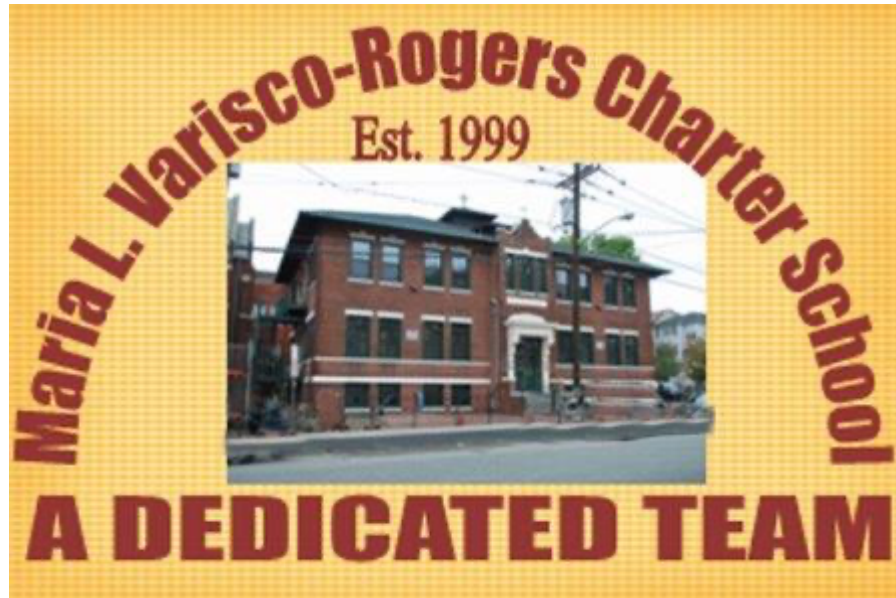


2025 - 2026 Virtual/Remote Instruction Plan



“Providing New Alternatives for a Better Education”

Mrs. Teresa Segarra, Lead Person/Executive Director

Mr. Jose Segarra, School Business Administrator

Ms. Jennifer Fumero, Assistant Lead Person

Ms. Gynise Gotto, Assistant School Business Administrator

Ms. Anne Heyward, Principal

Educational Program and Operational Overview for the 2025–2026 School Year

For the 2025–2026 academic year, the Maria L. Varisco-Rogers Charter School will continue to provide a comprehensive, in-person educational program aligned with state standards and the school’s mission to foster academic excellence and holistic student development. The daily instructional schedule will consist of eight (8) structured periods designed to deliver rigorous core instruction while supporting student engagement across disciplines.

In addition to the regular academic schedule, all supplementary programs and student services will operate as usual. These include:

- **Breakfast and Lunch Services:** Ensuring all students have access to nutritious meals daily.
- **Recess and Physical Education:** Promoting physical wellness and social-emotional development.
- **Extracurricular Activities/Clubs:** Providing opportunities for enrichment and student leadership beyond the classroom.

To further support whole-child development and career readiness, students will have access to a range of elective courses, particularly in the areas of **Social-Emotional Learning (SEL)** and **Science, Technology, Engineering, and Mathematics (STEM)**, and **Audio and Visual Broadcasting**. Students in grades 5-8 will also be encouraged to fulfill their **community service requirements** through meaningful volunteer opportunities in school-based initiatives, including participation in the After-School Program and family engagement nights.

Staff Professional Learning and Development

In preparation for the 2025–2026 school year, the school has strategically allocated time and resources for staff professional learning and capacity building. Key components of the professional development plan include:

- **Newly Hired Staff Induction:** A structured onboarding process to familiarize new educators with the school’s mission, policies, and instructional frameworks.
- **Staff Orientation:** A comprehensive introduction to annual goals, expectations, and instructional priorities.
- **Mandated Trainings:** Completion of state-required trainings in areas such as health and safety, equity, and child protection.
- **Participation in Conferences and External Workshops:** Opportunities for ongoing learning and connection with best practices.
- **Professional Learning Communities (PLCs):** Collaborative grade-level or content-area teams focused on data analysis, instructional planning, and continuous improvement.
- **School-Wide In-Service Days:** Dedicated time for staff development aligned with school improvement goals, curriculum initiatives, and student achievement priorities.

This multi-tiered approach to professional learning ensures that all staff members are equipped to deliver high-quality instruction, support student success, and contribute meaningfully to the school community.

As per P.L.2020, c.27 and N.J.S.A.18A:7F-9, MLVR Charter School has devised a plan to address Emergency Virtual or Remote Instruction that will be implemented during a school closure lasting three or more consecutive days due to reasons outlined in N.J.S.A.18A:7F-9.

In the event that the school determines it is necessary to operate under Emergency Virtual or Remote instruction, as ordered by the NJ DOE/NJDOH, the following procedures (at a minimum) will be implemented.

I. Equitable Access and Opportunity to Instruction

In the event that the Maria L. Varisco-Rogers Charter School must temporarily transition to a **Full-Time Remote Learning** model due to public health concerns or other emergency circumstances, students in **grades K through 8** will continue to receive high-quality instruction through a combination of **synchronous and asynchronous learning experiences**.

