

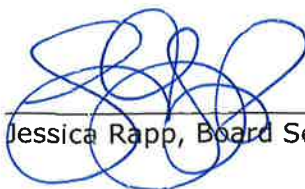
LIVINGSTON BOARD OF EDUCATION
Livingston, New Jersey

The following were approved by the Livingston Board of Education at its July 15, 2025:

1.2 Plan for Virtual and Remote Learning and Checklist for Virtual or Remote Instruction Programs

Resolved, that the Livingston Board of Education approves the *Plan for Virtual and Remote Learning* and the *Checklist for Virtual or Remote Instruction Programs* for submission to the Essex County Department of Education. This plan will be instituted in the event a school or schools in the district are required to close for more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure.

Certified to be a true copy of Resolution
approved on July 15, 2025

A handwritten signature in blue ink, consisting of several overlapping loops and swirls, positioned above a horizontal line.

Jessica Rapp, Board Secretary



Local Education Agency Guidance for Virtual or Remote Instruction Plan

The New Jersey Department of Education (Department) is providing the following guidance pursuant to N.J.S.A. 18A:7F-9(c) and N.J.A.C. 6A:32-13.1 and 13.2, to assist LEAs in the development of their annual virtual or remote instruction plans. The Department encourages LEAs to reflect on the previous school year to enhance elements of the prior year's plan to provide the most substantive education, and including, but not limited to, related services, for all students in the event of an LEA closure.

For each of the areas below, the chief school administrator or lead person will either mark "yes," confirming that the information is in the Plan and list the corresponding Plan page number, or mark "no" if the information is not contained in the Plan. The chief school administrator or lead person is expected to provide an explanation to the County Office of Education for all areas marked "no."

By July 31 annually, the chief school administrator or lead person must submit a board-approved LEA Guidance for Virtual or Remote Instruction Plan for the coming school year, along with this form to their County Office of Education. At the time of submission to the county office of education, the plan must be posted on the LEA's website. Plans will be reviewed in each county office of education on a rolling basis with an electronic response communicated within two business days of receipt.

LEA Checklist for Virtual or Remote Instruction Programs

LEAs must enter the page number where each checklist item may be found in the virtual or remote instruction program submitted to the [County Office of Education](#).

School Year:

Contact Information

County:

Name of District, Charter School, APSSD or Renaissance School Project:

Chief School Administrator/Charter or Renaissance Leader Name/APSSD Leader:

Phone Number of Contact:

Equitable Access and Opportunity to Instruction

Question	LEA Yes or No
1. Is the LEA ensuring equitable access and opportunity to instruction for all students?	



Question	Page Number	LEA Yes or No	County Yes or No
2. Does the program ensure that all students' varied and age-appropriate needs are addressed?			
3. Is the program designed to maximize student growth and learning to the greatest extent possible? Synchronous and/or asynchronous virtual or remote learning plans which will maximize student growth and learning.			
4. Does the program describe how the LEA will continuously measure student growth and learning in a virtual or remote instruction environment?			
5. Does the program describe how the LEA will measure and address any ongoing digital divide issues, including a lack of internet access, network access and/or sufficient access to devices?			

Notes on Equitable Access to Instruction



Addressing Special Education Needs

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program address the provision of virtual or remote instruction to implement Individual Education Programs (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms?			
2. Does the program address methods to document IEP implementation including the tracking of services, student progress, as well as provision of accommodations and modifications?			
3. Does the program describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?			
4. Does the program address procedures to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities?			

Notes on Special Education Needs



Addressing English language learners (ELL) Plan Needs

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program include an English as a Second Language and/or bilingual education program aligned with State and Federal requirements to meet the needs of ELLs?			
2. Does the program describe how the LEA communicates with families of ELLs including providing translation materials, interpretative services, and literacy level appropriate information?			
3. Does the program include the use of alternate methods of instruction (that is, differentiation, sheltered instruction, Universal Design for Learning), access to technology and strategies to ensure ELLs access the same standard of education as non-ELL peers?			
4. Does the program 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 (e.g. refugee, asylee)?			

Notes on Supporting ELL Educational Needs



Attendance Plan

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program address 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?			
2. Does the program describe how the LEA communicates with the family when a student is not participating in online instruction and/or submitting assignments?			

Notes on Attendance Plan

Safe Delivery of Meals Plan

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program contain how the LEA will provide continued safe delivery of meals to eligible students?			

Notes on Safe Delivery of Meals



Facilities Plan

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program contain an outline of how buildings will be maintained throughout an extended period of closure?			

