



Plumsted Township Schools

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Emergency Remote Instruction Plan 2025 - 2026 School Year



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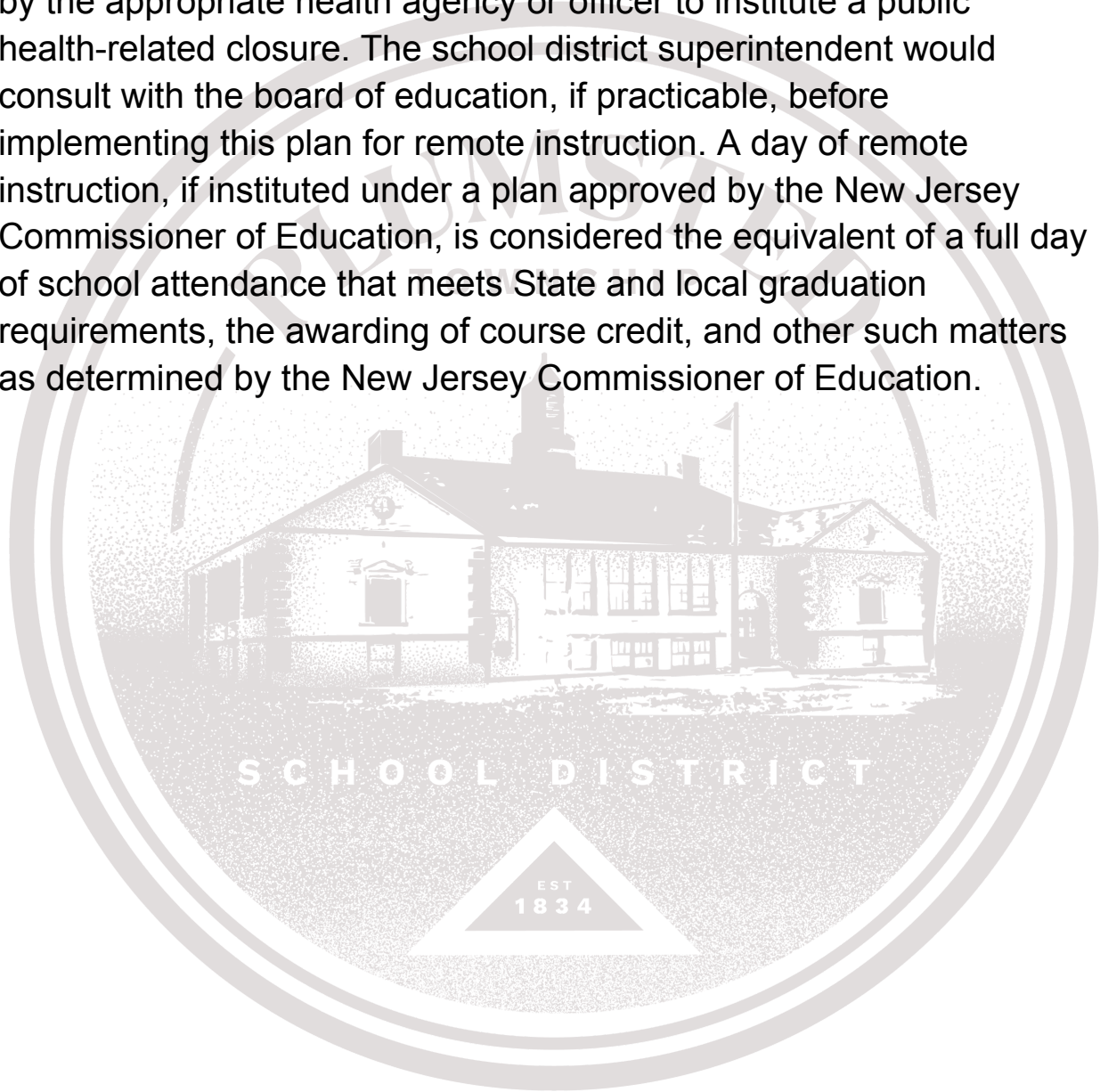
SCHOOL DISTRICT

EST
1834



Introduction

This plan could be implemented during a school or district 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. The school district superintendent would consult with the board of education, if practicable, before implementing this plan for remote instruction. A day of 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 that meets State and local graduation requirements, the awarding of course credit, and other such matters as determined by the New Jersey Commissioner of Education.





