Newark
Board of Education
Roger León, Superintendent

Where Passion Meets Progress

Guidance for Emergency Remote Instruction

2024-2025

Guidance for Emergency Remote Instruction

In accordance with New Jersey State Legislature P.L. 2020, Chapter 27 and State of New Jersey Department of Education guidance, the Newark Board of Education (NBOE; District) will implement the *Guidance for Emergency Remote Instruction* during a District closure lasting more than **three consecutive 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.

The *Guidance for Emergency Remote Instruction* will provide continuity of instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9(c) and N.J.A.C. 6A:32-13.1 & 13.2. A day of virtual or remote instruction 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 other such matters, as determined by the New Jersey Commissioner of Education.

The New Jersey Department of Education (NJDOE) recognizes that there is no single way to provide remote instruction, however offers these guidelines for providing remote learning experiences to meet the needs of all learners:
- Recognize the need for flexibility in terms of time schedules and technology access;
- Engage students in relevant and meaningful learning experiences;
- Connect what students have been learning thus far in the year to the new learning experiences in which they will be engaging;
- Allow for student choice and voice when possible/appropriate with regard to how students engage in the experience and/or how they demonstrate their learning;
- Remember that students learn in different ways and provide flexibility in how they engage in new learning (e.g., reading, video); and
- Encourage students to self-reflect upon their learning.

The purpose of the District's *Guidance for Emergency Remote Instruction* is to implement a holistic remote learning program. This document will provide the necessary guidance for remote instruction; additionally, each school principal will share school-specific information with staff, students, and families.

Essential employees are crucial to the implementation of this plan. The District identifies all school-based and central office staff as essential employees (principals, teachers, nurses, security, facilities, food services, support staff, etc.). A list of essential employees will be provided to the county office in the event of a declared emergency resulting in a District-wide closure.

Table of Contents

Equitable Access and Opportunity to Instruction

The District will ensure equitable access and opportunity to curriculum and programming for all students during an extended school closure.

School Hours
The normal school hours will remain the same during remote instruction:
- Elementary: 8:20 AM - 3:00 PM
- High School: 8:20 AM - 3:00 PM

The District acknowledges that establishing consistency during remote learning is important to student success. Each school will establish a consistent weekly schedule of class periods that shall mirror an in-person school day to the greatest extent possible.

Remote Instruction for PK-12 may consist of asynchronous and synchronous lessons. Students will receive a schedule from the teacher indicating when each lesson will occur.

Synchronous and Asynchronous Instruction
Synchronous instruction occurs in real-time utilizing live video chat sessions. The District utilizes Webex for these live online classes. Students unable to participate in synchronous instruction for any reason, may review the recorded lesson at another time.

Synchronous lessons occur live. These are lessons teachers hold with their class using an online platform that students can join. Teachers use Webex to engage directly with their students. Foci are, but not limited to: teacher modeling, read alouds, writing in response to text, class discussion, partner conversations, strategies and /or skill lessons, teacher explanations, directions for assignments.

Asynchronous instruction sessions occur at various times. Students may log into a learning management system, watch a pre-recorded lesson, and/or participate in activities on their own time. Teachers may provide materials, resources, tests and assignments that can be accessed at any time. In asynchronous learning, instructors usually set up a learning path, which students engage with at their own pace.

Addressing the Digital Divide

Access to Internet, Network, and Devices

The District continues to provide free Internet Access to students who have District Chromebooks via Altice Optimum Wi-Fi services. Thus, any student living in areas of the city with Altice Optimum W-Fi coverage can continue to connect to the Internet by simply selecting the Optimum Wi-Fi SSID. In addition, Wi-Fi Hotspots will be purchased as needed for the percentage of students who live in areas with no Optimum Wi-Fi coverage and who may need Internet Access.

Large quantities of Chromebooks have been purchased and equitably distributed to students in all schools. The District is currently 1:1 in terms of student to device ratio. The District has established a refresh cycle for all technologies in use in the District, including student devices to ensure that students have access to current devices at all times. The District replaces student devices before they become obsolete. In addition, the District strives to repair or replace devices that have been damaged or have become inoperable to ensure that students' access to technology resources and remote learning is not disrupted.

The District has performed a complete network infrastructure overhaul and has modernized the District's technology infrastructure in support of remote and hybrid instruction and the adoption of next generation technologies as they become available. Additionally, the District has established a resilient Cyber Security ecosystem to facilitate a safe and secure computing environment for students and staff.

