LONG HILL TOWNSHIP SCHOOL DISTRICT

**Emergency Virtual or Remote Instructional Plan
2025-26**

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Message from the Superintendent

The Emergency Virtual or Remote Instructional Plan will be implemented in the event that public school districts are directed by the governor to shift to a fully virtual instructional platform because of a public health crisis.

Our outstanding educators, support staff, and administrators are skilled at offering synchronous, virtual instruction to all students in emergency situations. Though we realize there is no replacement for in-person instruction, we have designed a model for emergency virtual instruction that is focused on inquiry-based learning, problem-solving, and student engagement.

I would like to acknowledge the contributions and collaborative spirit of the faculty, staff, and administration in developing this plan.

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Superintendent of Schools

Administration
Mrs. Robbin Boehmer, Business Administrator/Board Secretary
Dr. Lori Jones, Director of Curriculum and Instruction
Ms. Melissa Backer, Gillette Principal
Ms. Jennifer Dawson, Millington School Principal
Mr. Michael Viturello, Central Middle School Principal
Ms. Dana Carsillo, Director of Special Services
Mr. Jack Hartnett, Head of Information Technology

Long Hill Township School District

School Contact Information

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Pre-K-8 Fully Remote Learning Model

The district's fully remote learning model provides synchronous (real-time) instruction by allowing students to participate from home in the live streaming of their classes during the regular full-day schedule, five days per week. Synchronous learning requires all participants to be present at the same time for live, interactive instruction between teachers and students.

Student Expectations

- Attend virtual classes daily following a designated schedule and actively participate in learning activities as if they were attending an in-person class;
- Adhere to the student Code of Conduct just as they would during in-person instruction;
- Keep the video feature on as full participants in the learning environment;
- Submit homework and classwork on time; and
- Maintain requisite technology to participate in remote/synchronous learning.

Teacher Expectations

- Adhere to the District's health and safety guidelines;
- Plan curriculum-based lessons to meet the needs of students at various levels, ensuring versatility of lessons; scaffolding for students who need support and acceleration when appropriate;
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities;
- Provide regular feedback to students and families on expectations and progress;
- Set clear expectations for remote instruction;
- Assess student progress and adjust instruction and/or methodology accordingly;
- Instruct and maintain good practice in digital citizenship for all students;
- Meet the requirements of a student's IEP to the greatest extent practicable and in consultation with the students' case managers;
- Respond to correspondence from parents within 24 hours;
- Plan and collaborate with grade level teams as guided by school administrators; and
- Plan instruction and activities with the technology SAMR model in mind (Substitution, Augmentation, Modification, and Redefinition).

Substitute Teachers

- Adhere to the District's health and safety guidelines;
- Adhere to emergency lesson plans prepared by the classroom teacher; and
- Complete a summary of the instructional day for the classroom teacher to use in planning upon the teacher's return.

Parent Expectations

- Maintain positive and ongoing interaction with school personnel; and
- Adhere to the District's health and safety guidelines.

Administrator Expectations

- Adhere to the District's health and safety guidelines;
- Provide time for staff collaboration and planning;
- Ensure that teachers are accurately recording daily attendance of students;
- Coordinate delivery of Title I services, including extended learning options;
- Collaborate with all district administrators and offices to identify resources to support effective teaching and learning within a safe and healthy environment;
- Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a distance learning environment;
- Work with staff and faculty to ensure that teaching and learning, and all student services, are effectively and efficiently developed, planned, and delivered;
- Establish collaboration, cooperation, and relationship-building skills using alternative methods to remain connected to distance learning;
- Assess teacher, student, and parent needs regularly;
- Implement updated NJDOE guidance, as it becomes available, related to mentoring, educator evaluation, and certification;
- Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the distance learning environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9);
- Collaborate on curriculum planning and assessing student academic and social emotional well-being;
- Give feedback to parents and families about students' academic and social-emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their students' experience and in-person and remote learning;
- Establish systems that promote supportive staff-student relationships to ensure that all students have at least one caring staff member who checks in regularly with them and is available to connect with their families for any needed supports;
- Be proactive in preparing access to mental health and trauma supports for adults and students, including training for culturally responsive and trauma-informed teaching for students affected by forced migration;
- Establish virtual meeting schedules for co-curricular activities;
- Coordinate with community leaders to promote community programming and childcare options; and
- Create opportunities for staff and students to regularly practice and reflect on their social and emotional competencies.

