

Jefferson Township Public School

Virtual/Remote Instruction Program

SY 2026-2027



JTPS Emergency Virtual or Remote Instruction Programs for the 26-27 SY

In the event one or more of the schools of Jefferson Township School District experiences a closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure, the following plan will be implemented to ensure the continuity of instruction for students using virtual/remote instruction to meet the 180-day requirement pursuant to N.J.S.A. 18A:7F-9.

Included in this document are the schedules for virtual instruction for grades Pre-K, 1-5, 6-8, and 9-12 which details the length of the virtual/remote instructional day; how students will be provided the necessary technology and internet access required for virtual/remote instruction; and how students and families will continue to be provided with access to school-provided breakfast and lunch in the event of a prolonged school closure.

Equitable Access and Opportunity to Instruction

The plan outlines how virtual or remote instruction will be provided to students who may not have access to sufficient broadband or to any technology required for virtual or remote instruction. The district has a 1:1 laptop or Chromebook program in place for students in grades 3-12.

Student Access to Devices

Grades PreK-3

- Families of students in PK-2 will be provided with a district device and internet connectivity on an as-needed basis.
- 1:1 student devices are available for all students in grades 3.
- In the event a classroom, school building, or the entire school district is ordered to be closed for more than three days, the building administrator(s) will coordinate with the Technology Department and faculty to distribute a device to each student.
- Students will be provided with the device assigned to them for the school year to track which devices are returned when in-person learning resumes.
- If students are in school when the directive to close school for an extended period of time is received, staff will strive to send student devices home with students at the end of the school day.
- If students are not in school when the directive to close school for an extended period of time is received, student devices will be available for parents to pick up in the main office of the school at their earliest convenience.

Grades 4-12

- All intermediate and high school students have a device assigned to them that they transport to and from school each day.

The Technology Help Desk is available for students/parents to report issues with district-provided devices in order to ensure students have a working device to provide them with access to online instruction.

Internet Access

For students/families that do not have internet connectivity in their home, the district will provide the family with a cellular mobile hotspot in order for their device to access the internet. The district will pursue additional connectivity resources depending on the needs of students and families.

Addressing Special Education Needs

The regular school program will continue to the greatest extent possible. The elementary, middle, and high school instruction follows their regular class schedules. Special education students will have little to no interruption of their instructional program. If necessary, paraprofessionals can individualize instruction while being monitored by the classroom teacher. Accelerated learning opportunities and programs for gifted students will continue to the greatest extent possible.

The progress of special education students will be monitored by the special education teachers. The teacher(s) will communicate progress to case managers, who will meet with students and parents on an as-needed basis to follow up on the services that are being provided. Regularly scheduled IEP meetings, evaluations, etc., will be conducted online/virtually to the greatest extent possible.

Addressing English Language Learners (ELL) Plan Needs

English Language Learners will have uninterrupted instruction with their peers during virtual instruction. All ELL students will engage with their ESL teacher to receive individualized and/or small group instruction in accordance with State and Federal requirements.

Translation services will be available via the district website, Google Apps for Education, and on an individualized basis to the greatest extent possible.

Professional development for teachers in Sheltered English Instruction and culturally responsive instructional practices will be available for teachers on an as-needed basis, depending on the ELL students assigned to their class(es). Also, the district will continue professional development on the Attuned School Model - Creating Emotionally Safe, Well-regulated, Nurturing, and Attuned Educational Environments and direct staff to the Centers for Disease Control and Prevention website for [Strategies to Create a Healthy and Supportive School Environment](#).

Continuity of Meal Service

- Meals will be offered each day for pick-up from the school(s) that are closed.
- Breakfast and lunch will be available each day for students who are eligible for free/reduced price meals.
- Pick-up times will take place during the normal lunch time so that there is no conflict with class time.
- In the event that all district schools are closed for in-person instruction, meal pick-up for all students will take place at the Jefferson Township Middle School.

Facilities Plan

In the event of district closure, all school facilities will be properly monitored by district custodial/maintenance staff. Should health conditions warrant, a rotating skeleton crew will be deployed. In addition to all existing cleaning procedures, the school custodial staff will implement a deep clean of the school building, including classrooms, restroom facilities, gymnasium locker rooms, and cafeterias.

In the event of district closure, all vehicles involved in the transportation of students will be cleaned and disinfected daily using a combination of sanitizing wipes and Atomizing Disinfectant Sprayers

In summation, the Jefferson Township Public Schools will follow all recommendations outlined in numerous Government publications and advisories, which are already established, and will adjust procedures and policies accordingly as new advisories are released and updated

Resources for Teachers

Synchronous Learning

Synchronous learning happens in real-time, and what is done face-to-face is usually accomplished through the use of video tools such as Google Meet, allowing for discussion, small group targeted instruction, or questions and answers.

