

Virtual Learning Plan



DISTRICT HEALTH RELATED VIRTUAL LEARNING PLAN

**2026/2027 School Year
Board approved July 21, 2026
County approved August 20, 2026**

**Dr. Joseph Cirillo, Superintendent
Demarest Public Schools
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**Demarest Public Schools
Online Learning Contingency Plan**

Virtual Learning Plan

Expectations and Requirements - Teachers

- Expectations and instructions for students will be clear and concise.
- Please see each school for clearly outlined expectations for teachers.
- In designing virtual learning experiences, keep in mind the following:
 - What is the student learning objective?
 - How will the objective be assessed?
 - On average, how long should it take for a student to complete the assignment?
 - Will the student have all the necessary tools available to complete the assignment?
 - Does the student have an IEP? Consider how you will address the modifications and accommodations.

Equitable Access

- The Demarest School District sent out a community survey ensuring all students had internet access and devices at home.
- Demarest Middle School students (Grades 5-8) will use a Chromebook provided through the 1:1 initiative.
- Luther Lee Emerson students will receive a Chromebook device for home use upon parent request.
- County Road School students will receive an iPad for home use upon parent request.
- The following online learning platforms will be used throughout the district:
 - Grades PreK-1:
 - Grade 2: Google Classroom Google Meet
 - Grades 3-4: Google Classroom, GSuite, Google Meet
 - Grades 5-8: Schoology Learning Management System, GSuite, Google Meet
 - Students also have access to accessibility extensions through Google Chrome if needed.
- Additionally, teachers and parents have been provided with online resources for additional activities and support.

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Demographic Information

Economically Disadvantaged Students	1.4%
Students with Disabilities	10.7%
English Learners	7.2%
Homeless	0.0%
Students in Foster Care	0.0%
Military Connected Students	0.0%
Migrant Students	0.0%

Essential Personnel

Title/Roll	Workstream	Duties
(1) Superintendent	Liaison between BOE, Governmental agencies, all staff, parents and children.	To lead all critical teams to provide virtual education.
(1) Business Administrator	Liaison between BOE, governmental agencies, Superintendent	Continue to provide services Related to budgeting, emerg. purchases , all other purchases, bills, school plant operations and facilities.
(2) Principals Demarest Middle School Luther Lee Emerson and County Road School	Liaison between Superintendent, staff, parents and guardians, students	Communicate plans to staff and parents, provide assistance to Curriculum Coordinator and implementation on all virtual learning across all grades. Observ. And monitoring staff.

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(1) Director of Special Education	Liaison between Supt, Principals, Teachers, Parents	Following all legal guidelines from DOE with all children with IEPs
(1) Supervisor - Curriculum, Instruction, and Assessment	Liaison between Superintendent, principals, and staff	Communication with staff, oversight of teacher pages, assist with resources and providing professional development, technology troubleshooting, assist with communication to community
(9) Psychologists, Social Worker, OT, Speech, ESL		See appendix
(80) Classroom teachers		Collectively provide two hours of virtual learning across all grades. See above and below.

Facilities

Buildings are being maintained with staff scheduled to provide the maximum social distancing. PPE is provided to all building custodians when they need to enter, clean and check facilities.

Further custodians have spent many hours in online training for Covid 19 cross-contamination basics, proper procedures related and unique building sanitation as it relates to Covid 19.

Demarest Middle School

Demarest Middle School (Grades 5-8) will conduct synchronous, virtual instruction consistent with a nine period schedule. Classes will be conducted using the Google Meet platform and will mirror an in-person day.

Staff will continue to make themselves available for CST meetings, i.e. for annual review and eligibility meetings that are scheduled.

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Students in in-class support environments will receive services as per their IEP. The special education teacher co-hosts the Google Meet class with the general education teacher. If students need additional support, Google Meet breakout rooms will be used for both special education and regular education students with either the special education or general education teacher. Replacement and / or support classes occur as they normally would in a student's schedule. Related services transpire per a student's IEP before and after the scheduled day. Breakout rooms, accompanied by a teacher, will also be used to assist ELL students if needed, in addition to any general education student who needs additional support.

Paraprofessionals will attend classes and take notes. These notes will be provided to special education students. Additionally, paraprofessionals will work with a small group of students provided there is a balance between special education and general education students if more support is needed. The guidance counselor and CST members will be available for counseling and social emotional support when needed.

