# Island Heights School District

# Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2026-2027 School Year

To be Board approved Wednesday, August 12, 2026

# Purpose

In April 2020, Governor Murphy issued an executive order that became P.L.2020, c.27. This law provides for the continuity of instruction in the event of a public-health related district closure so that LEAs can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9. In order to provide transparency and ensure that New Jersey students continue to receive high quality, standards-based instruction, each school district, charter school, renaissance school project and Approved Private School for Students with Disabilities (APSSDs) must annually submit its proposed program for virtual or remote instruction (Plan) to the New Jersey Commissioner of Education. This plan would be implemented during an LEA closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health related closure. A chief school administrator or lead person must consult with the board of education or board of trustees, if practicable, prior to implementing the LEA's plan of virtual or remote instruction. A day of virtual or remote instruction, if instituted under a plan approved by the New Jersey Commissioner of Education, is considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements, awarding of course credit, and other such matters as determined by the New Jersey Commissioner of Education.

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## Academic, Social, and Behavioral Supports

### Multi-tiered Systems of Support

During remote learning students will have access to multiple levels of support. Counselors will continue to conduct I&RS and 504 meetings. These meetings will be conducted with the same fidelity and frequency as usual.

- Students with 504s will be closely monitored to ensure they are receiving accommodations documented in their 504.
- At-risk students will be closely monitored through the I&RS process.
- Those demonstrating the need for extra support will be recommended to the I&RS process through the I&RS referral process and required form.

<u>Intervention</u>

During the remote phase identified students will be offered Basic Skills services as well as time during their WIN (What I Need) period. Utilizing the NWEA MAP scores from the 2026 Spring benchmark testing, students will be identified for services in Math and/or Literacy (Grades K-6).

Each basic skills teacher (Grades K-6) will work with students in groups of no more than 8 students in the areas of Math or Literacy. These students will receive services for 40 minutes for ELA and 40 minutes Math per week. Virtual small group lessons will take place after the classroom teacher has completed virtual whole group instruction and during WIN/small group/Science/Social Studies instruction periods.

### English Language Learners

ELLs will be supported by their ESL teacher via instruction in the Google Classroom. ESL teachers will follow each student's learning goals, and in accordance with state standards and WIDA guidelines. ELL Teachers will follow the same protocols as all other teachers, as outlined throughout this plan with the additional focus on meeting goals and objectives in the ELL plan.

Students who are currently enrolled in the ESL program will be assessed utilizing the ACCESS end of the year screening each school year to evaluate if any student might qualify for exiting the program and to assess and determine their learning needs and goals.

Teachers also provide weekly check-ins to support families of ELLs.

*Incoming English Language Learners***.** Students that have entered the district at the beginning of the 2026-2027 school year or during the year will be screened for services and appropriate placement determined.

*Communication*, including translation of materials and directions, with ELL families and students is essential for the academic success of the ELL student. ELL teachers, classroom assistants, secretaries, and administrators collaborate to ensure that all communication, materials, and directions, including the district website information and resources, are appropriate for ELL student success.

<u>Wrap-Around Services/Continued Supports</u>

During the remote learning phase there will be opportunities for:

- Parent Outreach
    - The Admin and Office team will provide live remote Q&A sessions once a week along with answering parent questions via email.
    - Each session will last approx. 1 hour

- Potential guidance counseling and Social Worker services for identified students

## Food Services

Nutrition for students eligible for free and reduced meals is a priority for the school district. The district and its food vendor, Central Regional School District, recognize the importance of a healthy, nutritious breakfast and lunch as a necessary component to student learning, achievement, and overall well-being. We have developed a school nutrition services plan for all students. The nutrition services plan for the 2026-27 school year will be communicated with families and updated regularly on the district website. The plan is, as follows:

Orders

- will be made every Friday by 10:00 am, via the Google Lunch Order Form

Pick-Ups

- Every Monday - Pick-Up will be in our Gym at designated times

**Food Distribution Protocols**

- Our Gym will act as the Distribution Center
- The Distribution Center will promote social distancing and other safety measures with the support of school's SLEO.
- Provide a safe route to schools in cooperation with the IHPD.
- Communicate with families about site location, operation times, and procedures (in multiple languages).
- Distribution times may fluctuate.
- Meals are previously prepared and packaged for students 'to go'.
- If mandated, masks must be worn at the time of pick-up.

## Student Attendance

Attendance is recorded daily for students and staff. Like traditional, on location learning practices, attendance continues to be a priority for the IHGS during remote instruction. Attendance is maintained daily on the district's Realtime System.