Essential Tools for Remote Learning

Google Classroom
Google Classroom is a free web service, developed by Google for schools, which aims to simplify creating, distributing, and grading assignments in a paperless way. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students.

Zoom Meetings
Zoom is a web-based video conferencing tool with a local, desktop client and a mobile app that allows users to meet online, with or without video. Teachers can set up a free account, which will allow them to meet with their full classes.

Loom
Loom is a work communication tool that helps users get their messages across through instantly shareable video. Users can capture their screen, record their front-facing camera, and narrate a process all at once. Videos can be shared instantly with a simple link that helps users share their messages.

GoGuardian Teacher
This software promotes more teaching and less managing. With GoGuardian Teacher providing a view into students' online activity and allowing teachers to control student devices, users can eliminate distractions, connect with students, and save time. Teachers will cover the basics of GoGuardian Teacher, including how to import Google Classrooms, monitoring student activity, video conferencing, and more.

Addressing the Digital Divide
Long Hill Township School District is committed to ensuring equal access to the technology necessary for each student to fully participate and succeed in a remote learning environment. All students will have a district-provided Chromebook. The district will provide any family who does not have a reliable internet connection with a mobile hotspot.

For more information, visit: https://sites.google.com/longhill.org/remotelearning/home

Gillette Remote Instructional Program Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting 9:00 (30 min)	Morning Meeting 9:00 (30 min)	Morning Meeting 9:00 (30 min)	Morning Meeting 9:00 (30 min)	Morning Meeting 9:00 (30 min)
Reading 9:30 (60 min.)	Reading 9:30 (60 min.)	Reading 9:30 (60 min.)	Reading 9:30 (60 min.)	Reading 9:30 (60 min.)
Math 10:30 (60 min.)	Math 10:30 (60 min.)	Math 10:30 (60 min.)	Math 10:30 (60 min.)	Math 10:30 (60 min.)
Lunch/Recess Brain Break 11:30 (60 min.)	Lunch/Recess Brain Break 11:30 (60 min.)	Lunch/Recess Brain Break 11:30 (60 min.)	Lunch/Recess Brain Break 11:30 (60 min.)	Lunch/Recess Brain Break 11:30 (60 min.)
FUNdations 12:30 (30 min.)	FUNdations 12:30 (30 min.)	FUNdations 12:30 (30 min.)	FUNdations 12:30 (30 min.)	FUNdations 12:30 (30 min.)
Social Studies 1:00 (45 min)	Social Studies 1:00 (45 min)	Social Studies 1:00 (45 min)	Social Studies 1:00 (45 min)	Social Studies 1:00 (45 min)
Writing 1:45 (45 min)	Writing 1:45 (45 min)	Writing 1:45 (45 min)	Writing 1:45 (45 min)	Writing 1:45 (45 min)
Science 2:30 (30 min)	Science 2:30 (30 min)	Science 2:30 (30 min)	Science 2:30 (30 min)	Science 2:30 (30 min)

