

Emergency Virtual or Remote Instruction Programs for the 2025-2026 School Year

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Emergency Virtual or Remote Instruction Programs for the 2025-2026 School Year

New Providence School District Online Learning Plan 2025-2026

The 2025-2026 New Providence School District Online Learning Plan was developed after a comprehensive review of the online and hybrid learning plans that were implemented during the spring of 2020 and the 2021-2022 school year during the COVID-19 pandemic. The District's Best Practices committee, composed of school and district administrators, collaborated to elicit feedback from stakeholders, review the instructional practices and plans that were most effective, and review current research for online learning. Teacher feedback was obtained through school-based meetings and surveys. Student and parent feedback was provided through surveys conducted during the 2019-2020 school year and anecdotal information provided from the 2021-2022 school year. Student performance and learning outcomes also informed the plan's revisions. Ongoing dialogue between the district's teachers and education leaders about best practices and relevant research informed the creation of the tenets of the plan.

The plan aims to provide the best possible learning experience for all of the district's K-12 students and is aligned to the mission of the New Providence Board of Education: to educate all students to meet high academic standards and to prepare them to be responsible citizens in the dynamic global society of the 21st century. The district's guiding principles of health and safety, communication, learning, engagement, wellness and empathy are woven into the fabric of the plan and the educational experiences of our students. When implemented, the building administration for each school will communicate directly with all teaching staff to facilitate the online learning plan to maintain a continuity of instruction and student learning.

Curriculum

New Providence District Curriculum will be implemented with fidelity by the district's professional staff during online learning in order to continue the attainment of the New Jersey Student Learning Standards and maximize student achievement. Each district curriculum document identifies the state standards, essential questions, enduring/big understandings, and expected outcomes for student learning. Each curriculum document also includes suggested learning activities, assessments, projects, and performance tasks as appropriate for the grade level and course. While student learning outcomes will be as consistent as possible for students whether they attend school in-person or online, there are some learning experiences that cannot be replicated in an online environment. In these situations, teachers and department heads will collaborate to supplement curriculum with other relevant and meaningful learning experiences and/or remove learning activities.

Platform and connectivity

Online instruction will be delivered via the use of Google Classroom, online video conferencing via Google Meets, video recordings, and district approved online platforms and resources. Daily and/or weekly learning plans, directions, resources, and learning tasks will be provided to students in order to facilitate daily online learning. The school district will provide WIFI hotspots to families in need in order to provide internet access. Need will be based on individual learning plans, including ELL, IEPs, 504s, and students who qualify for free and reduced lunch. All students will use a district-issued iPad to access Google Classroom and other online platforms and applications for learning activities and communication with teachers.

Communication

Effective communication is a core element of the online instructional program. Students will be successful in their learning with clear expectations, specific deadlines, and ongoing feedback from their teachers. Parents and guardians will be able to support their children with a strong understanding of class, school, and district plans and expectations as well. When implemented, school principals will send home a parent letter detailing the specific online learning plan for individual grade levels. Teachers will check their school email regularly and will be available Monday through Friday during normal school hours. Parents can expect follow-up and communication with teachers about student progress via email according to district policies in place for each

Emergency Virtual or Remote Instruction Programs for the 2025-2026 School Year

grade-level band. Parents can expect regular communication from the superintendent and regular communication from their child's school principal. Teachers will communicate with parents via email regarding inquiries about school work and student progress as well. Students will be notified of class and course learning activities through Google Classroom and daily learning plans as appropriate (see below). At the PreK-2 grade levels, parents will be notified of the class learning activities through a parent's email and/or the student's Google Classroom.

Schedule

Research shows that students benefit from a consistent and predictable learning environment. As students follow a daily schedule when in the school building, the plan provides a structure for students to be successful in an online learning environment. Students will experience instruction and learning opportunities that will enable them to attain curricular goals. The online learning schedule will permit teachers to have autonomy in instructional design, while also providing flexibility to meet students in whole-class, small group, and individual environments as needed.