**Marking Students Present**

- Students will be marked "Virtual Present" when they are logged in during the initial whole group activity.
- If the teacher notices the student has logged off during the lesson, the teacher will make a note, and email the parent/guardian at a later time. If such action consistently occurs, the teacher is to notify the Guidance Counselor.

**Marking Students Absent/Late**

- Students will be marked absent if they are not logged in during the initial whole group.
- If the student logs on after the initial whole group activity, the student will be marked "Late". If such action consistently occurs, the teacher is to notify the Guidance Counselor.

➢ Due to the fact we must provide asynchronous learning, a student may not be present during "live" instruction. Therefore, if the student completes the daily assignment asynchronously, you must keep record of this and alert the main office to adjust the students attendance to indicate "Virtual Present".

Student attendance will consistently be monitored by the teacher, Attendance Officer, counselor, and administration.

<u>Workforce Roles and Responsibilities</u>

The Island Heights Grade School has outlined roles and responsibilities for all district staff. All district staff are to 'report to online work' during normal business hours. Unless otherwise specified, all central office staff will receive communication daily from the Superintendent whether to report to work in person or remotely. Staff will maintain the following expectations:

**Teachers**

- Report online daily during contracted hours

- Facilitate remote learning
- Engage and motivate students to learn remotely
- Lesson planning using district determined framework
- Managing and maintaining district determined online platforms
- Frequent grading and formative feedback
- Daily communication with students and parents
- Collaborating with colleagues via grade level and professional development meetings
- Attending I&RS, IEP, 504, and other meetings
- Meet IEP provisions

**School Administrators**

- Oversee food services program
- Oversee instructional learning plan
- Lead parent and school communication
- Be available to assist with student and parent questions
- Be available to facilitate resources as needed for teachers, students, and parents
- Support teachers with developing learning activities
- Facilitating, when necessary, grade level, department, and PD meetings
- Supporting I&RS, IEP, 504, and other student-centered meetings

**Counselors, Nurses, CST Members, CPIS**

- Be available to assist with student and parent questions, concerns, needs
- Be available to facilitate resources as needed for students with limited technology
- Direct communication with parents, teachers, and students
- Prepare a plan for student return (especially at-risk students or those who may be impacted by the closure, mentally or physically)
- Organize online or phone conferences to meet IEP, 504, I&RS, or Health protocols
- Support special education teachers to meet IEP provisions
- Support teachers and administrators to meet equity provisions
- Counselors responsible for presentation of bi-monthly SEL Lessons Related Services (Speech, OT, PT)

- Direct communication with parents, teachers, and students
- Facilitate remote related services for students
- Create a plan to provide make-up sessions during the month of June and/or July (for students who are eligible to attend ESY)
- Provide a specific list of related activities students can work on at home

**Secretarial Staff**

- Assist direct supervisor and team
- Assist in facilitating "hard" copies of learning activities for those in need
- Assist in coordinating devices for those in need (students and staff)
- Assist in communicating with students and parents
- Assist in organizing and administering online, virtual, phone conferences to meet IEP, 504, I&RS protocols.
- Assist food services, if necessary, in providing breakfast and lunches

**Technology Team**

- Support all staff with remote learning, virtual meetings, remote phone communication
- Assist with educational software and online platforms
- Assist in coordinating devices for those in need (students and staff)
- Support families and students with technology needs, as appropriate

**Teacher Aides**

- On call for school support, as needed, ready to respond to any school location.

**Cafeteria/Playground Assistants**

- On call for school support, as needed, ready to respond to any school location.

**Custodians and Maintenance**

- Maintain cleaning protocols
- Maintain maintenance of building and ground

## Schedule

| Time |
| --- |
| 8:50 - 9:30 Period 1 |
| 9:30 - 10:10 Period 2 |
| 10:10 - 10:50 Period 3 |
| 10:50 - 11:30 Period 4 |
| 11:35 - 12:15 LUNCH |
| 12:15 - 12:30 DEAR Time |
| 12:30 - 1:10 Period 5 |
| 1:10 - 1:50 Period 6 |
| 1:50 - 2:30 Period 7 |
| 2:30 - 3:10 Period 8 |

**Delayed Opening Schedule (9:45 Start - 60 min)**

| | |
|---|---|
| 9:35-9:45 | Arrival |
| 9:50-10:25 | Period 1 |
| 10:25-11:00 | Period 2 |
| 11:00-11:35 | Period 3 |
| 11:35-12:10 | Period 4 |
| 12:10-12:50 | Lunch |
| 12:50-12:55 | DEAR |
| 12:55-1:30 | Period 5 |
| 1:30-2:05 | Period 6 |
| 2:05-2:40 | Period 7 |
| 2:40-3:15 | Period 8 |
| 3:15 | Dismissal |

