North Arlington Public Schools

Emergency Virtual or Remote Instruction Plan

July 8, 2025

Dr. Stephen Yurchak, Superintendent of Schools
Mrs. Samantha Dembowski, School Business Administrator/ Board Secretary
Mr. Jason Suter, Director of Technology
Mr. Michael Burke, Director of Special Education
Mrs. Samantha Rodriguez-Torrento, Director of Curriculum and Instruction
Mrs. Lauren Buckley, Supervisor of Guidance (PreK-12)
Mr. Tony Alho, Supervisor of Buildings and Grounds

District Website:

www.navikings.org

Phone Number: 201-991-6800

Table of Contents

Overview of Emergency Virtual or Remote Instruction Plan……. Pg. 3
Virtual or Remote Instruction Plan ……. Pg. 3
Demographic Profile …….. Pg. 3
Equitable Access to Instruction …… ….. Pg. 4
Academic Counseling Services ……. Pg. 5
Communication with Families ……... Pg. 5
Addressing Special Education Needs ……... Pg. 6
Addressing Multilingual Learners (ML) Plan Needs ……... Pg. 7
Safe Delivery of Meals Plan ……..…..... Pg. 7
Attendance Plan (Students) ……...…. Pg. 7
Attendance Plan (Staff) ……...…… Pg. 8
Facilities Plan ……..…… Pg. 9
Other Considerations ……..……. Pg. 9
Gifted & Talented/ Twice-Exceptional Students…….. Pg. 9
Summer Programming Plan …… Pg. 9
Extended Instructional Support & Summer Learning Academy…… Pg. 9
Social and Emotional Health of Staff and Students ……. Pg. 9
Bias and Stigma Associated with COVID-19 ……. Pg. 9
Mental Health and COVID-19 ……. Pg. 10
Title 1 Extended Learning Programs …… Pg. 10
Transportation ……...…...……..... Pg. 10
Childcare ……...…...……..... Pg. 10
Community Programming ……...…...…… Pg. 10
Remote Learning Schedules ……..... Pg. 11
Grades PK-5 Schedules ……...……..... Pg. 11
Grades 6-8 Schedules …… Pg. 12
Grades 9-12 Schedules ……..... Pg. 12
Preparation and Lunch Periods …….…… Pg. 13
Length of Remote Learning Day to Maximize Student Growth…… Pg. 13
Professional Learning Communities (PLCs)…….…… Pg. 13
Responsibilities of Instructional and Non-Instructional Staff …...…. Pg. 13
Remote Instruction Procedures and Resources for Teachers …… Pg. 19
Frequently Asked Questions…… Pg. 23

Overview of Emergency Virtual or Remote Instruction Plan

The New Jersey Department of Education (NJDOE) released a memo on June 4, 2025 which stated:

Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs

In April 2020, Governor Murphy signed A-3904 into law (P.L.2020, c.27, or "Chapter 27"), which, in part, requires each school district, charter school, renaissance school project, and Approved Private School for Students with Disabilities (APSSD), hereinafter referred to as Local Educational Agencies (LEAs), to submit a proposed program for emergency virtual or remote instruction (Plan) by July 31 annually to the New Jersey Department of Education (NJDOE). In July 2022, the NJDOE readopted N.J.A.C. 6A:32, School District Operations, with amendments and new rules that include updates to the components of the LEA's Plan. This law provides for 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. To assist LEAs in the submission of Plans, the NJDOE is issuing "Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs," which includes a checklist to identify components that must be included in the Plan.

Overview: In response to the directives of the NJDOH and the continued concerns of COVID-19, the North Arlington Public School District, in coordination with the Board of Education and local health officials, has developed a plan to provide families with the resources needed to continue students' learning as safely and seamlessly as possible in the event of declared emergencies resulting in a district-wide closure. In the construction of this plan, safety of all staff and students was of utmost importance. The development of this Emergency Virtual or Remote Instruction Plan has been guided by the direct needs of our students as well as *N.J.S.A. 18A:7F-9*.

As per *N.J.A.C.* 6A:16-10.1 school districts 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. It is important to note that, in the case of a public health situation, we will continue to work with the North Arlington Department of Health (NADOH) to review guidelines established by the New Jersey Department of Health (NJDOH) when determining the appropriate course of action.

Virtual or Remote Instruction Plan: In the event of a North Arlington Public Schools closure, we will implement the virtual school option, in alignment with county educational office approval. Full instructional days will be provided, with flexibility for students to engage in both synchronous and asynchronous learning based on their household needs. Teachers will be provided with a lunch break and a one hour "Virtual Teachers' Lounge" in order to consult with colleagues, parents, refine instruction, contact building administrators, counselors, etc. All support staff and non-instructional staff members are provided with specific responsibilities to ensure that the optimal remote learning environment is being fostered to the best of all North Arlington Public School employees' abilities. This plan is an update of previous initiatives that were initially established by the Safe Return Committee, when North Arlington Public Schools was ordered to close for in-person instruction due to the COVID-19 pandemic.

Demographic Profile: In the development of this plan, inventorying our resources and analyzing pertinent student population data drove all measures towards equitability. This data includes the percentage of our student counts for state funded pre-school, homeless, low socioeconomic (LSE), Students with Disabilities, and Multilingual Learners (MLs) within our district (on file in Superintendent's Office). As of June 19, 2025, the

North Arlington Public School District serves 2,005 students in-district. Specific populations, such as homeless student counts, have been suppressed to protect privacy. Currently, we serve 295 Special Education students, 792 students who receive Free/Reduced Lunch (663 Free and 129 Reduced) and 154 ML students. Additional data regarding home languages, adaptation to family needs and the dissemination of information is included throughout this plan.

Equitable Access to Instruction: All measurable data related to the needs of our community has been integrated in this plan. Specific numbers of populations by programs are highlighted throughout this plan, with the exception of those that are suppressed to protect student privacy. One piece of data that plays a pivotal role in this plan is the number of students' whose primary home language is not English, which is 607 (Spanish Speaking 357) based on information logged within our student information system (Realtime). This understanding of our diverse community has always driven the way in which we disseminate information. For this reason, we developed our Device and Hotspot Sign-Out System, our "Grab-and-Go" Lunch Program, a Special Services/CST Communication Plan and other resources/correspondence with availability in the native languages of our community members via Google Translate or direct correspondence.

Access to equitable instruction for all students will remain at the forefront of all shared practices, responsibilities and the curation of materials. The district will address any ongoing digital divide issues, including a lack of internet access, network access and/or sufficient access to devices. Since the pandemic started during the 2019-2020 school year, the North Arlington Public School District ensured that all students have access to individual electronic devices. Preschool students each have their own iPad. K-12 students each have their own Chromebook. Certified staff members have each been assigned Dell laptops that have wireless internet access to ensure staff are able to conduct online classes. There is also Google protocol set in place to ensure security during remote instruction. Paraprofessionals may request an electronic device, which would then be provided to them. If any student or staff member experiences connectivity issues, the school district stands ready to provide MiFi (Hotspot) devices that will provide Internet services with no cost to the student or staff member. Any school community member may email helpdesk@navikings.org for assistance. Our Homeless Liaison, in coordination with building principals, will also work with instructional staff and the technology department to secure equitable resources for any student(s) in need, as per policy and regulation 5116. The Director of Special Services, the CST, as well as specific student service providers such as ML and OT/PT will meet to ensure all considerations were made when asking teachers to design remote instructional plans.

