

Lebanon Borough School District

“Where great things are happening!”



6 Maple Street
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Bruce Arcurio, Ed.D.
Chief School Administrator
Tricia Duell
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Board Approved July 29, 2025

Emergency Virtual or Remonte Instruction Plan 2025-2026

I. Introduction

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 so that LEAs can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9. In order to provide transparency and ensure that New Jersey students continue to receive high quality, standards-based instruction, each school district, charter school, renaissance school project and Approved Private School for Students with Disabilities (APSSDs) must annually submit its proposed program for virtual or remote instruction (plan) to the Commissioner of Education. This plan would be implemented during a district closure lasting 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. A superintendent must consult with the board of education, if practicable, prior to implementing the school district's plan of virtual or remote instruction. A day of virtual or remote instruction, if instituted under a plan approved by the Commissioner of Education, is considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements, awarding of course credit, and such other matters as determined by the Commissioner of Education.

II. Equitable Access

Lebanon Borough School District provides and maintains 1:1 Chromebooks to all students in grades K-6 and 1:1 iPads in preschool during school hours. District-wide surveys have been issued to all families on March 10, 2020 and several times since. The results to date indicate that all families have internet access and wifi and all but a few have a device available for their students to access their learning from home online. In an effort to promote equity in our students' educational program, our virtual school plan will provide technology assistance to students. Options for addressing this include:

- All families will have the opportunity to "sign out" a school device for virtual learning at home.
- Providing and paying for service to a hotspot for any families who indicate that they do not have internet access moving forward.
- Providing alternate paper-based assignments of comparable educational value to be picked up or mailed, if feasible.

The overall demographic profile of the school district is as follows:

- Total Enrollment - 81 students
- Student count for state-funded preschool - 0 students
- Homeless (McKinney-Vento) - 0 students

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|--------------------------------|----------------------|
| ● Migrant LSE - | 0 students |
| ● Students with Disabilities - | 20 (includes to ODP) |
| ● English Language Learners - | 3 students |

The needs of all LBS students from grades Preschool through Grade 6 are addressed through the plan as described in the next section “Instructional Plan.”

III. Instructional Plan

Grades preschool-2

- Students will be offered Chromebooks for home use. The district strongly recommends the use of district devices to ensure compatibility with educational platforms used during instruction.
- All teachers will provide subject-specific assignments for students to complete utilizing a variety of familiar online platforms as well as consumable materials (if applicable).
- All teachers will provide appropriate grade-level assignments in line with the NJSLs.
- All teachers, including core arts teachers, will provide activities and assignments to ensure that mandated home instructional times are met. These will include new instruction as well as previously taught skills in an authentic meaningful way.
- With the assistance of the G&T/Enrichment teacher, the staff will provide accelerated learning opportunities and extended student learning opportunities as needed.
- Teachers will provide ongoing support and dialogue by providing feedback and answering questions. Google Classroom or a currently used system of communication between parents and teachers (ie- Remind app or homeroom app, email, teacher websites, etc.) will be the primary tool used for the running dialogue.
- For identified students who do not have technology at home, a comparable assignment using non-technologies (paper, pencil, books) will be provided and available for pickup if alternate arrangements for connectivity cannot be made.
- Regular assessment of student progress will be maintained and grades for assignments will be recorded by staff (see parent communication/grading section IV.)
- Special Education teachers will provide modifications for lessons in accordance with student IEPs. They will communicate with General Education teachers to modify as appropriate and distribute those modifications directly to their students.
- Teachers will accommodate as appropriate students’ section 504 plans.
- Teachers will ensure that adequate progress is made towards the IEP goals
- Extracurricular activities will be conducted as possible via electronic platforms

Grades 3-6

- All students offered Chromebooks for home use. The district strongly recommends the use of district devices to ensure compatibility with educational platforms used during instruction.

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- Teachers will ensure that adequate progress is made towards the IEP goals
- Extracurricular activities will be conducted as possible via electronic platforms
- An outline of the approximate times to meet the requirements follows in the chart below:

Subject	Days	
Reading/Writing	90 m	Classroom Teacher Special Education Teacher In-Class Support Teacher
Math	60 m	
Social Studies/Science	45 m	
Specials/PE/Health (see chart below)	30 m	Special Area Teachers
All student support	30 m	All teachers

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Total	4 hours and 15 m	Note: Staff are available to students from 9:00am to 1:00pm at a minimum (4 hours per day)
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**This is a guideline and may be modified. The goal is to provide approximately 2 hrs of structured learning activity per day and an additional 2 hours of less structured learning activities with support from teaching and paraprofessional staff. This may include both synchronous and asynchronous learning.

