Emergency Virtual Instruction Plan

2026-2027SY

Elmwood Park Public Schools

District Website:

http://www.elmwoodparkschools.org/

Board of Education Approval Date: June 23, 2026

Elmwood Park Administration

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Mr. Mark S. Jacobus, Business Administrator/ Board Secretary

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Mr. Yanal Saleh, Director of Technology
Mr. Steve Bakreski, Director of Facilities
Mr. Mohammed Saadeh, Director of Pupil Personnel Services & Assessment
Dr. David Warner, Director of Planning & Innovation

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Mrs. Danielle Sharples, Sixteenth Avenue Principal
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High School
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Mr. Joseph Torcia, High School Assistant Principal
Mr. Daniel Basile, High School Assistant Principal/ Athletic Director

Middle School
Mrs. Karen Fasouletos, Memorial Middle School Principal
Mr. TJ Kowal, Middle School Assistant Principal

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Pertinent Items to be Addressed within the Emergency Virtual Plan

Purpose of Emergency Plan

In April 2020, Governor Murphy signed A-3904 into law (P.L.2020, c.27, or "Chapter 27"), which, in part, requires each school district, charter school, renaissance school project, and Approved Private School for Students with Disabilities (APSSD), hereinafter referred to as Local Educational Agencies (LEAs), to annually submit a proposed program for emergency virtual or remote instruction (Plan) to the New Jersey Department of Education (NJDOE). In July 2022, the NJDOE readopted N.J.A.C. 6A:32, School District Operations, with amendments and new rules which includes updates to the components of the LEA's Plan. This law provides for the continuity of instruction in the event of a public health-related district closure, by permitting LEAs to utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.A.C. 6A:32-13.1 & 13.2. This plan and correlating checklist will garner Board of Education Approval, be placed on the district website and will be submitted to the Bergen County Office of Education for approval by September 1, 2023. This plan will 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 day of virtual or remote instruction, if instituted under the 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.

General Information about Virtual or Remote Instruction

The Elmwood Park School District will provide academic instruction in the event that the school is closed for a period time due to emergency or health-related reasons. Continued instruction will take place through virtual or remote instruction, also known as Virtual Learning. Virtual Learning is an educational experience that is enhanced through utilizing computers and/or the internet to provide instruction in an online environment. This is helpful when access to school facilities becomes limited or unavailable. Staff and students will follow the below outlined schedules to immerse and engage in virtual learning fully.

District Emergency Team

In the event of a public health emergency, EPPS will convene our crisis management team to ensure that all areas of operations are properly addressed. The committee will meet virtually throughout the duration of the school closure or modified learning environment. Members of the tream will be identified to the county office upon closure

Initial Correspondence

In the event that the district must transition into total remote instruction due to a school closure, a district closure or mandated closure, the following protocol will be followed:

- The Superintendent will send correspondence to the district and parents informing all of a school or district closure.
- After the Superintendent's information has been sent out, the Principals will send correspondence to the students and parents/guardians regarding your building's specific schedules, logging attendance through Real Time, etc.
- Teachers/ CST/ Related Services will provide information regarding class scheduling, and individual accommodations and/or services.

Communication throughout an Emergency Closure Regarding Instruction

Website: The EPPS website will serve as the main hub for sharing updates, information, and directions for students and parents to complete schoolwork and assignments. http://www.elmwoodparkschools.org/
Google Classroom/ Scoir: Specific updates and information for instruction and schoolwork should be accessed through their Teacher's Google Classroom (Pre-K- Grade 8) or Scoir (Grades 9-12) webpage. Students and parents can and should communicate with teachers via email and/or Google Classroom.

Professional Development (PD)
Staff has continued to receive training on video conferencing programs, approved remote learning programs, virtual assessments, expectations for virtual settings, supporting struggling learners be needed, and continued data analysis to support student achievement. Students and parents will also be provided with ongoing assistance throughout a school closure to ensure a seamless transition to remote learning.

District Leadership

Instructional Leadership	Emergency Response Team	Community Leadership
Anthony Iachetti, Ed.D., Superintendent Corinne DiMartino, High School Principal Karen Fasouletos Middle School Principal Danielle Sharples, Sixteenth Avenue Principal Michael Alberta, Gilbert Avenue Principal Allison Jackter, Gantner Avenue Principal Monica Brown, Dir. of Curric., Instruction & Eval. Jennifer Varano, Dir. of Special Services Mohammed Saadeh, Dir. of Pupil Pers. & Testing David Warner, Ed.D., Dir. of Planning & Innovation Yanal Saleh, Dir. of Technology	Anthony Iachetti, Ed.D, Superintendent Mark S. Jacobus, Business Admin./ Bd Sec. Michael Wartel, Dir. of Security & Operations EPPS School Safety Officers (SSOs) Chief Michael Foligno, Elmwood Park Police Corinne DiMartino, High School Principal Karen Fasouletos Middle School Principal Danielle Sharples, Sixteenth Avenue Principal Michael Alberta, Gilbert Avenue Principal Allison Jackter, Gantner Avenue Principal Steve Bakreski, Director of Facilities Yanal Saleh, Dir. of Technology	Anthony Iachetti, Ed.D, Superintendent Mark S. Jacobus, Business Admin./ Bd Sec. Elmwood Park Police Elmwood Park Town Council EPEA Union President EPAA Union Representative Dr. Bottiglieri, School Physician Danielle LaBianco, Athletic Trainer NJDOE, NJDOH, CDC Parents Students Staff Members

Ensuring Equitable Access and Opportunity for Instructional Growth

Access to equitable instruction for all students will remain a main priority of the Elmwood Park School District, in all areas, as described below and further within this plan.

Current and appropriate data has been used within the development of this plan. Specific numbers of populations by programs are highlighted throughout this plan, with the exception of those that are suppressed to protect student privacy. A recent district survey and student demographic information enabled the district to identify the specific native languages that are spoken within our students' homes. Communication is provided to the school community in three top identified languages: English, Spanish and Polish.

Our most recent technology needs assessment for the 2024-2025 School Year was conducted to reassess the technological needs of our families in Elmwood Park. Of the families that responded, 98% (consistent from the previous survey) have internet and WIFI service in their homes. 96 families indicated on the survey that their children do not have a device that can be used for remote learning. All families in need of internet service and devices have been accommodated since the start of the school year. Additional surveys will be provided throughout each school year.

The Director of Special Services, the CST team, as well as specific student service providers such as ELL and OT/PT met to ensure all considerations were made when asking teachers to design remote instructional plans. To support the development of well-rounded instructional plans that address the needs of all students

Grades Pre-K through grade 8 instructional and support staff prepared lessons and learning activities to be communicated to students and parents via Google Classroom. High school instructional staff members will be prepared to deliver instruction through Scoir. All level will hold virtual meetings on Google Meets. Staff members requiring additional support with proper use of Google Suite will be provided with ongoing support through the Technology and Curriculum Departments.

The building administration, Curriculum Department, Special Services and he Director of Assessment will play an active role supervise and assist in all aspects of virtual instruction. Staff will be provided with ample meeting and planning time through a school closure. Virtual professional development will include: Google Suite (Google Meets, Classroom, Docs, Sheets etc.), Screencast, Flip Grid, Move this World (SEL) Educere (credit recovery), differentiated instructional strategies, tiered instruction specific virtual learning will be provided through the school closure.