Tracking Systems

The District utilizes various methods for tracking technology, especially end user devices. All devices are enrolled in their corresponding management console platforms that have been established for each device type before they are shipped to schools. Thus, Chromebooks are enrolled in Google Management console while Apple devices are enrolled in JAMF Mobile Device Management platform. Similarly, Windows devices are enrolled with the Microsoft Intune platform. All three platforms are cloud-based and can be accessed from any location. These platforms provide detailed information about the devices including information about the technical characteristics of the devices, location, usage, users in possession of the device, etc. In addition to the centralized electronic tracking referenced above, all parents and staff sign an agreement with the District that outlines the proper expected usage of the devices and penalties associated with neglect or deviation from the established standard practices. Schools maintain copies of the agreements. It shall be noted that the Division of Information Technology (DIT) provides schools with updated inventory of their Chromebooks on a weekly basis to assist them with tracking of student access to devices. All Windows laptop devices are also equipped with a tracking software that will assist the District in locating and recovery of devices that may be lost or stolen.

Technology Support

DIT has implemented a cloud-based Help Desk ticketing system that will allow support staff to login and access the platform from anywhere in the world. This will allow the Help Desk staff to work remotely in a collaborative manner and enter and manage calls that come to the Help Desk. In addition, DIT has provided schools with the ability to remotely enter tickets into the ticketing system without calling the Help Desk. The option to call or email technical issues to the DIT Help Desk is still available. DIT has also implemented the Avaya Voice Over IP system that will allow the DIT staff to answer phones remotely using the Soft version of the phone. This will allow the support staff to work remotely and receive calls from users. DIT also has implemented a remote control mechanism that will allow the support staff to remotely assist users from anywhere in the world when they call for support. In addition, DIT has established secure multi-factor remote access to the District's internal applications that will provide staff in operations units with remote access to such applications. The DIT support team also uses Cisco Webex and Microsoft Teams for collaboration among IT teams and end users during remote support.

Instructional Platforms

Remote instruction may be delivered synchronously and asynchronously for all students. Teachers will connect with all of their students daily using the following platforms, as needed.

Clever Student Portal	Student portal with access to student resources and materials, as well as the Learning Management System.
Google Classroom/Google Suite	Learning Management System that allows educators to connect with students, share assignments, collect student work, and provide feedback to learners.
Lumio	Digital platform that allows educators to deliver content, check for understanding, and provide engaging activities to help students show their understanding across the curriculum.
Pear Deck	Digital platform that allows educators to turn their presentations into interactive learning experiences, as well as check for student understanding, receive and provide feedback, and allow students to engage to ensure all learners are actively participating in the lesson.
Screencastify	Platform that allows both student and teacher content creation in audio and video formats.
Webex	Web conferencing platform that allows educators to meet with students in whole class, small group, and individual settings to deliver instruction and provide feedback, as well as meet with students, other educators, and families.

These learning software programs have been procured for schools at specific grade levels. Many of the online technology tools are utilized to provide students with access to general education programming.

Bookshare, All Grade Levels	Available to students with a print disability. This resource can be utilized for students who are dyslexic, blind, have cerebral palsy, or have other reading disabilities.
Common Lit, Grades 6-12	Course materials for English Language Arts courses.
Described Caption and Media Program, All Grade Levels	This resource exists to educate students with sensory disabilities, along with their parents and teachers. The Described and Captioned Media Program (DCMP) library provides on-demand captioned and described educational video and interactive content to benefit K-12 students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind. Teachers/interpreters (including those still in training), other professionals, and family members whose use benefits these students can apply to have access to all DCMP media and training.
Discovery Education, Grades K-12	Cross-curricular platform that allows educators and students to explore videos, articles, and other instructional materials to support and supplement the learning in all content areas.
Dreambox, Grades K-8	Supplemental Mathematics platform that helps learners sharpen their skills in multiple mathematical concepts and reinforce skills previously taught.
EdPuzzle, All Grades	Supplemental platform that allows educators to teach asynchronously with assessment and feedback capabilities.
Google Read and Write, All Grade Levels	Text-to-Speech Speech-to-Text Magnifier Screen Masking Highlighting Word Prediction
Great Minds, Grades K-3	Phonics platforms for K-3 students.
HMH Curricular Resources for Social Studies, Grades 6-12	Students can access textbooks and use features such as text to speech.
Imagine Learning, All Grade Levels	Access to online textbooks and resources for Mathematics courses.