- Grades PreK-4:
 - The schedule will be:
 - PreK: AM class - 8:40-11:06; PM class - 11:50-2:20
 - Grades K-4: 8:30-2:56
 - Students will follow their normal daily schedule via live video conferencing.
 - Students will have a minimum of 80 minutes for Language Arts; 60 minutes for Math; 40 minutes for Science, Social Studies, or Health; and 40 minutes for a Special area class. Morning meetings, breaks, and 40 minutes for lunch will also be included. Specific times vary by grade level, and minutes will be adjusted for PreK as appropriate for students' developmental levels.
 - Special area classes, including Art, Music, Library, Physical Education, and World Language will follow the daily schedule and students will log onto the teacher's Google Classroom on the appropriate day. STEM will be scheduled for the grades/classes depending on the school's monthly rotation.
 - Reading Specialist and Basic Skills teachers will schedule individual and small group instruction according to grade level schedules. Students will follow the schedule set by the Reading Specialist or Basic Skills teacher and will log onto the teacher's Google Classroom on the appropriate day and time.
 - School counselors will be available during normal school hours and will schedule time each week for class lessons, small groups, and individual sessions, as necessary and appropriate.

- Grades 5-6:
 - The schedule will be 8:30-2:56 - students will follow their daily schedule via live video conferencing.
 - Students will have 80 minutes for Language Arts; 40 minutes for Social Studies; 60 minutes for Math; 60 minutes for Science; and 40 minutes for Special area classes. Breaks and 40 minutes for lunch will also be included. Specific times and minutes may be adjusted to accommodate live video conferencing.
 - Special area classes, including Art, Music, Library, Physical Education, Health, and World Language will follow the daily schedule and students will log onto the teacher's Google Classroom on the appropriate day. STEM will be scheduled for the grades/classes depending on the school's monthly rotation.
 - Reading Specialist and Basic Skills teachers will schedule individual and small group instruction according to grade level schedules. Students will follow the schedule set by the Reading Specialist or Basic Skills teacher and will log onto the teacher's Google Classroom on the appropriate day and time.
 - School counselors will be available during normal school hours and will schedule time each week for class lessons, small groups, and individual sessions, as necessary and appropriate.

Emergency Virtual or Remote Instruction Programs for the 2025-2026 School Year

- Grades 7-8:
 - The students and staff will follow their normal [Rotating and Drop schedule](#).
 - School counselors will be available during normal school hours and will schedule time each week for individual and small group sessions, as necessary and appropriate.
- Grades 9-12:
 - The students and staff would follow their normal [Rotating and Drop schedule](#).
 - School counselors will be available during normal school hours and will schedule time each week for individual and small group sessions, as necessary and appropriate.

Attendance

Student attendance is critical for students to be engaged and thus successful in an online learning environment. Daily attendance will be taken at each grade level, and parents should report a child's absence using the [PowerSchool Attendance Monitor Absence Reporting](#) process explained on the school district website and managed by each school's attendance secretary. At the middle school and high school, class attendance will also be taken in addition to daily attendance. When teachers hold a live video conference via Google Meet during school hours, all students will be expected to attend and attendance will be taken. If a teacher invites a student to an individual or small group live video conference, he or she must attend. While daily live video conferences will be scheduled within school hours as noted for each grade level, individual and small group meetings will be scheduled with 24 hours notice for a student whenever possible. Students will be expected to keep their cameras and audio on when directed to do so by the teacher during the lesson. Extenuating circumstances that prevent a student from attending a live video conference should be communicated directly to the teacher who is scheduling the session. In the event that a student is not participating in online instruction and/or not submitting assignments, the teacher of the student will communicate directly to the parent/guardian. District Policy 5200-Attendance will be followed in the event the district needs to implement the Virtual or Remote Instruction Plan.

Instruction

District teachers, administrators, and support staff have collaborated with one another, parents, and the community to continually enhance the instructional program. Similarly, stakeholders have contributed to the refinement of instruction for online learning. We have learned that while many instructional strategies can be transferred online, many practices need revisions or additions in order for students to be successful. Furthermore, the district's technology plans that have been implemented over the last decade have positioned teachers well for using many instructional tools and resources necessary for online learning. When the online learning plan is implemented, teachers will shift instruction appropriately using asynchronous and synchronous tactics. Teachers will provide modifications and accommodations to students in compliance with their 504 Plan, IEP, or ML needs.

