



Remote Learning Plan
2026–2027 School Year

Executive Summary

For Uncommon Schools North Star Academy, our first priority is ensuring the health, safety, and well-being of all students and staff. This Continuity of Instruction and Remote Learning Plan outlines how instruction and essential services will continue during temporary school closures resulting from public health emergencies, severe weather, facilities issues, or other unforeseen events. The plan is designed to ensure continuity of learning for all students by providing equitable access to high-quality instruction, technology resources, student support services, special education and multilingual learner services, clear attendance expectations, and ongoing communication with families. The remote instructional program is designed to maximize student growth and learning through a combination of synchronous and asynchronous instructional experiences, ongoing progress monitoring, differentiated supports, targeted interventions, and meaningful engagement with teachers and peers. Through these efforts, North Star Academy remains committed to maintaining academic excellence while supporting the needs of every student, regardless of the learning environment. Our organizational priorities are as follows:

(1) Ensure safety of staff & students:

- (a) We will provide students, families, and staff with the information, resources, and support they need to remain safe, informed, and prepared during any emergency or temporary school closure.

(2) Provide quality instruction and core services:

- (a) We will deliver the high-quality education our students deserve, while supporting students, families, and staff

(3) Plan and prepare for the future:

- (a) We will continue critical organizational functions, mitigate risks, and plan for medium and long-term operations.

Essential Personnel

North Star Academy will identify essential personnel necessary to support instructional continuity, school operations, technology, facilities, food services, student support services, payroll, finance, and other critical functions during periods of virtual or remote instruction. Essential personnel may be required to report to school facilities or perform duties remotely, as appropriate, to ensure the continued operation of the school.

At the time of the transition to virtual or remote instruction, North Star Academy will identify essential employees and provide the required list of essential personnel to the Essex County Office of Education in accordance with New Jersey Department of Education requirements. Essential personnel will continue to follow all applicable district procedures, collective bargaining agreements, and federal, state, and local health and safety requirements while carrying out their responsibilities.

Building Operations During Extended Closures

North Star Academy will maintain school facilities throughout any extended period of closure to ensure buildings remain safe, secure, and ready for reopening. Essential facilities and operations personnel will conduct routine inspections of school buildings, monitor HVAC, electrical, plumbing, and security systems, address emergency maintenance needs, manage mail and deliveries, and perform custodial services as necessary. Preventative maintenance activities will continue whenever practicable, and building access will be limited to authorized personnel in accordance with district procedures and applicable health and safety guidance.

Remote Learning Model and Scheduling

North Star Academy is committed to ensuring the health, safety, and well-being of our students and staff. If circumstances require a temporary transition to remote learning or another continuity of instruction model, we will implement the plan outlined below to ensure uninterrupted access to high-quality instruction and essential student services.

Additionally, Uncommon Schools North Star Academy will report to the NJDOE with data regarding participation in full time remote learning, including by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners, as expected by state guidance.

Remote Learning Model

K-8 Overview

We continue to believe that in-person instruction is important for the well-being of our students, while also prioritizing safety. Each week, during remote instruction elementary and middle school scholars will receive online remote instruction in ELA, Math, History and Science. Learning will include recorded videos and student work packets as well as independent reading for a total of roughly:

- Grades K-1: 2 hours per day
- Grades 2-4: 3 hours, 15 minutes per day
- Grades 5-8: 5 hours per day

Each family will be able to create a schedule that meets their individual needs and builds in time for students to complete assignments. At the end of every day, students will upload the day's assignments. Teachers will also reach out to each scholar's family to set up check-ins for 10-20 minutes each week. Teachers will also hold office hours Monday - Thursday from 9am-11am and 2pm-4pm for additional support.

K-8 Remote Instruction - Sample Daily Schedules

Please note that these all following schedules are sample schedules and will be modified to meet the needs of families. In addition, schools may need to continue to make changes as demand for remote learning changes.

