District email

Expectations for Administrative Assistants

Essential Personnel: 15 Administrative Assistants District Wide

All administrative assistants will:

- Maintain daily communication with administrators
- Attend to all email correspondence
- Perform as many traditional tasks as possible

Expectations for Child Study Team (CST) Members

Essential Personnel: 2 School Psychologists, 2.5 Learning Disabilities Teacher-Consultants, and 1.5 School Social Workers will complete the following:

Case Management:

- Conduct scheduled meetings with colleagues via conference call or Google hangouts/Skype.
- Conduct IEP meetings with parent approval via conference call or Google hangouts/Skype.
- Reschedule meetings with parent consent to extend compliance deadlines.
- Complete outstanding IEPs.
- Schedule upcoming meetings, complete letters of invitation, and send letters of invitation via email.

- School Psychologists and School Social Workers: Work collaboratively with others members of the CST to provide student support when needed.

Social Skills:

- Communicate skills to parents/students via email with links to videos and other interactive skill-based lessons.

Evaluations:

- Complete outstanding evaluation reports.
- Obtain documented parental consent to extend timelines.
- Engage in Electronic-based Professional Development.
- Perform as many traditional tasks as possible.

Out of District Placement

Essential Personnel: 2 School Psychologists, 2.5 Learning Disabilities Teacher-Consultants, and 1.5 School Social Workers

During a school closure the Child Study Team will be in communication with the Out of District schools, providers, and parents. If the district is closed, but the Out of District school is opened the student will attend school. Region 1 will handle all transportation and communication.

If the Out of District placement is closed continued communication with the school providers and parents will take place. Communication will be made with the families of medically fragile students. Educational and related service activities will be provided by the Out of District school. Eligible students will be provided one lunch meal daily if needed.

Expectations for Nurses

Essential Personnel: 3 Elementary School Nurses and 1 Middle School School Nurse

- Act as a liaison between the health department and school administration.
- Coordinate with the school physician.
- Assist the administration with communications.
- Communicate with families.
- Perform as many traditional tasks as possible.

Expectations for Media Specialists

Essential Personnel: 4 Media Specialists

- Develop tutorials (either written or video) to turn-key library tools/resources for students and faculty.
- Support teachers, where appropriate, in developing instructional materials for students.
- Provide parents with independent and instructional material for academic and recreational reading.

- Maintain open communication with the teachers each of you work with on a daily basis
- Maintain open communication with the teachers and parents each of you work with on a daily basis.
- Perform as many traditional tasks as possible.

Expectations for Reading Specialists:

Essential Personnel: 3 Reading Specialists and 1 District ELA Coordinator

- Develop tutorials (either written or video) to turn-key tools/resources for students and faculty.
- Support teachers, where appropriate, in developing independent and instructional materials for students.
- Support parents by providing them with strategies to work at home with their child.
- Maintain open communication with the teachers and parents each of you work with on a daily basis.
- Perform as many traditional tasks as possible.

Expectations for Math Coordinators:

Essential Personnel: 4 Math Coordinators including 1 District Math Coordinator

- Develop tutorials (either written or video) to turn-key tools/resources for students and faculty.
- Support teachers, where appropriate, in developing instructional materials for students.
- Support parents by providing them with strategies to work at home with their child.
- Perform as many traditional tasks as possible.

Expectations for Paraprofessionals

Essential Personnel: 27 Full Time Paraprofessionals and 16 Part Time Paraprofessionals

- Maintain open communication with the teachers each of you work with on a daily basis
- Perform as many traditional tasks as possible.
- Participate in an online course created by the Autism Partnership Foundation.

Expectations for Technicians

Essential Personnel: 2 Technology Specialists

All technicians will:

- Provide remote support for faculty, staff, and students via phone and screen sharing.
- Document every call in the helpdesk.
- Maintain real-time communication with the Tech team via Google Hangouts, email and text messages.
- Perform as many traditional tasks as possible.
- Remotely monitor infrastructure and networking daily.
- Remotely troubleshoot users daily.
- Provide availability for staff to answer questions daily.
- Monitor equipment daily.

Expectations for Maintenance and Custodial Staff

Essential Personnel: Supervisor of Buildings and Grounds, Assistant Supervisor of Buildings and Grounds, 2 maintenance workers and 16 custodial staff members.