Asynchronous learning entails students learning the same material at different times. Access to work and completion is more flexible for student needs, allows for differentiation, acceleration, and promotes responsibility and ownership. Asynchronous learning experiences may include, but are not limited to, using pre-recorded instructional videos by the teacher; viewing other instructional videos; watching and listening to a teacher read-aloud; reading text and providing written responses and analysis; completing assignments and learning tasks by choice at their own pace; creating projects; and solving problems and submitting answers. These and other asynchronous tasks may be submitted through Google Classroom, Seesaw, or other online platforms and applications. During the week, students should expect a variety of asynchronous learning experiences depending on the concept or skill, student progress, and the course or grade-level expectation. Students may experience more asynchronous tasks in older grade levels as learning can be done more independently. Synchronous learning entails students engaging in learning of new concepts or skills or reviewing previous concepts or skills at the same time (live). This includes instruction and discussion via live video conferencing through the Google Meet application, including whole-class, small group, and individual sessions. Our students will need to see and hear one another and their teachers in order to feel connected to school during online

Emergency Virtual or Remote Instruction Programs for the 2025-2026 School Year

learning. Live conferences via Google Meet will assist in both providing instruction and establishing important relationships between teachers and students. Synchronous lessons can be paired with other asynchronous activities, applications, and resources in order to best meet the needs of the students and provide differentiated instruction. For example, teachers may provide a whole-class mini-lesson followed by small-group tasks in breakout rooms. Teachers may record a lesson with slides of content and links to related problems followed by small group or individual live meetings through video conferencing. Students can expect daily, regular synchronous learning experiences as follows:

- Grades PreK-4:
 - Homeroom teachers will start each day at 8:30 am with a live video conference/morning meeting. A daily learning plan and schedule will also be posted in Google Classroom and reviewed during the morning meeting. Each subject area will be planned with learning objectives and learning tasks and will provide resources, links to videos and tutorials, and links to other online applications as needed. This meeting may be used for a variety of purposes including instruction, discussion, review, question and answer, and/or directions for subsequent learning activities. Teachers may also include social-emotional learning activities and character education lessons.
 - Students will attend a live video conference at the start of each class, including Language Arts; Math; and Science, Social Studies, or Health. One of these classes may immediately follow the morning meeting. After the initial lesson at the start of the period, teachers will have the flexibility to meet with the whole-class, a small group, or individual students as needed.
 - Students will attend additional live video conferences during small group and individual sessions scheduled by the teacher or requested by the student.
 - Special area teachers will meet via live video conferencing with classes or grade levels as appropriate within the schedule.
 - Reading Specialist, Basic Skills, and Special Education teachers will meet with students via live video conferencing within co-teaching schedules, with small groups, and individually as needed.
 - Related Service providers, including Speech, OT, and PT will provide live video conferencing as necessary to meet needs identified in student IEPs.

- Grades 5-6:
 - Homeroom teachers will start each day at 8:30 am with a live video conference for attendance. A daily learning plan and schedule will also be posted in Google Classroom and reviewed with the students during the meeting. The scheduled subject areas will be planned with learning objectives and learning tasks and will provide resources, links to videos and tutorials, and links to other online applications as needed.
 - Students will experience synchronous learning according to the daily schedule.
 - Students will log onto Google Classroom and attend a live video conference at the start of each scheduled class. During the live conference students may be broken up into smaller groups for shorter mini-lessons, question/answer, etc., for differentiated instruction. The live video conference will be used for instruction, discussion, review, question and answer, plans for the day, and/or directions for subsequent learning activities.
 - Students will attend additional live video conferences during small group and individual sessions scheduled by the teacher or requested by the student. These sessions may be scheduled within the regular class times or during times when live lessons are not already scheduled.
 - Special area teachers will meet via live video conferencing with classes or grade levels as appropriate within the building schedule.
 - Basic Skills and Special Education teachers will meet with students via live video conferencing within co-teaching schedules, with small groups, and individually as needed.
 - Related Service providers, including Speech, OT, and PT will provide live video conferencing as necessary to meet needs identified in student IEPs.

Emergency Virtual or Remote Instruction Programs for the 2025-2026 School Year

- Grades 7-12:
 - Students will experience synchronous learning following along with their normal schedules and during individual and small group sessions scheduled by the teacher or requested by the student.
 - Teachers and students will begin each period with a live video conference. Students will log onto Google Meet and attend class, via the live video, for the duration of the instructional period. Teachers will take attendance at the beginning of the lesson. Students will also utilize Google Classroom to communicate with their teachers and to receive and submit assignments.
 - Special Education and Basic Skills/Lab teachers will meet with students via live video conferencing within co-teaching schedules, with small groups, and individually as needed.
 - Related Service providers, including Speech, OT, and PT will provide live video conferencing as necessary to meet needs identified in student IEPs.

