



Verona Public Schools

Emergency Virtual / Remote Instruction Plan 2025-2026

Emergency Full Remote Learning Schedule

Elementary Schools - Brookdale, FN Brown, Forest, Laning

	Monday - Friday
	<i>Remote via Live stream (Grades K-4)</i>
8:30-2:45 Sample Schedule	<p>Teachers will provide a combination of synchronous and asynchronous remote instruction.</p> <p>The following are approximate timeframes for subject areas:</p> <ul style="list-style-type: none">● 90 minutes LAL● 60 minutes Math● 30 minutes Science/ Social Studies● 30 minutes Conflict Resolution● SEL Lessons (Two units, four lessons per unit) as scheduled● Specials as scheduled (Art, Music, PE/Health, Vocal Music, Library, World Language (1-4 ONLY), Chorus (3-4 ONLY))
45 Minute Midday (*may differ between schools and grade levels)	Lunch - as scheduled
2:45-3:30	Teacher planning/preparation time

Please Note:

- The full remote emergency learning plan at the elementary level is intended to replicate the instructional day of our current in-person schedule.
- The sample schedule reflects grades 1-4. Kindergarten minutes will vary. All grade-level minutes are based on district elementary content area guidelines for instructional minutes.
- Small-group and/or one-on-one instruction will occur as deemed appropriate by the teacher, who will assign asynchronous instruction for the remainder of the class.
- Special education & related services for qualifying students will occur throughout the week as scheduled.
- Social Emotional Learning lessons will be scheduled by the school counselor on a rotating basis.

- The classroom teacher will implement Conflict Resolution lessons each week for 30 minutes.
- “Brain breaks” will be offered throughout the day.

Henry B. Whitehorne (HBW) Middle School
(Monday through Friday)

Period/Time	Grade 5	Grade 6	Grade 7	Grade 8
1 8:30-9:15 (incl. HR)	Core Class	Core Class	Core Class (Olm) Cycle Class (Carn)	Phys Ed OR World Language
2 9:25-10:05	Core Class	Core Class	Phys Ed OR World Language	Core Class
3 10:15-10:55	Core Class	Cycle Class	Core Class	Phys Ed OR World Language
4 11:05-11:45	Core Class	Core Class	Core Class	Cycle Class (Olm) Core Class (Carn)
11:50-12:35	Lunch			
5 12:40-1:20	Cycle Class	Core Class	Phys Ed OR World Language	Core Class
6 1:30-2:10	Phys Ed/World Lang	Core Enrichment (GE)/ Support Class (SE)	Core Class	Core Class (Olm) Cycle Class (Carn)
7 2:20-3:00	Core Enrichment (GE)/ Support Class (SE)	Phys Ed/World Lang	Cycle Class (Olm) Core Class (Car)	Core Class
3:00-3:30	Teacher Office Hours			

Please Note:

- School start and end times: 8:30 a.m. - 3:00 p.m.
- Lunch will be delivered to free and reduced-lunch students
- 7 periods each day
 - Classes are 40 minutes in length each, except for period 1, which includes homeroom is 45 minutes in length
 - 10 minutes breaks in between classes to allow students a break from screen time
- Assignment length (i.e. homework) was reduced due to the amount of daily screen time.

Remote VHS Schedule

Period/Time	(A Day)	(B Day)	(C) Day	(D) Day
Block 1 8:15-9:05	Period 1	Period 4	Period 3	Period 2
Block 2 9:08-9:58	Period 2	Period 1	Period 4	Period 3
Block 3 10:01-11:01 For Labs: 10:01-11:11	Period 3	Period 2	Period 1	Period 4
11:01-12:01	Lunch			
Block 4 12:01-1:01 For Labs: 11:51-1:01	Period 5	Period 8	Period 7	Period 6
Block 5 1:04-1:54	Period 6	Period 5	Period 8	Period 7
Block 6 1:57-2:47	Period 7	Period 6	Period 5	Period 8
Teacher Office Hours 2:50-3:10	Teacher Office Hours			

Please Note:

- School start and end times: 8:15 a.m. - 2:47 p.m.
- Lunch will be delivered to free and reduced lunch students
- Using “Drop-Rotation” Schedule
 - 6 periods a day (each period is 50 minutes in length)
 - 10 minutes breaks in between classes to allow students a break from screen time
- Assignment length (i.e. homework) was reduced due to the amount of daily screen time.

Delivery of Long-Distance Instruction

(Pages 103 - 106 of Restart & Recovery Plan)

In that case, Verona Public Schools needs to transition to a fully remote model, school schedules will include a combination of synchronous, live-stream instruction and asynchronous, pre-recorded lessons, with an emphasis on synchronous instruction. For example, an elementary teacher will synchronously meet with students to teach a live math lesson. Students will participate in the math lesson virtually from home through synchronous, live-streamed instruction via video conference (i.e., Google Meet). Follow-up work may be asynchronous, with the opportunity to rejoin a synchronous session after completing asynchronous tasks.