To support the development of well-rounded instructional plans that address the needs of all students, teachers have been provided with extensive training on Google Classroom and Google Suite for Education, while also partaking in one-on-one consultations, as needed. Asynchronous training sessions for teachers and other staff members have also been made available. All administrative, secretarial, support and instructional staff from grades PK-12 will be provided with the Emergency Virtual or Remote Instruction Plan. Grades PK-12 instructional and support staff will prepare lessons and learning activities to be communicated to students and parents via Google Classroom. These platforms are still used by teachers and students and are adaptable to remote instructional needs. New staff who are still not completely proficient in Google Classroom will be provided professional development to provide ongoing support. These peer coaches consisted of colleagues who will volunteer to act as co-teachers. Furthermore, all building principals, assistant principals and/or supervisors act as co-teachers in Google Classroom, in order to supervise and assist staff as needed.

Throughout the duration of remote instruction, in order to continue to provide staff with the support needed to implement equitable instructional practices, virtual professional development will be provided in two-way audio/visual programs. These additional programs will include EdPuzzle, Screencastify, FlipGrid, and Google

Meet. Each training will be self-paced and provide interactive components to foster professional learning. Focus on refining differentiated practices and providing small group instruction and/or pull-out services remains at the forefront of the use of these tools. Direct services such as speech therapy and counseling will continue to take place. Each platform provides a different level of student-to-teacher interaction for all students and was carefully reviewed by the administrative team. Additionally, staff meetings and meetings for ML, CST, and other Special Services will continue throughout virtual learning (e.g. IEP Meetings, Academic Counseling, ML Team Meetings, etc.).

LinkIt! will be used to provide data indicating student mastery of the NJSLS, in addition to data from the 2023, 2024, and 2025 New Jersey Student Learning Assessments (NJSLA), and other local district-approved assessments (e.g. OLSAT8, DIBELS, IXL). This data will be applied to both in-class supports and extended learning programs that are designed to provide intervention and remediation. Morning and afternoon Extended Instructional Support (EIS) classes are designed to maximize student enrollment and growth by providing prescribed diagnostic data-driven instruction within a morning and afternoon schedule that is as flexible as possible for our teachers and families. These courses will run remotely via Google Classroom, when necessary. Data collection, review and application to programming/instruction will continue during remote instruction, as internal assessments (e.g. LinkIt!) can be administered remotely as needed.

Other avenues of enriching student learning and/or bridging learning gaps will continue to be implemented based on student data, including Project Based Learning (PBL) activities outlined in our G&T Curricular Guide. All modifications for At-Risk, Gifted, 2-E, ML, and IEP/504 students will be explicitly applied to daily lesson plans regardless of synchronous or asynchronous learning models. We will reallocate funds, as needed, to provide any additional staffing and/or instructional materials to promote learning acceleration. As Career Readiness, Life Literacies & Key Skills Standards (CRLLKS) and Computer Science and Design Thinking (CSDT) have been further implemented throughout remote instruction and in our curricular guides, we will continue to ensure that lessons are embedded with opportunities to grow students' virtual study skills (i.e. organizing Google Drive, sending/receiving Google Calendar invites, maintaining organized Drives, developing digital portfolios, etc.). In light of the changing face of education, we will continue to strive to provide our students with the tools they need in order to be successful.

Academic School Counseling: Our PreK-12 Counseling Department will adapt their established schedule to have contact with students who receive ongoing counseling services, prior to and during remote instruction. Remote communication platforms such as Google Classroom and Google Meets are being used to provide this support in addition to traditional phone calls and emails. All general updates and correspondence are provided to families across the district via Blackboard and Realtime. The Counseling Department has worked closely with the building principals to maintain timelines regarding scheduling, recommendations and advancement ceremonies at the elementary and secondary levels in preparation for potential summer support programs as well as the 2025-2026 school year.

Communication with Families: As highlighted throughout this plan, the North Arlington administration sends frequent communication to all parents through the district website, Blackboard Messenger, direct email and Realtime, and will continue to do so during an extended school closure. The Special Services/CST Department coordinates communication with contracted services as well as all students in out-of-district schools regarding transportation and the rescheduling of meetings with the CST team. Our website utilizes *Google Translate* to ensure communication can take place with parents in their native language. In addition, time will continue to be set aside each week for instructional staff to conduct regular communications regarding academic and social concerns.

Addressing Special Education Needs: All instructional personnel will continue to implement differentiation and modified instruction for all students, including students with IEPs/ 504s, and those who are medically fragile. Of the 333 identified students, 295 are in-district Special Ed. Students and 38 are out-of-district Special Ed. students. In order to serve these students, the Director of Special Education/Section 504 Coordinator and CST developed a Special Services Communication Plan to ensure families continue to receive all correspondence and services. Messages will be communicated through multiple channels that families and staff rely on for information from the district, including, Blackboard Connect e-blast, robocalls and text messages, Special Education and school websites, and Google Meetings/Calls. During a period of public health-related school closures, North Arlington special education staff (which includes Special Education Teachers, Case Managers, Related Service Providers, and Paraprofessionals) will provide special education services using a variety of strategies and online platforms. District-approved distance learning includes tools such as (Email, Classroom Dojo, Google Classroom, Google Meet, FlipGrid, Screencastify, EdPuzzle, etc.) will be utilized as needed. Other materials, beyond those provided digitally (e.g. manipulatives, modified learning materials, social story prompts) will be provided to students during remote instruction, to ensure multiple modes of learning/instruction are being addressed based on each child's needs. Special education teachers will provide instruction aligned to each student's IEP. Specific strategies will be outlined in lesson plans and observed both formally and informally by designated staff (e.g. Director of Special Education, CST, behaviorists, etc.). Special education teachers will also collaborate with general education teachers to discuss each child's progress during PLCs as well as pull-out meetings as scheduled. Progress is reported on a triannual schedule at the PK-5 level and quarterly for grades 6-12. Special education teachers will continue to fulfill their traditional responsibilities by providing feedback on student work, reviewing student progress, reaching out to families, and providing additional support and materials as needed. IEPs will continue to be documented within our student information system (SIS), Realtime. Other pertinent documents related to services, evaluations, and communication with families/teachers will be maintained within the CST office as usual.

