Chapter 27 Emergency Virtual or Remote Instruction Programs Plan
2026-2027

Flemington-Raritan Regional School District
Hunterdon County, New Jersey

"Every student, every day, at every opportunity."
Board of Education Offices
50 Court Street
Flemington, NJ 08822

Prepared: July 2026
Revised:

Note: This plan has been sent to the Hunterdon County Office of Education and all sending districts.

The Flemington-Raritan Regional School District respectfully submits this plan in collaboration with the Curriculum Department and the Superintendent of Schools.

LEA Name: Flemington-Raritan Regional School District Superintendent: Dr. Clifford Burns
School Year: 2026-2027

For the 2026-2027 school year, the Flemington-Raritan Regional School District will continue with a traditional school year with full in-person instruction for all students. The school day will be on a traditional schedule. All athletics, extra-curricular activities, cafeteria, child care, and transportation operations will run as in a conventional school year.

Below is an overview of protocols in place for the 2026-2027 school year should the district be required to pivot to an all-virtual instruction platform due to an emergency lasting for three or more consecutive days.

Equitable Access and Opportunity to Instruction

The LEA ensures equitable access and opportunity for instruction for all students.

Academic Needs

- The District has implemented the NWEA MAP, an adaptive online benchmark assessment for reading and mathematics, to support students and educators with an assessment to precisely measure growth and proficiency to assist Educators in tailoring instruction to individual student needs. This program ensures that all students' varied and age-appropriate needs are addressed.
- The NWEA program is designed to maximize student growth and learning to the greatest extent possible. Synchronous learning plans will maximize student growth and learning. Asynchronous virtual or remote learning is not available unless the District is closed for an emergency for three or more consecutive days.
    - Should virtual instruction be required, the LEA will continuously measure student growth and learning in a virtual or remote instruction environment using Google and NWEA MAP assessment tools.
- Professional development will continue to be provided in Universal Design Learning (UDL) and Sheltered Instruction (SIOP) to increase the use of Tier 1 classroom strategies to improve student outcomes.
- Using federal Title monies, the District expects that summer programs will be implemented, particularly for struggling students and populations that are traditionally considered underserved and/or at-risk.
- Extended Day programs were provided for students experiencing delayed learning. Instruction will be tiered, targeted, and time-bound to address the identified needs of students for an extended school year for special education students.

Technology

Technology: Supporting Digital Learning

In 2020, using New Jersey's Digital Divide grant, the District expanded our 1:1 device initiative to include all students from preschool through grade eight. Students in grades PK-1 were issued iPads during the pandemic, while students in grades 2-8 were issued Chromebooks. All Flemington-Raritan

Regional School District students were provided access to remote instruction, sufficient broadband, and the technology required for virtual or remote instruction, should it be needed.

During the COVID-19 pandemic, the District upgraded its technology infrastructure to include two 1-gigabyte Internet connections, which provided redundancy and facilitated load balancing. In addition, we upgraded our ENS wide-area network connections to 1 gigabyte in primary and reserve technology hubs.

The District is compliant with the Children's Internet Protection Act, which requires robust filtering of Internet content. In the District, the firewall is provided through our Meraki appliances. When students are off-campus, all network traffic is filtered through a software filtering product: CIPAFilter.

For economically disadvantaged students without an adequate connection to the Internet, the Technology Department provided technical support to maximize existing connectivity, provided guidance for upgrading to a low-cost Internet program (e.g., Comcast's Internet Essentials program), or, when necessary, provided wifi hotspot (e.g., Verizon Jetpack). Jetpacks were"locked down" for use only with the District's device that has been properly authenticated and connected to the District's firewall. The LEA continues to measure and address any ongoing digital divide issues, including a lack of internet access, network access, and/or sufficient access to devices. In the event of a school closure, the District will provide households with no Internet access, support for access to a device, and Internet access.

The LEA continuously measures student growth and learning in a virtual or remote instruction environment.

Economically Disadvantaged Students and the Ongoing Digital Divide

During school closures, every family is supported by a team of staff members (principal, tech department member, counselor, etc.) to verify whether Internet access is available in the home and to problem-solve the best means for providing access if needed. During the pandemic, the District worked closely with Verizon and Comcast to assist families with billing issues, technical troubleshooting, etc. The District worked with individual families to connect families to the Internet using Comcast's *Internet Essentials* free offer for families. When this option was proven unfeasible, the District issued Verizon Jetpacks (mobile hotspots) to families. These 4G cellular hotspots provided high-speed access to the Internet that allowed students to fully participate in all instructional activities - regardless of whether the family is capable of providing Internet connectivity. These devices are still an option when necessary.

