



Elsinboro Township School District

Virtual Learning Option: Virtual Learning Plan

(This plan is an ongoing process & subject to change as directed by the NJDOE, NJDOH, CDC, and/or other state/federal organizations.)

NJDOE Requirements:

In April 2020, Governor Murphy issued an executive order that became P.L.2020, c.27. This law provides for the continuity of instruction in the event of a public health-related district closure by permitting the district to utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9. This plan would be implemented during a closure lasting more than three consecutive school days due to a declared state of emergency, a declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. This plan has been prepared to meet the criteria provided in the guidance cited by the New Jersey Department of Education. This plan has been submitted for Board of Education approval, posted on the district's website, and submitted to the Salem County Office of Education.

This plan:

- A. Prioritizes the health, safety, and wellness of students and staff;
- B. Maintains the continuity of learning;
- C. Facilitates equity and ease of access to communications and resources;
- D. Flexibly accommodates the needs and varying circumstances of all learners;
- E. Incorporates educators, students, parents/guardians, board members, and other community members into the entire analysis and planning cycle.

Virtual Philosophy:

The virtual learning program will consist of synchronous and asynchronous tools. Synchronous tools provide ways of accessing and providing information that requires interaction with others to occur simultaneously (i.e., online Google Meetings/Hangouts, interactive webinars, and videoconferencing). Asynchronous tools provide ways of accessing and providing information that does not require interaction with others to occur simultaneously (i.e., Google Classroom, forums, previously created video lessons, email, website links, etc.).

Equitable Access and Opportunity to Instruction:

- Chromebook devices are available for students requiring this technology. The district currently has a 1:1 Chromebook/student ratio.
- Each grade level team will ensure all students' varied and age-appropriate needs are being

addressed throughout virtual/remote instruction, including the use of age-appropriate technologies.

- Go Guardian software is utilized with each Chromebook for the purpose of filtering, monitoring, and managing student use of Chromebooks on remote learning tasks, activities, and resources throughout the school year.
- A survey was conducted at the end of SY2024-2025 and will be conducted SY2025-2026, with parents/guardians to determine if internet connectivity is available in their household. If internet connectivity is needed, then the district will provide the means for internet connectivity. The district will communicate to the parents/guardians that if the technology needs of the family change at any point during the school year, they should contact the school for the district to provide the appropriate technical means for remote instruction. Our program ensures that no digital divide exists, whether it be network access or a lack of sufficient access to devices. We have a 1:1 Chromebook initiative in the district where every student in grades K through 8 is assigned their own accessible Chromebook. For families without connectivity, we have access to hotspots with cellular service for families to use at home for completing remote learning and accessing the internet. Presently, we have 100% connectivity in our community when we consider the use of Hotspots.
- Virtual synchronous and/or asynchronous instruction will be taking place for core subjects, specials, and intervention periods, according to the distance learning schedule, five days a week via live stream.
- There could be homework that the teacher assigns outside of the synchronous or asynchronous period(s).
- Assignments will have deadlines established by the teacher.
- Formative and summative assessments will continue to occur according to the district’s curricula.
- Teachers will be provided with time every week to articulate, be provided with additional training, and/or further coordinate instructional practices/school procedures.
- The CSA will monitor teacher and student performance throughout the duration of the distance learning period virtually and through varied contact with students, parents, and teachers.

Length of the Virtual Day:

The length of the school day for in-person, fully virtual, and hybrid learning programs shall be in accordance with N.J.A.C. 6A:32-8.3, stating that a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in kindergarten. Virtual hours consist of electronic time as well as time to complete assignments.

The following recommendations and guidelines are presented as suggested minimum and maximum times of engagement by each student in a virtual learning activity/subject area.

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
K	30 minutes	90 minutes	3-5 minutes
1-2	45 minutes	90 minutes	5-10 minutes

3-5	60 minutes	120 minutes	10-15 minutes
6-8	90 minutes	180 minutes	1 subject area/class

Attendance Plan:

- ETSD (Elsinboro Township School District) will continue to abide by the board-approved attendance policy. Staff will ensure a student’s presence by requiring that cameras and sound be turned on by the students and staff.
- Staff will communicate with the family when a student is not participating in online instruction and/or submitting assignments.
- Promotion, retention, discipline, and other administrative decisions will be guided by district-approved policies.
- Parents will be advised to call the school should their child not be able to complete their assignments, indicating an absence. Absences will be recorded in the student information system.
- Staff will contact parents/guardians via phone/email should concerns regarding attendance arise.
- Student Code of Conduct expectations are expected to be maintained throughout the duration of the class period/school day.

Absences shall apply, and attendance shall be recorded in all educational programs, including virtual learning. The attendance and instructional contact time shall accommodate opportunities for both synchronous and asynchronous instruction and ensure that the requirements for a 180-day school year are met.

Safe Delivery of Meals Plan and Distribution:

Nutrition for our students is a priority for the school district. The district recognizes the importance of a healthy, nutritious breakfast and lunch as a necessary component of student learning, achievement, and overall well-being. We have developed a school nutrition services plan to implement during an emergency closure.

The district has partnered with Lower Alloways Creek Township School to distribute food to students and families when not in person. The sites will be determined in cooperation with our food service providers and health officials. We will communicate with families about the site location, operation times, and procedures for participating when implemented.

The school’s cafeteria director manages daily food services, provides oversight to organize staff, and works with our school vendor to implement. Meals will be prepared and packaged for students in a grab-and-go fashion.

Addressing Special Education Needs:

- Classified students with Individualized Education Plans (IEPs) will receive modifications and accommodations according to their individual needs from their Special Education teacher.
- IEP implementation and progress reporting will continue to be monitored and tracked through the district’s online IEP program.

- Case Managers will continue to follow up with families and staff to ensure services are implemented in accordance with the student's IEP via phone and/or electronic means.
- Evaluations and other meetings to identify, evaluate, and/or re-evaluate students with disabilities will be conducted virtually.

Remote BSI and Paraprofessional Assistance & Responsibilities:

Regardless of the mode of instruction (in-person or remote), BSI teachers and paraprofessionals will attend all instructional live sessions.

- Maintain open communication with the classroom teachers/administrator/students & families
- Perform as many traditional tasks as possible.

Addressing English Language Learners (ELL) Plan Needs:

At this time, we do not have any students requiring English Language Services. However, if needed, we will follow the guidelines below after identifying any students in need of services.

- English as a Second Language and/or bilingual education program will be aligned with State and Federal requirements to meet the needs of ELLs.
- ELL instructor will communicate with families of ELLs, including providing translation materials, interpretative services, and literacy-level-appropriate information.
- The district will utilize differentiated instruction for all ELL learners to ensure equitable access to technology and the district's curriculum.
- Training and/or resources for staff on socio-emotional learning, culturally responsive teaching, and learning, and trauma-informed teaching for affected students will be made available to staff.

Facilities Plan:

- All use of facilities by outside agencies will be canceled for the affected school.
- Custodial maintenance staff will continue to maintain the buildings and grounds throughout the extended period of closure under the direction of the CSA.

Essential Employees:

- The District will identify and provide a specific list of essential employees to the county office at the time of the District's transition to remote or virtual instruction.

Scope and Expectations of Full-Time Virtual Learning:

Students in a virtual learning program shall be afforded the same scope of instruction and other educational services as would be afforded during on-site instruction. This includes but is not limited to:

1. Access to standards-based instruction of the same rigor;
2. The district shall make its best effort to ensure that every student participating in virtual learning has access to the requisite educational technology;
3. Special education services and related services shall be provided to the greatest extent

possible.

Procedures for Communicating District Policy with Families

Teaching staff members and the administrator shall provide clear and frequent communication with families/guardians and shall ensure that communication opportunities are as readily accessible as possible. Communication shall include, but shall not be limited to, information regarding:

1. Summaries of, and opportunities to review, the district's virtual learning plan and attendance policy;
2. Scope and expectations of virtual learning;
3. Procedures for a transition from full-time virtual learning to in-person services and vice versa;
5. The district's procedures for ongoing communication with families and for addressing families' questions or concerns;
6. Teaching staff members who are teaching virtual classes shall have office hours to address questions and concerns. Teachers shall notify the families/guardians of their students regarding the time of the office hours and the method of contact (email, text, video, or teleconference).

Reporting

The CSA shall ensure that all NJDOE and/or NJDOH reports are completed efficiently.

Other Considerations:

As indicated on the NJDOE LEA Checklist for Virtual or Remote Instruction Programs for the 2025-26 school year, the following considerations are explained below:

a. Accelerated learning opportunities

We currently have a Gifted & Talented program for our Kindergarten through Grade 8 students. Additionally, we will continue our reading initiatives using Excite Reading and Learning Ally.

b. The social and emotional health of staff and students

We utilize our student SEL program as well as provide opportunities for staff to take care of their social-emotional needs, such as spirit days, book club, articulation meetings during the school day, a relaxation room for gathering, a faculty room, etc. Students and faculty can contact our school counselor for support as needed. If there are specifics that are not listed here, staff can submit their needs to the Administration.

c. Title I Extended Learning Programs

We will continue to offer extended learning programs with our support teachers, basic skills instruction teachers, special education teachers, and available extended time with classroom teachers.

d. 21st Century Community Learning Center Programs

We embed 21st Century skills throughout our curriculum, which is aligned with NJSL.

e. Credit recovery

Our program is not credit-bound; therefore, this is not applicable.

f. Other extended student learning opportunities

Our teaching staff members offer at least 60 minutes per week of extra help for students before school, after school, or during volunteer extra help time during lunch, which provides extended student learning opportunities.

g. Transportation

We provide transportation services through BR Williams in accordance with NJSA.

h. Extra-curricular programs

We currently collaborate with our neighboring township youth league and local volunteer groups to provide extracurricular activities. Most school-sponsored clubs will be able to meet virtually to continue providing access to all students.

i. Childcare

We currently offer before and after-school childcare services through our SACC school-aged childcare program. We are in the process of transitioning to Healthy Kids Program which will also provide before and after-school childcare services.

j. Community Programming

We work very closely with our community and use outreach through social media and our school's website.

Legal References: N.J.S.A. 18A:6-3 Courses in the constitution of United States N.J.S.A.

18A:33-1 District to furnish suitable facilities; adoption of courses of study

N.J.S.A. 18A:35-1 et seq. Curriculum and courses

N.J.S.A. 18A:35-4.6

through -4.8 Parents Right to Conscience Act of 1979

N.J.A.C. 6A:8-3.1 Curriculum and instruction

N.J.A.C. 6A:8-5.1 Graduation requirements

N.J.A.C. 6A:9B-3.1 et. seq. State Board of Examiners and Certification

See particularly:

N.J.A.C. 6A:9B-5, -6, -8, -9, -10, -11, -12, -14

N.J.A.C. 6A:14-3.7 Individualized education program

N.J.A.C. 6A:14-4.1 General requirements

N.J.A.C. 6A:23A-9.5 Commissioner to ensure achievement of the New Jersey
Student Learning Standards

N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

N.J.A.C. 6A:32-8 et seq. Student attendance and accounting

New Jersey Department of Education: *Clarifying Expectations Regarding Full-Time Virtual Learning Options for Families in 2020-2021* (Supplementary to *The Road Back: Restart and Recovery Plan for Education*); July 24, 2020.

Mandated Policy Cross References:

Nondiscrimination/affirmative action

Articulation

Curriculum Adoption

Family life education

English as a second language; bilingual/bicultural

Physical education and health

Arts

Career Education

Graduation requirements

Standards of proficiency

Guidance services

Remedial instruction

Gifted Education

Special education

Committees