

Chapter 27 Emergency Virtual or Remote Instruction Programs

2025-2026

Delaware Township School
Hunterdon County, New Jersey



Board of Education Tentative Approval Date June 17, 2025

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[LEA Checklist for virtual/remote programs](#)

Introduction:

For the 2025-2026 school year, the Delaware Township School District will continue with a traditional school year with full in-person instruction for all students. The school day will be the normal schedule. All athletics, extra-curricular activities, cafeteria, child care and transportation operations will run as in a traditional school year.

Below is an overview that will be in place for the 2025-2026 school year should the district be required to pivot to an all-virtual instruction platform due to an emergency lasting for three or more consecutive days. It is to be noted that the Board of Education values in person instruction and will always opt to maximize in person classroom instructional days as available in the approved district calendar through June 30 of each school year.

1. Equitable Access and Opportunity to Instruction

The LEA ensures equitable access and opportunity for instruction for all students.

Academic Needs:

- The District has implemented Linkit and Aimsweb, online benchmark assessments for reading and mathematics to identify students who are not demonstrating the expected rate of improvement. This program ensures that all students' varied and age-appropriate needs are addressed.
- The Linkit and Aimsweb benchmarks in conjunction with IXL, and Dreambox Learning is designed to maximize student growth and learning to the greatest extent possible. Synchronous learning plans will maximize student growth and learning. Asynchronous virtual or remote learning is not available unless the District is closed for an emergency for three or more consecutive days. Should virtual instruction be required, the LEA will continuously measure student growth and learning in a virtual or remote instruction environment using Linkit, Aimsweb, Google, IXL and Dreambox Learning assessment tools.
- Summer programs will be implemented, particularly for struggling students and populations that are traditionally considered underserved and/or at-risk
- Extended Day programs will also be provided for students experiencing delayed learning. Instruction will be tiered, targeted, and timebound to address the identified needs of students.

Social Emotional Needs:

- Professional development will be provided in youth mental health first aid (for mental health professionals), trauma-informed practices (all staff) and Cooperative Learning Structures to support students in crisis.

Other Considerations:

- A. Accelerated Learning best practices and opportunities will be continued whether learning is in person or online for students with learning gaps.
- B. Additional Mental Health Support Programs not already in place to support our community will be activated to support student, staff, and faculty overall well-being as needs arise.
- C. Through digital and extended teacher remote contact hours, extended learning opportunities will be provided to students needing or requesting additional learning opportunities, such as Edynamic choice Elective coursework through the Edynamic platform.
- D. DTS is capable of providing unique transportation options if needed for students to be successful in a remote learning environment. Each case will be deliberated as needed.
- E. Co-curricular opportunities may be able to be extended for remote learning, based on the club or sport. Students will be made aware of these opportunities as they are developed for remote participation.

2. Technology

Technology: Supporting Digital Learning

Delaware Township School District implements a 1:1 Chromebook device initiative to include all students from grades one through eight. Chromebook devices are available for students in grades preschool and kindergarten as needed, but are not issued to students as the devices are not a primary tool for instruction. All Delaware Township School District students are provided access to remote instruction, sufficient broadband, and the technology required for virtual or remote instruction, should it be needed.

The District is compliant with the Children's Internet Protection Act, which requires robust filtering of Internet content. In the District, the content filtering for Chromebooks is provided through the GoGuardian platform, and all other district devices via our Fortigate firewall appliance. When students are off-campus, all traffic on district Chromebooks continues to be filtered through GoGuardian. For economically disadvantaged students without an adequate connection to the Internet, the Technology Department will provide technical support to maximize existing connectivity, provide guidance for upgrading to a low-cost internet program (e.g. Comcast's Internet Essentials program), or when necessary, provide wifi hotspot (e.g. Verizon Jetpack). The LEA will measure and address any ongoing digital divide issues, including a lack of internet access, network access and/or sufficient access to devices. The LEA will continuously measure student growth and learning in a virtual or remote instruction environment.

Economically Disadvantaged Students and the Ongoing Digital Divide

Every family will be supported by a team of staff members (principal, tech department member, counselor, etc.) to verify whether Internet access is available in the home and to problem-solve the best means for providing access if needed. The District will work with individual families to connect families to the Internet using Comcast's Internet Essentials free offer for families. When this option is proven unfeasible, the District will issue Verizon Jetpacks (mobile hotspots) to families. These 4G cellular hotspots provide high-speed access to the Internet that will allow students to fully participate in all instructional activities - regardless of whether the family is capable of providing Internet connectivity.

