

Quinton Township School District
Emergency Virtual or Remote Instruction Programs
for the 2025-2026 School Year

NJDOE Requirements:

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.

In response to State directives regarding the reopening of schools, the board shall provide full in-person learning with a plan to pivot if needed to fully virtual learning. The board of education shall support a program of in-person and fully virtual learning:

- A. Prioritizes the health, safety, and wellness of students and staff;
- B. Maintains the continuity of learning;
- C. Facilitates equity and ease of access to communications and resources;
- D. Flexibly accommodates the needs and varying circumstances of all learners;
- E. Incorporates educators, students, parents/guardians, board members and other community members into the entire analysis and planning cycle.

Virtual Philosophy:

The virtual learning program will consist of synchronous and asynchronous tools. Synchronous tools provide ways of accessing and providing information that require interaction with others to occur at the same time (i.e., online Zoom, Google Meetings/Hangouts, interactive webinars, videoconferencing). Asynchronous tools provide ways of accessing and providing information that does not require interaction with others to occur at the same time (i.e., forums, previously created video lessons, blogs, email, website links, etc.).

Length of The Virtual Day:

The length of the school day for in-person, fully virtual and hybrid learning programs shall be in accordance with N.J.A.C. 6A:32-8.3, stating that a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in kindergarten. Virtual hours consist of electronic time as well as time to complete assignments.

The following recommendations and guidelines are presented as suggested minimum and maximum times of engagement by each student in remote learning activity/subject area.

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
PreK	20 minutes	60 minutes	3-5 minutes
K	30 minutes	90 minutes	3-5 minutes
1-2	45 minutes	90 minutes	5-10 minutes
3-5	60 minutes	120 minutes	10-15 minutes
6-8	90 minutes	180 minutes	1 subject area/class

Attendance/ Credit Recovery:

Absences shall apply and attendance shall be recorded in all educational programs including remote learning. The attendance and instructional contact time shall accommodate opportunities for instruction and ensure that the requirements for a 180-day school year are met. Those students logging-in during scheduled times and completing assignments will be marked as “present-remote”. Those students that do not log-in and/or do not complete assignments will be marked as “absent-remote”.

The district policy notes that 18+ days of absences will be considered for possible retention. Summer learning opportunities will be provided for those with excessive absences to recover the loss of learning time.

Within the student information system, OnCourse, administrators, teachers, and school counselors are able to log contacts made with parents regarding attendance issues.

Equitable Access and Opportunity:

The district prioritizes the following to provide equal access to all students:

1. Access to standards-based instruction of the same quality and rigor as that afforded all other students of the district;
2. The district shall make its best effort to ensure that every student participating in remote learning has access to the requisite educational technology. The district is currently 1:1 devices and provides Hot Spots for those in need of Wifi.
 - a. Verification of the technology necessary to receive remote instruction (including camera and speaker capability) and assurance that the student will have access to the device for the length of the school day;
 - b. Verification of internet access and/or Wi-Fi sufficient to receive remote instruction

NOTE: Families/guardians with limited access to equipment or the internet shall inform the Superintendent. The district will make a reasonable effort to support the remote instruction by facilitating services and/or providing equipment.

3. Special education services and related services shall be provided to the greatest extent possible.

All students shall be eligible for full-time remote learning. A student participating in the board's full-time remote learning option shall be afforded quality of instruction and other educational services. SeeSaw platform will be used for students in grades PK-K, and Google Classroom is used in grades 1-8. Currently, our grade 1-8 students take Chromebooks home daily Monday through Thursday and as needed on Friday. Chromebooks would be available at any moment for virtual instruction. In the event of a school closure, we would have to distribute iPad devices to our PK-K students as they are housed nightly at the district.

The district has acquired and is able to administer online assessments as a means to measure student growth. NWEA MAP can still be available in a virtual world. Teacher assessments can be administered through Google Classroom or SeeSaw.

Addressing Special Needs:

Special education services and related services shall be provided to the greatest extent possible. Teachers will continue to implement the students' IEPs through virtual learning. Modifications will still be implemented. Therapists will continue to provide therapy virtually to the greatest extent possible. Documentation will be kept on time and frequency of therapy. Oncourse will be used to monitor students' progress on goals and objectives. Annual reviews will be held through Google Meet. Case managers will maintain communication with parents of students with special needs through phone calls and emails. When possible, evaluations will be done in-person. Personal Protective Equipment will be provided for everyone's safety.

