

Stafford Township
School District



**Virtual or Remote Instruction Plan
for the 2026-2027 School Year**

Essential Employees

Name	Position	Contact Information
George Chidiac	Superintendent	609-978-5700 Ext. 1000
Lourdes LaGuardia	Business Administrator	609-978-5700 Ext. 1032
Stephanie Bush	Director of Personnel	609-978-5700 Ext. 1387
Hope Zaun	Director of Special Services	609-978-5700 Ext. 1191
Megan Banach	Director of Curriculum & Instruction	609-978-5700 Ext. 1472
Dawn Reo	Principal-Primary Learning Center	609-978-5700 Ext. 1306
William Wilkinson	Director of Early Childhood Education-Oxycocus	609-978-5700 Ext. 1133
Susan D'Alessandro	Principal-Ocean Acres School	609-978-5700 Ext. 1351
Christopher DiMicco	Vice Principal-Ocean Acres School	609-978-5700 Ext. 1302
Tiffany Eberle	Principal-McKinley Avenue Elementary School	609-978-5700 Ext. 1178
Jacqueline Aliseo	Vice Principal-McKinley Avenue Elementary School	609-978-5700 Ext. 1166
Kristin Ducker	Principal-Stafford Intermediate School	609-978-5700 Ext. 1127
Richard Meyer	Vice Principal-Stafford Intermediate School	609-978-5700 Ext. 1183
Carolyn Roselli	Vice Principal-Special Education	609-978-5700 Ext. 1602
Anthony Clayton	Director of Facilities	609-978-5700 Ext. 1044
Craig Cabrera	Day Custodial/Mechanic/Ground Supervisor	609-978-5700 Ext. 1043
Mike Press	Transportation Supervisor	609-978-5700 Ext. 1421
Lenina McCord	Assistant Transportation Supervisor	609-978-5700 Ext. 1448
Bill Deren	Director of Technology	609-978-5700 Ext. 1056
Jessica Martinowich	Maschio's Food Service	609-978-5700 Ext. 1151

Equitable Access to Technology:

As a proactive measure, in the event Stafford Township School needed to close to prevent communicable disease transmission, a Technology Accessibility Survey has been disseminated to families to determine the technological needs of our students in order to provide options in the event of a long term school closure. The information provided in this survey will be seen only by Stafford Township School Administration and will not be shared. If parents indicate on the survey that their child does not have access to a dedicated device or Wi-Fi at home, Stafford Township School District will provide availability for parents/guardians to loan a technological device (Chromebook or iPad) and a hot spot.

The district employs a large inventory of Chromebooks that allows for 1:1 accessibility in school at grades K-6. In the event of a school closure, parents/guardians will have the ability to participate in a Chromebook Loaner Program offered by the school district should they not have a device at home for their child to be able to complete schoolwork. In addition, for our Prek-K students, iPads and/or Chromebook were offered. Students who have signed out devices are tracked via Genesis.

The district provided instructional videos on each of the digital platforms that students are required to use - these videos are located on the district webpage. We will leverage the learning platforms and tools that we have available to deliver the most appropriate content under the potential circumstances we may face.

<https://classroom.google.com/u/0/c/NjEwODc0MTYzNDIa>

The following sources will also be provided to families without connection that may be of help:

- [Xfinity Internet Essentials](#)-Xfinity's reduced rate (\$14.95/mo)
- [everyoneon](#) - they offer low cost and affordable internet and affordable computers
- [Lifeline](#) - a government assistance program through Verizon that offers discounts for qualified low-income customers (Lifeline program details & application)

If there is an unforeseen technical issue that prevents students from accessing/completing their assigned work, parents/guardians should notify the teacher and/or building principal and work will be allowed to be completed later.

Throughout Remote Instruction, administrators, Guidance Counselors, and other staff, will work with families that had difficulty with network access, technology devices, and questions. This will be done weekly, in person, by email, phone, or google hangouts.

Continued Meal Service Plan

In the event of a school closure due to a pandemic, the food service department will be directed to make daily meals for each student who qualifies for free or reduced breakfast and/or lunch per the Master Eligibility List (MEL). In the event of closure, meals will be available for pickup at the McKinley Avenue cafeteria for students who qualify for free/reduced lunch on Monday from the hours of 10:00am to 6:00pm.

Those families that are not able to pick up meals, the district will establish plans for food to be delivered to student's homes. All families were notified to call or email Maschio's if they were unable to pick up meals. Maschio's and our staff will create lists of students that needed food delivery and our Safety Officers and Administration delivered meals to family's homes.