**Early Dismisal (1:00 p.m)**

| | |
|---|---|
| 8:35-8:50 | Arrival |
| 8:50-9:20 | Period 1 |
| 9:20-9:50 | Period 2 |
| 9:50-10:20 | Period 3 |
| 10:20-10:50 | Period 4 |
| 10:50-11:00 | DEAR |
| 11:00-11:30 | Period 5 |
| 11:30-12:00 | Period 6 |
| 12:00-12:30 | Period 7 |
| 12:30:12:55 | Period 8 |
| 12:55-1:00 | Dismissal |

**Delayed Opening Schedule 10:15 Start - 90 min)**

| | |
|---|---|
| 10:00-10:15 | Arrival |
| 10:20-10:50 | Period 1 |
| 10:50-11:20 | Period 2 |
| 11:20-11:50 | Period 3 |
| 11:50-12:20 | Period 4 |
| 12:20-1:00 | Lunch |
| 1:00-1:10 | DEAR |
| 1:10-1:40 | Period 5 |
| 1:40-2:10 | Period 6 |
| 2:10-2:40 | Period 7 |
| 2:40-3:10 | Period 8 |
| 3:10-3:15 | Dismissal |

**Delayed Opening Schedule (10:45 Start - 120 min)**

| | |
|---|---|
| 10:35-10:45 | Arrival |
| 10:45-11:10 | Period 1 |
| 11:10-11:35 | Period 2 |
| 11:35-12:00 | Period 3 |
| 12:00-12:40 | Lunch |
| 12:40-1:00 | DEAR |
| 1:00-1:25 | Period 4 |
| 1:25-1:50 | Period 5 |
| 1:50-2:15 | Period 6 |
| 2:15-2:40 | Period 7 |
| 2:40-3:05 | Period 8 |
| 3:05-3:15 | Dismissal |

## Continuity of Learning

### Academic Programming: Lesson Structure

The suggested daily screen time for children will be taken into consideration in the following manner:

- Staying within suggested live instruction timelines
- Considering the amount of time students will spend on asynchronous activities in addition to live instruction
- Planning activities that do not require screen time. (Drawing, writing, etc.) Lessons will be divided into 5 Domains:

1. Whole Group
    a. Introduction
        i. 10-15 min
        ii. Live
        iii. Teaches major concepts and introduces learning target

2. Direct Teaching
    a. Remediation/Acceleration
        i. 10-15 min
        ii. Live
        iii. Guided Practice
3. Independent (Synchronous- when students are logged in during live instruction)
    a. Practice/Assess
        i. Majority of the instructional block time
        ii. Teachers may utilize Breakout Rooms on Google Meet during this time.
        iii. Differentiation noted here
        iv. Students receive real-time, targeted small-group support from teacher
        v. This time could include asynchronous activities that practice the learning target

3. Independent (Asynchronous- when the student is working during non-live school hours)
    b. Practice/Assess
        i. Learning activities that will support the learning target
        ii. Students complete on their own by the end of the day.
        iii. Students can send teacher questions through agreed upon format.
        iv. Teachers check-in with students the following day.

4. Collaborative

**a. Explore/Create/Action**

i. Teachers may utilize Breakout Rooms on Google Meet during this time.

ii. In a 100% remote situation, students can collaborate with one-another on an ongoing project throughout the unit.

5. Whole Group Closure
    a. Exit Ticket
        i. Teacher releases a brief formative assessment item to all students.
        ii. Information from these “checks for understanding” are expected to be utilized in planning for future instruction.

**Accommodations, Modifications, and Specially Designed Instruction: Reflect how students’ IEP’s are addressed in your planning in the following areas: 1) Content & 2) Virtual tools (i.e. speech-to-text enabled, highlighter turned on, etc.)**