Notes on the Facilities Plan Other

Other Considerations

Does the program contain the following considerations?	Page Number	LEA Yes or No	County Yes or No
a. Accelerated learning opportunities			
b. Social and emotional health of staff and students			
c. Title I Extended Learning Programs			
d. 21 st Century Community Learning Center Programs			
e. Credit recovery			
f. Other extended student learning opportunities			
g. Transportation			
h. Extra-curricular programs			
i. Childcare			
j. Community programming			

Notes on Other Considerations



APSSD Applicable Only: Sharing Plans

Was the program shared with all sending districts? Yes No

Notes on APSSD Sharing Plans

Essential Employees

Question	Page Number	LEA Yes or No	County Yes or No
1. The LEA will ensure essential employees are identified and a list is provided to the county office at the time of the LEA's transition to remote or virtual instruction.			

Notes on Essential Employees

Board Approval

Date of board approval (mm/dd/yyyy):

Notes on Board Approval

Posted on Website

1. Is the program posted on the school district/APSSD/Charter/Renaissance School Project Website? Yes No

2. Link to website:

LIVINGSTON PUBLIC SCHOOLS
PLAN FOR VIRTUAL AND REMOTE LEARNING
For the 2025-2026 School Year

This Remote Learning plan has been developed in consultation with Local Agency Guidelines for Chapter 27 Emergency, Virtual or Remote Instruction Programs for 2025-2026.

The plan corresponds with Board of Education Policy 2425, which reads as follows:

"The Board of Education is committed to providing a high-quality educational program, virtually or remotely, in the event a school or the schools of the district are required to close for more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. The district's virtual or remote program of instruction shall be in accordance with N.J.S.A. 18A:7F-9. In the event the school district is required to close a school or the schools of the district for more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure, the Commissioner of Education shall allow the district to apply to the 180-day requirement established pursuant to N.J.S.A. 18A:7F-9, one or more days of virtual or remote instruction provided to students on the day or days the schools of the district were closed if the program of virtual or remote instruction meets such criteria as may be established by the Commissioner Education.

Delivery of Virtual and Remote Instruction

I. Equitable Access and Opportunity to Instruction - All Students, Grades K-12

- Students have been provided with a district digital device. While most students take their device home, the district will try to ensure (if possible) that the students at the lower grade levels who do not take their device home regularly will have their district-issued device at home in the event of a transition to remote learning.
- Defined class periods will take place in line with the approved **in-person schedule** (full day schedule = more than 4 hours of instruction at all levels).
- Teachers will utilize Schoology and other communication and sharing apps (already used in the district) to provide materials, assignments, and resources;
- Classes will be taught via Google Meet, Zoom, Schoology Conference, and/or additional district-approved and disseminated virtual meeting applications.
- In addition to a school-issued device, in all cases where needed, students will be provided with internet "hot spots" to ensure that all students can access the internet from home.
- Small group instruction/additional support takes place as needed using small meeting rooms in the approved online platforms.
- Curriculum modifications will be made with content supervisors and district administrators to ensure students are meeting the essential standards for each content area, with flexibility developed for the delivery of instruction and the methods for assessment.
- Students who qualify will continue to receive opportunities for accelerated learning. All programs, such as Gifted and Talented, Honors Classes, and higher-level content courses, will continue to be taught, and school counselors at all schools will continue to meet with teachers and students to ensure that any student who meets the qualifications for accelerated learning will be able to access those programs.
- All school counselors, school psychologists, and staff members who have received the Mental Health First Aid training will be connecting with students who are struggling with mental wellness issues and will be able to recognize when students need counseling and other services. Staff and students will continue to have access to all resources available when our facilities are open. This includes both online and in-person help and intervention to the extent possible. Programs, meetings, advisory programs, community programs, daily class meetings, and time set aside for SEL will continue to be provided and implemented.

- Students struggling to complete work at home will be able to set aside meeting time to work with their classroom teachers for extra time and personalized instruction. Students who normally work with basic skills teachers will be able to access those teachers for and others for extra time and instructions. If class credit is lost, students will have the opportunity to recover credits by working with their school counselor to assist in navigating the credit recovery program.
- Transportation will be available as needed and practicable for students who need to access the facilities to pick up supplies, lunch, or attend a meeting on school grounds. While most students will not need to be transported due to the nature of the remote period, some may need transportation, and a number of drivers will be retained and available to drive our district buses
- Community programs and extracurricular programs will continue in full force. Depending on the situation at the time, some of those programs may be moved outside and some may be moved to Zoom. Nonetheless, advisors will engage in their extracurricular programs and coaches with their teams.
- The District will work with the local West Essex YMCA, our current child care provider, to support parents who need child care.

Addressing any ongoing digital divide that continues to exist, whether it be network access or lack of sufficient access to devices.

- The district issues a digital device to every student throughout the district. That practice will continue.
- Students who are identified as not having access to the internet will be provided with district hot spots to ensure access continues throughout remote instruction. As teachers and/or administrators become aware of new students in need, hot spots will be provided.
- "Help Desk" phone line and email address will be put in place for technology concerns. During the remote learning period, students can exchange broken devices for functioning ones, and can access "Help Desk" services throughout on a predetermined schedule.