K-2	
<i>Time</i>	<i>Subject</i>
9:00am - 9:45am	Skills - Phonics
9:45am - 10:00am	Break
10:00am - 10:45am	Narrative Reading
10:45am - 11:00am	Break
11:00am - 11:45am	Math
11:45am - 12:45pm	Lunch
12:45pm - 1:15pm	Independent Reading

1:15pm - 1:30pm	Break
1:30pm - 2:15pm	Knowledge - Writing

3-4	
<i>Time</i>	<i>Subject</i>
9:00am - 10:00am	Informational Reading
10:00am - 10:10am	Break
10:10am - 11:10am	Math
11:10am - 11:20am	Break
11:20am - 12:20pm	Narrative Reading
12:20pm - 1:20pm	Lunch
1:20pm - 1:50pm	Independent Reading
1:50pm - 2:00pm	Break
2:00pm - 3:00pm	Knowledge - Writing

5-8	
<i>Time</i>	<i>Subject</i>
9:00am - 9:45am	ELA - Reading
9:45am - 10:00am	Break
10:00am - 10:45am	ELA - Writing
10:45am - 11:00am	Break
11:00am - 12:30pm	Math
12:30pm - 1:30pm	Lunch
1:30pm - 2:15pm	Science
2:15pm - 2:30pm	Break

2:30pm - 3:15pm	History
3:15pm - 3:30pm	Break
3:30pm - 4:00pm	Independent Reading

High School Overview

North Star high school students will have a set schedule of between 5 and 6 periods per day of remote instruction, with the other 1-2 periods reserved for breaks or work time during the school day.

Each class period will be led live by a teacher via Zoom. Class time will include a combination of live, direct instruction and additional work time for students to complete assignments. Students will not be expected to have large amounts of additional assignments (homework) beyond what is expected in class, with exceptions for reading English novels and AP Classes which may have additional assignments due to the pace of the classes.

At the end of the school day, teachers will host Office Hours, or small group tutoring for students who need additional support. During this period as well, students will be able to continue engaging in extracurricular activities including Projects and Clubs like Speech, Debate, and Robotics. All projects will be fully remote and will be led by a combination of teachers and outside experts in their fields. Because they will be online, some projects will also be cross-campus, meaning students will have the opportunity to join together with other Uncommon students from other cities and states.

High School Remote Instruction – Sample Daily Schedule:

Monday - Thursday (55-minute classes)

Time	Subject Option 1	Subject Option 2
8:00-8:55 AM	Math	English
9:00-9:55 AM	Science	College Seminar (1-3 days/week) Arts Electives (2-3 days/week)
10:00-10:55 AM	Spanish Full-Credit Electives (5 days/week) SpEd Pull Out (5 days/week)	English
11:00-11:55 AM	Math	
12:00-12:55 PM	History	College Seminar (1-3 days/week) Arts Electives (2-3 days/week)
1:00-1:55 PM	Science	History
2:00-2:55 PM	Spanish Full-Credit Electives (5 days/week) SpEd Pull Out (5 days/week)	
3:00-3:55 PM	Office Hours and Projects	Office Hours and Projects

Special Education and ELL:

Regardless of whether we are in person, remote, or in a hybrid model, we remain committed to serving our students with disabilities and our Multilingual Learners. Students will continue to receive services, support and

modifications in accordance with their IEPs and 504 plans. Should we need to go all remote, these supports will be provided via video conferencing based upon individual students' schedules. Schools should work with Regional SpEd Directors to create separate schedules for any self-contained classrooms. Compensatory services will be offered for students who experience regression because of a prolonged closure.

Communication

North Star Academy will maintain regular communication with students, families, and staff throughout any period of remote instruction using multiple communication methods, including email, telephone calls, text messaging, newsletters, the school website, and other approved communication platforms. Families will receive timely updates regarding instructional expectations, technology resources, meal distribution, attendance, and available student supports. Translation and interpretation services will be provided whenever practicable, and communications will be presented in clear, family-friendly language that is appropriate to families' literacy levels to ensure equitable access to school information and instructional resources.

Student Wellness and Mental Health

North Star Academy recognizes that emergency school closures may impact students' social-emotional well-being. School counselors, social workers, psychologists, and student support staff will continue to provide counseling services, wellness check-ins, crisis intervention, social-emotional learning supports, and referrals to community resources through virtual meetings, telephone calls, or other appropriate means. Staff will regularly monitor student engagement and coordinate additional supports for students demonstrating academic, behavioral, or social-emotional needs.

Social and Emotional Health of Staff and Students

North Star Academy recognizes that maintaining the social and emotional well-being of students and staff is essential to supporting academic success during periods of virtual or remote instruction. School counselors, social workers, and other student support staff will continue to provide counseling services, wellness check-ins, crisis intervention, and referrals to community resources, as appropriate. Social-emotional learning (SEL) practices will be integrated into the remote instructional program to promote student engagement, resilience, and a positive school climate.

