



**Morris County Vocational School District
Guidance for Virtual or Remote Instruction
Plan 2026-2027 School Year**

Board of Education Approval: May 12, 2026

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2026 - 2027 School Year**

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OVERVIEW

The purpose of this plan is to ensure that Morris County Vocational School District students receive high-quality, standards-based virtual instruction during a district closure lasting more than three consecutive school days, in accordance with [N.J.S.A. 18A:7F-9b-c](#). Emergency closures could occur due to a declared state of emergency, a declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure.

This plan outlines the protocols to ensure continuity of instruction in the event of a school district closure due to a declared state of emergency, a declared public health emergency, or a directive by a local or state health agency or officer to institute a public health-related closure. The utilization of virtual/remote instruction during this closure will satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9. This plan would be implemented during a closure lasting more than three (3) consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the local or state health agency or officer to institute a public health-related closure. The Superintendent or designee will communicate with the Board of Education prior to implementing the plan of virtual/remote instruction.

The collaboratively developed plan addresses equitable access to instruction for all students, appropriate special education and related services for students with disabilities, and school nutrition benefits or services for eligible students.

The LEA will implement a comprehensive, continuous-improvement model to measure student growth and learning in a virtual or remote instructional environment through a combination of formative and summative assessments, progress-monitoring systems, and data-driven instructional adjustments. Teachers will regularly assess student performance through weekly graded assignments, performance-based tasks, and standards-aligned assessments, ensuring alignment to the New Jersey Student Learning Standards. In addition, educators will provide timely, actionable feedback and maintain updated gradebooks every two weeks to track student progress.

EQUITABLE ACCESS AND OPPORTUNITY TO INSTRUCTION

In the event of remote learning, students and teachers will continue to engage with the curriculum through online activities. Lessons will be aligned with current curricular goals, and assignments will be evaluated for student learning. Students and parents can access assignments via teachers' pages on the MCVSD website (www.mcvts.org).

During remote learning, teachers, counselors, case managers, and administrators will be available to all students and parents/guardians via phone, email, and virtual platforms such as Zoom and Google Meet.

All Morris County Vocational School District students who attend full-time academy programs at the Morris County School of Technology receive Chromebook devices through the district's 1:1 initiative. All faculty members have devices supplied by the district. The district will provide a hotspot to any student who does not have internet access. The district will survey students using a Google form at the beginning of each school year to determine who needs internet access.

Career and Technical Education (CTE) share-time students can request a Chromebook at the beginning of the school year. They can also request a hotspot for internet access. The district does not have a 1:1 policy for shared-time students, since most have their home school district's devices. However, the district will provide share-time students with the technology should the need arise.

Students and teachers will adhere to the modified bell schedule below. The school day includes four hours and fifty minutes of instruction. Teachers of full-time Academy students will provide 50-minute lessons (per block) using a blended, synchronous, and asynchronous approach via Zoom, Google Classroom, Google Hangouts and Meet, EDU 2.0, or email. Teachers are available during their scheduled class time to address student needs. Students and parents can expect the teacher to acknowledge their questions and comments during the school day.

Career and Technical Education share-time teachers will also provide synchronous and asynchronous instruction for students via Zoom, Google Classroom, Google Hangouts, and Meet; software applications like CDX, iCar, Milady, and MindTap; online textbooks; and video applications like Screencastify and YouTube. Teachers will also provide appropriate hands-on learning activities, such as project builds and forums, for demonstrating skills. Teachers will be available from 10 -11:55 a.m. and 12:55 - 2:50 p.m. to meet student needs. Students and parents can expect the teacher to acknowledge their questions and comments during the school day.

MCST will continue to follow the A/B calendar with a revised Distance Learning Schedule block.