- Special Area teachers will provide instruction on the following schedule as best as possible:

	Monday	Tuesday	Wednesday	Thursday	Friday
P-AM		PE	Tech	Music	
P-PM	PE	Music		Tech	
K	PE & Media	PE & Enrichment	Music	Spanish	Art & Health
1	Art & Health	Music & Media	Spanish & Enrichment	PE	PE
2	Spanish & Art	Music & Health	Media	PE & Enrichment	PE
3	PE & Media	Spanish & PE	Music & Enrichment	Health	Art & AT (G&T)
4	Art & Health	Spanish & PE	Music & Enrichment	Media	PE & AT
5	Enrichment & Art	Media & Health	Music	PE & Spanish	PE & AT

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6	PE	Music & Health	Media & Enrichment	Spanish & PE	Art & AT
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*Special area teachers may provide extended projects/assignments with regular check-ins

IV. Parent Communication/Grading

- All teachers will provide ongoing parent communication regarding student progress and other concerns.
- 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 case manager who will be responsible for collaborating on possible solutions.
- Reporting periods (trimesters) will remain "as scheduled" unless otherwise advised by the administration.
- Grades K through 3: Grading will continue using the current ratings of 1-4 (emerging, developing, proficient, exemplary).
- Grades 4 through 6: Grading will continue using the current assignment of grades in conjunction with the 1-4 ratings.
- Specials: Students will be graded in accordance with their IEPs. IEPs will be adjusted with families, as needed.
- Any areas that are impossible to rate due to distance instruction will be marked "NE" for Not Evaluated.
- The district may determine that retention is necessary due to excessive absence or lack of progress due to lack of engagement with school learning activities.
- The intention of this grading practice is to honor the notion that students are doing their best to learn and grow regardless of their new virtual learning environment. For this time of uncertainty and transition, we will work with families to focus on learning feedback, guidance, coaching strategies, encouragement, and social connection. We honor that:
 - Students are doing their best to learn and grow regardless of their new virtual learning environment.
 - Students are managing a series of practical and emotional demands.
- The district will communicate any community programming offered and may create programs to address local needs.

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V. Attendance

- **Student's attendance:** Attendance will be tracked by the office staff and teachers and submitted daily in our Realtime student information system. Absences will be reported per normal protocols.
 - Students who engage with teacher instruction regularly and as expected will be counted as present
 - Students who are not engaged as expected will be contacted first by the teacher and then by the office staff to determine the situation.
 - Attendance will be recorded/adjusted accordingly
 - Students who are deemed absent will be subject to the same attendance protocols as during in-person instruction (parent contact, attendance letters, attendance plan, meeting, etc.)
 - The administration and families will work collaboratively to determine how any necessary disciplinary consequences will be administered during school closure
 - The grading practices described in section IV indicate the consequences of a lack of participation in school. These include incomplete grades and the need to make up work in the summer, as well as, potential retention.
- **Staff:** Attendance will be determined by county/state/federal agencies' directives. Teachers will submit a brief report to the CSA regularly.
 - In the event that a teacher becomes too ill to teach their class, LBS has 3 paraprofessionals who are on our substitute teacher list and will fill in for instruction during those times.

VI. Food Services/Nutritional Benefits

- Lebanon Borough School participates in the National School Lunch Child Nutrition Program and provides food services to students.
- LBS contracts with Clinton-Glen Gardner School District for food service. Meals will be picked up at C-GGSD and distributed by office staff at LBS.
- In the past, the town has set up a location for donation and pick-up of free meals for any resident. LBS will publicize this information weekly if this service is provided.

VII. Special Education, 504, ELL, Medically Fragile

- The case managers will be in communication with all special education teachers to ensure modifications are made according to IEPs as appropriate. This will be done via email, Google Meet/Zoom Meetings, and phone calls.
- Teachers will ensure that adequate progress is made toward the IEP goals. Progress will be documented using the IEP Direct platform and progress updates maintained by the case managers.

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- Special education staff will utilize the electronic platforms available to the district in order to provide instruction to students with disabilities. Additionally, hard copy materials delivered to homes or picked up at the school may be provided to ensure that these students' needs are met.
 - The case manager will communicate with families of students placed out of district and those schools to ensure continuity of instruction and progress toward IEP goals.
 - LBS will solicit learning plans from out-of-district schools that students with IEPs attend.
 - LBS will provide transportation to out-of-district students as long as the school they are attending is open for in-person instruction, regardless of the status of LBS.
 - Speech Therapist, Occupational Therapist, and Physical Therapist (Related) services will be offered remotely via Zoom or Google Meet as allowed by the NJDOE. Any services that are not provided or are unable to be provided remotely will be calculated and banked and compensatory services provided upon the conclusion of the school closing. These service providers keep logs of contact and progress electronically and update the same in IEP Direct.
 - Pull-out resource room teachers will continue to provide appropriate instruction at each child's level following modifications in the IEP to the extent possible during the distance learning timeframe.
 - In-Class Support teachers will collaborate with the general education teacher to ensure all assignments are aligned with the modifications/accommodations outlined within each student's IEP or 504.
 - Paraprofessionals continue to provide support during the school closure during virtual classroom instruction from the teacher and during individual/group virtual meetings with students that have IEPs.
 - IEP meetings and testing will be completed as possible (in-person or virtually) and based on guidance from the state in order to maintain timelines. Virtual meetings will be conducted using Zoom or Google Meet Platform. Additionally, members unable to use these platforms may call into the meetings.
 - Students currently receiving ELL instruction will be provided with support from the ELL teacher through activities sent home and virtual instruction to allow for fluency practice in hearing and speaking English.
 - Currently, the number of families with students receiving ELL services is small and all families have English-speaking members.
 - In the event of any new student whose family is unable to translate from English, communication materials will be translated into the home language and an interpreter will be used for verbal contact.
 - In the event of communication, differentiation, instruction, technology, or strategies issues for ELL families due to the closure, the ELL teacher in conjunction with the CSA, classroom teacher, and possibly the I&RS committee will develop a plan to address.