Attendance: Students access our synchronous learning platform by logging in through our learning management system, Schoology. On a daily basis, our attendance officer collates this data through the generation of a report from Schoology. In the event a student failed to log in and has missed a day of learning they are recorded as absent and a follow up call is made by our building level medical officer. Individual teachers also record attendance on a data table for each individual class. Attendance is monitored comprehensively for each student and all decisions regarding retention/graduation are made in accordance with the district's policy and regulation, Attendance 5200.

Demarest Middle School students each have a school-provided Chromebook to access virtual learning. They also have access to technology support remotely through the District Technology Coordinator and the Instructional Technology Coordinator.

Meals: Delivery of meals will be provided to any students eligible on a daily basis by meal tickets to community vendors.

Assessment: Teachers will assess students using a variety of tools. Through virtual professional learning provided by the district as well as the [Northern Valley](#)

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[Curriculum Center](#), teachers have been exposed to a variety of strategies and tools to assess students virtually. These include, but are not limited to:

- Discussion and participation in live classes
- Review of submitted assignments
- Online assessments through learning management systems and online quiz sites
- Project-based assignments that require students to create a product to express learning (Google Slides, WeVideo, Screencasting)
- Teachers were provided with the following to assist with assessment:
[Assessment in Virtual Learning presentation](#)

<u>Expectations for Virtual Learning</u>	
Attendance	Will be taken by the two attendance officers and emailed to staff daily: 1. Patricia Hefter 2. Karleen McDermott
Staff Availability	1. Staff should make themselves available for CST meetings, i.e. for annual review and eligibility meetings that are scheduled in Realtime and will occur through Google Meet. Teachers will also be asked to provide input for the IEPs.
<u>Department Resources/Suggestions for Instruction</u> <i>All teachers will be required to create manageable lessons for students, so teachers will utilize tools that are already of their knowledge and accessibility. Teachers must show student-teacher interaction throughout each day with students.</i>	
English/Language Arts, Social Studies, Math, Science, World	<u>The following are examples for instruction, but not limited to:</u>

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Language, and Replacement Math and English/Language Arts	1. Schoology - create assessments and assignments. Students may submit via Schoology. 2. Google Applications such as docs, slides, and forms- use for collaborative writing in order to leave feedback. Use for shared assignments for student collaboration. 3. Edpuzzle videos- students submit their results and teachers provide feedback about the results 4. Padlet- utilize for brainstorming, posting discussions, asking questions, and giving feedback 5. Screencastify or WeVideo - model examples of what is expected or teach a mini-lesson. Have students follow-up with a discussion post or reflection. 6. Google Meet - video conference with students about their progress and answer any questions they may have. 7. IXL- assignments align with the standards. Assign a percentage to which students should complete the task. 8. Newsela- submit questions to different texts on Newsela. Students can then respond to prompts about the texts on Schoology.
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Physical Education and Health	1. Cosmic Kids Yoga (https://www.youtube.com/user/CosmicKidsYoga) 2. PBS Learning Media for Health and Physical Education (https://nj.pbslearningmedia.org/subjects/health-and-physical-education/) 3. PBS Learning Media for Preschool Physical Development (https://nj.pbslearningmedia.org/subjects/preschool/physical-development/) 4. The Physical Educator Teacher Tools (https://thephysicaleducator.com/resources/) 5. Sworkit (https://app.sworkit.com/collections/kids-workouts) 6. TedEd for All Health (https://ed.ted.com/lessons?content_type=animations&category=health&direction=desc&sort=publish-date)
Special Education Teachers	1. Collaborative teachers will work with the general education teacher synchronously to modify as needed. 2. Collaborative teachers will privately email modified assignments or additional information for assessments (as necessary and in alignment with IEPs). It is expected that teachers continue to follow the confidentiality expectations in accordance with the Special Education law. 3. Collaborative teachers must also be available for students to ask questions and will demonstrate interaction with

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	the students in the class section of which they are a part. 4. <u>For Support Instruction</u>, teachers should be made available for students to ask questions. Grade-level homework pages should also be updated each day for students to have access to the work that is required for virtual submission. - Grade-level teachers should be in contact with the Support Instruction teachers to provide deadlines for assignments and any necessary resources needed for the assignments.
Art, Music, STEM and AEPs	Have students express creativity by demonstrating their knowledge of different online resources and tools. Examples include but are not limited to: 1. Google Drawing 2. Creation of video using WeVideo 3. Google Slides presentation 4. Video presentations- students can record themselves singing or creating an art drawing/project

County Road and Luther Lee Emerson Schools

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County Road School (Grades P-1) and Luther Lee Emerson School (Grade 2-4) will conduct synchronous, virtual instruction consistent with an eight period schedule. Classes will be conducted using the Google Meet platform and will mirror an in-person day.