Full-Time		Share-Time*	
Block 1	10:00 -10:50	Morning Hours	10:00-11:55
Block 2	11:00 -11:50	Lunch	11:55 - 12:55
Block 3	12:00 - 12:50	Afternoon Hours	12:55 -2:50
Block 3a	12:00 - 12:25	*Share-time students also attend their resident school district to meet the minimum four hours of instruction time required.	
Block 3b	12:25 - 12:50		
Block 4	1:00 - 1:50		
Block 4a	1:00 - 1:25		
Block 4b	1:25 - 1:50		
Block 5	2:00 -2:50		

Teachers will:

- Communicate with all stakeholders effectively and with purpose.
- Craft lessons that can be delivered both off and on-site.
- Deliver synchronous and asynchronous instruction, with most lessons being synchronous.
- Utilize instructional tools, applications, and websites that facilitate synchronous instruction.
- Utilize Google Classroom or EDU 2.0.
- Assign a minimum of one *graded* assignment per course per week.
- Provide thoughtful and timely feedback to students regarding learning outcomes and experiences.
- Update gradebooks every two weeks.
- Maintain a gradebook that contains two categories: Assignments (70%) and Career Ready Practices (CRPs) (30%).
- Include a Career Ready Practices grade in the gradebook every two weeks, utilizing the CRP Rubrics.
- Post lesson plans in Atlas; invite the supervisor to Google Classroom or EDU 2.0.
- Hold students accountable for assignment due dates.
- Formatively assess students' progress in meeting learning objectives and the New Jersey Student Learning Standards.

ADDRESSING SPECIAL EDUCATION NEEDS

Instruction

In-Class Support (ICS): Special Education teachers will work with co-teachers to design specialized instruction that includes accommodations and modifications. Teachers will adapt assignments and materials to meet students' needs. Teachers will follow their regular schedule.

Study Skills: Special Education teachers will provide students with resources and support, and provide individualized contact to ensure each student's needs are being met.

Student Progress: Special Education teachers will track student progress via progress reports and meetings.

Accessibility: Teachers will be available to their students during the prescribed school day.

Child Study Team

School counselors and Child Study Team (CST) members will be available via videoconferencing software as needed. Ed Specialists may use their time for virtual conferencing with students, Individualized Education Program (IEP) meetings, reviews, re-evaluations, and related activities. School Counselors will also reach out to students who are not turning in assignments or check in to ensure that all students have access to the instructional materials. Case managers, ESS staff, and nursing staff may be reaching out for wellness checks as determined by the student's individualized Health Plan, 504, or IEP. Case managers will schedule appointments virtually and/or by phone based on family needs to ensure IEP requirements are being met.

Progress Reports: Teachers and case managers will complete electronically. Teachers fill in indicators with information from virtual instruction and note that it is virtual learning (dates of virtual learning).

Annual Reviews: Work on documents collaboratively on Google Docs/IEPdirect. Meeting invites via email attachment. Meetings are conducted through conference calls. Phone contact should be through the conference line – no staff private phone numbers should be provided.

Evaluations: Those that can be conducted virtually (e.g., social assessment) will be conducted virtually. All others will not be completed until the children are face-to-face and noted in the IEP. Finish the reports for evaluated students and send them electronically to parents before the due date. Hold re-evaluation eligibility meetings conducted via conference calls. Phone contact should be through the conference line; no private phone numbers of staff should be provided.

Referrals: Parents can make them via email. If a parent makes an initial referral through email while we are out, decide "Evaluations Not Warranted," and note on the form under "Relevant

Information” or “Options Considered” that CST will reconsider the referral once the school is back in session. The Case Manager is responsible for connecting with parents when school is back in regular session.

Parent Contact: Contact will be made via email.

Services/Speech: The case manager will work with the provider to develop the in-home plan, develop and provide teleservices, and follow up with the family via telephone or virtual call to ensure services are implemented in accordance with student IEPs to the greatest extent possible.

Accessibility: Case managers will be accessible for support and consultation with teachers.

Accountability: Monitor student attendance/participation.

Documentation of Services/Student Progress/Provisions of Accommodations and Modifications: Case managers will document/reflect in the IEP the services and provisions made for accommodations and modifications. Student progress will be documented through progress reports and meetings.