Addressing English Language Learners:

Currently, the district has ELL students in Spanish and Russian. Three staff members provide translation of materials/information to those parents in their native language. The district utilizes a paraprofessional, a cafeteria worker and teacher to translate for families if necessary. .

The district has an account with Google in which the translate feature can be used for those in need. The district also possesses two translation devices for students to utilize. The district has also hired a Trauma-Informed Coordinator to train staff.

Meals

The district shall ensure that students participating in remote instruction receive meals (breakfast and lunch) of equal quality as if they were present in the school building.

Procedures to Transition from Full-Time Remote Learning to Full Time In-Person Learning

A student shall return to in-person instruction when notified that the localized outbreak or emergency is over and there is no longer a risk to the student/s.

Procedures for Communicating District Policy with Families

Teaching staff members and administrators shall provide clear and frequent communication with families/guardians, in their home language, and shall ensure that communication opportunities are as readily accessible as possible. Communication shall include but shall not be limited to, information regarding:

1. Summaries of, and opportunities to review, the district's full-time remote learning policy 2111.63 and attendance policy;
2. Scope and expectations of full-time remote learning;
3. Procedures for transition from full-time remote learning to in-person services and vice-versa;
4. The district's procedures for ongoing communication with families and for addressing families' questions or concerns;
5. Teaching staff members who are teaching remote classes shall have office hours to address questions and concerns. Teachers shall notify the families/guardians of their students regarding the time of the office hours and the method of contact (email, text, video or teleconference).

Facilities Plan

Custodians will report to the building during times of school closures. First priority will be given to clean and disinfect the building. Disinfection will continue especially in areas where staff members are working.

Accelerated Learning Opportunities

If possible, the district will offer summer learning opportunities as ways to accelerate learning for students entering grades 1-8. The district also has a gifted and talented program where assignments will be posted to Google Classroom.

Social Emotional Learning

The School Counselor and crisis counselor will be available for students and staff throughout remote learning. Counselors will continue to provide classroom lessons as well as individual therapy virtually. Classroom lessons will center around SEL. Counselors will also provide training to staff via online platforms as needed.

Title I

Title I programs such as Basic Skills Instruction and Summer Enrichment can be offered virtually in the event of a school closure.

Transportation

Bus transportation during a full school closure with our contracted provider will be placed on hold. Transportation provided for out-of-district or charter school students would continue to be provided by the district.

Childcare

The School Aged Child Care (SACC) program would be placed on hold and reinstated when the building reopens. The district will coordinate with community program providers to support students and families.

Extracurricular Activities

Any after school activities that can be done virtually will continue. This includes our culture club, music program and tutoring.

Essential Employees:

Superintendent
 Business Administrator & Assistant to the Business Administrator
 Supervisor of Curriculum & Instruction
 Administrative Assistant & Building Secretary
 Teachers
 Food Services
 Custodians
 Technology

Legal References: N.J.S.A. 18A:6-3

Courses in constitution of United States

N.J.S.A. 18A:33-1District to furnish suitable facilities; adoption of
courses of studyN.J.S.A. 18A:35-1 et seq.

Curriculum and courses

N.J.S.A. 18A:35-4.6

through -4.8

Parents Right to Conscience Act of 1979N.J.A.C. 6A:8-3.1

Curriculum and instruction

N.J.A.C. 6A:8-5.1

Graduation requirements

N.J.A.C. 6A:9B-3.1 et.seq.

State Board of Examiners

and certification

See particularly:N.J.A.C. 6A:9B-5, -6, -8,

-9, -10, -11, -12, -14

N.J.A.C. 6A:14-3.7

Individualized education program

N.J.A.C. 6A:14-4.1

General requirements

N.J.A.C. 6A:23A-9.5 Commissioner to ensure
achievement of the New Jersey Student Learning
Standards

N.J.A.C. 6A:30-1.1 et seq.

Evaluation of the Performance of School Districts

N.J.A.C. 6A:32-8 et seq.

Student attendance and accounting