## Expectations for Remote Learning

| Expectations in a Remote Setting: | |
|---|---|
| **Teachers:** | ● **Planning/Instructional Delivery**<br>○ Lesson plans are completed and submitted on Monday of the planned week<br>○ At least 25 minutes of live, synchronous whole group instruction through Google Meet occurs each day for each major content area taught.<br>■ Grades Pre K-6:<br>● Live Synchronous: Literacy/Mathematics<br>● Live Asynchronous: Teachers will create asynchronous assignments for Science/Social Studies and will remain in the classroom for at least 20 minutes of the class period to provide support.<br>● Small Group: Each child should be seen in a small group session at least twice per week.<br>■ PreK/K:<br>● 25 minutes of live, synchronous instruction of circle time and/or morning meeting offered in two sessions daily.<br>● Students seen in a small group session at least twice per week<br>● Teachers are encouraged to utilize strategies to increase contact time with remote students, such as offering a third live meet 2x a week to focus on a specific skill.<br>○ Specials teachers create recorded content utilizing Google Classroom, Specials teachers remain live with students during their scheduled specials period to offer real-time support.<br>○ Consistent Structure is Key: Design your lessons following the template design and stick with it so students can get used to the class routine.<br>○ Begin with personal greetings for the first 3-4 minutes of a session.<br>○ Leave time at the end for questions.<br>○ Create and review norms and post them for synchronous and asynchronous learning<br>○ The mute feature can be utilized during synchronous instruction at the |

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| | teacher's discretion.<br>○ The first 2 days of instruction will be a time to review rules, procedures and norms for all students.<br>○ Keep small groups as consistent as possible<br>● **Communication**<br>○ While it should remain consistent each week, post your schedule of live instruction weekly<br>○ Weekly email: Send a weekly email or video newsletter on Fridays to parents explaining the week ahead. (This can be a shared effort between special education teachers and homeroom teachers)<br>○ Respond to parent messages within 24 hours.<br>○ Post "Office Hours" so students and families know when they can expect a response from you<br>○ Maintain a communication log using Realtime.<br>○ Check-in Staff: See building principal for guidance on communicating with your assigned students |
| **Students:** | ● **Classroom Etiquette & Expectations (Remote Students)**<br>○ Students are to arrive in the virtual classroom (Google Meet) on time and prepared to learn.<br>○ Have all materials needed ready (pencils, paper, etc.)<br>○ All assignments should be turned in no later than the end of the school day<br>○ All "asynchronous" assignments should be completed prior to class<br>○ All distractions (phones, games, siblings, other assignments) should be removed.<br>○ Students should not be eating during instruction.<br>○ Turn camera "on" and "mute" microphone: be ready to actively participate.<br>○ Ask questions in the chat box if you need help.<br>○ Maintain a quiet and distraction-free environment in your remote-learning setting<br>○ Follow the school dress code during live Google Meets.<br>○ Charge chromebook each evening so it is prepared for the following day |
| **Families:** | ● **Learning Environment**<br>○ Attendance and Grades matter. Students are expected to be in the Google Meet during their scheduled times.<br>○ Families should assist their child in establishing a quiet place for their remote instruction<br>○ Students should be sitting up at a table or other flat surface. No laying in a bed.<br>○ Family members should not be present on Google Meet, this includes walking in the background of a student's camera.<br>○ Respect the privacy of all students and instructors. There is to be no recording of any live-streamed content.<br>○ Contact teachers during school hours. Teachers will respond during school hours.<br>● **What you can expect:**<br>○ At least 25 minutes of live, synchronous instruction through Google Meet occurs each day for each major content area taught.<br>■ Grades K-6: Literacy/Mathematics/Science/Social Studies<br>■ PreK/K - 25 minutes of circle time and/or morning meeting |

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| | offered in two sessions daily.<br>● Specials teachers create recorded content utilizing Google Classroom. Specials teachers remain live with students during their scheduled specials period to offer real-time support. |
| **Special Education** | ● In the event of short-term closure, students will participate in virtual instruction as outlined in the school-based plans.<br>● Accommodations and modifications outlined in the student's IEP will be converted to a virtual platform to the greatest extent possible.<br>● Special education teachers and staff will provide opportunities for at least one individual or small group (2-3 student) support session per week to each student, in addition to the classroom instruction that they receive.<br>● If a school building or the district is closed for more than ten (10) days, teletherapy will be offered. Otherwise, related services will not be conducted via teletherapy due to the expiration of the executive order allowing this provision. Students who miss related services sessions will have those sessions upon returning to in person learning in order to meet IEP mandates.<br>● Students with behavioral consultation or support will continue to be provided this service.<br>● Students with 1:1's will receive support with their 1:1 virtually. The student's BIP will be implemented virtually to the greatest extent possible.<br>● Students who receive supplemental reading instruction will continue this service according to their typically scheduled time. The instructor will inform the family of the days and times for student sessions. |

| **Examples of Assignments Done With Teacher Support (Synchronous)** | **Examples of Assignments Done With Minimal Teacher Support (Asynchronous)** |
|---|---|
| Science Labs | Formative and summative assessments |
| Introducing a new skill/standard | Webquests & lab simulations |
| Guided Practice | Vocabulary practice |
| Academic writing | Independent reading assignments |
| Research-based projects | Skill review |
| Comprehension support - Reviewing reading chunks to support student understanding, understanding context clues & new vocabulary, etc. | Opinion-based writing |
| Small group skills practice | Escape Rooms; Gallery walks; Stations - Virtual based |

**Grading Expectations**

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|---|---|
| Pre-K- Second | ● We will follow typical grading practices for Pre-K through Second Grade. Teachers will enter data into Realtime.<br>● If students are not submitting completed work at a satisfactory rate, it is the responsibility of the teacher to contact the student's parents in an attempt to remediate the situation. Attempts to communicate with the student and/or parents/guardians should be made by email, telephone and Google Classroom and logged in Realtime.<br>● School administration will work in conjunction with teachers to determine final grades for students at the conclusion of the marking period. |
| Grades 3 through 6 | ● We will follow typical grading practices. Teachers are expected to enter grades into Realtime<br>● Grading Weights/Percentages will be standardized to promote equity. Teachers are expected to follow the school's standard weight and percentage values.<br>● If students are not submitting completed work at a satisfactory rate, it is the responsibility of the teacher to contact the student's parents in an attempt to remediate the situation. Attempts to communicate with the student and/or parents/guardians should be made by email, telephone and Google Classroom and all communications should be logged into Realtime.<br>● School administration will work in conjunction with teachers to determine final grades for students at the conclusion of the marking period.<br>● If students are failing two or more subjects at the end of the marking period, parents will be contacted and a meeting will be scheduled with an intervention team to create a plan for that student. This practice will evolve depending on the needs of the student. |

**Assessment Expectations**

| | |
|---|---|
| Pre-K | ● Teachers will conduct all benchmark and summative assessments |
| Grades K through 1 | ● Teachers will conduct all benchmark and summative assessments via MAPs and Rigby virtually (when necessary) and in-person.<br>● Formative assessments and checks for understanding may be accomplished in the virtual setting via Google Classroom. |
| Grades 2 through 6 | ● Teachers will conduct all benchmark and summative assessments via MAPs/Rigby/HMH Growth Measures virtually (when necessary) and in-person.<br>● Formative assessments and checks for understanding may be accomplished in the virtual setting via Google Classroom. |

| | |
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| ***Additional Information on Staff Considerations and Responsibilities*** | **Student Progress Monitoring and Family Engagement:**<br>If you discover that specific students are not logging on to complete the assignments, you are expected to communicate with parent(s)/guardian(s) via email, Google Classroom and/or telephone. Communication should focus on the need for their student to complete their assignments. This expectation is no different than if students aren't completing work during a typical school model. Your comments and record of conversations must be kept in case of dispute. Please use the Realtime system to log a brief description of each communication. |

## Special Education Programming

Aligned with the NJDOE guidance, special education services will continue to be provided to the *greatest extent possible*, including the screening, identification, and evaluation of students who are thought to have disabilities. All teaching and learning practices follow each student's Individualized Education Plan, IDEA guidelines, and timelines to the greatest extent possible. Special Education Teachers follow the same protocols as all other teachers, as outlined throughout this plan with the additional focus on meeting goals and objectives in the IEP. Student progress will continue to be monitored and conversations regarding adjustment in programming conducted via annual review meetings and/or other IEP team meetings.

With the expiration of P.L. 2021 c.103 impacting NJAC 6A:14 (and modifications) on January 11, 2022, teletherapy for related services (including occupational therapy, physical therapy, counseling, speech/language therapy, etc.) will not be provided during quarantine. If the event of a *full school building or full district closure* spanning more than ten (10) days, teletherapy will be offered to families. Providers will keep records regarding sessions missed due to student quarantine to ensure that the sessions are made up by the conclusion of the school year to fulfill IEP mandates.

## Digital Access

- All students from PK-6 will receive an electronic device to complete remote tasks.
    - PK-2 students will be issued Touchscreen Chromebooks.
    - 3rd-6th grade students will be issued Chromebooks
- Teachers will be offered a district laptop.
- Families will be provided hotspots if they are in need of connectivity.

<u>Professional Development</u>

- PD will be provided virtually and "live".
    - All live PDs will be conducted with proper safety measures aligned to District guidelines.

## Facilities Maintenance

During school closure, our Buildings and Grounds crews will be working to maintain the upkeep of our buildings. There will be consideration for working hour adjustments but they will continue to maintain the grounds as usual.

In the event that the IHGS will transition to a remote or virtual learning model, the IHGS will communicate with the County Office, a list of essential employees.

This document will be Board approved on Wednesday, August 12, 2026.