



Local Education Agency Guidance for Virtual or Remote Instruction Plan

The New Jersey Department of Education (Department) is providing the following guidance pursuant to N.J.S.A. 18A:7F-9(c) and N.J.A.C. 6A:32-13.1 and 13.2, to assist LEAs in the development of their annual virtual or remote instruction plans. The Department encourages LEAs to reflect on the previous school year to enhance elements of the prior year's plan to provide the most substantive education, and including, but not limited to, related services, for all students in the event of an LEA closure.

For each of the areas below, the chief school administrator or lead person will either mark "yes," confirming that the information is in the Plan and list the corresponding Plan page number, or mark "no" if the information is not contained in the Plan. The chief school administrator or lead person is expected to provide an explanation to the County Office of Education for all areas marked "no."

By July 31 annually, the chief school administrator or lead person must submit a board-approved LEA Guidance for Virtual or Remote Instruction Plan for the coming school year, along with this form to their County Office of Education. At the time of submission to the county office of education, the plan must be posted on the LEA's website. Plans will be reviewed in each county office of education on a rolling basis with an electronic response communicated within two business days of receipt.

LEA Checklist for Virtual or Remote Instruction Programs

LEAs must enter the page number where each checklist item may be found in the virtual or remote instruction program submitted to the [County Office of Education](#).

School Year: 2026-2027

Contact Information

County: Camden

Name of District, Charter School, APSSD or Renaissance School Project:

Black Horse Pike Regional School District

Chief School Administrator/Charter or Renaissance Leader Name/APSSD Leader:

Brian Repici, Ed.D.

Phone Number of Contact: (856) 227-4106

Equitable Access and Opportunity to Instruction

Question	LEA Yes or No
1. Is the LEA ensuring equitable access and opportunity to instruction for all students?	Yes ☐



Question	Page Number	LEA Yes or No	County Yes or No
2. Does the program ensure that all students' varied and age-appropriate needs are addressed?	8	Yes ☐	
3. Is the program designed to maximize student growth and learning to the greatest extent possible? Synchronous and/or asynchronous virtual or remote learning plans which will maximize student growth and learning.	8 - 9	Yes ☐	
4. Does the program describe how the LEA will continuously measure student growth and learning in a virtual or remote instruction environment?	9	Yes ☐	
5. Does the program describe how the LEA will measure and address any ongoing digital divide issues, including a lack of internet access, network access and/or sufficient access to devices?	1 1	Yes ☐	

Notes on Equitable Access to Instruction

Varied, age-appropriate needs are addressed through several programs and resources that are used to maximize student growth and learning. In the event that the schools must move to synchronous and/or asynchronous virtual learning, all services will be offered online through Zoom sessions.

Continuity of services that will be provided include the following:

* Students will continue to have access to instructional support through individual sessions with teachers as needed, and students scheduled in courses with support instructors will continue to have extra time with those instructors online.* Tutoring services will continue to be offered in online sessions scheduled with teachers, reading specialists, mathematics tutors, and English teachers. Session times will vary to offer multiple opportunities during the day and at night.*Student Success Coaches, BSIP Coordinators, and RTI team members will continue to collaborate in their efforts to support student achievement. They track students progress and provide intervention through online forums and will communicate with parents and teachers to continuously assess students' needs. For Tier 2 interventions, they will host individual and small-group sessions with students to offer direct support of academic performance, and of organizational efforts, including time management. When Tier 3 interventions become necessary, they will make referrals to counselors, health professionals, and vice principals, while remaining a part of the conversations to develop immediate, specific plans for individuals who require interventions beyond established programs and resources.* Student progress will be evaluated through submission of course assignments in Google Classroom, as well as through the level of student participation in online activities. Online meetings among teams of teachers, counselors, administrators will be held to review data develop plans, and communicate with parents. When needs to access to devices and WiFi are identified, tech teams will publicize schedules for pick up and/or delivery.



Addressing Special Education Needs

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program address the provision of virtual or remote instruction to implement Individual Education Programs (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms?	1 1	Yes ☐	
2. Does the program address methods to document IEP implementation including the tracking of services, student progress, as well as provision of accommodations and modifications?	1 2	Yes ☐	
3. Does the program describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?	1 2	Yes ☐	
4. Does the program address procedures to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities?	1 2	Yes ☐	

Notes on Special Education Needs

All students will be provided with Google Classrooms for each of their courses. Assignments, Google Meet/Hangout and/or Zoom links as well as written instructions will be posted in the same manner in each Google Classroom to provide continuity. Modified assignments will be distributed via Google Classroom on an individualized basis.

*Special Education staff will be available to provide individualized support for students during the entire school day via chat, email and video conferencing platforms.

*All related services will be provided virtually or via activities delivered through email until such a time as students can return to the school setting.

*Student grades, progress reports on goals and objectives, and documentation of accommodations and/or modifications will be available virtually via Genesis in the parent portal.

*Annual review, Re-Evaluation, Referral and Identification meetings will be held via Google Meet/Hangout and/or Zoom until such a time when access to the building is restored. Upon the return to in-person opportunities, parents will be provided the option to select an in-person or virtual meeting, provided this is still authorized under current governing legislation.

*Child Study Team members will conduct any evaluations virtually, that are feasible and permitted to do so. For assessments that require face to face interactions in order for the assessment results to be valid, we will do so, provided we are permitted within the school setting while ensuring the appropriate safety precautions.