All maintenance and custodial staff:

- Will be asked to report to work on a modified schedule to be adjusted according to building needs
- Will be cleaning classrooms, performing building checks, prepping outside fields.
- Boiler logs will be required
- Disinfecting school buildings

In addition to performing their routine role during this closure, the Supervisor and Assistant Supervisor will perform trial runs on routes created by the Transportation Assistant for the 2020-2021 school year.

DO	DON'T
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<ul style="list-style-type: none"> • <u>Do</u> continue to consider best practices about teaching and learning. (Things like student engagement, activating prior knowledge, formative assessment, etc. are all <i>key</i> regardless of the online or offline format of the class.) • <u>Do</u> differentiate your lessons wherever appropriate. • <u>Do</u> incorporate choice to better engage your students. Give more time between assignments. Assign on a Monday to be due on a Friday. Remember, they will be attending other classes not just yours. • <u>Do</u> use the principles of Universal Design for Learning to eliminate barriers to learning for all of your students. (UDL can be <i>especially</i> helpful when planning for online instruction.) • <u>Do</u> be “present” for your students. Research shows that “presence” (being a part of online discussions, offering face-to-face video conferences, providing immediate feedback) is one of the key indicators of highly effective online teaching. Just as is the case in the traditional classroom, respect, rapport, and relationships are key. • <u>Do</u> communicate clearly. It’s okay to keep things simple, to repeat yourself, and to represent deadlines in multiple formats. 	<ul style="list-style-type: none"> □ <u>Don’t</u> assign the same exact task again and again (e.g. “read and reflect, read and reflect, read and reflect, read and reflect”). Student engagement is critical, both online and offline. Keep it fresh! □ <u>Don’t</u> assume that online lessons are “one-size-fits-all.” □ <u>Don’t</u> be afraid to offer a menu of options. □ <u>Don’t</u> forget to consider <u>the UDL guidelines</u>. Students will encounter a whole new set of barriers to learning when transitioning online. UDL helps! □ <u>Don’t</u> forget to engage with students as they participate in the assignments you’ve posted. Interacting in online discussions, providing immediate feedback, and building a strong online-classroom-culture is essential. This is reflected in the research, e.g. “Teaching Online Is Different.” □ <u>Don’t</u> worry about over-communicating assignments, expectations, or deadlines. □ <u>Don’t</u> assume that students will seamlessly transition to the online environment. This can be especially challenging for students who struggle with planning and time management. □ <u>Don’t</u> work in a silo. There’s no need to make more work for yourself.
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Please note that the following provisions of the Emergency Preparedness Plan for Home Instruction in Oakland meets the county checklist for the New Jersey Department of Education for all students.

Valley Middle School Preparedness Plan

To facilitate our health related closure preparedness plan providing home instruction, students will follow their eight period day at home. This includes students of Homeless, low socioeconomic (LSE), Students with Disabilities, and English Language Learners (ELLs). All students have been afforded equal access to home instruction. (See schedule below). Students will log into their teacher's Google Classroom for lessons/assignments. All teachers will be available during their regular teaching periods to answer questions on-line or work together with students through Google Docs. However, we understand that students may not be able to complete their daily assignments within the specific time frame mentioned below. Students have the flexibility to complete their daily assignments at times that are convenient for each family. The teacher will give a "window" of when assignments are to be completed. Our goal is to keep learning moving forward.

Period 1 - 10:00 - 10:30

Period 2 - 10:30 - 11:00

Period 3 - 11:00 - 11:30

Period 4 - 11:30 - 12:00

Period 5 - 12:00 - 12:30

Period 6 - 12:30 - 1:00

Period 7 - 1:00 - 1:30

Period 8 - 1:30 - 2:00

Preschool Disabilities and Elementary (K-5) School Preparedness Plan

To facilitate our health related closure preparedness plan, we will be providing a packet of academic and special area activities for each child in Grades - Preschool and K - 5 to be sent home on Thursday, March 12th. This includes students of Homeless, low socioeconomic (LSE), Students with Disabilities, and English Language Learners (ELLs). All students have been afforded equal access to activities for home instruction. These activities are designed to reinforce NJSLs-aligned concepts in English Language Arts, Mathematics, Science and Social Studies, Special Areas, taught in each grade level and should be completed in the event of an extended health related school closure. In addition, the following resources can be used to practice and reinforce NJSLs grade level specific skills for students in Pre-K through 5th grade. No user IDs or passwords are necessary to access these sites.