IQWST Portal for Science, Grades 6-8	Access to online textbooks and resources for Science courses.
Learning Ally, All Grade Levels	Text-to Speech with human voice. Students can control speed and use other features within Learning Ally.
McGraw Hill for Health and Physical Education, Grades 9-12	Access to online textbooks for Health and Physical Education courses and student and teacher resources.
McGraw Hill for Science, Grades K-5 and 9-12	Access to online textbooks for Science courses and student and teacher resources.
Newsela, Grades 3-12	Reading materials provided online. The level of the reading material will adjust to the student's reading level. Text-to-speech accommodations should not be used with this leveled text resource. A leveled text is an opportunity for students to engage with reading independently.
NoRedInk, Grades 6-12	Supplemental writing platform that provides lessons and data for learners to help support writing and allow students to improve writing skills.
Picto-Selector, All Grade Levels	Visual Communication Boards Visual Routines
ReThink Ed, All Grade Levels	Social-Emotional Learning
Signing Savvy, All Grade Levels	Signing Savvy is a sign language dictionary containing several thousand high resolution videos of American Sign Language (ASL) signs, fingerspelled words, and other common signs used within the United States and Canada.

The District is committed to ensuring equitable access and opportunity to curriculum and programming for all students. Targeted and detailed programming for Early Childhood, Special Education, and English Language Learners is critical to accomplishing this goal.

Early Childhood

Preschool remote instruction will consist of the teacher and teacher assistant providing a combination of both synchronous and asynchronous instruction. Synchronous instruction should consist of 15-minute sessions on these components:

- Large Group Lesson
- Small Group Math Lesson (grouping based upon student levels)
- Small Group Literacy Lesson (grouping based upon student levels)
- Read Aloud (which may be asynchronous or synchronous)

Asynchronous Read Alouds should include questions that will allow parents/guardians to engage with students and conclude with an activity students can do after the session that aligns with the learning objective. Both the teacher and teacher assistant will collect documentation on student growth and learning, which will be included in Teaching Strategies GOLD to monitor student achievement. The Office of Early Childhood will provide teachers and teacher assistants with ongoing training throughout the school year. Trainings will take place during staff development and school-based Professional Learning Communities (PLCs).

Special Education

The Newark Board of Education is committed to providing a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students. However, federal disability law provides flexibility in determining how to meet the needs of students with disabilities. The determination of how FAPE is to be provided may need to be different in this time of an emergency.

To address the unique needs of students with disabilities, staff will continue the work with families to collaboratively identify the services for each student that can be provided. The District will provide training, resources, and tools to support Individualized Education Program (IEP) teams in determining the needed services.
- General education, special education teachers, and related service providers will collaborate with families to discuss students' individual needs and access to the curriculum and progress toward IEP goals, as needed.
- General education and/or special education teachers will meet with students virtually using online platforms through synchronous (Webex) methods and asynchronous (Google Classroom) methods.

- Paraprofessionals will provide remote instructional assistance. They will maintain open communication with the teachers, administrators, students, and families on assigned days, support students, and consistently provide support for assigned students via email, when needed.
- All remote special education programs will continue to follow age and size requirements outlined by the New Jersey Department of Education (NJDOE).
- The District will continue to identify, locate, and evaluate students suspected of having a disability and needing special education services per state guidelines.
- The District will complete initial and re-evaluation assessments remotely per public health guidelines to ensure mandated timelines are met.
- All IEP meetings will be held remotely through the use of Webex or by telephone. The District will continue to meet the mandated timelines for IEP meetings and ensure mandated participants are in attendance at IEP meetings.
- Case Managers will continually contact parents via email, telephone, and mail to monitor special education services and progress toward a student's IEP goals.
- Special Education staff will provide weekly check-ins to families and students, individualize access to online learning tools, and individualize materials to meet the needs of the students.
- In collaboration with the Office of Parent Engagement, Parent University will continue to provide opportunities for parents of special education students to receive valuable information and courses in various languages.
- Related services (speech, occupational therapy, physical therapy, and counseling) will be conducted remotely (Webex or Google Meet). However, assessment and considerations for each student must occur to determine the appropriateness for virtual service delivery.
- Documentation of IEP-mandated services will be noted by each individual service provider on a weekly basis with service and/or tracking logs for each student. Student progress will be noted in report cards and parents will receive quarterly progress reports from the teacher and related service provider.
- All accommodations and modifications will be implemented remotely by the classroom teacher and paraprofessional, if appropriate. The District will have access to accessibility tools to support the needs of students.
- Family outreach and education will be provided to support families' understanding of remote learning and how to support their children during the emergency. Meetings will be held on a monthly basis to monitor students' and families' needs.