Applications and Resources

Teachers will use Google Classroom to facilitate instruction, distribute and collect student work, assess and grade student progress, and provide ongoing feedback. Teachers will be able to differentiate instruction and maximize student engagement through the use of Google Classroom. Google Classroom will also allow for the full use of the G Suite applications including Docs, Sheets, Slides, and Forms. These Google applications are used throughout the K-12 curriculum for assignments, projects, presentations, quizzes, collaboration, and communication. The Google Meet application will continue to be used by teachers for live video conferencing as noted.

Security features and updates will continue to be monitored and implemented by the district. Teachers will use apps such as Screencastify and Loom, among others, to create instructional videos with voiceovers, text, images, and more. The Youtube, Safari Montage, and BrainPop video streaming services will also be used for content delivery that students can access during online instruction and on their own as needed. Online platforms such as Padlet and Flipgrid will be used for collaboration and discussion via text and video. The Kahoot app is one example of an online assessment program. At the elementary level, the Seesaw platform will supplement instruction and communication in Google Classroom. Seesaw is a digital portfolio tool and assists with student engagement, submission of varied student work, and ongoing feedback. Think Central, Lexia, Storia, IXL, and iReady will also supplement the elementary program. PhET and Gizmo online simulations and Edulastic, help to facilitate student engagement and learning. Newsela is also used across the curriculum as its online platform contains accessible, multi-level content with assessments. The Albert iO instructional tool is used with high school students for personalized learning with content, explanations, questions, and the test preparation tool. Other approved resources, iPad applications, and online databases provide district teachers with all of the necessary tools to implement curriculum and maximize student learning.

Assessment and Grading

Assessment of student progress is a critical aspect of the learning process in the online learning environment. While teachers will be able to use some of the same assessment tools as with in-person instruction, others will need to be modified and adjusted for online learning. Asynchronous tasks and assignments will be used throughout instruction. For example, assignments, including written responses, video presentations, and slideshows may be submitted to demonstrate student learning. Projects and performance tasks may be used to integrate media and help students answer big picture and conceptual questions. Students may be asked to create reflection videos or pictures of their work as appropriate. Quizzes through Google Forms and other platforms may also be used to gauge student understanding. Posting responses in a Google Doc or a secure forum or blog may be incorporated. Teachers will provide plans, guides, and checkpoints to ensure that students know what they need to submit and when they need to do so. Regardless of the assessment tools used, consistent and meaningful feedback on individual student work will be a part of the online program.

Emergency Virtual or Remote Instruction Programs for the 2025-2026 School Year

Assessment of student understanding may also be done through live video conferencing as the teacher-student interaction best mirrors the in-person learning environment. Live question/answer and discussion will provide information about student understanding and will guide teachers' instructional decisions similar to the in-class experience. Teachers will be able to check for understanding in real-time using the response and chat tools available in Google Classroom, other Google applications, and Google Meets. Teachers will be able to administer oral assessments during a live video conference, especially within small group and individual conferences. Conversations between teachers and students are critical to student learning assessment, especially in an online learning environment. It is important to note that this list of asynchronous and synchronous assessments is not exhaustive and teachers have the flexibility to incorporate assessments that are the most beneficial for their courses and grade levels.

Grading is an important component of monitoring student progress and providing ongoing feedback to students. Grading policies will remain unchanged during online learning:

- Grades PreK-3: Teachers will review and record graded assignments and assessments in accordance with regularly-established timelines. Teachers will provide regular feedback to students and/or parents via Google Classroom or email as needed. Students will receive standards-based grades at the end of each trimester marking period.
- Grades 4-6: Teachers will review and submit graded assignments and assessments into PowerSchool in accordance with regularly established timelines. Teachers will provide regular feedback to students via Google Classroom or email and will contact parents when needed in accordance with district policies. Students will receive letter grades at the end of each trimester marking period.
- Grades 7-12: Teachers will review and submit graded assignments and assessments into PowerSchool in accordance with regularly established timelines. Teachers will provide regular feedback to students via Google Classroom or email and will contact parents when needed in accordance with district policies. Students will receive letter grades at the end of each quarterly marking period in accordance with district policies and guidelines.
- Pass/fail may be instituted for individual students as needed, including ML students. Pass/fail may be instituted for Special area classes at the K-6 level and MODS at the middle school level depending on the time of the year and the length of the implementation of the online learning plan.