Addressing Special Education Needs

Special Populations

The District recognizes that certain populations of students were disproportionately affected by the pandemic. The COVID-19 pandemic put many at risk for loss of learning. In the event of a school closure, students with special needs will be provided with virtual and/or remote instruction to implement Individual Education Programs (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms.

The District's programs address methods to document IEP implementation, including the tracking of services, student progress, as well as provision of accommodations and modifications. In the event of a

school closure, case managers follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible using technological digital platforms. The District is able to conduct IEP meetings, evaluations, and other meetings to identify, evaluate and/or reevaluate students with disabilities using digital learning platforms.

If virtual instruction is needed in the event of a three-day or longer school closure due to an emergency:

1. ***Co-Teaching, Resource room (replacement), and self-contained special education classes:*** (Autism, BD, LLD, MD) are responsible for providing instruction for all students in assigned courses. In-class support teachers are to work with the content area teacher to scaffold teaching-learning as appropriate, provide differentiated instruction, and for providing feedback to assigned students. Resource Room and Self-Contained special education teachers will provide support to students every school day using virtual learning.

2. ***Special Education Services****:* Students who receive special education services will complete virtual learning assignments posted online through forums such as Google Classroom. Modifications and accommodations for students with disabilities will be addressed, including the need for break-out sessions through virtual learning platforms and those stipulated in the IEP (i.e., modified assessments, graphic organizers, frequent check-ins).

   Resource center teachers and self-contained special education classroom teachers are responsible for providing online instructional activities for students assigned to those courses. In some instances, such as preschool and kindergarten, where devices are not available for all students, equally effective alternatives, such as learning activity packets and manipulatives/classroom instructional tools, will be provided. Students receiving related services (i.e., PT, OT, Speech, Teacher of Disabilities) will have instructional activities that can be done at home in a virtual format.

   Special Education teachers and related services providers will be provided with guidance from the special service administrators on the necessity of documenting student participation in learning activities and methods to monitor progress toward IEP goals and objectives. The district will utilize data on student progress toward IEP goals and objectives from the date the district closes. Data from virtual learning will assist the District in assessing students promptly upon return to on-campus instruction. This will assist in determining the need for compensatory education services.

3. ***Child Study Team Case Management and Meetings***. Child Study Team members are responsible for checking in on students they manage through consultation with educators and/or contact with families. They will fulfill responsibilities, including writing reports and continuing with IEP preparation and virtual meetings. IEP meetings will be held in a virtual or phone conference format in instances when in-person meetings are not permissible, and where permissible, parents will have the option for in-person meetings upon request. Where feasible, the IEP draft is shared during the meeting using a shared screen option in digital meeting formats so all participants are best able to participate in the meeting. IEPs and sign-in sheets from meetings are sent via email to the parent for review. In addition, CST members will also make contact with parents to support any extenuating, school-related situation (i.e., outside consultant services and support). To the extent possible, evaluations/re-evaluations that do not require face-to-face assessment, such as social assessments, will be scheduled with families and conducted virtually.

The following will continue to occur virtually:

- Child Study Team meetings will occur virtually or via phone conference.
- Evaluations/re-evaluations that do not require face-to-face assessment, such as social history assessments, will be scheduled with families and conducted virtually.
- Child Study Team members will complete the scheduling of meetings, report writing and scoring, and hold IEP meetings virtually.

4. ***Teacher Assistants***. Teacher assistants will be responsible for doing a "check-in" with teachers to provide support (i.e., assist in helping with preparing assignments/activities). Teacher assistants may also support the teacher by collaborating with students in online forums such as Google Classroom and creating videos of themselves reading to students.

Addressing English as a Second Language Needs

Multilingual Learners

The ESL Department services over two hundred fifty Multilingual Learners with multiple ESL teachers through a sheltered instruction model. The district provides an educational program that is aligned with state and federal requirements to meet the needs of multilingual learners. Multilingual Learners are placed in classrooms with teachers who are sheltered instruction trained. In the event of a school closure, ESL teachers will perform a combination of push-in and pull-out through technology video platforms, similar to Zoom or Google Meets sessions.

During pull-out learning sessions, the ESL teachers offer small groups as well as one-on-one sessions with students. Instruction and communication will be ongoing through Zoom, Google Meets, phone calls, and emails. Staff communication with ML families is conducted through the district website, Genesis Parent Portal, and email. In the event of a school closure, communication will be provided to staff and ML families through the district website and through the district's automated voice messaging system.

This section includes the following:

- A description of the provision of ESL and bilingual education to meet the needs of Multilingual Learners.
- A description of how the district communicates with Multilingual Learners' families, including the translation of materials and directions.
- A description of how the district uses alternate methods of instruction, differentiation, access to technology, and strategies to troubleshoot Multilingual Learners' access challenges.

