



Manalapan-Englishtown Regional Schools

Public Health-Related School Closure

Virtual/Remote Instruction Plan

Board Approved June 16, 2026

In April 2020, Governor Murphy issued an executive order that became PL 2020, c. 27. This law provides for the continuity of instruction in the event of a public health-related district closure so that districts can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9.

Each school district must annually submit its proposed program for virtual or remote instruction (Plan) to the New Jersey 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 day of virtual or remote instruction, if instituted under this plan approved by the New Jersey Commissioner of Education, is considered the equivalent of a full day of school attendance.

The Manalapan-Englishtown Regional Schools public health-related school closure plan will be governed by N.J.A.C. 6A:16-10.1. As required, this plan will be submitted to the Executive County Superintendent's office with our assurance it addresses all the required elements. Additionally, the plan should be considered fluid, and it may be updated as needs and circumstances change. Changes to the plan will be communicated accordingly.

Demographic Data - As of 6/4/26

1. Total Student Population: 4343
2. Classified Students: 664
3. Students Eligible for Free/Reduced Lunch: 651
4. Multilingual Learners: 105

****This demographic data is a projection for the 26-27 SY and includes all pre-registered students for 26-27 as of 6/4/2026. This number does not include a final count of incoming PreK 3H/3F and any new PreK 4s students, and it excludes 8th graders leaving the district and rising to 9th grade.**

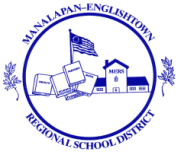
Essential Staff

Faculty and staff are considered essential personnel and will be available at the schools and district offices on these days — as long as conditions and guidance permit occupancy of the buildings.

In the event conditions and guidance preclude regular occupancy of the building, staff will work virtually/remotely. While most daily operations are able to be completed remotely, there are times when operations cannot be conducted remotely and staff must be present in the district (e.g., delivering lunches to students, checking the boiler, etc.).

Below is a list of essential staff and reasons they may have to report on-site in the event of a district wide health-related school closure.

1. Transportation Coordinator, Assistant Transportation Coordinator, Mechanics, and Bus Drivers for bus maintenance and lunch delivery.
2. Director of Information Systems and Computer Technicians for technology maintenance.



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3. Director of School Safety and Security and School Security officers for building security.
4. Director of Physical Plant, Physical Plant Office Manager, Custodial Supervisors, Maintenance Supervisor, custodians and grounds for building operations.
5. Superintendent, Assistant Superintendent, and Principals for administration for oversight.
6. Business Administrator, Assistant Business Administrator, Director of Human Resources, Secretaries and Confidential Secretaries for operational procedures.
7. Certificated Staff, (e.g., Teachers, Guidance Counselors, Nurses, Child Study Team), Assistant Principals, Supervisors, Instructional Assistants, Bus Assistants, Lunch Assistants will be identified when needed as essential based on specific district needs.

Staff Attendance

1. Staff will continue to follow procedures to report absences in AESOP.
2. If working remotely, staff must still sign-in daily, through a site-based Google Form, which will be monitored at the individual sites by district administration and/or secretaries/receptionists. If present in the building, staff will sign in following typical procedures.
3. Staff will be expected to work their contractual hours. If remote, staff must be reachable and able to communicate with district staff and the community, if need be.

Student Attendance

1. Student Attendance will be monitored and recorded in Genesis SIS.
2. If students do not attend the virtual/remote instructional day, parents will be contacted by teachers, guidance counselors, and, if needed, building administration.
3. Lack of participation may result in a student receiving an incomplete or being asked to attend a summer program. The district attendance policy and related procedures will be followed.

Nutritional Plan for Free and Reduced Lunch Students

1. Pomptonian will provide lunches for all free and reduced lunch students.
2. Lunch will be delivered via the transportation department.

Building Maintenance

1. All buildings will be sterilized as per NJDOE guidelines.
2. Building access will be based on NJDOE guidelines.
3. Buildings will have at least one member of the custodial staff daily to maintain the building. More custodial staff can be present, if permissible.

Technology Access

1. A student/parent survey in the Parent Portal will be used to ensure student at-home access to technology and to identify students who need at-home access.
2. Families without Wi-Fi will be provided with hotspots, as based on availability.
3. Chromebooks will be provided for families that do not have technology in grades PreK-5, as based on availability.
4. Students in grades 6-8 take their Chromebooks home daily.
5. The technology department will continue to repair and replace Chromebooks for families.



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Equitable Access

1. Staff will be provided with access to technology to be able to continue to maintain operations. Secretaries will also have access to their buildings, if necessary; and central office secretaries, if needed, VPN service will be provided for district-owned laptops.
2. ESL, Pupil Personnel Services, Special Education, RTI, and Enrichment (Gifted and Talented) staff will ensure that eligible students will continue to receive appropriate instruction based on their specific needs.