Ensuring Continuity of Educational Services

If the district implements this plan for remote instruction, students will receive remote instruction aligned to in-person teaching and learning to the greatest extent possible. The district has provided a Chromebook to all students and will continue to assess needs with instruction and the deployment of technology. The plan of action is to provide meaningful home instruction for students, inclusive of ELL and Students with Disabilities. Considerations and procedures include:

- Classroom assignments and activities will be posted to Google Classroom.
- Students will receive a Google Meet link from their teacher(s). As necessary, the teacher(s) will provide direct/teacher-led instruction through Google Meet. The teacher will periodically check in with students throughout other portions of the lesson(s) accordingly.
- In the event that a classroom, school or the district needs to move to a complete remote learning environment, the students will follow the regular school schedule. All students will receive a Google Meet on the first morning of the remote session. Expectations for remote learning will be provided by the district and distributed to students via the classroom teacher.
- The regular school schedules are as follows:
 - New Egypt High School, 7:15 - 1:45 (51-minute lunch included)
 - Dr. Gerald H. Woehr Elementary School, 8:00 - 2:40 (38-minute lunch included)
 - New Egypt Primary School 9:20 - 3:20 (40-minute lunch/recess included)



Professional, Social, and Emotional Supports

In the event of an extended emergency closure, our students may need additional social and emotional support as we navigate changing conditions. Current social and emotional learning supports include:

- Teachers in grades 6-12 have engaged in professional development focused on social and emotional learning supports. Furthermore, teachers have implemented lessons that support social and emotional learning in the classroom environment.
- The district has full-time School Counselors in place at all three schools, to ensure that mental health professionals are available to all students during the 2025-2026 school year. The school counselors will be available to meet with small groups and individual students on an as-needed basis through Google Meet or in person if practicable.
- Teachers in grades K-5 will continue to utilize Nurtured Heart tools and strategies. Nurtured Heart is a student-centered, social and emotional learning approach. It is a set of research and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.
- NJ4S COMPASS will continue offering outpatient counseling services at schools within our district. In consultation and collaboration with parents/guardians, referrals for counseling would continue to go through district counselors and Child Study Team members. The counseling service will be available on an as-needed basis through Google Meet or in person if practicable. Schools have set aside private and secure rooms for counseling services.
- In addition, teachers, administrators, and counselors would continue to engage in professional development related to culturally responsive teaching and learning, community building, and trauma-informed teaching for students affected by the context of the emergency or other external factors.
- Teachers, administrators, and counselors would continue to engage in remote professional learning on in-service days and during three forty-five-minute monthly sessions scheduled across the school district.



Student Growth, Learning, and Measuring Progress

Grades acknowledge a pupil's demonstrated proficiency in the New Jersey Student Learning Standards and locally established learning goals and objectives, which include:

- Active participation in and attention to daily remote lessons,
- Frequent contribution to online discussions,
- Prompt, thorough, accurate, and neat preparation of assignments,
- Thorough preparation and performance on tests and assessments,
- Display of an eagerness to learn and an inquisitive approach to remote lessons,
- Attention to the need for proper materials,
- Cooperation with the teacher's efforts, and
- Willingness to work to the best of their ability and to do more than the minimum expected.

In preparation for measuring student growth and learning, each student will be informed of the expected behavior and achievements at the outset of implementing this plan for remote instruction. Other considerations include:

- Each pupil must be kept informed of their progress during a unit of study. Upon request, students are entitled to see the grades resulting from their performance during the grading period. The parent and student portals will be updated accordingly.
- Each method of grading shall be appropriate to the course of study and the maturity and abilities of the pupils.
- Pupils should be encouraged to evaluate their achievements in the virtual learning environment.
- The review and revision process will involve teaching staff members, parent(s) or legal guardian(s), and, as appropriate, pupils.

Grades will be awarded at the end of each marking period or quarter. Other considerations include:

- Pupils may be given notice of their midterm grades at the midpoint of each marking period.
- Pupils will be given a final grade in each subject at the end of the school year.
- Grades will be recorded on report cards for parent(s) or legal guardian(s) notification.



Student Growth, Learning, and Measuring Progress

The teacher responsible for assigning a grade should take into consideration a student's:

- Completion of written assignments prepared in the classroom or elsewhere;
- Contributions in the remote learning environment, including discussion responses, observations, panel participation, presentations, and initiation of topics;
- Performance on tests and quizzes;
- Research into standard references and other background materials;
- Reports on materials read by the pupil; and
- Other evidence of the pupil's constructive efforts and achievements in learning.

The following grading scales and indicators shall be used for Kindergarten through Grade Five:

- 4 = Exceeding standards: Applies skills with accuracy, independence, and a high level of quality.
- 3 = Meeting standards: Applies skills with accuracy and quality.
- 2 = Approaching standards: Applies skill with varied consistency, quality, and level of support.
- 1 = Not meeting standards: Unable to demonstrate grade-level skills and concepts even with frequent support.

