LIMITLESS SCHOOL

2026-2027

VIRTUAL OR REMOTE INSTRUCTION PLAN

Instructional Continuity for Emergency, Health-Related, or Other Eligible School Closures

New Jersey Approved Private School for Students with Disabilities (APSSD)
Prepared pursuant to N.J.S.A. 18A:7F-9(c) and N.J.A.C. 6A:32-13.1 and 13.2
Effective July 1, 2026 - June 30, 2027
Morris County, New Jersey

Relationship-based • Developmental • Individualized • IEP-driven

Document Control & Administrative Record

School	Limitless School
School Year	2026-2027
Plan Type	Annual Virtual or Remote Instruction Plan
Effective Period	July 1, 2026 - June 30, 2027
APSSD Leader	Monica Osgood, Executive Director
Plan Coordinator	Monica Osgood, Executive Director
County	Morris County
Review Cycle	Annual and following any activation of the plan
School Address	1050 Littleton Rd., Parsippany, NJ 07054
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Administrative Completion Fields

Board Approval Date	September 24, 2026
Board Resolution / Action	Approved
Date Submitted to County Office	October 15th, 2026
Date Shared With All Sending Districts	_____
Date Posted on School Website	Pending - to be completed upon posting
Website Link to Posted Plan	Pending - limitlessschools.org

Submission requirement: NJDOE guidance calls for the annual board-approved plan and completed checklist to be submitted to the County Office of Education and posted on the LEA/APSSD website. The checklist requires a plan page number for each item marked Yes.

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1. Purpose, Authority & Scope

This annual Virtual or Remote Instruction Plan establishes how Limitless School will provide instructional continuity, special education services, related services, family support, and essential operations during an eligible closure when virtual or remote instruction is permitted under applicable New Jersey law and guidance. The plan is intended to ensure equitable access and substantive educational programming for all enrolled students to the greatest extent possible.

Legal basis: This plan is prepared pursuant to N.J.S.A. 18A:7F-9(c) and N.J.A.C. 6A:32-13.1 and 13.2, consistent with NJDOE annual guidance for virtual or remote instruction plans.

- The plan applies to schoolwide or programwide closures for which virtual or remote instruction may be used under applicable law, emergency declarations, public-health directives, or other authorized circumstances.
- Virtual or remote days will be implemented only when permitted and will be documented in accordance with NJDOE and County Office requirements.
- Limitless School will maintain its developmental, relationship-based, strength- and interest-based approach while adapting instruction to the home environment.
- Instruction and services will remain aligned with each student's IEP, individual profile, developmental level, communication system, sensory needs, and access requirements.

2. Plan Activation & Continuity of Operations

- Administration will determine activation in response to an eligible closure and communicate the effective date, anticipated duration, schedules, and access procedures to staff, families, and sending districts.
- Remote instruction, related services, case management, attendance procedures, technology supports, and family communication will begin as promptly as circumstances permit.
- Administration may revise schedules or delivery methods during the closure based on student need, family circumstances, staffing, technology access, health/safety conditions, and updated agency guidance.
- The school will preserve essential administrative, instructional, student-support, fiscal, technology, and facility functions throughout the closure.

3. Equitable Access & Individualized Opportunity to Learn

- All students will be provided equitable access and opportunity to participate in instruction and services.
- Instruction will address varied, age-appropriate, developmental, sensory, motor, communication, academic, behavioral, and social-emotional needs.
- Accessible materials and platforms will be used to the greatest extent possible, including visual supports, alternative response modes, augmentative and alternative communication, captioning or other access tools when required by a student's IEP or needs.
- Instruction may be modified in pace, duration, format, response demand, and adult support while preserving the intended learning goal.
- Families will be offered digital and non-digital options when technology is unavailable or when non-digital instruction is more appropriate for a student.

4. Instructional Model: Synchronous & Asynchronous Learning

Limitless School will use an individualized combination of synchronous and asynchronous learning designed to maximize student growth and engagement to the greatest extent possible. Remote learning is not expected to look identical for every student.

- Synchronous options may include live class meetings, small-group instruction, individual teaching, related-service sessions, case-manager or clinician check-ins, and interactive project work.
- Asynchronous options may include teacher-created videos, recorded demonstrations, visual schedules, guided activities, projects, work samples, functional routines, movement/sensory activities, and individualized practice.
- Learning plans will include a balanced mix of academic, developmental, communication, functional, social-emotional, sensory-motor, and physical activity.
- Caregiver participation may support access when necessary, but the school will not make successful participation dependent on a family's ability to recreate a classroom or provide continuous adult instruction.

5. Student Growth, Progress Monitoring & Assessment

Teachers, related-service providers, and other team members will continuously measure student growth and learning during virtual or remote instruction. Data collection will be appropriate to the student, the IEP, and the remote environment.

- Progress measures may include work samples, teacher observation, live-session performance, recorded student responses, curriculum-based measures, project completion, skill demonstrations, IEP goal data, related-service data, family observations, and student self-reflection when appropriate.
- Staff will distinguish lack of access, regulation difficulty, communication barriers, or technology problems from lack of skill whenever interpreting remote-learning performance.
- Teams will review available data regularly and adjust instructional methods, supports, pacing, accommodations, modifications, and challenge level as needed.
- IEP progress reporting and required educational documentation will continue within applicable timelines to the greatest extent possible.

6. Technology Access & Ongoing Digital Divide Monitoring

- At activation and periodically throughout a closure, Limitless School will assess each family's access to a sufficient device, reliable internet/network access, and the specific technology needed for the student's communication and instructional participation. Because Limitless School is still developing its school-owned device inventory, the school cannot currently guarantee a school-issued device for every student. Administration will identify device-access needs promptly and work with families, sending districts, available school resources, and other appropriate supports to address barriers while providing non-digital or alternate access in the interim.
- School devices may be loaned or otherwise made available when feasible and appropriate. Device distribution and return will be documented.

Google Classroom will serve as the primary remote instructional platform. ClassDojo and school email will be used for family communication, notices, check-ins, and support, with alternate communication methods provided when needed for access.

- Families may report access problems through school-approved communication channels. Technology staff or designated personnel will track unresolved barriers and follow up until access is restored or an alternate method is implemented.
- When adequate internet or device access is unavailable, the school will provide non-digital materials, telephone support, mailed or pickup materials, and/or other individualized alternatives as feasible.
- Technology support will assist families and staff with logins, school platforms, device troubleshooting, and remote-learning access.

7. Special Education & IEP Implementation

Because Limitless School is an APSSD serving students with disabilities, implementation of IEPs is central to this plan. The school will collaborate with sending districts and families to provide the services, supports, accommodations, and modifications in each student's IEP to the greatest extent possible in the remote environment.

- Instruction will incorporate IEP goals and objectives, accommodations, modifications, behavioral supports, communication supports, assistive technology, and individualized access strategies.
- Accessible digital or non-digital materials will be provided based on the student's needs and IEP.
- Staff will document IEP implementation through service logs, instructional records, attendance/participation records, progress data, work samples, communication records, and documentation of accommodations and modifications provided.
- When a scheduled service cannot be delivered as planned, staff will document the reason, attempted contacts, barriers, alternate supports provided, and follow-up with administration/case management as appropriate.
- Individual circumstances will be reviewed collaboratively with the sending district and IEP team when the remote environment materially affects service delivery or student access.

8. Related Services & Telepractice

- Occupational therapy, physical therapy, speech-language services, counseling, behavioral consultation, and other related services will continue to the greatest extent appropriate and permitted.
- Services may include live telepractice, consultation, individualized home activities, demonstration videos, coaching, or other methods consistent with the IEP, provider scope of practice, professional requirements, and current NJDOE guidance.
- Providers will document contacts, frequency/duration, student response, progress, family consultation, and any service-delivery barriers.
- Providers will coordinate with teachers and families so related-service goals can be embedded naturally into meaningful daily routines when appropriate.