Staff will continue to make themselves available for CST meetings, i.e. for annual review and eligibility meetings that are scheduled.

Students in in-class support environments will receive services as per their IEP. The special education teacher co-hosts the Google Meet class with the general education teacher. If students need additional support, Google Meet breakout rooms will be used for both special education and regular education students with either the special education or general education teacher. Replacement and / or support classes occur as they normally would in a student's schedule. Related services transpire per a student's IEP before and after the scheduled day. Breakout rooms, accompanied by a teacher, will also be used to assist ELL students if needed, in addition to any general education student who needs additional support.

Paraprofessionals will attend classes and take notes. These notes will be provided to special education students. Additionally, paraprofessionals will work with a small group of students provided there is a balance between special education and general education students if more support is needed. The guidance counselor and CST members will be available for counseling and social emotional support when needed.

Attendance: Students login in to Google Meet and teachers take attendance. Any absences are reported to the school secretary and nurse who will call home to make sure that the student is not sick. Attendance is monitored comprehensively for each student and all decisions regarding retention/graduation are made in accordance with the district's policy and regulation, Attendance 5200.

Meals: Delivery of meals will be provided to any students eligible on a daily basis by meal tickets to community vendors.

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Assessment: Teachers will assess students using a variety of tools. Through virtual professional learning provided by the district as well as the [Northern Valley Curriculum Center](#), teachers have been exposed to a variety of strategies and tools to assess students virtually. These include, but are not limited to:

- Discussion and participation in live classes
- Review of submitted assignments
- Flip video responses
- Online assessments through learning management systems and online quiz sites
- Project-based assignments that require students to create a product to express learning (Google Slides, WeVideo, Screencasting)
- Teachers were provided with the following to assist with assessment: [Assessment in Virtual Learning presentation](#)

County Road and Luther Lee Emerson students will have access to a school-issued device upon parent request. Preschool to first-grade students would be issued an iPad. Second, third, and fourth-grade students will be issued a Chromebook. They also have access to technology support remotely through the District Technology Coordinator and the Instructional Technology Coordinator.

<u>Expectations for Virtual Learning</u>	
Attendance	1. Parents are to call the absence line each morning, only if their child is ill and cannot complete the work. 2. The secretaries will check the line each morning by 9:00 and send an attendance report to the staff. 3. Nurse will do the follow-up calls each day. 4. Teachers will take attendance on Google Meet.
Technology Plan for Release of Devices	<u>Technology Plan for Device Distribution - Luther Lee Emerson</u>

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	1. Students will receive a school-issued device upon parent request. 2. All students will receive the appropriate chargers. 3. Device and charger pick-up will be at the entrance to LLE at a designated pick-up time. 4. Parents and guardians will be required to sign out the device and charger. 5. While the device is being used for virtual learning, it is understood that the terms of Acceptable Use Policy signed off on in September will be followed.
Lessons	1. Special area teachers may: a. Use their own Seesaw page (grade 2) or Google Classroom page (grades 3 and 4) b. Be added as a co-teacher onto the homeroom teacher's page in order to be able to add or edit assignments for students. 2. Special education teachers who are in a collaborative setting should work with the general education teachers to create lessons and modifications for students.

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Staff Availability	1. Staff should make themselves available for CST meetings, i.e. for annual review and eligibility meetings that are scheduled in Realtime and will occur through Google Meet.
<u>Department Resources/Suggestions for Instruction</u> <i>All teachers will be required to create manageable lessons for students, so teachers will utilize tools that are already of their knowledge and accessibility. Teachers must show student-teacher interaction throughout each day with students.</i>	
Grades 2-4 <u>Submission for grade levels:</u> Grade 2: Google Classroom Grades 3-4: Google Classroom	<u>The following are examples for instruction, but not limited to:</u> 1. EdPuzzle - students submit their results and teachers provide feedback on the results 2. Padlet - utilize for brainstorming, posting discussions, asking questions, giving feedback 3. Collaborate for feedback and use shared class documents using Google applications such as Google Slides or Google Docs: - Google Docs - Google Slides 4. Screencastify or WeVideo videos - model examples of what is expected or teach a mini-lesson. Have students follow-up with a discussion post or reflection. 5. Google Meets - video conference with students about

