



Emergency Remote Instructional Program

Hamburg School

2026-2027

Introduction

In April 2020, Governor Murphy signed A-3904 into law (P.L.2020, c.27, or “Chapter 27”), which, in part, requires each school district, charter school, renaissance school project, and Approved Private School for Students with Disabilities (APSSD), hereinafter referred to as local educational agencies (LEAs), to submit a proposed program for emergency virtual or remote instruction (Plan) by July 31 annually to the New Jersey Department of Education (NJDOE). In July 2022, the NJDOE readopted N.J.A.C. 6A:32, School District Operations, with amendments and new rules that include updates to the components of the LEA’s Plan. This law provides for the continuity of instruction in the event of a public health-related district closure, by permitting LEAs to utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.A.C. 6A:32-13.1 & 13.2. To assist LEAs in the submission of Plans, the NJDOE is issuing “Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2026-2027 School Year,” located on the NJDOE County Offices webpage. It includes a checklist to identify components that must be included in the Plan.

By July 31 annually, each Chief School Administrator must submit the LEA’s Plan for the next school year, approved by the district board of education or charter or renaissance school project board of trustees, and the completed checklist to the respective County Office of Education. As a reminder, an LEA must also post the Plan prominently on the LEA’s website. If you have any questions, please contact your County Office of Education.

Equitable Access and Opportunity to Instruction

The NJDOE acknowledges that there may be circumstances where students will be required to quarantine in emergency situations. It is under these emergent conditions that the Hamburg School will provide remote instruction to students.

The combination of synchronous and asynchronous instruction will be utilized to meet an abbreviated day requirement for instruction (excluding lunch and recess). Synchronous access to lessons and activities will be provided via Google Classroom. During synchronous lessons, instructional staffing will conduct live access, grade-appropriate curricula to students.

Asynchronous instruction will also be provided as a means of extension to the lessons. During this time, students will be provided the opportunity to complete extension exercises, research assignments, and complete work assigned during the synchronous instructional component.

Early Dismissal			
	27 or 34 minutes		Minutes
Arrival	8:00-8:10		
1	8:11-8:38		27
2	8:39-9:06		27
3	9:07-9:34		27
8	9:35-10:02		27
4	10:03-10:30		34
5	10:31-11:05		34
6	11:06-11:40		34
7	11:41-12:15		34
9	12:16-12:50		27
Homeroom	12:51-1:00		
		Total Minutes	271

GRADES PreK-8:

- Teachers will follow the scope/sequence
- Teachers will post a meeting link on their Google classroom
- Teachers will post the schedule on their google classroom for reference
- Teachers will follow their **Early Dismissal Virtual** to provide daily live lessons
 - Students should be assigned independent practice (activity/assignment)
 - Teachers will have virtual student Academic Assistance hours at the end of the school day in order to address individual needs
- The combination of synchronous and asynchronous instruction will meet the 4-hour daily minimum requirement for instruction (excluding lunch and recess)
- For students who have insufficient broadband internet access the district will provide Wi-Fi hotspots or arrange for broadband services
- For students who do not have access to sufficient technology required for virtual learning, the district will provide Chromebooks or laptops. Arrangements will be made with individual students as needed or announced to the community if/when large-scale closure(s) is required
- Note: Preschool online instruction will not exceed 1 hour in length

Multi-Tiered Systems of Support (MTSS)

- Universal screeners and benchmark assessments (NWEA, DRA, Kindergarten) will be administered on a frequent basis to keep continuous measures on student instructional progress.
- The school will administer and examine data using their benchmark assessment within the first 10 school days to determine academic baseline for 2026-2027.

Special Education

Special Education and related services, including speech language services, counseling services, physical therapy, occupational therapy, and behavioral services will be delivered to students with disabilities through the use of electronic communication or a virtual/online platform and as required by the student's Individualized Education Program (IEP), to the greatest extent practicable. All special education and related services personnel will track services and student progress utilizing the district's Student Information System (Oncourse). The Child Study Team will ensure services are implemented in accordance with IEPs. Case managers will consult with service providers, as well as families to ensure that services are being provided to the greatest extent possible. Special Education meetings will be conducted according to IDEA using a ZOOM, Google Meet or telephone platform.