9. Case Management, IEP Meetings, Evaluations & Reevaluations

- Limitless School case-management and student-support personnel will maintain regular follow-up with families to identify barriers and support implementation of IEP services to the greatest extent possible.
- IEP meetings, annual reviews, reevaluation planning meetings, eligibility meetings, and other required meetings may be conducted remotely when permitted and appropriate, in coordination with the sending district.
- Evaluations and reevaluations will be coordinated with the responsible sending district and conducted in a manner consistent with applicable timelines, procedural safeguards, assessment validity, student accessibility, and current legal guidance.
- When an assessment component cannot appropriately be completed remotely, the team will document the issue, communicate with the sending district and family, and determine the appropriate next step consistent with applicable requirements.

10. Multilingual Learners

If Limitless School enrolls a student identified as a multilingual learner (ML), the school will coordinate with the sending district and implement applicable State and Federal requirements so the student can access the same standard of education and special education services as peers.

- ESL and/or bilingual education services will be coordinated and provided as required by the student's educational program and applicable law.
- Family communication will include translated written materials, interpreter services, and literacy-level appropriate information when needed.
- Instruction may incorporate differentiation, sheltered instruction, Universal Design for Learning, visual supports, explicit language supports, and alternate response methods.
- Staff training and consultation will address culturally responsive teaching and learning, social-emotional needs, trauma-informed practices, and the needs of students affected by forced migration when applicable.

11. Attendance & Family Follow-Up

Students are expected to participate in remote instruction each school day to the extent reasonably possible. Attendance will be determined using multiple forms of evidence so students are not disadvantaged by disability-related regulation, sensory, communication, motor, medical, or technology barriers.

- Presence may be demonstrated through live-session participation, interaction with recorded lessons, completed or attempted work, student response in the learning platform, related-service participation, documented family/student contact, or another approved indicator of engagement.
- If a student is not participating or submitting expected work, assigned staff will contact the family, identify barriers, offer supports, and document outreach and response.
- Persistent non-participation will be reviewed by administration and the student team, with communication to the sending district/case manager as appropriate.
- Attendance will be considered in promotion, retention, graduation, discipline, and other performance decisions only in accordance with applicable law, school policy, the student's IEP, and sending-district responsibilities. Disability-related barriers and documented access problems will be considered before drawing conclusions from attendance data.

12. Safe Delivery of Meals

Limitless School will coordinate with sending districts and families to ensure eligible students receive information and access to continued safe meal services during a closure. Limitless School will assist families in connecting with the applicable sending-district meal plan and will communicate with the sending district when barriers to meal access are reported.

- Administration will identify which meal-distribution arrangement applies during the closure and communicate pickup, delivery, eligibility, schedule, and safety information to families.
- Meal access during full remote instruction will be coordinated through each student's sending district or another authorized meal-service arrangement identified by the sending district.
- Any school-operated meal distribution will follow applicable food-safety, health, confidentiality, and program requirements.

13. Facilities & Essential Employees

- The building will be secured, inspected, cleaned, and maintained throughout an extended closure. Administration will establish an onsite schedule as conditions require.
- Facility maintenance will include monitoring building security, HVAC/building systems, utilities, fire/life-safety systems, water/plumbing, cleaning/disinfection, waste removal, deliveries/mail, and emergency repairs as applicable.
- Administration will identify essential employees based on operational needs. At the time Limitless School transitions to virtual or remote instruction, the required essential-employee list will be provided to the County Office of Education.

- Onsite access will be limited to authorized personnel and conducted in accordance with current health, safety, and emergency requirements.

14. Staff Roles During Closure

Role	Core Responsibilities During Remote Instruction
Administration	Daily oversight; County/NJDOE compliance; staff supervision; sending-district communication; family communication; staffing; fiscal/operational oversight; plan activation and revision.
Teachers	Plan and deliver individualized synchronous/asynchronous instruction; maintain work-hour availability; implement IEP supports; monitor progress and attendance; communicate with families; complete required documentation.
Child Study Team / Case Management	Family follow-up; coordination with sending districts; IEP implementation oversight; meetings/evaluations coordination; attendance/access problem solving; transition planning.
Related Service Providers	Provide services/consultation; document frequency, duration and progress; develop accessible home activities; collaborate with teachers and families.
School Nurse	Health consultation; medical-record responsibilities; required meetings; communication with applicable health authorities; support return-to-school planning.
Behavioral Support	Family/team consultation; regulation and participation strategies; review behavioral supports; participate in student/IEP meetings.
Paraprofessionals	Support teacher-directed instruction; participate in approved live contacts; prepare materials; reinforce routines and relationships; complete assigned training and support tasks.
Technology Support	Device inventory/distribution; platform access; password/login support; troubleshooting; staff training; documentation of unresolved access barriers.
Facilities/Custodial	Maintain building systems, security, cleanliness, inspections, emergency response, and safe access as assigned.