<http://mathfacts.com/>

(Math Facts)

<https://www.storylineonline.net/>

(Audio Books)

If the need arises to implement this plan, teachers will be available via email from 10:00 am until 2:00 pm Monday through Friday. We understand that families with elementary

age children may not be able to complete their daily assignments within the specific time frame mentioned above. Students have the flexibility to complete their daily assignments at times that are convenient for each family. Children will not begin work on the packet until directed by the district. In addition, families who do not have Internet access at home have been asked to contact their school's main office so alternate arrangements for ongoing communication may be made.

Parents have been notified of the district's preparedness plan via formal written and electronic communication that was disseminated on March 10, 2020.

At the Middle School we are using Google Classroom and GoGuardian as well as Tynker, Scholastic Go, Infobase Learning, Online Textbooks, Other Various Online learning tools. Learning Ally is available for our Special Education "At Risk" and ELL populations. Pre-K-5 grades are using interactive learning websites and Google Classroom.

All materials at this time are used for reinforcement and review. The District is also providing a Google platform for adaptive instructions and assignments. 1:1 Devices will be provided and will be available to all Pre-K-8 students for Google classroom differentiated learning.

New Jersey State Requirements

From memo from Lamont O. Repollet, Ed.D. Commissioner of Education, sent on 3/5/20:

Requirements to Implement a Public Health-Related School Closure

NJDOH guidance identifies school closure as a potential strategy to limit transmission within a community. In the event a board of education is provided a written directive by either the NJDOH or the health officer of the jurisdiction to institute a public health-related closure, the board of education 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, or any other means developed by the district to meet the needs of its students. Any day in which students impacted by a public health-related closure have access to home instruction services provided consistent with the guidance in this memo 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 accordance with N.J.S.A. 18A:7F-9.

Minimum Standards	
The school district shall establish a written plan for delivery of instruction to continue the student's academic progress and to maintain a record of delivery of instructional services and student progress.	This home instruction learning contingency plan represents the district's written plan for continued delivery of instruction, for maintaining records of delivery of instruction, and for monitoring student progress -- specifically, through teachers' lesson plans, student attendance, and participation in email/online learning activities.
The teacher providing instruction shall be a certified teacher.	This is consistent with the home instruction learning contingency plan. Certified teachers will be providing instruction.
The teacher shall provide instruction for the number of days and length of time sufficient to continue the student's academic progress and dependent upon the student's ability to participate.	The home instruction learning contingency plan was designed to enable teachers to continue student learning and academic progress, as per the curriculum and New Jersey State Learning Standards, to the greatest extent possible.
For a student with disabilities, the home instruction shall be consistent with the student's individualized education plan (IEP) to the extent appropriate and shall meet the New Jersey Student Learning Standards.	As per the home instruction learning contingency plan, teachers are required to provide online/email communication instruction that is consistent with students' individualized education plans (IEPs) to the extent appropriate and shall meet the New Jersey Student Learning Standards.

Meal Service

Essential Personnel: One employee from the district's FSMC, one custodial staff member

The district's FSMC currently provides one employee to prepare and serve lunch meals.

A district custodial staff member assists with the “grab and go” setup and disinfects the school kitchen.

SFA Name: Oakland Board of Education

Agreement #: 00303760

DUE TO THE CURRENT CLOSING, THE FOLLOWING PLAN IS CURRENTLY IN PLACE:

Please note that the following provisions for the meal plan in Oakland meets the county checklist for the New Jersey Department of Agriculture for benefits and/or services for eligible students.

Date Meal Distribution Began: March 16, 2020

Date Meal Distribution will end: To be determined

Distribution of meals is at the Valley Middle School

Meals to be claimed for reimbursement per day: One meal per child per school day. At this time, the district plans on providing meals on a daily basis and will not be providing meals for multiple days.

Meal distribution, including meal content and meal counting and claiming procedure.

The district’s FSMC is preparing “grab and go” lunch meals in the kitchen of our Valley Middle School. These meals contain all five components required by the Child Nutrition Program (dairy, vegetable, fruit, grain and protein). The FSMC will use as much prepackaged items as possible in making up each meal. All meals will remain refrigerated until pick up.