Case managers will collaborate with general and special education teachers to monitor student academic progress and determine if accommodations or modifications need to be adjusted. Case managers will also collaborate with related service providers and determine if services need to be adjusted. Communication with parents to discuss student progress and any adjustments to the student's IEP will be ongoing. As well as offering parents alternative virtual IEP meetings in lieu of face-to-face meetings when such a meeting is scheduled while in a remote setting. Evaluations will be conducted in person.

Parents will be asked if they prefer to have related services in person or virtually, pending appropriate guidance from the DOH. If a parent chooses in person, the services will be offered at a centralized location when possible, in accordance with DOH guidelines. For parents who choose virtual, Related Service Providers will continue to provide two-way sessions via Google Meet. Related Service providers will review student progress and provide additional materials, as needed. Related Service providers will continue to collaborate with families via email, phone conferencing, Google Classroom, and other district approved forms of communication. Virtual office hours will also be utilized, as an additional accommodation for the varying schedules of our families.

Multilingual Learners (ML) Plan Needs: The ML program is aligned with state and federal requirements. Teachers, administrators and support staff are trained on strategies to support Multilingual Learners including SEL, Sheltered Instruction, and assisting newly arrived students and families. Our ML department will continue

to routinely check-in with all students who receive services. This includes push-in services to the mainstream class, as well as direct messages to students offering individualized support. Additionally, our team will utilize the district-approved platforms to communicate with parents and provide tutorials related to online instruction. Google Translate enables families to translate all classroom announcements and messages into their preferred language. Teachers will share website translation options with parents and students. Staff members will continue to assist with translating during parent meetings.

Accommodations will be made in alignment with the district approved curriculum, Can-Do descriptors, and WIDA levels. Resources will be shared with teachers that allow for translation and virtual presentations. Additionally, all students have been provided with access to Chromebooks and MiFi devices where necessary. The aforementioned initiatives are closely monitored and refined during our virtual ML Articulation Committee meetings. The ML staff have, and continue to attend, numerous ML meetings with other teachers and leaders throughout NJ. Teachers are encouraged to participate in webinars to enhance their understanding of ML instructional support and improve virtual learning. All relevant information is shared with administrators, teachers, and families.

Safe Delivery of Meals Plan: In coordination with our food service management company, Pomptonian, we developed a meal program that aligns with the needs of our students and families. All safety precautions, regarding food handling and distribution, are being followed by the Pomptonian employees. Parents are also reminded to adhere to safety guidelines communicated via regular administrative contact. Additionally, both "Food Finder" and information for "Meals on Wheels" have been added to our district website. This provides families with specific locations where meals are being made available. All principals continue to make themselves available to families who have any questions regarding the lunch program and safety protocols. In the event the Department of Agriculture (DOA) reinstates meals during full remote learning instruction, the district will adhere to all guidelines set forth by the NJDOE as well as the DOA for the distribution of meals during remote learning. All principals will make themselves available to families who have any questions regarding the lunch program and safety protocol.

Attendance Plan (Students):
Logging Attendance: Students will log into Realtime through a link that will be located on the main school page by 9:00 a.m. each day. Correspondence will be sent to assist students and parents/guardians with the process of logging in. Student ID numbers are located on Student ID cards and are also in Realtime. Students will be logged as Remote Attendance. Students receiving home instruction will also log remote attendance and participate in direct and asynchronous instruction, as per their home instruction schedules and needs.

<u>Following up with Non-Participants and Communicating with Families:</u> If a student does not log into a class or submit any of the day's assignments there are specific steps to be taken. The teacher will contact the parent/guardian of the student via email/phone and notify the student's guidance counselor. If the teacher does not receive a response from the parent, the guidance counselor will follow up with an email/call to the parent/guardian and student if age appropriate. If the guidance counselor does not receive a response from the parent/guardian, the guidance counselor will notify the building administration. The appropriate administrator will attempt to contact the parent/guardian. The school administrator will coordinate wellness checks with the NAPD if a parent does not respond to multiple contact attempts. All procedures are followed in accordance with policy and regulation 5200 (Attendance) as well as policy and regulation 8462 (Reporting Potentially Missing or Abused Children).

When considering factors that may impact promotion, retention, graduation, discipline, and other decisions that will reflect student performance, the school district will adhere to the following policies and/or regulations: 5200 (Attendance), 5600 (Student Discipline/Code of Conduct), and 5460 (High School Graduation).

While various supports and plans are in place for all students, PK-12, there has been specific protocol established for 12th grade students, as we prepare them for post-secondary success. The guidance counselors and administrators continuously monitor seniors and their grades as it relates to graduation. The guidance counselors will contact students/parents regarding the potential of non-graduation and will continue to work with teachers to provide synchronous and/or asynchronous instructional support. By modifying grading schedules and providing additional guidance regarding the modifications and accommodations outlined in our curricular guides, the Guidance Department as a whole has explored every avenue to foster student success. In the event that a student is still in danger of not passing, the Supervisor of Guidance will conduct the next round of notifications to students/parents of the potential of non-graduation. If a senior does not meet their graduation requirements, a meeting will be set up with the student, parents, guidance counselor and principal to set up a plan for online summer school in order to complete the graduation requirements and for the possibility of graduating in August. Educere is the online credit recovery program that is currently in place if/when seniors need to register for credit recovery due to non-graduation. Students at other grade levels (6-12) will also have the opportunity complete credit recovery.

Graduation ceremonies will be planned to be held with guidance provided the NJDOE and/or NJDOH. Students will also be recognized by the community publicly at various locations throughout the district. We are ready to adapt to additional guidelines from the NJDOE and/or NJDOH with the options that are permissible.

Students who are working virtually are strongly encouraged to keep their cameras on during each lesson for purposes of accountability and engagement. During our hybrid and fully remote learning models, we identified some instances when students have not been responsive to teachers' requests, which has led to concerns and challenges. We are now requesting that all students keep their cameras on during each lesson. We understand that there may be instances when a student cannot physically be present, and we will continue to remain flexible; however, we want to make sure that we're doing everything possible to keep our children fully engaged.

As an additional layer of assurance, please know that Google Meet added an option for students to either blur or choose alternate backgrounds when on camera. We hope that this new option will ease any concerns about privacy within the household.

Student Sick-Day Guidance: Please email your assigned building secretary to report student sickness during the school closure. A reason, diagnosis, doctor's note(s), will all be logged through this correspondence. School Nurses will monitor and communicate with parents regarding any student sickness.

Attendance Plan (Staff)

Instructional Staff Sick-Day Guidance: In the event that a teacher must utilize a sick-day, the absence must be entered in Frontline. Please indicate "Substitute Needed" as administration will be arranging internal, remote coverage and/or substitute coverages. Specifically, staff members assigned a navikings.org account, who are available for "virtual coverage," will log into the absent teacher's Google Classroom to oversee instruction. Asynchronous lessons will be posted in Google Classroom.

Non-Instructional Staff Sick-Day Guidance: In the event that a staff member (i.e. Administrative Assistant, Supervisor, Custodian, etc.) must utilize a sick-day, the absence must be entered in Frontline.

Facilities Plan

All school/district buildings will be closed, and all district ID cards will be suspended until further notice. Staff access to the building may be arranged by district administration, in alignment with executive orders. Additionally, the school district facilities will not be available for use by outside organizations. These measures are being taken for a variety of reasons, including, but not limited to the ability for our custodial and maintenance staff to complete the necessary cleaning and disinfecting regimen. Buildings will be maintained for the duration of the closure(s) in accordance with health and safety guidelines.

Other Considerations

a. Accelerated learning opportunities are outlined in the sections below:

Gifted and Talented Students/Twice Exceptional Students: All students who are identified as Gifted & Talented (G&T) and twice exceptional (2-E) will continue to receive remote services via Google Classroom. Student activities tied directly to the North Arlington Public School G&T Curriculum will resume with modifications made to community-based projects as needed. Additionally, the NAGC's *Gifted and Talented - Learning Resources* page will be utilized as a resource across content areas: https://njagc.org/resources/

Summer 2025 & 2026 Programming Plan: North Arlington Public Schools will provide in-school, virtual, and a blended model of Extended School Year (ESY), as permitted. Modifications will be made to the schedule in order to secure the safety of students and staff while maintaining the normal amount of instructional time provided by traditional ESY. If ESY must take place virtually/blended, additional professional development will be provided to the ESY staff in providing blended and remote learning specific to the needs of these students. Remote learning plans will carry over into ESY in order to promote consistent learning strategies. Related Services will be provided during both traditional and virtual ESY.

Extended Instructional Support (Fall-Spring SY Program): As highlighted in other areas of this plan, Extended Instructional Support will be provided to students who require intervention/ remediation in the areas of ELA, Math and Science. These supplemental programs will continue to run in the mornings and afternoons (pending staff availability) via Google Classroom. The classes will be synchronous with additional asynchronous opportunities for students to engage in extended learning opportunities. Students enrolled in these classes will continue to receive targeted instruction based on specific NJSLS-based data derived from LinkIt!, IXL, and other measures. Students will also be tracked by program to ensure services are being appropriately provided (e.g. ML staff will be hired to support students on an interdisciplinary basis). Student progress will also be monitored to measure academic growth and programmatic efficacy.

b. Social and emotional health of staff and students

Bias and Stigma associated with COVID-19: Understanding that COVID-19 could bring unwanted bias or stigma upon certain ethnic and religious groups, our district will be hyper-aware of student behavior and utilize educational strategies to prevent or combat bias and stigma associated with the virus. The following link has been posted on our district website to educate the community:
https://www.njoag.gov/about/divisions-and-offices/division-on-civil-rights-home/covid-19-faqs/

Mental Health and COVID-19: In an effort to support the mental health of our staff, students, and families, the administration, in coordination with the Guidance Department, has shared resources via our district website, provided SEL resources for teachers connected to the NJSLS, and continues to explore remote materials connected to Stigma-Free Initiatives. In coordination with West Bergen Mental Healthcare and United Therapy Solutions, our district has contracted a licensed full-time PreK-12 clinicians and student services (including clearances) for the 2025-2026 school year. The district's Student Assistance Coordinator will continue to provide counseling related to substance abuse and overall mental health, providing individualized support regarding social and emotional well-being.

For all other concerns that may impact our families and communities, the Guidance Department has published numerous resources on its page: https://www.navikings.org/School Counseling.

c. Title I Extended Learning Programs

The North Arlington School District focuses on standards-based instruction for all of our students. Although we have made overall progress on state-assessed subject areas (English Language Arts [ELA] and Mathematics) as evidenced by the New Jersey Student Learning Assessment (NJSLA), we have still identified a number of students who could benefit from refined instructional support.

Therefore, we utilize multiple data points to monitor the progress of our students. If it is determined that a student is on the cusp of acquiring the grade-level skills needed to meet expectations as they relate to the New Jersey Student Learning Standards, students are recommended for basic skills instruction, in an effort to provide supplemental targeted interventions. This program is supported by Title I funding.

d. 21st Century Community Learning Center Programs
N/A

e. Credit recovery
See Attendance Plan

f. Other extended student learning opportunities
See (Other Considerations) Item A

g. Transportation
Transportation Services: As a result of a district closure, transportation services have been suspended. Communication regarding the transportation of students attending out-of-district schools is facilitated by the Special Services Department. Vendors are contacted through Special Services, Superintendent of Schools, or designee.

h. Extra-curricular programs
Clubs: All advisors for extra-curricular programs have set up Google classrooms in the event of a school closure. This gives the advisors the capability to continue to meet and communicate with their groups virtually on a regular basis. All scheduled activities will be done asynchronously, as appropriate and when possible.
Athletics: All athletics will follow guidance from set forth from the NJIC, NJSIAA, DOH, and the local government.

i. Childcare
The North Arlington Public School District does not provide before- or after-school childcare; however, a nonprofit organization, SACC, utilizes school buildings to provide this service. School officials will work closely with SACC officials to ensure that proper closure notifications are provided to families. Once childcare services are reinstated, SACC officials will work with the superintendent or designee to review overall logistics. Additionally, families who participate in the universal Pre-K program are able to coordinate additional childcare with private providers.

j. Community programming
Community-based program announcements are presented to the superintendent for review. Once approved, information will be posted in appropriate parent portals.

Remote Learning Schedules PK-12

Students and teachers must be logged into Google Classroom during the times below. It is imperative to document time spent in Google Classroom by following the procedures highlighted in this guide.

Specialized Preschool-3 AM

8:30 - 10:30	(Instruction/Google Check-in/ Attendance taken in Realtime)

Specialized Preschool-3 PM

10:30 - 12:30	(Instruction/Google Check-in/ Attendance taken in Realtime)
12:30 - 1:15	Lunch
1:15 - 1:45	Teacher Lounge* (Friday 1:15 – 3:00)
1:45 - 3:30	Small Group Instruction* (T,W,R) (Monday 1:45 – 3:00)

Full Day Pre-K

8:30 - 12:30	(Instruction/Google Check-in/ Attendance taken in Realtime)
12:30 - 1:15	Lunch
1:15 - 1:45	Teacher Lounge* (Friday 1:15 – 3:00)
1:45 - 3:30	Small Group Instruction* (T,W,R) (Monday 1:45 – 3:00)

GRADES K-5

Period 1	8:30 - 9:00 a.m. (Instruction/Google Check-in/ Attendance taken in Realtime in all classes)
Period 2	9:00 - 9:30 a.m.
Period 3	9:30 - 10:00 a.m.
Period 4	10:00 - 10:30 a.m.
Period 5	10:30 - 11:00 a.m.
Period 6	11:00 - 11:30 a.m.
Period 7	11:30 - 12:00 p.m.
Period 8	12:00 - 12:30 p.m.
Lunch	12:30 - 1:15 p.m.
Teacher Lounge*	1:15 - 1:45 p.m. (Friday 1:15 – 3:00 p.m.)
Small Gr. Instruction*	1:45 - 3:30 p.m. (T,W,R) (Monday 1:45 – 3:00 p.m.)