15. Student & Sending-District Demographics

Current demographic information will be maintained by administration and updated for the school year and at plan activation as needed. The operational record will include, as applicable:

- Total enrolled students
- Sending districts and sending counties
- Students eligible for free/reduced-price meals or other applicable socioeconomic indicators
- Students experiencing homelessness, if any
- Students with disabilities (all enrolled students served by the APSSD)
- Multilingual learners, if any
- Other categories required by NJDOE or the County Office

16. Communication & Family Partnership

Current identified multilingual learners: 0. Current students identified as experiencing homelessness: 0. Current students eligible for free/reduced-price meals: 2. These figures will be updated in school operational records as student circumstances or enrollment change.

As of preparation of this plan, Limitless School serves 19 students. The current sending-district roster is maintained administratively and updated as enrollment changes. All enrolled students are students with disabilities served through the APSSD program.

2026-2027 Current Enrollment Snapshot

- Families and sending districts will receive timely closure notices, activation instructions, schedules, platform/login information, contact information, and updates regarding changes in school operations.
- Staff will use school-approved communication methods and document significant contacts in accordance with school procedures.
- Limitless School will maintain a designated family communication hub or approved platform for announcements, schedules, learning access, resources, support requests, and agency updates.
- Families are essential partners. Staff will seek information about what is working at home, identify barriers, and adapt instruction to the student's strengths, interests, communication, sensory profile, and regulation needs.
- Family capacity will be respected; staff will provide practical routines and choices rather than expecting families to reproduce the school environment.

17. Curriculum, Grade-Level & Functional Learning

Remote instructional hours will follow the regular student schedule: 9:00 a.m.-3:00 p.m. Monday through Thursday and 9:00 a.m.-1:15 p.m. Friday, with individualized flexibility in the timing, format, pacing, and duration of participation when required by a student's IEP, disability-related needs, regulation, communication, sensory profile, family circumstances, or technology access.

Instruction will remain aligned with the student's IEP, the school's approved program, and applicable New Jersey Student Learning Standards. Content will be selected based on developmental readiness, present levels, functional relevance, and individual goals.

Preschool / Early Learning

- Morning meeting and visual routines
- Early literacy and numeracy
- Science/social exploration
- Communication and play
- Life skills and simple chores
- Music, art, movement, sensory regulation

Elementary

- ELA and math instruction/review
- Science and social studies projects
- Life skills and independence
- Communication, social learning and executive-function supports
- Art, music, physical education and sensory-motor activities

Middle School

- ELA, math, science and social studies
- Project-based and experiential learning
- Functional academics and life skills
- Executive functioning, communication, social-emotional learning
- Art, music, health/physical education and regulation supports

High School / Transition-Age

- English/literacy, mathematics, science and social studies/civics
- Financial literacy and applied academics
- Daily living, vocational and transition activities
- Current events and community-based learning adapted for home
- Health, wellness, physical activity, communication and self-advocacy

18. Developmental, Individual-Differences & Relationship-Based Supports / Social-Emotional Health

Limitless School's developmental model remains central during remote instruction. The goal is not simply task completion; it is meaningful engagement, purposeful communication, increasingly self-directed participation, and growth within trusting relationships.

- Prioritize the 5 Cs: Comfort, Control, Competency, Communication, and Confidence.
- Begin with regulation and relationship; adjust the demand rather than abandoning the developmental or educational goal.
- Use student interests, movement, sensory supports, visual-spatial supports, predictable routines, affect, anticipation, shared problem solving, and meaningful real-life experiences.
- Follow the student's lead when appropriate while creating opportunities for initiation, thinking, flexible problem solving, communication, and independence.