The food services department should ensure that once the first week of shelf stable meals is ordered, that an additional order is placed. Should shelf stable pre-packed meals become unavailable, Maschio's Food Service would be asked to propose an alternate shelf stable meal that may be made up of multiple items as opposed to one package.

Maschio's Food Service would be responsible for inputting the daily meals into the point of sale system and maintaining proper edit check reports for each of the days that the meals were appropriated for. This will allow for the meals to be reimbursed through the monthly report submitted to the State via the SNEARS portal.

Continued Operations of Facilities

All buildings will continue to be maintained by building and facilities personnel.

In an effort to augment our commitment to providing a safe and healthy environment for our students, staff and greater school community, the following enhanced cleaning procedures will take effect immediately:

- Increase the frequency of routine interior and exterior touch-point cleaning, including, but not limited to, cafeteria tables, door handles, panic bars, door pulls, doorknobs and counter tops.
- Increase the frequency of routine restroom cleaning of all touch points including, but not limited to, faucets, flushometers, door handles, door pulls, hand dryers and soap & sanitizer dispensers.
- Increase the frequency of extensive classroom cleaning of all touch points including, but not limited to, door handles, doorknobs, pull handles, desktops, tabletops, ledges, windowsills and chairs.
- All touch point cleaning is to be completed utilizing our cleaning solutions.
- Ensure all District buses are cleaned regularly with use of cleaning solutions.

General Cleaning Procedures

Area: Classroom, Classroom Bathrooms, LGR, Teacher's Lounge

- Begin with fully supplied cleaning cart
- Look at the room top to bottom
- Check lights/ceiling tile/blinds
- Make a mental note to yourself to repair/replace light bulbs, ceiling tile the next day
- Any replacement/repairs you can't perform, put in writing to supervisor
- Start cleaning from ceiling to floor
- Empty trash cans, recycle as required / clean interior-exterior of cans, reline as needed
- Perform high dusting with correct feather dusters, work down from ceiling
- Clean whiteboard per teacher's instructions, wipe down trays with correct product
- Clean, disinfect sinks/toilets with correct products (daily)
- Clean, disinfect desks, tables, chairs, door handles with correct products (daily)
- Clean, dust, wipe down all vertical and horizontal surfaces with correct products, clean pencil sharpeners
- Clean glass
- Clean, vacuum all carpets
- Vacuum, dust mop floors (do not sweep into hallways)
- Damp mop floors with correct product
- Check, clean, refill all soap, paper, disinfectant dispensers
- Spray down everything in the room using a disinfectant cleanser.
- Turn off lights, close door - go to next classroom
- End of shift, restock your cleaning cart for start of next day

Area: Kitchen, Kitchen Office

- Pick up mats as needed to clean floor
- Check, clean all soap and paper dispensers
- Dust with feather duster, wipe down all walls, hood vents, mobile carts
- Wipe down front of serving counter, door handles, all window glass
- Empty trash cans, recycle as required, clean interior-exterior of cans, reline as needed
- Clean, disinfect sinks with correct products
- Clean, dust, wipe down drink cases (glass) bottom rails and exterior of case
- Dry mop, wet mop floors with correct product
- Put mats back down

Area: Bathroom

- Check, clean all soap, paper bathroom dispensers
- Clean bathrooms as required with all correct products
- Check all fixtures for water flow, loose parts. Report as needed to supervisor

Area: Hallways, Gym, Auditorium

- Check, clean all dispensers
- Check, replace ceiling tile, lights
- Dust mop, run machine over hallways with correct products (Gym, Auditorium - $\frac{2}{3}$ times a week)
- Check, clean all glass, door handles, radiator covers, ceiling, ceiling vents, walls, mats, corners of floor and water fountains

Area: Building/Grounds

- Pick up debris, empty trash cans, recycle as required, reline cans, sports fields, tennis court, playgrounds, check outside lights in your area
- Keep boiler room, custodian closets stocked with supplies, clean and free of debris at all times
- Inspect boilers every two hours, fill in log books as required (seasonal)
- Put up, take down American and State flag daily

Daily/Monthly

- You need to get familiar with where the distinguishers are in your sections - inspect and sign the inspection card once a month (this is State required of schools)
- You will need to complete any checklists that are put into your area to track different things that are needed/asked for

Good of the Entire School

- We need to check, lock all doors/windows to secure the school day/night
- All lights MUST be turned off in any section of the school not in use
- All door handles must be wiped down, disinfected daily
- Use all products properly as specified by manufacturer's directions
- We need to save all microfiber products for re-use

Virtual or Remote Instruction Day

***In the event the district must have a classroom, school or district switch to remote learning, the following would apply:**

Students will be following a full day school schedule that will exceed the minimum of the required 4 hours of daily instruction. This includes Google Meets, instruction, small group and independent work time. The staff/students will follow the time schedule of their assigned school. Teachers will be available to answer questions during this time.