Counseling: Virtual session will occur between 10:00 – 11:30 AM and 12:30 - 2:56 PM.

ADDRESSING ENGLISH LANGUAGE LEARNERS (ELL) PLAN NEEDS

Aligned with state and federal requirements, the district runs a Sheltered English Instruction Program, which will continue to be implemented remotely. The district offers software that includes accommodations for online instruction, such as closed captioning in the native language. The district will provide resources such as EnGen and small-group virtual sessions to ensure Multilingual Learners' (MLs) progress in English language acquisition and content-area learning. The administration will also provide ML families with translation materials, interpretive services, and literacy-appropriate information. All teachers and counselors of MLs will receive training in strategies related to culturally responsive teaching and learning, Social-Emotional Learning (SEL), and trauma-informed teaching for students affected by forced migration from their home countries. All teachers will also have access to Sheltered English instructional strategies. Parents will be notified in multiple languages via email and phone of how continued instruction will be provided for multilingual learners.

The LEA will ensure that multilingual learners (MLs) have equitable access to the same high-quality instruction as their non-ML peers through the implementation of differentiated instruction, sheltered instructional strategies, and Social Emotional Learning. Instruction will be intentionally designed to scaffold language development while maintaining rigorous, standards-aligned content. The district will also ensure full access to technology, including devices, internet connectivity, and digital learning platforms, to support participation in virtual and in-person learning environments. Through these combined approaches, the LEA will promote inclusive, accessible instruction that enables MLs to meet the same academic expectations as all students.

ATTENDANCE PLAN

- Students must electronically sign in via the Google Form (sent daily via all-student email) between 10 AM and 3 PM.
- Parents must report absences via Genesis (student data system).
- The Daily Attendance Form is sent to students via MCST email:
- Students can reply “Present” or “Absent.”
- If a student replies, “Absent,” an explanation in Genesis is required.
- Students' responses are uploaded into Genesis.
 - Students who do not reply are coded as “ANR” (Absent - No Reply). A Blackboard Mass Notifications alert is sent to the Parent/Guardian indicating the student did not reply.
 - Students/Parents/Guardians who did not reply must contact the Assistant Principal to amend their record.
 - Attendance reports are run, and students with 8 ANRs are notified that they may lose credit unless their records are amended.
- Student absences are cross-referenced with grades and productivity (see below).
- If students amass ANRs, the guidance counselors and administration make efforts to contact the student's family.
- If MCST staff cannot contact the families of the students who are not submitting attendance responses, local authorities will be contacted to conduct a wellness check.

The Student/Parent Communication Protocol reinforces the Attendance Protocol and Academic Engagement:

- If a student does not complete an assignment, the teacher will immediately enter a “0” into Genesis (this assignment can be made up). The teacher will immediately email and call the student's parent or guardian to let them know the student did not complete the assignment and/or was not actively engaged in virtual instruction.
- If a student does not submit consecutive or most assignments within a week, the teacher will email the student and CC the student's counselor and family member.
- If no response is received to the teacher's email within 24 hours, a phone call is made to the parent.
- If required, a detailed voicemail message documenting the situation is left, with a request to confirm receipt via email.
- If Spanish is the preferred language of communication, the Attendance Secretary can assist with translation.
- If parents/students relay a need for technology (Chromebook, hotspot, etc.), the High School Principal is notified.
- If a teacher cannot contact parents via email or phone within 48 hours, the school counselor is notified.
- Counselors will continue to try to contact parents via email and phone. If contact is made, counselors will inform teachers via email. If the counselors are unable to make contact with parents within a week,
- If the counselors are unable to make contact with parents within a week, the

administration will place a call and send a certified letter stating, “*continued inactivity may result in a failing grade being issued.*”

SAFE DELIVERY OF MEALS PLAN

Students from all over the county attend the Morris County School of Technology. Any plan to distribute cold meals to students, whether delivered or made available for pickup, increases the risk to students.

Our plan provides the eligible families with the total cost of the meals their students receive for one week. The business office mails out checks for a week's worth of meals the week before. Students who have ever received breakfast during the school year are charged the cost of a week's worth of breakfast meals.

FACILITIES PLAN

In the event of district closure, all school facilities will be properly monitored by district custodial/maintenance staff. Our maintenance plan for the closure period focuses on maintaining and securing the building with the minimum necessary staff. Our maintenance/custodial staff work in three-person shifts throughout the week. Surfaces frequently touched by multiple people, such as door handles, desks, phones, light switches, and faucets, are cleaned and disinfected at least daily.

Additional custodial tasks include logging boilers, inspecting all rooms for problems, opening and securing the campus, grounds maintenance, miscellaneous cleaning, HVAC maintenance, and disinfecting areas occupied during their shift.

OTHER CONSIDERATIONS

Accelerated Learning Opportunities

MCST has partnered with The Princeton Review and Tutor.com to accelerate student learning. Students can access Tutor.com remotely 24 hours a day, seven days a week.

Social and Emotional Health of Staff and Students

The district has partnered with Bergen Therapy to provide a wellness initiative program. Navigating Success Through Wellness is a school-wide initiative to provide support, skills-based services, and education to students, parents, and staff. The goal of this initiative is to ensure that the school population has the necessary support and education to thrive academically, physically, and emotionally. These services will be offered virtually during remote learning.

Title I Extended Learning Programs

The district will continue to provide the approved Title I programs virtually through Google Meet or Zoom during the remote learning period. The programs will occur during the designated time in the school day when they are at school. The Title I Coordinator will communicate the schedule of remote Title I programs to Title I students and families.

21st Century Community Learning Center Programs

The district has no 21st-century community learning center programs.

Credit Recovery

Students who need credit recovery or acceleration are provided with an approved list of schools and agencies, both virtual and in-person. We will continue to follow our online credit recovery protocol and processes currently in place.

Other Extended Student Learning Opportunities

The following programs will continue to operate during remote learning mode:

- Work-Based Learning Experiences
- 12th Grade Option (Dual Credit)

Transportation

The student's resident school district provides transportation to and from MCVSD.

Extra-Curricular Programs

Extracurricular programs will be postponed during remote learning.

Childcare

The district does not provide before- or after-school childcare programs.

Community Programming

Outside community groups will not be permitted in the school facilities while the district is in remote learning mode.

+IDENTIFICATION OF ESSENTIAL EMPLOYEES

List of Essential Employees by Category	Role of Employee	Duties/Work Stream	How Many Essential Employees Per Category	Teachers' Instruction Hours Per Day Via Remote Learning
Administrators	Oversee operations of the school district	Interact with BOE, community, and staff; student instruction; business office functions	11	
Teachers	Provide instruction to students	Instruct and support students; lesson planning; grading; homework assignments; monitor student progress; parent-teacher conferences	82	5 hours/day
School Counselors	Provide guidance and support to students	Support students academically, socially, and emotionally; assist with college planning, scholarships, and student schedule planning	6	5 hours/day
Child Study Team	Provide support to students with special needs	Implements IEPs; evaluates students to determine need for special services; provides counseling and crisis intervention	4	5 hours/day
School Nurses	Provide health services support to students	Evaluate students for health conditions; provide counseling to students and parents; offer hearing, vision, and other health screenings; administer medication	2	5 hours/day

Work-Based Learning Coordinators	Oversee internships for students	Monitor WBL assignments; provide students with opportunities for internships	3	
Secretaries and Support Staff	Provide administrative support	Secretarial duties; managing student records; purchase orders; data entry; filing; managing phone calls	22	
Technical Staff	Provide technical support and oversight to maintain the district's network and security	Maintain computer systems; ensure network security	2	
Custodial and Maintenance Staff	Provide cleaning and maintenance of the school building	Cleaning and sanitizing the building; maintaining the building in working order; repairs	16	
Security Guards	Ensure the safety and security of students and staff	Patrol the property; monitor gate access and visitors; assist students	3	