Possible Framework

Community Building

Relationships are foundational to learning, and intentionally building community and a safe space to connect and learn is critical to start the year, but also important to sustain the culture throughout the year. **(5-10 minutes)**

- Student check-ins (SEL Strategies)
- Share celebrations
- Discuss current events
- Breakout groups
- Show and tell (K-5)
- Opening question prompt (Do Now)

Whole Group Lesson

Use this time to introduce new ideas, skills, or content where you can solicit input from students and encourage interaction. **(10-15 minutes)**

- Readers/Writers workshop
- Read alouds
- Share a strategy
- Model Primary/Secondary text analysis
- Introduce a concept
- Launch projects or challenges

- Questions and answers
- Socratic Seminar
- Students collaborate with peers on Google Docs, Slides, sites, etc.

Feedback and Guidance

Create intentional time to connect (breakout rooms in Zoom & Google Meet) and provide feedback to learners, and ensure that peers can review and provide feedback and guidance as well. **(5-10 minutes)**

- 1:1 check-in
- Small group instruction
- Peer feedback
- Goal setting

Reflection/Celebration of Learning

Opportunities to make learning public and share progress are motivating and help learners take ownership of their learning. **(5 minutes)**

- Exhibition
- Student presentations
- Share and reflect on learning
- Exit ticket

Activities for the Classroom

- Interactive discussions and hands-on lessons
- Lab or science work that needs supervision
- One-on-one instruction time for vulnerable students
- Well-being check-ins

Best Practices and Helpful Hints

- Whether in person or virtual, building rapport and setting expectations are critical for success.
- Experts suggest offering a combination of live instruction and work that students can do on their own time (synchronous and asynchronous).
- It is not appropriate to end synchronous learning sessions early. You should view them as akin to in-person, “bell-to-bell” teaching. Should any outside observer visit your Google Meet session, students should be engaged in the lesson.
- Remember that what may/did work in college and graduate-level online courses might not apply to K-12.
- With limited time and distance learning, engagement is more critical than ever.
- Keep technology use simple in order to avoid turning the course into a support nightmare, and gradually add more advanced technology.
- Redesign is an incremental process. Try not to include too many new activities at first. Start small and build it one piece at a time.
- Focus on the integration of the online and face-to-face components. Connecting what occurs in class with what is studied online is critical so instructors do not end up teaching two parallel but unconnected courses.

- Make all assignments and other course expectations as explicit as possible right from the start. In particular, make sure that the schedule of in-class and online work is clear to the students, and that due dates are stated explicitly and repeatedly.

Links to Best Practices

- [2 Simple Ways to Improve Online Instruction](#)
- [Designing Your LMS to Make Distance Learning Better](#)
- [Teaching Strategies of Award-Winning Online Instructors](#)

Setting Expectations for Virtual Learning

Meeting Expectations

- Please remind students to remain on mute unless they are speaking.
- Student cameras will be turned on during synchronous instruction.
- Remind students to be appropriately dressed, and to avoid distractions (e.g., eating, drinking, inappropriate posters, TV, iPads, video games, etc.) in the background.

Developing Rapport with Students and Parents

- [7 Ways Educators Can Help Students Cope in a Pandemic](#)

Student Engagement

- Teachers can reference the resources below for strategies to help keep students active and engaged in remote/virtual learning.
- If a student is repeatedly not participating in online instruction and/or submitting assignments, the teacher(s) will communicate with the student's parent to report the student's lack of engagement and discuss the expectations for virtual/remote instruction. If the student continues not to participate and/or submit assignments, the teacher will inform their school principal, who will follow up with the parent.
- [Keeping Kids Engaged in Remote Learning](#)



8 Non-Tech Remote Learning Ideas



1. Modeling through written explanations
2. Scaffolded questions and tasks
3. Guided and independent practice
4. Authentic challenge problems
5. Independent reading with reflective questions
6. Playlists and choice boards
7. Movement activities
8. Reflective writing journals



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Increasing Student Accountability

- Increased face-to-face interaction via Google Meet.
- Use small and frequent assessments/assignments (e.g., checkpoints built into presentations and projects).
- Check with your building administrator for guidance on disciplinary actions that can be taken.
- Frequent parent communication.
- Use of engaging and personalized lessons.