The following grading scales and indicators shall be used for Grades Six through Twelve:

- A = 100-90
- B = 89-80
- C = 75-79
- D = 70-74
- F = 64 and below

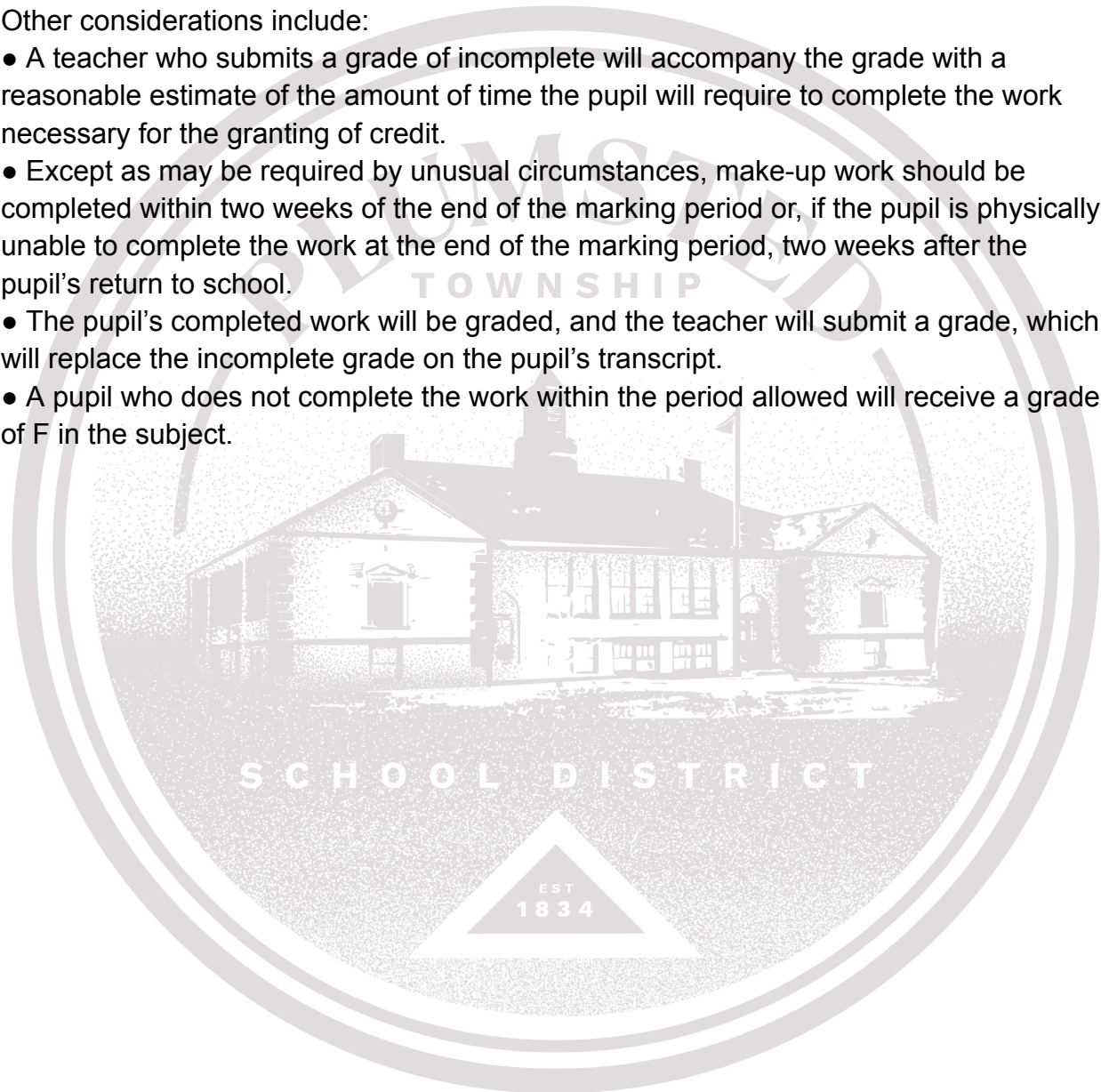


Student Growth, Learning, and Measuring Progress

A grade of “Incomplete” will be given to those pupils unable to complete the work assigned to the course for reasons beyond the pupil’s control, such as a documented and approved medical reason.

Other considerations include:

- A teacher who submits a grade of incomplete will accompany the grade with a reasonable estimate of the amount of time the pupil will require to complete the work necessary for the granting of credit.
- Except as may be required by unusual circumstances, make-up work should be completed within two weeks of the end of the marking period or, if the pupil is physically unable to complete the work at the end of the marking period, two weeks after the pupil’s return to school.
- The pupil’s completed work will be graded, and the teacher will submit a grade, which will replace the incomplete grade on the pupil’s transcript.
- A pupil who does not complete the work within the period allowed will receive a grade of F in the subject.





Considerations for Special Services

The education of students with disabilities during remote instruction will be provided “to the most appropriate extent possible” per the student's Individualized Educational Plan (IEP) or 504 Accommodation Plan. The provision of a Free Appropriate Public Education (FAPE) will include, as appropriate, special education and related services as per the student's typical instructional day program. The provision of FAPE in the remote learning environment will include remote direct instruction delivered via phone and/or Google Meet to the extent that it is safe, practicable, and ethical in light of the circumstances, with the anticipation that parents or guardians will cooperate and participate as necessary.