Millington Remote Instructional Program Schedule

Grade 2	Grade 3
9:00-10:30 - English Language Arts 10:30-11:00 - Fundations 11:00-11:30 - Lunch 11:35-12:05 - Recess 12:05-1:00 - Math 1:05-1:45 - English Language Arts 1:45-2:25 - Special/Science/Social Studies 2:25-3:05 - Special/Science/Social Studies *Morning Meeting is scheduled by HR 2 days a week for 15 minutes for SEL time.	9:05-9:45 - Special/Science/Social Studies 9:45-10:25 - Special/Science/Social Studies 10:30-11:15 - English Language Arts 11:15-12:10 - Math 12:10-12:30 - Fundations 12:30-1:00 - Lunch 1:05-1:35 - Recess 1:35-3:05 - English Language Arts *Morning Meeting is scheduled by HR 3 days a week for 15 minutes for SEL time.
Grade 4	**Grade 5**
9:00-10:00 - English Language Arts 10:30-11:05 - Science/Soc. Studies 11:05-11:35 - Recess 11:40-12:10 - Lunch 12:10-1:05 - Math 1:05-1:45 - English Language Arts 1:45-2:25 - Special/ Science/Soc. Studies 2:25-3:05 - Special/ Science/Soc. Studies *Morning Meeting is scheduled by HR 2 days a week for 15 minutes for SEL time.	9:01-9:44 - Period 1 - Academic 9:45-10:28 - Period 2 - Academic 10:29-11:12 - Period 3 - Academic 11:13-11:53 - Period 4 - Specials/Morning Meeting/Skills Workshop 11:54-12:34 - Period 5 - Specials/Morning Meeting/Skills Workshop 12:35-1:05 - Period 6- Recess 1:07-1:37 - Period 7 - Lunch 1:38-2:21 - Period 8 - Academic 2:22-3:05 - Period 9 - Academic

Central Remote Instructional Program Schedule

Period	Time	Length
Period 1	8:11 - 8:59	48 minutes
Period 2	9:01 - 9:49	48 minutes
Period 3	9:51 - 10:39	48 minutes
Period 4	10:41 - 11:29	48 minutes
Period 5 (6th Grade Lunch Period & Break)	11:31 - 12:18	47 minutes
Period 6 (7th & 8th Grade Lunch Period & Break)	12:20 - 1:07	47 minutes
Period 7	1:09 - 1:56	47 minutes
Period 8	1:58 - 2:45	47 minutes

Important Information
- All courses will meet daily during their regularly scheduled times.
- Students are to access online instruction, which includes their live teacher, for each period through their teacher's Google Classroom page.
- Attendance will be monitored and collected during each class period.
- Each student's camera should be **turned on** at all times unless otherwise directed by the teacher.

Grades Pre-K-8 Special Education Programs

Students with an Individualized Education Program (IEP) are receiving services in accordance with their IEPs, to the greatest extent practicable. All assistive technology will be available to students through their district-issued Chromebooks.

Preschool Program/K-1 SC Program

Long Hill's preschool classes will continue as full-day programs.

In-Class Resource Instruction (ICR)
Students receive instruction by both a general education and a special education teacher. Students may be pulled into virtual small groups by either teacher to work on skill acquisition and/or specific IEP goals.

Supports may include the following:
- Participation in whole-class live instruction
- In-person small-group instruction
- 1:1 check in with students and their families
- Related services in person

Instruction in Self-Contained Programs

Students receive their primary instruction by a special education teacher for their academic subjects, in accordance with their IEPs.

Supports may include:
- In-person small group instruction
- 1:1 check in with students and their families
- Related services in an in-person and/or through a teletherapy approach
- In-person discrete trials - Applied Behavior Analysis.

Related Services
Students receive related services in accordance with their IEPs, to the greatest extent practicable. Services are provided while students attend in-person instruction and/or as defined by the child study team, in conjunction with the students' parents.

Paraprofessionals. If a paraprofessional is stipulated in students' IEPs (shared or individual) and/or there is a classroom paraprofessional, students will be supported accordingly. Supports may include the following:
- Providing supplementary supports for instruction, behavior management, or navigation
- Taking data during discrete trials to formulate Applied Behavior Analysis
- Supporting students' executive functioning

Speech Therapy. Speech therapy services are provided individually and/or in groups, in accordance with the students' IEPs.