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	their progress and answer any questions they may have. 6. IXL - assignments and the percentage to which students should complete the assignment 7. Newsela - submit questions to different texts on Newsela; students can respond to prompt about the texts on PowerSchool 8. Mystery Science (K-4)
Physical Education and Health	1. Rep It Out! Games for Social Distancing 2. Cosmic Kids Yoga (https://www.youtube.com/user/CosmicKidsYoga) 3. PBS Learning Media for Health and Physical Education (https://nj.pbslearningmedia.org/subjects/health-and-physical-education/) 4. PBS Learning Media for Preschool Physical Development (https://nj.pbslearningmedia.org/subjects/preschool/physical-development/) 5. The Physical Educator Teacher Tools (https://thephysicaleducator.com/resources/) 6. Sworkit (https://app.sworkit.com/collections/kids-workouts) 7. TedEd for All Health (https://ed.ted.com/lessons?content_type=animations&category=health&direction=desc&sort=publish-date)
Special Education Teachers	1. Collaborative teachers will co-plan lessons with their partners.

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	2. Collaborative teachers will also be available for students to ask questions and should demonstrate interaction with the students in the class section in which they are a part. 3. Collaborative teachers will privately email modified assignments or additional information for assessments (as necessary and in alignment with IEPs). It is expected that teachers continue to follow the confidentiality expectations in accordance with the Special Education law. 4. <u>For Support Instruction</u>, teachers should be made available for students to ask questions. Grade-level homework pages should also be updated each day for students to have access to the work that is required for virtual submission. - Grade-level teachers should be in contact with the Support Instruction teachers to provide deadlines for assignments and any necessary resources needed for the assignments.
Art, Music, STEM	Have students express creativity by demonstrating their knowledge of

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	different online resources and tools. Examples include but are not limited to: 1. Google Drawings 2. Creation of a WeVideo (such as a music video) 3. Google Slides presentation 4. Video presentations- students can record themselves singing or creating an art drawing/project
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District Plan to Address Learning Loss

The Demarest School District will be using a universal screener grades K-8 to help assess learning loss. This screener will be given in the fall to all students. The screener will give teachers a benchmark, as well as student strengths and areas of concerns to be addressed. Teachers will use this information to address student learning loss. This screener will be given again in the winter and finally in the spring to monitor student progress throughout the year.

Addressing the Needs of ELL Learners

In grades PreK-2, the program Imagine Learning will be used to provide ELL support in addition to scheduled classes via Google Meet. In grades 3-8, students will have access to Rosetta Stone for additional support. Weekly progress reports through the program allow for progress monitoring and give data on the support needed by the students. In grades 3-8, ELL students have live, scheduled classes via Google Meet. The district has two Instructional aides that will assist with translation of classroom instructions when needed, either during the live general education classes or with pre-recorded lessons and instructions. Additionally, guidance counselors will run virtual “lunch bunches” to assist with socialization.

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The district employs two full-time ML teachers, one in K-4 and one in 5-8. ELL students will be receiving a period of high-intensity ESL instruction in addition to their regularly scheduled ESL instruction. Classroom lessons in grades Pre-K through 8 are differentiated for students using the WIDA English Language Development (ELL Standards). Differentiation of instruction using these standards provides ELL students with the same standard of education as non-ELL students.

ELL students are provided with leveled support. Students in Level 1 and Level 2 support have access to a more intensive ELL program. More specifically, students on level 1 or level 2 receive two periods of ELL instruction versus 1 period.

Regular communication with ELL families is done via email, Google Meet meetings, or Google Meet. When needed, one of the district's teachers is invited to translate. Additionally, the district uses the company TransPerfect to translate written communication that gets mailed home.

All students in Pre-K through 8th grade have access to a personal technological device to ensure that ELL students have the same standard of education as non-ELL students. More specifically, students K-1 will have iPads provided for home use upon parent request. Students in grade 2 will receive a Chromebook for home use upon parent request. Students in grade 3 and grade 4 will have Chromebooks provided upon parent request. In grades 5-8, each student has a district-provided Chromebook. Technology support is available remotely through the District Technology Coordinator and the Instructional Technology Coordinator.

Teachers, counselors, and administrators receive annual professional learning on addressing the needs of English language learners. This includes both in-person strategies and strategies for remote instruction. Additionally, a focus of professional learning, both in the past 2 years as well as currently, is implementing diversity, equity, and inclusion and SEL lessons and strategies in the classroom to assist teachers with culturally responsive teaching and addressing the social emotional learning of students.

Progress Monitoring for Special Education Instruction and Related Services:

1. Teachers will gather baseline data regarding students' functioning. This will provide a basis for determining what, if any, progress was lost during virtual instruction.