Special education students will participate in daily instruction through a virtual platform. The instruction is to be provided by either a special education teacher or a general education teacher based on the student's IEP, 504 accommodations, and daily class schedule. Instruction for remote students will take place via Google Meet. Instruction and instructional supports will be provided based on the student's accommodations and modifications listed in their IEP and/or 504 Accommodation Plan to the greatest extent practicable within the context of the emergency closure.

Case managers will consult with special education and general education teachers to ensure that accommodations and modifications are being implemented based on the type and modality of instruction.

For related services and students eligible for speech and language services, sessions will be conducted by related services staff to target IEP goals and objectives. Those services will be facilitated through Google Meet. Both individual and group sessions will be conducted based on the IEP to the maximum extent possible. Teachers will monitor student progress and document student performance and participation. Related service providers will log all services daily.



Considerations for Special Services

Counseling supports will be provided in person and virtually as dictated by the IEP or 504 Accommodation Plan and as warranted to address relevant concerns. Counselors will log attendance and participation in all counseling sessions. Counselors will also log all phone and email communications made with families and students.

Regarding mandated meetings per NJAC 6A:14, Child Study Team (CST) members, related services providers, and teachers will conduct all meetings including, but not limited to, Annual Reviews, Initial Planning Meetings, Reevaluation Planning Meetings, and Eligibility Determination Meetings following mandated timelines. When evaluations are warranted, the CST will complete all meetings that can be completed within the context of the emergency closure to the greatest extent possible. Corresponding eligibility conferences will occur following the completion of all evaluations. All meetings will continue to be recorded in the district's IEP platform. Progress Indicators are provided to parents via the IEP program following individual IEPs and NJAC 6A:14. The District will monitor and implement relevant guidance from the NJDOE.

Case managers will be available via email, phone, and online video or chat platforms to facilitate meetings, monitor student progress, answer questions and address all concerns. CST members, related services providers, and teachers will hold mandated meetings, when appropriate, using Google Meet or via a phone conference. If a required member of the IEP Team is unavailable, the case manager, in accordance with NJAC 6A: 14, will receive written consent to proceed with the meeting if a parent or guardian agrees. All related documents, including the Parental Rights in Special Education (PRISE) booklet, will be shared electronically or via US Mail. If the meeting cannot be facilitated as noted above, the meeting will be rescheduled. Staff will frequently communicate with parents and guardians regarding student performance and participation. Case managers will maintain open lines of communication with parents and guardians via email, phone, and/or Google Meet regarding student progress and compliance with IEPs.