Addressing Special Education Needs

Special education teachers and related service providers will continue to provide differentiated instruction and supports based on individual student needs. For students receiving special education in the mainstream settings, both the general education and special education teachers will continue to provide whole class and specialized instruction. Special education teachers assigned to co teach with a general education teacher will continue to co plan lessons and ensure that necessary accommodations and modifications are included in all virtual lessons based on student needs. Both teachers will provide live video conferencing within co-teaching schedules, as well as small group or individual instruction via Google meets as required based on ongoing assessment of student progress. Similarly, students in pull out or self-contained settings will also have regular, scheduled live access to their teachers for direct instruction and additional support.

Related services, including speech, occupational therapy, physical therapy, and counseling, will continue to be provided to students in a virtual format. Live video conferencing for sessions will be the primary mode of service delivery to meet individual student needs, and therapists will schedule directly with the parents to ensure service delivery. When the individual needs, developmental level, or extraordinary individual circumstances prevent

Emergency Virtual or Remote Instruction Programs for the 2025-2026 School Year

effective service delivery in this manner, the IEP team, including the case manager, related service provider, and parent will collaborate to determine an alternative means of service delivery. This may include asynchronous assignments, virtual support sessions with parents, or alternative means of practice and skill acquisition.

Child Study Teams will provide remote meetings for parents to ensure that timelines are maintained and that required changes or revisions to IEPs are made. Evaluations and reevaluations will be conducted remotely where possible, given input from test manufacturers and professional organizations. Meetings will be held via Google Meets, and documents will be shared through email or the parent portal available through Frontline IEP and PowerSchool. Case managers will maintain regular contact with teachers, service providers and parents to ensure that services are delivered in an effective manner to the greatest extent possible.

Addressing Multilingual Learners (ML)

Our ML population will be provided with WIFI hotspots to families in need in order to provide internet access. Our ML students will follow the same schedule as their peers dependent upon their grade level schedule. ML students receive a high-intensity program where they meet with their ESL teacher for two periods throughout the day. In remote instruction, ML students would continue to meet with their ESL teacher via Google Meet video conferencing. Our ML population parents will be communicated to in their target language by written communication. Our ESL teachers will follow up by phone with our ML population families to communicate via voice as well, to ensure effective communication that is appropriate and understood. Each of our ML population teachers go through sheltered instruction each year as a part of our ESL program. During sheltered instruction training, among other district trainings, teachers are trained on learning strategies that relate to culturally responsive classrooms, socio-emotional learning, and trauma-informed teaching. Our ESL teachers will ensure that each of their students have access and understand the use of our technology platforms so that they have the same standard of access to learning as their non-ML peers.

Social-Emotional Learning

Social-emotional learning (SEL) is the process by which adults and children develop and implement the knowledge, skills, and abilities to set and achieve goals, develop and maintain positive relationships, and make responsible decisions. During online learning, when traditional means of gathering for instruction and interaction are not available, it becomes especially important to plan purposefully for the inclusion of SEL development. Doing so not only works to enhance student availability for academic instruction, but also provides students with strategies and resources to cope with their very different learning environment. All school personnel have a role in supporting SEL development at all grade levels.

Teachers and support staff will need to be aware of the challenges of schooling if the online plan is implemented at that time. It will be important for the staff to continue class and relationship-building exercises so that students continue to be comfortable with their teacher and classmates and continue to develop a community.

Additionally, there must be a recognition that students at different grade levels will have varying levels of understanding and responses to the stress generated from the ongoing presence of the pandemic. Some students will be especially susceptible to feelings of anxiety and depression resulting from fear of infection, ongoing disruption of schedules, and academic and social demands. All students will likely be impacted in some way, and the impact of SEL instruction by teachers will provide significant support. For those students who are more impacted, counseling services will continue to be offered by the district's Mental Health Team, which includes the crisis counselor, SAC, school counselors, and the school psychologists and social worker of the Child Study Team. Sessions will be delivered remotely through live video conferencing and can be held with the student and/or their parents as appropriate.

Emergency Virtual or Remote Instruction Programs for the 2025-2026 School Year

District-wide character education themes, activities, and projects will continue as in past years, through the Character Education Committee. This emphasizes unity, a common goal, and encourages connection. Supplemental “spirit” activities or videos will serve to boost morale while out of school as well. Students will be included in the planning and organization of such activities. The Mental Health Team will also sponsor group meetings on various topics, which, depending on grade level, might include mindfulness, organization, or stress-management techniques.