Instructional Delivery Model

- **Synchronous Instruction:** Live instruction will be conducted using the **G Suite for Education platform**, including **Google Meet, Google Classroom**, and other digital curriculum tools (e.g., i-Ready, TeachICI, Mosa Mack, Mystery Science). These sessions will simulate the traditional classroom environment, enabling students to receive direct instruction, engage in class discussions, and collaborate with peers in real time.
- **Asynchronous Instruction:** Asynchronous learning opportunities will be integrated to support student flexibility and accommodate varied learning needs and schedules. This includes pre-assigned independent tasks, video-recorded mini-lessons, and digital assignments. These components are designed to reinforce key skills and deepen student understanding while promoting self-directed learning.

All students and instructional staff have been issued **school-provided technology devices** to ensure equitable access to digital instruction and to maintain continuous engagement throughout the remote learning period. In alignment with state guidelines, the **minimum instructional time (excluding lunch and recess)** will be no less than **four (4) hours per day**. However, students are expected to follow their full daily schedule, mirroring the in-person instructional model, unless directed otherwise.

Access and Support

In cases where asynchronous learning is necessary, whether due to individualized instructional needs or scheduling flexibility, the school will ensure that:

- **Pre-recorded lessons** and resources are accessible to students and families via **Google Classroom** and **ClassDojo**.
- **Instructional supports**, including **small-group sessions, office hours, and virtual tutoring**, are available to reinforce learning and provide guided support.
- The **school principal** and instructional leadership team will monitor implementation to ensure instructional quality and student engagement.

Modifications to the Remote Schedule

While the remote learning structure will closely mirror the in-person daily schedule, the following **modifications** will be implemented to ensure student well-being and instructional effectiveness:

- **Breakfast and Lunch:** These periods will occur **off-screen** to provide students with essential screen breaks and opportunities to refresh.
- **Recess:** Incorporated into the lunch break, recess will also be off-screen to support physical movement and unstructured downtime.

- **K–2 Schedule Adjustments:**

If full-time remote learning is in effect for **more than three (3) consecutive days**, the instructional schedule for **Kindergarten through Grade 2** may be revised to:

- Prioritize **whole-group instruction in English Language Arts and Mathematics** during the morning hours.
- Offer a flexible combination of **Science, Social Studies, Health, and Physical Education** in the afternoon through both whole-group and small-group formats.
- Integrate enrichment opportunities and individualized support sessions as needed.

This adaptive model ensures that all students, regardless of grade level, remain engaged in meaningful, developmentally appropriate instruction while learning remotely.

Instructional Integrity and Equity in Full-Time Remote Learning

The Maria L. Varisco-Rogers Charter School remains committed to ensuring that full-time remote learning is **instructionally rigorous, developmentally appropriate, and as comparable as possible to in-person instruction**. All aspects of remote learning will reflect high academic expectations, foster meaningful student engagement, and maintain equitable access to educational opportunities.

To uphold instructional quality during periods of full-time virtual learning, all lessons and activities must incorporate the following **core instructional components**:

Core Components of Remote Instruction

- **Enrichment and Engagement Activities:** Students will participate in dynamic learning experiences that promote interaction, inquiry, and creativity. These may include **active discussions, project-based learning, breakout rooms for peer collaboration, and teacher-facilitated mini-lessons**.
- **Guided Learning:** Teachers will deliver direct instruction that includes modeling, scaffolding, and checks for understanding to support the acquisition of essential content and skills.
- **Individualized Instruction:** Differentiated support will be provided to address diverse student learning needs, including tiered interventions, small-group instruction, and targeted feedback.
- **Independent Practice:** Students will complete assignments that allow them to reinforce and apply newly acquired knowledge independently, supporting skill development and content retention.
- **Assessment and Demonstration of Learning (DOL):** Teachers will utilize a combination of diagnostic tools, benchmark assessments, classroom-based assessments, and state-mandated testing to evaluate student progress. Assessment data will inform instructional priorities, guide educational initiatives, and shape professional learning and intervention planning.

Implementation Guidelines and Supports

To ensure consistency, transparency, and instructional fidelity, the following practices will be implemented schoolwide during periods of full-time remote learning:

- **Transparent Communication with Families:** Teachers, students, and families will receive clear communication outlining the **daily class schedule, attendance expectations, academic procedures, and ongoing health and safety updates**.
- **Approved Instructional Tools and Platforms:** Remote learning will be facilitated through virtual tools that are **implemented by teachers and approved by the school leadership team**, including Google Workspace for Education and other vetted digital curricula.

