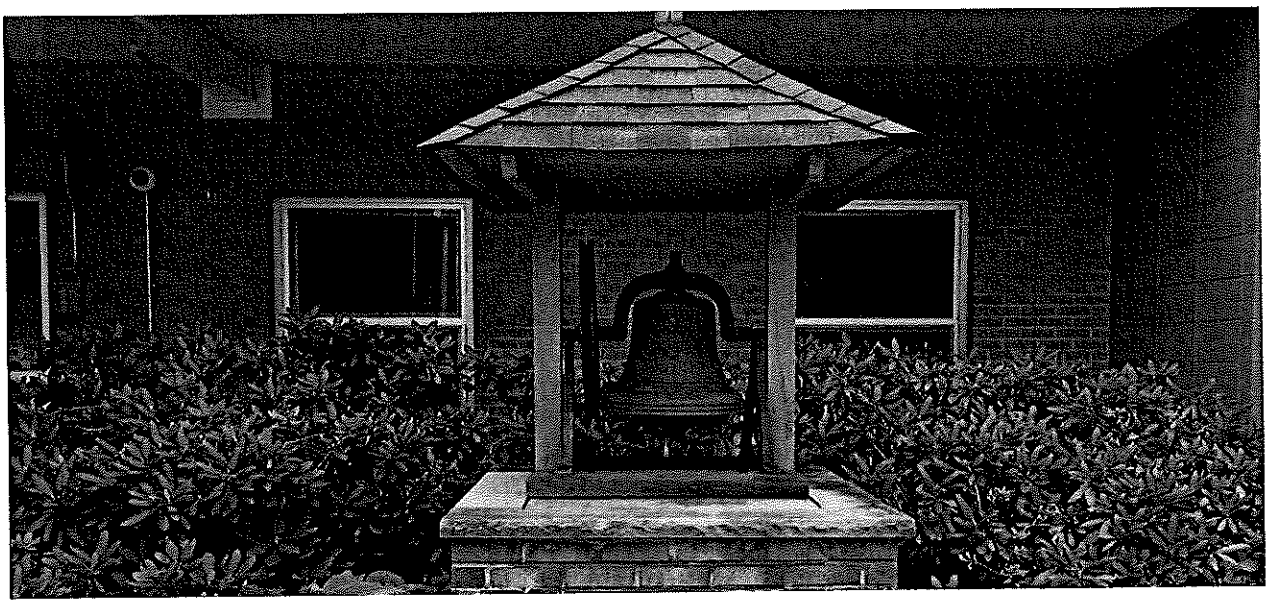
Mount Arlington Public Schools



Emergency
Virtual/Remote Instruction Plan- 2026-2027

Adopted: 05/13/2026
Revised: 06/10/2026

District Staff Contact Information

Position	Name	Email address
Superintendent	Mr. Scott Pepper	spepper@mtarlingtonk8.org
Principal	Joe Coladarci	jcoladarci@mtarlingtonk8.org
Supervisor of Special Ed.	Jennifer Ochoa	jochoa@mtarlingtonk8.org
Business Administrator	Robin Tedesco	rtedesco@mtarlingtonk8.org
Facilities Manager	Justin Pickens	jpickens@mtarlingtonk8.org

Introduction

In April 2020, Governor Murphy issued an executive order that became P.L.2020, c.27. This law provides for the continuity of instruction in the event of a public-health related district closure so that LEAs can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9. In order to provide transparency and ensure that New Jersey students continue to receive high quality, standards-based instruction, each school district, charter school, renaissance school project and Approved Private School for Students with Disabilities (APSSDs) must annually submit its proposed program for virtual or remote instruction (plan) to the Commissioner of Education. This plan would be implemented during a district closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. A superintendent must consult with the board of education, if practicable, prior to implementing the school district's plan of virtual or remote instruction. A day of virtual or remote instruction, if instituted under a plan approved by the Commissioner of Education, is considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements, awarding of course credit, and such other matters as determined by the Commissioner of Education.

Specifically, this plan will address the following key components:

Component 1 - Equitable Access and Opportunity to Instruction Plan
Component 2 - Addressing Special Education Needs Plan
Component 3 - Addressing ELL and Bilingual Needs Plan
Component 4 - Attendance Plan
Component 5 - Safe Delivery of Meals Plan
Component 6 - Facilities Plan
Component 7 - Other Considerations

Component 1 - Equitable Access and Opportunity to Instruction

- Chromebooks have been distributed to all 6th- 8th graders for daily use between home and school. In the event of implementation of remote instruction, school-owned chromebooks will be provided to any other students (K-5) who need a home device.

- The District will obtain hotspots which will be given out to any families in need of internet connectivity. The District will look for additional connectivity resources for families in need of them.

- A Technology Help Desk is available for students/parents to report issues with district-provided devices in order to ensure students have a working device to provide them with access to online instruction.

- All teachers and related service providers will have Google Classrooms set up for the purpose of allowing for remote instruction. Teachers will continue to monitor and assess student progress as usual.

- A variety of digital subscriptions will be utilized by teaching staff to assist with instruction (IXL, RazKids, Newsela, etc)

- To the greatest extent possible, instruction will be synchronous. There may be certain times that students work asynchronously or independently for a time and then rejoin their Google classroom.

- Students will follow their regular, full day, daily schedule (approximately 8:20-2:50 exclusive of lunch) and log into each teacher's Google Classroom at the appropriate time of day. Teachers will ensure that students' bell schedules are posted in their Google Classrooms to assist students with logging in at the right time.

- School counselors, administration and paraprofessionals will assist students who are having difficulty with logging in or if students are missing classes or not logging in on time.

- Cameras will be expected to be on for the majority of the time though they may be turned off periodically when students are doing independent practice.

Component 2 - Addressing Special Education Needs (Including 504 and counseling students)

- Any student with special learning needs who cannot participate successfully in remote learning will be provided hard copies of guided learning experiences in addition to textbooks and other print materials.

- Student support services (i.e., OT, PT, speech, CST, counseling, nursing) will be provided remotely, where feasible. To address mental health needs, school counselors will establish office hours and will continue to meet with students remotely.

- The individual needs of special education students will be addressed by CST case managers and teachers. Case managers will identify individual student needs (socially, emotionally and/or academically) and will meet with teachers to determine the steps necessary to meet those needs while virtual (e.g. virtual support from a teacher assistant, coordination of outside agency support, collaboration with parents to navigate the online learning process, including support with parents to create schedules for students to work at home, etc).

- Case managers will maintain contact with parents on a regular basis. Therapists will track services by documenting attendance, IEP goals and objectives addressed, and collecting data to monitor student progress on those goals and objectives.

- Parents will be invited to do remote IEP meetings by mutual consent. Evaluations may be completed if appropriate for a remote platform (e.g., social assessments, completion of teacher and parent rating scales, and other assessments that do not require direct 1-1 physical administration).

Component 3 - Addressing ELL and Bilingual Needs

- ELL students will receive support and instruction that is aligned with State and Federal requirements from the ELL teacher via Google Classroom to meet their needs.

- The ELL teacher will provide alternate methods of instruction as needed to meet the needs of the ELL learners. (access to technology, differentiated instruction, etc.)

- The ELL teacher will continue to liaison with each student's teachers to provide support as needed including strategies to address possible trauma, etc for refugees and other students. Staff training will be provided as needed in culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country.

- The ELL teacher will continue to facilitate and foster communication with the students' parents through the use of technology as needed.

Component 4 - Attendance

- Attendance will be taken daily. All district attendance policies will be followed.

- Parents of students absent for a day of remote instruction should follow the same reporting procedures as they do during in person instruction.

- When students do not appear to be participating in online instruction the teacher will immediately contact the parent/guardian to determine the reason and develop strategies to ensure the student participates in instruction and submits all class assignments as required.

- School nurses will follow up with parents of any students not reported as absent but who do not sign in to their teachers' Google Classrooms.

- The school guidance counselor and/or administration will monitor any students who have repeated absences in an effort to address this and ensure that the students are logging in for instruction and submitting assignments.

Component 5 - Safe Delivery of Meals Plan

- All students who qualify for free or reduced lunch will continue to receive meals in the event this plan is implemented.

- District personnel and Maschio's staff will work together to schedule pick up locations and dates/times for any families receiving meals. We will coordinate with Maschio's so that meals for multiple days can be picked up each time.

- Both breakfast and lunch will be available for pick up for these students.

Component 6 - Facilities Plan

- In the event of a closure, all school facilities will be monitored by the district's custodial staff under the direction of the Facilities Manager and under the supervision of the School Business Administrator.

- Custodial staff will implement deep cleaning procedures if the closure was related to a health emergency.

- If closure is weather related, the district will utilize partnerships with the Borough and also bring in outside vendors to assist if needed in order to ensure that the facilities are ready to reopen as soon as the emergency closure has been lifted.

- The technology coordinator will be available to assist and troubleshoot any tech related issues for staff and students

Component 7 - Other Considerations

- Accelerated Learning Opportunities - All scheduled G and T and Basic Skills instruction will continue remotely.

- Social Emotional Health of Staff and Students - Counseling services will be provided remotely, where feasible. To address mental health needs, school counselors will establish office hours and will continue to meet with students remotely.

- Title I Extended Learning Programs - All scheduled basic skills sessions will continue to be offered remotely.

- Other extended student learning opportunities - When appropriate, clubs and other activities may meet remotely if the closure is for an extended period of time.

- Extracurricular programs - When appropriate, clubs and other activities may meet remotely if the closure is for an extended period of time.

- No transportation will be provided on remote instruction days.

See next page

Essential Employees

Position	Name
Superintendent	Mr. Scott Pepper
Principal	Joe Coladarci
Supervisor of Special Ed.	Jennifer Ochoa
Business Administrator	Robin Tedesco
Facilities Manager	Justin Pickens
Technology Coordinator	Justin Pickens
Guidance Counselor	Anne Dean
School Social Worker	Christine Petrat
Interventionists (Math/Language Arts)	Maureen Mack/Laura Westervelt
School Nurses	Jennie Asaro/Emily Crispino
ELL teacher	Christine Spicuzzo