English Language Learners

The Newark Board of Education is committed to continuing to serve English Language Learners (ELLs). During remote instruction, staff will continue to implement instructional strategies to address the academic and language needs of ELLs. In addition, District leaders and school support staff will continue to partner with families to provide resources and tools to ensure the academic success of ELLs.

- English Language Learners will continue to receive the required language support services; this includes a daily period of standard English as a Second Language (ESL).
- Bilingual and ESL teachers will meet with students virtually using online platforms through synchronous (Webex) and asynchronous (Google Classroom) methods.
- Bilingual and ESL teachers will collaborate and plan tailored lessons to meet the needs of ELLs. They will work to make the curriculum content comprehensible to students.
- Executed lessons will focus on helping students develop in the areas of Listening, Speaking, Reading, and Writing.
- Bilingual/ESL and Special Education teachers will continue to plan together to support the needs of students who are dually identified as requiring language support services and special education services. Focus will be placed on utilizing Universal Design for Learning practices and best practices in language learning to support student growth.
- ELLs will have access to multiple technology platforms such as Google Classroom, Flipgrid, and Discovery Education to support their learning of content and language.
- English Language Learners will be supported through the online platform, *Lexia English.*
- Executed lessons will include mini-lessons for identified English learners, such as newcomers, to address specific needs.
- ELLs will complete daily instructional tasks, embedded in lessons, that will be used to measure student progress.
- The Office of Bilingual Education will work with schools in implementing co-teaching protocols and opportunities using videoconferencing platforms that enable both general education and ESL teachers to deliver lessons with ELL-embedded support.
- Bilingual and ESL teachers, as well as school administrators and support staff, will continue to receive training on how to create culturally responsive teaching and learning experiences, support socio-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country. Training will be provided by the Office of Bilingual Education.
- The District's website will continue to offer parents information, as well as tools to support at home learning. Information on the webpage is made available in multiple languages by using the translation icon.
- The Office of Bilingual Education will provide videos to guide ELL parents on helping their children access the District's virtual learning platforms.
- All communications will be provided in a language parents/guardians understand.
- Interpreters may be provided to families as needed, such as during meetings.
- Family outreach and education will be provided to support families' understanding of remote learning and how to support their children.
- Equity in the provision of technology devices/internet access for ELLs will be ensured.

Responsibilities of Students, Teachers, Administrators, Teacher Assistants, and Parents during Remote Instruction

Who?	Responsibilities
Students	- Attend school every day. - Actively engage in lessons. - Access daily agendas, videos, and other resources through Google Classroom. - Complete assignments. - Participate during synchronous learning. - Read, write, and create every day.
Homeroom / Content Teachers	- Provide daily synchronous lessons for students. - Create and manage daily agendas and activities via Google Classrooms. - Post deliverables to Google Classroom that assist students in meeting current learning intentions. - Monitor students' assignment completion. - Create a priority list of students, for whom there is concern, that will be called once a week in addition to contacting during class time.
Resource Teachers, ESL Teachers, & Academic Interventionists	- Meet with students daily through synchronous small groups. - Provide small group lessons. - Create a priority list of students, for whom there is concern, that will be called once a week in addition to contacting during class time. - Alert the principal and the homeroom teacher daily as to the number of students who are participating and the number of students who are not participating.
School Administrators	- Set and communicate expectations for blended learning with staff. - Be flexible where needed. - Provide a daily touchpoint with the staff to communicate any critical information. - Ensure remote instruction is happening. - Communicate school specific decisions regarding remote instruction. - Ensure curriculum is being taught and set up a schedule for lesson plans. - Ensure PLCs are scheduled and occur.
Teacher Assistants	- Monitor student(s) during synchronous instruction. - Assist student(s) with remote learning supports. - Monitor students' assignment completion. - Maintain consistent communication with classroom teachers.
Parents	- Notify the teacher or principal if your child is unable to attend or participate in the lessons on any given day. - Encourage routine for students and provide students with a safe place to learn. - Have students at the computer, ready for instruction at the start of the school day. - Set time to review your child's completed daily tasks. - If you have questions, contact your child's teacher by phone or email. Be sure to note the teacher's office hours.

Support Services Contributing to Student Success

Attendance
- The District's attendance policy remains the same in the 2024-2025 school year. The District will collaborate with families to emphasize the academic impact of missed days and use preventive problem-solving strategies. Interventions will be designed to address the reasons for absenteeism.
- Remote Learning Days will be considered actual days of student attendance.
- Students are expected to attend school every day, and be on time for all classes.
- During remote instruction, teachers will mark attendance in PowerSchool at the beginning of each school day.
- A student is marked present for the full day when they participate in all of the synchronous and asynchronous activities for that school day.
- Parents must notify the teacher or principal if their child is absent for the day.
- Teachers and instructional staff will monitor students' remote participation and assignment completion. They will contact parents/guardians as necessary.
- Attendance counselors will monitor student absences via phone calls, home visits, and meetings with parents/guardians. They will continue to collaborate with the school community and families to provide support.

Assessment and Grading
Assessment and grading policies remain the same. Students will be held accountable for completing assignments and teachers will provide feedback and grades, as appropriate. Assignments may be collected through Google Classroom including Google Docs, Google Slides, etc. During synchronous instruction, assessments may occur during oral discussions. Students will continue to receive quarterly progress reports and report cards during remote instruction.

Social Emotional Learning
The NBOE continues to prioritize the need for social and emotional learning to develop positive school culture and climate across all of our schools. Understanding the stress and anxiety caused by school closure and social isolation, the District will continue to implement a variety of strategies to support students, families, and staff. All of these strategies will continue after schools return to in-person learning.
- Morning Meetings prior to the start of each lesson to facilitate opportunities for students to connect and reflect.
- Meditation and mindfulness exercises, when possible.
- Integrated social and emotional classroom lessons utilizing tier 1 and tier 2 lessons from the ReThinkEd Scope and Sequence.
- Daily check-ins by school social workers and school counselors.
- Individual and group counseling sessions facilitated by school counselors and social workers.
- Counseling and mental health resources provided to families and staff, as needed.

- Professional learning opportunities for school-based staff on topics such as grief and loss, depression, anxiety, motivation techniques, social and emotional curriculum, and promoting mental wellness.
- Support staff, including school counselors, psychologists, and social workers, will work flexibly across the school to address student needs.
- Continue partnerships with mental health agencies to support students.
- Plan and conduct virtual activities and events featured in the annual Culture and Climate Calendar.
- Social emotional learning (SEL)/mental health interventions will be age appropriate using several resources already available in the District. These resources include, but are not limited to: Rethink SEL, Rainbows for All Children, School-Wide Support Teams, Mental Health Teams, Student Assistance Coordinators, NJ4S, MAYASA, and GoalBook.
- Social workers and school counselors will continue to follow-up with students and families who have not been fully engaged via personal outreach.
- Continue to update the [Student Life webpage](#) with resources.

Wraparound Supports

The District will continue to partner with organizations to provide resources to support students and families with wraparound services in the following areas:
- Mental Health
- Primary Health Care and Dental Care
- Family Engagement
- Academic Enrichment
- Mentoring

Safe Delivery of Meals

The District will implement the following plan for distribution of meals for remote learners 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. All information is subject to change based on guidance from the Department of Agriculture (DOA).

Distribution of Meals for Remote Learners:
- Mondays and Thursdays, 7:30am-11:30am
- Monday's pick up will include meals for Monday, Tuesday, and Wednesday.
- Thursday's pick up will include meals for Thursday and Friday.
- An adult should accompany young children to pick up meals at any one of the sites nearest to their home or current location.