Addressing Multilingual Learners (MLs) Plan Needs

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program include an English as a Second Language and/or bilingual education program aligned with State and Federal requirements to meet the needs of MLs?	1 0	Yes ☐	
2. Does the program describe how the LEA communicates with families of MLs including providing translation materials, interpretative services, and literacy level appropriate information?	1 0	Yes ☐	
3. Does the program include the use of alternate methods of instruction (that is, differentiation, sheltered instruction, Universal Design for Learning), access to technology and strategies to ensure ELLs access the same standard of education as non-ML peers?	1 0	Yes ☐	
4. Does the program include training for teachers, administrators, and counselors to learn strategies related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country (e.g. refugee, asylee)?	1 0	Yes ☐	

Notes on Supporting Multilingual Learner Educational Needs

For our multilingual learners at Triton Regional High School, we will offer weekly after school tutoring sessions provided by our MLL Specialists, as well as weekly sessions hosted by a math teacher and a science teacher (one day per week for each) so that the students can receive intensive remediation in these core areas. ML students who have language proficiency levels ranging between true beginner to mid-intermediate are scheduled for sheltered instruction in the following content areas: ELA; Algebra I; World History and United States History 1; and science. These sheltered classes are co-taught by both a respective certified content teacher and a certified ML teacher.



Attendance Plan

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program address the LEA's attendance policies, including how the LEA will determine whether a student is present or absent, how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will reflect the student's performance?	7	Yes ☐	
2. Does the program describe how the LEA communicates with the family when a student is not participating in online instruction and/or submitting assignments?	7	Yes ☐	

Notes on Attendance Plan

Should we need to shut down in-person learning, we will follow previously-implemented plans (2020-2022) for synchronous instruction. Students will access live Zoom links posted on teachers' Google Classrooms and will follow a schedule for live learning sessions per the letter day schedule that we use for in-person learning. To reduce student fatigue with online sessions, the bell schedule for the letter-day rotation will be abbreviated and the Common Time lunch break that we employ for in-person learning will serve as a break from instruction before continuing the second "wheel" of classes. Communication will flow from the parent/student to the nurse, then to the teacher and school administration. The teacher will communicate with each individual student.

Safe Delivery of Meals Plan

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program contain how the LEA will provide continued safe delivery of meals to eligible students?	6	Yes ☐	

Notes on Safe Delivery of Meals

If schools shut down due to a health emergency, each school will have the bagged meals available for "drive by" pick-up at each school's main entrance location between the hours of 2 pm and 5 pm on Monday, Wednesday, and Friday. These bagged meals will consist of breakfast and lunch options for five school days.



Facilities Plan

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program contain an outline of how buildings will be maintained throughout an extended period of closure?	1	Yes ☐	

Notes on the Facilities Plan

If the school or district has to close due to a health emergency, maintenance and custodial personnel will maintain the cleanliness of facilities by wearing the appropriate safety equipment. We will continue to deploy air purification systems in each room.

Other Considerations

Does the program contain the following considerations?	Page Number	LEA Yes or No	County Yes or No
a. Accelerated learning opportunities	9	Yes ☐	
b. Social and emotional health of staff and students	7	Yes ☐	
c. Title I Extended Learning Programs	8-9	Yes ☐	
d. 21 st Century Community Learning Center Programs	n/a	No ☐	
e. Credit recovery	10	Yes ☐	
f. Other extended student learning opportunities	9-11	Yes ☐	
g. Transportation	4,14	Yes ☐	
h. Extra-curricular programs	13-14	Yes ☐	
i. Childcare	n/a	No ☐	
j. Community programming	7	Yes ☐	

Notes on Other Considerations

Our high schools do not have a 21st century community learning center program, and we are a high school district only, so we do not offer childcare.

**APSSD Applicable Only: Sharing Plans**

Was the program shared with all sending districts? Yes ☒ No ☐

Notes on APSSD Sharing Plans

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Essential Employees

Question	Page Number	LEA Yes or No	County Yes or No
1. The LEA will ensure essential employees are identified and a list is provided to the county office at the time of the LEA's transition to remote or virtual instruction.	5	Yes ☐	

Notes on Essential Employees

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Board Approval

Date of board approval (mm/dd/yyyy): 08/20/2026

Notes on Board Approval

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Posted on Website

1. Is the program posted on the school district/APSSD/Charter/Renaissance School Project Website? Yes ☒ No ☐

2. Link to website: www.bhprsd.org



LEA Plan for Safe Return to In-Person Instruction and Continuity of Service Pursuant to the Federal American Rescue Plan Act, Section 2001(i)

Introduction and Background

As announced in the New Jersey Department of Education (NJDOE)'s [April 28, 2021 broadcast](#), in March 2021 President Biden signed the Federal [American Rescue Plan \(ARP\) Act](#), Public Law 117-2, into law. The ARP Act provides an additional \$122 billion in Elementary and Secondary School Emergency Relief (ARP ESSER) to States and school districts to help safely reopen, sustain the safe operation of schools, and address the impacts of the COVID-19 pandemic on the nation's students. As with the previous ESSER funds available under the Coronavirus Aid, Relief and Economic Security (CARES) Act, and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), the purpose of the additional funding is to support local educational agencies (LEAs) in preparing for and responding to the impacts of COVID-19 on educators, students, and families. Additional information on ARP ESSER may be found in the NJDOE's [funding comparison fact sheet](#).

Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, no later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools (Safe Return Plan). A Safe Return Plan is required of all fund recipients, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the Safe Return Plan and take those comments into account in finalization of the Safe Return Plan. Under the interim final requirements published in [Volume 86, No. 76 of the Federal Register](#) by the U.S. Department of Education (USDE), an LEA must periodically, but no less frequently than every six months through September 30, 2023, review and, as appropriate, revise its Safe Return Plan.