The district will continue to provide a free appropriate public education (FAPE) in the least restrictive environment (LRE). If the school was inhibited or prevented from implementing components of the IEP the school will consult with parents to explore how students with disabilities will have the necessary supports in place and can gain equitable access to instruction in the event that the school is closed for a period of three days or longer due to emergency or health-related reasons. Educational services will be consistent with the child's IEP "to the most appropriate extent possible." Equitable services will be provided to all ELL students. Therapeutic and related services will continue to be delivered within a

virtual instructional setting, ensuring compliance with all IEPs and 504 plans. CST meetings for ELL, CST, and other Special Services will continue throughout virtual learning (i.e. IEP Meetings, Academic Counseling, ELL Team Meetings, etc.)

Our Homeless Liaison also worked in coordination with building principals, instructional staff and the technology department to secure equitable resources for any student(s) in need, as per policy and regulation 5116.

All administrative, secretarial, support and instructional staff, students, parents/guardians and greater school community will be provided the Emergency Virtual Instruction Plan.

Video/ Audio Conferencing

Although the teachers would be utilizing video conferencing for synchronous instruction within hybrid model, the district would provide expectations for the staff for specific synchronous instruction in order to reach all types of learners. This includes our special education students, ELL learners, and our Title I students.

During video/audio conferences and virtual instruction, students will be visible/audible to other participants (students and Elmwood Park staff) in the conference/ instruction session using video-conferencing technology. It is also possible that other individuals in the students' households may see or hear the participants within the remote learning session. The following are district expectations that will be enforced:

- **A student and his/her parent are not permitted to record any audio and/or video conference or virtual instruction without staff permission**.
- For the duration of any video/audio conference and virtual instruction, participants are expected to act in a school appropriate manner; school rules and consequences will apply.
- In the event of inappropriate behavior, a student may be removed from a conference and disciplinary action may be taken. If the disruptive behavior continues, disciplinary action may be taken.

Technology and Connectivity

The Elmwood Park School District remain committed to ensuring that every student has access to a device and internet connectivity to ensure quality of instruction during a school closure.

The EPPS Technology Department provides technology surveys periodically to our families throughout each school year in order properly accommodate families who need internet access, and to issue school devices to all of those in need.

A needs assessment for the 2025-2026 School Year was conducted to reassess the technological needs of our families in Elmwood Park. Of the families that responded, 98% (consistent from the previous survey) have internet and WIFI service in their homes. 96 families indicated on the survey that their children do not have a device that can be used for remote learning. All families in need of internet service and devices have been accommodated since the start of the school year. Additional surveys will be provided throughout each school year.

Parents may also contact the building principal at any time if specific circumstances arise and a device or internet service is needed.

Needs Assessment
The most recent Technology Survey identified a pool of survey participants as 98% of families who currently have internet access and 95% of families whom have personal devices that may be used for virtual instruction. Students without Wi-Fi access have been identified and will be provided with hard copy packets, additional devices or Altice Services by the district for the duration of the extended closing in order to engage with the work. Students who do not have a device in their homes will be issued a school device.

District Devices and Internet Access
The school district is on track to providing grades 3-12 functions with 1:1. Students in grades PreK-2 will be provided surveyed separately to ensure that all students have a working device at home. All families will be surveys prior to the start of the school year to ensure that internet access is accessible, and if not, the district intends to supply Alice Internet Service to those in need.

Procedures for Roll-Out
- Prioritize the purchase and roll-out of devices and/or connectivity that may improve learning based on the results of the needs assessment.
- The information provided in this section, along with funding options in the School Funding section, provide strategies for maximizing available funding to ensure students have access to devices and internet connectivity to improve remote instruction.

Specific Technological Needs
The following learning management programs will be employed for all students: Scoir (grades 9-12), Google Classroom (Prek-8), ClassDojo (Grades K-5), and all online platforms being used by teachers to instruct students (i.e. IXL, Raz-Kids, Measuring Up, EnVision, Elevate, Mathematics digital resources, Newsela, Read 180, Math 180, Mystery Science etc.) and monitor progress.

Special Education
The Special Services Department, the Child Study Team (CST), and specific student service providers such as ELL and OT/PT were consulted to ensure all considerations were made when asking teachers to design remote instructional plans.
- *In order to access remote education, the district will provide related service requirements through district provided technology.*
- *Students will be provided services via remote platforms within a totally virtual setting.*
- *Assistive technology needs will be provided as per IEP requirements*

- Programs that will be employed specifically for students with IEPs: Rethink Autism, Don Johnston, Raz Plus, Learning A-Z and the above listed programs.

ESL/ELL

- *In order to access remote education district will provide related service requirements through district provided technology.*
- *Students will be provided ML services via remote platforms within a totally virtual setting.*
- *Assistive technology needs will be provided as per the needs of ELL learners.*
- Programs that will be employed specifically for students currently within our ML programs: Imagine learning, Learning A-Z, ABC, Capstone Pebble Go/ Pebble Next, Boom Learning

Training for Students and Parents

- Training will be provided remotely and in-person (if allowable) to students and parents regarding the district's Technology Policy and Handbook, the learning management programs Scoir (Savvaas) and Google Classroom,

In the absence of District-Issued Technology

- Students who may be unable to fully participate in remote instruction because of a lack of district-issued technology, will be provided with instructional accommodations. This may include the necessary instructional materials, and hard copies of assignments to be provided/ delivered to the student. Arrangements may also be made regarding home-schooling (virtually or, if needed in-person.) Any and all efforts will be made to ensure that all students are able to access the instructional information being provided to their classmates.

Scheduling

Elementary Schools: Grades Pre-K – Grade 5

Elementary students will be offered synchronous and asynchronous instruction from **8:45 a.m.-12:45 p.m.**

Additionally, a **daily afternoon session** will be scheduled for each teacher to address small group instruction, assist struggling learners, and provide additional instruction for all students in need.

Half- Day Preschool
(Monday, Tuesday, Thursday, Friday)
Morning Session

8:30 - 8:45 a.m. (Google Check-in/ Breakfast)
8:45 - 9:30 a.m. Morning Meeting
9:00 - 9:45 a.m. Block 1 (Reading, Writing, Math)
9:45- 10:00 a.m. Break
10:00 - 10:45 a.m. Block 2 (Reading, Writing, Math)
Dismissal
Afternoon Session
11:00 – 11:45 a.m. Block 3 (Reading, Writing, Math)
11:45 - 12:00 p.m. Break
12:00 - 12:45 p.m. Block 4 (Social Studies/ Science)
12:45 - 1:00 p.m. Break
Lunch 1:00- 1:45 p.m. Lunch
1:45 – 3:00 p.m. Small Group Instruction
Special Areas, Basic Skills, Related Services will be built into individual student schedules.
1:45 - 3:30 Small Group Instruction* (T,W,R) (Monday 1:45 – 3:00)

GRADES K-5
(Monday, Tuesday, Thursday, Friday)
8:30 - 8:45 a.m. (Google Check-in/ Breakfast)
8:45 - 9:30 a.m. Morning Meeting
9:00 - 9:45 a.m. Block 1 (Reading, Writing, Math)
9:45- 10:00 a.m. Break
10:00 - 10:45 a.m. Block 2 (Reading, Writing, Math)
10:45-11:00 a.m. Break
11:00 - 1145 a.m. Block 3 (Reading, Writing, Math)
11:45 - 12:00 p.m. Break
12:00 - 12:45 p.m. Block 4 (Social Studies/ Science)
12:45 - 1:00 p.m. Break
Lunch 1:00- 1:45 p.m. Lunch
1:45 – 3:00 p.m. Small Group Instruction
Special Areas, Basic Skills, Related Services will be built into individual student schedules.

Wednesdays will be dedicated entirely to small group instruction in order to assess student learning and tier instruction for individual learners.

