

# **LTES Remote Learning Plan Guidelines for Remote Instruction 2025-2026**

**Updated in accordance with NJDOE Guidance for Public Health-Related  
School Closures**

## **1. Overview**

In compliance with N.J.S.A. 18A:7F-9, this Remote Learning Plan will be activated when a public health emergency, state of emergency, or directive from a health agency necessitates the closure of school for more than three consecutive days. The plan ensures continuity of instruction, equitable access to technology, food services, and student well-being.

## **2. Instructional Delivery**

All instructional delivery will be guided by the New Jersey Student Learning Standards (NJSLS) and differentiated to meet the needs of all learners.

### **A. Instructional Time Requirements**

- **Preschool:** Up to one hour of asynchronous/synchronous activities per DOE guidelines via a Google Site and Google Meet.
- **Grades K–6:** Minimum of 4 hours of instruction daily, including a combination of:
  - Synchronous (live) instruction in Language Arts, Math, Special Area.
  - Asynchronous assignments in Science and Social Studies that are cross-curricular with Language Arts and Math.
  - Daily class meetings and SEL check-ins.

### **B. Curriculum and Content Delivery**

- Teachers will post daily lessons, assignments, and learning objectives in Google Classroom.
- Instruction will follow the existing daily schedule, where appropriate.
- Modifications will be made for students with IEPs, 504 plans, and MLs.

### **3. Student Attendance**

Daily attendance will be required and monitored to comply with NJDOE guidance.

#### **A. Attendance Procedures**

- Teachers will take attendance daily in PowerSchool.
- Attendance is based on:
  - Logging into Google Classroom.
  - Attending live instruction.
  - Submission of asynchronous assignments.
- Chronic absenteeism will be addressed by the guidance department and building principal.
- Unresponsive students will trigger a tiered intervention system, beginning with teacher/principal outreach and escalating to wellness checks and district follow-up.

### **4. Student Assessment and Progress Monitoring**

#### **A. Assessment Strategies**

- Formative assessments (exit tickets, quizzes, written responses) will be embedded in instruction.
- Summative assessments/district benchmark assessments will be administered through Google Forms or other secure platforms.
- Assessment results will inform instruction MTSS, intervention supports, and Advanced Skills programming.

#### **B. Grading**

- Grades will follow district grading policies and will be entered into PowerSchool.
- Assignments will receive timely feedback, and participation will be noted.
- Daily assignments are not counted as formal assessments but may be included in classwork/homework grades.

## C. Modifications and Accommodations

- **Instructional Differentiation:** All instructional materials and assignments will be adapted to meet the individual learning needs, abilities, and accommodations of each student, in alignment with their IEP, 504 Plan, or English language proficiency level. Differentiation may include—but is not limited to:
  - Adjusted reading levels or text complexity
  - Visual and audio supports
  - Alternate response formats (e.g., video/audio submissions instead of written responses)  
Reduced assignments or extended time
  - Scaffolded directions and tasks  
Sentence starters, graphic organizers, and vocabulary banks.
  - Translated directions or bilingual resources when appropriate
- **Students with IEPs**
  - All assignments will be modified in accordance with each student's IEP goals, accommodations, and modifications.
  - Special education teachers and co-teachers will collaborate with general education teachers to ensure assignments are appropriately adapted.
  - Related services (e.g., speech, OT, PT) will be delivered via live virtual sessions to the greatest extent possible, and supplemental practice materials will be provided.
  - Progress toward IEP goals will be monitored and documented, and updates will be communicated with families as required.
  - All timelines for evaluations, re-evaluations, and annual reviews will be maintained, using virtual platforms for meetings and conferences.
  - Case managers will maintain regular contact with families to support access, address concerns, and assist with technology or service needs.
- **Multilingual Learners (MLs)**
  - Assignments and instructional content will be scaffolded using Sheltered English Instruction strategies, including visuals, modeling, and simplified language.
  - ESL teachers will provide live instruction as well as asynchronous support through Google Classroom.  
Homeroom teachers will collaborate with ESL staff to ensure that content is comprehensible and aligned with students' WIDA English language proficiency levels.

- Families will receive translated communication, and teachers will use Language Line or other interpretation services (i.e., multilingual staff) to support two-way communication.
- Multilingual Learners will continue to receive targeted instruction that supports both content and language acquisition.
- **Collaboration and Monitoring**
  - Co-teaching teams (general education and special education or ESL teachers) will meet regularly to:
    - Review student progress
    - Co-plan differentiated instruction
    - Modify and re-teach as necessary
  - Instructional aides or paraprofessionals will assist in providing support through small group Google Meet sessions, check-ins, and assignment clarification.
  - Building administrators and case managers will monitor the implementation of accommodations and ensure compliance with student learning plans.

## **5. Access to Technology**

- Chromebooks and WiFi hotspots will be distributed to families lacking access.
- IT support will be provided by the district's tech team during regular hours.
- A help desk contact number and email will be posted on the district website.

## **6. Special Populations**

### **A. Students with Disabilities**

- IEPs will be implemented to the greatest extent possible.
- Services (OT/PT/Speech) will be provided via virtual sessions.
- Case managers will coordinate with families and service providers and monitor progress.

### **B. Multilingual Learners**

- ESL teachers will conduct live virtual instruction.

- Materials will be translated as needed.
- All teachers of MLs will apply Sheltered English Instruction strategies.

### **C. Basic Skills and Title I (Mitnick School)**

- Instructional supports will continue virtually, including before and after school tutoring in a virtual platform.
- Title I teachers will collaborate with classroom teachers to address student needs.

## **7. Communication with Families**

- Primary Platforms: Google Classroom, Email, Remind, Phone calls.
- Teachers must maintain consistent communication with students and caregivers.
- Written communication will be translated for families who speak a language other than English.
- Language Line will be used for real-time interpretation during phone calls.

## **8. Mental Health & Social-Emotional Learning**

- Daily SEL check-ins during live sessions or via Google Forms.
- Teachers and guidance staff will monitor student well-being.
- Guidance counselors will be available for virtual meetings and support referrals.

## **9. Food Service**

- Meals will be available for pick-up at Memorial and Sandman Schools on Mondays and Wednesdays.
- Home delivery will be arranged for families in need.

## **10. Operations & Staff Expectations**

- All staff are expected to be available during contractual work hours.
- Google Classrooms will be monitored by an assigned administrator or co-teacher as backup.
- Custodians and essential employees will maintain building safety and cleanliness.
- Principals will provide virtual staff meetings and wellness supports.

## **11. Professional Development and Support**

- Ongoing support and coaching will be provided for technology use and instructional strategies.
- All staff, including teachers, administrators, and counselors, will receive annual professional development in:
  - Culturally responsive teaching and learning practices
  - Trauma-informed instruction
  - Socio-emotional learning strategies

## **12. Compliance and Monitoring**

- Principals and supervisors will monitor instruction and provide feedback through formal virtual observations using the Danielson Framework for Teaching and follow all of the guidelines in Achieve NJ for teacher evaluation.
- Remote learning logs will be maintained by teachers.
- The district will submit reports to NJDOE as required and review the plan annually.
- Extracurricular Programs
  - While in-person extracurriculars may be paused during remote learning periods, the district is committed to maintaining engagement by offering:
    - Virtual clubs (e.g., STEM, art, reading challenges)
    - Virtual music and chorus activities

- Digital student showcases or assemblies

These programs will be coordinated by teachers and building staff and offered through Google Meet or other digital platforms.

- Childcare- While the district will not provide in-person childcare services, it will:
  - Share resources and referrals with families for local childcare providers
  - Maintain communication with the Lower Township Recreation Department and community agencies
  - Explore partnerships for emergency childcare solutions for essential worker families if needed
- Community Programming- The district will coordinate with community partners to:
  - Distribute information about food pantries, mental health services, and social service programs
  - Offer parent workshops or virtual town halls related to academic support, SEL, or digital safety
  - Partner with the local library for remote reading initiatives or book pickup programs
- Extended Learning Opportunities
  - The district will utilize a virtual platform to offer its current before and after school tutoring programs in reading and math.

### **13. Essential Employees**

- In the event of a transition to remote or virtual instruction, the Lower Township Elementary School District will maintain a list of essential employees whose presence is required to ensure continued operations,

building maintenance, technology support, food service, and administrative functions.

- The list of essential employees will be submitted to the Cape May County Office of Education at the time of remote learning activation, in accordance with NJDOE requirements. These staff members may include:
  - Building Principals
  - Custodial and maintenance staff
  - Technology support personnel
  - Business office and payroll staff
  - Central office administrators
  - School nurses (as needed)
  - Food service personnel (as needed)