Physical Therapy. Physical therapy services are provided individually and/or in groups in accordance with the students' IEPs.

Occupational Therapy. Occupational therapy services are provided individually and/or in groups, in accordance with the students' IEPs.

Supplemental Reading Instruction. Occupational therapy services are provided individually and/or in groups in accordance with the students' IEPs.

Counseling. Counseling services are provided individually and/or in groups, in accordance with the students' IEPs.

Child Study Team Services
Members of the child study team (psychologist, social worker and learning disabilities-teacher consultant) continue to fulfill all responsibilities associated with the referral, eligibility, and classification process. Also, they continue to conduct evaluations as part of the re-evaluation process and coordinate annual IEP meetings, in accordance with students' IEPs.

Parents of students with an IEP are aware of the case manager assigned to their child and are encouraged to communicate with the case manager to ensure that any issues or concerns are addressed in a timely manner. Health precautions will be in place.

Annual and Re-Evaluation Meetings
IEP meetings will be conducted by the anniversary date. All meetings will be held virtually, except for individual cases for whom an in-person meeting is deemed appropriate. Preschool students will undergo a reevaluation to determine school-age eligibility and when a change in eligibility, such as declassification, is being considered.

Grades Pre-K-8 ELL Plan Needs

ESL teachers will continue to provide instruction to their students. Instruction will occur using the Google Classroom platform and will include virtual conferencing with students to support language acquisition and the development of fluency. All of the instructional parameters and methods of delivery enumerated in the preceding sections of this plan will be available to ESL instructors. ESL teachers will assist with any differentiation or modification of materials or assignments, as necessary, depending on the individual needs of the students. Any access issues will be referred to the technology department. ESL instructors will assist in the communication and translation of any necessary information to facilitate comprehension by the families as necessary.

Grades Pre-K-8 Delivery of Meals

The district will continue to provide safe delivery of meals to all eligible students. The contact person for meal delivery is Mrs. Amber Jimenez at ajimenez@longhill.org.

Transportation

Depending on the nature of the emergency health-related closing, the district will address any transportation and childcare issues, pursuant to NJDOE guidance.

Grades Pre-K-8 Facilities Plan

Immediately following the closure of the schools, all school facilities will receive a thorough cleaning and sanitizing. Custodians and maintenance staff will continue to maintain all building systems (HVAC, security, etc.) as per the normal routines and schedules. When a re-entry plan and timetable have been developed, the custodians and maintenance staff will ensure that the school buildings are properly prepared for the return of students and staff.

Grades Pre-K-8 Monitoring of Student Progress

All New Jersey public schools are required to administer state assessments guided by the New Jersey Department of Education (NJDOE). New Jersey students in grades 3-8 participate in annual assessments in literacy and in mathematics through the New Jersey Student Learning Assessment (NJSLA). Literacy and math assessments are used to measure the success of our schools on the standards set by the federal Every Student Succeeds Act. Also, students in grades 5 and 8 take the NJSLA Science Assessment, which is an online cumulative measure of the science standards.

The district uses multi-tiered systems of support (MTSS) to advance and monitor individual student growth. Data from diagnostic and informal assessments is used to set goals and monitor the academic development of reading, writing, and mathematics skills within the MTSS framework. See pages 14-15.

Attendance

The district's regular attendance policy will be followed. Teachers will take daily attendance through the remote learning platforms and record that attendance in Genesis. Student attendance will be considered when making decisions regarding promotion, retention, discipline, and academic performance. Teachers will communicate with families about student progress and attendance.

Intervention & Referral Services (I&RS)

Intervention & Referral Services (I&RS) are provided through an interdisciplinary team of professionals within the school environment. The committee convenes throughout the school year to formulate coordinated services and team delivery systems to address the full range of student learning, behavior, social, and health problems in the general education program, as well as for students determined to be in need of special education programs and services. According to N.J.A.C 6A:16-8.1-2, the goal of the committee is to see measurable student improvement in the identified targeted areas.