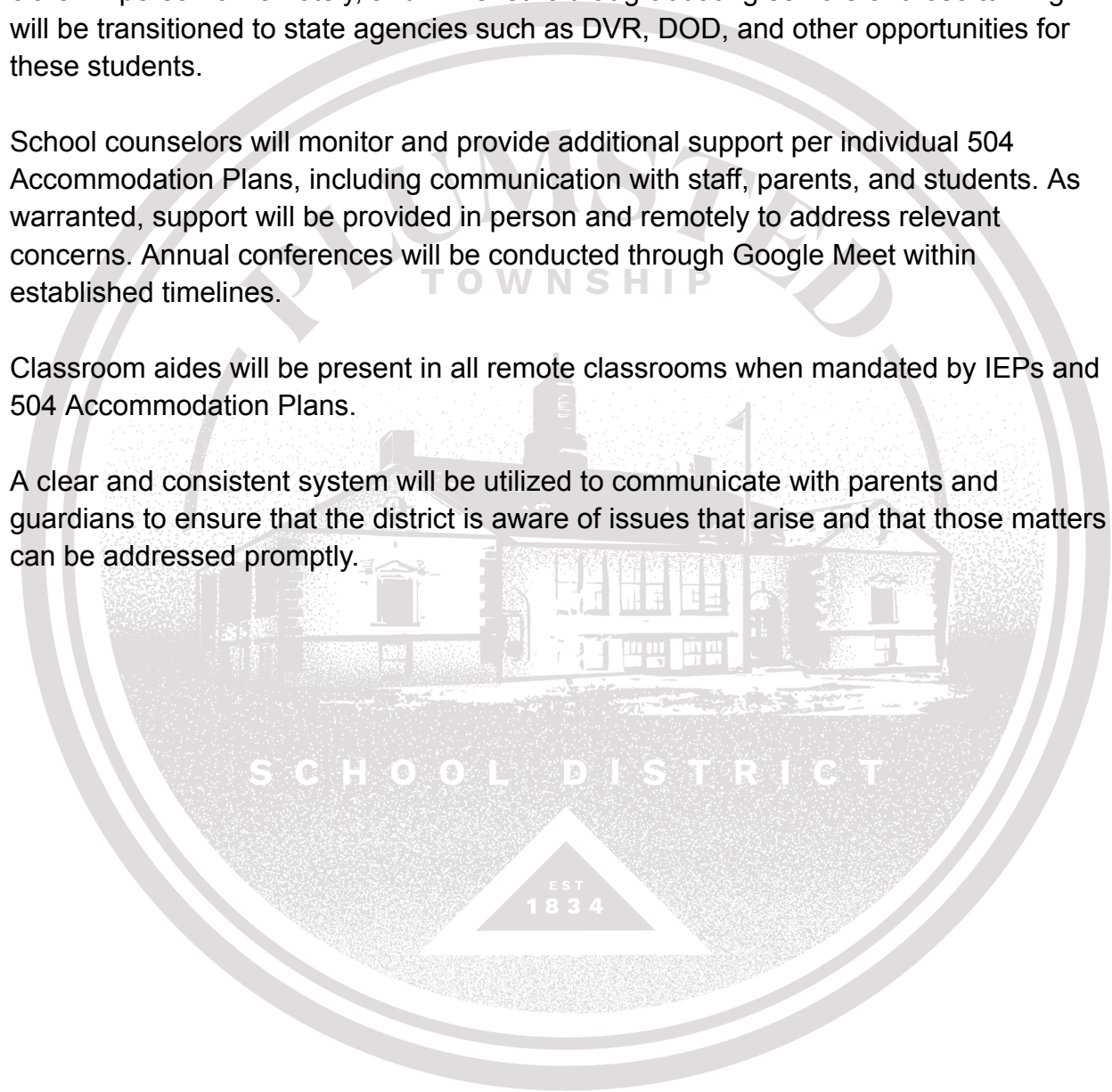
Considerations for Special Services

Students will continue working on their post-secondary plans with their case manager either in person or remotely, and will ensure that graduating seniors or those turning 21 will be transitioned to state agencies such as DVR, DOD, and other opportunities for these students.

School counselors will monitor and provide additional support per individual 504 Accommodation Plans, including communication with staff, parents, and students. As warranted, support will be provided in person and remotely to address relevant concerns. Annual conferences will be conducted through Google Meet within established timelines.

Classroom aides will be present in all remote classrooms when mandated by IEPs and 504 Accommodation Plans.

A clear and consistent system will be utilized to communicate with parents and guardians to ensure that the district is aware of issues that arise and that those matters can be addressed promptly.





Considerations for Multilingual Learners

Students who have been identified as Multilingual Learners (ML) will receive supplemental instruction in accordance with their English Language Proficiency. Multilingual Learning (ML) teachers will modify assignments and assessments commensurate with the student's language level.

ML teachers have access to the mainstream teachers' Google Classrooms. The ML teachers can monitor each student's progress by viewing grade books and daily assignments to make modifications as needed. Assignment directions can be clarified or translated into the student's native language accordingly.

Communicating with the families of our ML students helps ensure that families and students have access to correct information and support services. Families are updated regularly. Written copies of parent communication are available in their native language as necessary.

Alternate methods of instruction are used throughout the district for ML students on all levels of instruction. Students' backgrounds, experiences, cultures, and educational histories are assessed, and instruction is provided at that level. All students will be provided with Chromebooks to use at home. Technology support is available through the district technology staff.

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Attendance

A record of the attendance of all students on roll in a school register shall be kept each day that school is in session under this emergency remote instruction plan by a teacher or other authorized person. It shall be the duty of this person to enter the attendance into the district's student information system. Attendance will be taken daily and for individual courses on a student's schedule.

No student shall be recorded as present unless the school is in session under this Emergency Remote Instruction Plan, and the student so recorded is under the guidance and direction of a teacher in the remote instruction process. A student shall be recorded as absent in the school register when not in attendance in a remote instruction session of the school or a class period, except students excused due to religious holidays, which shall be recorded as "excused." A "school day" shall consist of not less than four hours. The regular school schedules are as follows:

- New Egypt High School, 7:15 - 1:45 (51-minute lunch included)
- Dr. Gerald H. Woehr Elementary School, 8:00 - 2:40 (38-minute lunch included)
- New Egypt Primary School 9:20 - 3:20 (40-minute lunch/recess included)