- Staff will have the option of working from school or from home. Staff that work from home must have adequate internet access otherwise will be required to work from the school building and must have all necessary resources.
- Homeroom teachers will do a group meeting via Google Meet at the start of the student's school day. This must be done daily and attendance must be recorded.
- A classroom whether in the traditional form, or the online form, must be a safe place to foster and engage in open discussions without hostile, discriminatory, or inappropriate comments. Therefore, it is important for all teachers to set ground rules for online discussions. Sample: [Google Meet Expectations](#)
- Teachers will instruct students in reading, writing and mathematics daily. Teachers are encouraged to provide this instruction through synchronous (real-time) lessons.
- Weekly lessons will be done in social studies, science, health and other mandated subjects. Teachers are encouraged to provide this instruction through synchronous (real-time) lessons.
- Teachers will also work to cultivate connections through the use of Google Meets for small groups and/or 1:1 instruction. This is to be done at least 2 times a week for each student.

Attendance

- Daily attendance will be completed through the Genesis system.
- Attendance will be checked throughout the day at the building level.
- Parents/guardians will be reminded that attendance matters.
- Teachers, school counselors, nurses, and case managers will also review attendance data daily and contact students who show a drop in performance, multiple absences or experience an increase in anxiety/depression due to the remote setting.
- In specific cases, the administration will ask the School Safety Officers and Stafford Police Department to do a wellness check.
- Student attendance during remote learning and its impact on promotion and retention, will be examined on a case-by-case basis and a course of action determined

Special Education and Related Services for Students with Disabilities
Delivery of Remote Instruction for Special Education Students

- The District is in receipt of all health-related school virtual or remote instruction plans from all out-of-District placements.
- The District will communicate with out-of-district schools via teleconferencing, email, and virtual meetings (Google Meet, for logistics and annual reviews or any other IEP meetings. All special education students can access the curriculum online.
- Instruction will be differentiated to meet the needs of all students (ESL/ML, Special Education/504, At-Risk, On Grade Level, Gifted and Talented). Instruction should be tailored to the student's individual needs in a most appropriate method for remote learning. Appropriate accommodations and modifications will be made for students based on their IEP and individual needs in all classes.
- Remote learning schedules will include staff "virtual office hours" to be more available to students, as well as increasing communication with students through online platforms, such as Google Meet and Google Classroom.
- The content of assignments will be modified per the specifications in Individualized Education Plans, to the greatest extent possible.
- If any modifications and/or accommodations cannot be delivered as a result of the virtual or remote instruction, compensatory service will be provided upon the reopening of the school.
- Students considered medically fragile will remain on direct instruction homebound with a certified teacher. The teacher will be required to maintain a homebound instruction log. General education students will receive a minimum of five hours per week. Special education students will receive a minimum of ten hours per week.

Related Services and Tracking of Related Services and Student Progress

- All related services will be consistent with student IEPs to the most appropriate extent possible
- Speech, counseling, occupational and physical therapy will be delivered via teletherapy utilizing Google Meet.
- All remaining related services will be tallied prior to the mandated virtual or remote instruction to ensure accurate delivery of remaining related services.
- Parents will be notified in writing about the delivery of teletherapy for counseling, speech, occupational, and physical therapy.
- Less common related services, such as consultation with teachers of the deaf, and augmentative and alternative communication consultation hours, will be utilized to ensure all students have access to the curriculum.
- All teletherapy sessions will be documented and all Medicaid eligible students will continue to be logged as required.
- Student progress will be reviewed weekly by case managers by checking the online "grade book" in the student database as well as consulting with both general and special education teachers.

- Links to parent-led support activities will be provided electronically and via hard copies for each related service area.
- Related Services will be provided through Google Meet as appropriate and as required by the student's IEP, and to the greatest extent possible. Services will be provided individually or in a small group for designated services. Related Service Providers will document services offered, services provided, and student progress towards their Individual Education Plan Goals and Objectives.

Communication and Follow-up with Parents of Special Education Students

- Case managers will contact parents weekly via email, Google Classroom, phone, and Google Meet.
- All special education students will be included in these conversations, including students placed in out-of-District settings.
- District case managers will contact the out-of-District case managers to ensure all related services are being delivered and progress is monitored.
- All students who are scheduled for evaluations prior to the mandated virtual or remote instruction will be sent written notice that the evaluations will commence immediately upon the reopening of school.
- Current case manager contact information is available on the District website and case managers check District voicemail and email daily during virtual office hours.