A FSMC representative is stationed at a kiosk immediately outside of the Valley Middle School with a hard copy list to count meals distributed. Students will arrive each day to pick up a meal between 11:00 am and 12:30 pm. At the conclusion of the distribution, the FSMC representative records meals distributed in the POS system to be claimed at the conclusion of the month. The district is awaiting guidance from the officials at the New Jersey Department of Agriculture to confirm how meals may be claimed so the district can be reimbursed for the meals served. The district has also created bus routes should the need arise for this method of distribution. A roster would then be provided for each route.

Preparing Meals

If a school closing is isolated, meaning not every school served by Pomptonian (the district’s FSMC):

- Pomptonian serves over 100 districts in New Jersey and operates over 300 kitchens

- Pomptonian's normal supply lines would be more than sufficient to continue production
- Pomptonian could, with permission, switch meal production to a neighboring community and an emergency vended meal agreement could be implemented
- Arrangements to transport meals to the closed school or a designated site can be arranged
 - Possibly using district vehicles
 - Possibly using district buses

If school closings are widespread, involving 50% to 100% of New Jersey districts:

- With access to the District's kitchens, we will be able to prepare meals. Menus will be modified to be Grab-and-Go while staying in compliance with the Child Nutrition standards.
- Alternately, purchase pre-packaged meals. Many times, these pre-packaged meals are shelf stable, not requiring refrigeration/freezing. These meals also do not require temperature control during delivery.
- This may also allow for distribution of more than 1 day's meal should the need arise.
- Pomptonian has many districts using this type of product for breakfast in the classroom
- FEMA, during Superstorm Sandy, distributed "meals ready to eat" to some of the shelters that Pomptonian ran
- Pomptonian has gathered list of suppliers and available quantities
- Depending on how widespread school closures are in New Jersey, or through the country, this could affect availability.

Meal Distribution

Schools closing would be meant to avoid large gatherings and concentrations of people in crowds that could increase the number of people exposed to the COVID-19 Virus

- Meals could possibly be distributed at the district's schools over an extended period of time
- A "Kiosk" type service could be set up by entrances, for students to pick up a grab-and-go meal
- The community may designate other sites for meals to be picked up. If necessary transportation to those sites can be accomplished using district vehicles or school buses
- If it is not possible to establish a select number of distribution sites, a possible solution is to distribute meals using established bus routes

Kitchen Safety/ Food Safety

The district's FSMC has just completed a review course on the proper food handling techniques and avoiding the spread of illness. The training is in line with the ServSafe standards. Every district has at least one certified ServSafe Food Manager.

Kitchen cleanliness and sanitizing continues to take place daily by district custodial staff. These staff members have been trained in proper disinfecting as recommended by the individual products and the CDC.

Cafeteria Cleaning

District staff responsible for the cleaning of the cafeteria/dining rooms have received training to emphasize the importance of sanitation and its role in preventing the spread of viruses and are cleaning as recommended by the CDC. The Valley Middle School kitchen is disinfected daily following the FSMC's preparation and distribution of meals.

Tracking of Meals

The FSMC has a printed list of the students at the distribution "kiosk" to account for lunches served. The FSMC representative is entering the lunches served into the district POS system at the conclusion of the lunch distribution. The district is awaiting guidance from the officials at the New Jersey Department of Agriculture to confirm how meals may be claimed so the district can be reimbursed for the meals served. The district has also created bus routes should the need arise for this method of distribution. A roster will be provided for each route.

Communicating to our school community in a time of uncertainty:

Our COVID-19 Emergency Outbreak Response/Pandemic Plan leadership team fully realizes that communicating to our school community during times of uncertainty, such as this, will continue to be a challenge. However, as you can see, our goal is to continue to plan and prepare while remaining calm during the uncertainty. The more prepared we are, the easier the transition is for all. In addition, we wanted to provide our learning community, parents and guardians with this information in advance to begin childcare preparations if necessary, along with informing your employers in the event of a short or long-term school closure for your child.

As stated in my previous communication, feel free to reach out to me, your child's principal and our school nurse should you have any questions or concerns about any part of our COVID-19 Emergency Outbreak Response/ Pandemic continuation of learning plan. We realize it will continue to evolve as we get more information from the CDC, NJDOH, NJDOE, and as community transmission becomes more common. With that said, we ask you to continue to remain vigilant and calm, and we thank you for collaborating with us in maintaining a healthy and safe Oakland school community.

Educationally Yours,
Dr. Gina M. Coffaro
Superintendent of Schools

The Oakland Public Schools – Essential Personnel – Appendix A

District Office:		
Dr. Gina Coffaro	Superintendent	coffaro@oaklandschoolsnj.org
Ms. Annette Wells	Business Administrator	wells@oaklandschoolsnj.org
Ms. Karen Martin	Administrative Asst.	martin@oaklandschoolsnj.org
Dogwood Hill Elementary School:		
Mr. Sean Bowe	Principal	bowe@oaklandschoolsnj.org
Ms. Susan Vail	School Counselor	vail@oaklandschoolsnj.org
Ms. Deborah Seabrook	Secretary	seabrook@oaklandschoolsnj.org
Ms. Deborah Teel	Secretary	teel@oaklandschoolsnj.org
Ms. Barbara Verga	Nurse	verga@oaklandschoolsnj.org
Heights Elementary School:		
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Ms. Heather Asip	School Counselor	asip@oaklandschoolsnj.org
Ms. Margaret DenBlaker	Secretary	denblaker@oaklandschoolsnj.org
Ms. Dawn Anderson	Secretary	anderson@oaklandschoolsnj.org
Ms. Michele Wall	Nurse	wall@oaklandschoolsnj.org
Manito Elementary School:		
Mr. Adam Silverstein	Principal	silverstein@oaklandschoolsnj.org
Ms. Heather Asip	School Counselor	asip@oaklandschoolsnj.org
Ms. Angela Carreira	Secretary	carreira@oaklandschoolsnj.org
Ms. Michele Folina	Secretary	folina@oaklandschoolsnj.org
Ms. Karen Kutlick	Nurse	kutlick@oaklandschoolsnj.org
Valley Middle School:		
Mr. Gregg Desiderio	Principal	desiderio@oaklandschoolsnj.org
Ms. Jacqueline Christiano	Vice Principal	christiano@oaklandschoolsnj.org
Mr. Mark Sinclair	Grade 6 Counselor	sinclair@oaklandschoolsnj.org
Ms. Elizabeth Connolly	Grade 7 Counselor	connolly@oaklandschoolsnj.org
Ms. Ellen Mihovics	Grade 8 Counselor	mihovics@oaklandschoolsnj.org
Ms. Sharon Skelley	Secretary	skelley@oaklandschoolsnj.org
Ms. Deborah O'Dell	Secretary	odell@oaklandschoolsnj.org
Ms. Allyson Englishman	Secretary	englishman@oaklandschoolsnj.org
Ms. Silvia Dellalacono	Nurse	dellalacono@oaklandschoolsnj.org
Student Personnel and Special Services:		
Ms. Jennifer M. Zimmerle	Director	zimmerle@oaklandschoolsnj.org
Ms. Mary O'Brien	Secretary	obrien@oaklandschoolsnj.org
Ms. Anne-Marie Kennedy	Secretary	ennedy@oaklandschoolsnj.org
Ms. Susan Vail	DWH Social Worker	vail@oaklandschoolsnj.org
Ms. Stefanni Martinez	DWH Psychologist	martinez@oaklandschoolsnj.org
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Ms. Arlene Ishak	Heights LDT-C	ishak@oaklandschoolsnj.org
Ms. Ellen Flaum	Heights LDT-C	flaum@oaklandschoolsnj.org
Dr. Francesca Plain	Manito Psychologist	plain@oaklandschoolsnj.org
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Ms. Keila Medina	VMS Psychologist	medina@oaklandschoolsnj.org

Buildings and Grounds Staff:		
Mr. Joseph Tumminia	Supervisor	jacod@oaklandschoolsnj.org
Technology Support:		
Dr. Kristin Carr	Supervisor	carr@oaklandschoolsnj.org
Dr. Rosanne Manganelli	Supervisor	manganelli@oaklandschoolsnj.org
Mr. Paul Santiago	Tech Specialist	santiago@oaklandschoolsnj.org
School Physician:		
Dr. Melissa Chism	School Physician	PediatricCare Associates 201-791-4545