The Verona School District has committed extensive financial resources to purchase advanced technology and provide staff development in preparation for an enhanced remote teaching and learning experience through synchronous, live-stream instruction. The District distributed new, interactive touchscreen Chromebooks for teachers and secondary 27-inch monitors for engaging with and viewing remote students via video conference. Additionally, each teacher has been equipped with high-definition cameras, which will enhance the efficiency of instruction delivery and the overall learning experience for our students. This investment in technology will enable our staff to transition to complete virtual instruction or a hybrid setting with greater effectiveness. Students in grades 5-12 will continue to utilize their school-issued devices.

The Verona School District will continue its regular grading practices if it transitions to remote learning, with proposed modifications to instructional delivery. Our teachers and administrators will continue to discuss adjustments to our curriculum throughout the 2025-2026 school year, should a remote plan be warranted. Our administrative team will continue to review and revise policies in collaboration with our Board of Education as needed.

K-12 teachers will be expected to deliver live instruction to their students remotely.

If forced to use a remote learning model, all advanced and accelerated learning opportunities available to in-person learning will remain.

Elementary teachers will use Google Classroom. Other platforms and programs may be used for content delivery.

[HBW teachers](#) will provide administrators with Google Classroom Student Codes regarding their classroom plans, activities, and assessments. Teachers' Google Classrooms contain evidence of differentiated content, instructional activities/strategies, and assessments.

[VHS teachers](#) will provide administrators with Google Classroom Student Codes regarding their classroom plans, activities, and assessments. Teachers' Google Classrooms contain evidence of differentiated content, instructional activities/strategies, and assessments.

[Pre-K-12 Special education/ESL teachers](#) will provide each student with a program that utilizes appropriate materials and a variety of instructional tools, and create a means of parent contact via mail and/or email. Classroom codes and a record of lesson topics will be provided to the department supervisor. Classrooms contain evidence of differentiated content, instructional activities/strategies, and assessments.

[School Counselors](#) will conduct all previously scheduled parent conferences via phone or Google Meet and will be available for additional phone conferencing as needed. Please request these additional conferences via email.

Home Instruction

Students who will need Home Instruction will continue to receive it. Students and home instruction teachers will access assignments via Google Classroom and/or email from the instructor. Home instructors will provide support to the student via video conference or phone.

Attendance (Staff)

All staff are expected to complete the district **Employee Check-In Form** before 8:00 a.m. each day.

- If a staff member is ill, then they should follow standard sick day procedures (complete Frontline Absence Management). Teachers are expected to post an assignment (sub-plan) in Google Classroom and provide a message stating that they may not be available for questions, discussions, etc.

Attendance (Students)

Elementary teachers will take attendance when meeting with students synchronously (i.e., in a live meeting). Your child is expected to attend every live session the teacher creates. Our teachers must visually see your child to ensure learning occurs during each period. School nurses and school counselors will call the home if a student is not participating in online instruction, or teachers will call the home if a student is not completing assignments.

HBW and VHS teachers will take attendance each period, every day. Your child is expected to attend every period, every day, unless a teacher assigns an asynchronous lesson. Our teachers need to see your child visually to ensure that learning is occurring during each period.

Parents/guardians: If your child will be absent, please contact the administrative assistant at your child's school before the start of school that day. The New Jersey Department of Education (NJDOE) requires that we record daily student attendance.

Assessments/Grades

The district expects instruction and assessment to be closely linked. Teachers are encouraged to utilize formative assessments to “check for understanding continually.” Some formative assessments may be formally graded, but they will not be worth the large point total typically reserved for end-of-unit summative assessments.

At the end of our UbD units, our teachers administer summative assessments to their students where possible. Summative assessments may be a unit test, a written paper, a Google Slides presentation, a structured debate, or a project. Students may be allowed to use their notes, presentations, and books while taking these assessments—each teacher will clearly define their expectations.

Communication

All teachers and staff will contact students and/or parents through Google Classroom, district email, and phone calls.

Communication guidelines for addressing students not handing in assignments:

1. Teachers will speak/email the student directly to inquire why an assignment is missing.
2. If a student doesn't respond to the teacher or fails to turn in assignments for two consecutive days, please email and/or call the parents.
3. If, after contacting the student and parents, assignments continue to go missing, teachers will contact the school counselor/case manager/administration, and a phone conference/Google Meet will occur with the parents and student.

Staff members will respond to emails within 24 hours during the work week and 48 hours during the weekend.

Additionally, teachers and administrators are using Google Chat, Google Meet, Google Drive comment features, the Remind app, and other tools at their discretion.

Blast communications that need to be sent to the entire Verona community will be sent via the school email using Apptegy.