***Virtual Teachers' Lounge:** *This time is allotted for teachers to refine remote instruction, prepare for future lessons, check student work as needed, reach out directly to administration, contact parents as needed, join discussions in the NASD Remote Instruction Classroom, etc.*

***Small Group Instruction:** *Asynchronous and synchronous instruction will continue in the afternoons under the direct instruction of a teacher. A rotating schedule of small group instruction following daily schedules are also noted within our school handbooks. Scheduled small group instruction will continue throughout this time. These sessions will serve as extensions to concepts reviewed in the virtual classrooms. They are assigned and directed by Instructional Staff. Parents are continuously encouraged to contact their child(ren)'s teacher(s) with any questions.*

GRADES 6 – 8

Period 1	7:55 - 8:20 a.m. (Instruction/Google Check-in/ Attendance taken in Realtime in all classes)
Period 2	8:22 - 8:47 a.m.
Period 3	8:49 - 9:14a.m.
Period 4	9:16 - 9:41 a.m.
Period 5	9:44 - 10:09 a.m.
Period 6	10:12 - 10:37 a.m.
Period 7	10:40 - 11:05 a.m.
Period 8	11:08 - 11:33 a.m.
Period 9	11:35- 12:00 p.m.
Lunch	12:00 - 12:40 p.m.
Teacher Lounge*	12:40 - 1:00 p.m. (Friday 12:40 - 2:15 p.m.)
Small Gr. Instruction*	1:00 - 2:45 p.m. (T,W,R) (Monday 1:00 - 2:15 p.m.)

***Virtual Teachers' Lounge**: *This time is allotted for teachers to refine remote instruction, prepare for future lessons, check student work as needed, reach out directly to administration, contact parents as needed, join discussions in the NASD Remote Instruction Classroom, etc.*

***Small Group Instruction:** *Asynchronous and synchronous instruction will continue in the afternoons under the direct instruction of a teacher. A rotating schedule of small group instruction following daily schedules are also noted within our school handbooks. Scheduled small group instruction will continue throughout this time. These sessions will serve as extensions to concepts reviewed in the virtual classrooms. They are assigned and directed by Instructional Staff. Parents are continuously encouraged to contact their child(ren)'s teacher(s) with any questions.*

GRADES 9-12

Period 1	7:50 - 8:51 a.m. (Instruction/Google Check-in/ Attendance taken in Realtime in all classes)
Period 2	8:54 - 9:54 a.m.
Period 3	9:57 - 10:57 a.m.
Period 4	11:00 - 12:00 p.m.
Lunch	12:00 - 12:30 p.m.
Teacher Lounge*	12:30 - 1:00 p.m. (Friday 12:30 - 2:15 p.m.)
Small Gr. Instruction*	1:00 - 2:45 p.m. (T,W,R) (Monday 1:00 - 2:15 p.m.)

***Virtual Teachers' Lounge**: *This time is allotted for teachers to refine remote instruction, prepare for future lessons, check student work as needed, reach out directly to administration, contact parents as needed, join discussions in the NASD Remote Instruction Classroom, etc.*

****Small Group Instruction:** Asynchronous and synchronous instruction will continue in the afternoons under the direct instruction of a teacher. A rotating schedule of small group instruction following daily schedules are also noted within our school handbooks. Scheduled small group instruction will continue throughout this time. These sessions will serve as extensions to concepts reviewed in the virtual classrooms. They are assigned and directed by Instructional Staff. Parents are continuously encouraged to contact their child(ren)'s teacher(s) with any questions.*

Preparation & Lunch Periods: Teachers may take "prep" and "lunch" periods during their designated times. It is only during these times that they should be logged out of Google Classroom during the instructional day. Virtual Teacher's Lounge is assigned time to address teacher needs.

Length of Remote Learning Day to Maximize Student Growth: While we are adhering to a generalized schedule, differentiated instructional time will continue to be provided via flexible times, as needed, for class assignments, independent work, pull out services, and workshop modeling. The approved learning platforms *(please see Securing Equitable Instruction)* and professional development geared towards the implementation of said platforms has been provided and will be ongoing. We have established Virtual Help Desk Hours and Peer-to-Peer Support Desks to foster continued growth. Measures of student learning by grade bands will continue as indicated in the district-wide curriculum guides, as they align with the NJSLS, with an emphasis on modifications/accommodations as indicated in these guides to adjust learning based on student needs. Supplemental materials will continue to be explored and shared across the district (i.e. Digital Learning Shared Drive, NASD Remote Classroom, Virtual Field Trip Guide, etc.) using Google Apps to keep all staff in-sync remotely. In each grade band, virtual and remote learning plans are explicit to ensure teachers are creating lessons designed to maximize student growth and learning to the greatest extent possible via synchronous and asynchronous teaching strategies.

Professional Learning Communities (PLCs): Teachers will continue to follow the district-wide PLC schedule. During Monday PLCs, teachers will participate in virtual articulation and training geared towards district initiatives for one hour.

Responsibilities of Instructional and Non-Instructional Staff

Essential employees are noted below and further information (e.g. District Name, School Name, Employee Name, Position/Title, Contact Information) will be provided to the Bergen County Superintendent's Office if and when the school district transitions to virtual or remote instruction.

1. **Superintendent of Schools:** The Superintendent shall serve as Chief Executive and Administrative Officer of the district by implementing policies established by the Board of Education and by discharging the duties imposed on his office by law. The Superintendent will remain in communication with the Board of Education, district staff, and families regularly via email and/or Blackboard. The Superintendent will also provide updates on the school closure as information becomes available.
    a. **Confidential Secretaries to the Superintendent:** Continue to manage work delegated by the Superintendent.
        i. Prepare all pertinent documents related to Board meetings and agendas
        ii. Adjust Frontline Absence Management System as needed
        iii. Create and assign positions to new staff, transfer staff in CSI, terminate positions for resigned staff from CSI
        iv. Prepare HIB letters

2. **School Business Administrator/Board Secretary:** Continue to monitor the budgetary needs of the North Arlington School District.
        i. Reconcile payroll accounts, monitor accounts payable/accounts receivable, continue communication with the district architect, monitor food service and child nutrition, facilitate all online banking transfers, prepare/reviewing board minutes, and monitor all central office staff

b. **Confidential Secretary to the School Business Administrator/Board Secretary:** Continue to manage work delegated by the School Business Administrator/Board Secretary.
    i. Monitor and prepare PaySchools Reports and prepare all mandatory Direct Certification, Application Verification, Reimbursement Certification, CEP Site Data Collection, and Administrative Review Reports for SNEARS.
    ii. Prepare Board Meeting Minutes and update cafeteria banking and spreadsheets.
    iii. Attend to all email correspondence
    iv. Maintain daily communication with administrators
c. **Accounts Payable Coordinator**: Continue to manage responsibilities and reports delegated by administration.
    i. Process entries for the Comprehensive Maintenance Plan State Report.
    ii. Continue to maintain the purchasing, payments and distributions district-wide.
    iii. Prepare invoices for payment.
    iv. Review all Ed Data Orders, process all district orders, review all custodial orders.
    v. Update vendor information, track approvals, send purchase orders to vendors, set up all payments.
    vi. Continue to check email and contact vendors as needed to obtain/update information for payment.
    vii. Attend to all email correspondence and maintain daily communications with all administration.