Pursuant to those requirements, **LEAs must submit to the NJDOE and post on their website their Safe Return Plans by June 24, 2021**. The NJDOE intends to make LEA ARP ESSER Fund applications available in EWEG on May 24, 2021 and LEAs will submit their Safe Return Plans to the NJDOE via EWEG. To assist LEAs with the development of their Safe Return Plans, the NJDOE is providing the following template.

This template incorporates the federally-required components of the Safe Return Plan. The questions in the template below will be included in the LEA ARP ESSER Fund application in EWEG. LEAs will submit responses to the questions within the LEA ARP ESSER Fund application in EWEG by June 24, 2021. The NJDOE hopes that this template will allow LEAs to effectively plan for that submission and to easily post the information to their websites as required by the ARP Act.

Note that on May 17, 2021, Governor Murphy [announced](#) that upon the conclusion of the 2020-2021 school year, portions of Executive Order 175 allowing remote learning will be rescinded, meaning that schools will be required to provide full-day, in-person instruction, as they were prior to the COVID-19 Public Health Emergency. The NJDOE and New Jersey Department of Health will share additional information regarding State requirements or guidance for health and safety protocols for the 2021-2022 school year as it becomes available.

Template: LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name: Black Horse Pike Regional School District

Date: July 1, 2026

Date Board of Education Approved: August 20, 2026

1. Maintaining Health and Safety,

For each mitigation strategy listed below (A–H), please describe how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC.

A. Physical distancing (e.g., including use of cohorts/podding)

Although six feet of social distance is no longer required now that all students have returned to in-person instruction, we will continue to space students to the greatest extent possible, which is often less than 3 feet apart, in classrooms. Because we operate on a schedule that includes a common lunchtime for all students, we provide various eating areas throughout the school, including the cafeteria, library, auxiliary gym, and teachers' classrooms.

B. Handwashing and respiratory etiquette

Washing Hands is recommended periodically throughout the school day. Hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol) are available:

- In each classroom (for staff and older children who can safely use hand sanitizer).
- At entrances and exits of buildings.
- Near lunchrooms and toilets.
- For classrooms that have existing handwashing stations, prepare stations with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

Students are encouraged to wash their hands for at least 20 seconds at regular intervals, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing. When hand-washing with soap & water is not possible, students are directed to use alcohol-based hand sanitizer (at least 60% alcohol). All protocols are applicable during extra-curricular activities.
<https://www.cdc.gov/handwashing>

C. Cleaning and maintaining healthy facilities, including improving ventilation

We follow the [CDC recommendations for cleaning](#). Each custodian certifies that they have cleaned accordingly for each area on a room checklist every night. A schedule is provided to staff to ensure all spaces are cleaned. All A/C filters are changed per the specs of the product. All systems have a fresh air component. Windows can be opened as needed and fresh air dampers can be adjusted as needed. Each room where materials are shared, like keyboards or computer mice, has access to disinfectant so that students can clean after and/or before use. Classrooms and offices will also have access to air purification systems for use as needed. If the school or district has to close due to a health emergency, maintenance, and custodial personnel will maintain the cleanliness of facilities by wearing the appropriate safety equipment. We will continue to deploy air purification systems as needed.

D. Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments Parents and caregivers should not send students to school when sick or symptomatic. For school settings, NJDOH recommends that students with the following symptoms be promptly isolated from others and excluded from school:

- At least two of the following symptoms: fever (measure or subjective), chills, rigors (shivers), myalgia (muscle aches), headaches, sore throat, nausea or vomiting, diarrhea, fatigue, congestion, or runny nose; OR
- At least one of the following symptoms: cough, shortness of breath, difficulty breathing, new olfactory disorder (cannot smell), or new taste disorder.

If a student or staff member shows symptoms or tests positive, they should email the child's school nurse to notify them of the positive COVID-19 test result and include the following information: Student Name, Grade Level, Date of Symptoms, Date of Positive Test, Where Tested

Highland nurse is Jeanine Trommater jtrommater@bhprsd.org 856-227-4100 x 4008

Triton nurse is Christa Moore, cmoore@bhprsd.org or 856-939-4500 x2008

Timber Creek nurse is Monica Coslove, mcoslove@bhprsd.org or 856-232-9703 x6008

E. Efforts to provide vaccinations to educators, other staff, and students, if eligible

The Black Horse Pike Regional School District continues to offer vaccinations to staff onsite in each school.

F. Appropriate accommodations for children with disabilities with respect to the health and safety policies

For students with special needs, special education classrooms will follow continuous classroom disinfecting protocols for the staff and students assigned to special programs. Ongoing, daily cleanings assure that special program classrooms maintain high standards of cleanliness. Special Education staff will monitor compliance with handwashing protocol throughout the day. Students and staff will wash their hands before and after eating, after touching their face or mouth, after sneezing or coughing, after using the restroom, after touching another person or materials that have not been sanitized or when applicable. Special Education staff will maintain the handwashing documentation throughout the day and Special Education Supervisors will monitor compliance and completion of the stated protocols and the corresponding documentation.