3. Addressing Special Education Needs

Special Populations

The District recognizes that certain populations of students were disproportionately affected by the pandemic. The program addresses methods to document IEP implementation including the tracking of services, student progress, and the provision of accommodations and modifications. Case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible using Google Meet and other digital platforms. The program addresses procedures to conduct IEP meetings, evaluations, and other meetings to identify, evaluate and/or reevaluate students with disabilities using Google Meet and other digital learning platforms.

If virtual instruction is needed in the event of a three-day or longer school closure due to an emergency:

1. Co-Teaching, Resource room (replacement), and self-contained special education classes are responsible for providing instruction for all students in assigned courses. In-class support teachers are to work with the content area teacher to scaffold teaching-learning as appropriate, provide differentiated instruction, and for providing feedback to assigned students. Pull out resource and self-contained special education teachers will provide support to students every school day using virtual learning.
2. Special Education Services: Students who receive special education services will complete virtual learning assignments posted online through forums such as Google Classroom. Modifications and accommodations for students with disabilities will be addressed, including the need for break-out sessions through virtual learning platforms and those stipulated in the IEP (i.e. modified assessments, graphic organizers, frequent check-ins). Resource center teachers and self-contained special education classroom teachers are responsible for providing online instructional activities for students assigned to those courses. In some instances, such as preschool and kindergarten where devices are not available for all students, equally effective alternatives such as learning activity packets and manipulatives/ classroom instructional tools will be provided. Students receiving related services (i.e. PT, OT, speech therapy, and/or counseling) will

have instructional activities that can be done at home in a virtual format. Special education teachers and related services providers will be given guidance from the administration on the necessity of documenting student participation in learning activities and methods to monitor progress toward IEP goals and objectives. The district will utilize data on student progress toward IEP goals and objectives from the date the district closed, data from virtual learning, and will assess students promptly upon return to on-campus instruction. This will assist in determining the need for compensatory education services.

3. Child Study Team Case Management and Meetings. Child Study Team members are responsible to check in on students whom they manage through consultation with educators and/or contact with families. They will fulfill responsibilities including writing reports, and continuing with IEP preparation and virtual meetings. IEP meetings will be held in a virtual or phone conference format in instances when in-person meetings are not permissible and where permissible, parents will have the option for in-person meetings upon request. Where feasible, the IEP draft is shared during the meeting using a shared screen option in Google Meet, so all participants are best able to participate in the meeting. Draft IEPs and sign-in sheets from meetings are sent via email to the parent for review. In addition, CST members will also make contact with parents to support any extenuating, school-related situations (i.e., outside consultant services and support). To the extent possible, evaluations/re-evaluations that do not require face-to-face assessment, such as social assessments, will be scheduled with families and conducted virtually.

The following will continue to occur virtually:

- Child Study Team meetings will occur virtually or via phone conference.
 - Evaluations/re-evaluations that do not require face-to-face assessment such as social history assessments. These will be scheduled with families and conducted virtually.
 - Child Study Team members will complete the scheduling of meetings, report writing and scoring, and hold IEP meetings virtually, if needed.
4. Paraprofessionals. Paraprofessionals will be responsible to do a “check-in” with teachers to provide support (i.e. assist in helping with preparing assignments/activities). Paraprofessionals may also support the teacher by collaborating with students in online forums such as Google Classroom and creating videos of themselves reading to students.

4. Addressing English Language Learner Needs

Multilingual Learners

The Multilingual Learner program will be aligned with State and Federal requirements to meet the needs of the ML population. For instruction, the ML teacher will perform a combination of push-in and pull-out Google Meet sessions. During pull-out learning sessions, the ML teacher will offer small-group as well as one-on-one sessions with students. Assessment of student progress will take many forms including written responses on a shared Google document, online assessment platforms such as Kahoot, or audio/visual response platforms such as SeeSaw or FlipGrid. The students will continue to have access to rich literacy using RazKids and Learning Ally. The ML teacher will communicate with families of the MLs by providing translation materials, interpretative services, and literacy level appropriate information. Communication will occur either directly by email and phone calls or through the Genesis Parent Portal. Where necessary, translation services will be provided for staff and families by a bilingual staff member. The district will utilize differentiated instruction for all ML learners to ensure equitable access to technology and the district's curriculum. Training and/or resources will be made available to staff on socio-emotional learning, culturally responsive teaching and learning, and trauma-informed teaching for students affected by forced migration from their home country.

5. Communication and Record-Keeping

Report Cards

Report cards will be issued as per the District's published schedule and following established District procedures. In grades PK-4, teachers will keep parents/guardians updated on students' academic progress by sharing student work, digital communication (email, Google Classroom, SeeSaw, etc.), and phone/Zoom calls. In grades 5-8, teachers will input individual assignments into Genesis, which will allow families to monitor the quality completion of class assignments and tests.

Assessments & Missed Assignments

The District will ensure that students have every opportunity to demonstrate the knowledge and skills they have acquired as a result of participating in the instructional program. This includes students who are absent due to illness.

During school closures, due to an emergency where the District is closed for three days or longer, students will be afforded the opportunity to complete missed assignments and makeup missed tests/quizzes within a reasonable time frame. Teachers may also exempt or modify assignments for students when they deem it is appropriate.

6. Attendance Plan

The District continues to be committed to ensuring all students participate fully in the instructional process. The program addresses the LEA's attendance policies, including how the LEA will determine whether a student is present or absent, how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will reflect the student's performance, per board policy. Students' attendance will be inputted into Genesis using District-approved codes. An additional code has been added for the specific purposes of tracking remote attendance, as required by the Department of Education.

Family Communication

The LEA communicates with the family when a student is not participating in online instruction and/or submitting assignments. The District will communicate regularly with families and the community through a wide variety of tools and in both English and Spanish (as necessary):

1. Communication from families

- a. Communication from families may take the form of written correspondence, email, phone calls, etc.
- b. If parents/guardians express concerns regarding obstacles to their child's active participation in the teaching/learning process, these shall be reported to the administration and/or school counselors who will be responsible for collaborating on possible solutions.
- c. Teachers will report student issues with District-issued technology and internet access directly to IT.

2. Administration

- a. Principal's Weekly Newsletters
- b. Superintendent's letters to staff and parents with updates
- c. District website
- d. Social media - Twitter, Facebook, etc.
- e. Echalk- automated phone calls, texts, and emails
- f. Virtual board meetings

3. Teachers

- a. District website
- b. Emails and phone calls
- c. Class newsletters and sharing of student work

4. Technology Department

- a. Student technical issues will be reported to the Technology Department
- b. Technology Department members will address student technical issues through the following:
 - i. The District's Technology Department will contact families directly to assess connectivity issues.
 - ii. Contacting parent/child to discuss the problem
 - iii. Providing directions to address the diagnosed problem
 - iv. Providing replacement devices during a Monday Technology Swap appointment

7. Meal Distribution Plan

Food services have returned to regular operation as in a traditional school year. Should the District be closed for five or more consecutive days, meals will be planned accordingly to families who are identified as free and reduced lunch students.

Breakfast/Lunch During Significant School or District Closures lasting for longer than five days~

In the event of a significant school closure, lasting five days or longer, the District will work to put in place a system of meals to assist the community. At Delaware Township School District, we care deeply for each other, and the members of our community. In these difficult times, it is the finest tradition of the DTS family to come together in support and solidarity. Families will be able to pick up "Grab and Go" meals at the front entrance of the school.

The Delaware Township School District will collaborate with Maschio's, our normal food service vendor, to provide school breakfast and lunches to students who qualify. Our plan is a "Grab and Go" distribution center. We will work in conjunction with the Hunterdon County services. Maschio's meals are made at the Maschio's commissary and then distributed to the school district. Upon drop off, in Sergeantsville, a Maschio's employee will accept the meals. A roster system will be used to check off any student who comes to receive their meals during the time frame given. The meals we are providing contain all 5 components per the USDA including fruit, vegetable, grain, meat/meat alternate, and dairy. The District has designed strategies to avoid distribution in settings where people might gather in a group or crowd, such as 'grab-and-go bagged lunches and in some cases, meal delivery.

Meal distribution:

1. Families will be able to pick up "Grab and Go" meals at the front entrance of the School at 501 Rosemont Ringoes Rd., Sergeantsville NJ. Meals will be available between the hours of 8:30 AM and 10:30 AM. Breakfast, for those eligible, and lunch pick up will be available between the hours of 8:30 AM and 10:30 AM for a "Grab and Go" meals pick up on designated days.

The District continues to re-evaluate the food and nutrition meal distribution process and adjust to meet the needs of our families. Our distribution process aims to keep everyone safe and provide food and nutrition for our eligible families. The health and safety of our students and staff is the District's top priority.

To pick up "Grab and Go" meals, families should go to the main entrance of the School. The family will be required to share with the "Grab and Go" distribution staff the student lunch identification number, family name, or student name. The District realizes that it could be difficult for some families to make their way to the school. To support families that are planning together for multiple family meal pick up, families that are picking up meals for neighbors, friends, or other family members need only the identifiable information listed above.

If a family is unable to pick up meals due to a transportation challenge or other emergent situation which limits the availability to travel for meal pick up, the family is asked to contact the child's building principal or school nurse through email.

Safe Delivery of Meals (as needed in the event of all-virtual):

1. Meals can be picked up at Delaware Township School multiple times per week, to be determined based on the emergency situation.

8. Facility-Related Considerations

The LEA will ensure essential employees are identified and a list is provided to the county office at the time of the LEA's transition to remote or virtual instruction, should the need arise due to the school closure as a result of an emergency that lasts three or more consecutive days.

Custodial Support

1. Daily cleaning of high-volume rooms: main office, health office, cafeteria, art, music, computers, library, health classroom, bathrooms, etc.
2. Periodic cleaning of high-contact surfaces (doors and knobs, handrails, bathroom fixtures, condiment dispensers, etc.)
3. Ensure bathroom sinks and soap dispensers are working.
4. During the closure, the custodial team is completing a deep clean of the school.

Cleaning of Buildings

Preventative and proactive cleaning measures include

1. Daily wiping down of desks, furniture, bathrooms, and other high-volume touchpoints (door handles, railings, walls, phones, etc.) daily.
2. Disinfecting all areas multiple times per week.
3. Regularly changing air filters in our HVAC equipment.
4. Deep cleaning of the buildings each week.

CLEANING/DISINFECTION OF FACILITIES, AIRFLOW, AND VENTILATION:

Enhanced cleaning protocols established in the 2020-2021 school year have continued over the last several years. Common touch points such as door handles, knobs, railings, water fountains, etc. will be disinfected on a rotating basis throughout the school day. Custodial crews will continue to thoroughly clean and disinfect daily once students are dismissed. The district recognizes the need to create additional passive air circulation and the introduction of increased outdoor air into the building to promote safety.

Ventilation: Schools with Air Conditioning

- HVAC units will be adjusted to allow airflow into the building as required by code, and windows may be opened when feasible.

Ventilation: HVAC Maintenance Expectations

- Routine spot checks of air exchanges will occur throughout the school year and will be logged.
- The district will replace filters at least four times a school year.

Cleaning and Healthy Facilities

The district will ensure the safety and health of all students and staff by implementing the following practices.

- Custodial Staff will conduct daily cleaning and sanitizing of classrooms, restrooms, cafeterias, kitchens, and hallways.
- Custodial staff members will ensure that restrooms and high-touch areas are cleaned/sanitized on a rotational basis during the school day.
- Custodial staff Members will conduct periodic and/or necessitated deep cleaning using enhanced protocols.
- Custodial staff and Members will ensure that an adequate supply of hand soap, disinfecting wipes, and hand sanitizing gel are available in each classroom, near main entrances, and other high-use areas.

The District remains committed to providing additional daytime health/hygiene teams for essential operations and cleaning of high-touch areas. This position remains difficult to fill open positions, but the District continues to advertise aggressively to fill unfilled positions.

9. Ensuring Continuity of Services

All students returned to a full school day in the 2022-23 school year. All athletics, extra-curricular programs, and other programs such as food services will continue regular operations as in a traditional school year. The district will continue to assess students' progress in key subject areas and identify where remediation is needed. Supplemental information will be provided to parents and students related to learning strategies to help students succeed. Please reach out to your child's counselor) if you need any assistance or support. The district's counseling departments will continue to focus on student mental health and continue to share resources with families to assist them in this area.

Essential Employee Appendix- Delaware Township School will ensure essential employees are identified and a list is provided to the county office at the time of the LEA's transition to remote or virtual instruction. The list will include appropriate Administrators, Support Staff, Faculty/ Staff members, drivers and custodians needed to provide continuity of instruction and services during health related closures.