- Allow processing time. Match pace and rhythm to the student's sensory, motor, auditory, visual, and communication profile.
- Provide regular opportunities for social connection, peer interaction, wellness, mindfulness/regulation, movement, and emotional check-ins.
- Staff will monitor signs of distress, disengagement, isolation, or significant change and coordinate support with families, the student team, and sending districts as appropriate.
- Staff social-emotional health will also be supported through clear expectations, supervision, collaboration, access to administration, and reasonable workload planning during closure.

19. Other NJDOE Considerations

NJDOE Consideration	Limitless School Plan
Accelerated learning opportunities	Teams may provide enrichment, extension, independent projects, advanced content, or accelerated pacing when appropriate to the student's profile and IEP.
Social and emotional health	Addressed through developmental regulation supports, family/team check-ins, counseling/behavioral supports, relationship-based instruction, movement, wellness, and transition planning.
Title I Extended Learning Programs	If applicable to a student/program, Limitless School will coordinate with the responsible sending district and applicable funding/program requirements. Otherwise not applicable.
21st Century Community Learning Center Programs	Not operated by Limitless School unless separately established. If applicable, participation will be coordinated with the responsible provider/district.
Credit recovery	For students for whom credit recovery is applicable, Limitless School will coordinate with the sending district and student's educational program to provide appropriate opportunities and documentation.
Other extended learning opportunities	May include project-based learning, vocational/transition activities, functional academics, enrichment, independent study, and individualized skill practice.
Transportation	Transportation is generally suspended during full remote instruction. Any transportation required for materials, services, or return to school will be coordinated with families and sending districts.
Extra-curricular programs	May be suspended, modified, or offered virtually depending on the activity, staffing, safety, and student access.
Childcare	Limitless School does not operate general childcare as part of this plan. Families may be referred to sending-district or community resources when available.
Community programming	Community-based instruction may be adapted to virtual, home-based, or simulated activities; external community programming will depend on safety, availability, and applicable requirements.

20. Transportation, Extracurricular, Childcare & Community Programming

These services and activities will be reviewed at activation and throughout a closure. Limitless School will communicate clearly with families and sending districts regarding what is suspended, modified, available remotely, or coordinated through another agency. No family should assume that transportation, after-school, community-based, or extracurricular services continue unchanged during a closure.

21. APSSD Sending-District Coordination & Plan Sharing

- The annual plan will be shared with all sending districts, and the date/method of distribution will be documented by administration.
- During activation, Limitless School will communicate with sending-district case managers and other designated contacts regarding student access, attendance concerns, IEP implementation, evaluations/meetings, related services, meal access, transportation when applicable, and significant barriers.
- Sending-district coordination will be individualized when a student's circumstances require team decision-making.

22. Privacy, Confidentiality & Cybersecurity

- Staff will use school-approved platforms, accounts, and communication methods and will protect student/family privacy consistent with FERPA, applicable special-education requirements, school policy, and professional obligations.
- Student information will not be shared through personal or unapproved accounts or public platforms.
- Live instruction will be structured to reduce unnecessary disclosure of confidential information. Recording of sessions will occur only when authorized and appropriate.
- Technology incidents, lost devices, suspected unauthorized access, or privacy concerns will be reported promptly through school procedures.

23. Return-to-School Transition

- Administration will communicate the return date, schedules, transportation coordination, health/safety expectations, and any phased transition procedures.
- Student teams will anticipate that changes in routine may affect regulation, attendance, communication, behavior, stamina, and learning access.
- Return plans may include visual preparation, social narratives, gradual rebuilding of routines, increased co-regulation, familiar staff support, sensory accommodations, and communication with families.
- Staff will review remote-learning progress and barriers and use that information to inform instruction and supports after return.

24. Plan Review & Continuous Improvement

- Administration will review this plan at least annually and following any extended activation.
- Feedback and implementation data from staff, families, students when appropriate, sending districts, and service providers may inform revisions.
- Review will consider instructional quality, student growth, equity/access, digital divide issues, IEP implementation, related services, attendance, communication, staffing, facility operations, meal access, and return-to-school transition.
- Any material revision will be handled in accordance with applicable board, County Office, NJDOE, and website-posting requirements.