Distribution of Meals Locations

Central Ward Locations	East Ward Locations
Central High School 246 18th Avenue, Newark, NJ 07108	East Side High School 238 Van Buren Street, Newark, NJ 07105
Louise A. Spencer 150 3rd Street, Newark, NJ 07107	Hawkins Street School 8 Hawkins Street, Newark, NJ 07105
Quitman Street School 21 Quitman Street, Newark, NJ 07103	Oliver Street School 205 Lafayette Street, Newark, NJ 07105
Science Park High School 260 Norfolk Street, Newark, NJ 07103	South Street School 44 Hermon Street, Newark, NJ 07105

West Ward Locations	South Ward Locations
Ivy Hill Elementary School 107 Ivy Street, Newark, NJ 07106	Belmont Runyon School 1 Belmont Runyon Way, Newark, NJ 07108
Mount Vernon School 142 Mount Vernon Place, Newark, NJ 07106	George Washington Carver School 333 Clinton Place, Newark, NJ 07112
Speedway Avenue School 701 South Orange Avenue, Newark, NJ 07106	Peshine Avenue School 433 Peshine Avenue, Newark, NJ 07112
Thirteenth Avenue School 359 13th Avenue, Newark, NJ 07103	Weequahic High School 279 Chancellor Avenue, Newark, NJ 07112

North Ward Locations
Elliott Street School 721 Summer Avenue, Newark, NJ 07104
First Avenue School 214 First Avenue, Newark, NJ 07107
McKinley Elementary School 1 Colonnade Place, Newark, NJ 07104
Park Elementary School 120 Manchester Place, Newark, NJ 07104
Rafael Hernandez Elementary School 345 Broadway, Newark, NJ 07104

Transportation

The Newark Board of Education manages transportation efforts for students who attend NBOE schools while Essex Regional Educational Services Commission (ERESC) manages student transportation for District students who attend out of District schools or placements.

When NBOE schools close due to an extended closure, student transportation will be paused until the District returns to in-person instruction. Should out of District schools remain open while NBOE schools are closed, busing for these schools and/or programs will continue. Should out of District schools or programs close, the NBOE will coordinate pauses in transportation in partnership with ERESC.

To protect students and staff during travel to and from school, the following strategies will be implemented during school bus transportation:
- The number of students on a bus will be limited to promote social distancing.
- All buses will be cleaned after each route, specifically high-touch areas such as entry handrail, front/back of seats, window handles, seat belts, door opener, etc.
- Hand sanitizer will be available on each bus, and students will be encouraged to use it upon entry and exit.
- During the period of a District-wide closure, continued training will be provided to all bus personnel.

Facilities

The Office of Facilities remains committed to safeguarding our students and staff during a declared emergency resulting in a District-wide closure.
- School and District buildings will be maintained and custodial staff will complete a cleaning/sanitizing checklist.
- Custodial staff will routinely clean and disinfect high-contact surfaces and areas.
  - Student and teacher desks
  - Instructional equipment
  - Heating/air conditioning units
  - Water fountains
  - Boys' and girls' bathrooms
  - Large, general areas (i.e., auditoriums, cafeterias, hallways, etc.)
- Custodial staff will maintain supplies such as soap, hand sanitizer, and paper towels.
- Custodial staff will change filters in all heating, window, roof, and air conditioning units.
- During the period of a District-wide closure, continued training on the maintenance of buildings and use of equipment will be provided.

The Office of Facilities will ensure that all District and school buildings are prepared to successfully open at the appropriate time.

Additional Programming

The remote instruction plan includes the following:

- **Accelerated Learning Opportunities**
  - There are multiple structures to support Accelerated Learning Opportunities (ALO) that include Advanced Placement, Honors, Saturday Programming, Dual Enrollment, and Career and Technical Education (CTE) courses. At the center of all these initiatives is curriculum that ensures grade level standards are attained and that teachers and students can access these supports virtually.
  - Additionally, inherent in the curriculum documents are methods to identify and fill gaps in learning. The curricula for all of these focus on identifying and filling gaps quickly so that students can apply this knowledge in order to achieve grade level standards.

- **Extended Learning**
  - The Office of Extended Learning provides Excel after-school programming for students in grades Pre-K through 8th during the hours of 3:00pm-5:30pm, Monday-Friday. Similar to daily classroom instruction, Excel teachers will provide participating students with synchronous, digital instruction, and learners will experience both academic and enrichment components. Curricular instruction is provided in both English Language Arts (ELA) and Mathematics. Enrichment activities are provided by both District teachers and specialized vendors, and virtual offerings may include yoga, chess, arts, technology, STEM, and more.
  - Extended learning opportunities for high school students include both academic and enrichment components (i.e., content-specific instruction, chess, debate, etc.).

- **21st Century Community Learning Center Programs**
  - Newark Board of Education partners with several community-based organizations to implement the 21st Century Community Learning Center Programs at its schools. Through collaboration and communication, the District will ensure programming continues remotely with each partner so extended learning experiences are not interrupted for students.

