Virtual or Remote Instruction Plan
2026-2027
School Year

July 1, 2026

Virtual or Remote Instruction Plan
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Technology

- A survey will be distributed to determine each families' access to technology (internet connection, computers etc.).
- Wifi/hotspots etc. will be provided for families who do not have internet access
- Students provided with individual Chrome books so that they can access live classroom instruction.
- Teachers provide student log on information to parents upon request.
- Parent technology "boot camps" held to familiarize parents with programs and applications.
- Contacts for parents/students who have issues with websites and/or hardware:
    - Gould School: Lauren Norton (lnorton@ncboe.org)
    - Grandview School: June Troiano (jtroiano@ncboe.org
    - Technology System Coordinators, Robert Brenneck (rbrenneck@ncboe.org), Edwin Gpomez (egomez@ncboe.org)

Safe Delivery of Meals

- A survey will be distributed to determine if any family within our school district requires meal delivery.
- Should families in our District require meal delivery we will work with our food contractor, Pomptonion, to prepare boxed meals.
- Meals will be distributed by District staff at Grandview School location.

Hours of Virtual or Remote Instruction

- Six hours of Virtual/Remote Instruction will be delivered daily.

Delivery of Virtual or Remote Instruction

- Virtual/Remote Instruction will include, but not be limited to:
    - Teachers will live stream instruction daily during a school closure due to a public health related district closure
    - Prerecorded lessons for review and reinforcement of concepts
    - Activity Packets for reinforcement of concepts/information
    - Whole group zoom lessons for social/emotional connection

- Small group and 1:1 instruction to address each students academic levels from remediation required to acceleration of curriculum for high end learners
- Google Classroom, Google Meet and Zoom will be used as the online platforms in grades K-6

- Specials (Art, Music, Technology, Physical Education, Spanish, Library):
    - Instruction provided via Zoom and/or Google Meet

- Special Education:
    - Differentiated instruction and activities/assignments provided through Zoom and/or Google Meet by special education teachers
    - Teletherapy provided by all related service providers. Students will receive speech/language, occupational, behavioral, and physical therapy as per each student's IEP.
    - Attendance will be monitored to ensure students are accessing remote/virtual academic instruction and related services.
    - Whole group, small group and Individual sessions will be provided
    - Case Managers will contact parents to ensure implementation of all IEP programs and services on a biweekly basis
    - CST will conduct virtual Annual Reviews through Zoom and/or telephone conferences.
    - Classification conferences and IEP program development held via zoom platform

- Title 1:
    - Students found to be at-risk for academic failure will be provided with 1:1 instruction before and/or after school to address any gaps in mastery of grade level curriculum standards

Progress Monitoring

- Standardized and functional assessments will be utilized to track student progress. Testing will include but not be limited to:
    - Chapter and unit tests
    - Teacher made assessments
    - On-line assessments
        - Measurement of Academic Progress (MAP)
        - AimsWeb (Grades K-2)
        - Achieve 3000 (Lexile Scores)
        - Reading A-Z (Scores by Standards)

- Houghton-Mifflin Unit Tests
- Unit Tests in Everyday Math (K-5), Big Ideas (Grade 6)

Attendance

- Teachers monitor daily attendance and student response to online activities to ensure all students are accessing instruction.
- Teachers maintain a record of student participation.
- Parents are informed by emails and phone calls when students are not participating in instruction to ascertain the reasons why the student is not participating and to determine if any issues are occurring that need to be addressed.
- If no response or improvement in attendance the Principal reaches out to the parents.

Special Education:

- IEPs will be systematically reviewed to ensure all programs and services are being delivered and/or if any additional modifications, accommodations are required so that students are able to derive academic benefit from remote/virtual instruction.
- Case Managers will reach out to parents of the students on their case load to assess the Remote Learning program being delivered and to determine if any changes need to be implemented to ensure that the student continues to derive educational benefit from the program.
- Special Education students will be assessed to determine if any regression has occurred and what, if any, compensatory services are required
- Severely impaired classified students in Pre-K and Kindergarten will receive daily in-person instruction when students are able to access the buildings
- Case managers will “check in” with students to assess the social emotional impact of school closure and their comfort level returning to the school building
- School Psychologist and School Social Workers will “check in “with students and parents to determine social/emotional adjustment to ongoing health emergency

Social/Emotional Supports

Students

- Teachers will be provided with training to develop and enhance their ability to identify warning signs that would suggest that a student may have been traumatized and/or experience some degree of emotional distress as a result of the public health emergency. These signs may include:
    - Anxiety, fear and worry about safety of self and others (clingier to parent or teacher)
    - Changes in behavior that may include;
        - Increased activity level
        - Decreased attention and/or concentration
        - Withdrawal from others
        - Angry outbursts and/or aggression
        - Increased somatic complaints (headaches, stomachaches, overreacting to minor bumps)
        - New fears
        - Absenteeism
- Teachers will incorporate mindfulness strategies into virtual/remote instruction
- Students who are evidencing signs of difficulty adjusting socially or emotionally will be referred to the School Psychologist or School Social Worker for virtual/remote counseling when indicated
- Students will be provided with techniques for dealing with overwhelming emotional reactions
- Parents will be contacted to aid and support to identify resources that they can access to assist their child to recover from a traumatic event
- Links to information regarding COVID-19 and links to information to help parents navigate discussions with children regarding COVID-19 will be place on district website

Behavioral Supports:

- The BCBA will be available to consult with classroom teachers to develop behavioral plans and/or strategies and techniques to modify online behavior so that students are able to derive benefit from instruction.

- The BCBA and School Psychologists will be available to provide support and guidance to parents as needed

Building Maintenance:

- During periods of school district closures the custodial staff will continue to report to work to ensure that all classrooms and common areas are thoroughly cleaned and disinfected prior to students returning to in-person instruction.
- All CDC, NJDOH, and local health department guidelines for cleaning and disinfecting will be implemented
- Custodial staff will follow all health-related guidelines to minimize the risk of transmission among custodial staff

Essential Workers:

- During periods of District shut down a list of essential workers will be created and provided to the County Office for approval