II. Addressing Special Education Needs - Students with Disabilities

OVERVIEW

- Special education teachers (Resource Center, Self-Contained and In-Class Support) will provide large, small group, and individualized instruction via various online platforms such as Google Meet and/or Zoom. All teachers will share a daily agenda with their students regarding the scheduling for assignments and virtual meetings that day. Instruction will include both live and pre-recorded videos and screencasts to teach new concepts based on district curricula.
- In-Class Support teachers will also co-teach with their general education counterparts during large group instruction. Following large group instruction, teachers may split their remote sessions into small group breakout rooms with work to provide direct instruction and support.
- Instructional aides will be available during class instructional time to also provide support to the students on their caseloads during breakout groups, as well as implement any modifications and accommodations needed. Google Meet provides Closed Captioning as an accessibility option for students. In addition, all students will continue to utilize Google Read and Write for any Google-based activities as needed for additional accessibility needs.
- Additional support will be provided by instructional aides at alternative times throughout the day, while under the supervision of the certified teacher. Supplemental related activities are also being provided by all staff for students to ensure that each child makes academic growth and progress based on student goals and objectives. Each teacher is required to have one hour each day to provide individualized support and assistance for all students. Students with IEPs will have opportunities to receive additional support and assistance in accordance with the programming in their IEPs. If students continue to need additional support, some teachers may schedule additional 1:1 sessions based on

individual needs and feedback from stakeholders. Teachers continue to implement modifications and accommodations specific to student needs (i.e, regarding mode of responding) as needed during each lesson and/or activity.

- Related Services (speech, occupational therapy, physical therapy, social skills, counseling, parent training, Teach of the Deaf) will be provided via various online platforms, Google Meet and Zoom, in both individualized and small group instruction as per the student's IEP. This includes both live (or by phone) and pre-recorded videos and screencasts based on the goals and objectives for each student. Therapists will remain in regular contact with parents via phone calls, emails, Google Classroom, and/or Schoology as a means for providing support and guidance, as well as submission of work completed based on each child's individual needs. Group and individual sessions will be provided as per each child's programming. Providers will complete daily logs regarding contact, frequency, type of activity delivered, and specific goals being targeted. These activities all help students to continue to make academic, emotional, and social growth.
- Case managers and related service providers (speech, occupational therapy, physical therapy, social skills, counseling, parent training, Teachers of the Deaf, case managers, counseling professionals, etc.) will work to track all communication, lessons, and contact daily for each student to document that the frequency of contact matches the IEP to the best extent possible. They will also maintain a monthly log of service delivery that was previously required during in-person instruction, which they will share with the Directors of Special Education monthly. Each provider will communicate directly with students and/or parents as appropriate to schedule required sessions, assign supplemental activities to promote growth and independence, and discuss areas of need in support and assistance. This regular communication helps all stakeholders to maintain an accurate log of implementation, while also helping to support the home/school connection. Parents may provide pictures of work samples and completed activities via Google Classroom or Schoology as a means for assessing progress. Use of online platforms (i.e., Raz Kids, Learning Ally) may be used to monitor progress in areas such as Reading Fluency and Comprehension. Teachers will continue to implement modifications and accommodations specific to student needs as needed during each lesson and/or activity.

ENSURING IEP IMPLEMENTATION

- Case managers will be in touch with parents via email and/or phone regularly to check in with parents for both in-district and out-of-district students. Case managers will also monitor the frequency and delivery of related services for each student to ensure implementation of the IEP to the best extent possible based on weekly collaboration with teachers and related service providers.
- All case managers will communicate with related service providers and teachers on a regular basis to ensure that the students on their caseload receive the required services and are appropriately participating in the remote learning experience.

IEP MEETINGS, EVALUATIONS, and OTHER IEP PROCESS EVENTS

- In accordance with NJ6A:14 as per timelines for meetings, all annual review and assess/review/revise IEP meetings will continue to be held virtually via virtual meeting or phone conference, based on parental request. Parents will sign consent to participate via virtual meetings. Documentation (attendance sheets, written notice, IEPs, and any other relevant forms) will be shared with parents via the Genesis Parent Portal immediately following the meeting.
- Identification meetings and eligibility meetings (initial and re-evaluation meetings) will be held in accordance with NJ6A:14. For students in the process of determining eligibility, evaluations will be emailed home to parents to provide them 10 days to consider the evaluation prior to the eligibility meeting as per NJ6A:14.
- Should students be inaccessible to evaluators, eligibility determinations will be made based on existing data in collaboration with the classroom teachers and providers, as recommended by the NJDOE - Office of Special Education, in addition to any rating scales and social history assessments that can be conducted.