Virtual IEP Meetings, Evaluation Planning Meetings, and Identification Meetings

- All IEP meetings will be conducted virtually via Google Meet.
- Any students who transferred into the District immediately before the mandated virtual or remote instruction will have "transfer" or 30-day IEP meetings to discuss current IEPs and develop IEPs for the remainder of the 24-25 school year.
- Initial evaluation planning meetings and reevaluation planning meetings will continue virtually through Google Meet.
- In the event testing is warranted, parents will be notified in writing that these evaluations will commence immediately upon the reopening of school.
- In the event testing is completed, identification and initial IEP meetings will be conducted virtually.

Addressing Multilingual Learners (ML) students' Needs

- Instruction will be differentiated to meet the needs of all students (ML, Special Education/504, At-Risk, On Grade Level, Gifted and Talented).
- ESL teachers will meet with students via google meet daily at their normally scheduled period to provide ESL instruction.
- ESL teachers will provide resources to help support remote learning in all subject areas.
- Teachers will utilize Google Meet voice-to-text closed caption translator to provide assistance and instruction in both English and students' native languages.
- All school communications will be available in multiple languages and the District webpage provides translation options.
- Resources will be provided for parents and students on ESL teacher webpages to support remote learning and help bridge the communication divide.
- ESL teachers and other support staff will assist with the translation of District correspondence related to virtual or remote instruction.

During Remote Instruction, Classroom/Special Education teacher responsibilities include:

- Daily Google Meet with students to take attendance.
- Daily lessons in reading, writing, mathematics
- Posting of assignments via Google Classroom
- Weekly lessons in science, social studies, health, and other mandated subjects
- Small group instruction or 1:1 conferences with students weekly

During Remote Instruction, Special Area/Physical Education teacher's responsibilities include:

- Meeting via Google Meet with class at the normally scheduled period via google meet.
- Supporting families and students in accessing and participating in remote learning.
- Submitting Lesson plans to building principal

During Remote Instruction, Guidance Counselors responsibilities include:

- Leading small group instruction in a virtual environment.
- Creating monthly SEL lessons for each grade level and schedule time to share those lessons with all classes.
- Research SEL websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- Supporting families and students in accessing and participating in remote learning.
- Guidance Counselors can be added to online classes as co-teacher as necessary to assist with struggling students

During Remote Instruction, School Nurse responsibilities include:

- Ensuring that immunizations are current in Genesis as we are still required to maintain those.
- Conducting telehealth for screenings as required
- Posting health lessons on Google Classroom (topics may include- nutrition, sleep habits, exercise, respiratory etiquette, etc.)

During Remote Instruction, Basic Skills (Title 1) teacher responsibilities include:

- Small group instruction or 1:1 conferences with basic skills students during regularly scheduled periods
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons for struggling learners.
- Supporting families and students in accessing and participating in remote learning

During Remote Instruction, Support staff/paraprofessionals responsibilities include:

- Participating in whole group class meetings
- Pre-recording read-aloud and videos as directed by the teacher
- Providing real-time support during virtual sessions
- Researching websites, videos, and links for accessible activities that teachers can incorporate into lessons.

- Supporting families and students in accessing and participating in remote learning. Teacher Assistants should be added to online classes as co-teacher.
- Leading small group instruction in a virtual environment.
- Facilitating the virtual component of synchronous online interactions.
- 1:1, 2:1 and 3:1 assistants are encouraged to conduct Google Meets with students to assist in instruction.

Other Areas of Consideration

Accelerated Learning opportunities: Staff will continue use I-Ready personalized instruction for math while on remote as a means of formative practices to improve students' access to and mastery of grade-level standards. For reading they will utilize the Wonders Program.

Social and emotional health of students and staff:

We have SEL built in as a special area for students. We will continue to implement remotely and guidance counselors will continue counseling sessions via google meet.

We have partnered with NJ4S Compass for professional development with the staff on the MTSS of support in the area of mental health. If necessary due to long closure, the professional development would be offered remotely.

After-school and extra-curricular activities, Title I evening events, community information sessions, and other in-person learning opportunities will be dependent on the status of any health emergency and associated guidelines of the CDC/NJDOH. If we can offer remotely, we will. Transportation will not be provided for these after-school events while the district is on a remote learning plan.

Our outside preschool providers will follow our remote plan for district students they service, and keep communication with the Director of Early Childhood.