- **Engaging, Standards-Aligned Lesson Design:** All virtual instruction must be **standards-based, purposeful, and designed to be intellectually engaging**. Lessons should challenge students to engage in **higher-order thinking, critical discussion, and creative problem-solving**.
- **Technology Integration and Support:** The school will continue to utilize a diverse set of **digital curricula, educational software, and interactive platforms**. The **Supervisor of Technological Education** will provide professional development and individualized coaching to support effective technology integration.
- **Virtual Code of Conduct:** A clearly defined **Virtual Learning Code of Conduct** will outline expectations for student behavior, peer collaboration, and respectful student-teacher interactions. The code will promote a learning environment that supports **safety, inquiry, academic risk-taking, and mutual respect**.
- **Frequent and Purposeful Student Interaction:** Instruction will include **regular opportunities for student engagement** (ideally every 3–5 minutes) through methods such as:
 - Brainstorming and reflection activities
 - Whole-class and small-group discussions
 - Student presentations and collaborative projects
 - Inquiry-based problem-solving and open-ended questioning
 - Use of digital tools to promote interaction (e.g., polls, chat responses, virtual whiteboards)
- **Instructional Oversight and Support:** The **school administration** will conduct **virtual walkthroughs and formal observations** using the **Danielson Framework for Teaching**. Feedback will focus on promoting student ownership of learning, enhancing teacher-student interactions, and fostering collaborative, inquiry-driven classrooms.
- **Tiered and Differentiated Instruction:** Instruction will be **tiered and differentiated** to meet the varying academic levels, interests, and learning styles of students. Teachers will provide a range of content, processes, and products tailored to student readiness and learning profiles.
- **Support for Students with IEPs, 504 Plans, and Multilingual Learners (MLs):** The school will maintain full compliance with federal and state mandates regarding **students with disabilities and multilingual learners**. Educators will implement accommodations and modifications as outlined in students' IEPs and 504 plans, ensuring access to instruction through **multiple modalities** (e.g., text, video, audio, visuals). Instructional staff will utilize inclusive strategies and provide additional support services as needed, such as co-teaching, push-in support, or virtual pull-out sessions.

Data Analysis and Instructional Decision-Making

The leadership team at the Maria L. Varisco-Rogers Charter School remains committed to utilizing data-driven practices to monitor and enhance student outcomes. The team will continue to **disaggregate and analyze data related to student academic performance, attendance, and engagement** on an ongoing basis. This process will include the review of diagnostic assessments, formative and summative classroom assessments, benchmark data, and state-mandated assessments.

Key findings from the data will be used to:

- Inform **instructional planning and delivery**
- Guide the **development of targeted interventions** for students demonstrating academic risk
- Support **differentiation strategies** to address diverse learning needs
- Monitor progress toward schoolwide and grade-level academic goals

To promote a collaborative, student-centered approach:

- **Teachers and support staff** will be provided with timely data reports and participate in data-driven discussions through **Professional Learning Communities (PLCs)** and/or grade-level meetings.
- **Parents and guardians** will be engaged in the process through data-sharing parent/teacher conferences and regular communication, ensuring they are equipped to support learning at home.
- **Students** will be encouraged to reflect on their own data, set academic goals, and take ownership of their learning progress.

In addition, to address chronic absenteeism and disengagement:

- **Daily attendance** will be recorded using the **RealTime student information system**.
- Teachers and support personnel will conduct **daily outreach calls** to the families of students who are absent from virtual instruction, reinforcing the importance of daily participation and addressing barriers to attendance.

Instructional Expectations During Full-Time Remote Learning

During periods of full-time remote instruction, Maria L. Varisco-Rogers Charter School will ensure that all students in Grades K–8 receive high-quality, standards-aligned instruction consistent with state requirements. Each virtual school day will include a **minimum of four (4) hours of active instruction**, which may include a combination of synchronous (live) and asynchronous (independent) learning activities. Students are expected to complete daily assignments, participate in live instructional sessions, and engage meaningfully in classroom discussions and activities.

To maintain continuity with in-person instruction and ensure consistency in teaching practices, all virtual lessons will follow a clearly defined structure comprised of the following **instructional components**:

- **Do Now / Warm-Up Activity:** A brief, focused activity at the start of the lesson designed to review prior knowledge, activate thinking, or introduce the day's topic.
- **Introduction of the Lesson and Learning Objectives:** Teachers will clearly communicate the goals of the lesson, aligned with grade-level standards, and outline what students are expected to know and be able to do by the end of the lesson.
- **Guided Practice:** Teachers will provide direct instruction and modeling, guiding students through new concepts and skills using interactive strategies and real-time feedback.
- **Independent Practice / Homework:** Students will complete tasks independently to reinforce and apply what they have learned. Assignments may include written responses, math problems, reading comprehension activities, or digital practice using approved platforms.
- **Formative Assessment:** Teachers will assess student understanding through ongoing checks for learning, such as polls, exit tickets, quizzes, or verbal responses. This information will be used to adjust instruction as needed.
- **Closure and Homework Assignment:** Each lesson will conclude with a summary of key takeaways and an opportunity for student reflection. Homework assignments will be posted and reviewed to support continued learning beyond the live session.

Access to Technology and Digital Learning Tools

To support equitable access to remote learning, all students in **Grades K through 8** have been issued a **school-owned Chromebook**. These devices are the property of **Maria L. Varisco-Rogers Charter School** and are provided to facilitate participation in virtual instruction, completion of assignments, communication with teachers, and access to digital educational platforms.

Key expectations regarding technology access include:

- **Device Distribution and Responsibility:** Parents/guardians are required to sign a **Technology Loan Agreement** upon receipt of the Chromebook, acknowledging that they are responsible for the device's proper use, care, and return. Chromebooks must be returned to the school in good working condition prior to the last day of the academic year. Any damage or loss may result in a financial obligation.
- **Opt-Out Option:** If a parent/guardian declines the use of a school-issued Chromebook, they must ensure that the student has access to a **functional and compatible personal device** that meets the requirements for participating in remote learning. This includes the ability to join virtual lessons, complete and submit assignments, and be marked present for attendance.
- **Assistive Technology for Students with Disabilities:** Students with an **Individualized Education Program (IEP)** or a **Section 504 Plan** requiring assistive technology will be evaluated on an individual basis to determine appropriate accommodations. The school will ensure that all federally mandated supports are provided in a timely and effective manner.
- **Internet Access Support:** In the event of a transition to **full-time remote learning for three (3) or more consecutive days**, the school will assess students' internet connectivity needs on a **case-by-case basis**. When possible, **Wi-Fi hotspots** will be provided to families in need to ensure uninterrupted access to instruction.
- **Technical Support and Troubleshooting:** The **Supervisor of Technological Education** will be available to assist students, families, and staff with technology-related concerns. Support may include guidance on device setup, troubleshooting connectivity or software issues, and training on the use of educational platforms.

Technology Tools

In instruction, the following are the most common resources for Remote Learning that are being provided by MLVR Charter School.

<ul style="list-style-type: none">• Google Meet• Google Classroom• Google Forms• Google Sheets• Google Docs• Google Slides	<ul style="list-style-type: none">• Kami• Brain Pop• iReady• RazKids• Envisions Math• Teach TCI-Social Studies	<ul style="list-style-type: none">• Class Dojo• Quaver Ed• Pixton• EdPuzzle• IXL Learning	<ul style="list-style-type: none">• Mosa Mack• Mystery Science• Inquits• Real Time• DRA Assessment• Kleki
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Physical Education in a Remote Learning Environment

During periods of full-time remote instruction, **Physical Education (PE)** will remain an essential component of the instructional program at Maria L. Varisco-Rogers Charter School, with a focus on promoting students' **physical health, motor skills development, and social-emotional well-being**.

Certified Physical Education teachers will deliver instruction through a combination of **live (synchronous) sessions via Google Meet** and **pre-recorded videos** posted on Google Classroom. Instruction will include:

- Age-appropriate **exercise routines**
- **Weekly fitness challenges** and goal-setting activities
- **Stretching, yoga, and mindfulness exercises**
- Instruction on **physical literacy**, including topics such as health, nutrition, and wellness

Students are **strongly encouraged to participate in both live and asynchronous PE sessions**, as regular physical activity supports not only physical health but also improves mood, concentration, and overall engagement in learning.

To ensure accessibility and safety:

- Activities will be designed to be completed in a **home environment** with minimal or no equipment
- Modifications will be provided as needed for students with **IEPs or physical limitations**, in collaboration with case managers and related service providers
- Teachers will emphasize **proper warm-up and cool-down routines**, safety guidelines, and hydration

Recess and Movement Breaks

In addition to scheduled PE classes, **daily recess periods and movement breaks** will be embedded into the virtual instructional schedule to provide students with opportunities to refresh and re-energize. These breaks are vital in supporting student **focus, mental health, and physical well-being**, especially in a screen-intensive environment.

- **Recess periods** during remote learning will include **off-screen time** where students are encouraged to engage in free play, physical activity, or relaxation exercises.
- **Stretching and brain breaks** will be integrated throughout the day, especially between instructional blocks, to reduce screen fatigue and promote movement.
- Classroom teachers may utilize approved digital tools and activities (e.g., GoNoodle, Just Dance, online yoga videos) to guide short movement breaks throughout the school day.

Communication with Stakeholders

Maria L. Varisco-Rogers Charter School recognizes that strong, transparent, and consistent communication is critical to fostering trust and ensuring academic success, especially in times of remote or hybrid instruction. The school is committed to maintaining regular and effective communication with **students, families, staff, and the broader school community** to promote clarity, consistency, and engagement.

To keep all stakeholders informed and connected, the following communication platforms and protocols will be utilized:

- **ClassDojo**: Used for real-time updates, class announcements, student behavior tracking, and messaging between teachers and families.
- **Realtime Notification System**: Used for real-time updates via email, text messages, and robocalls.
- **Google Classroom**: Serves as the primary hub for assignments, instructional resources, and feedback from teachers.
- **School Website (www.mlvracs.org)**: Houses schoolwide announcements, academic calendars, policies, newsletters, and updates from school leadership.

In addition to digital platforms, **teachers, instructional support staff, and members of the leadership team** will engage in direct outreach to families through phone calls, emails, and virtual conferences to:

- Discuss students' academic progress and classroom participation
- Address behavioral concerns and offer support strategies
- Collaborate with families on intervention plans and individualized supports

Social-Emotional Learning (SEL), School Culture, and Climate

Maria L. Varisco-Rogers Charter School is committed to cultivating a **safe, inclusive, and supportive school environment** that prioritizes the **social-emotional well-being** of every student. As part of the school's whole-child approach, targeted strategies will be implemented to promote **mental health, relationship-building, and a positive school climate** throughout the 2025–2026 school year.

Staff Training and SEL Integration

All instructional and administrative staff will engage in **ongoing professional learning** focused on:

- Social-emotional learning competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making)
- Trauma-informed practices
- Mental health supports and intervention strategies
- Creating inclusive and culturally responsive classrooms

Embedded SEL Practices and Support Structures

The following initiatives will be embedded into the daily instructional schedule and school culture to support student well-being:

- **Morning Meetings and Daily Check-ins** – Structured time for students to build community, share experiences, and engage in self-reflection and goal setting.
- **Intervention Blocks** – Dedicated periods to deliver SEL instruction, support executive functioning skills, and foster communication and empathy.

Mental Health Services and Tiered Supports

The school's **Mental Health Plan** will include a **tiered system of supports** to address the varying needs of students:

- **Tier 1:** Universal SEL instruction for all students through the advisory curriculum and classroom-based SEL activities
- **Tier 2:** Small group counseling and check-ins for students identified as needing additional emotional or behavioral support
- **Tier 3:** Individual counseling, behavior intervention plans, and referral to outside services for students with significant needs

School social workers will continue to play a critical role in:

- Providing individual and group counseling
- Offering family consultation and support services

- Delivering crisis prevention and intervention as needed

II. Addressing Special Education Needs

Special Education Services and Supports

Maria L. Varisco-Rogers Charter School remains fully committed to providing students with disabilities the supports and services outlined in their **Individualized Education Programs (IEPs)**, even in a remote learning environment. Special education programs and related services will be delivered **virtually**, ensuring that all students continue to receive a **Free Appropriate Public Education (FAPE)** in accordance with **IDEA** (Individuals with Disabilities Education Act) requirements.

Instructional Delivery and Collaboration

Instruction will be facilitated primarily through **Google Classroom**, supplemented by other digital platforms as needed. Special education teachers will work collaboratively with the **case manager, general education teachers, related service providers, and families** to ensure that each student receives the academic, social, and emotional support necessary to make meaningful progress toward their IEP goals.

Key strategies to support remote learning for students with disabilities will include:

- **Implementation of IEP-specified accommodations and modifications**, such as:
 - Chunking and simplifying instructional content
 - Extended time for assignments and assessments
 - Modified assessments and assignments
 - Additional breaks during instructional time
 - Individualized virtual tutoring or reteaching sessions
 - Use of printed packets when digital access is a barrier

Teachers and special education supervisors will regularly monitor instruction and support to ensure **accommodations are consistently implemented** and adjusted as needed based on student performance and engagement.

Related Services and Parental Engagement

All related services such as: **speech-language therapy, occupational therapy (OT), physical therapy (PT), and counseling** will be delivered remotely through **Google Meet** or other approved secure platforms. Families will be informed in advance of scheduled service sessions and will be expected to collaborate with staff to ensure student participation.

- **Case managers** will serve as the primary point of contact for families and will coordinate schedules, share progress updates, and support student engagement in related services.
- Parents/guardians will be invited to attend **virtual IEP meetings** and will work with the team to determine the most accessible and effective format (e.g., phone, video conference).
- Ongoing communication will be maintained through **phone calls, ClassDojo, Google Classroom, and virtual parent meetings** to ensure families are informed of their child's progress and any adjustments to services.

Compliance and Procedural Safeguards

The school will enact clearly defined procedures to ensure compliance with all federal and state regulations regarding the **identification, evaluation, and reevaluation** of students with disabilities. These procedures will include:

- Timely scheduling and facilitation of IEP meetings, eligibility determinations, and reevaluations
- Coordination with **Child Study Team (CST)** members and external evaluators, when needed
- Clear documentation of all meetings, interventions, and services provided
- Data collection to track progress on IEP goals and to determine if additional supports or program adjustments are necessary

All staff involved in the delivery of special education and related services will receive **ongoing professional development and procedural guidance** to ensure fidelity in service implementation, progress monitoring, and family engagement.

Through this collaborative, student-centered approach, MLVR Charter School will ensure that all students with disabilities continue to thrive academically and socially, with access to the individualized supports necessary for their success—regardless of the instructional setting.

Academic, Social, and Behavioral Supports Through a Multi-Tiered System of Supports (MTSS)

At Maria L. Varisco-Rogers Charter School, we are committed to meeting the diverse academic, behavioral, and social-emotional needs of all students through the implementation of a **Multi-Tiered System of Supports (MTSS)**. MTSS is a **proactive, data-driven framework** that ensures every student receives the appropriate level of instruction and intervention necessary to thrive in school—whether learning in-person or remotely.

Rather than functioning as a separate program or standalone intervention, MTSS is an **integrated schoolwide approach** to organizing instruction, identifying student needs early, and delivering supports that are **targeted, flexible, and evidence-based**. Its goal is to ensure all students are provided equitable opportunities for success through **high-quality core instruction**, systematic use of data, and progressively intensive supports as needed.

Core Components of MTSS at MLVR Charter School

The following key elements define the MTSS model at MLVRCS:

- **High-Quality, Evidence-Based Core Instruction:** All students receive rigorous, standards-aligned instruction that incorporates best practices and supports diverse learning needs.
- **Universal Screening:** All students are assessed at multiple points throughout the year to identify those who may require additional academic, social-emotional, or behavioral support.
- **Tiered Levels of Support:** Instruction and interventions are organized into three tiers that increase in intensity based on student response to instruction.
- **Data-Driven Decision Making:** Ongoing progress monitoring is used to assess student growth, inform instructional adjustments, and evaluate the effectiveness of interventions.
- **Collaborative Problem-Solving Teams:** Teachers, interventionists, counselors, administrators, and families work collaboratively to develop and implement individualized support plans when needed.

Tiered Levels of Support

Tier 1: Universal Instruction and Supports (All Students): All students receive high-quality, differentiated instruction within the general education setting, along with universal behavioral and social-emotional supports.

- **Focus:** Prevention and proactive support
- **Delivery:** Core curriculum with strategies to meet varied learning styles and needs
- **Examples:** Standards-aligned instruction, SEL activities, positive behavior supports, classroom routines

Tier 2: Targeted Supplemental Interventions (Some Students): Students who are identified through data as needing additional support receive small group instruction and targeted interventions aligned to their specific needs.

- **Focus:** Early intervention and remediation
- **Delivery:** Supplemental support in addition to Tier 1 instruction
- **Examples:** Small group instruction, targeted SEL lessons, structured academic skill-building

Tier 3: Intensive Individualized Interventions (Few Students): Students with significant academic or behavioral needs receive highly individualized and intensive interventions based on diagnostic data.

- **Focus:** Customized support for students not responding to Tier 1 or Tier 2 interventions
- **Delivery:** One-on-one or very small group settings, with increased frequency and duration
- **Examples:** Counseling support and behavior intervention plans

Implementation of MTSS in the Remote Learning Environment

MLVRCS will continue to implement MTSS during periods of **remote or hybrid learning** to ensure all students remain supported and engaged.

Tier 1 – Core Instruction and Universal Supports (All Students)

- **Instruction:** Delivered through Google Classroom and virtual tools, with differentiation to meet the needs of all learners.
- **Engagement Verification:** Teachers will monitor daily student participation, including:
 - Submitting assignments
 - Attending live virtual classes
 - Participating in online discussions
 - Completing assessments
 - Initiating contact with teachers
- **Data Collection:** Attendance, assignment completion, and engagement metrics will be reviewed regularly to identify at-risk students.

Tier 2 – Targeted Interventions

- **Supports:** Small group academic or behavioral interventions aligned with core content
- **Scheduling:** Conducted during designated intervention blocks or office hours
- **Data Collection:** Documentation of intervention type, frequency, student progress, and parent communication

Tier 3 – Intensive Individualized Supports

- **Supports:** One-on-one instruction, specialized interventions, behavior or SEL counseling, and other services as determined by student need
- **Customization:** Interventions will be tailored to individual learning profiles and reviewed frequently for effectiveness
- **Collaboration:** Case managers, interventionists, and school counselors will coordinate closely with families to ensure consistent participation and progress

Universal Screening

Student transitions are a critical focus each school year and are especially important during periods of virtual or hybrid instruction. Our approach to transitions is **culturally responsive** and involves collaboration with students, families, and the school community to identify needs and provide appropriate supports. Transitions may include, but are not limited to, returning to in-person instruction from a remote setting or progressing to the next grade level.

Implementation Actions:

- Establish consistent schedules and routines for students who struggle with change, and offer opportunities for practice.
- Implement “jumpstart” activities for students with incomplete grades or for key transition points, such as kindergarten entry.
- Utilize resources to support student transitions in early learning and across grade levels.

Social Work Services

Social workers will collaborate with administrative teams to determine the appropriate delivery model for services, whether in-person or virtual. Services will include, but are not limited to:

- Offering individual and group counseling for students in need.
- Providing support for loss or grief related to staff, students, or family members.
- Activating crisis response teams to deliver emotional and psychological support.
- Notifying staff of counseling services available through Employee Assistance Programs (EAP).
- Conducting staff meetings to educate on signs and symptoms of emotional distress in students.
- Communicating the availability of student counseling services.
- Providing educational materials on grief, stress management, and coping strategies to staff and families.
- Partnering with faculty to identify families in need of long-term mental or physical health services and connecting them with resources.
- Delivering professional development on typical childhood reactions to trauma and stress, including those resulting from prolonged home confinement.
- Assisting in the development and communication of re-entry protocols with the school leadership team.
- Collaborating with Section 504 teams to review and update student accommodation plans as necessary.
- Working with administrators to address behavioral, social-emotional, and mental health needs.
- Teaching or co-teaching SEL strategies to support students' adjustment to changing environments.
- Providing one-on-one counseling to students exhibiting fear, anxiety, depression, or experiencing loss.
- Co-teaching health lessons on depression awareness and offering referrals to appropriate support services for both students and staff.

III. Addressing Multilingual Learners (MLs) Plan Needs

Multilingual Learners

The Maria L. Varisco-Rogers Charter School offers a **High-Intensity Multilingual Learner (MLs) Program** designed to meet the diverse academic, linguistic, and cultural needs of our students. The program features a comprehensive set of services and instructional strategies that promote both **English language development** and **content mastery**, ensuring that MLs are fully supported in achieving grade-level standards and beyond.

Key components of the program include:

- **Double periods of English language instruction** focused on building foundational literacy and academic language skills
- **Pull-out and push-in bilingual support** across core content areas to reinforce understanding and engagement
- **Native language guided reading** to support literacy development in the student's first language
- **Native language instruction** to affirm identity, maintain cognitive development, and bridge content comprehension

To support the implementation of this program, the school has successfully hired and retained a **diverse team of bilingual professionals**, including:

- ESL-certified and bilingual content area teachers
- Bilingual social workers and counselors
- Bilingual administrators and instructional leaders
- Bilingual paraprofessionals and support staff

This staffing model ensures that both **students and families have access to instruction, communication, and school resources** in their home language, fostering strong school-home connections and equitable access to learning.

Collaboration, Instructional Design, and Family Engagement

MLs teachers collaborate consistently with general education and content area teachers to **develop and implement instructional strategies** that support the academic and linguistic development of multilingual learners. Curriculum materials and instructional resources are translated and adapted to enhance student access and parent understanding.

Additionally:

- **Teachers, supervisors, and administrators** work in partnership with families to provide **academic tools, learning strategies, and bilingual resources** that can be used at home to support student progress.
- Resources and updates are shared regularly through the **school website, Google Classroom, ClassDojo,** and **parent virtual meetings**, ensuring information is available in families' **preferred language**.

During periods of **full-time remote learning**, MLs teachers will provide both **synchronous and asynchronous instruction** using approved digital platforms. These lessons are aligned not only to the **New Jersey Student Learning Standards (NJSLS)** but also fully incorporate the **WIDA English Language Development**

Standards and principles of **Sheltered Instruction**, ensuring comprehensible input and scaffolded support for academic success.

Instruction is further informed by:

- **Developmental Reading Assessment (DRA) levels**
- **WIDA proficiency levels**
- **Local formative and benchmark data**

This data-driven approach allows teachers to **differentiate instruction, target interventions, and celebrate student growth** across language domains and content areas.

Instructional Framework and Staff Development

Lesson planning and delivery for multilingual learners are guided by the **FABRIC instructional paradigm**, which emphasizes:

- **Foundational Skills**
- **Academic Discussions**
- **Background Knowledge**
- **Resources**
- **Individualized Assessment**
- **Culture**

This framework ensures that MLs instruction is **inclusive, culturally responsive, and academically rigorous**, promoting language acquisition while valuing students' identities and experiences.

All instructional staff receive **annual professional development** on topics including:

- **Culturally Relevant Pedagogy**
- **Differentiation and Accommodations for MLs**
- **Sheltered Instruction Observation Protocol (SIOP)**
- **Socio-Emotional Learning**
- **Student-Centered Lesson Planning**
- **Trauma-Informed Teaching**

These trainings are delivered during **Staff Orientation** at the beginning of the school year and are reinforced through **schoolwide in-service days, PLC sessions, and participation in external workshops and conferences**. Continuous professional learning ensures that educators remain equipped with the tools, knowledge, and mindset necessary to **support multilingual learners with excellence**.

IV. Attendance Plan

Attendance

During in-person instruction, attendance must be recorded in **RealTime** by **8:30 a.m. daily**. However, on remote instructional days, it is important to acknowledge that students and their families may require increased flexibility. This may include students participating in lesson activities during the evening hours due to family

circumstances such as parental work schedules or caregiving responsibilities. Parents must notify the school at the start of remote learning if flexibility is required, indicating the specific **days of the week** and **timeframes** needed. Attendance will then be recorded according to the agreed-upon arrangement.

Student Attendance

Parents will have the following options available during remote instruction:

- The Maria L. Varisco-Rogers Charter School adheres to its **Board-approved attendance policy**, which outlines clear criteria for determining whether a student is present or absent during both in-person and remote instructional days.
 - Attendance is a critical factor in evaluating student progress and will be considered when making determinations related to **promotion, retention, graduation eligibility, and disciplinary action**.
 - A student is marked present if they meet the participation criteria defined by the school: such as logging into a live class, submitting assignments by the designated deadline, or engaging in academic communication with the teacher.
 - Chronic absenteeism, lack of engagement, or failure to meet academic expectations due to inconsistent attendance may result in **academic interventions, placement in extended learning programs, mandatory summer school, or potential retention**. For eighth-grade students, attendance and participation are essential requirements for **promotion and participation in graduation ceremonies**.
 - Attendance data will also be reviewed in disciplinary decisions where absenteeism may be linked to behavioral or engagement concerns.
 - The school’s attendance policy is communicated to all families at the start of the year and reinforced regularly through parent meetings, communication platforms, and progress reports.
- Students who are ill due to **COVID-19** or are required to **quarantine** will follow standard illness-related attendance procedures. Parents must notify the **school nurse**, and absences will be excused with appropriate documentation.

When a student is not actively participating in online instruction or failing to submit assignments during remote learning, the school initiates a tiered communication process to promptly engage the family. **Teachers and support staff will first reach out directly to parents or guardians via phone calls, emails, or ClassDojo messages** to inform them of the student’s lack of engagement and to determine any barriers to participation. If the issue persists, the concern is escalated to **social workers or administrators** who will then follow up with additional outreach and support. During this process, families may be offered resources such as **technology assistance, schedule flexibility, or academic interventions** to help re-engage the student. All communication efforts are **documented in RealTime** or a designated communication log to ensure ongoing follow-up and accountability. The school’s goal is to **work collaboratively with families** to remove obstacles and promote consistent attendance and academic success.