School leaders will also prioritize the well-being of staff by providing regular communication, access to available employee support resources, opportunities for collaboration, and professional learning focused on supporting student mental health, trauma-informed practices, and staff wellness. Staff members will be encouraged to communicate concerns regarding student or personal well-being so that appropriate supports and resources can be provided.

North Star Academy will continue to monitor the social and emotional needs of students and staff throughout periods of remote instruction and will adjust supports as needed to foster a safe, inclusive, and supportive learning environment.

Attendance Policy

The safety, well-being, and educational success of our students remain North Star Academy's highest priorities and guide our attendance practices. Students are expected to participate in learning each school day, whether instruction is provided in person or remotely. We recognize that extenuating circumstances may occasionally

prevent a student from participating in instruction. If a student is unable to participate in remote learning, a parent or guardian should notify the student's teacher or the school's operations team as soon as possible. Families are encouraged to provide a doctor's note or other documentation for absences whenever practicable.

Attendance during remote instruction will be monitored through student participation and engagement in instructional activities. For students in grades K–4, attendance will be verified through participation in instructional platforms such as Amplify and Zearn. For students in grades 5–8, attendance will be monitored through participation in Google Classroom, including assignment completion and engagement with instructional materials. For students in grades 9–12, attendance will be recorded based on participation in live virtual instruction conducted through the school's approved virtual meeting platform.

Attendance for any in-person instruction will continue to be recorded by classroom teachers in PowerSchool in accordance with North Star Academy's standard attendance procedures and New Jersey attendance requirements.

If a student is absent, not participating in virtual instruction, or not submitting assigned coursework, school staff will promptly communicate with the student's family through phone calls, emails, text messages, or other established communication methods to identify barriers to participation, provide support, and develop a plan to re-engage the student in learning. Translation and interpretation services will be provided whenever practicable to ensure meaningful communication with families.

School staff will also maintain regular communication with students and families, including wellness check-ins and outreach as needed, to support student engagement and success during periods of remote instruction.

Attendance during virtual or remote instruction will be recorded and maintained in accordance with New Jersey attendance requirements and North Star Academy's attendance policies. Attendance and participation, together with academic performance and other applicable factors, will be considered when making decisions related to promotion, retention, graduation, intervention, discipline, and other student support or performance determinations, consistent with Board policy and applicable law.

Multilingual Learner Supports

North Star Academy will continue providing an English as a Second Language (ESL) program and instructional supports for multilingual learners in accordance with all applicable federal and New Jersey state requirements. ESL teachers will continue providing English language development instruction through virtual instruction, small-group sessions, individualized supports, differentiated instruction, and sheltered instructional strategies, as appropriate. Teachers will utilize Universal Design for Learning (UDL) principles, scaffolded instruction, and curriculum-aligned digital resources to ensure multilingual learners have equitable access to grade-level content and the same academic standards as their non-multilingual learner peers. Families will receive translated written communications, interpretation services, and information presented in clear, family-friendly language that is appropriate to families' literacy levels whenever practicable to ensure meaningful access to school information, instructional resources, and important updates.

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

Uncommon Schools North Star Academy is committed to providing quality education for all students, including students with disabilities and special needs. Students will continue to receive services, support and

modifications in accordance with their IEPs and 504 plans. Some of these supports will be in person and others will be provided via video conferencing based upon individual students' schedules.

Teachers and related service providers will continue to implement and document all required IEP accommodations and modifications during virtual or remote instruction to the greatest extent possible.

CATEGORY	PLAN/MODIFICATION
Lesson plans	Like in person, teachers should continue to work with the Special Education Department to make all modifications and accommodations required of students' IEPs.
Small group instruction	- Special Education Coordinators should work with their students to create a schedule for small group instruction. There are a few options for how this can look: - PULL OUT: SpEd teachers can create pull out classes during student breaks or when students have elective blocks to form small-group classes. - PUSH IN: SpEd teachers can push into GenEd classrooms to support students with IEPs (either in person or remote). - Additional Supports: SpEd teachers can create small office hours during the Office Hours block to support students with IEPs
Communication and Documentation	- It is important that we have documentation of all meetings and activities we provide while we are away from school - Special Education Coordinators will need to keep a written log of all meetings & activities - Case managers will regularly follow up with families to monitor student participation, review the implementation of IEP services, accommodations, and modifications, address any barriers to service delivery, and coordinate additional supports as needed to ensure services are provided in accordance with each student's IEP to the greatest extent possible.
IEP Meetings	- Will continue via Zoom/conference call, or in person meetings following all applicable public health guidance - IEP meetings, eligibility meetings, initial evaluations (to the extent permitted), reevaluations, annual reviews, and other meetings required under the Individuals with Disabilities Education Act (IDEA) and Section 504 will continue through virtual platforms, telephone conferencing, or in-person meetings, as appropriate and consistent with applicable laws, regulations, and public health guidance.
Speech and	Speech providers should meet with their students via Zoom