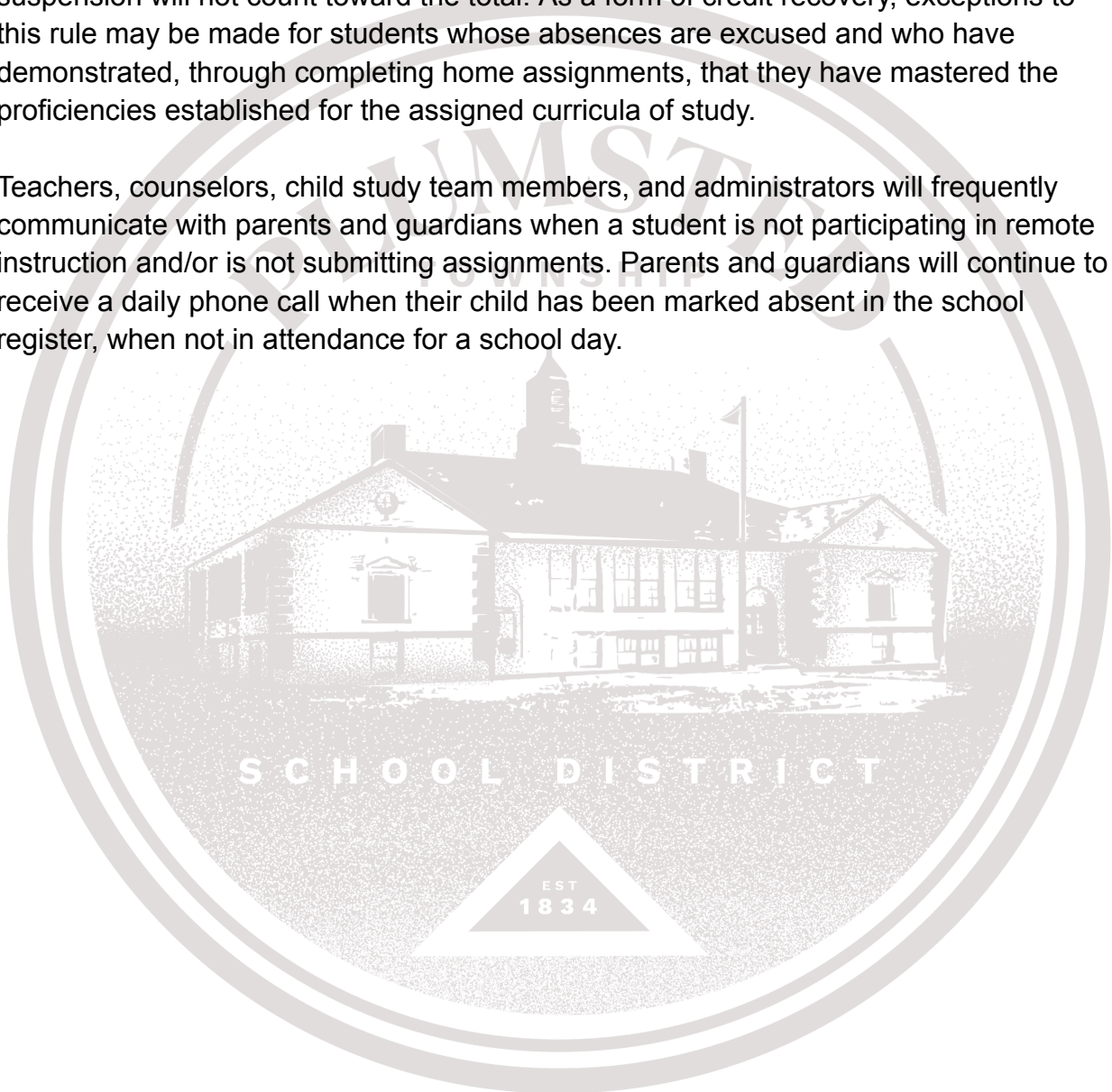
A High School student will be denied curriculum credit when they have been absent from fifteen (15) or more of the class sessions, whatever the reason for absence, except that absences for the observance of religious holidays and absences caused by a student's suspension will not count toward the total. Exceptions to this rule may be made for students whose absences are excused by the High School Administration. Doctor notes received within forty-eight hours will be reviewed by the administration. The Administration will determine if these absences will count towards the cumulative total of absences leading to a loss of credit. As a form of credit recovery, exceptions to this rule may be made for students whose absences are excused and who have demonstrated, through completing home assignments, that they have mastered the proficiencies established for the assigned curricula of study. Another avenue of credit recovery outside of the traditional classroom to fulfill graduation requirements with accredited educational providers, either online or face-to-face, in any subject.



Attendance

An Elementary and Middle School student may be retained at grade level when they have been absent twenty or more school days, whatever the reason for the absence, except that absences for the observance of religious holidays and during a student's suspension will not count toward the total. As a form of credit recovery, exceptions to this rule may be made for students whose absences are excused and who have demonstrated, through completing home assignments, that they have mastered the proficiencies established for the assigned curricula of study.