Virtual Learning Teaching Resources

Technology Resources 26-27

District Software 26-27

Teachers	Grade K	Grade 1	Grade 2
Clever	Destiny	Destiny	Destiny
Google EDU	Foundations	TCI - SS	ALEKS Adventure
Heinemann Leveled	Mystery Science	Mystery Science	HMH Textbook
Linkit!	Google Apps Edu	Raz-Plus/VocabA-Z	Mystery Science
Adobe Creative Cloud	Raz-Plus/Vocab A-Z	Science A-Z	TCI - SS
Naviance	Science A-Z	Foundations	Raz-Plus/Vocab A-Z
Raz-Plus	Linkit	Reveal - Math	Google Apps Edu
Read&Write	Reveal- Math	Scholastic News	Foundations
RealTime	TCI - SS	Google Apps Edu	Reveal - Math
Learning Ally	Scholastic News	Linkit	Linkit

Grade 3	Grade 4	Grade 5	Grade 6-8	Grade 9-12
DBQ - SS	DBQ - SS	DBQ - SS	DBQ - SS Gr 8	ALEKS
Destiny	Destiny	Destiny	Destiny	Avid Pro-Tools
Mystery Science	Ed Your Friend: Sci	Mystery Science	Discovery- SS, Sci	Destiny
Nat Geo - Sci	Mystery Science	Nat Geo - Sci	Membean	Discovery - SS, Sci
Pearson - ELA	Pearson - ELA	Pearson - ELA	ALEKS	Ed Your Friend - US & World History
Raz-Plus	Raz-Plus	Raz-Plus	Noodle Tools	HRW - SCI
ALEKS	ALEKS	ALEKS	No Red Ink	SWANK
Reveal - Math	Reveal - Math	Reveal - Math	Google Apps Edu	McGraw - Math, Art, SS, Chem, Bio
Words Their Way	Words Their Way	Words Their Way	Gale	Membean
Google Apps Edu	Google Apps Edu	Google Apps Edu	Linkit	Noodle Tools
TCI - SS	TCI- SS	TCI- SS	Reveal Math	Gale
Linkit	Linkit	Linkit	Code.org	Cengage
Foundations	Foundations	Foundations	Canva	Adobe Creative Cloud
	Canva	Canva		Knowledge Matters
	Membean	Membean		Google Apps Edu

Grading

Assessments/Assignments Categories and Percentages

High School

- 60/40 for all courses except Honors and AP courses
- 75/25 for all Honors courses
- 80/20 for all AP courses

Intermediate School

- 70/30 for all courses (7-8)
- 60/40 for all courses (6)
- 50/50 for all courses (4-5)

Elementary

- 10% for Homework
- 40% for Assignments
- 50% for Assessments/Projects

Attendance

Student attendance will be taken during synchronous instruction. Teachers can use a Google Meet plugin that will create a Google Sheet listing students who are in attendance. Attendance will be taken at the beginning of each period at the middle and high school levels. Students must log in to each class period on time and have the camera on the laptop/Chromebook on in order for the student to be marked as “present”. Elementary students must log in at the start of the school day.

The district attendance policy will be followed. Parents will be notified via email, SMS messaging, and/or phone call if a student is marked absent without a parent notification of said absence in Realtime, the district’s student information system (SIS). If necessary, one of the School Resource Officers can be sent to the home for a wellness check.

Family Communication When Students Are Not Participating

Teachers will monitor student participation in virtual instruction through daily attendance, login records, participation in synchronous and asynchronous learning activities, assignment completion, and communication with teachers.

When a student is not participating in online instruction and/or is not submitting required assignments, the following communication procedures will be implemented:

1. Initial Contact

- The student's teacher will contact the parent/guardian within one to two school days of identifying the concern.
- Communication may occur by phone, email, text message, the district's learning management system, or other district-approved communication platform.
- The purpose of the contact is to notify the family of the concern, determine any barriers to participation, and provide assistance.

2. Ongoing Follow-Up

- If participation does not improve, additional contacts will be made by the teacher and/or school staff at regular intervals.
- All communication attempts will be documented in the district's student information system or other approved documentation system.

3. Problem-Solving and Support

- School staff will work collaboratively with the family to identify barriers that may be preventing student participation, including technology issues, internet connectivity, scheduling concerns, health needs, or other circumstances.
- Appropriate supports may include technology assistance, instructional support, counseling services, academic intervention, attendance support, or referrals to community resources, as appropriate.

4. Escalation Procedures

- If the student continues to be unresponsive after multiple documented communication attempts, the concern will be referred to the school administrator, counselor, attendance team, or other designated staff for additional intervention.
- The district will follow all applicable state attendance requirements, compulsory education laws, and district attendance policies regarding chronic absenteeism and truancy.