Grade Level-Specific Interventions:

- Grades Pre-K-4: At these grade levels, a focus should be placed on regular whole-class meetings that emphasize team building and relationship development. Students should be encouraged to engage with one another through active listening exercises. Teachers should also utilize feelings check-ins, breathing exercises, goal setting, and expectation management. Individual or small group remote meetings will also be useful in personalizing instruction and progress monitoring.
- Grades 5-6: Students in these grades attend departmentalized classes with different instructors. It will be important for each teacher to engage their classes. Counselors will focus on character education and social emotional concepts. Teachers will also work to craft assignments that encourage higher level thinking skills and reflection. Study skills will also be emphasized, with specific instruction spent toward enhancing focus and responsibility during remote instruction.
- Grades 7-12: At the secondary level, teachers will support students’ continued development of independent learning skills. An emphasis on insight will be supported, and the use of breathing, yoga, and meditation techniques will enable students to build the capacity to recognize and address internal negative emotions. Projects will include opportunities for independent exploration, documentation of their individual experience via journaling and/or creative expression, as well as opportunities to make work meaningful in their current context.

Identifying and reaching at-risk students will continue to be a team effort. Oftentimes, at-risk behaviors are identified by school personnel during free or social time. Without that, teachers will need to be extra vigilant in alerting Mental Health staff if they think something is amiss with a student. Students and parents will also need to be encouraged in a variety of ways to reach out to Mental Health staff if they are concerned about a student. Communication on how to do so will need to be frequent and explicit. Using Google Meet, or whatever modality the student is most comfortable with, Mental Health staff members will arrange check-in and/or counseling appointments and make further referrals where necessary.

Careful attention must also be given to the mental health of our faculty and staff. The SEL resource packet, which was developed during the 2019-2020 school year, will be introduced with an emphasis on the self-care section. Teachers must also be equipped to recognize signs of anxiety and distress among their students and clearly understand the procedure for connecting those students with the Mental Health Team. Teachers will be provided with simple, straightforward resources and guidelines for developing relationships with students during the first few days and weeks of school, to reacclimate everyone and build a sense of community in each classroom. A plan will be developed according to the timeline of the implementation of the online learning plan.

Teacher Training

Ongoing professional development and learning for staff is an integral part of the district’s online plan. Staff members will participate in district, school, cohort and department training prior to and during the school year in order to maximize student learning and growth and to provide a safe, positive, and supportive school environment. The following are important components of the district’s professional development plan for the 2025-2026 school year:

- Enhance understanding of personalized learning and a more student-centered classroom by
 - a. Implementing appropriate instructional strategies and technology applications.
 - b. Researching and evaluating design possibilities for the classrooms.
 - c. Assessing the effect of those strategies on student learning and motivation.

Emergency Virtual or Remote Instruction Programs for the 2025-2026 School Year

- Assess and make adjustments to the district's comprehensive framework for the implementation of the Full-Day Kindergarten program.
- Continue to monitor the implementation of the K-6 Math Specialist position and the iReady Math program for the 2025-26 school year.
- Continue to develop an understanding of data-driven decision-making and an analytics and assessment system for student achievement and social-emotional growth.
- Continue to build an understanding of social and emotional learning (SEL), mental health, and trauma-informed practices to ensure their inclusion in curriculum, instruction, and programs.
- Analyze all district programs and processes to identify diversity, equity, and inclusion opportunities. Enhance understanding of diversity and inclusion in curriculum and instruction, including how they relate to the new state mandate.
- Enhance understanding of the 2020 New Jersey Student Learning Standards (NJSLS) and how technology applications and resources can be used to enhance instruction of the new curriculum.
- Continue to support teachers in implementing programs and instructional practices for
 - a. Students with special education needs, including within the elementary co-teaching model.
 - b. At-risk, low-performing, gifted and talented students, and English Language Learners.
- Provide mentoring to beginning teachers in curriculum, instruction, assessment, technology integration, and district initiatives.

Student and Parent Resources

The district's technology department collaborated with administration and teachers to coordinate plans for student training on the most critical tools, resources, apps, and programs for online learning. Training and assistance continue to be differentiated according to the needs of the students at each grade level and within subject areas and departments. For example, one department at the high school and middle school may model how to create and upload videos while another department may model how to use an iPad app such as Notability. At the elementary level, one teacher in a grade level may explain how to submit assignments through Google Classroom while another may review how to use email appropriately.

The district also provided information and tutorials via the school district website to support online learning. Video tutorials continue to be curated for students and parents related to PowerSchool, Google Classroom, Google Meets, and other platforms and applications as needed. This assists students and parents in knowing where assignments are located and how to access them; knowing how to access grades and assignment progress; knowing how other platforms will be used to supplement instruction; understanding how to access other platforms that require links and sign-ons; and using classroom resources and applications. Clear information and video tutorials will guide students with organization and, for parents of younger students, assist them in guiding their children.

Extra-curricular Programs

All extra-curricular programs that can be run through remote or virtual instruction may continue to take place via a video online platform as well as other digital platforms. These programs will include co-curricular clubs, extended student learning opportunities that provide additional time and instruction for students who are not meeting grade level standards, and enrichment experiences.

Title 1 Extended Learning Programs

A school that has been designated as a Title 1 school, and has programs that are in place at the time that the district moves to virtual or remote instruction, will continue to provide programs to students via a video online platform as well as other digital platforms.

School Lunch Program

Students eligible for free or reduced lunch will have a grab and go lunch pick-up in the high school vestibule. Protocols will be established by building administration and communicated to all families.

Emergency Virtual or Remote Instruction Programs for the 2025-2026 School Year

21st Century Community Learning Center Programs

The New Providence School District does not currently participate in any New Jersey Department of Education–funded 21st Century Community Learning Center (21st CCLC) programs. Should the district pursue participation in the future, it will ensure that all related programming aligns with NJDOE guidelines and is fully integrated into the district’s Virtual or Remote Instructional Plan as required.

Community Programming

In the event of virtual or remote instruction, New Providence School District will continue to collaborate with local organizations to support students and families beyond academics. Partnerships with community agencies, libraries, the recreation department, youth services, and mental health providers will offer virtual workshops, counseling, tutoring, and enrichment programs. The district will share schedules and registration details through its website, social media, and parent communication platforms. These resources will help address social-emotional needs, provide childcare support options, and ensure families remain connected to essential services during remote learning periods.

Credit Recovery Plan During Virtual or Remote Instruction

In the event of virtual or remote instruction, the New Providence School District will ensure students have access to structured, standards-aligned credit recovery opportunities to stay on track for graduation.

Students who have failed or received an incomplete in a required course will be identified through academic records. Counselors will notify eligible students and families and create individual learning plans with clear expectations and timelines.

Instruction will be delivered to students during the credit recovery process in the following ways:

- Credit recovery will be delivered via approved online platforms (e.g., Edgenuity, Apex, Educere).
- Certified teachers will monitor progress, provide feedback, and hold virtual office hours.
- Instruction will be primarily asynchronous, with scheduled synchronous support sessions.
- Students with IEPs or 504 Plans will receive all required accommodations.

Student progress towards credit recovery will be monitored and assessed in the following ways:

- Student engagement will be tracked through platform data and teacher logs.
- Weekly progress checks will ensure students stay on pace; additional support will be provided as needed.
- Counselors and administrators will review progress and contact families when necessary.
- Course completion will be based on proficiency shown through assignments and assessments.
- Grading will follow district policy and include integrity measures for remote testing.

Maintenance of Buildings During Extended Closure

In the event the school district is closed for an extended period of time, we maintain our buildings by having custodial and maintenance staff on a rotating basis to attend to school buildings. This includes routine cleaning and disinfection of all areas, while monitoring the building for any other issues such as water leaks, boiler functionality and/or roof leaks. Also, all ventilation systems shall be checked and maintained as per the District’s Indoor Air Quality Plan.

Essential Employees

In the event that the New Providence School District transitions to the Virtual or Remote Instruction Program, notification will be made to the county office, who within the New Providence School District, is considered an essential employee.

Childcare Plan

If remote instruction is required, the New Providence School District will collaborate with local childcare providers and community organizations to share available options with families. Priority will be given to essential workers and

Emergency Virtual or Remote Instruction Programs for the 2025-2026 School Year

families with young or vulnerable children. Childcare resource information will be communicated through the district website, newsletters, and parent outreach platforms.

Transportation

The New Providence School District is a walking district and does not provide general education student transportation. In the event of virtual or remote instruction, transportation services are not anticipated. However, the district will continue to meet all transportation requirements outlined in students' Individualized Education Programs (IEPs). If in-person services or evaluations are required for students with disabilities, transportation will be arranged in accordance with each student's IEP and in compliance with applicable health and safety guidelines.