BOONTON PUBLIC SCHOOLS

VIRTUAL OR REMOTE INSTRUCTION PLAN

2026-2027

INTRODUCTION

As required by the New Jersey Department of Education (NJDOE), all public school districts in New Jersey develop a plan for the delivery of virtual or remote instruction in accordance with N.J.S.A. This instruction is not something that parents can elect for their children as an option. Rather, this plan outlines means of maintaining instruction in the event that one or more of the district schools must remain closed for an emergency and the duration of the emergency is in excess of three days or if direction is provided by the State of New Jersey that instruction must be provided virtually for a declared emergency.

This plan outlines the protocols that will be implemented to ensure continuity of instruction in the event of an emergency transition to remote or virtual instruction. The utilization of virtual or remote instruction during an emergency closure will satisfy the 180 school day requirement pursuant to N.J.S.A. 18A:7F-9. The Superintendent or designee will communicate with the Board of Education prior to implementing this emergency plan.

Boonton Public Schools has prepared this plan in accordance with guidance from the NJ Department of Education. It includes the following areas of focus:

Equitable Access and Opportunity to Instruction
Addressing Special Education Needs
Addressing Multilingual Learner Needs
Attendance Plan
Safe Delivery of Meals
Facilities Plan
Other Considerations

EQUITABLE ACCESS AND OPPORTUNITY TO INSTRUCTION

The district has a 1:1 Chromebook Program in place for students in grades 6-12. Students in younger grades will be provided with a Chromebook if they do not have access to a device at home. The school principals will track this information in our student information database. Similarly, the district has purchased a supply of hotspots and can distribute these to families on an as-needed basis.

Instruction, assessment, and documentation of student growth will resume during any transition to virtual or remote instruction. The primary platform for this to occur will be the Google Suite inclusive of Google Classroom, email, live meeting sessions, and instructional documents. Other web-based resources such as Seesaw Learning Hub may be used for early elementary students. Additional web-based tools and resources will be incorporated as deemed most appropriate and effective by instructors. Class activities will include both aspects of live synchronous instruction and more independent asynchronous instruction. Both formal and informal assessments will continue through the use of video conference meetings, online assessments, and submission of web-based documents. As in regular operations, instructional staff members will adhere to the requirements of IEP and 504 documents to the absolute greatest extent possible given the emergency situation that resulted in a transition to virtual or remote instruction.

ADDRESSING SPECIAL EDUCATION NEEDS

The regular school program for all students will continue to the greatest extent possible during periods of virtual or remote instruction. The timing of the student day will correlate with times of a regular instructional day as determined in each school's handbook.

Special education students will have little to no interruption of their instructional program. Teachers and paraprofessionals will continue to work in accordance with student IEPs and will differentiate instruction as needed for all learners as they adapt to virtual and remote means of instruction. The responsibilities of case managers will continue as transition is made to the virtual or remote format of conducting meetings and communicating with families. Case managers and instructional staff members will maintain the responsibility of ensuring that all aspects of a student's IEP continues to be adhered to and will track that there is continuation of all services required. Any interruptions in services due to the unforeseen circumstances of the emergency will be brought to the attention of the Director of Special Services. The Director and Case Manager will develop a plan with the input of parents to ensure that the IEP is fully implemented. Communication will occur via phone (with the help of translation services if needed), email, and Google Meet. If in-person meetings are not able to be held, Google Meet will be incorporated as the forum for IEP meetings to occur. The Case Manager will be responsible for scheduling meetings and contacting the Director of Technology if technical issues arise or if there is an identified lack of Internet access. Accelerated and enrichment learning opportunities will continue to the greatest extent possible. Administrators and case managers will ensure that evaluation and other meetings to identify, evaluate and/or reevaluate students with disabilities occur in a timely manner and in accordance with law.

ADDRESSING MULTILINGUAL LEARNER NEEDS

Multilingual Learners will continue to receive the instructional support that they receive during regular in-person operations and in accordance with the defined schedule and routines that have been established. As needed, ML instructors may adjust times that they meet with and support the learning needs of Multilingual Learners while adhering to state and federal program requirements. The district ensures that translation materials and interpretative services will be provided to students and families when students are initially identified via the home language survey. Translation resources and services will be acquired to assist with the increased communication that will occur with families of Multilingual Learners during periods of virtual or remote instruction. Boonton Public School District will continue to implement the Sheltered Instruction approach during the period of emergency remote or virtual instruction. Professional development activities planned to be implemented in support of our ML students and teachers will resume in a virtual or remote format to the greatest extent possible given the circumstances of the emergency situation. If feasible, small group sessions with Multilingual Language learners will occur in person to the greatest extent possible even as the general school operations are remote. If meeting in person is not feasible, Google Classroom will serve as a primary platform to guide instruction along with Google Meet and Google Docs. In addition to ML teachers, counseling staff members will remain in continuous communication with ML students and families to provide culturally responsive support during the emergency period. Standardized progress monitoring will occur via administration of the ACCESS test. Training for teachers, administrators, and counselors on culturally responsive teaching and learning, social-emotional learning, and trauma-informed teaching will be provided during the emergency situation to provide for the safety, well being, and continued growth of all children in our care.

ATTENDANCE PLAN

Attendance is taken at the beginning of each period at the high school level. Students must log in to each class period on time and have their computer cameras on in order for the student to be marked as "present". Middle and elementary students must log in at the beginning of the school day and follow the daily schedule that will be inclusive of both synchronous and asynchronous instruction.

The district attendance policy will be followed. Parents will be notified via email and telephone calls if a student is marked absent without a prior parent notification having been received. If necessary, our district Resource Officer may conduct an at home visit if a student's reason for absence is unknown. Additional consideration will be made to families of students with special needs and of Multilingual Learners and extra efforts will be made to support these students and families as they engage daily in school activities. Case managers, translation services, and extra communication from school counselors and school administrators will be incorporated as strategies to engage learners. Should a student not be participating in online instruction and/or submitting assignments, contact with parents will be made initially by the instructional staff member, followed by counseling staff members, and then by administration should prior efforts to engage the student in instructional activities be unsuccessful. Communication to families will occur via email, phone, and video conference as needed/desired.

SAFE DELIVERY OF MEALS

In the event of a district closure, the Free and Reduced Meal program continues and the district will offer meal pick-up at Boonton High School and will communicate instructions of any related procedures to the parents via multiple media outlets (website, social media, emergency notification system). Communication will be made in both English and Spanish.

FACILITIES PLAN

In the event of district closure, all school facilities will be properly monitored by district custodial/maintenance staff. In addition to all existing established cleaning procedures, the school custodial staff will implement a deep clean of the school building, including classrooms, restroom facilities, gymnasium locker rooms, and cafeterias. Boonton Public Schools will follow recommendations outlined in health guidance publications and advisories and will adjust procedures and policies accordingly as new advisories are released and updated which may be inclusive of particular details related to the emergency situation.

OTHER CONSIDERATIONS

- ### ACCELERATED LEARNING OPPORTUNITIES

  Schools will continue to provide accelerated learning opportunities to students through the continued offering of AP classes, advanced classes, enrichment lessons, and differentiated instruction. The mode in which these offerings are made available will transition due to virtual and remote learning constraints, but programming will remain in place.

- ### SOCIAL AND EMOTIONAL WELL BEING

  School counselors will continue to be available to students, families and staff during periods of remote instruction. Efforts to ensure that students remain positively connected to school activities will be heightened during any emergency transition to virtual instruction.

- ### TITLE I, COMMUNITY, AND OTHER EXTENDED LEARNING PROGRAMS

  Afterschool Title I learning programs, community-based learning programs, and other types of extended learning opportunities will be postponed immediately following an emergency transition to virtual or remote instruction. If the duration of virtual or remote instruction is expected to occur longer than approximately two weeks, plans will be made where feasible to resume extracurricular, Title I, community learning, and other extended learning programs in a virtual environment or to reschedule for a time when we are able to resume in-person learning and related activities.

- **CREDIT RECOVERY**

  In the event that credit recovery becomes necessary during an extended virtual or remote learning emergency, school administration and/or counselors will communicate with students and families about options which may include credit recovery through a third party online program and/or a district run program.

- **TRANSPORTATION**

  In the event of an emergency transition to virtual or remote learning, we anticipate that transportation needs will change significantly. As part of any emergency transition, district administration will consult with impacted parties and families to plan for the current transportation needs of our students and to meet those needs to the best of our ability given the circumstances.

- **EXTRA-CURRICULAR PROGRAMS**

  High school and middle school athletics will occur in accordance with protocols issued by the NJSIAA and following a district assessment of the appropriateness and safety factors of athletics participation at the time of the emergency. Other extra-curricular activities will be postponed during an emergency transition to virtual or remote instruction. If the duration of virtual or remote instruction is expected to last longer than approximately two weeks, plans will be made where feasible to resume extracurricular programs in a virtual environment.

- **BEFORE AND AFTER CARE**

  The district before and after care programs will not occur when school is not in session for in-person learning

ESSENTIAL EMPLOYEES

In the event that the district must transition to an emergency remote or virtual mode of instruction, the LEA will ensure essential employees are identified and a list will be provided to the county office at the time of the LEA's transition to remote or virtual instruction.