d. **Accounts Manager**: Continue to address all payroll, pension, health benefits, and Frontline Time and Attendance email and issues.
    i. General payroll processing will continue to follow all established schedules for timesheet submissions, data entry, and banking for direct deposit.
    ii. Paper checks will be mailed.
    iii. General accounting reconciliations will proceed on a timely basis
e. **Supervisor of Buildings and Grounds**: Continue to address all buildings and grounds needs of the district
    i. Supervise the custodial staff while buildings are being disinfected
    ii. Remain on call 24/7 for fire alarms/ HVAC/ water sensors/plumbing needs
    iii. Continue close contact with the district architect while construction continues on the new Middle School building

3. **Director of Technology:** Provide remote technical support to district staff and parents as needed
    a. **Computer Technician:** Continue to report to the Director of Technology and provide remote technical support to instructional and non-instructional staff
        i. Jason Suter (jsuter@navikings.org), Robert Silkowski (rsilkowski@navikings.org), and Jerry Erszkowicz (jerszkowicz@naviking.org) will be available via email to assist in resetting passwords or problem-solving browsers and/or computer issues as best as possible.
        ii. All inquiries regarding technology can be sent to the district Help Desk (helpdesk@navikings.org)

4. **Director of Special Education:** Remain in communication with staff throughout the day and monitor instructional activities specifically pertaining to students with special needs.
    i. Will be overseeing the scheduling/rescheduling of IEP and 504 meetings and evaluations.

ii. Overseeing modifications/accommodations in lesson plans
iii. Collaborate with building administration in the oversight of special education programming and staff
iv. Collaborate with Out of District Schools and vendors regarding programming and related services including transportation for students with IEPs
v. Work with Bergen County Special Services to ensure the delivery of 192/193 services to students parentally placed in Non-Public Schools
vi. Work with case managers and families to ensure the needs of medically fragile students are being met

b. **CST Members: School Psychologists, Social Workers, LDTC, Speech, OT/PT**
   i. Respond to questions and help troubleshoot any issues that may arise
   ii. Be available during the half-day scheduled hours for your home school via email, phone, and in Realtime
   iii. If any tasks are specific to certain members of the team, these will be specified
      1. Engage in Electronic-based Professional Development: Participate in remote professional development (i.e. webinars, online classes)
         a. Collaborate with other staff members to integrate what was learned into professional practice
      2. Case Management: Conduct scheduled meetings via conference call or access to google hangout, when possible, otherwise reschedule meetings for return to school
         a. Establish parent consent to extend compliance deadlines for rescheduled meetings and extended evaluation/testing dates, as the need arises based upon current required timelines
         b. Complete outstanding IEPs to the extent possible
         c. Schedule upcoming meetings, complete letters of invitation, and send letters of invitation via email
         d. Complete outstanding evaluation reports for students who have been tested prior to closure period
      3. Counseling: Available to consult with students, parents, and staff
      4. Speech/Social Skills: Communicate strategies and skills to parents/students via email as needed
         a. Therapists will check in with parents via Google Apps and/or email to provide guidance and answer questions.
         b. Participate in scheduled meetings via conference call or access to google hangout, when possible, otherwise participate in rescheduling of meetings for return to school
         c. Refer to case management requirements for students who are case managed.
         d. Complete PLAAFP and annual goals for students on caseload by the due date.
         e. Distribute packets of two weeks individualized speech and language activities prior to closure and facilitate parent participation in planned learning activities via email and Google Apps.

5. **Principals/ Assistant Principals:** All building-based administration will remain in communication with their staff throughout the day and monitor instructional activities.

i. Support teachers in their departments in the development and implementation of online instruction
ii. Assist the supervisors in ensuring classes are staffed properly, especially in the event of teacher absences
iii. Facilitate collaboration, especially in the development of common online instructional resources
iv. Monitor attendance data and lessons
v. Communicate with staff, parents, and students
vi. Continue to work on attainment of goals
vii. Prepare for the return to school transition
viii. Perform as many traditional tasks as possible

b. **Administrative Assistants:** Continue to manage reports as well as work delegated to them by administrators
i. Maintain daily communication with administrators
ii. Attend to all email correspondence
iii. Perform as many traditional tasks as possible
iv. Consistently monitor student and teacher attendance through Realtime
v. Communicate teacher attendance to supervisory team daily

6. **Athletic Director:** Support coaches and advisors in the development and implementation of online, remote communication with students.
i. Assist coaches ensuring that all schedules are updated.
ii. Monitor cancellations of athletic events and practices.
iii. Communicate regularly with staff, parents, and students.
iv. Communicate regularly with conference schools and officials.
v. Communicate with the school nurse and athletic trainer.
vi. Prepare for transition back to school.
vii. Perform as many traditional tasks as possible.
viii. For updated practice and game schedules see athletic schedule link: Athletic Schedule

b. **Athletic Trainer:** Remain available via email to discuss any questions parents or students may have regarding athletic injuries, injury prevention measures and rehabilitation protocols of current injuries

c. **Coaches**: Continue to communicate with their team through Google Classroom.
i. Perform as many traditional responsibilities as possible
ii. Provide remote instruction to develop students' athletic skills

7. **Supervisor of Guidance PK-12:** Continue to support the guidance counselor with their responsibilities during remote instruction
i. Will monitor student attendance in coordination with the building principals
ii. Communicate with staff, parents, and students
iii. Prepare for the return to school transition
iv. Perform as many traditional tasks as possible
v. Will be available if a crisis situation arises with a student.

vi. Serve a resource for staff, students and parents
vii. Monitor the Guidance Google Classrooms

b. **School Counselors:** Continue to fulfill responsibilities under the directive of the Supervisor of Guidance PK-12.
   i. Contact students who are absent and not participating with their instruction
   ii. Assist students with their instruction (logging on to Google Classroom, time management, study tips, organization)
   iii. Will check in with the students they know will need support during this time
   iv. Send out announcements via Google Classroom
   v. Communicate with teachers regarding student progress or concerns
   vi. Assist with the compliance of 504, ML, and Free and Reduced Lunch
   vii. Perform as many traditional tasks as possible
   viii. Will monitor and respond to student/parent emails.
   ix. Will make referrals to students/parents for resources needed for mental health symptoms.
   x. In the event of a serious concern about a student, the guidance counselor will immediately refer the concern to the Supervisor of Guidance.

8. **Director of Curriculum & Instruction:** The Director of Curriculum & Instruction (PK-12) will support instructional goals and practices of teachers.
   a. Support teachers in the development and implementation of online instruction
   b. In collaboration with the Principals/Assistant Principals, ensure classes are staffed properly, especially in the event of teacher absences
   c. Facilitate collaboration, especially in the development of common online instructional resources
   d. Monitor lesson planning and development
   e. Share materials and resources to support teachers' instructional goals
   f. Perform as many traditional tasks as possible

9. **Supervisor of Early Childhood:** The Supervisor of Early Childhood will support the instructional goals and practices of teachers primarily in grades PreK-5.
   a. Support PreK-5 teachers in the development and implementation of online instruction
   b. Facilitate collaboration, especially in the development of common online instructional resources
   c. Monitor PreK-5 lesson planning and development
   d. Share materials and resources to support teachers' instructional goals
   e. Facilitate virtual PreK-5 PLCs
   f. Ensure PEA compliance as dictated by the NJDOE
   g. Perform as many traditional tasks as possible

10. **Supervisor of Planning, Research & Evaluation**
   a. Support PreK-12 teachers in the development and implementation of all data-driven instruction
   b. Facilitate collaboration in the development & implementation of instructional resources & assessments
   c. Share materials and resources to support teachers' instructional goals
   d. Monitor and disseminate student achievement data to support intervention, remediation & learning acceleration
   e. Perform as many traditional tasks as possible

11. **Library Media Specialist:** Provide ongoing support for teachers and students in regard to electronic based media lessons

a. Develop library tools/resources for students and faculty
b. Support teachers, where appropriate, in developing instructional materials for students
c. Perform as many traditional tasks as possible

12. **Nurses:** Maintain daily communication with administrators and fulfill remote duties under the directive of administration.
    a. Attend to all email correspondence
    b. Perform as many traditional tasks as possible
    c. Maintain daily communication with administrators
    d. Attend to all email correspondence
    e. Consistent coordination of medical communications with New Jersey Department of Health, CDC, school physician, school community, administration, and the local health department.
    f. Engage in electronic-based professional development

13. **Teachers & Teacher Aides:** Teachers will continue to instruct students as seamlessly as possible and adhere to all guidelines highlighted in this plan.
    a. Clearly post online learning expectations for all classes through Google Classroom
    b. Design instruction that is consistent with IEPs/ Section 504 Plans to the extent appropriate, address all subgroup modifications and accommodations and shall meet the NJSLS
    c. Be flexible in their development of assignments/ assessments
        i. Assign asynchronous learning tasks as appropriate
            1. Example: IXL Assignments that are ongoing and self-paced to be reviewed at a later date
        ii. Design synchronous tasks so that students are able to revisit key information
            1. Example: If the class participates in a Google Discussion, students should be able to reread and access that discussion at any time.
    d. Recalibrate expectations for the online teaching environment
    e. Be available online for four hours each weekday to provide real-time assistance to students and parents.
    f. Update student attendance as highlighted in this plan (see page 7).
    g. Personalized instruction includes ML, special education/Section 504, at-risk, on grade level, G&T, and 2-E students.
        i. Specific accommodations and modifications drawn from both curricular guides and student documents (e.g. IEPs, I&RS forms) will be applied to all learning activities.
        ii. Multi-lingual tools will be implemented to support MLs and their families as partners in supporting academic growth.
        iii. IEPs and 504 Plans will continue to be followed during remote instruction, to accommodate individual students' needs.
        iv. G&T/2-E students will participate in remote PBL opportunities via Google Classroom.
        v. At-Risk students will receive all accommodations outlined in the curriculum. Students who are on grade-level will continue to receive rigorous instruction with objectives that align with the Depths of Knowledge (DoK) in order to build upon higher-level thinking skills.
        vi. All subgroups of students will receive additional supports including, but not limited to, before/after school help, EIS placement, academic conferencing, I&RS referrals and case management, early reading interventions, etc.

14. **Custodial Staff** ***(****District-wide / Essential)* – Twenty-five Custodians will be performing the following duties district wide, on a modified schedule, in conjunction with their regular day-to-day duties:
    a. Wipe down handrails and door knobs using a water bleach mix/ Wipe down all desks and chairs
    b. Spray and disinfect all bathrooms/ Spray and sanitize all lockers/ Mop and disinfect all floors
    c. Clean all windows and door glass/ Clean and disinfect all classrooms/ Clean and cubbies and storage spaces/ Clean all gym mats and wall mats/ Clean and disinfect all hallways
    d. Spray and wipe down all lunch tables/ Spray all garbage cans
    e. Spray and wipe down all laptops, smart boards, chrome books, I-pads, and desktops
    f. Each bus will be cleaned using a bleach water mix.
    g. Handrails, seats, windows, seatbelts, and dashboards will be wiped down and disinfected.
    h. Adhere to any other cleaning matters or obligations deemed necessary
    i. Check boilers every 3 hours, as per NJ State Law (October 15 to April 15)
15. **Food Workers** *(Building-based / Essential)* - Four Pomptonian Food Workers (Chefs, Manager and Food Service Director) will work on a modified schedule to provide "Grab and Go" lunches to all students through the National School Lunch Program (NSLP) and will perform all applicable duties:
    a. Provide menus to be disseminated to families on a weekly basis
        i. Bi-lingual menus and directives
    b. In coordination with custodians, assure all cleanliness precautions are taken
    c. Field parent questions regarding food prep and allergies
    d. In coordination with the Superintendent, facilitate food pick-up times for students

Remote Instruction Procedures for Teachers

1. Teachers/ Co-Teachers/ Teacher Aides will log into Google Meet via Google Classroom and greet the class and let students know how long they will be available to provide instructional guidance. The beginning of class will be used to take attendance. All recorded attendance will be documented in Realtime each period.
    a. Example: "Good morning Period 1. Today we will be learning about _____. Class is now officially in session. Please reply to this post with the word 'Present' so that I may take attendance. Thank you."
    b. As with any in-person school day, attendance is of the utmost importance and allows us to ensure, to the best of our abilities, that students are present in a safe learning environment. All absences will be recorded in Realtime. In the event of a Realtime malfunction, student absences will be emailed to designated building personnel.