In the event of a school closure, certified English as a Second Language (ESL) teachers will interact daily with their assigned English learners and use a variety of tools to meet the varied needs of learners.

Instruction includes key content, vocabulary, and the review of models/examples necessary to complete assignments. Newcomers in grades K-2 will continue to receive a double dose of Fundations. Breakout sessions follow for individuals and small groups of students and utilize Zoom, technology video platforms, or are conducted via telephone.

Assessment of student progress takes many forms, including written responses, the use of online assessment platforms (i.e., Kahoot), audio/visual response platforms (SeeSaw), etc. The LEA communicates with families of ELLs, including providing translation materials, interpretative services, and literacy-level-appropriate information using technology platforms and through ESL translators.

A great variety of online tools is used as part of the teaching and learning process. These tools vary based on the students' age, knowledge of technology, and academic level. The most common tools include Google Classroom, SeeSaw, Zoom, Kahoot!, and Raz Kids. In addition, teachers will use emails and phone calls to provide one-on-one instruction and feedback to parents.

The district communicates with families that have multilingual learners using native speakers who serve as interpreters, letters that are written in families' native languages, and phone calls with families and native speakers.

The program includes an English as a Second Language and/or bilingual education program aligned with State and Federal requirements to meet the needs of MLs. The program includes the use of alternate methods of instruction (that is, differentiation, sheltered instruction, Universal Design for Learning), access to technology, and strategies to ensure MLs access the same standard of education as non-ML peers. These programs include training for teachers, administrators, and counselors to learn strategies related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country.

Communication and Record-Keeping

Report Cards

Report cards will be issued as per the District's published schedule and following established District procedures.

In grades PK-4, teachers will keep parents/guardians updated on students' academic progress by sharing student work, digital communication (email, Google Classroom, etc.), and phone/Zoom calls.

In grades 5-8, teachers will input individual assignments into Genesis, which will allow families to monitor the quality of completion of class assignments and tests.

Assessments & Missed Assignments

The District will ensure that students have every opportunity to demonstrate the knowledge and skills they have acquired as a result of participating in the instructional program. This includes students who are absent due to illness.

During school closures, due to an emergency where the District is closed for three days or longer, students will be afforded the opportunity to complete missed assignments and makeup missed tests/quizzes within a reasonable time frame. Teachers may also exempt or modify assignments for students when they deem it appropriate.

Attendance Records

The District continues to be committed to ensuring all students participate fully in the instructional process. The program addresses the LEA's attendance policies, including how the LEA will determine whether a student is present or absent, how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will reflect the student's performance. Student attendance procedures are defined in Board Policy and Regulation 5200.

Students' attendance will be inputted into Genesis using District-approved codes. An additional code has been added for the specific purpose of tracking remote attendance, as required by the Department of Education.

Family Communication

The LEA communicates with the family when a student is not participating in online instruction and/or submitting assignments. The District will communicate regularly with families and the community through a wide variety of tools and in English and Spanish (as necessary):

1. Communication from families
    a. Communication from families may take the form of written correspondence, email, phone calls, etc.
    b. If parents/guardians express concerns regarding obstacles to their child's active participation in the teaching/learning process, these shall be reported to the administration and/or school counselors, who will be responsible for collaborating on possible solutions.
    c. Teachers will report student issues with District-issued technology and internet access using the Google Form provided by the Technology Department and available on the E-Learning Resources website.
2. Administration
    a. Superintendent's Newsletters
    b. District app available for download
    c. Principal's Newsletters
    d. District website
    e. Social media - Twitter, Facebook, etc.
    f. Automated phone calls, texts, and emails
    g. Virtual board meetings
3. Teachers
    a. District website
    b. Social media - Twitter, Facebook, etc.
    c. Emails and phone calls
    d. Class newsletters and sharing of student work
4. Technology Department
    a. Student technical issues will be reported to the Technology Department via teachers' use of a Google Form.
    b. Technology Department members will address student technical issues through the following:
        i. The District's Technology website will provide directions to assist parents/guardians in addressing common technology issues (e.g., connecting the school device to a home network, etc.)
        ii. Contacting parent/child to discuss the problem
        iii. Providing directions to address the diagnosed problem
        iv. Remotely accessing the student's device
        v. Providing replacement devices during a day of the week using a Technology Swap appointment

Meal Distribution

Food services have returned to regular operation as in a traditional school year. Should the District be closed for five or more consecutive days, meals will be planned accordingly for families who are identified as free and reduced lunch students.

Breakfast/Lunch During Significant School or District Closures Lasting for Longer than Five Days

In the event of a significant school closure lasting five days or longer, the District will work to put in place a system of meals to assist the community.