Staff Attendance

All **10- and 12-month administrative staff** are required to report to work **in person** according to their regular contracted schedules, unless conditions are deemed physically unsafe (e.g., building damage).

All **teachers, teacher assistants, and in-house substitutes** (collectively referred to as faculty) will work remotely from **8:00 a.m. to 3:30 p.m.** each day unless otherwise directed. Once in-person instruction resumes, **all faculty will be required to return to the school building** and follow their standard in-person work schedule.

V. Safe Delivery of Meals Plan

Nutrition Program

All parents and guardians will have the option to continue participating in the **National School Breakfast and Lunch Program** at **no cost**.

Meal Distribution Schedule:

Meals will be available for pick-up at the school cafeteria located at **654 Summer Avenue, Newark, NJ 07104**, between **10:00 a.m. and 12:00 p.m.** on the following designated days:

- **Monday:** Pick-up includes breakfast and lunch for **Monday, Tuesday, and Wednesday**.
- **Wednesday:** Pick-up includes breakfast and lunch for **Thursday, Friday, Saturday, and Sunday**.

VI. Facilities Plan

Facilities

Each school facility will be equipped with appropriate supplies to support healthy hygiene practices. These supplies include, but are not limited to: **soap, hand sanitizer (minimum 60% alcohol), paper towels, tissues, disinfectant wipes, and no-touch or foot-pedal trash cans**. **Daily cleaning and sanitizing** of shared spaces and offices will be conducted, and the **inventory and ordering of PPE** will be carefully monitored.

The **school nurse** will provide training to faculty and staff on the proper use and removal of face masks. Faculty and staff will then communicate this information to students and their families. The nurse will also check in with each homeroom to ensure there are no questions regarding the correct use of face masks. Frequent reminders will be given to **avoid touching the face** and to **wash hands regularly**. This guidance will also be accessible on the **school's website**.

Signs and Messages:

Health and safety signage will be prominently displayed in key areas throughout the school building, including **entrances, restrooms, and common areas**, to promote the following behaviors:

- Maintaining appropriate social distancing
- Covering nose and mouth when coughing or sneezing
- Regular handwashing
- Proper use of cloth face coverings
- Staying home when feeling unwell or exhibiting symptoms

VII. Other Considerations

Other Considerations

a. **Accelerated Learning and Enrichment:** Opportunities for accelerated learning and enrichment will continue to be available to students during the after school program.

b. **Social and Emotional Health of Staff and Students:** In addition to in-house support services, the school will continue to invest in external consultants and services to provide staff and students with social-emotional tools and supports. The **Second Step and Overcoming Obstacles** curricula will be implemented across all grade levels. Special sessions for staff and parents have also been scheduled. Referral trends will be reviewed to determine necessary supports and interventions.

c. **Title I Extended Learning:** Title I extended learning programs will be offered after school in core subject areas, including **mathematics, science, and language arts**.

d. **21st Century Community Learning Center Programs:** The school will maintain partnerships with local organizations and community learning centers that provide academic and social-emotional support for students in grades K–8.

e. **Credit Recovery:** Students who are retained or fail a course will be required to attend summer school and participate in individualized tutoring. Progress will be monitored through scheduled check-in sessions.

f. **Other Extended Student Learning Opportunities:** The Summer Enrichment Program will provide students with opportunities to reinforce and review key concepts and skills in core content areas such as English Language Arts and Mathematics. The program will also include instruction in 21st-century skills, technology, and social-emotional learning.

g. **Transportation:** Transportation will not be provided during full remote instruction. However, for students and families lacking transportation access, instructional materials and/or meals will be delivered.

h. **Extracurricular Activities:** The school will continue to offer extracurricular activity options for students, following guidance from the Health Department.

i. **Childcare:** Not applicable.

j. **Community Programming:** School staff will continue to engage with parents by sharing resources and hosting workshops or informational sessions via **Google Meet, email, and ClassDojo**.

VIII. Essential Employees

The following list of essential employees will be provided to the county office at the time of the LEA’s transition to remote or virtual instruction.

Name	Title
Teresa Segarra	Lead Person/Executive Director
Jose A. Segarra	School Business Administrator/Board Secretary
Jennifer Fumero	Assistant Lead Person
Gynise Gotto	Assistant School Business Administrator
Anne Heyward	Principal
Patricia Fartura	Supervisor of Curriculum and Assessment
Monica Gabriele	Director of Mathematics
Michele Roman	Supervisor of Special Education
Eric Eigenbrodt	Supervisor of Technology Education
Maritza Villanueva	Director of ESL/Bilingual Education
Eneida Perez	Executive Secretary

Ruby Galarza	Social Worker
Natyana Hughes	Social Worker/Case Manager
Gemma Salve Sepe	Nurse
Jeff Leifer	Network Specialist
Jose Arana	Maintenance
Mario Soto	Maintenance