2. Teachers/ Co-Teachers/ Teacher Aides will be responsible for remaining within their "virtual classrooms" for the duration of the assigned period. It is expected that teachers will provide timely guidance and feedback as they would in the traditional classroom setting.

    a. Example: "I will be available for all questions from 7:50 a.m. to 8:23 a.m. Specific questions can be asked aloud or in the Google Meet chat, or via private comments on the assignment. Please get into your Google Slide Groups and continue your projects. I will be logging into all Slide Shows throughout the period."

    b. Example of familiar tools to accomplish this include the following:
        i. Google Classroom Comments/ Tagged Responses
        ii. Collaborative Google Docs with Student/Teacher Feedback

iii. Collaborative Google Slides with Student/Teacher Feedback
iv. Demonstrative Videos with Student/Peer Responses
v. Submitted Recordings of Student Responses
vi. Google Forms as Assessments/ Polling/ Closure
vii. Teacher-created Videos Modelling Instruction

c. Web-Based Applications Examples- IXL/EdPuzzle/Raz-Kids/Newsela
   i. Skill based
   ii. Accountable - time spent on programs/data
   iii. Individualized instruction
   iv. Formative and summative assessments
   v. Objective and constructed responses

3. Physical Education: Teachers not currently in health will shift to a health focus while in a virtual day mode. Physical Education/Health teachers will take a grade level focus that is in the curriculum (9, 10, 11, 12) and focus lessons on hygiene and germ transmission prevention as well as lessons that complement the work they have already done with mindfulness, stress reduction, and mental health awareness.
   a. Students will be encouraged to log physical activity/exercise at home if they are otherwise healthy as a supplemental activity.
   b. Exercise log or alternate written assignments such as when students are excused from gym.

4. Electives/Cycles/Specials: Alternate assignments will be completed at home, as though a student is on home instruction. The focus of these classes will be individual performance and creation. Students can create and post-performance videos of music, a visual arts work, or a meal cooked and share with their teacher for feedback.
   a. Art - Post alternate assignments that may span multiple instructional periods and check in on student progress during each assigned period.
   b. Instrumental Music - Utilize Smart Music and/or have students submit practice/listening logs.

5. Updates and ongoing guidance regarding instructional procedures may continue to be accessed via the NASD PD Archives and Remote Instruction Presentation.

6. Teachers will share online tools for learning in this Shared Google Sheet: NASD PK-12 Shared Online Resources for Remote Learning
   a. Digital texts and platforms aligned with our classroom instructional materials are available via programs such as Savvas, Houghton Mifflin Harcourt, and McGraw Hill Education.
   b. Examples include the following:

Tool	Use	More info
CommonLit	CommonLit is a free online reading program for students in grades 3-12. Teachers can access informational and literary texts, standards-aligned assessments, and more. This is a synchronous and asynchronous learning tool.	https://www.commonlit.org/en

Desmos	Desmos is a free graphing and teaching tool for math available on the web as well as on iOS and Android. In addition to plotting equations, classroom activities are available to help students learn about a variety of math concepts.	https://www.desmos.com/
DinoLingo	Dinolingo is the largest online language learning program for children in 51 languages. Dinolingo is a self-learning program where children get to learn languages by watching videos and playing games independently at home, in class or on the go.	https://dinolingo.com/
Epic Books	Epic is the world's leading online children's subscription book service offering immediate, on-demand access to over 40,000 illustrated books and chapter books for children ages 12 and under. Teachers can share these books live or create classroom libraries for students.	https://www.getepic.com/
Edpuzzle	EdPuzzle enables teachers to import videos from YouTube, and to embed questions throughout the video that students will be prompted to respond to as they watch.	https://edpuzzle.com
FlipGrid	FlipGrid lets teachers host asynchronous video discussions. Students respond to prompts using video, and settings can allow them to view and reply to peers—making it a powerful tool for engaging, flexible online conversations.	https://flipgrid.com
Follett Destiny	Follett Destiny is an online library system where students can search for, reserve, and check out books from their school's library. Students can log in using their school account to browse available titles and place holds for pickup.	www.gofollett.com
Google Meet	Google Meet is a video conferencing app. It enables users to make video calls with users per video meeting and/or phone conferences. This is a tool that can be used for synchronous learning, direct instruction, "pull-out" services and conferencing.	https://meet.google.com/
IXL	IXL is a website (with app versions for Chrome, iOS, and Android) with thousands of math, language, social studies, science, and Spanish practice questions and modules for grades K-12.	https://www.ixl.com/
NoRedInk	Online activities to help students improve their grammar and writing skills.	https://www.noredink.com
Padlet	A collaborative tool that's often described as a "digital bulletin board." Students can create "post-its" on this board for the entire class to see	https://padlet.com/

	and respond to. Great for brainstorming, and for short discussions.	
Raz-Kids	Raz-Kids is a program that provides comprehensive leveled reading resources for students. It includes hundreds of eBooks offered at 29 different levels of reading difficulty.	https://www.raz-kids.com/
SAVVAS	The SAVVAS digital learning suite includes EnVision Math (K-12), and Elevate Science (K-8). This platform provides students with online, NJSLS-based instruction that aligns with key skills needed to acquire grade-level readiness.	https://savvaseasybridge.com/
Screencastify	Screencastify is a simple video screen capture software (aka. screencast recorder) for Chrome. It is able to record all screen activity inside a tab, including audio. Just press record and the content of your tab is recorded. This is an asynchronous learning tool.	https://www.screencastify.com/
Wonders	Wonders is designed to foster a love of reading in all children. Through exploration of texts and daily development of their skills as readers, writers, speakers, and active listeners, students experience the power of literacy.	https://my.mheducation.com/login
Quizizz	Online quizzing with immediate student/teacher feedback.	Quizizz.com

Frequently Asked Questions

Q: What should my lessons look like?
A: Teacher lesson plans will continue to be submitted via the RealTime Lesson Planner. Modifications for all subgroups must continue to be made (i.e. G&T, ML, IEP, Section 504).
Q: I'm going to need a lot of help with the tech stuff. Is there someone I can call?
A: In the event of a technical difficulty (i.e. logging into Google Classroom or accessing Realtime) teachers must contact their building principal and Director of Technology, Jason Suter, immediately for assistance and report any lapse in instructional time. Contact can be made via email to helpdesk@navikings.org.
Q: What about homework?
A: Independent work will be assigned to support student learning; however, it may differ slightly in the sense that it will be due in accordance with our asynchronous instructional learning.
Q: How are we meeting the needs of our students with special needs, including students with IEPs and Section 504 plans?
A: As stated above, we will continue to offer students extended time, support, accommodations and modifications for learning as directed by both IEP and Section 504 Plans. CST, Aides, Special Education Co-Teachers, SWDs, and other specialists have been instructed to aid in the development remote learning activities.
Q: How are we ensuring equitable access to online learning for all students?
A: We will provide all of our students with Chromebooks and, in cases where it is needed, Internet access via MiFi. Any issues or concerns with online learning can be directed to the student's building principal or helpdesk@navikings.org.
Q: How are we meeting the requirement to continue to offer school nutrition benefits or services to identified students?
A: Please see the information in page 7 of this plan for guidance.
Q: What should I do if anyone contacts me from the media?
A: All staff are asked to refrain from speaking to the media and to direct all inquiries to the superintendent's office. Parents and staff receive information via Blackboard, emails, and the district approved Twitter Accounts with approval from the Office of the Superintendent.