Language	● SpEd Coordinators should work to schedule these meetings with students and help coordinate with GenEd teachers to ensure they are able to make up any work missed.
Counseling Support	● Similarly, schools should work to continue to schedule mandatory counseling sessions, both one-on-one and group, with students. This can happen via Zoom. ● Social Workers should work to schedule these meetings with their students and help coordinate with their GenEd teachers to ensure they are able to make up any work missed.
Occupational Therapy	● OT Support will need to take the format of therapists suggesting activities for students to complete and students sending or sharing completed activities with OTs. ● Schools or OTs should provide activities and directions to families and/or students as appropriate.
Mandated Reporting	● It is important to remember that even though we are not in the school building, we are still mandated reporters. ● If any staff member sees or hears anything as they interact with students and their families on the phone or via web conferencing, they should follow the regularly prescribed steps for mandated reporting.

Technology and Connectivity

North Star Academy will provide a Chromebook to every student to ensure equitable access to remote instruction. Mobile hotspots or other internet connectivity solutions will be made available to families who do not have reliable internet access, as resources permit. Students and staff will receive training and ongoing support to effectively access and utilize the digital platforms and instructional tools necessary for teaching and learning. Technology will be distributed and supported in accordance with North Star Academy's technology policies and procedures. Individual needs assessments will be conducted, as appropriate, to ensure students with disabilities and other specialized learning needs have equitable access to high-quality instruction and the supports necessary for success.

School staff will regularly monitor student participation, technology access, and connectivity through family outreach, attendance monitoring, teacher feedback, and help desk requests to identify and address ongoing digital divide issues. Additional devices, internet connectivity solutions, and technical support will be provided as needed to ensure equitable access to instruction.

Professional Learning for Staff

Prior to and throughout any period of remote instruction, North Star Academy will provide professional learning and technical support to teachers and staff regarding virtual instructional practices, digital learning platforms, student engagement strategies, attendance procedures, accessibility tools, cybersecurity expectations,

and the delivery of specialized services. School leaders and instructional coaches will continue providing coaching and feedback to support high-quality instruction in all learning environments. Professional learning will also include strategies related to culturally responsive teaching, social-emotional learning, trauma-informed instructional practices, and supporting multilingual learners and students who may be affected by displacement, forced migration, refugee or asylee experiences, or other significant life events. Training will help ensure staff are prepared to create inclusive, supportive learning environments that promote student well-being and equitable access to instruction.

Curriculum, Instruction and Assessments

Curriculum- K-8

The K-8 curriculum will continue to align with North Star Academy's approved academic program and charter commitments. During the 2026-2027 school year, students will receive rigorous, grade-level instruction aligned with the New Jersey Student Learning Standards and North Star Academy's instructional program. Teachers will use ongoing formative and summative assessment data to differentiate instruction, provide targeted interventions, and ensure all students receive the support necessary to achieve academic success. When appropriate, instruction may be delivered through a combination of synchronous and asynchronous learning experiences to ensure continuity of learning during temporary school closures.

North Star Academy will continue to integrate high-quality digital instructional resources into its core academic program to support teaching and learning. Curriculum-aligned digital tools will enhance student engagement, provide access to instructional materials, facilitate collaboration, and support personalized learning in both in-person and remote learning environments. Teachers will utilize these resources to deliver meaningful instruction while maintaining high academic expectations and ensuring equitable access for all students.

Curriculum- High School

North Star Academy's high school academic program will continue to align with the educational programming outlined in its approved charters. During the 2026-2027 school year, students will receive rigorous, standards-aligned instruction designed to prepare them for success in college, career, and beyond. The scope and sequence of coursework will remain consistent across instructional settings, with adjustments made as necessary to ensure continuity of learning during temporary school closures or other emergencies.

High school instructional teams will utilize research-based instructional practices and curriculum resources to deliver engaging, high-quality instruction in both in-person and remote learning environments. Teachers will adapt instructional strategies, lesson design, and learning activities as needed to meet the needs of students while maintaining alignment with course objectives and academic expectations.

Instructional leaders and curriculum teams will continue to provide teachers with planning resources, professional learning, and ongoing coaching to support effective instruction across all learning environments. Teachers will leverage curriculum guidance, instructional technology, and collaborative planning to ensure students have consistent access to meaningful learning experiences regardless of the instructional setting.