Our district website, accessible via the link at the top of this document, provides continuous updates on the emergency closure.

Academic, Social, and Behavioral Supports

Students experiencing learning or behavioral difficulties are generally referred to Intervention and Referral Services (I&RS), Counseling, the 504 teams, or the Child Study Team (CST). Plans to support these students are developed after consultation with staff and parents. The existing plans may require modifications to accommodate the current

reality of scheduling, mask-wearing (if needed again), social distancing, and other factors, and these adjustments must be made as required.

During these unprecedented times, it is anticipated that students may struggle to adhere to new expectations. In particular, students with high energy levels and delayed executive functioning may need frequent breaks from the classroom. This may require staff members, such as counselors or behaviorists, or any available adult to take the child for a brief walk or stretch when they are unable to function in their group. This is also a good time to attend to the student's SEL needs with a brief conversation or a game.

Multi-Tiered Systems of Support

Verona School District will utilize the MTSS framework as a systematic approach to prevention, intervention, and enrichment for students in grades PK-12. Verona will

- Administer universal screening to drive instruction in the Fall of 2025, whether we are in-person or virtual.
- Form staff teams to utilize the data to inform decisions about instruction and intervention in each support tier.
- Include family members in the decision-making process
- Make instructional decisions based on data obtained from formative assessments.

Special Education and ESL Services

The Verona School District will continue to meet its obligations to students with disabilities and/or ESL students to the greatest extent possible. The district will have:

- Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of an IEP or 504.
- IEP Teams will follow up with families to ensure that IEPs are implemented to the fullest extent possible.
- There should be clear communication with parents/guardians regarding the procedures for student referrals and evaluations to determine eligibility for special education and related services, as well as a 504 plan.
- ELL screening will occur for all incoming identified students
- ELL services will be provided as dictated by the student's program.
- ESL staff will also provide translation materials, interpretative services, and appropriate information on literacy level to ESL families.

Social Emotional Learning Students Well Being

The Verona Schools uses a comprehensive approach to addressing students' academic, behavioral, and social-emotional needs with interventions both inside and outside the school environment. Verona accomplishes this through the following:

- Our counselors will work with elementary students, teachers, and parents to implement the Positivity Project, a social-emotional learning curriculum designed to support students through engaging lessons, stories, and personalized learning experiences. Additionally, our counselors will teach our students self-regulation, teamwork, empathy, and other social-emotional learning skills that align with the Common Core literacy standards, actively engage students, and promote diversity and inclusion.
- Our elementary schools will continue to implement an annual curriculum that engages students and their parent communities, enhancing effective student communication, empowering students to solve problems with their peers, and reducing student conflicts.
- The classroom teacher will continue to teach conflict resolution lessons, which will also include the bi-weekly home-school connections.
- Peer Mediation—Due to limitations on social distancing, Peer Mediators will not be assigned mediation duties. However, we will continue with the recruitment and training process.
- Our middle school staff has created O.W.L. days that support our students through goal-setting, open-mindedness, team-building, peer interactions with VHS students, and celebration sessions.
- Our middle school counselors lead student advisories in grades 5 and 6 throughout the school year, allowing them to develop stronger relationships with their students and provide relevant social-emotional programming.
- Our high school staff celebrates students with strong work ethics, determination, and grit by highlighting monthly Students of the Month awards during our Board of Education meetings.
- Our high school counselors meet with each student under their guidance on an annual basis. They support both the students and their parents socially, emotionally, and academically from the beginning of ninth grade through twelfth grade.

Social Emotional Learning Educator Well-Being

The Verona School District needs to prioritize the social-emotional well-being of its staff. If our staff is emotionally and mentally healthy, they will be better equipped to foster a healthy learning environment for our students.

The Verona School District will look to:

- Promote self-care and wellness throughout the summer and at the start of the 2025-2026 school year.
- Create opportunities for the staff to practice and reflect on their emotional well-being.
- Allow time for staff to reestablish their connections with colleagues.

Social and Emotional Learning

The Verona School District will continue to embed Social and Emotional Learning into the classrooms. The district puts the mental health and well-being of its students and staff in the forefront and realizes the potential trauma that the COVID-19 closures may have caused. In that regard, the district will:

- Establish routines and maintain clear communication on the importance of SEL and how it translates to student success during the school year, whether in-person or virtually.
- Support students and staff in feeling safe.
- Continue to provide professional development in social-emotional learning and integration into the classroom.
- Identify staff in each building who can address our students' trauma and emotional well-being.
- Provide professional development on trauma-informed practices, working with Facing History and Teaching Tolerance as two examples.

Student Nutrition (Free & Reduced Lunch)

The Verona Public Schools will provide lunch to students who qualify for free and reduced lunch. The meals will be made fresh daily and delivered to the homes of the eligible students. Parents can also pick up meals as needed.