English Language Learners

All ELL students will continue to receive an educational program aligned with state and federal requirements. This is inclusive of a differentiated instructional modality as aligned to the standard of education as outlined by the New Jersey Department of Education. Technology resources will be available to all learners, including ELL learners. Training for staff, specific to culturally responsive teaching, will be supported. ELL staff will consult with service providers, as well as families to ensure that services are being provided to the greatest extent possible. Special Education meetings will be conducted according to IDEA using a ZOOM, Google Meet or telephone platform. Professional development opportunities will be made available to school stakeholders 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.

Attendance Plan

During the closure, attendance will be monitored and student absences will be marked as *remote present* or *remote absent* in the Oncourse Student Information System. Instructional staff will monitor student participation during remote instruction. In accord with school policy and regulation, an action plan will be initiated for students who develop chronic attendance

practices. Student attendance may factor into promotion and retention. Hamburg School will communicate such correspondences via email, local mailings, and the notification system.

Safe Delivery of Meals Plan

In the event the need arises to implement an emergency remote plan, students who qualify for free and reduced services will be provided a bagged breakfast and lunch. All other students who have a need, should contact the main office.

Facilities Plan

The school will be maintained by the Buildings & Grounds Supervisor and the custodial staff. Our school will follow standard procedures for cleaning and disinfecting with EPA-registered products. The school's Facilities Plan will be revisited frequently throughout the school year to address specific and/or alternative changes that may be necessary.

Other Considerations

- *Accelerated Learning Opportunities* – Accelerated learning opportunities will continue remotely to the best extent practicable.
- *Social and Emotional Health* – The social and emotional health of students and staff remain a priority. School climate committee will maintain ongoing communications with the community and school personnel. Surveys will be utilized, as needed. The social and emotional needs will be identified, prioritized, and supported through school-based counseling, instructional relationship building activities, socialization, etc.
- *Credit Recovery* – supported through the implementation of Educere (online credit recovery subscription), as needed.
- *Other Extended Learning Programs* – Programs will continue remotely to the best extent practicable.
- *Transportation* – Not applicable for Hamburg School is a walking district.
- *Extra-Curricular Programs* – Extra-curricular programs will be temporarily suspended during the school closure.
- *Childcare* – Onsite child care will be temporarily suspended during the school closure. The school will support and communicate childcare programs offered through their partner, Sussex County YMCA.

- *Community Programming* – Programming will continue remotely to the best extent practicable.

Essential Employees

Essential Employee by Category	Role of Employee	Duties	How Many	Onsite
Administration	Oversee operations	<ul style="list-style-type: none"> • Interact with BOE, community and staff • Monitor remote instruction • Business Office functions • Support staff 	3	As needed
Instructional Staff	Remote Instruction	<ul style="list-style-type: none"> • Lesson plans • Remote instruction delivery • Daily sign in 	34	As needed
School Nurse	Monitor health related illness	<ul style="list-style-type: none"> • Record keeping of reported illnesses 	1	As needed
Child Study Team	Monitor student caseload	<ul style="list-style-type: none"> • Monitor remote learning related to caseload • Maintain IEP records • Conduct meetings as per guidelines • Daily sign in 	6	As needed
Secretarial Staff	Community / Vendor correspondence	<ul style="list-style-type: none"> • Monitor correspondence • Mail dissemination • Daily Sign in 	3	As needed
Paraprofessionals	Support staff	<ul style="list-style-type: none"> • Support instructional needs for students • Daily Sign in 	20	As needed
Custodial	School maintenance	<ul style="list-style-type: none"> • Maintain cleanliness of facility • Work Orders • Building projects 	4	On site, as needed
Technology	Technology Support	<ul style="list-style-type: none"> • Support technological needs, as needed • Distribute technology 	1	As needed
Food Personnel	Meal Services	<ul style="list-style-type: none"> • Prepare and distribute meals to F/R students 	2	As needed

Plan Sharing

The Hamburg School's Emergency Remote Instructional Plan will be shared with the Wallkill Valley cohort; inclusive of Franklin Borough, Hardyston, Ogdensburg, and Wallkill Valley High School.