Sample Elementary Schedule

Sample	Monday	Tuesday	Wednesday	Thursday	Friday
Location:	**Virtual Day**	**Virtual Day**	**Virtual Day**	**Virtual Day**	**Virtual Day**
8:30 - 8:45	Eat Breakfast	Eat Breakfast	Eat Breakfast	Eat Breakfast	Eat Breakfast
8:45 - 9:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:00 -9:45	Reading	Reading	Teachers will schedule small strategy groups, throughout the day. Students that are not engaged in small strategy groups will continue with other activities in their Google Classrooms (homeroom assignments and/or special areas).	Reading	Reading
9:45 - 10:00	BREAK	BREAK		BREAK	BREAK
10:00 - 10:45	Mathematics	Mathematics		Mathematics	Mathematics
10:45 - 11:00	BREAK	BREAK		BREAK	BREAK
11:00 - 11:45	Writing	Writing		Writing	Writing
11:45 - 12:00	BREAK	BREAK		BREAK	BREAK
12:00 - 12:45	Social Studies / Science / Health / Spelling	Social Studies / Science / Health / Spelling		Social Studies / Science / Health / Spelling	Social Studies / Science / Health / Spelling
12:45 - 1:00	BREAK	BREAK		BREAK	BREAK
1:00 - 1:45	Lunch	Lunch	Lunch	Lunch	Lunch
1:45 - 2:15	Virtual Small Group instruction	Virtual Small Group instruction	Breaks will be provided throughout the day.	Virtual Small Group instruction	Virtual Small Group instruction
2:15 – 3:00	Special Area Class Related Services BSI	Special Area Class Related Services BSI		Special Area Class Related Services BSI	Special Area Class Related Services BSI

Middle School: Grades 6-8

Middle School students will be offered synchronous and asynchronous instruction from **8:45 a.m.-12:45 p.m.** Additionally, a **daily afternoon session** will be scheduled for each teacher to address small group instruction, assist struggling learners, and provide additional instruction for all students in need.

Sample Middle School Schedule

Mondays and Thursday
1- 8:05-9:05
2- 9:10- 10:10

Tuesday and Fridays
4A- 8:05-8:34
4B- 8:35-9:05

Wednesdays ONLY
1 - 8:05- 8:35
2 - 8:40-9:05

3- 10:15- 11:15
6- 11:15-12:18
Afternoon Session: 1:30- 2:45

5A- 9:10-9:39
5B- 9:40-10:10
8- 10:15- 11:15
7- 11:20- 12:18

3 - 9:10-9:35
4A- 9:40-9:52
4B - 9:53-10:05
5A- 10:10- 10:22
5B -10:23- 10:35
6- 10:40-11:10
7- 11:15-11:45
8- 11:50-12:18
Afternoon Session 1:30-2:45

If a student has a period 4 lunch, the student will log into his or her Study Skills, Math 180, Read 180, Chorus or Band class.
****If a student has a period 5 lunch, the student will log into his or her Study Skills, Math 180, Read 180, Chorus or Band class.***

High School: Grades 9-12

High School students will be offered synchronous and asynchronous instruction from **8:05 a.m.-12:18 p.m.**

Additionally, a **daily afternoon session** will be scheduled for each teacher to address small group instruction, assist struggling learners, and provide additional instruction for all students in need.

Sample High School Schedule

Mondays and Thursday
1- 8:05-9:05
2- 9:10- 10:10
3- 10:15- 11:15
6- 11:15-12:18
Afternoon Session: 1:30- 2:45

Tuesday and Fridays
4- 8:05-9:05
5- 9:10- 10:10
8- 10:15- 11:15
7- 11:15-12:18
Afternoon Session: 1:30- 2:45

Wednesdays ONLY
1 - 8:05- 8:35
2 – 8:40-9:05
3 - 9:10-9:35
4 – 9:40-10:05
5 – 10:10-10:35
6- 10:40-11:10
7- 11:15-11:45
8- 11:50-12:18
Afternoon Session 1:30-2:45

District Wide Expectations During Virtual Instruction

The district will provide specific expectations for the staff for specific synchronous instruction in order to reach all types of learners. This includes our special education students, ELL learners, and our Title I students.

During video/audio conferences and virtual instruction, students will be visible/audible to other participants (students and Elmwood Park staff) in the conference/ instruction session using video-conferencing technology. It is also possible that other individuals in the students' households may see or hear the participants within the remote learning session. **The following are district expectations that will be enforced**:

- **A student and his/her parent are not permitted to record any audio and/or video conference or virtual instruction without staff permission**.
- For the duration of any video/audio conference and virtual instruction, participants are expected to act in a school appropriate manner; school rules and consequences will apply.
- In the event of inappropriate behavior, a student may be removed from a conference and disciplinary action may be taken. If the disruptive behavior continues, disciplinary action may be taken.

Afternoon Sessions:

Every afternoon in will be conducted as planned instruction to support students who may need remedial help OR enrichment.

Teachers will be expected to conduct the following Professional Responsibilities:

- Attend assigned virtual meetings with Building Principals, Curriculum Department or Special Services
- Meeting with struggling learners
- Communicating with parents/ guardians
- Lesson Planning and Preparation
- Grading
- Benchmarking
- Training/ Assigned Professional Development
- Completing tasks as outlined by the administration

Counselors, CST, and Related Services will be available from 8:05 AM to 2:45 PM for opportunities concerning counseling and wellness.

Students can work on assignments, complete independent learning activities, and participate in teacher support sessions.

Special Education- Virtual Instruction (see above section "Special Education")
ICS teachers will be scheduled with coordinating classes.
Special Education students will receive related services in a fully virtual model.

ELL Learners (see above section "ELL/ML Learners")
ESLs students will attend virtual ML classes. ML teachers may also push into classes at the K-5 level and work in tandem with the general education teacher.

Medically Fragile Students
All instructional personnel have been directed to implement differentiation and modified instruction for all students, including students with IEPs/ 504s, and those who are medically fragile.
The counseling team has created a schedule to have contact with students who are currently receiving counseling services. Additionally, our principals are working directly with the School and Wellness Counselors to maintain frequent communication with their parents/guardians. The Nurses will also be involved in this process by maintaining all medical documentation received.

Learning Environment: Curriculum

Delivering the Curriculum: EPPS Curriculum Guides

- Leaders communicate expectations for delivering high-quality instruction and assessing and monitoring students' progress.
- Teachers review the curriculum for the current grade/level of study, the previous grade/level of study, and the next grade/level of study, developing a greater understanding of coherence built within the discipline. Teachers examine the New Jersey Student Learning Standards and district's scope and sequence to understand what skills and content knowledge will be addressed, when it will be addressed during the school year, and how students will demonstrate their knowledge of the Standards.
- Encourage early collaboration between educators to ensure consistency across grades and content areas and provide sufficient time to prepare for necessary incorporation of new instructional techniques.
- Teachers collaboratively identify the basic skills and the new skills needed to master new concepts.
- Teachers collaboratively identify the concepts and skills that will best help students to prepare for the next grade/level of study (prerequisite skills and knowledge).
- Provide training to teachers and leaders regarding the evaluation of students' unfinished learning and acceleration support.
- After identifying the size and commonality of learning gaps among their students in relation to the essential prerequisite skills and content knowledge that need to be addressed, teacher's base decision-making about what to teach and when to teach content and skills on student learning objectives that identify the degree to which students have mastered the Standards.
- Teachers make alterations to the pacing guide, upon the identification of learning gaps. Pacing will be adjusted to allow for acceleration support.

- Teachers collaborate to develop lessons that are aligned to the New Jersey Student Learning Standards. at the current grade/course level.
- Provide guidance/training to teachers regarding best practices for synchronous and asynchronous learning; for example, in-person instructional time should be reserved for items that will be more difficult to accomplish via remote learning.
- Teachers collaboratively identify topics in the current curriculum that will be addressed best through synchronous learning, through asynchronous learning, or through a combination of the two modes of delivery, taking into consideration the concepts and skills that they deem most important in preparing students for the next grade/level of study as well as the students' developmental level; for example, exploration of new concepts through a video, virtual instruction, reading, or a presentation may be conducted remotely, while students' practice in the application of new concepts may take place in-person with their peers, as teachers provide guidance and feedback.
- Teachers collaboratively brainstorm various scaffolding devices, services, and supports that may be necessary to enable students to master the new Standard.
- Teachers differentiate the instructional activities to meet the needs of their students.
- Teachers deconstruct the New Jersey Student Learning Standards into student-friendly learning targets so that students have clarity about what they are studying. Learning expectations should be explicit and understandable to students.
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Monitor students' progress on grade-appropriate assignments and assessments and adjust supports for teachers based on learning outcomes.
- Teachers and leaders work to develop positive and cooperative relationships with students' parents/guardians and families.
- Leaders support teachers in making necessary curricular adjustments and continuously improving the quality of instruction, especially in remote and hybrid environments.
- Continue to provide support and professional development for staff.
- Continue to encourage collaboration and provide opportunities for teachers to co-plan instruction.

Addressing Learning Gaps

- Leaders communicate with educators about how they will address unfinished learning from the previous school year without engaging in an extended period of remediation at the start of the 2025-2026 school year.
- Leaders provide guidance that clearly explains how identification of unfinished learning based on the expectations of the New Jersey Student Learning Standards will be used to guide decision-making regarding the district's scope and sequence of curricula.
- Leaders establish a systematic approach to ensure that the types of assignments that students are given are consistent with the targeted Standards, provide specific evidence of the degree to which the Standards are met, and include actions that teachers will take in response to their students' work.
- Teachers collaboratively and thoughtfully select the specific prior knowledge (concepts and skills) that will best help students grasp the upcoming standard(s).
- Teachers collaboratively identify upcoming key terminology as well as previously covered critical vocabulary that students may be missing, prior to beginning instruction of new material.
- Ascertain students' background knowledge on the given topic. (See *Assessments* below.)

- Consider how to leverage whole-group remediation to address learning gaps and where targeted intervention may make more sense.
- Address learning gaps (concepts and skills) in the context of new learning.
- The necessary basic skills should be applied immediately with the new content and not taught in isolation. Providing key prior knowledge will enable students to connect to new information.
- Introduce to students the new terminology and review previously covered critical vocabulary that students may be missing, prior to beginning instruction of new material.
- Teachers support students so that they may be successful with work at the current level. Teachers use scaffolding judiciously. Keeping in mind that the purpose of scaffolding devices is to enable students to access the rigor of the Standard, teachers reduce or withdraw scaffolding support when appropriate.
- Teachers enable students to understand the real-world relevance and purpose of the concept to increase motivation and retention.
- Teachers and leaders monitor students' confidence, participation, and academic progress. (See *Assessments* below.)
- Pacing and direction should be active, fast-paced, and hands-on, while providing acceleration support.
- Ongoing collaboration between colleagues should be encouraged.

Resources:

Elmwood Park Curricula: https://sites.google.com/epps.org/curriculum-instruction-eval/curriculum-guides?authuser=0
TNTP Learning Acceleration Guide: https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
ELA Instructional Units: https://www.nj.gov/education/cccs/instructionalunits/ela/
Math Instructional Units: https://www.nj.gov/education/cccs/instructionalunits/math/
ELA Model Curriculum: https://www.nj.gov/education/modelcurriculum/ela/
Math Model Curriculum: https://www.nj.gov/education/modelcurriculum/math/
Social Studies Model Curriculum: https://www.nj.gov/education/modelcurriculum/ss/
Science Model Curriculum: https://www.nj.gov/education/modelcurriculum/sci/
Visual and Performing Arts Model Curriculum: https://www.nj.gov/education/modelcurriculum/vpa/
World Languages Model Curriculum: https://www.nj.gov/education/modelcurriculum/wl/
Comprehensive Health and Physical Education Model Curriculum: https://www.nj.gov/education/modelcurriculum/peh/
Achieve the Core: https://achievethecore.org/category/774/mathematics-focus-by-grade-level

Learning Environment: Instruction

- Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (e.g., hybrid approaches to instruction, virtual platforms, learning management systems) and expectations for interactions (e.g., connecting with students and their family) to ensure all students have access to high-quality instruction.
- Design for student engagement and foster student ownership of learning:
- Develop students' meta-cognition (parents may be able to provide some insights on how students understand how they learn best).

- Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction:
- Assess the district's data on how English language learners experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
- Assess English Learners' levels of engagement and access in an in-person, virtual, or hybrid learning environment.
- Teachers will utilize best practices in their instructional delivery.
- Teachers will deliver on grade level content through challenging and engaging lessons, reviewing and/or reteaching previously learned or unmastered concepts as needed as well as introducing untaught material.
- Instruction will include the core subject areas, special areas, and Social Emotional Learning (SEL).
- Teachers will provide interventions for students who fall below grade level.
- Teachers will offer enrichment for students who are learning at a faster pace or higher level.
- Students are assigned a mix of both online and paper-based assignments.
- Consistent lesson delivery from teacher to student will remain strong through both face to face method and virtual instruction.
- Google Classroom will be the learning management system for Pre-K through grade 8. Pre-K through grade 5 (elementary schools) will also utilize Class Dojo. Scoir will be the learning management system for grades 9 through 12.
- Students will submit their digital work via Google Classroom or Scoir.
- Instructional videos will be posted through the learning management systems to explain content to students for their remote learning.
- Remote instruction will include both synchronous and asynchronous learning.
- Synchronous instruction may be whole group, small group, and one-on-one Zoom meetings, occurring several times a week, as needed.
- Teachers will utilize a variety of digital resources and platforms to enhance distance instruction, including Pearson Realize, IXL, and Google Apps for Education.
- Teachers monitor students' in-person and online efforts, engagement, and progress.
- All assignments will be differentiated based on students' learning levels and abilities, with teachers creating and allowing for individual learning pathways.
- Students with Individualized Education Plans and 504 Plans will receive the appropriate instructional modifications and accommodations.
- Teachers will be available to answer students' questions via email, online platform, Zoom, and/or in person.
- Teachers check-in regularly with families to update them on students' progress as well as provide guidance on how they may assist their students' completion of tasks and learning.

Learning Environment: Assessment

- Pre-assessments will be given virtually through an online platform at the start of each unit and will not be graded. The information from the pre-tests will determine the learning gaps that will need to be covered by the current teacher for individual students. Online platforms that may be used are *Measuring Up Live 2.0*, *Google Classroom*, *Scoir*, *Savvas Realize*, *Google Forms*, *IXL*, *Math 180*, *Read 180*, and others.

- Assessments will be given virtually to determine individual student strengths and areas of improvement. These assessments will drive future instruction within that particular class/subject.
- In support of SEL, the district requires teachers in every subject to teach a "Week of Respect" lesson. This lesson allows students and teachers to address student behaviors as well as the social emotional aspect of being a student. This can be done virtually using online platforms to guide the conversation and lesson.
- Teachers will be present with students to administer daily do nows, exit tickets, questions, pre-assessments, post-assessments, benchmarks, mini lesson quizzes, journals, observations, and other formative assessments that may be needed in the classroom.
- Teachers will use the data from the assessments given to guide future instruction within the classroom.
- Students will participate in all academic subject areas.
- All students are enrolled in on campus learning, unless individual families request another learning pathway from Administration.
- Students in grades K-12 will utilize LinkIT for assessments and/or benchmarks in Math and ELA.
- Students in grade K-12 will utilize enVision Mathematics online platform for assessments, mini lesson quizzes, do nows, exit tickets, and/or benchmarks.
- Students in grade K-12 will utilize Elevate Science online platform for assessments, mini lesson quizzes, do nows, exit tickets, and/or benchmarks.
- Students in grade K-5 will utilize Fountas and Pinnell to obtain instructional and reading levels.
- Formative assessments such as graphic organizers, discussion, journals, questioning, projects, non-graded quizzes, and observations will be used frequently throughout all courses and grades.
- Pre-assessments will be given at the start of each unit and will not be graded. The information from the pre-tests will determine the learning gaps that will need to be covered by the current teacher for individual students.
- Assessments will be given to determine individual student strengths and areas of improvement. These assessments will drive future instruction within that particular class/subject.
- Post-assessment information would be used to evaluate the impact of the instructional changes that have occurred.
- Quarterly benchmarks assessments administered to determine student achievement and address learning gaps in all subjects.
- Establish a clear vision for schoolwide data use through PLC meetings and common planning time.
- Providing feedback to students after taking an assessment will be essential for students to continue learning and make changes as they build on their current skills. Involve students in the process by encouraging reflection on their assessment taken.
- High School students will utilize Scoir to administer assessments to track student progress.
- Elementary and Middle school students will utilize Google Classroom and Google Forms to administer assessments to track student progress.
- Students will have the opportunity to self-assess periodically.
- IXL will be used in grades K-8 to assess student knowledge on particular skills and standards.
- Math 180 and Read 180 inventories will be given to assess students who are 2 or more years behind grade level. This assessment will allow for additional instructional support in either Math or Reading for students that are identified.

Summer 2026 Programming and Credit Recovery

Summer Programming
The Elmwood Park Public Schools is prepared to provide instructional programs during the Summer of 2026 within an in-person or virtual setting. Within a virtual setting. the Extended School Year (ESY) schedule will ensure traditional amount of instructional time. Professional development will be provided to the ESY staff to promote consistent learning strategies and to ensure that related services are provided during in an appropriate manner through remote instruction.

All of the summer programs will be funded through LEA funds and will take place from 8:30 to 11:20 A.M., four days per week (Mondays through Thursdays), from June 29 through July 31, 2026.

21st Century Learning & Career and Technology
As 21st Century Learning & Career and Technology standards have been appropriately implemented within all curricular guides for specific virtual study skills (i.e. organizing Google Drive, sending/receiving Google Calendar invites, Color-coding Google Folders, etc.) as they pertain to all grade levels. Specifically, for our seniors, all 12th grade students will continue to be prepared for post-secondary success. The guidance counselors and administrators continuously monitor seniors and their grades as it relates to graduation. The guidance counselors will contact students/parents regarding the potential of non-graduation and will continue to work with teachers to provide synchronous and/or asynchronous instructional support.

Credit Recovery
The administration may also elect to modifying grading schedules and providing additional guidance regarding the modifications and accommodations, as outlined in our curricular guides, to ensure there is a minimal loss of learning through an extended school closure. In the event that a high school student is still in danger of not passing, the Supervisor of Guidance will be notified parents of an option to recover credits by enrolling in the Educere program, fully funded by the district. If a senior does not meet their graduation requirements, a meeting will be set up with the student, parents, guidance counselor and principal to set up a plan for online summer school (Educere as an option) in order to complete the graduation requirements and for the possibility of graduating in August. Educere is the online credit recovery program that is currently in place if/when seniors need to register for credit recovery due to non-graduation.

The district will continue to follow the guidance outlined in Policy 5460 Promotion and Regulation, as it pertains to Elementary Retention. As per the policy parents will be notified no later than February 15th of a possibility of being retained. As per the Regulation Section 3-D, parents will be notified by April 30th if their child is going to retained the following school year.

Special Education and Related Services

During an emergency school closure all school buildings will be closed and total virtual/remote learning will be employed. The following implementation will be made to accommodate our special education students and programs:

- Programs that will be employed specifically for students with IEPs: Rethink Autism, Don Johnston, Raz Plus, Learning A-Z and the above listed programs.
- The creation of remote learning individualized education plans will reflect modifications and accommodations related to virtual/distant learning.
- Daily planning time will be provided to special education staff to collaborate best practices and to share modifications/accommodations in a virtual setting.
- Staff will receive professional development regarding student confidentiality under virtual settings by providing tools to address student needs, compliant to both FERPA and HIPAA. Confidentiality policies are available on the district website and will be specifically communicated to all families.
- Provide increased family support and training opportunities, as required by N.J.A.C. 6A:14-1.2(b)14) - District Eligibility for Assistance under IDEA Part B.
- CST meetings to monitor IEP implementation, student progress and evaluation meetings will be held virtually, and will held in accordance to each student's IEP and their specific needs.
- Instructional platforms and materials specific to the Specific Special Education programs: Rethink Autism, Don Johnston, Raz Plus, Learning A-Z and the above listed programs.
- In addition to the above, teachers should consider:
    - Providing closed captioning on all videos.
    - Providing materials in various mediums ahead of time so that students have the tools needed to succeed.
    - Archive al recordings of lessons for students to access at a later time.

- The Special Services Department, the Child Study Team (CST), and specific student service providers such as ELL and OT/PT were consulted to ensure all considerations were made when asking teachers to design remote instructional plans.

Related Services

- During an emergency school closure all school buildings will be closed and all related services will be provided through synchronous and asynchronous instruction. *In order to access remote education, the district will provide related service requirements through district provided technology.*
- *Students will be provided services via remote platforms within a totally virtual setting.*
- *Assistive technology needs will be provided as per IEP requirements*

Other Considerations Specific to Special Education Students and Programming

- The district will prioritize the needs of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan to ensure that their needs are met within a virtual learning setting.
- EPPS will communicate frequently with the families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to a student's return to school.
- IEP teams will review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
- IEP will should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
- IEP teams will develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- The use of school guidance department staff and child study team personnel to identify students whose post-secondary plans may have been adversely the school closure and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, state, and federal opportunities to access support. Clear communication to parents/guardians of the procedures for student referrals and evaluations to determine the eligibility.

ML Learners

During an emergency school closure, all school buildings will be closed and total virtual/remote learning will be employed. In order to access remote education district will provide related service requirements through district provided technology.
Accommodations will be made in alignment with the district approved curriculum, Can-do descriptors, and WIDA levels. Resources will be shared with teachers that allow for translation and virtual presentations. Additionally, all students have been provided with access to Chromebooks and district-devices where necessary. The aforementioned initiatives are closely monitored and refined during our virtual ML Articulation Committee meetings. The ML staff have, and continue to attend, numerous ML meetings with other teachers and leaders throughout NJ. Teachers are encouraged to participate in webinars to enhance their understanding of ML instructional support and improve virtual learning

- Students will be provided ML services via remote platforms within a totally virtual setting.
- Assistive technology needs will be provided as per the needs of ML learners.
- Programs that will be employed specifically for students currently within our ML programs: Imagine learning, Learning A-Z, Capstone Pebble Go/ Pebble Next, Boom Learning
- Specific ML modifications and accommodations related to virtual/distant learning must be implemented in daily instruction.
- Daily planning time will be provided to special education staff to collaborate best practices and to share modifications and accommodations in a virtual setting.
- Staff will receive professional development regarding ML instruction an culturally responsive teaching and learning; this training well also be provided to parents/guardians.

- In addition to the above, teachers should consider:
    - Providing closed captioning on all videos in appropriate language of ML learners.
    - Providing materials in various languages ahead of time so that students have the tools needed to succeed.
    - Archive all recordings of lessons for students to access at a later time.

Communication with ML families during virtual instruction:

- All communications will be translated and accessible in all languages spoken in district homes.
- Increase number/access to multilingual faculty members to support ML students and families
- Ensure that families of ML have access to technology needed to succeed under remote learning
- Provide ML families with information regarding health risks and social distancing during school closures.

Attendance

Student Attendance- Student Attendance Policy 5200

After the Superintendent's information has been sent to the school community, each Principal will send correspondence to the students and parents/guardians regarding your building's specific attendance protocols that will conducted through Real Time. Each individual school will keep accurate records of attendance of staff and students including groups/cohorts to assist with contact tracing. Parents are to notify the district if a child is sick and is not sending them to school, within a virtual setting.

Attendance will be closely monitored, for students who may be missing school often. Students who are identified as chronically absent or who is not actively participating in class or handing in assignment during a specific time frame and will be assigned an attendance plan and a case manager who checks in and meets with the student and then communicates frequently with the parent/guardian. Within a remote learning environment, teachers and administrators will meet with the students and their guardians on their caseload on days that students are present in the building and not remotely learning.

Staff Attendance- Staff Attendance Policy 3212

Traditional protocols will remain in place regarding the submission of staff absences. The AESOP platform will be used to track staff attendance and absences for any reason. Staff members are encouraged to speak with their immediate supervisor in the event that an absence is needed.

Meals / Food Distribution

The district administration will provide daily updates on the district/ school websites, social media and through Real Time to provide the most up to date information to parents, students, faculty and other community stakeholders about food distribution.

Meals will be made available to all students who are eligible. Pick up locations will be designated based on the assigned schools, and specific accommodations will be made for those families who are required to walk.

Procedures will be planned an implemented through Mascios Food Services. This information will be updated and frequently communicated to the community. The district will work closely with Mascios to schedule daily cleanings of all areas used for food distribution.

Take Out/ "Grab and Go" Meals:

- Pre-order meals in advance through Google forms.
- Students will exit through a designated area of the building, and will be handed their pre-ordered food.
  - Pre-packaged boxes or bags will be provided to each student
  - Sharing of foods and utensils will not be allowed.

Outside food for students or staff members, will not be permitted back in school, unless approved by administration

Facilities Cleaning Practices

Classroom: Cleaning Schedules

General Procedures

- Check lights/ light bulbs
- Close/ Lock all windows; Check and close blinds
- Refill hand soap, hand sanitizer, and paper towels
- Pick up in classroom and empty all trash and recycle bins
- See the Below *Cleaning Procedures* for classrooms
- Straighten classroom furniture to current arrangement
- Vacuum carpets in main offices and Board of Education Building

Cleaning Procedures

- Using ES72C Multi-Purpose Cleaner, clean the following areas:

Bathroom: Cleaning Schedules

General Procedures

- Refill hand soap, hand sanitizer, and paper towels
- Pick up in classroom and empty all trash and recycle bins
- Sweep floors
- Use cotton mop for toilets (bowls and bases) and urinals.

Cleaning Procedures

- Using ES72 Multi-Purpose Cleaner, clean the following areas:
  - ALL countertops, mirrors, dispensers, sinks, faucets, toilets, urinals, partitions, doors, door knobs, windows, blinds and windowsills
  - ALL Touch Points are to be cleaned
  - Dust and mop floors

○ ALL countertops, desks, sinks, faucets, doors, door knobs, windows, blinds and windowsills ○ ALL Touch Points are to be cleaned ○ Dust and mop floors • Using Bioesque Botanical Disinfectant Cleaner, clean the following: ○ Computers, hand soap dispenser, hand sanitizer station, and paper towels, Black boards/ White Boards, spray erasers ○ Dividers/ partitions ○ Disinfection of carpets	○ Once a week, pour 8oz. into floor traps • Using ES364 ○ ALL bathroom and locker room (if open) floors • Using Bioesque Botanical Disinfectant Cleaner, clean the following: ○ ALL touch points- Spray and let dwell for 4 minutes (wipe down or air dry)

Social and Emotional Learning (SEL)/ MTSS

- Seek approval and implement the Virtual Crisis Plan and the traditional building Crisis Plans.
- Provide staff with professional development regarding student reaction to stress and trauma that may result from home confinement.
- Provide professional development to support educators' integration of SEL in their teaching, including the skills to foster positive learning environments and techniques for embedding SEL into remote instruction.
- Make deliberate efforts to communicate the importance of SEL and how it relates to academic success to students and families.
- Facilitate opportunities for connection and reflection among students; e.g., small group online meetings, surveys, etc.
- Establish routines and maintain clear communication remotely.
- Prioritize relationships and well-being over assignment and behavioral compliance.
- Support students in feeling safe, connected, and hopeful.
- Students and families will have access to the district's Virtual Relaxation Room (https://sites.google.com/epps.org/epwellness/social-emotional-wellness/virtual-relaxation-room).
- Provide guidance to students to help them to maximize their success as remote learners, including study tips, guidance for creating learning spaces, and motivational advice (https://sites.google.com/epps.org/epwellness/social-emotional-wellness/successful-virtual-student).
- Provide to students virtual access to resources addressing self-care, healthy mind and body, and emotional well-being (https://sites.google.com/epps.org/epwellness/taking-care-of-myself?authuser=0).
- Collaborate with town stakeholders to hold virtual Stigma-Free events.
- Continue to hold virtual celebrations; e.g., Varsity Sports Banquet, Graduation celebrations, virtual Spirit Days, etc.
- A Sensitive Learning Response (SLR) Team will be implemented in each building. The SLR Team should provide students opportunities to connect with other students and create peer groups where students can talk to other students about topics outside of school. In addition, the following practices will be implemented:

- Create a schedule of 1:1 meeting with students.
- Implement student-driven ideas for SEL activities for lessons.
- Implement an evaluation tool to record feedback/reflection surveys on how students are doing.
- Identify ways to identify positive student behavior.
- Create a "Check-In" room where students can go and talk with a guidance counselor and/or other wellness counselors.
- Create "Check-In" surveys to monitor student wellness.
- Assess emotional needs throughout the day; i.e., *How are you doing at the beginning/middle/end of a school day?*

High-Risk Students

- Target interventions and support for students who struggled with school closure.
- Identify students who may be interested in group sessions in order for students to speak their concerns with others. Ensure safe distancing.
- Promote school-wide activities through virtual platforms to promote school culture.

Instructional Program

Move this World

Multi-Tiered System of Supports (MTSS)

- Intervention is offered for ELA and Mathematics at the middle school level and an additional 45 minutes of instruction for the identified students. In a virtual/remote instructional setting, this would take place at the end of the school day on an online platform. Students are placed based on previous NJSLA scores, marking period grades, mid-year grades, benchmark grades, and teacher recommendations.
- Remediation is offered at the elementary levels to assist students who are struggling academically. This can be done virtually, at the end of the school day.
- Sixteenth Ave. Elementary School currently uses *Math 180* and *Do the Math* for the students identified in their Annual School Plan. Students and teachers will meet for additional instruction virtually utilizing an online platform.
- The middle school uses *Math 180* and *Read 180* to address the needs of students who are two or more years behind instructionally. In a virtual learning environment student will work remotely using the online platforms provided by each program as well as Google Classroom.
- I&RS is used district-wide to provide tiered interventions for students who are struggling academically. Students are assigned a case manager who meets with the I&RS team, administration, the parents, and the student throughout the school year. The I&RS action plan is revisited every 6 weeks and modified to meet the new needs of the student. Meetings with case managers, administration, and parents will take place virtually.
- The Gifted and Talented Program will continue to offer enrichment to students who have been identified. The elementary schools and middle school will use Google Classroom for communication and the high school will use Scoir. Students will meet virtually and information will also be provided on the online platforms being used.
- Schools clubs/extracurricular activities will be held virtually to allow students to have interactions with peers and teachers outside of the

traditional classroom subjects/courses.

- Pre-assessments will be given virtually through an online platform at the start of each unit and will not be graded. The information from the pre-tests will determine the learning gaps that will need to be covered by the current teacher for individual students. Online platforms that may be used are *Measuring Up Live 2.0*, *Google Classroom*, *Scoir*, *Savvas Realize*, *Google Forms*, *IXL*, *Math 180*, *Read 180*, and others.
- Assessments will be given virtually to determine individual student strengths and areas of improvement. These assessments will drive future instruction within that particular class/subject.
- In support of SEL, the district requires teachers in every subject to teach a "Week of Respect" lesson. This lesson allows students and teachers to address student behaviors as well as the social emotional aspect of being a student. This can be done virtually using online platforms to guide the conversation and lesson.

Multi-Tiered System of Supports for Mental Health:

Tier 1 – Prevention and Universal Supports for All Students and Families

- Provide remote access to resources to self-care, self-help, parent supports, and psychoeducational information.
- Continue to utilize a trauma-sensitive and culturally responsive approach to student engagement and support remotely.
- Continue efforts to provide remote Social and Emotional Learning (SEL) programming.
- Conduct planned remote check-ins with teachers and parents to assist in identifying at-risk students.
- Share information with parents and educators regarding how to identify when a student may be struggling with a mental health issue.

Tier 2 – Establishing ore intensive supports (in addition to Tier 1) that can be provided to students who are identified as at-risk for mental health and/or substance abuse

- Utilize existing staff (School Psychologists, Social Workers, and/or school counselors) to provide remote support for students who are identified as needing assistance.
- Connect families with local community providers, county resources, and other organizations to enhance Tier 2 and 3 remote supports. (See *Wraparound Supports* and *Resources* below.)
- Proactively reach out to the Care Management Organization in Bergen County to establish connections to better support families who may be receiving or in need of Tier 2 or 3 supports outside of school.

Tier 3 – Individualized and intensive support for students who are identified as needing mental health and/or substance abuse interventions

- Provide students with individualized counseling, monitoring of progress, and therapeutic support through remote programs and current staff.
- Collaborate with local community providers, county resources, and other organizations to enhance Tier 2 and 3 remote supports. (See *Wraparound Supports* and *Resources* below.)
- Connect students and parents to individual counseling, family therapy, out-patient programs, or addiction services as needed.

Other SEL Resources
NJ DOE SEL Modules
NJ Tiered System of Supports (NJTSS) Implementation Guidelines
An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community

Edutopia
Curbing Teacher Burnout
Prioritizing Self Care
Getting Ready to Teach Next Year

The National Association of School Psychologists
PREPaRE Training Curriculum

Mental Health America
Mental Health - Information and Resources
Get Immediately Help in a Crisis
Disaster Distress Helpline: 1-800-985-5990 (press 2 for Spanish)
National Suicide Prevention Lifeline: 1-800-273-TALK (8255) for English, or 1-888-628-9454 for Spanish, or Lifeline Crisis Chat
National Domestic Violence Hotline: 1-800-799-7233 or text LOVEIS to 22522
National Child Abuse Hotline: 1-900-4ACHILD (1-800-422-4453) or text 1-800-422-4453
National Sexual Assault Hotline: 1-800-656-HOPE (4673)

ESEA (Title Funding), Local Funding

The district will ensure that the federally awarded Title funding will be used to support student instruction during an emergency closure. The following information has been purchased for the 22-23 SY trough Title Funding and will continue to be provided throughout virtual instruction.

Title I (Memorial Middle School- School Wide Finding)
- Salaries of Middle School ELA Teachers will be subsidized through the grant.
- Remote Learning Programs previously purchased to support remote/hybrid instruction for various grade levels and content area
-

Title I SIA (Sixteenth Avenue School- Target Population)
- Remediation will be provided outside of school hours

- Waggle instructional materials have been purchases and are adaptable to a virtual setting.

Title II A (Staff Only)
- The district will continue to support professional development opportunities for teacher within a virtual setting.

Title III (ML Students)
- This funding has previously been used to purchase to support ELL learners through specific ML programs and devices (see ELL section for more information).

Local Funding
- Funding allocated to technological support for staff and students
- Video Conferencing Software
- Assessment Software to monitor student progress and loss of learning (LinkIt)
- Devices for students and staff members
- Salaries/ Benefits - Staff
- Professional Development Topics (will be moved to a virtual setting) with topics including:
    - SEL Professional Development for staff, parents and students, Student programs to address social media etiquette, healthy relationships, and continue to support procedures to address safe and accurate reporting of sensitive topics within a remote and hybrid setting.
- PPE/ Sanitization/ Disinfection Materials
- Special Education- Related Services
- ELL Programming for Students and advance communication platforms for parents
- Enrichment Programming – STEAM Program

Transportation

The district has contracted with South Bergen Jointure Commission (SBJC), and will follow guidelines that are laid out by the Jointure.

During an emergency school closure, district school buses will not be in use for any reason, unless otherwise communicated by the Superintendent of Schools.

The district will work with the contracted bus companies to ensure a thorough and deep clean buses before reopening.

Modified bus routes and schedules may be implemented depending on the hybrid schedule.

The district will work with parents if they choose to waive transportation for the school year. Accordingly, families of eligible bus students would receive a payment to waive transportation services in accordance with 18A:39-1c.

Wraparound Supports: Mental Health, Medical Assistance, Mentoring, Family Engagement, Extension/ Enrichment

- Crisis Teams are created for each building to assist with facilitation of schools within a remote setting. The teams consist of administration, a parent, the school nurse, child study team, guidance counselor, teachers, head custodian, Director of Public Safety, and other stakeholders. Crisis teams are prepared to:
    - Maintain clear communication in-person and remotely.
    - Support families in feeling safe, connected, and hopeful.
    - Prioritize relationships, self-care, and wellness.
    - Provide access to resources that will help parents/guardians assist children in coping with the closure, grief, or frightening news.
    - Continue to conduct parent/community surveys to allow feedback from all stakeholders.
    - Provide memos, letters, and email blasts home to inform parents/families of changes, new policies, or protocols put into place.
    - Communicate plans and expectations to families in multiple languages.

Mental Health Supports

- School Counselors/Student Assistance Counselors/Social Workers/School Psychologists will provide remote counseling to students in need. Make referrals to outside agencies as needed.
- Implement virtual Guidance Counselor classrooms for SEL.
- Provide remote check-ins for students and staff.
- Share virtual mental health resources with staff, parents, and community.
- Collaborate with Bergen County Mental Health Services and CarePlus New Jersey Mental Health Care for additional resources.
- Connect students and parents to individual counseling, family therapy, out-patient programs, or addiction services as needed.
- Share information with parents and educators regarding how to identify when a student may be struggling with mental health issues.
- Provide remote access to resources to self-care, self-help, parent supports, and psychoeducational information.
- Continue to utilize a trauma-sensitive and culturally responsive approach to student engagement and support.

Primary Health/Dental Care

- Engage school nurses in planning to meet the physical health, dental, and mental health needs of students remotely.
- School nurses remotely communicate with students and their families regarding health concerns.

- School physician should be utilized in addressing the needs of students.
- Reinforce and adjust remote screening processes to identify students who may have had unaddressed health or dental needs

Family Engagement

- The district has administered multiple online surveys to the community to assess the needs of families. Continue to solicit data for needs assessment.
- Parents from all grade spans (K-5, 6-8, & 9-12) are participating in school-based committees to begin the planning for the new school year.
- Send correspondence to the community once the plan is finalized. The district will post the plan on the district website.
- Plan parent/family education workshops, including Google Classroom, the Parent Portal, etc.
- Continue to collaborate with the Elmwood Park Department of Health to address the challenges that families might be facing.

Academic Enrichment/Expanded After-school Learning time/Summer programming

- ESY Program
- STEAM Program
- Recreation Center Program
- Online meetings with teacher
- Information pertaining to these programs will be provided by the district throughout a school closure.

Mentoring

- Implement a virtual MS/HS Peer Leader Program and facilitate meetings.
- Work with the Elmwood Park Police Department for continuation of L.E.A.D. program at the elementary schools in a virtual setting

Quality Child Care- Working with Local Providers

Th district will take the following steps in incorporating child care considerations into our reopening process.

- District administration will communicate with the contracted child care providers (Elmwood Park Recreation Center) in your leadership and planning meetings.
- *Specific Information from the Rec Center, Goddard School and KinderCare will be sent from the Superintendent to the following child care that is within the district.*
- Information regarding school schedules, meals, and other pertinent information will also be provided to the local child care providers within Elmwood Park so that those facilities may plan accordingly.
    - A list of child care providers within Elmwood Park will be made available to families.

- Information from Bergen County's Child Care Resource and Referral Agency for a list of licensed child care programs, including family daycare in your area will be provided to families.
- Transportation from school to child care locations will be communicated for a hybrid or traditional schedule.
    - **Transportation will not be provided if schools are closed for total virtual instruction.**
- Anticipate that children will need additional social emotional supports and coping strategies during drop-off and throughout the day, particularly children who are in an unfamiliar setting with new peers and new adults.
- An Employee Wellness Program will be established to promote healthy lifestyles, particularly mental health, for staff.
- The district will continue to partner with health care providers in the community to ensure families have access to health and wellness services to address and process trauma.
    - This information will also be made available to families and the public.

Educator Roles

Teachers

- Reinforce social distancing protocols with students, co-teachers, and/or support staff.
- Support school safety guidelines.
- Limit group interactions within the classroom.
- Set clear expectations for both virtual and on-site settings.
- Provide regular feedback to both students and parents regarding student progress.
- Instruct proper digital citizenship practices.
- Provide materials for at-home activities as appropriate.

Paraprofessionals

- Lead small group instruction
- Work with general education teachers to develop pre-recorded videos to promote instructional goals and SEL lessons.
- Support virtual sessions.
- Support families and students in accessing and participating in remote learning activities.

Educational Services Professionals

- Lead small group instruction
- Facilitate the virtual components of synchronous and asynchronous activities.
- Assist with the development and implementation of adjusted schedules.
- Satisfy course requests and other scheduling needs.
- Support SEL activities embedded into teachers' lessons.

- Group students in cohorts to ensure limited movement in accordance with safety guidelines.

Administrators

- Continue to develop programming and learning opportunities for students within the hybrid learning environment.
- Promote professional growth and provide learning opportunities for all staff members.
- Continue to develop and modify the Restart & Recovery Plan as needed.
- Clearly and consistently articulate expectations to all stakeholders throughout the reopening process.
- Facilitate staff members' access to technological and other resources as they adjust throughout the reopening process.
- Create feedback loops to ensure constant communication amongst stakeholders and implement changes according to the feedback.
- Strategize and prepare for shortages in staff. Establish contingency plans to ensure continuity of learning and student success.

Substitutes

- Carryout lesson plans in cases of long-term absences and/or vacancies.
- Meet the building-level expectations in both virtual & hybrid settings.
- Become familiar with the staff of assigned building(s).

Mentoring/ Evaluations/ Certification/ Student Teachers

Mentoring

- N.J.A.C. 6A:9C-5.1 requires novice provisional teachers to receive the equivalent of at least 30 weeks of mentoring.
- Certificate of Eligibility holders must receive at least eight weeks of one-to-one meetings with their mentors.
- Certificate of Eligibility with Advanced Standing holders must receive at least four weeks of one-to-one meetings with their mentors.
- Mentoring provided during periods of virtual learning may count towards the 30-week minimum requirement.
- Some mentees may be required to complete mentoring beyond the minimum requirement as determined by the District.
- Mentoring will remain confidential and non-evaluative
- Mentoring will be available to staff in a virtual, hybrid or traditional setting.

Certification

- The district will continue to follow NJDOE guidelines regarding the certification process and educator evaluations for the 2023-2024.
- Unless otherwise directed the district will continue to follow the necessary steps in supporting all provisional teachers to achieve standard certification which includes proper evaluations and the enrollment into the Provisional Licensure Registration Management System (PLRMS)

Staff Evaluations

- The district will continue to follow NJDOE guidelines as they pertain to virtual observations and evaluations.

- If allowed a “Portfolio Review Process” to accommodate virtual instruction will put into place.
- Annual staff training will be provided regarding the assessment tools and AchieveNJ regulations; this may include any future changes.

Student Teachers

- Students teachers whom were previously approved will be surveyed to determined technology needs and internet access in coordination with the college/ university.
- Virtual professional development will be provided to student teachers over regarding their district email accounts, Google applications, video conferencing, instructional expectations in a virtual setting, lesson planning, grading, parent communication.
- Specific district expectations, guidelines regarding professional

Athletics and Extra-Curricular Clubs

Athletics

The district will adhere to all NJSIAA guidelines and executive orders from the Governor's Office. The district will work very closely with the district physician and the Athletic Trainer to implement specific safety measures and protocols that will be followed included, but are not limited to:

- Clearance from physician for athletes
- Student-athletes who have pre-existing medical conditions shall provide clearance from a physician prior to any workout
- In case of a health emergency, protocols and procedures relating screening and testing for athletes will be implemented
- Coaches will be provided professional development training beyond the NFHS mandated courses
- A communication plan between parents, students, coaches and the appropriate health authorities will be made available to all respected parties.

If athletics are allowed to be held In-Person:

Preventative measures will be in place such as:

- Sanitizing stations will be located on all fields/ field houses.
- Other signage includes how to stop the spread of germs, how to properly wear face coverings, visitors entering the building, amongst others
- Students, staff and spectators are required to wear face masks/coverings while in large group gatherings.

Extra-Curricular Clubs

- Schools clubs/extracurricular activities will be held virtually to allow students to have interactions with peers and teachers outside of the traditional classroom subjects/courses.
- All field Trips will be postponed or canceled.
- All extra-curricular activities and approval of the facilities during or after school hours of operation will be approved on a case by case

basis.

- The proper course of approval to use any of the indoor or outdoor school district facilities including Board of Education approval will remain in place.

Additional Resources

Contact Information for Elmwood Park Schools:

(201) 796-8700

Board of Education Office	x 50107.	Gantner Avenue School	x 30602.	Curriculum Department	x 70101
Memorial High School	x 11603.	Gilbert Avenue School	x 40602.	Testing and Assessment	x 70703
Memorial Middle School	x 12603	Sixteenth Avenue School	x 20602.	Technology Department	x 76501
Guidance Department	x 72202.	Special Services Department	x 73002		

New Jersey Department of Education: https://www.nj.gov/education/

CDC Guidance: https://www.cdc.gov/

New Jersey Department of Public Health: https://www.nj.gov/health/