G. Frequently Asked Questions

2026-2027 School Year COVID-19 Frequently Asked Questions

Student/Staff Health and Safety

1. Are teachers going to be required to be tested on a regular basis as a requirement for working? Governor Murphy's Executive Order has sunset, so mandatory testing for unvaccinated staff members will no longer be required.
2. Will students be required to be tested on a regular basis as a requirement for attending? No, optional COVID-19 testing will not be available.
3. If students demonstrate COVID-relatable symptoms during school hours, where do they go?
If a student demonstrates COVID-relatable symptoms, they should be sent to the nurse's office and the school nurse will go through protocols to isolate the student and notify parents/guardians. The nurses' office will have an air purification filtration system.
4. Do students have to wear masks all day?
Surgical or KN-95, N-95 masks, when worn as recommended, will mitigate the spread of COVID-19. Masking remains optional for staff and students, except when the Department of Health requires it, when a student or staff member returns from a COVID-19 positive determination for days 6-10, or when there is a Health Department-declared outbreak in a school.
5. What cleaning process will help mitigate the spread of COVID-19?
Disinfectant wipes and/or spray will be available for the teachers and students so that they can clean as they wish prior to a lesson or at the end of a lesson. At the end of every day, custodians will clean high-touch areas, like keyboards, door handles, and other high-touch areas. Each custodian will have a checklist they hand in each night and all cleaning procedures will follow CDC guidelines as expected by the New Jersey Department of Education.
6. I heard that fresh air or being outdoors mitigates the spread of COVID-19. This is true. Therefore, we will ask windows to be open when possible and will increase fresh-air intake in each space. Ventilation systems in the schools will be outfitted with appropriate MERV-13 filters to capture some particles, where possible given the ventilation system in use. Filters will be changed frequently. All classrooms and offices will have accessibility to an air purification system.
7. Will the schools be responsible for tracking infected students? Our school nurses will document cases reported to their offices, but will not be providing specific close contact notifications as we did in previous years.
8. What happens to those people who were in Close Contact with someone known to be positive for COVID-19? Any individual who believes they were in close contact with an infected person should monitor COVID-19 symptoms for 2-10 days after potential exposure. If symptoms develop, those individuals should get tested.

9. Has the school district increased medical or nursing personnel this school year? We have hired additional nursing services since 2020.
10. What pre-screening will be done prior to the start of the school day? We ask our staff and students to be honest in their assessments of their health to avoid jeopardizing the health of someone else in the school community. If an individual is symptomatic, they should not report to work or school.
11. What happens if a student cannot attend school because of a positive COVID-19 test result? Students and teachers should collaborate and discuss assignments missed and curricular instruction make-up time. The student will be marked absent for illness. The school district's [Policy 5200 on Attendance](#) will be followed in effect.
12. Will hallway water fountains need to be turned off to prevent the potential spread of the virus? All water dispensation stations will be turned on and cleaned daily.
13. As buses are used for multiple runs per day, what will be the cleaning protocols in between routes? The District operates (6) buses, so those bus drivers will have cleaning products available. We will rely on the Camden County Educational Services Commission, Gloucester Township Bus Service, and private vendors to adhere to CDC and NJDOE cleaning protocols and practices.
14. If someone tests positive in the school learning community and has attended school, what happens? Who is notified? What information can we expect? The results of a health test are confidential. We will follow the guidance provided by the Department of Health in regard to contact tracing, which is currently not required. The Department of Health, or the school district in concert with the Department of Health, could contact individual students/families if we are aware of potential exposure as soon as we are made aware of a positive case. We will not publish the names of those who have tested positive, as this would be a violation of HIPAA. General statements will not be released to faculty and students/community of infection unless required by the DOH.
15. How often will the schools be cleaned? Every night, custodians, who will wear appropriate personal protective equipment, will adhere to CDC cleaning protocols. They will perform routine cleaning and have to review a checklist prior to leaving each classroom or space. Each classroom will also have disinfectant or disinfectant wipes, increased fresh air ventilation, hand sanitizer, and air purification systems. Hallways will have hand sanitizer stations.
16. If the school district transitions to a remote and/or virtual model, will essential employees be identified? Yes, all essential employees will be identified, and a list will be sent to the County Education Office.

Curriculum, Instruction, & Programs

- 1. The Pandemic has impacted the learning progress of my son/daughter, so how are we planning to assess their development? At the beginning of the school year, teachers in every department will assess any learning gaps with a diagnostic skills assessment. Those results will help identify the learning needs of all students and help teachers address those gaps due to the COVID-19 slide.**
- 2. How will speech therapists or occupational therapists deliver their specialized content and help students while maintaining social distancing? Students will be provided with related services through a variety of platforms that correlate with the student's level of need as described in student IEPs.**
- 3. Will there be an athletic season? Yes**
- 4. How does an athletic trainer treat student-athletes safely? Athletic trainers will have specific tactics and protocols for treating student-athletes. They will have the appropriate protective equipment to do so.**
- 5. If student-athletes are symptomatic, can they attend practice/game if they did not attend school? No, students cannot participate in practices or games if they are not in school or are symptomatic.**
- 6. How about other extra-curricular activities? No, students cannot participate in practices or games if they are not in school or are symptomatic.**
- 7. Will students be permitted to go on field trips? Yes.**
- 8. Our household struggles with providing internet access, so how can the school help? The school has provided those families with a need for internet access with limited internet "hotspots." Any family or student in need of an internet or wireless hotspot should contact our technical support team by emailing the technology department at helpdesk@bhprsd.org.**
- 9. How will student/parent and teacher meetings occur? Meetings between adults could be in-person or remote/virtual, depending upon the agreed-upon format.**
- 10. Will instructional aides and special education teachers still be available for assistance in classrooms? Yes, 99% of instructional support staff and special education teachers are required under the child's Individualized Education Plan.**

- 11. Will there be a series of assessments and remediation measures or will the opening of schools be focused on SEL and re-establishing school culture?** Yes, we have a plan to focus on mental health for students and staff as we re-enter school life. Students will be given a mental health screening assessment within the first two weeks of school. In addition to our regular counseling services, we have a Mental Health Counselor, Student Success Coach, Mentor, and a partnership with CARE Solace that can all provide support and/or resources to assist students with mental health.
- 12. How do fire drills and school security drills work during COVID-19?** We will still be required to hold one security drill per month (per legislation) and one fire drill per month. The terminology for “Lock Out” has changed to “Secure Protocol.”
- 13. How can staff safely manage students who require toileting needs or other health needs?** Staff should continue to follow all Standards of Universal Precautions when toileting students. As a measure of increased precaution, staff should wear a face shield or a mask, gown, and gloves at all times when toileting students. In reference to students with medical needs, the same level of caution should be followed.
- 14. My child participates in other extracurricular activities, like Chess Club or Band. How will they be able to participate if a health emergency causes a school to transition to a virtual model?** In lessons learned from the past few years, advisors were able to schedule students to participate in two different models: 1. a socially distanced, well-protected model, and 2. a virtual, remote model. Advisors established scheduled virtual meetings for students to participate in and/or students met outside, socially distanced meetings, especially for the theatre and musical arts.