At Flemington-Raritan Regional School District, we care deeply for each other and the members of our community. In difficult times, it is the finest tradition of the FRSD family to come together in support and solidarity. Families will be able to pick up "Grab and Go" meals at the front entrance of the Reading-Fleming Intermediate School (RFIS). RFIS is located at 50 Court Street, Flemington, NJ.

The Flemington-Raritan Regional School District will collaborate with Maschio's, our normal food service vendor, to provide school breakfast and lunches to students who qualify. Our plan will follow a "Grab and Go" distribution center. We will work in conjunction with the Hunterdon County services. A roster system will be used to check off any student who comes to receive their meals during the time frame given.

The meals provided will contain all 5 components per the USDA, including fruit, vegetable, grain, meat/meat alternate, and dairy. The District has designed strategies to avoid distribution in settings where people might gather in a group or crowd, such as 'grab-and-go bagged lunches and, in some cases, meal delivery.

<u>Meal distribution:</u>

1. Families will be able to pick up "Grab and Go" meals at the front entrance of the Reading-Fleming Intermediate School (RFIS). RFIS is located at 50 Court Street, Flemington, NJ. Meals will be available between the hours of 8:30 AM and 10:30 AM. Breakfast for those eligible and lunch pick up will be available between the hours of 8:30 AM and 10:30 AM for a "Grab and Go" meal pick up on designated days.

The health and safety of our students and staff is the District's top priority. The health of our students includes a healthy nutritional meal. To pick up "Grab and Go" meals, families should go to the main entrance of the Reading-Fleming Intermediate School. The family will be required to share with the "Grab and Go" distribution staff the student's lunch identification number, family name, or student name.

The District realizes it could be difficult for some families to make their way to the school. The District will allow a family friend to pick up a meal for someone who cannot physically get to Reading-Fleming Intermediate School as long as the family friend can provide identifiable information as listed above. To support families that are planning together for multiple family meal pick up, families that are picking up meals for neighbors, friends, or other family members need only the identifiable information listed above. If a family is unable to pick up meals due to a transportation challenge or other emergent situation that limits the availability to travel for meal pick up, the family is asked to contact the child's building principal or school nurse through email.

The District continues to re-evaluate the food and nutrition meal distribution process and adjust to meet the needs of our families. Our distribution process aims to keep everyone safe and provide food and nutrition for our eligible families.

Safe Delivery of Meals (*as needed in the event of all-virtual*):

1. Meals can be picked up at Reading-Fleming Intermediate School at 50 Court Street multiple times per week, to be determined based on the emergency situation. Meal pick-up may also be available at the school during school closures, during the time slots below.
   9:00 - 9:30 a.m. at Copper Hill School
   9:45 - 10:15 a.m. at Barley Sheaf School
   10:30 - 11 a.m. at Francis A. Desmares School
   11:15 - 11:45 a.m. at Robert Hunter School
2. At Copper Hill Elementary, Barley Sheaf Elementary, Francis A. Desmares Elementary School, and Robert Hunter Elementary School, meals are distributed from a district vehicle with the Flemington-Raritan School District's logo on the district vehicle. Look for the district vehicle in the parking lot.

Facility-Related Considerations

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 if required. Essential staff will keep building equipment and infrastructure operational. During the closure, if needed, the custodial team will focus on the deep cleaning of the school, including disinfecting areas and changing air filters, as needed.

The district recognizes the need to create additional passive air circulation and the introduction of increased outdoor air into the building to promote safety.

Ventilation: Schools with Air Conditioning

- HVAC units will be adjusted to allow airflow into the building as required by code, and windows may be opened when feasible.

Ventilation: HVAC Maintenance Expectations

- Routine spot checks of air exchanges will occur throughout the school year and will be logged.
- The district will replace filters at least four times a school year.

Power Generation:
The District has access to power generators in two buildings; two fixed generators that power the majority of the school, one located at J.P. Case Middle School and another at Francis A. Desmares. The District also has a mobile generator that can provide power to the majority of a school building. The mobile generator is housed at Barley Sheaf Elementary School and is able to be transported to another building.

Health Screening:
Parents/caregivers are strongly encouraged to monitor their children for signs of illness every day. Students who are sick should not attend school.

The same protocol applies to employees. Employees should monitor their symptoms and not report to work if they are not feeling well. Parents should not send students to school when sick.

Ensuring Continuity of Services

In the event of a school closure, the district will continue to assess students' progress in key subject areas and identify where remediation is needed. Supplemental information will be provided to parents and students related to learning strategies to help students succeed. Please reach out to your child's counselor if you need any assistance or support.

The district's counseling departments will continue to focus on student mental health and continue to share resources with families to assist them in this area.