25. Administrative Approval, Posting & Recordkeeping

- The 2026-2027 Virtual or Remote Instruction Plan was approved by the Limitless School Board on September 24, 2026.
- The board-approved plan and completed NJDOE checklist will be submitted to the County Office of Education in accordance with NJDOE timelines and instructions.
- At the time of submission, the plan will be posted on the Limitless School website.
- Administration will retain the approval record, submission confirmation, website link, sending-district distribution record, and the essential-employee list required at activation.
- If any NJDOE checklist item is marked No, administration will provide the explanation required by the County Office.

Final administrative action before submission: Complete the approval/date/link fields in this master, confirm the current NJDOE checklist version, enter the exact plan page number for every applicable checklist item, secure board approval, distribute to all sending districts, post the final plan on the school website, and submit the plan plus checklist to the County Office.

Appendix A. NJDOE Compliance Crosswalk

This crosswalk accompanies the NJDOE Guidance and Checklist for Virtual or Remote Instruction Plans and identifies where each checklist requirement is addressed in this master plan.

Checklist Item	Requirement	Plan Section	Final Page
Equitable Access 1	Equitable access and opportunity for all students	3	7
Equitable Access 2	Varied and age-appropriate student needs	3	7
Equitable Access 3	Maximize growth; synchronous/asynchronous plan	4	7
Equitable Access 4	Continuous measurement of student growth and learning	5	7
Equitable Access 5	Ongoing digital divide monitoring and response	6	8
Special Education 1	IEP implementation; accessible materials/platforms	7	9
Special Education 2	Document IEP implementation, services, progress, accommodations/modifications	7-8	9
Special Education 3	Case-manager follow-up with families	9	9
Special Education 4	IEP meetings, evaluations and reevaluations	9	9
ML 1	ESL/bilingual program alignment when applicable	10	10
ML 2	Translation/interpreter/literacy-appropriate family communication	10	10
ML 3	Differentiation/UDL/technology/equivalent educational access	10	10
ML 4	Staff training: culturally responsive, SEL, trauma-informed/forced migration	10	10
Attendance 1	Attendance determination and effect on performance decisions	11	10

Checklist Item	Requirement	Plan Section	Final Page
Attendance 2	Family contact for non-participation/non-sub mission	11	10
Meals	Continued safe meal access for eligible students	12	10
Facilities	Building maintenance during extended closure	13	11
Other a	Accelerated learning opportunities	19	16
Other b	Social/emotional health of staff and students	18-19	14-17
Other c	Title I extended learning programs	19	16
Other d	21st Century Community Learning Center programs	19	16
Other e	Credit recovery	19	16
Other f	Other extended student learning opportunities	19	16
Other g	Transportation	19-20	16-17
Other h	Extra-curricular programs	19-20	16-17
Other i	Childcare	19-20	16-17
Other j	Community programming	19-20	16-17
APSSD Sharing	Plan shared with all sending districts	21	17
Essential Employees	Essential employees identified/list sent at transition	13	11
Board Approval	Date of board approval	Document Control / 25	2, 19
Website	Plan posted and website link recorded	Document Control / 25	2, 19

Appendix B. Activation Checklist

- Confirm closure qualifies for virtual/remote instruction and document authorizing directive or condition.
- Notify staff, families, sending districts, Board leadership, and County Office contacts as applicable.
- Issue remote schedules, platform instructions, staff assignments, and family support contacts.
- Confirm device/internet access for every student; document and resolve digital divide barriers.
- Confirm IEP services, related-service delivery methods, accommodations/modifications, and case-manager follow-up.
- Confirm attendance process and family outreach assignments.
- Confirm meal-access communication for eligible students.
- Identify essential employees and provide required list to County Office at transition.
- Implement facility-maintenance schedule and access controls.
- Maintain records of services, progress, attendance, communications, technology support, and operational decisions.
- Plan and communicate return-to-school transition when closure ends.