Food Service

- 1. How will students eat during the school day?** If students are in school for a full day, they will eat their meals during the allotted 45-minute lunch period. Students can qualify for free and reduced lunch services via an application, found [here](#). As always, students can bring their own lunch. If schools shut down due to a health emergency, each school will have the bagged meals available for “drive by” pick-up at each school’s main entrance location between the hours of 2 pm and 5 pm on Monday, Wednesday, and Friday. These bagged meals will consist of breakfast and lunch options for five school days.
- 2. My child stays after school, will there be snacks available?** Yes, we will have after-school snacks and a la carte items available for purchase.
- 3. Are free meals available for every student?** No, only those families that qualify for free/reduced lunch can receive those benefits. You can complete the [forms](#) to receive these benefits at the beginning of the school year.

USE OF FACILITY & COMMUNITY PROGRAMMING

1. **Will other community programs be offered even if schools are closed due to a health emergency?** Yes, to the best of our ability, and in accordance with the nature of the program, the schools will transition events to a virtual and remote model. For example, if necessary, the school will offer, for example, a virtual and remote National Honor Society induction. We will post weblinks for families to access at home. We will offer wi-fi hotspots for those families who may need internet access.

2. Ensuring Continuity of Services

A. Describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff's social, emotional, mental health, and other needs, which may include student health and food services.

Varied and age-appropriate needs are addressed through several programs and resources that are used to maximize student growth and learning. In the event that the schools must move to synchronous and/or asynchronous virtual or remote learning, all services will be offered online through Zoom sessions.

Attendance

Students are expected to attend virtual/remote classes where attendance will be taken virtually. The teacher will track and note attendance in accordance with [Policy 5200](#). Any teacher noticing a student who is not attending virtual/remote sessions will follow the procedures outlined in [Policy and Regulation 5200](#) to support regular classroom attendance. Attendance in classes will be noted in the Student Information System accordingly.

Mental Health Resources

We have partnered with Camden County Educational Services Commission to provide an additional social worker to assist with students' mental health needs. Moreover, we have a Student Assistance Coordinator and Mental Health Counselor, in addition to our School Counseling and Child Study Teams, to address students' mental health needs. School counselors are also devising a mental health assessment at the beginning of the school year to assess any individual or group concerns that could be addressed upon returning to school.

If virtual learning becomes necessary, mental health specialists are available for online counseling sessions. We are also offering families access to the Care Solace program, a service that helps families find treatment options by facilitating access to appointments based on specific needs.

Academic Success Resources
Scheduling Students (Tier 1 Interventions)

English Language Arts:

Reading Specialists in each building have scheduled low-performing students for weekly Literacy Lab sessions and will host student groups during the Common Time lunch structure. Incoming 9th grade students who struggled to perform in middle school have been identified and placed in Reading Enhancement, which provides a double block of English 1CP instructed by two certified teachers, one for English and one for Special Education. We also offer two summer programs that serve as a bridge for 8th and 9th grade students: The Summer Reading Enhancement program serves students entering 10th grade from the 9th-grade Reading Enhancement course, and the Summer Bridge program serves incoming 8th-grade students. Both programs engage students in close reading skills using their summer reading texts.

In the event that virtual learning is necessary, lessons and coursework for students will continue per the online learning schedule. Reading specialists will provide co-teaching and breakout session support during live learning and will host individual and small-group sessions online in the afternoon.

Mathematics:

Incoming 9th-grade students who struggled to perform in middle school have been identified and were invited to participate in the Math Summer Bridge program, which serves to prepare incoming 9th-grade students for high school mathematics by assessing and supporting essential skill development. Incoming 9th-grade students who demonstrated a need for extra support were also placed in Math Enhancement, which provides a double block of Algebra 1 instructed by two certified math teachers.

In the event that virtual learning is necessary, lessons and coursework for students will continue per the online learning schedule. Math tutoring will be available throughout the day and in afternoon sessions online for individuals and small groups of students. Math tutors can also be invited into online classrooms to co-teach or manage breakout sessions.

Student Success Coaches, BSIP Coordinators, and RTI teams (Tier 2 & Tier 3 Interventions)

In an effort to provide equitable pathways to success, our Student Success Coaches will work to coordinate school and district resources as they develop plans that ensure students have access to assistance and that improve the overall achievement of Tier 3 student cohorts that primarily include 11th and 12th-grade students who need help managing their workload so that they can continue on their expected route toward graduation. These students have weekly meetings and/or daily check-ins with the coaches as they work to navigate academic demands and build relationships that help maximize their use of the continuum of support services we have established. The Student Success Coaches are also members of the building Response to Intervention (RTI) teams to aid Tier 2 students and their teachers in making the changes needed for them to achieve their academic potential. The RTI teams collaborate with building administrators on strategies to assist in reforming and refining existing academic improvement plans for students who consistently demonstrate performance below their potential. The teams also manage individualized interventions for Tier 3 students who have been recommended for Intervention & Referral Services (I&RS). The BSIP (Basic Skills Instructional Program) Coordinators for Math and English Language Arts are also members of the RTI team. They will identify and track students who need support, communicate with teachers and administrators to contribute to improvement plans, and partner with Success Coaches to ensure a range of services are activated.