Instruction- K-8- Remote Learning

During periods of remote instruction, students in grades K-4 will receive access to curriculum-aligned instructional materials through the school's approved digital learning platforms. Printed instructional materials may also be provided to families when appropriate to ensure equitable access to learning. Teachers will deliver

a combination of live and asynchronous instruction, assign meaningful learning activities, and provide regular feedback on student work. Students will participate in scheduled teacher check-ins, office hours, and small-group or individualized support sessions as needed.

Students in grades 5-8 will access instructional materials, assignments, and teacher communication through the school's approved learning management system and digital instructional platforms. Instruction will include a combination of live virtual lessons, independent learning activities, and collaborative assignments designed to maintain continuity of learning. Students will regularly submit assignments electronically, participate in virtual class discussions, and receive ongoing feedback from teachers throughout the period of remote instruction.

Instruction- High School- Remote Instruction

During periods of remote instruction, North Star Academy high school students will continue to receive a full instructional program aligned with graduation requirements and course expectations. Schools will develop schedules that maximize instructional time while providing opportunities for independent learning, collaboration, intervention, and student support.

Instruction will include a combination of live, teacher-led lessons, independent practice, collaborative learning activities, and asynchronous assignments designed to ensure continuity of learning. Teachers will utilize the school's approved virtual learning platforms to deliver instruction, monitor student progress, provide timely feedback, and foster meaningful student engagement.

Instructional schedules may be adjusted based on the duration and circumstances of a school closure; however, all students will continue to receive regular access to core academic coursework, elective courses, and instructional support services. Schools will also provide dedicated opportunities for office hours, targeted interventions, and small-group instruction to meet individual student needs.

Teachers will maintain high academic expectations while allowing flexibility to meet the needs of students in a remote environment. Assignments and assessments will be designed to reinforce course objectives, promote critical thinking, and provide meaningful opportunities for students to demonstrate mastery of learning standards.

In addition to academic instruction, students will continue to have opportunities to participate in extracurricular activities, student organizations, enrichment programming, and college and career readiness initiatives, as appropriate. When feasible, students may also participate in virtual collaborations and learning experiences with peers across the Uncommon Schools network.

Assessment- K-8

North Star Academy's K-8 instructional teams are prepared to administer assessments in both in-person and remote learning environments, as needed, to ensure continuity of instruction and monitor student progress.

Assessment data will be used to inform instructional planning, differentiate instruction, identify students who may benefit from targeted interventions or enrichment, and guide small-group instruction. Teachers will utilize a variety of formative and summative assessments to monitor student learning and provide timely feedback. Assessment schedules and formats may be adjusted as necessary to accommodate temporary school closures while maintaining alignment with curriculum objectives and state requirements.

Assessment- High School

North Star Academy high schools will continue to administer assessments that measure student learning, provide meaningful feedback, and inform instructional decision-making, regardless of the instructional setting. When remote instruction is necessary, assessments may be adapted for virtual administration while maintaining academic rigor and alignment with course objectives.

Remote assessments may include a combination of written responses, performance-based tasks, projects, presentations, quizzes, and other authentic measures of student learning. Assessment formats may be modified, as appropriate, to support equitable access, uphold academic integrity, and provide students with multiple opportunities to demonstrate mastery of course standards.

Assessment results will continue to guide instructional planning, intervention strategies, and student support to ensure all students remain on track toward academic success and graduation requirements.

Accelerated Learning Opportunities

North Star Academy will provide accelerated learning opportunities to address unfinished learning and support students in meeting grade-level standards following periods of virtual or remote instruction. Teachers will use formative and summative assessment data to identify students' academic needs and provide targeted instruction, differentiated supports, small-group intervention, and individualized learning opportunities. Rather than remediating below grade level, instruction will prioritize access to grade-level content while providing just-in-time supports to help students successfully engage with rigorous academic standards.

Accelerated learning opportunities may include targeted intervention blocks, tutoring, extended learning opportunities, enrichment activities, and additional instructional supports as appropriate. School leaders and instructional staff will regularly monitor student progress and adjust interventions to ensure students continue to make meaningful academic growth.

Title I Extended Learning Programs

North Star Academy will continue to utilize available Title I resources, as applicable, to support extended learning opportunities for eligible students during and following periods of virtual or remote instruction. Extended learning programs may include targeted academic interventions, small-group instruction, tutoring, supplemental instructional resources, and additional academic supports designed to address unfinished learning and promote student achievement.