If the administration becomes aware that a family's financial status has changed and has been adversely impacted, that family may be eligible for the free and reduced lunch program.

Cleaning and Maintaining Our Buildings During a Closure

Each building will have one custodian assigned to ensure the building's cleanliness is maintained during a school closure.

Digital Divide

Verona Schools are a one-to-one Chromebook district, so all students will have a device to use. In the case of a non-working Chromebook, loaners will be provided through submitting a ticket at the [IT Helpdesk](#).

Students who don't have access to the internet will be provided with hotspots.

Staff Observations

If remote learning is a long-term arrangement, principals and supervisors will use Google Meet to conduct scheduled observations for both non-tenured and tenured staff.

- If remote learning becomes a long-term option, the district DEAC will reconvene and revert to the protocols followed during the 2020-21 school year.
 - Each formative observation will be announced.
 - The first round of observation will have a pre- and post-conference.
 - Second and third-round observations will have at least a post-conference.

Google Classroom

School	Instructional Staff	Principal/Supervisor
<u>Brookdale</u>	Generalists Specialists Special Education CST	Ms. Stuto Ms. Stuto/Dr. Lanzo/Ms. Palmerezzi Ms. Kohler Ms. Simmons
<u>FN Brown</u>	Generalists Specialists Special Education CST	Dr. Lanzo Dr. Lanzo/Ms. Stuto/Ms. Palmerezzi Ms. Kohler Mrs. Symmons
<u>Forest</u>	Generalists Specialists Special Education CST	Mr. Monacelli Mr. Monacelli/Mr. Freund/Ms. Palmerezzi Ms. Kohler Mrs. Symmons
<u>Laning</u>	Generalists Specialists Special Education CST	Mr. Freund Mr. Monacelli/Mr. Freund/Ms. Palmerezzi Ms. Kohler Mrs. Symmons
<u>HBW</u>	Humanities Physical Education Special Education STEM Specialists Counselors CST	Ms. Peter Ms. Palmerezzi Ms. Kohler Dr. Miller Mr. Lancaster/Mr. Galbierczyk Ms. Ackermann Mrs. Symmons
<u>VHS</u>	Humanities Physical Education Special Education STEM Specialists Counselors CST	Ms. Peter Ms. Palmerezzi Ms. Kohler Dr. Miller Mr. Cogdill/Mr. Merkler Ms. Ackermann Mrs. Symmons

Contact Information
District Administration
Essential Staff in Red

Name	Title	Contact information
Ms. Diane DiGiuseppe	Superintendent of Schools	ddigiuseppe@veronaschools.org (973) 571-2029 ext. 7010
Mr. Jorge Cruz	Business Administrator	jcruz@veronaschools.org (973) 571-2029 ext. 7012
Dr. Charles R. Miller	Director of Curriculum, instruction, and Assessment	cmiller@veronaschools.org (973) 571-2029 ext. 7032
Ms. Tania Symmons	Director of Special Services	tsymmons@veronaschools.org (973) 571-2029 ext. 7516
Ms. Laura Palmerezzi	Director of Athletics & Special Programs	rmerkler@veronaschools.org (973) 571-2029 ext. 1026
Ms. Marisa Ackermann	Director of School Counseling	mackermann@veronaschools.org (973) 571-2029 ext. 1041
Ms. Laura Kohler	Supervisor of Special Services	lkohler@veronaschools.org (973) 571-2029 ext. 7513
Ms. Julia Peter	Supervisor of Humanities	jpeter@veronaschools.org (973) 571-2029 ext. 7522
Mr. Eltion Ballaj	Manager of Instructional Technology	eballaj@veronaschools.org (973) 571-2029 ext. 7016

School Administration

Name	Title	Contact information
Ms. Nicole Stuto	Principal of Brookdale Ave Elementary	nstuto@veronaschools.org (973) 571-2029 ext. 3011
Dr. Anthony Lanzo	Principal of F.N. Brown Elementary	alanzo@veronaschools.org (973) 571-2029 ext. 4011
Mr. Jeff Monacelli	Principal of Forest Avenue Elementary	jmonacelli@veronaschools.org (973) 571-2029 ext. 5011
Mr. Howard Freund	Principal of Laning Avenue Elementary	hfreund@veronaschools.org (973) 571-2029 ext. 6011

Mr. Thomas Lancaster	Assistant Principal, HBW Middle	tlancaster@veronaschools.org (973) 571-2029 ext. 2011
Mr. Dave Galbierczyk	Principal, HBW Middle	dgalbierczyk@veronaschools.org (973) 571-2029 ext. 2012
Mr. Josh Cogdill	Principal of Verona High School	jcogdill@veronaschools.org (973) 571-2029 ext. 1010
Mr. Bob Merkler	Assistant Principal of Verona High School	rmerker@veronaschools.org (973) 571-2029 ext. 1016