Access to Emergency Remote Instructional Plan

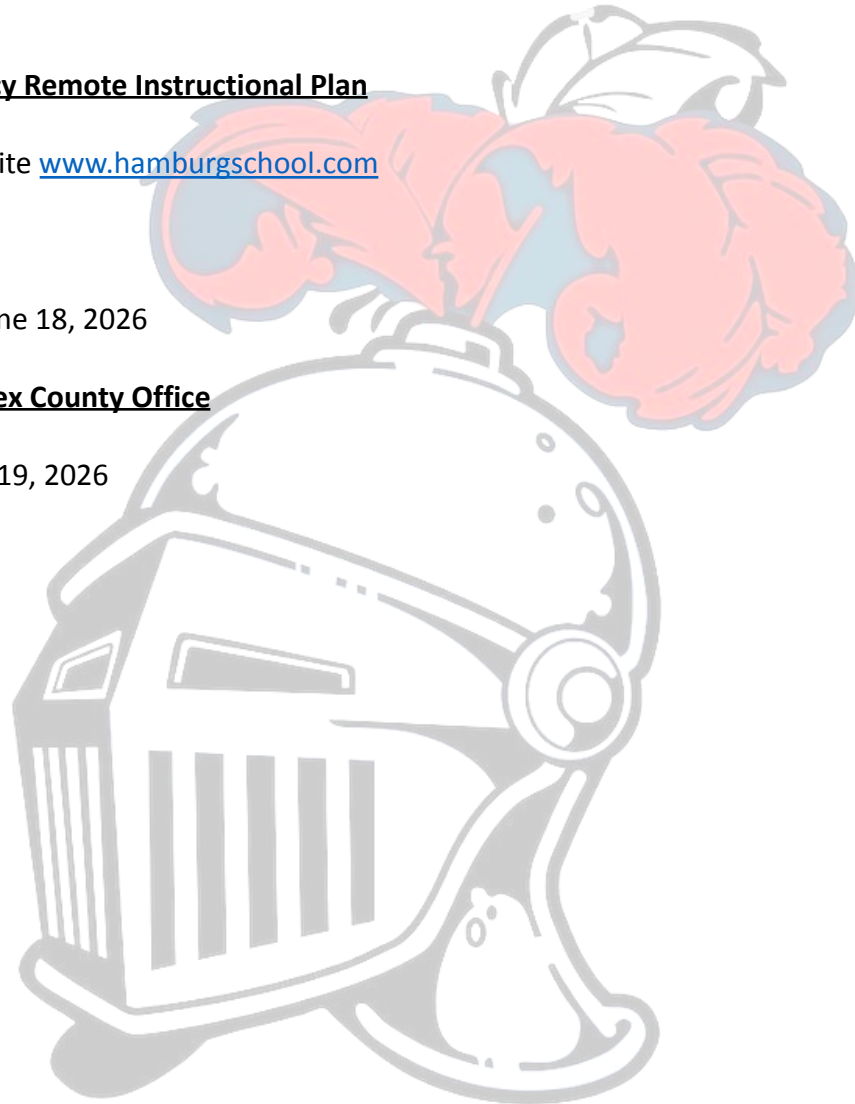
- School website www.hamburgschool.com

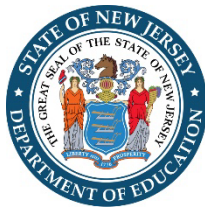
BOE Approval

- Thursday, June 18, 2026

Submission to Sussex County Office

- Friday, June 19, 2026





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 Multilingual Learners (MLs) 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 MLs?			
2. Does the program describe how the LEA communicates with families of MLs 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-ML 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 Multilingual Learner 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 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: