

Remote Learning Plan

Southern Regional School District

Board of Education

2026-2027

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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, hereinafter referred to as Local Educational Agencies (LEA), to annually submit a proposed program for emergency virtual or remote instruction (Plan) to the New Jersey Department of Education (Department). 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.S.A. 18A:7F-9*.

The Board of Education Remote Learning Plan (Plan) has been developed to be consistent with the requirements in the NJDOE Guidance with consideration to the school district’s local needs. This plan would be implemented during an LEA 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. The chief school administrator will consult with the board of education, if practicable, prior to implementing the LEA’s plan of virtual or remote instruction.

A day of virtual or remote instruction, if instituted under a plan approved by the New Jersey 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 other such matters as determined by the New Jersey Commissioner of Education. In order to ensure school(s) in the district reopen safely and are prepared to accommodate students' unique needs during this unprecedented time.

This Plan is aligned with the requirements outlined in the NJDOE Guidance. The Appendices section of this Plan include the school district’s unique and locally developed protocols.

The school district will endeavor to fully implement this plan to the best of its ability dependent on ever changing external directives, NJDOE requirements, Executive Orders of the Governor, local health situations and practical realities of operations. This plan is subject to change or modification by the school district at any time. The school district reserves the right to waive, modify, delete, or add items to the plan without seeking formal internal or external approval.

THE BOARD OF EDUCATION'S REMOTE LEARNING PLAN

A. Leadership and Planning

1. Establishing a Remote Learning Committee

- a. A Remote Learning Committee has been established as collaboration is critical to the development of the Board's Plan. The committee includes school district and school-level administrators, members of the local Board of Education, the President of the local education associations, and a diverse set of content experts, educators, parents, and students.
- b. In the event of a school closure, the Remote Learning Committee will work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan.
- c. The Remote Learning Committee reflects the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
- e. The Remote Learning Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix A – Remote Learning Committee]

2. Pandemic Response Teams

- a. School-based Pandemic Response Teams has been established in each school to centralize, expedite, and implement related decision-making.
- b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
- c. The Pandemic Response Team is comprised of, at a minimum, the following members, if applicable and when possible:
 - i. School Principal or Lead Person.
 - ii. Teachers.

- iii. Child Study Team member;
 - iv. School Counselor or mental health expert;
 - v. Subject Area Chairperson/Director;
 - vi. School Nurse;
 - vii. Teachers representing each grade band served by the school district and school;
 - viii. School safety personnel;
 - ix. Members of the School Safety Team;
 - x. Custodian; and
 - xi. Parents.
- g. The Pandemic Response Team is responsible for:
- i. Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
 - ii. Recommending adjustments or amendments of school health and safety protocols as needed.
 - iii. Providing staff with needed support and training.
 - iv. Reviewing school level data regarding health and safety measures and reporting that data to the district as necessary.
 - v. Recommending development and implementation procedures to foster and maintain safe and supportive school climates as necessitated by the challenges.
 - vi. Recommending necessary communications to the school district.
 - vii. Recommending pathways for community, family, and student voices to continuously inform the Team's decision-making.
 - viii. The Pandemic Response Team should meet regularly and provide the administration with timely updates and any changes to protocols.

[See Appendix B – Pandemic Response Team]

3. Scheduling

- a. Virtual learning will continue to be guided by P.L. 2020, c.27, Executive Orders of the Governor, and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
 - i. In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
 - ii. Policies for attendance and instructional contact time will accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.
- b. Scheduling decisions will be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.
- c. Scheduling may support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers to extent possible during periods of remote instruction. Instructional activities will be evaluated based on what is developmentally appropriate for the grade level and/or content area.
- d. The school district will meet the needs of special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
 - i. For special education and ELL students, the Board of Education will provide educators with the opportunity for professional development to best utilize the accessibility features and accommodations tools made available through technology- based formats. The school district will continue

to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

- ii. Reasonable accommodations may need to be made for medically fragile staff in accordance with current Board Policy, bargaining agreement, and State and Federal statutes and regulations.

6. Educator Roles Related to School Technology Needs

- a. All students are provided district issued device, email addresses and access to Google Classrooms in the event the Remote Learning Plan is necessary.
- b. All students and teachers have completed a technology orientation/training.