5. Family Partnership

- The district is committed to maintaining ongoing communication with families throughout the intervention process. Families will be encouraged to communicate any challenges affecting student participation so that appropriate supports can be provided and student engagement can be restored.

Assessment Considerations

As you are aware, in a virtual environment, students have unfettered access to online resources, which makes academic dishonesty a problem. Below, you will find tips and tricks to overcome these hurdles:

- Craft summative assessments that are not searchable on Google. Assessments that require students to think and plan strategically (think Depth of Knowledge Level 3 and 4) make cheating significantly more difficult.
- In a hybrid teaching model, use in-person (face-to-face) time for administering summative assessments.
- In a 100% virtual environment, utilize tools such as LinkIt! in order to administer exams. Additional features in LinkIt! have been turned on for your use, including a feature that does not allow students to open other windows while taking an exam.
- Administer timed exams during synchronous learning periods. Have students leave their cameras on for the duration of the timed assessment and monitor the Google Meet to ensure students are not looking away or using other devices.
- Since students are apt to collaborate, utilize projects where applicable. Projects can be presented to the class, using Google Meet, during synchronous learning periods, if time permits.

Advanced Placement (AP) Courses

The unique and rigorous nature of our AP courses presents a special challenge. No information has been released by the College Board on the format of the exams in May of 2022; therefore, at this point, we have to assume they will be of standard length. In the event virtual instruction occurs for a prolonged period of time, faculty will adjust their teaching methods accordingly, i.e. utilize more direct instruction. Additionally, an increased amount of work must be done by students, where appropriate, outside of the classroom.

OTHER CONSIDERATIONS

Accelerated Learning Opportunities

Teachers will utilize various methods to provide students with accelerated learning opportunities through differentiated instruction during lessons and various technology tools and platforms, such as:

	Description	Ways to Use with Gifted Students
Khan Academy	Free Online Courses	Review, Enrichment, Acceleration

NearPod	Student Engagement Platform	Live lessons aligned to curriculum standards
PearDeck	Student Engagement Platform	Pair with Google Slides and Google Meet, Interactive and engaging slideshows for mini-lessons
Google Meet	Video Conferencing App	Socratic Seminar, Debate
Google Classroom	Student Assignment Platform	Discussion Posts
Flipgrid	Video Recording Platform	Book Talks, Explain Math Thinking
Padlet	Collaborative Discussion Platform	Book Recommendations, Critical Thinking
Wayground	Student Engagement and Assessment Platform	Live lessons and assessments aligned to curriculum standards

Social and Emotional Health of Staff and Students

- Students - School guidance counselors and Child Study Team members will be available to check in with students and assist families. The district will also direct families to the U.S. Department of Education's guidance document - [Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs](#).
- Staff - The district will continue professional development on the Attuned School Model - Creating Emotionally Safe, Well-regulated, Nurturing, and Attuned Educational Environments and direct staff to the Centers for Disease Control and Prevention website for [Strategies to Create a Healthy and Supportive School Environment](#).

Title I Extended Learning Programs - All Title I extended learning programs will be rescheduled so that no instructional/intervention time is lost.

21st Century Community Learning Center Programs - Jefferson Township Public Schools have not been designated as low-performing or high-poverty, therefore, 21st Century Community Learning Center Programs are not offered to students in our district.

Credit Recovery - During the regular academic school year, the district does not provide credit recovery for students.

Other Extended Student Learning Opportunities - Students will be afforded additional learning opportunities to the maximum extent possible based on the availability of resources throughout the duration of virtual/remote learning.

Extra-curricular Programs - Extracurricular activities and programs will continue through virtual means to the maximum extent possible for groups that are able to accomplish the goal of their activity/meeting in a virtual setting.

Childcare - The district does not provide childcare services for the children in the community.

Community Programming - Any community programs, such as SEPAG, will be offered in a virtual setting.

Essential Employees

Jefferson Township Public Schools identifies the following groups of employees as essential in the event the district must transition to virtual/remote learning. A detailed listing of the employees in each category will be provided to the county office in the event the district transitions to virtual/remote instruction.

- Administration - superintendent, assistant superintendent, business administrator/board secretary, principals, assistant principals, directors, supervisors, and department heads.
- Secretaries
- Facilities, Maintenance, and Custodians

Transportation

In the event of a district closure, in-district transportation will be suspended. The district Special Services Department will communicate with all schools to which any JTPS student attends as an out-of-district placement to provide transportation as appropriate.