Virtual Academic Learning Plans

Should we need to shut down in-person learning, we will follow previously implemented plans (2020-2022) for synchronous instruction. Students will access live Zoom links posted on teachers' Google Classrooms and will follow a schedule for live learning sessions per the letter day schedule that we use for in-person learning. To reduce student fatigue with online sessions, the bell schedule for the letter-day rotation will be abbreviated and the Common

Time lunch break that we employ for in-person learning will serve as a break from instruction before continuing the second "wheel" of classes. Communication will flow from the parent/student to the nurse, then to the teacher and school administration. The teacher will communicate with each individual student.

In a virtual learning environment, student progress will be evaluated through submission of course assignments in Google Classroom, as well as through the level of student participation in online activities. After identifying students who are not fully engaged and/or who do not consistently submit completed assignments, teachers will schedule virtual appointments with students in afternoon office hours. If afternoon sessions with students are poorly attended or remain ineffective, teachers will involve the RTI team, the students' vice principals and guidance counselors, as well as case managers if applicable. The counselor and/or vice principal will coordinate a virtual meeting with the parent(s)/guardian(s); this meeting will include any teachers, mentors, and counselors who are able to provide insight into the student's well-being as well as offer support for improved academic performance. The meeting must focus on the development of a collaborative plan that requires monitoring by all stakeholders and submission to the building's RTI team. If a parent/guardian meeting is not possible or proves to be ineffective, a highly individualized plan for academic recovery and Tier 3 support must be developed and implemented by the RTI Team in collaboration with the team of teachers, mentors, counselors and building administrators who can provide qualitative and quantitative data, as well as insight on the student's health and any other contributing factors within the student's environment.

Accelerated Learning Opportunities & Tutoring Services

We offer students variety of options to engage in academic and career paths that accelerate their learning: 24 courses at the AP and Honors level, 27 options for Dual Credit with Camden County College, and Career Exploration options that include attending the Finishing Trades Institute (preparation for union work); entering into an Internship or Apprenticeship or completing a Work Study (up to 20 credits); earning a certificate through the Career Investment Program; and beginning to earn post-secondary credits in the College Now Program.

Should virtual learning become necessary, the continuation of courses within our district curriculum will continue online in live sessions with teachers in our district and with using an abbreviated bell schedule to avoid fatigue and to allow for individual teacher-student meetings to address specific needs. The continuation of some of the college and career options depends upon the entities that govern these programs. For students who may lose these options when virtual learning becomes impossible in these outside institutions, our Counseling departments will work to find online courses to sustain their engagement in building knowledge that pertains to their specific pathways.

We offer tutoring services for all students in all three buildings. For help with English Language Arts, after-school sessions are available four days per week for 1.5 - 2 hours. For assistance with Mathematics, tutors are available 3-4 hours during the school day, three days per week, as well as after school for 1.5 - 2 hours, four days per week. Additionally, Science tutoring is available twice per week after school for 1.5 - 2 hours.

In the event that virtual learning is necessary, tutoring services for students will continue through online access. Live Zoom links will be posted and promoted on teachers' Google Classrooms and on the Google Classroom used by tutors. Tutoring will continue to be offered four days per week, at least two hours per day for each subject. The tutoring schedules will vary with afternoon hours and nighttime hours to accommodate students' needs. Math tutoring will be available throughout the day and in afternoon sessions online for individuals and small groups of students. Math tutors can also be invited into online classrooms to co-teach or manage breakout sessions.

Credit Recovery

Should students fail to earn credits for required courses due to poor performance, they may earn credits through our summer school program, which takes place over the course of 5 weeks. When virtual learning is necessary, credit recovery can be accessed through online programs such as Apex and original credit may be earned through Educere. Student access and performance will be monitored by certified staff to ensure the integrity of curriculum requirements is upheld.

Access to Internet and Devices

If a virtual learning environment becomes necessary, teams of teachers, counselors, and building administrators will work to identify students in need of access to electronic devices and Wifi. Automated phone calls will be sent to all families to alert them on ways to contact the schools to communicate their needs. The district will reinstitute its plan for delivery of working Chromebooks to students via pick up times and locations at each school building. The district will also purchase a fleet of cellular hotspots (Kajeets) to deliver to households that have been identified as needing Wifi connection in order to maintain continuity of instruction for students.

Multilingual Learners

For our multilingual learners (formerly ELLs) at Triton Regional High School, we will offer weekly, after-school tutoring sessions provided by our MLL Specialists, as well as weekly sessions hosted by a math teacher and a science teacher (one day per week for each) so that the students can receive intensive remediation in these core areas. ELL students who have language proficiency levels ranging from true beginner to mid-intermediate, are scheduled for sheltered instruction in the following content areas: ELA; Algebra 1; World History and US 1; and science. These sheltered classes are co-taught by both a respective certified content teacher and a certified MLL teacher; and the student rosters are composed solely of language learners. Parents and family members of our emergent bilinguals will also have the opportunity to come to Triton one evening each week for adult English classes which will be taught by our MLL faculty. To further enhance school and family connections, home visits by the MLL Specialists will begin again this year. Additionally, we will have biannual meetings of the Parent Advisory Council so that the parents and guardians of our multilingual students can further connect with the Mustang community and be an integral part of their childrens' educational journey.