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2. Special Education teachers and case managers will determine if there is a portion of the IEP that cannot be addressed remotely. These concerns will be shared with the Director of Special Education and a plan to address these areas will be developed.
3. When students return to school, students will be assessed. This assessment will be compared to gathered baseline data to determine if there has been a loss of skills. Teachers, and related service providers will prepare to address these gaps.
4. Teachers will prepare materials for students to complete at home that are not only curricular based but also address specific goals and objectives.
5. Teachers and related services providers will continue to take and monitor data.
6. Teachers and related services providers will be prepared to discuss student functioning. Specifically, teachers and related service providers will be able to discuss the differences in performance between the baseline data and how the student functioned when s/he returned to school and what concrete steps will be taken to remediate?

Child Study Team and Related Services

1. The related services of speech and language therapy, occupational therapy, counseling, and supplemental literacy instruction will be delivered via Google Meet and Google Classroom. The physical therapist, who is a contracted employee, will provide parents with information via email in order for parents to be able to implement a home program in an effort to maintain and improve skills.
2. A guide for related service providers to contact appropriate county and state organizations, the police and administrative staff is in place should a student reveal an intent to harm to self or other.
3. CST contact information has been distributed to all parents/guardians of students with an IEP in case a check-in is needed.
4. All Annual Reviews, re-evaluation planning meetings, initial planning meetings and eligibility/non-eligibility meetings will be conducted remotely with parental agreement.
5. Assessments that are in-process will be conducted upon the return of students and staff and will be done so in a judicious manner dependent upon staff and student availability.

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6. Eligibility meetings will occur as scheduled. In the case where assessments were not completed as a result of school closures, a plan will be made with the parents to establish a mutually agreed upon timeline for completion.
7. Out-of-District Students: The Director of Special Education will communicate with all Out-of-District Placements to ensure the delivery of instruction during school closures. The director will serve as a liaison between the transportation companies and the parents.
8. A communication link has been established with Region III, who oversees transportation of Out of District Students, and the director to ensure the transportation of students whose out of district placement stays open.
9. Progress Monitoring, as outlined above, will be used to make the determination regarding possible regression and the potential need for compensatory services.
10. Criteria has been established to ascertain whether or not students need additional related service sessions (speech and language therapy, occupational therapy, physical therapy and counseling). Additional services will be provided and evaluation is ongoing.
11. Criteria has been established to ascertain whether or not students require additional academic support. This evaluative process is ongoing.
12. Extended school year services will be determined based upon students' needs. The provision of services will be provided for identified students.
13. A data collection system has been created to track student progress, parent contact, teacher consultations, Child Study Team consultations and meetings.
14. Assessment needs are being tracked.

Special Education ESY (Extended School Year)

The teachers and the related services providers will meet, conduct an in-depth analysis of student functioning to ascertain which students, who will need extended school year services. Specific criteria will be employed such as students' grades, whether or not students were able to work towards stated goals and objectives, student engagement, and student attendance. The related services of PT, OT, Speech and Language will be offered on an individual basis to support students' learning and skill development.

Special Education Follow Up with Families

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Guidance and CST Members' expectations will be shared with their respective departments for ways to be productive and engage with students during this day. Counselors and CST members will document work-flow with their direct supervisor (principal or director of special education) and establish available office hours for students and/or parents to communicate with them. Counselors and CST members will be responsible for staying in touch with students whom we know might find this type of learning a challenge. Additionally, counselors, where feasible, can support the academic experience and interaction with staff.

Extended Learning Opportunities

Students have the option to access Tutor.com for assistance outside of the school day.

Social-Emotional Health of Staff and Students

Special Education students in grades Pre-K through 8 receive individualized counseling services as mandated by their Individualized Education Program. These services are provided by the district's school psychologist and school social worker. Delivery of these services is driven by therapeutic goals and objectives. These services will continue to be provided to students. CST members will also check-in frequently with students who are at-risk.

General Education students in grades Pre-K through 8 receive individualized counseling services on an as-needed basis. These services are provided by the district's guidance counselor. These services will continue to be provided to students. Counselors will also check-in frequently with students who are at-risk.

Both special education and general education students in grades Pre-K through 8 are provided with classroom based social-emotional lessons using the Ruler program. These are delivered by the classroom teacher. Additionally, guidance counselors push into classrooms to provide students with theme-based social-emotional lessons. Teachers will continue to implement social-emotional strategies into virtual learning. Counselors will join virtual classrooms when needed.