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- Additional training will be provided for teachers, administrators, and the social worker to develop 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.
- Currently there are no students at LBS with medical conditions that would warrant school action during a home period. Allergies, asthma, etc. are managed by families. Our school nurse will keep in regular contact with the families of students who have any medical conditions that she would normally monitor during in-person instructional days.

VIII. Summer Programming Plan

- We currently have students with IEPs who require ESY. All students will be offered remote learning ESY if physical buildings do not open.
- ESY runs for 5 weeks on a four-day cycle. This is subject to revision if we are able to accommodate in-person learning.
- The case manager will meet with the general education and special education teachers to determine if there are special education students who are at risk of regression due to remote learning and thus require ESY.
- The district will administer in-person or virtual assessments to students identified by the I&RS team to determine if there are gaps that must be remediated immediately upon return to school. Tools for this may include curriculum-based assessments, Dibels, Amplify, Freckle, DRA, and others as identified.
- Private summer programs for STEM and other areas will be shared with families via email as they are received by the district.
- All students will be assessed upon reopening of school to determine gaps and develop plans for remediation.

IX. Cleaning/Maintenance of Buildings

In the event that teachers may instruct virtually from classrooms during a shutdown, preventative and proactive cleaning measures include:

- Daily wiping down of desks, furniture, bathrooms and other high volume touchpoints (door handles, railings, walls, phones, etc.) daily.
- Disinfecting all areas multiple times per week.
- Regularly changing air filters in our HVAC equipment.
- Deep cleaning of the buildings each week.
- The custodial staff conducts regular building checks and works within the building to ensure that all systems are functioning properly.

X. Closing

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- The decision to close the district will be made in conjunction with the Governor, Hunterdon County Department of Education, the Hunterdon County Department of Health, New Jersey Educational and Health Services and Federal Agencies. The Lebanon Borough School District continues to follow the directives coming from the county, state, and federal government agencies.
- LBS will provide transportation to 7th & 8th Grade Students as long as C-GGSD is open for in-person instruction, regardless of the status of LBS.

XI. Essential Personnel to Support Distance Instruction

During school closure, it is the belief of LBS that all staff are essential for the continuation of effective instruction. Following are the LBS staff and basic duties during this time.

List of Essential Employees by Category **All Employees are working remotely except where denoted	Role of Employee	Duties/Work Stream	How Many Essential Employees Per Category
Administration	Oversee operations of school district	Interact with BOE, community, & staff; student instruction; business office functions; interact with county ECS; participate in all Special Education decisions	2 People - CSA and BA
Teachers	Implement instructional program for students	Instruct students remotely; interact with students; families, and administration daily (Minimum 10 hours per week as per the guidance from the commissioner to utilize N.J.A.C.6A:16-10.1 as the guideline). Teachers are available for students at a minimum from 9:00am to 1:00pm each day (4 hours)	15 People - Gen Ed., Special Ed., Special Area

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Paraprofessionals	Support teachers with implementation of instructional program for students	Communicate with classroom teachers daily; provide remote support to students with IEPs throughout their daily instruction as appropriate. Paras are available for students at a minimum from 9:00am to 1:00pm each day (4 hours)	4 People - Preschool-6th Grade
Administrative Assistants	Oversee office functions and communications	Conduct daily virtual meeting with school nurse to address attendance issues; communicate with families, administration, and staff as needed	1 Person
Nurses	Oversee health office related topics	Conduct daily virtual meeting with school nurse to address attendance issues; communicate with families, administration, and staff as needed; make regular contacts with families of students with known health conditions; review and update the CSA on COVID-19 information	1 Person
Child Study Team Coordinator/School Social Worker	Oversee program for all students with IEPs (in district and out)	Communicate regularly with all teachers involved in meeting IEP needs; maintain IEP timelines; hold virtual meetings as needed; update CSA on IDEA updates during school closure. Act as the mental health liaison with all families and provide counseling, resources and	1-Person

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		trauma informed strategies for families directly affected by Covid-19.	
Custodial *Working at building as needed	Oversee maintenance and cleaning of building	Collection of mail for storage in back room; maintenance of grounds and building check as appropriate; oversee proper cleaning and disinfecting of school building	2 People

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