B. Policy and Funding

The impact of a pandemic presents many fiscal challenges to the school district for delivery of instruction and related services to students in addition to other basic operational needs. Readyng facilities, purchasing supplies, transporting, and feeding students may look drastically different during remote instruction. The Policy and Funding section of the Board's Plan focuses on existing and pending Federal and State legislation, regulations, and guidance.

1. School Funding

- a. The Board shall explore options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning in the face of considerable uncertainty.
- b. Due to the timing of the budget process, many of the remote instruction activities have not been, and cannot be, factored into either budget year without additional revenue outside the amount they anticipated for a typical school year, and budget transfers that current statute does not authorize at the start of the school year.
- c. School officials will review the Policy and Funding section of the NJDOE Guidance that includes information on Federal and State funding sources; purchasing practices; use of reserve accounts, transfers, and cash flow; and costs and contracting.

- i. Purchasing: The school district may likely need to purchase items not needed in the past and may experience increased demand for previously purchased goods and services to implement the Plan. The school district shall continue to comply with the provisions of the “Public School Contracts Law”, N.J.S.A. 18A:18A-1 et seq.
- ii. Use of Reserve Accounts, Transfers, and Cashflow: The school district shall apply for the approval from the Commissioner of Education prior to performing certain budget actions, such as withdrawing from the emergency reserve or making transfers that cumulatively exceed ten percent of the amount originally budgeted.
- iii. Costs and Contracting: The school district shall follow all New Jersey State laws and regulations applicable to local school districts for purchasing when procuring devices and connectivity or any technology related item.

C. Continuity of Learning

Ensuring the continuity of learning is critically important during school closures. The move to a fully virtual learning environment could happen quickly and create significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic.

- 1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
 - a. Consistent with guidance from the United States Department of Education, the school district will continue to meet obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
 - b. Case managers will regularly communicate with special education students and parents to provide assistance with remote instruction. When necessary, additional accommodations and modifications will be added to address challenges of remote learning.
 - c. All communication and assignments are recorded digitally using District email and Google Classroom.
 - d. Virtual IEP meetings will be conducted using teleconference. Documents requiring signature are sent securely through DocuSign.

- e. To the greatest extent possible, evaluations and reevaluations will be conducted using teleconference.
 - f. Related services will be provided through teleconference to the greatest extent possible.
 - b. Student IEPs that currently include ESY services will be implemented to the greatest extent possible during the remote instruction periods.
2. Addressing the needs of English language learners
- a. Consistent with State and Federal requirements, English as a Second Language, teachers will continue to meet the needs of English language learners through remote instruction to the greatest extent possible.
 - b. Each ELL learner will be contacted personally by ELL teacher and to ascertain internet access. If a student does not have access to the internet, the district will provide information necessary to obtain internet service or provide a hotspot.
 - c. The academic needs of each student will be assessed by the ELL teacher, classroom teachers, and supervisor.
 - d. Regular class assignments will be differentiated to best meet the students' needs. A pass/fail option will be offered to teachers for grading purposes.
 - e. Students who require additional support may be assigned a 1-1 online teacher to facilitate learning.
 - f. Faculty will utilize interpreters to communicate with families of ELLs including providing translation materials, and literacy level appropriate information.
 - g. Training will be provided 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)

3. Technology and Connectivity
 - a. All students have been issued a district owned device.
 - b. The district will provide information necessary to obtain internet service or hotspots, as needed.
4. Curriculum, Instruction and Assessment
 - a. Curriculum
 - i. During remote instruction periods, educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that has resulted from school building closures.
 - ii. Accelerated learning will focus on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning to the extent practically possible. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.
 - b. Instruction
 - i. During periods of remote learning, instruction will be delivered using a combination of synchronous and asynchronous lessons. Teachers will design lessons to maximize learning while maintaining contact time with their students, as well as provide opportunities for students to engage with their peers.
 - ii. All students will be recorded as present for applicable days unless the district knowingly determines a student was not participating in any such instruction during remote instruction. Student engagement will be monitored through completion of assignments and online correspondence.
 - iii. Student attendance will not be a factor for any decisions that will negatively affect a student.
 - iv. Staff members will continue routine parent communications using SRSD email and Genesis. If students are not submitting assignments, staff members will communicate with the parent and contact guidance counselors and administration for additional support.

c. Assessment

- i. Educators will administer formative and summative assessments to monitor student learning.
- ii. Educators will identify assessment data sources that will inform data driven decision-making regarding remediation efforts.

5. Student Support Services

- a. Guidance counselors will continue to meet with students through teleconference and assess individual student needs.
- b. Mental health support services will be provided through teleconference to the greatest extent possible.
- c. Title 1 Supplemental Support tutoring services will continue to be provided through teleconference.
- d. Credit recovery options will be offered to students to keep them on track for graduation.
- e. To the greatest extent possible, extracurricular and community partnership programs will be offered remotely.

6. Professional Learning

- a. The school district will provide professional learning that will better equip leaders, staff, substitutes, and students to provide high quality remote instruction.
- b. Professional development will focus on learning acceleration for the most vulnerable populations.
- d. Additional support will be offered to assist educators to learn strategies related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students.
- e. Professional development plans (PDPs) for teaching staff and administrators, as always, will remain flexible and adaptable to the changing needs of the district, school, and individual educator.
- f. Faculty Mentoring

- i. One-to-one mentoring will continue to be provided by qualified mentors to novice provisional teachers working in a remote environment.
 - ii. Mentors will use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.
- g. Staff Evaluation
 - i. Annual evaluation training includes processes for evaluation during periods of remote learning.
 - ii. Provisional status teachers and nontenured educators will continue to receive the necessary support required by the NJDOE.

7. Delivery of Meal Plans

- a. The district's food services provider, Pomptonian, has developed a dynamic plan that is based on the grab and go model with appropriate social distancing and protective equipment.
- b. Any family that declares the need will be provided meals five days per week.
- c. Any family unable to travel to the school will be provided with the option for delivery on district school busses.
- d. Kitchen and food safety protocols, cafeteria planning and meal-tracking will be continued as required by the NJ Department of Agriculture.

8. Facilities Plan

- a. The district will continue to maintain its facilities through district facilities staff members similar to any other operational period without students on campus.
- b. Essential staff will maintain appropriate social distancing and protective equipment is provided. Essential employees will be identified, and a list will be provided to the county office at the time of the LEA's transition to remote learning.

9. Childcare

- a. The district will provide childcare and/or remote learning support for staff members children, as needed to make it possible for them to continue providing high quality daily instruction during a school closure.

10. Social and Emotional Health of Staff and Students

- a. The district will establish virtual check-ins and support groups led by school counselors and mental health professionals.
- b. Online resources, training, and professional development for staff will be provided to help them recognize and respond to student emotional needs, while also prioritizing their own well-being during remote instruction.

Appendices
Remote Learning Plan

Appendix A

Remote Learning Committee

Last	First	Primary Location	Job Title
Abbato	Jennifer	High School	Teacher
Angelozzi	Dayna	High School	Teacher
Ardoin	Melissa	High School	Teacher
Balog	Brad	Middle School	Teacher
Brahn	Elisabeth	Middle School	Administration
Corliss III	Thomas	High School	Teacher
Cruz	Yelitza	High School	Teacher
Dean	Thomas	High School	Teacher
Fernandez	Jennifer	High School	Teacher
Hanzl	Alison	Middle School	Administration
Hargis	Kim	Middle School	Teacher
Harrold	Megan	High School	Teacher
Hemenway	Jacki	Middle School	Administration
Karas	Melissa	High School	Administration
Karu	Emily	High School	Teacher
Macphee	Kathleen	High School	Teacher
Mercurio	Stephanie	Middle School	Teacher
Medica	Joseph	High School	Administration
Mikuletzky	Morgan	High School	Teacher
Patterson	Nancy	Middle School	Teacher
Pleyn	Jessica	Middle School	Teacher
Posch	Rebecca	High School	Teacher
Power	Jonathan	Middle School	Teacher
Shives	Amanda	Middle School	Teacher
Skodi	Beverly	High School	Teacher
Spang	Heather	High School	Teacher
Spirito III	Joseph	High School	Teacher
Vaccaro	Ashley	Middle School	Teacher
Wagner	Susan	High School	Teacher
Watson	Keri	High School	Teacher

Appendix B

Pandemic Response Teams

Middle School

School principal: **Elisabeth Brahn**

Teachers representing each grade band served by the school:

**Beth Sicoli, Nancy Patterson, Deneen Emanuel, Ann Kahl, Jon Astin,
Katherine Cherney, Susan Vilardi, Alice Brown, Patricia Dalon, Marjorie
Browning, and Jennifer Miller**

Child Study Team member: **Robert Schoka**

School counselor or mental health expert: **Jack Burke**

Subject area chairperson/director: **Alison Hanzl**

School nurse: **Maureen Klimkiewicz**

School safety personnel: **Anthony Buczynski**

Members of the school safety team:

Custodian: **Bobby Jo Werner**

Parents: **Lisa Merlo**

High School

School principal or lead person: **Joe Medica**

Teachers representing each grade band served by the school: **Morgan Mikuletsky, Molly
Albanese, Kathy Cornelius, Tom Dean, Dan Dreher, Liz Horn, Katie
MacPhee, Victoria Poling, and Heather Spang**

Child Study Team member: **Jonathan White**

School counselor or mental health expert: **Jeff Reilly**

Subject area chairperson/director: **Kerry Rossi and Mike Concilio**

School nurse: **Barbara Nokes and Kathryn Bates**

School safety personnel: **Richard Falletta**

Members of the school safety team:

Custodian: **Kathleen Hudzik**

Parents: **Dayna Angelozzi**

Appendix C

Remote Learning Guidelines - Staff Members

Teachers, guidance counselors, case managers and administrators will engage in ongoing, proactive communication with students and families using multiple methods to address concerns regarding individual student engagement.

Staff members will ensure that they have all necessary passwords to district online platforms. Links are provided under Teachers on srsd.net. All technology-related concerns should be submitted via the Tech Help Desk.

Staff members will reset student passwords in the Tech Help Desk, as needed.

Staff members will add their supervisor as a teacher in their Google Classrooms.

Staff members will continue routine parent communications using SRSD email and *Genesis*. If students are not participating in online instruction or if they are not submitting assignments, staff members will communicate with the parent and contact guidance counselors and administration for additional support.

Staff members will communicate with students using SRSD email, [Google Classroom](#) or other platforms as previously used by the teacher.

- Students identified without internet access will be provided internet access and/or hard-copy materials.

Staff members will monitor email during the regularly scheduled school day.

Staff members who have a concern for the safety or well-being of a student, will contact an administrator immediately via telephone.

Teachers will post assignments in Google Classroom on the remote learning school days.

- Assignments will be posted by 8:15 a.m. daily.
- Teachers will provide clear guidance on how assignments should be completed and submitted.
- Teachers will provide timely feedback to students on submitted assignments.
- Teachers will grade assignments and post grades in *Genesis* routinely.

Staff members will have access to the school buildings during normal operational hours.

If teachers are ill, they will notify their supervisor before the start of the regularly scheduled school day. Supervisors will post the assignment for that day in Google Classroom.

Appendix D

Remote Learning Guidelines - Students

Students will check their Google Classroom for all courses each school day.

Students will communicate with their teachers using school email and Google Classrooms for their courses and school-based organizations (co-curricular and extracurricular).

Students will submit assignments in Google Classroom.

Students will contact their teacher if they require assistance with technology.

All students will be recorded as present for applicable days unless the district knowingly determines a student was not participating in any such instruction during health-related school closures.

Student engagement will be monitored through completion of assignments and online correspondence.

Student attendance will not be a factor for any decisions that will negatively affect a student.

Appendix E

SOUTHERN REGIONAL SCHOOL DISTRICT Manahawkin, New Jersey

SCHOOL CALENDAR – 2026-2027

September	1	Teacher Orientation	
September	2	School Opens	20
September	7	Labor Day	
October	--	--	22
November	2-6	Fall Break	14
	26, 27	Thanksgiving	
December	24-31	Winter Recess	17
January	1	Winter Recess	19
	18	Martin Luther King, Jr. Day	
February	15	Presidents' Day	19
March	29-31	Spring Recess	20
April	1, 2	Spring Recess	20
May	31	Memorial Day	20
June	11	Last Day for Students	9
	14	Last Day for Teachers	
Total days for students			180

Total Teacher Days = 182 (includes September 1 and June 14)

Adopted: March 10, 2026

NOTE: Excessive inclement weather closings may result in Martin Luther King, Jr. Day (January 18), Presidents' Day (February 15) and Spring Recess (March 29-31 & April 1, 2) possibly being recalled as instructional days.