- **Credit Recovery**
  - Credit recovery is offered through course modules and can be offered remotely. These course modules will be available to students during the school year. These modules are self-driven and students will work with teachers to complete them successfully.

- **Extended Classroom Experiences**
  - The Office of Teaching and Learning provides Extended Classroom Learning Experiences for students in grades PreK-12. These field trips are aligned to the

curriculum being taught in the classroom. During remote instruction, students may experience virtual field trips. Field trip experiences may include virtual visits to the farm, museum, zoo, and other local venues. Teachers are provided with resources to support teaching the students before and after each field trip.

- **Co-Curricular Programs**
  - The District has reimagined how to create co-curricular programming remotely. Understanding that these activities provide a sense of connection and normalcy for students, the District will continue to provide co-curricular programming for students. These may include Clubs, Athletics, Student Government, Visual and Performing Arts, etc.

- **Community Programming**
  - The District understands the importance of the home and school connection and is dedicated to maintaining community programs. Community programming, such as Back to School Night, Budget Reviews, Parent University, and Instructional Roundtables, will continue remotely. To ensure direct and timely support to students and families, each school will maintain virtual main offices.

- **Tutoring**
  - High-dosage tutoring that is directly tied to classroom content, which accelerates students in their coursework rather than remediates, has been proven to markedly advance learning in both Mathematics and Reading for struggling students. Curriculum changes have already been approved allowing for tutoring opportunities during the instructional day. Tutoring may occur before, during, or after school. The District has allocated funds for tutoring at all schools and for all students. In the event of a declared emergency resulting in a District-wide closure, tutoring will continue remotely.

Appendix A: Online Student/Family Resources and Tools to Support Learning

- [Remote Learning Code of Student Conduct](#)
- [Remote Learning Norms Pre-K - 2](#)
- [Remote Learning Norms 3 - 5](#)
- [Remote Learning Norms 6 - 12](#)
- [Clever Student Portal](#)
  - [How to Log into the Clever Student Portal](#)
  - If Using the NBOE Chromebook, the Clever Student Portal will automatically load when you first sign in to the Chromebook and choose Login with Google.
  - At any time to return to the Clever Student Portal, you can choose nps.k12.nj.us bookmarks in the top left and click on Student Portal.
- [Google Classroom](#)
  - Click on the link to Google Classroom in the Clever Student Portal. This will open the list of Google Classrooms. Click on the Classroom to enter.
  - To join a new Classroom:
    - Click the Plus Sign
    - Click Join Class
    - Enter the Class Code provided by the teacher
    - Click Join
- Materials Accessible Through the [Clever Student Portal](#)
  - English Language Arts Links
    - [Grades K-3 Great Minds](#)
    - Supplemental Resources
      - [3-12 Newsela](#)
      - [6-12 Common Lit](#)
      - [6-12: NoRedInk](#)
      - [K-12: Discovery Education](#)
  - Mathematics
    - [Grades K-12: Imagine Learning](#)
    - Supplemental Resources
      - [K-12: Discovery Education](#)
      - [K-8: Dreambox](#)
  - Science
    - [Grades K-5: McGraw Hill Science](#)
    - [Grades 6-8 IQWST Teacher Portal](#)
    - [High School: McGraw Hill](#)
    - Supplemental Resources
      - [K-12: Discovery Education](#)
  - Social Studies
    - [Grades 6-12: HMH](#)
    - Supplemental Resources
      - [K-12: Discovery Education](#)
  - Health and Physical Education
    - [High School McGraw Hill](#)
    - Supplemental Resources
      - [K-12: Discovery Education](#)

Appendix B: Online Teacher Resources and Tools to Support Learning

- Collaboration: EdPuzzle
    - o EdPuzzle Guide
- Google Teach from Home Tutorials
- G-Workspace Tutorials
- Grade Pre-K MyTeachingStrategies
- Grade Pre-K Second Step
- Grades K-12 Google Classroom
    - o Getting Started with Google Classroom
    - o Google Classroom Help Center
- Lumio
- OTIS PD Platform
- Pear Deck
- Read&Write for Google Chrome
- Screencastify: Student Voice Feedback
    - o Using Screencastify
    - o Screencastify Courses
- Student Feedback: Embedded Comments into Student Work
- Webex
    - o Webex Guide
    - o Guidance for Teachers