

EMERGENCY VIRTUAL/REMOTE INSTRUCTION PROGRAM

2026-2027 School Year

I. NOTIFICATION TO FAMILIES of the NJDOE requirements to create a health related closure preparedness plan:

A. The superintendent will provide digital, and paper information blasts to all families containing the Department of Education's requirements via:

1. RealTime (primary alert/emergency system)
2. RealTime Student Information System (non-emergency alert systems)
3. School website - <https://www.andoverregional.org/>
4. LPS Instagram - @lpschargers
5. FMB Instagram - @fmbchargers

B. Provide the New Jersey Department of Health hotline established for COVID-19, information (800) 222-1222

II. GENERAL PROVISIONS

A. No extracurricular activities will take place.

B. The campus will be closed to all students, employees, and guests. The administration will grant access to the school on an as-needed basis.

C. The RealTime Parent Portal will be active so that families can monitor their students' progress.

D. Any questions regarding academic assignments, please contact the respective teacher directly through e-mail.

E. Interior doors will remain propped open to avoid contamination, if necessary.

III. PROVIDING EQUITABLE ACCESS to Instruction for All Students

A. Instructional Expectations:

1. Students will be engaged in guided learning experiences via virtual/online class meetings, lessons and activities, and assessments. Our online/remote learning platforms include, but are not limited to: Google applications such as "Classroom" and "Meet," online textbook subscriptions, and RealTime. At the outset of the current crisis, on the last day of on campus schooling, students brought home their textbooks and materials.

2. Some exceptions have been for the few students who are without internet access, on which the district continues to work with a goal of providing 100% access. In those cases, hard copies of guided learning experiences are being provided by the teaching staff.

3. Teachers will modify lessons and materials for students with accommodations according to their IEP/504 plans. Teachers will be monitoring their emails during school hours to answer questions.

B. As each student is issued a Chromebook in grades 3- 8, daily assignments and activities will be provided via internet using Google Classroom, e-mail, online textbook subscriptions, and other common applications that are already used in school-based instruction. Families without access to a device will be able to pick up an i-Pad or Chromebook at the Board Office located at 707 Limecrest Road, Newton, NJ 07860

1. Teacher websites will also provide information regarding assignments.

2. Weekly lesson plans will continue to be completed and inspected by supervisors

3. Assignments will be: given due dates, collected, graded, and posted to RealTime.

4. Principals and supervisors will check daily to ensure that standards are being instructed.

C. Daily instructional hours: students and teachers will be online for instruction from 10:00 am to 2:00 pm on Monday through Friday.

1. Teachers will be available online during normal school hours to answer questions through Google, e-mail, and other common applications.

2. Families without internet access can make notes on their child's work with specific questions and that work can be completed upon the student's return to school.

D. Special education resource room teachers will be setting up ways to continue the learning process with students, as the general education teachers are doing.

1. Special education teachers in "in-class support" settings are doing their best to work with general education teachers to ensure that students are keeping on track of assignments and that they are getting what they need to do those assignments, tests and quizzes. In this way, for our resource room and "in-class support" students, IEP goals and objectives are being implemented and followed.

2. All IEP and 504 accommodations will be addressed in materials/packets sent home with students, if these modifications are not able to be implemented electronically. Parents who feel their child's modifications are not appropriate can e-mail the special education teacher and the work can be adjusted.

3. Students in our special education resource room classes are accessing their remote classrooms through google classrooms. Their teachers are utilizing google meet, slides

presentations, videos, etc. to educate them. The teachers have been flexible with the particular needs of the students at this time (i.e. work schedules, caring for younger siblings, etc.) and learning has gone on as usual, with all IEP accommodations and modifications accounted for.

4. For the more self-contained special education rooms (i.e. LLD, Life Skills, etc.), students will receive packets of work that will be sent home, due to their learning being much more hands-on. These teachers will attempt to communicate with parents via telephone or email, if the students are having issues with any of the work.

5. Self-Contained Students (LLD, Life Skills and Cognitive Severe Classrooms) IEP goals and objectives are being addressed with our three self-contained classrooms as well. Teachers are having daily google meets with their students, and incorporating our transition services coordinator and related service providers into their lessons as well. Teachers continue to keep track of goals and objectives for their students, to the greatest extent possible without face to face contact with students.

a. Related service providers, including speech, occupational therapy and physical therapy have been working on goals and objectives with students and their parents to try to prevent regression at this time, also to the greatest extent possible.

b. Students will be evaluated upon returning to school to check for regression in skills, and accommodated at that time.

c. All related services are being tracked by the providers, as well as all information and work that is sent home.

6. Job sites will resume once the school is back in session.

7. We are working with our Out-Of-District placements to set up plans for students who attend.

8. Families without e-mail access can make notes on their child's work with specific questions and the work can be completed upon the student's return to school.

IV. MULTI-LANGUAGE LEARNERS (MLLs)

A. The course continues to develop students' communication skills in English. Although the spoken word is no longer the central medium of instruction, the instructor makes herself available for one-to-one interactions and Google Meets; classes that are "live" via Google Meet begin with some type of oral discussion. She implements grammar and writing assignments with multi-leveled sources that directly measure content and skill; personal writings/responses play a major role in the format of the class. Google Classroom displays assignments, schedules, and teacher information, while cataloging student work for revision and assessment.

B. The school communicates through Google Classroom, RealTime, email, and phone. Most MLLs and their families satisfactorily receive information through these means. A small group has not logged on or completed work since distance learning began. Emails and phone calls from both the instructor and guidance counselors to parents/guardians have been used, and students' attendance is monitored through RealTime's self-reporting function.

C. As our school has a 1:1 Google Chromebook/student ratio, the instructor uses Google Suite to best meet students' needs. She encourages them to use online Spanish-to English translation sites, both as primary sources and to proofread material. Second, and sometimes third, chances are provided to fix/edit/correct submissions on Google Docs, respectful of teacher feedback. Emphasis is placed on the more personal aspects of students' lives and culture, specifically choosing topics that produce authentic writing.

V. ATTENDANCE

A. During an extended closure we are asking that STUDENTS or PARENTS on a daily basis, by 9:00 am, post their attendance as follows. With the exception of today - please post by 10:00 today.

1. Sign on to your Google Classroom portal (username is the same as your Google sign on: for example 20cbresney@lvhs.org)
2. On SUMMARY screen, near bottom you see a gray button "NOTIFY ATTENDANCE OFFICE"
3. Click the button and you will be directed to the ATTENDANCE tab.
4. On next screen, by "STUDENT WILL BE," drop down and select PRESENT. Add a note if you wish, but not required.
5. ALTERNATELY, if a parent is marking a student as sick/absent, drop down and select ABSENT - all absences require a parent note stating reason.
6. Click SUBMIT TO OFFICE

B. After accepting the attendance posting, you will then see this logged on your ATTENDANCE tab of RealTime.

VI. SUMMER PROGRAMMING

A. Extended School Year will be offered using remote/virtual instruction. Related services will be provided to those who receive them remotely as well.

VII. NUTRITIONAL SERVICES

A. The cafeteria staff will distribute bagged breakfast and lunch for students receiving free and reduced lunch at the Long Pond School. Families can pick up between 8:00 AM and 9:00 AM.

VIII. CUSTODIAL & MAINTENANCE

A. Adopt enhanced disinfectant protocols for custodial staff and cleaning crews. 1. Staff will increase cleaning protocols for frequently touched surfaces and objects 2. The district will purchase gloves, additional hand sanitizer dispensers, peroxide wipes/wash, masks for nurses who care for any student with a fever.

B. Daily Basis Protocol

1. When any office or meeting room is used, the custodians will sanitize and disinfect the utilized area immediately after the use is completed.

2. Verification that all HVAC, electric, security, and maintenance systems are operating properly.

IX. 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: Certificated Officials	Oversee operations of school district	Interact with BOE, community (including emergency responders), staff; student instruction; business office functions	Eight (8): CSA, BA, Two Principals, Curriculum Supervisor, Supervisor of Special Services, Technology Supervisor and Facilities Supervisor	Four hour per day
Administration: Non-Certificated Employees	Administrative functions	Student records and guidance department functions, purchasing, and payroll.	Five (5): One (1) Adm. assistant to CSA, Three (2) Business office, One (1) in Technology office	
Supervisors: Certificated	Supervision of employees - by departments	Monitoring grades and lesson plans, scheduling for 2025-2026, oversee special education services	Six	

Custodial & Maintenance	Maintaining buildings and grounds	Repairs, upkeep and cleaning, receiving deliveries, ensuring all systems such as electricity and boilers remain in working order, and grounds maintenance.	Nine	
Technology	Technology support	Maintain servers and internet capacity for remote instruction, data security, and immediate response to issues both on campus and those reported by remote network users.	Two: network administrator and assistant	
Security	Security and safety	Monitor buildings and grounds, provide rapid response for emergent situations.	Two (2 security officers)	
Food Service	Meal Service	Preparation and Distribution of meals	Three	

OTHER CONSIDERATIONS

A. Social and Emotional Health of Staff & Students:, Clinical Psychotherapist, Child Study Team, and Guidance staff will be available every day. Additionally, we have a dedicated therapist available for employees.

B. Title I Extended Learning Programs: All regular features of targeted assistance will remain in effect.

C. 21st Century Learning Programs: All programmatic offerings will remain in effect.

D. Transportation: As needed

E. Extracurricular Programs: All clubs and activities that can be offered virtually will remain in effect.

F. Childcare: Will not be available as the facility is closed.

G. Community Programming: N/A