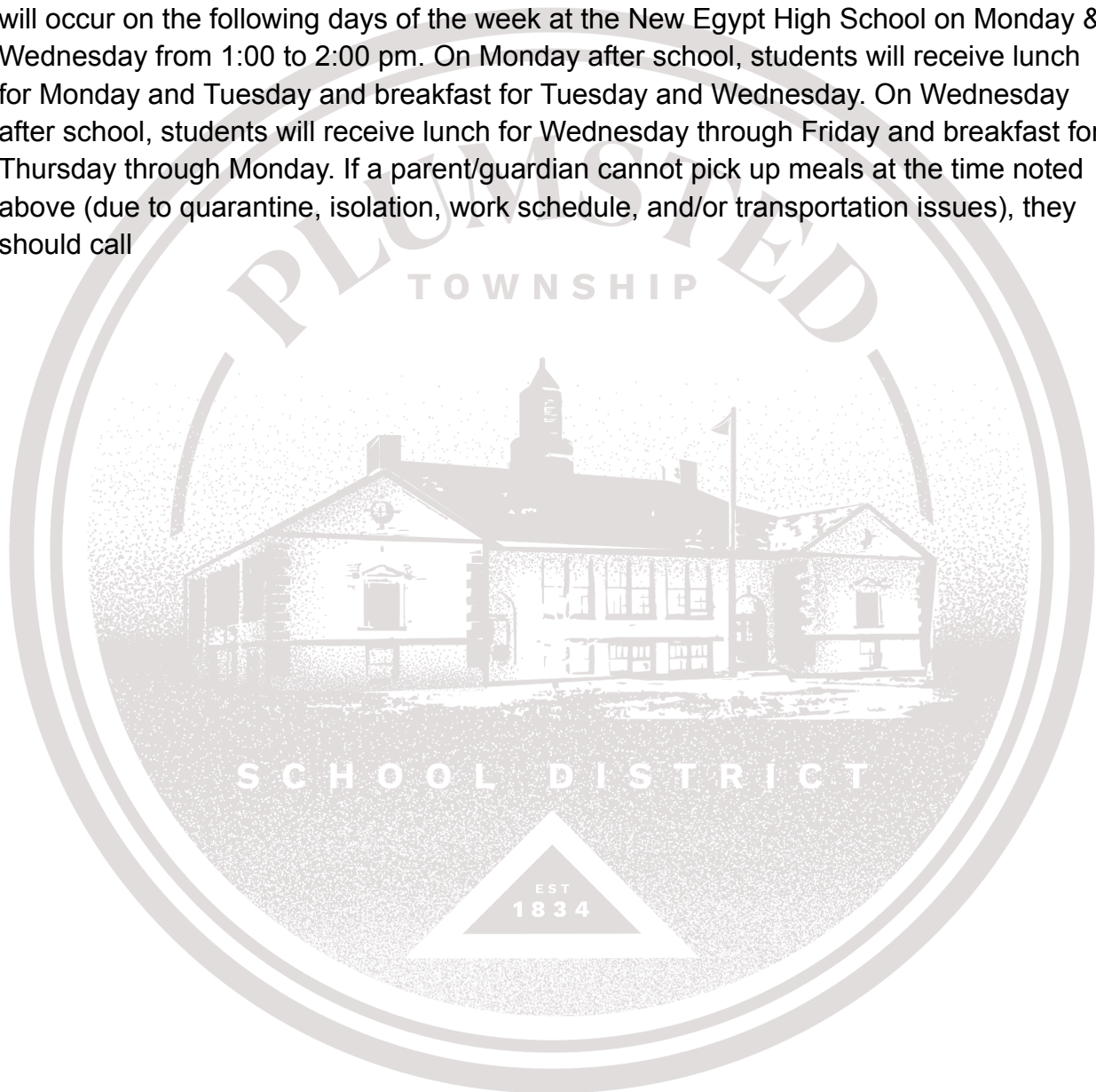
Teachers, counselors, child study team members, and administrators will frequently communicate with parents and guardians when a student is not participating in remote instruction and/or is not submitting assignments. Parents and guardians will continue to receive a daily phone call when their child has been marked absent in the school register, when not in attendance for a school day.