School leaders and instructional staff will use student performance data to identify students who would benefit from additional supports and will regularly monitor student progress to ensure interventions are meeting individual learning needs. Families will be informed of available extended learning opportunities and encouraged to support student participation.

Programs and services funded through Title I will continue to be implemented in accordance with applicable federal and state requirements to ensure equitable access to high-quality instructional supports for eligible students.

Credit Recovery

North Star Academy will continue to provide credit recovery opportunities for eligible high school students during and following periods of virtual or remote instruction. Students who are at risk of not earning course credit due to interrupted instruction, attendance, or academic performance will be identified through ongoing progress monitoring and counselor review.

Credit recovery opportunities may include virtual coursework, individualized learning plans, teacher support, tutoring, extended learning opportunities, and other approved instructional methods designed to help students successfully complete course requirements while maintaining alignment with New Jersey Student Learning Standards and graduation requirements.

School counselors, teachers, and administrators will work collaboratively with students and families to develop individualized plans, monitor progress, and ensure students remain on track for graduation.

Other Extended Student Learning Opportunities

North Star Academy will continue to provide additional extended learning opportunities to support student achievement and engagement during and following periods of virtual or remote instruction. As appropriate, students may have access to academic enrichment, tutoring, intervention programs, office hours, independent learning opportunities, extracurricular activities, college and career readiness supports, and other instructional or enrichment experiences designed to meet students' academic and developmental needs.

Teachers, school leaders, and student support staff will use student performance data and ongoing progress monitoring to identify students who may benefit from additional learning opportunities. Families will be informed of available programs and resources, and participation will be encouraged to support continued academic growth and student success.

Transportation

North Star Academy does not provide general student transportation services. Students who qualify for transportation assistance may receive transportation benefits in accordance with applicable state and local requirements, including public transportation passes (bus tickets) or other transportation assistance as determined by the student's eligibility. Transportation services required by a student's Individualized Education Program (IEP) will continue to be provided in accordance with applicable federal and state laws, to the extent feasible during periods of virtual or remote instruction.

During periods of fully remote instruction, transportation services may not be necessary except for students receiving in-person services required by their IEP or other approved programs. If transportation arrangements are affected by an emergency school closure or a transition back to in-person instruction, North Star Academy will communicate any changes to eligible families in a timely manner and coordinate with transportation providers and the resident school district, as appropriate.

Extra-Curricular Programs

North Star Academy recognizes the important role that extracurricular activities play in supporting student engagement, leadership development, and overall well-being. During periods of virtual or remote instruction, the school will make reasonable efforts to continue extracurricular programs, clubs, athletics (as permitted), and student activities through virtual platforms or alternative formats whenever feasible.

The availability and format of extracurricular activities will be determined based on applicable state and local guidance, staffing, and the nature of the activity. School leaders will communicate schedules, participation expectations, and any modifications to students and families in a timely manner.

As in-person instruction resumes, extracurricular activities will return in accordance with applicable health and safety guidance and school procedures. North Star Academy will work to restore opportunities for student participation as quickly and safely as practicable.

Community Programming

North Star Academy values its partnerships with community organizations and will continue to collaborate with local agencies, nonprofit organizations, and community partners to support students and families during periods of virtual or remote instruction. When appropriate, the school will share information about available community resources, educational programming, health and wellness services, food assistance, family supports, and other opportunities that promote student and family well-being.

School staff will communicate available community programs and resources through established communication channels, including email, text messaging, the school website, and other family communication platforms. Community partnerships and programming will continue virtually or in person, when feasible and appropriate, to support the academic, social, and emotional needs of students and families.

Food Distribution

During a prolonged school closure, North Star Academy will establish one or more designated meal distribution sites to provide eligible students with access to nutritious meals. Families will be notified of meal distribution locations, dates, and times through the school's established communication channels. Breakfast and lunch will be available for eligible students, and, when appropriate, families may be able to pick up meals for multiple days at a time to ensure continued access to food services during the closure.

Meal distribution procedures will be communicated to families in advance and implemented in accordance with all applicable federal, state, and local health and safety requirements to ensure the safe and efficient distribution of meals to eligible students.

Board Approval

This Emergency Virtual or Remote Instruction Plan will be reviewed and approved by the North Star Academy Board of Trustees on October 2, 2026, in accordance with P.L. 2020, c.27 and N.J.A.C. 6A:32-13.1 and 13.2.