Faculty and staff within the district have received professional development in culturally responsive instruction, socio-emotional learning and trauma informed teaching. The district recognizes that trauma may be experienced when families are forced from their native lands only to be supplanted into a foreign country where they may face an assortment of further economic, social and emotional challenges. The district offers students onsite mental health services through our mental health specialist. Additionally, the school district has partnered with the organization Care Solace to provide additional social emotional support services to our student population if necessary.

In the event that virtual learning is necessary, services for MLL students will continue through online access. Live Zoom links will be posted and promoted on teachers' Google Classrooms. After school tutoring for MLL students will continue to be offered four days per week, at least two hours per day. The tutoring schedules will vary with afternoon hours and nighttime hours to accommodate students' needs. Math and science tutoring will be available once a week with afternoon sessions online for individuals and small groups of students. ELL paraprofessionals will have access to the teacher's Google classrooms and will assist teachers with instruction in the virtual learning environment. Mental health specialists are available for students in need while the Care Solace partnership referral process is accessible online.

Special Education Services: Provision of virtual or remote instruction to implement Individual Education Programs (IEPs)

All students will receive their daily assignments via Google Classroom. They can access Google Classroom through their Google account. Teachers will be reviewing “how” to access the Google Classroom with their students, for each class. All assignments and expectations, for all classes, will be in the same location for easy access. Teachers will be sharing their classroom calendars on their individual websites so that parents will have access to assignment due dates and expectations. Modified assignments will be distributed via Google Classroom on an individual basis.

For those students who have the need for a one-to-one aide or shared aide, these supports will continue to be provided, regardless of the location of instruction as described below:

- When schools are permitted to meet in person, students assigned one-to-one aide or a shared aide will continue to provide the necessary supports for the student in the classroom.
- When schools are providing synchronous, remote instruction, the student’s assigned one-to-one aide will be joining their student in each of the virtual classrooms and continue to provide support, remotely.
- When schools are providing asynchronous, remote instruction, there will be a Google Classroom link provided to all students who have a one-to-one or shared aide. All students with a one-to-one or a shared aide will be given this access code. This video and audio conferencing link will be available during normal school hours 7:20am-2:00pm. Various special education staff (on a rotating schedule) will be available on this link to ensure support is provided to students receiving remote instruction throughout the day. Students are encouraged to access this support for organization, access questions, and for facilitation of communication with the teacher.

Additional Instructional Support

There will be a separate Google Classroom link provided to all students who receive special education services and have indicated the need for additional support. Any student who is in a classroom with an aide will be provided the access code to this Google Classroom. Any other students who indicate a need for this support can obtain the access code from their teacher or case manager. This video and audio conferencing link will be available during normal school hours 7:20am-2:00pm. Various special education staff (on a rotating schedule) will be available on this link to ensure support is provided to students receiving remote instruction throughout the day. Students are encouraged to access this support for organization, access questions, and for facilitation of communication with the teacher. Students are encouraged to contact their teachers directly for content-related questions, however, our aides will be available to facilitate this communication.

Additional Hygiene Support

When in-person instruction is permitted, special education classrooms will follow continuous classroom disinfecting protocols for the staff and students after every class period. Ongoing, daily cleanings will be added to ensure that special program classrooms maintain high standards of cleanliness. Special Education staff will maintain expectations for all students to ensure hand washing and cleaning of individual spaces (i.e. student desks) throughout the day and Special Education Supervisors will monitor compliance and completion of the stated protocols.

For students enrolled in the Self-Contained Multiple Disabilities program, a hand-washing/sanitizing protocol has been created and will be implemented for the staff and students assigned to this program. Students and staff will wash their hands before and after eating, after touching their face or mouth, after sneezing or coughing, after using the restroom, after touching another person or materials that have not been sanitized or when applicable. Special

Education staff will maintain the handwashing documentation throughout the day and Special Education Supervisors will monitor compliance and completion of the stated protocols and the corresponding documentation. [BHPRSD SCMD Protocols and Procedures](#)

Methods to document IEP implementation

Student progress will continue to be documented via the Genesis gradebook as well as individual communication with students and their families. Additionally, IEP progress reports will be available online via the Genesis Parent Portal for viewing. Students/Families will be able to access progress reports by utilizing the digital portal. *Please note, this feature will replace the paper copy sent to home during the school closure.* If students/families would prefer to opt out of this feature and continue to receive a paper copy mailed to their home each marking period, they will be permitted to email their request to opt out, and a paper copy will be mailed as soon as staff can safely gain access to the building.

Teachers will continue to document accommodations and modifications necessary to meet individual student needs via their lesson plans, that are reviewed by Special Education supervisors regularly. Collaboration with CST case managers and teachers will ensure that any additional support that is needed is provided in the current educational setting. CST case managers and teachers will continue to communicate with students and their families to ensure that they have the highest level of support possible.

Case manager communicates with families to ensure services are implemented

We will provide related services (Occupational Therapy, Speech/Language Therapy, Physical Therapy, and Counseling) in a 1:1 and/or small group (as determined by the student's IEP) virtual format or via activities delivered through student's email. When staff and students are permitted to return to the school building, we will be able to offer some of these services in person. The Occupational Therapist and Physical Therapist will be in contact with students/families if applicable, to schedule their services.

When permitted to provide services in person, our Speech Therapist will be rotating between our three buildings. To maximize services and minimize exposure, she will be in one building a week. While she is in a student's home school, they will receive their services, as indicated in their IEP, in person. All other students will receive their services virtually that week. In the event that school buildings are closed, all speech services will be provided via Google Meet/Hangout or Zoom.

Counseling services will be provided via Google Meet/Hangout and/or Zoom with regularly scheduled appointments and/or the option for students to select a preferred time to meet with their counselor/case manager via scheduling assistance (i.e. Calendly) or via email communication. Students and their families are encouraged to contact their counselors and case managers, via email, for most of their communication needs. Virtual meetings can be scheduled based on need. The majority of counseling services will continue to be offered remotely so that the students can maximize their time in the classroom when they are in the building or participating in a virtual class session. In the event that there is an emergency, our counselors and case managers will continue to be available.

Procedures to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities

The Child Study Teams will conduct Annual Review, Reevaluation, and Identification meetings via online platforms such as Google Meet/Hangout and ZOOM in the event that we cannot meet in person. Once we are permitted to return to in-person meetings, we will continue to offer the choice of in-person or remote meetings to our students and their families, as long as current governance orders allow.

We will conduct any evaluations virtually, that are feasible and permitted to do so. For assessments that require face-to-face interactions in order for the assessment results to be valid, we will do so, provided we are permitted within the school setting while ensuring the appropriate safety precautions. This includes face masks for all parties, handwashing/hand sanitizer, privacy shield between participants and all materials sanitized between users.

In the event that the district must return to remote instruction, we will continue to ensure that all services are provided with fidelity. If in-person testing becomes prohibited, specific assessments may need to be delayed. We will continue to ensure that all students who are pending initial eligibility or reevaluations are not denied needed services based solely on our inability to complete evaluations in a timely fashion. In these circumstances, our Child Study Team staff members, in collaboration with parents, will determine the need for specialized instruction and review other sources of data that demonstrate a clear need for specialized services. We will make every reasonable effort to provide those services in good faith until formal CST evaluations can be completed.

Extracurricular Activities

All extracurricular activities and athletic events will be held within the confines of the governing legislation at the time. Please see the expectations below in the event of a fully remote/virtual school option and or a hybrid school option.

For Clubs and Activities:

1. The Vice Principal in charge of Athletics will distribute Co-curricular Plans to advisors.
2. **If fully virtual:**
 - a. All advisors will have a Club/Activity Google Classroom.
 - b. Club meetings must occur Monday – Friday, minimum of 30 minutes via Zoom.
 - c. Meetings must be held after the scheduled school day and should be held bi-weekly.
 - d. The Vice Principal in charge of the extracurricular activity will monitor the activities via Google Classroom.
 - e. After each meeting, the advisor will complete the Meeting Summary form.
 - f. Guest speakers are permitted via Zoom.
 - g. Field trips are not permitted.

3. If hybrid:

- a. All advisors will have a Club/Activity Google Classroom.
- b. Club meetings must occur Monday – Friday, minimum of 30 minutes via Zoom and/or live- with administrative approval.
- c. Meetings must be held after the scheduled school day.
- d. The Vice Principal in charge of the extracurricular activity will monitor the activities via Google Classroom.
- e. After each meeting, the advisor will complete the Meeting Summary form.
- f. Depending upon District policies at the time, in-person guest speakers and/or field trips may be permitted.

For Athletics:

1. The district will follow guidelines as provided by the NJSIAA, NJDOH, and the District
2. If the NJSIAA places athletics in a **Virtual ONLY Period:**

- a. All coaches will have a team Google Classroom.
 - b. The Vice Principal of Athletics and the Assistant Athletic Director will monitor the activities via Google Classroom.
 - c. Team meetings/practices must occur daily, Monday through Friday, for 30 minutes via Zoom.
 - d. The meeting/practice must be after the regular school day.
 - e. All coaches (head and assistants) must either attend the team meeting/practice, or hold a positional meeting/practice.
 - f. After each practice, the coach will complete the Meeting Summary form.
3. If the NJSIAA allows athletics to hold **Official Practices**, all normal practice rules apply for eligibility, Heat Acclimatization, etc.
- a. The district will follow all NJSIAA guidelines as related to mask wearing, spacing, group size, etc. This will be detailed as we learn the guidelines.
 - b. If school is **remote only**:
 - i. No locker room access for students, they must transport equipment home each night.
 - c. If school is **following a hybrid model**:
 - i. Only athletes whose cohort is in the building will be allowed to utilize the locker rooms that day.
 1. Those student-athletes will be allowed to leave their equipment in the locker room during the school day.
 2. We will have a schedule for the coaches to monitor the locker rooms to ensure safety guidelines (masks, distancing, etc.) are followed.
 3. Once dressed, these students will take ALL of their belongings with them to the practice field. No one will be allowed into the locker room after practice, no exceptions.
 - ii. For those students who were remote, they must come dressed for practice from home. For example, football players will take their pads and helmets home each night but those in school may leave them in the locker room during the school day.
4. **In case of inclement weather**
- a. Determination for the practice/game status will be made by noon each day to allow adequate time to inform those students who are remote that day and to cancel any athletic buses.
 - b. If a practice is canceled due to weather, coaches will plan to utilize their Google Classroom for a virtual practice/meeting.

5. **Transportation:**

a. **Daily:**

- i. The After School Transportation "back to school" bus will be scheduled. Schedules will be sent to coaches, parents and students.
- ii. Athletes will be screened and sent to the practice area.
- iii. All teams must plan to have one coach at the practice area to supervise the athletes by 2:15 pm each day.

b. **Games**

- i. All members of the traveling roster must be cleared before leaving Triton, including coaches.
- ii. Coaches will communicate their travel numbers to the Assistant Athletic Director so the proper number of buses can be arranged.
- iii. Coaches are responsible for ensuring the departure times for events.
- iv. It is expected that coaches are on the bus and leaving at the time it is scheduled.

- v. Parents may transport their children to and from games, but must complete the [Parent Transportation Form](#) at least 24 hours in advance.
- vi. **No students may drive to away games.**