Delivery of Meals

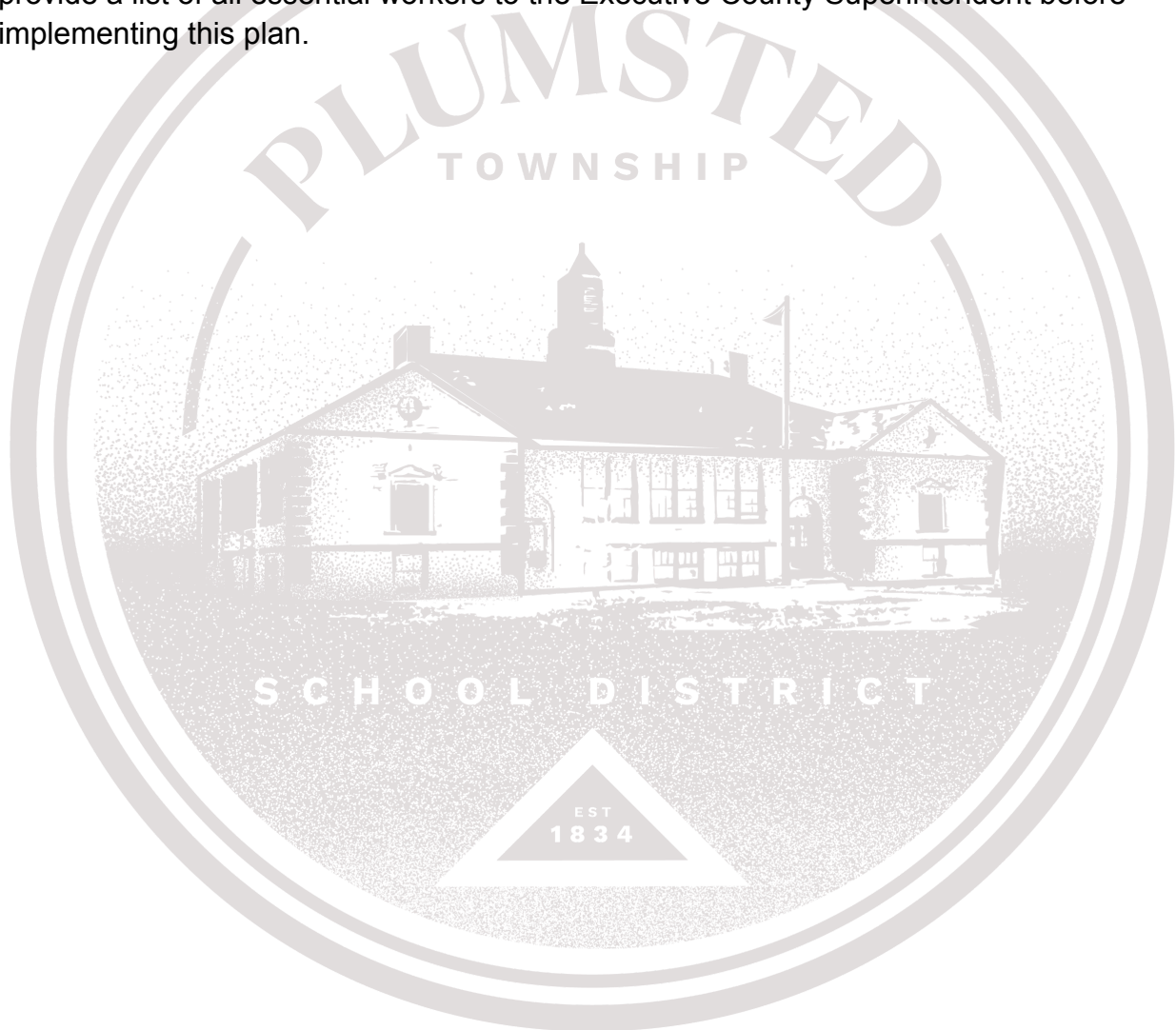
If the district needs to move to fully remote instruction, we will follow the schedule noted below for meal distribution. Additional pickup locations may be added as necessary, and those locations will be fully communicated to all parents and guardians. Meal pick-up will occur on the following days of the week at the New Egypt High School on Monday & Wednesday from 1:00 to 2:00 pm. On Monday after school, students will receive lunch for Monday and Tuesday and breakfast for Tuesday and Wednesday. On Wednesday after school, students will receive lunch for Wednesday through Friday and breakfast for Thursday through Monday. If a parent/guardian cannot pick up meals at the time noted above (due to quarantine, isolation, work schedule, and/or transportation issues), they should call





Essential Workers

Depending on the context during the implementation of this Emergency Remote Instruction Plan, all staff would be considered education professionals and, as such, “essential workers.” Essential workers may be required to report in person to their assigned buildings across the district. Essential workers could include teachers, counselors, nurses, child study team members, administrators, paraprofessionals, bus drivers, cafeteria workers, buildings and grounds personnel, and other support staff deemed essential by the Superintendent of Schools. The Superintendent of Schools will provide a list of all essential workers to the Executive County Superintendent before implementing this plan.





Special Considerations

Accelerated learning opportunities will continue as regularly scheduled in the remote environment for students in grades K-12. Teachers, counselors, and support staff will continue to support students through Individual Enrichment Plans, and honors and accelerated coursework will continue through remote instruction for students in grades 6-12.

In implementing this Emergency Remote Instruction Plan, the Plumsted Township School District will provide transportation in a safe, reliable, and efficient manner to the students of Plumsted Township Schools for in-person curricular, extracurricular activities, and co-curricular learning opportunities. It is the policy of the district to provide transportation of pupils to and from district schools as follows:

- All students in grades Pre-K-12
- Pupils participating in Board-approved co-curricular activities and field trips.
- As required by law, transportation to and from schools shall be provided to eligible non-public school pupils.

Community Ed, extracurricular programs, and co-curricular opportunities will continue through remote learning, webinars, online videos, and virtual presentations aligned to traditional in-person experiences and learning to the greatest extent possible. Within the context of the emergency closure, in-person extracurricular and co-curricular activities could resume to the greatest extent practicable.

In-person before- and after-care (NEEDS) would resume when school resumes for in-person learning.