Staff members refer students to the I&RS Committee through the district's assistant principal, who then advises the parents of the referral. The I&RS Committee develops an action plan containing goals, interventions, and a timeline for the plan's duration.

The I&RS Committee follows a multidisciplinary approach with a well-articulated system of supportive activities and services for staff who have identified student difficulties and those who will be involved in addressing the identified educational concerns. Parents are encouraged to communicate with their child's teacher and principal about their child's progress.

Assessments

All students will take the *i-Ready* diagnostic assessments three times per year (September, January, May). The table on pages 14-15 outlines additional grade-specific assessments that will measure student growth.

Student Assessment Calendar, 2025-26

Assessment	Purpose	Time Frame	Responsibility
Kindergarten			
Dibels	Early Literacy Skills Dyslexia Screener	October/November January April/May	Basic Skills Teacher, Reading Specialist
Literacy Footprints	Digital Reading Assessment	November January/February April/May	Classroom Teacher, Basic Skills Teacher, Reading Specialist, SPED teachers
First Grade			
Dibels	Early Literacy Skills Dyslexia Screener	October January April/May	Basic Skills Teacher, Reading Specialist
Literacy Footprints	Digital Reading Assessment	October January/February April/May	Classroom Teacher, Reading Specialist, Basic Skills Teacher, SPED Teacher
Second and Third Grades			
Dibels	Literacy Skills Dyslexia Screener - 2nd grade/3rd grade as needed	October January April/May	Basic Skills Teachers, Reading Specialist
Literacy Footprints	Digital Reading Assessment (A-N) and F and P (O-Z), if needed for higher levels	October January/February April/May	Classroom Teacher, Reading Specialist, Basic Skills Teachers, SPED Teachers
Fourth and Fifth Grades			
WIST, WADE, PAST	Phonics/Reading Concerns	On an as-needed basis	Wilson Teacher, Reading Specialist
COGAT Assessment (4th Grade)	The CogAT measures three different cognitive abilities. The verbal section measures a child's ability to remember and transform sequences of English words, to comprehend vocabulary, draw inferences, and evaluate language. The quantitative section measures a child's understanding of basic quantitative concepts and relationships. The non-verbal section measures reasoning using images and geometric shapes. The composite score is a total score for all	Approximately February	Grade-Level Teachers

	three batteries. This assessment is used as one of the measures for our gifted and talented (G&T) programming.		

Third - Eighth Grades

New Jersey Student Learning Assessments (NJSLA) - English Language Arts (ELA)	**NJSLA-ELA** measures the extent to which students are moving toward college or career readiness in literacy. 5th- and 8th-grade students also participate in a science (**NJSLA-SCI**) assessment.	State testing window in the spring.	District Coordinators Testing and Technology
New Jersey Student Learning Assessments (NJSLA) - Mathematics	**NJSLA-M** mathematics measures the extent to which students are moving toward college or career readiness in mathematics. 5th- and 8th-grade students also participate in a science (**NJSLA-SCI**) assessment.	State testing window in the spring.	District Coordinators Testing and Technology
New Jersey Student Learning Assessments (NJSLA) - Science Grades 5 and 8	**NJSLA-Science** measures the extent to which students are moving toward college or career readiness in science.	State testing window in the spring.	District Coordinators Testing and Technology

Fifth - Eighth Grades

Reading Benchmark Assessments A, B, & C	To evaluate students' proficiency based on grade-level reading standards. Teachers use this data to identify individual student needs and grade-level trends, which inform instructional planning.	September/October - Benchmark A January/February - Benchmark B April/May - Benchmark C	Language Arts Teachers
Mathematics Benchmark Assessments A, B, & C	To evaluate students' proficiency based on grade-level mathematics standards. Teachers use this data to identify individual student needs and grade-level trends, which inform instructional planning.	September/October - Benchmark A January/February - Benchmark B April/May - Benchmark C	Math Teachers