

BUTLER SCHOOL DISTRICT



Virtual/Remote Instruction Program

2026-2027

38 Bartholdi Avenue

Butler, NJ 07405

IT TAKES MORE TO BE A BULLDOG

#smalldistrictbigimpact

Board of Education Approved - June 25, 2026



BUTLER'S DISTANCE VIRTUAL LEARNING AT A GLANCE



CONTINUITY OF INSTRUCTION

- Fixed Daily Schedules
- Teachers will teach from their classrooms using new Teacher Stations to enhance student learning and engagement
- Daily Attendance will be taken and tracked
- Google Classroom, Google Meet, Zoom, and Nearpod Platforms
- Scheduled Services and Interventions in the afternoons
- Academic Assistance and Teacher Office Hours Scheduled weekly

SOCIAL AND EMOTIONAL SUPPORT

- Counselors will meet with students virtually in individual and in group sessions
- Weekly newsletters to students, staff, and community focused on social and emotional well being and strategies for mindfulness
- Ongoing work to host one lesson a month for all students to attend focused on mindful practices and self-regulatory strategies
- Weekly academic progress monitoring and support

FACILITIES

- Preventative Maintenance Plan started
- Continued cleaning and sanitation for areas with individual instructional and/or counseling appointments
- Cleaning and sanitation of teacher work stations daily

CO- AND EXTRA- CURRICULAR

- Hosting of virtual clubs and co-curricular activity meetings
- Weekly communications from AD to update schedule and events for our students, staff and learning community
- Creative means to host events - livestreaming, virtual, etc.
- Proactive planning for yearbook, prom, senior events



Introduction

This document outlines the protocols to be followed in the event of a school district closure to ensure the continuity of instruction for all students. The implementation of virtual/remote learning under these protocols will fulfill the 180-day requirement in accordance with N.J.S.A. 18A:7F-9.

This plan will be activated in the event of a closure lasting more than three (3) consecutive school days, due to any of the following:

- A declared state of emergency (e.g., natural disasters such as Superstorm Sandy)
- A declared public health emergency (e.g., pandemic-related concerns)
- A directive issued by a local or state health agency or official requiring a public health-related closure

In the event such a closure becomes necessary, the Superintendent or designee will consult with the Board of Education and formally communicate the activation of this plan.

Instruction will be delivered through established virtual platforms and digital tools, with attention to equitable access, student engagement, differentiated support, and clear expectations for both staff and students. The district remains committed to maintaining instructional continuity, meeting students' academic and social-emotional needs, and ensuring compliance with all applicable state and federal guidelines.

The Butler School District has prepared this plan following guidance from the NJ Department of Education, and it addresses these key areas:

- I. Equitable Access and Opportunity to Instruction
- II. Addressing Special Education Needs
- III. Addressing Multilingual Learner (ML) Plan Needs
- IV. Attendance Plan
- V. Safe Delivery of Meals
- VI. Facilities Plan
- VII. Other Considerations

I. Equitable Access and Opportunity to Instruction

The Butler School District is committed to ensuring all students have equitable access to instruction during periods of virtual or remote learning.

The district maintains a 1:1 Chromebook Program for all students in grades K–12, ensuring that each student has access to a personal learning device. To address connectivity barriers, the district has secured 50 WiFi hotspots for families without reliable internet access at home.

These devices are prioritized for students identified through the Free and Reduced-Price Lunch program

and are distributed on an as-needed basis thereafter. Building principals are responsible for identifying needs and tracking device distribution and connectivity status through the district's student information system to ensure accurate support and follow-up.

Through these efforts, the district ensures that every student, regardless of background or circumstance, has the tools necessary to fully engage in remote learning opportunities.

II. Addressing Special Education Needs

The Butler School District remains committed to ensuring that all students, including those with disabilities and specialized instructional needs, continue to receive appropriate educational services with minimal disruption during periods of virtual or remote instruction.

Instructional Schedule Overview (All Schools)

In the event of remote learning, all schools will follow a modified instructional day as follows:

- 8:00 a.m. – 12:25 p.m.: Core Classroom Instruction
- 12:25 p.m. – 1:00 p.m.: Lunch and Movement Breaks
- 1:00 p.m. – 2:45 p.m.: Related Arts, Academic Assistance, and Related Services

Core Classroom Instruction (8:00 a.m. – 12:25 p.m.) will be delivered via synchronous virtual platforms featuring live, real-time teacher interaction. Afternoon sessions (1:00 p.m. – 2:45 p.m.) will utilize a hybrid model of synchronous related services/academic assistance paired with targeted asynchronous independent learning modules and student application tasks.

Special Education Services

To the greatest extent possible, special education students will experience continuity in their instructional programs:

- Paraprofessionals will continue to support students by collaborating with classroom staff to individualize instruction. Instructional delivery and student progress will be monitored by classroom teachers.
- Accelerated learning opportunities and enrichment will continue to be provided as appropriate.

Related Services

Related services will be delivered through both in-person sessions (by appointment) with safety protocols in place, and virtual platforms as needed. All virtual sessions will comply with HIPAA and FERPA standards using platforms such as Doxy.me. Services include:

- Speech Therapy

- Occupational Therapy (OT)
- Physical Therapy (PT)
- Applied Behavior Analysis (ABA) Therapy
- Teacher of the Deaf Services
- Home Therapies – These will continue virtually unless otherwise coordinated with families.
- Paraprofessionals and Aides will remain actively assigned to assist with student support.

Preschool Programming

- Preschool Half-Day: Students will receive specialized instruction, accommodations, and modifications via Google Classroom. Platforms like ABC Mouse and Touch Math will support individualized learning.
- Preschool/MD Full-Day: BCBA and RBT staff will coordinate with families to deliver continued ABA instruction. Daily socialization sessions and progress monitoring will be provided by teachers.

K-12 Specialized Programming

For students in ICR, ICS, MD, and Resource Room programs:

- Co-teaching teams will deliver modified instruction tailored to IEP goals and aligned to classroom content using platforms such as Google Classroom, Google Slides, Khan Academy, IXL, and CommonLit.
- Assessments will include both formative and summative methods to track student progress through mClass, IXL, and teacher created assessments
- Students with functional skills programs will receive video-based instruction in life skills and daily living skills (e.g., video modeling).
- Supplementary tools: Go Noodle, NJSLA prep, Spell City, and others.

IEP Implementation, Monitoring, and Evaluation

- Case Managers will maintain regular contact with families to ensure services are implemented in accordance with IEPs.
- IEP meetings and Annual Reviews will continue as scheduled via Zoom, Google Meet, or phone, with all team members signing off through IEP Direct's Collaborative Portal.
- Evaluations in Progress may continue in person, in alignment with current health and safety guidelines.
- Referrals will be accepted via signed documentation submitted electronically.
- Classroom teachers, special education staff, and related service providers will document the daily and weekly tracking of specific student accommodations, modifications, and delivered services utilizing **electronic service logs within IEP Direct** alongside localized digital data collection sheets to ensure accountability and continuity of compliance.

Students Placed Out-of-District

- Case Managers will serve as the primary point of contact for families.
- Regular check-ins will continue.
- Parents will be advised to notify their case manager if they choose not to send their child to school.

- Case Managers will request documentation of any missed services for future compensatory service planning.

Gifted and Talented / STE(A)M Programs

- Weekly enrichment will continue for Grades K–4 using the Renzulli Whole School Enrichment Model.
 - Weekly GT programming will remain in place for Grades K–8.
 - At the high school level (Grades 9–12), Honors and AP coursework will continue uninterrupted.
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III. Addressing Multilingual Learner (ML) Plan Needs

Multilingual Learners (MLs) will continue to receive uninterrupted instruction during periods of virtual learning, in alignment with state and federal guidelines for English Language Learners. At the middle and high school levels, ML instruction will follow students' regular schedules to ensure continuity of learning. At the elementary level, students will continue to engage with their ESL teachers, though instructional times may differ from in-person schedules to accommodate developmental needs and family logistics. All instructional practices are designed to meet the requirements outlined in the Every Student Succeeds Act (ESSA) and state ELL regulations, ensuring equitable access to rigorous and language-rich instruction.

To support equitable access to learning, all students in grades K–12 have been provided a district-issued device as part of the district's 1:1 initiative. WiFi hotspot devices are provided based on availability and student need, with priority given to families qualifying for free or reduced lunch. In cases where devices are not available, students may share devices with siblings or access instructional materials through printed packets, which can be picked up from school or delivered to the home if necessary.

Teachers supporting MLs utilize a range of instructional tools and platforms—including IXL, RAZ Kids, ESL BrainPOP, ReadWorks, Nearpod, Schoolwide, and others—to support language development and address learning gaps. All ESL teachers maintain individual Google Classrooms targeting the four language domains: reading, writing, speaking, and listening. Additionally, ESL teachers are embedded in content-area Google Classrooms to monitor instruction, collaborate on lesson delivery, and provide “push-in” instructional support, offering real-time scaffolds, models, and explanations.

In alignment with best practices for ML instruction and state/federal guidance, teachers incorporate the following strategies:

- Use of visual supports, sentence stems, and graphic organizers to aid comprehension and student output.
- Pre-teaching of vocabulary and language structures prior to content delivery.
- Explicitly stated language objectives alongside content objectives.
- Video modeling, bilingual resources, and closed captioning where appropriate.
- Ongoing formative assessments to adjust instruction and provide individualized feedback.
- Culturally responsive materials and connections that affirm student identity and background.
- Consistent home-school communication in the family's home language, utilizing multilingual platforms or translation services whenever possible.

Professional learning remains a priority. The district's technology coordinator facilitates virtual workshops and instructional coaching sessions to assist teachers in the effective use of digital tools and strategies for enhanced student engagement. Dedicated professional development supports staff in reassessing and redesigning instruction to meet the unique needs of multilingual learners in a distance learning environment, with a focus on practical strategies and culturally responsive practices. These sessions emphasize strategies for culturally responsive teaching, social-emotional learning, and trauma-informed instructional practices, ensuring the unique needs of multilingual learners, including those students affected by forced migration from their home country, such as refugee or asylee children, are addressed with care and intentionality in both virtual and in-person settings.

The ML Supervisor and building principals monitor student engagement and work completion on a weekly basis. When students are not submitting assignments, teachers and administrators reach out to families to ensure students have access to materials and to identify and remove barriers to participation.

Attendance will be taken daily in alignment with the district's attendance policy and state regulations regarding virtual instruction. At the middle and high school levels, students are expected to log in to each class period on time and with their camera turned on in order to be marked present. Attendance will be recorded at the beginning of each class period. Active engagement is expected in all lessons.

The district is committed to ensuring clear communication with families of English Language Learners (ELLs). Butler will:

- Provide translated materials in families' home languages whenever possible.
- Offer interpretive services for parent-teacher conferences, meetings, and communications requiring discussion of student progress or concerns.
- Deliver information that is literacy-level appropriate to ensure understanding of policies, procedures, and expectations.
- Communicate attendance concerns, assignment completion issues, and participation updates through multiple channels (email, phone calls, and messaging platforms) to ensure families receive timely and accessible information.

All staff and administrators receive annual training aligned with the district's Professional Learning Plan. These sessions emphasize strategies for culturally responsive teaching, social-emotional learning, and trauma-informed instructional practices, ensuring the needs of multilingual learners are addressed with care and intentionality in both virtual and in-person settings. This training reinforces compliance with federal and state expectations for equitable instruction, access, and support for all ML students.

IV. Attendance Plan

Attendance will be taken daily in alignment with the district's attendance policy and state regulations regarding virtual instruction.

Middle and High School:

Students are expected to log in to each class period on time with their camera turned on to be marked present. Attendance will be recorded at the beginning of each class period. Active engagement and visibility during class are key components of verifying presence and participation.

Elementary School:

Students are expected to log in at the start of the school day and remain online through the morning instructional block. After the scheduled lunch break, students must log in again and continue to follow the same attendance expectations. Cameras should remain on during instructional time unless otherwise approved for individual circumstances. Teachers will take attendance during both the morning and afternoon sessions.

Parent/Guardian Reporting:

Parents and guardians are required to report student absences through Genesis, the district's student information system, on the day of the absence.

District Communication Protocol for Non-Participation or Missing Assignments:

1. **Initial Outreach:** If a student is marked absent or is not participating in online sessions and/or submitting assignments, the teacher will contact the family via email, phone call, or the district's messaging platform within 24 hours.
2. **Secondary Follow-Up:** If the lack of participation continues, the school will conduct a second outreach, which may include a phone call from a counselor, assistant principal, or designated staff member to discuss barriers to engagement and offer support.
3. **Support and Intervention:** School staff may provide additional resources, such as tech support, tutoring, or individualized learning plans, to help the student re-engage.
4. **Wellness Check:** Continued unverified absences or lack of engagement may prompt a wellness check, conducted by a School Resource Officer or other designated personnel, to ensure the student's safety and well-being.
5. **Ongoing Monitoring:** Teachers, building administrators, and the ML Supervisor (for multilingual learners) will track student engagement and assignment completion on a weekly basis to ensure all students are receiving equitable access to instruction and support.

The district remains committed to supporting student success and well-being. Consistent attendance and engagement—whether in person or remote—are foundational to academic progress and access to services. All expectations for student attendance, participation, and conduct apply during remote instruction in the same manner as they would during traditional in-person learning. Families are encouraged to communicate promptly with school staff if challenges arise so that the district can provide timely assistance.

Remote attendance records will directly factor into student performance outcomes. Unexcused remote absences or a chronic failure to adhere to active-visibility (camera-on) policies will count toward the district's established thresholds determining student **promotion, retention, graduation eligibility, and student disciplinary interventions**, in complete alignment with standard in-person Board Policies.

VIII. Safe Delivery of Meals

In the event of a district closure, the Free and Reduced Meal program continues within the Butler School District. The distribution of school meals for approved students will be daily between 11:00 a.m. and noon and will take place through the Butler High School Cafeteria. Delivery can be arranged for families who are unable to get to either high school.

IX. Facilities Plan

In the event of a district-wide closure, all Butler School District facilities will remain under regular supervision and care by custodial and maintenance personnel. A rotating skeleton crew may be deployed if public health conditions require minimal on-site presence, ensuring continued oversight of building safety and operations.

All established cleaning and sanitizing protocols will remain in effect, with additional measures taken to ensure deep cleaning throughout all buildings. This includes classrooms, restrooms, locker rooms, cafeterias, offices, and common areas. Deep cleaning efforts will follow CDC and Department of Health guidance and will be conducted using hospital-grade disinfectants and specialized equipment. Transportation providers will clean and disinfect all student transport vehicles daily. This process includes the use of sanitizing wipes and Atomizing Disinfectant Sprayers to ensure all high-touch surfaces are regularly treated. All procedures will follow the most recent recommendations from public health agencies.

The Butler School District will remain in full compliance with state and federal public health advisories. Procedures and protocols will be updated promptly as new guidance is released by the CDC, New Jersey Department of Health, or other regulatory bodies.

During any extended closure:

- Custodial and maintenance staff will operate on reduced, rotating schedules focused on preventative maintenance, safety inspections, and sanitization.
- PPE (including hazard suits, gloves, and masks) has been purchased and is available to all custodial and maintenance staff for use while in district buildings.
- The Superintendent, Business Administrator, and Director of Buildings and Grounds will remain onsite daily to monitor facilities and coordinate response needs.

The following additional resources and upgrades have been implemented to enhance the district's cleaning capabilities and air quality systems:

- Two electrostatic disinfecting guns per school building for thorough surface sanitization.
- Fogging machines available in each school for monthly whole-building disinfecting.
- HEPA filters installed in ventilation systems across all district facilities.
- Antimicrobial floor wax and treatments applied to all floors to reduce surface transmission risks.
- Structured daily, weekly, and monthly cleaning protocols developed in consultation with CDC and

- OSHA guidelines, including cleaning of building exteriors and playgrounds.
- Sign-in/out checklists and task logs have been implemented for accountability and tracking of completed sanitation routines.

Additionally, the district has:

- Designated fixed staff entry and exit points in each building to monitor and control building access.
- Installed and maintains hand sanitizing stations throughout all school buildings, encouraging frequent use by both staff and students when buildings are open.

These comprehensive steps reflect the district's commitment to maintaining clean, healthy, and safe learning environments for all students and staff, both during closures and throughout the school year.

X. Social and emotional health of staff and students

Students grades K-12 will continue to learn via their Chromebooks and Google Classroom. Preschool will have more developmentally appropriate learning opportunities which will be made available. Our school counselors, case managers and student assistance counselors will be available to address any student or parent concerns during this time frame. Please do not hesitate to reach out with any questions or concerns. We will continue to offer support to our students as much as we can throughout this challenging time period. Listed below is important information for parent(s)/guardian(s) to refer to:

Contacting our staff: School counselors and case managers will be available during school hours via email Monday - Friday, for students and parents to contact them with any requests or questions.

BHS Counselors:

Rob Meyers rmeyers@butlerboe.org

Lisa Urbina - lurbina@butlerboe.org

Guidance Administrative Assistant - Barbi Gnecco - bgnecco@butlerboe.org

RBS Counselor:

Joseph Fischer - jfischer@butlerboe.org

ADS Counselor:

Theresa Sansone - tsansone@butlerboe.org

Student Assistance Counselor

ADS, RBS & BHS - Emma Tagariello - etagliariello@butlerboe.org

BHS Case Managers

Patrick Keane pkeane@butlerboe.org

Rebecca Collette rcollette@butlerboe.org

RBS Case Manager

Lindsay Massessa - lmassessa@butlerboe.org

ADS Case Manager

Jeni Kertesz - jkertesz@butlerboe.org

Emma Gibson - egibson@butlerboe.org

If at any point you need to contact administration, please contact the following:

BHS Principal - Rory Fitzgerald - rfitzgerald@butlerboe.org

BHS Assistant Principal - Jacqueline Molina - jmolina@butlerboe.org

RBS Principal - Michael Tobin - mtobin@butlerboe.org

ADS Principal - James Manco - jmanco@butlerboe.org

Director of Student Instructional Services - Dr. Michelle Papa - mpapa@butlerboe.org

Home Instruction:

Students on home instruction should follow the assignments and work in their regular classrooms using google classroom.

In the event of an emergency - Please call 911

Please see the information below for additional Counseling Resources throughout the state if needed.

Counseling Resources

Crisis Intervention Services

Chilton Memorial Hospital 973-831-5078

Morristown Medical Center 973-540-0100

Saint Clare's Hospital 973-625-0280

Newton Memorial Medical Center 973-383-2121

St. Joseph's Medical Center 973-754-2000

PerformCare 1-877-652-7624

Mental Health

Wayne Psychological Group LLC
45 Carey Ave, Suite 204
973-527-4411
Diane Uhler
19 Cutlass Road
Kinnelon, New Jersey 07405
(973) 750-9783

Wayne Behavioral Service
973-790-9222
(counseling and psychiatry)

Parent Train
Pompton Plains, NJ
973-588-4486
Shannon Foster
45 Carey Ave, Suite 107
973-248-5896
Family Psychiatry of North Jersey
201-580-2524
Paramus

Counseling Center at Fairlawn
16-01 Broadway
Fairlawn, NJ 07410
201-797-0001

West Bergen Mental Healthcare
201-485-7172
Ridgewood, NJ
(counseling and LGBTQ services)

Strength for Change
Wayne, NJ
973-770-7600

Cairn Psychotherapy Group
25B Hanover Road
Florham Park, NJ
973-295-6729

Care Plus Anger Management,
Social Skills, Freedom From Anxiety, ALLIES

ADHD, Mood and Behavior Center
Cedar Knolls
973-605-5000

Dr. Nafeesa Siddiqui
510 Hamburg Tpke, Suite E106
Wayne
973-904-3161

Dave Glaser, LCSW, NRNP
Individual, Couple, Family, Group
Oakland
201-337-9165
Ravinder Bhalla
Ridgewood
201-652-4999

Care Plus NJ, Inc.
Paramus
201-986-5000
(individual, family, group available)

Anthony Polizzio, LCADC
Belleville
973-450-3100

Reina Rivas, LCSW, LCADC – Spanish Speaking
Verona
973-986-2193

Eclectic Counseling Services
287 Boulevard, Pompton Plains
973-835-0740

PerformCare
877-652-7624

Jersey City Medical Center
Child and Adolescent Outpatient:
(individual, family, group) 201-915-2272
Challenge Program: 201-915-2285
Edward G. Lambro
Pompton Plains
973-345-8410

Comprehensive Behavioral Healthcare, Inc
(Intensive Therapeutic After-School Program)
Hackensack
201-646-0195

St. Clare's Behavioral Health Services
Central Access Helpline
1-888-626-2111

New Bridge Services
973-316-9333
Cornerstone Family Programs
Morristown
973-538-5260

Joel Levine, LCSW, LPC, LCADC, LMFT
Marriage, Family, Addiction Therapy
Verona
973-875-3022

Family Intervention Services
986-586-5243
www.fisnj.org

Morristown Medical Center/Atlantic Health
Services: Psychiatry
1-888-247-1400
www.atlantichealth.org

Psychological & Educational Consulting
9 North Beverwyck Rd
Lake Hiawatha, NJ 07034
973-400-8371

Substance Abuse

New Pathways
321 Changebridge Road
Pinebrook, NJ 07058
201-436-1022

High Focus
1259 Route 46 East
Parsippany
(800) 877-9919

Ascend Treatment Center
100 Enterprise Drive Suite 301
Rockaway, NJ 07866

Daytop Adolescent Substance Abuse
320 W Hanover Avenue
Parsippany, NJ 07054
973-539-5764

Strength for Change
2035 Hamburg Turnpike, Suite-G
Wayne, NJ 07470
973-770-7600

Psychiatry

Wayne Behavioral Service
973-790-9222

Dr. Colon
732-469-7656

NBAR Psychiatry
12-15 Broadway, Suite 2A
Fair Lawn, New Jersey 07410
(551) 227-2305

Cooperative Counseling
908-731-7099 x 313
Medicaid Provider

Bright Side Psychiatry
608 Sherwood Parkway
Suite 106
Mountainside, New Jersey 07092
(908) 258-6534

M&S
Clifton, NJ
973-341-9869
Medicaid Provider

Community Resources, Hotlines & Websites

Community Resources

Butler Police Department

973-838-4100

<http://www.butlerborough.com/Cit-e-Access/webpage.cfm?TID=19&TPID=15645>

Butler Health Department

973-838-7200

<http://www.butlerborough.com/>

Bloomington Police Department

973-838-0158

Morris County Human Services Department

1 Medical Drive

Morris Plains, NJ

Morris County Office of Temporary Assistance

340 W Hanover Ave

Morristown, NJ

Passaic County Human Services

401 Grand St #417

Paterson, NJ

County of Passaic Board of Social Services

1237 Ringwood Ave

Haskell, NJ

Food Pantries

Butler United Methodist-Loaves and Fishes Food Pantry

973-838-2026

Church of the Nazarene

973-838-1027

Bloomington United Methodist Church

973-838-2026

St. Mary's Food Pantry
Pompton Lakes, NJ
973-831-4442

Important Numbers

Addiction Hotline of New Jersey
800-238-2333

Alcoholics Anonymous
800-245-1377
Al-Anon/Ala Teen - families/friends
973-744-8686

Center for Alcohol & Drug Resources
201-488-8680

Nar-Anon Families & Friends of Addicts
732-591-1827

Narcotics Anonymous of NJ
800-992-0401

National Suicide Prevention Hotline
800-273-TALK

National Runaway Switchboard
800 RUNAWAY

National Youth Crisis Hotline
800-442-4673

Parents Anonymous/Family Helpline
800-843-5437

Psychiatric Intervention Screening
201-262-HELP
Rape Crisis Hotline - 24 hour hotline
201-487-2227

Safe Haven for Infants Hotline
877-839-2339

Second Floor Youth Helpline
888-222-2228

Jersey Battered Women's Service
973-267-7520

NJ Domestic Violence Hotline
800-572-7233

NJ Child Abuse Hotline
800-792-8610

First Call for Help (connect & get answers)
2-1-1

Important Websites

National Council on Alcoholism & Drug
Dependence
www.ncaddnj.org

National Institute on Alcohol Abuse & Alcoholism

Young Teens- The Cool Spot
www.thecoolspot.gov

Parents - The Anti-Drug

www.niaaa.nih.gov

New Jersey Prevention Network
www.njpn.org

Drug Free New Jersey
www.drugfreenj.org

Morris County Prevention Is Key
www.mcpik.org

New Jersey Quit Net
www.nj.quitnet.com

Willow Tree Center
www.willowtree.org
Morris County
www.co.morris.nj.us

Teens - Freevibe
www.freevibe.com

www.theantidrug.com

Family Guide
www.family.samhsa.gov

Northern NJ SAFE KIDS
www.preventionworks-nj.org

New Bridge Services
www.newbridge.org

40 Developmental Assets
www.search-institute.org

Youth Empowerment Alliance
www.uwmorris.org

Find Treatment
www.findtreatment.samhsa.gov

NJ Al-Anon/Ala-teen
www.nj-al-anon.org

XI. Other Considerations

- **Title I Extended Learning Programs**
- **21st Century Community Learning Center Programs**
- **Credit recovery**
- **Other extended student learning opportunities**
- **Extra-curricular programs**
- **Childcare**
- **Community programming**
- **Assessment of Growth**

In alignment with district practices for inclement weather closures, Before- and After-Care programs will not operate during any health-related school closure. The safety of students, families, and staff remains our highest priority.

Title I Extended Learning / RTI Support Structure

The district will continue to support students identified through the Response to Intervention (RTI) process. Interventions will be structured as follows:

- Tier 1: In-classroom support and accommodations through core instruction.
- Tier 2: Targeted small-group intervention during Academic Assistance periods.
- Tier 3: Individualized intervention during Academic Assistance or scheduled virtual support blocks.

Extracurricular and Community Use of Facilities

All in-person extracurricular programs will be temporarily postponed. However, student clubs and co-curricular activities will shift to virtual formats via district platforms as outlined in the program infographic.

The district does not currently offer:

- Credit recovery programs.
- A 21st Century Community Learning Center Program.
- District-provided transportation services; however, contracted transportation providers handling specialized routes or out-of-district placements will execute daily vehicle sanitation protocols when necessary.

Assessing Student Growth & Addressing Learning Loss

To mitigate learning loss and support student progress, the district will expand its efforts in academic data collection and instructional planning. This includes:

- Foundational Assessments:
 - mClass Universal Screening for Foundational Skills (Grades K-3) and CommonLit Benchmark Assessments for Reading in Grades 3–12.
 - iReady Diagnostic k-8 and Envision Benchmarks for Math in Grades 9-12
 - IXL (Grades K-9) to monitor growth in reading and math.
 - Longitudinal standardized test data (NJSLA, ACCESS, etc.).
 - Schoolwide Running Records as needed for reading fluency and comprehension.
- Instructional Planning:
 - Design individualized learning plans in collaboration with interventionists.
 - Adjust school schedules to prioritize intervention and remediation time.
 - Continue curriculum revisions focused on standards alignment, authentic learning tasks, and improved assessment strategies.
- Professional Development Initiatives:
 - Use scheduled PD days to address high-priority instructional topics.
 - Launch a PD Academy with sessions throughout the year focused on blended learning, differentiated instruction, and student engagement.
 - Create monthly staff newsletters that provide resources and highlight best practices.
 - Utilize Frontline Education's online PD modules for individualized, small group, and whole-staff professional learning.
- Ongoing Tech Integration:
 - Continue to support blended learning models using available district platforms.
 - Provide training to maximize effective technology use for instruction and communication.

- Academic Assistance & SEL Support:
 - Establish structured Academic Assistance blocks in each school.
 - Maintain systems for supporting students with significant social-emotional or health-related needs that require distance learning accommodations.

Essential Personnel During Closure

A designated team of essential personnel will continue to ensure the safety, security, and operational continuity of the district:

Daily On-Site Leadership:

- Dr. Daniel R. Johnson, Superintendent
 - Facility oversight
 - Participation in municipal meetings
 - Oversight of budget and curriculum planning
 - Strategic leadership and community communication
 - Direct support for school leaders and district staff
- Ms. Pamela Vargas, Business Administrator
 - Coordination of business operations
 - Budget management
 - Payroll and financial responsibilities
 - Oversight of district mail and vendor payments
- Mr. Joe Scaparro, Director of Buildings and Grounds
 - Oversight of custodial/maintenance operations
 - Coordination of building cleaning and disinfecting protocols

Intermittent On-Site Attendance (As Needed):

- Business Office Staff (2 team members weekly) – to assist with essential financial operations including payroll and accounts payable/receivable.
- Secretarial Staff – equipped with laptops and remote access to Systems 3000 to support administrative functions.
- Custodial & Maintenance Teams – operating on a staggered A/B week schedule to maintain safety and conduct deep cleaning and preventative maintenance across all facilities.
- Central Office – will be cleaned daily to ensure a safe environment for any staff reporting in-person.

Available Remotely on a Daily Basis

The following individuals are available via email daily. All voice mail will be forwarded to emails through our IP Phone system

- Dr. Michelle Papa - Director of Student Instructional Services
- Mr. Rory Fitzgerald - Butler High School Principal
- Mr. Michael Tobin - Richard Butler Middle School Principal
- Mr. James Manco - Aaron Decker Elementary School Principal
- Mrs. Jacqueline Molina - Butler High School Assistant Principal
- Mr. Anthony Rosamilia - District Data Coordinator
- Mr. Ryan Brown - Supervisor of Special Education
- Ms. Alexandria Spellman - STEAM Supervisor
- Mrs. Suzanne Greco - Humanities Supervisor
- Mr. Michael Cronin - Technology Coordinator
- Mr. Derek Hall - Athletics and Activities Director