How remote instruction meets the needs of English Language Learners (ELL) and Students With Disabilities to the greatest extent possible, including the provision of related services.

- *Students will continue to receive ESL services in accordance with all other expectations for teachers in the district.*
- *Students with Disabilities will continue to be provided with the programming designated in their IEPs via remote instruction. All related services are provided as designated in their IEPs while in remote instruction.*
- *These services will be delivered in a variety of formats to ensure accessibility for all students. Various platforms such as Google Classroom, Schoology, and Zoom may be used to provide individualized and whole-class instruction for all students on a daily basis. Related service providers, instructional aides, and in-class support teachers will all push into lessons to deliver integrated services.*
- *Related services will also be provided in group format as well as individually, as per the programming in each child's IEP. These will all be delivered with platforms such as Google Classroom, Zoom, and Schoology, as well as through activities provided by the related service professionals.*

III. Addressing English Language Learners (ELL) Plan Needs

- *LPS follows the guidelines set forth in N.J.A.C. 6A:15, BILINGUAL EDUCATION*
- *LPS continues to support our English Language Learners through the ELlevation online learning and monitoring platform.*
- *Teachers will meet daily with their English Language learners remotely in order to target instruction and provide guided interaction (Google Meet, Schoology, and Zoom).*
- *ESL teachers will take attendance, document student participation during the lessons, and assess completion of activities/assessments given. These lessons are monitored by the District's ESL Supervisor and school principals.*
- *Explicit instruction will take place remotely, based on the LPS school schedules.*
- *LPS will continue to build vocabulary and language development via online vocabulary programs, virtual read-alouds, and remote guided reading sessions.*
- *A variety of visual aids, such as graphic organizers, pictures, diagrams, and charts, are and will continue to be used to optimize student learning.*
- *Differentiated authentic assessments are used to allow students to demonstrate evidence of understanding and levels of proficiency. These include performance-based assessments, project-based assessments, criterion-referenced assessments, and methods that allow students to show and practice knowledge in non-language-dependent ways, such as Venn diagrams, charts, drawings, mind maps, and PowerPoint slides. These practices will continue virtually.*
- *Each ESL teacher will communicate directly with students and/or parents as appropriate to schedule required sessions, assign supplemental activities to promote growth and independence, and discuss areas of need in support and assistance. This regular communication will help all stakeholders maintain an accurate log of implementation, while also helping to support the home/school connection. Parents are generously providing pictures of work samples and completed activities shared via Google Classroom as a means for assessing progress. Use of online platforms (i.e. Freckle, Raz Kids, ELlevation, etc.) will be used to monitor progress in areas such as Reading Fluency and Comprehension.*

- *Speaking, listening, reading, writing, and vocabulary will be monitored via authentic tasks embedded in the ELA curriculum, following the "NJSLS," New Jersey Student Learning Standards as defined in N.J.A.C. 6A:8-1.3*
- *Students eligible for high-intensity programs will receive two periods of learning.*
- *Regarding technology, the ESL program is included in the LPS plan. Specifically, students in grades K-12 are issued their own devices. If families need internet access, LPS will set up hot spots for those families. Technology needs will be addressed daily, based on needs. Students can schedule appointments and drop off devices at an outside school location for technology service and assistance as needed.*
- *Teachers provide their District email addresses to their students and parents.*
- *The Livingston School District utilizes a translation program on the District website that allows parents to read District information in their Native Language. Additionally, the district's ESL supervisor, as well as many district teachers and staff members, speak many languages and are available if needed to translate for parents.*

IV. Attendance Plan

- All schools and teachers will take student attendance daily and period by period in their remote classes. A student who can be identified as being present online will be marked "present."
- School administrators will consider attendance and the completion of work when determining promotion and/or retention. Students at the high school are referred to the SARC (Student Attendance Review Committee) when they are in danger of losing credit in a class.
- Students who continue to have difficulty attending classes as prescribed during remote learning may be referred to the Intervention and Referral Services Team.

V. Safe delivery of meals

- LPS utilizes Pomptonian for cafeteria services.
- Pomptonian will continue to prepare meals for students to pick up safely multiple times per week at Livingston High School.
- Families who are unable to get to the high school will have meals delivered via school bus.

VI. Facilities

- Custodial and Maintenance staff will be scheduled in the school facilities as needed. The Buildings and Grounds administrators are available remotely as needed.
- LPS Security Department will monitor the school grounds and our schools regularly during this period of remote learning. Security officers will move throughout the district, ensuring that the school grounds are being utilized as is consistent with the Governor's orders.

VII. Essential Employees

- Livingston Public Schools will maintain an essential employees list by category. The list will be provided to the county office at the time of transition to remote/virtual learning.