Broad Overview of Student Daily Schedule/Instructional Plan

1. Every teacher and staff member will maintain a Google Classroom and instruction will be provided live through Google Meet, to the extent possible. When necessary, asynchronous assignments may be posted.
2. If instructional materials are needed for all grade levels which cannot be provided through Google Classroom, buildings may coordinate a schedule for distribution of and pickup of materials.
3. All students in PreK through Grade 8 will follow their regular daily schedules, including a 20-minute recess for students in K-5. Teachers will post schedules on their Google Classrooms. For students in PreK and Kindergarten schedules may be modified by the Superintendent, building principal, and district administration to support an abbreviated day consisting of synchronous and asynchronous activities to accommodate the developmental needs of these students.
4. At the discretion of the Superintendent, a 4-hour day schedule can be implemented for all grades. In the event a 4-hour schedule is instituted, a 20-minute recess for grades K-5 will be scheduled at the end of the 4-hour day.
5. For students in PreK, Kindergarten, and Grade 1, hands-on learning tools, paper-based materials, and manipulatives may be organized and available for families to pick up; and, where extenuating need arises, can be transported to families in need by transportation staff.
6. Students will follow the six-day daily rotating schedules (Days A-F) of their building, if applicable.
7. During virtual/remote learning, students will continue to be assessed using formative and summative assessments utilized as a part of daily instruction throughout the year to measure student progress. This includes, but is not limited to, quizzes, tests, performance assessments, writing tasks, exit cards, etc. To the extent possible, the district assessment calendar will be followed, including the administration of benchmark assessments.
8. Administration of state testing will follow guidelines from the State.
9. Students will be assessed on content area standards on their report cards for all subject areas.
10. Students who receive services or specialized programming, including enrichment, RTI, ML, special education, and related services, will continue to receive such services/programmatic needs with their teachers via the Google Meet platform and/or asynchronous assignments.
11. Homework will follow District Policy 2330 - Homework.
12. Specific grade level instructional requirements, including length of lessons, lesson templates, and sample activities, will be shared with staff members by building administration and supervisors.



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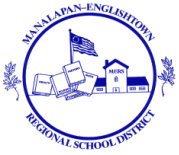
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Multilingual Learners

1. Instruction
 - a. ESL instruction will be provided via Google Meet, by the ESL teacher, and per the child's daily ESL programmatic schedule.
 - b. Differentiated instruction will be based on feedback from previous lessons.
 - c. Collaboration with core subject teachers will occur to provide accommodations in the regular classroom setting. Classroom teachers are also trained in Sheltered English Instruction (SEI), and continued collaboration with ESL teachers and the core subject teachers will ensure needs are adequately met in the core content subject areas and in ESL programs.
 - d. Summer school will be offered. If necessary, summer school programming may be conducted virtually.
2. Family Communication
 - a. Use of Google Translate and/or BOE approved translators will be utilized.
 - b. Parent Advisory Meetings may be conducted virtually.
 - c. The families of students who do not turn in work will be called by teachers and administrators to ensure they are receiving the work and checking in to determine the support they need.
 - d. The creation of and distribution to parents of the quarterly Title III newsletter will continue.
3. Technology
 - a. The District will provide Chromebooks, if needed, based on availability.
 - b. Instruction will include the use of online programs, such as IXL, Lexia, Raz Kids, etc.
4. ACCESS testing will follow NJDOE guidelines.
5. ESL department meetings are held with the ESL Supervisor and may, when needed, occur virtually.
6. The virtual plan includes providing, when needed, the following GCN trainings for teachers, administrators, and counselors to learn strategies related to culturally responsive teaching and learning, social-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country (e.g. refugee, asylee).
 - a. GCNs
 - i. Education of Migrant Students
 - ii. English as a Second Language
 - iii. Trauma Informed Approaches
 - iv. Homeless Students
 - v. Cultural Awareness/Racial Bias
 - b. PD for Staff: MLs in the Classroom
 - i. All teachers, all administrators who supervise ESL programs, and all personnel who observe and evaluate teachers of MLs must complete this training, which focuses on the following:
 1. WIDA Standards
 2. Culturally and Linguistically Appropriate Instruction



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3. Instructional Adaptational Strategies for MLs
4. Appropriate Assessments for MLs
- c. Teaching and counseling staff receive training and support in social-emotional learning. Teachers receive professional development in culturally responsive teaching and learning, and counselors will receive this training for the 2026-2027 school year. Additionally, lead staff members assigned throughout the district have received training in the DREAMS Program supported through the NJDOE, and all district staff are trained on the Nurtured Heart approach, which includes training on trauma-informed and healing centered training and resources. The district has an appointed Nurtured Heart Facilitator who further supports the Approach's implementation throughout the district. These methodologies and strategies also support the needs of students affected by forced migration from their home country. Additionally, a cohort of school counselors have also been trained in the Nurtured Heart Approach via the Nurtured Heart Institute; the intention is to continue to train additional counselors.
- d. The ESL staff may consult with administrators, teachers, and counselors to model and coach them in SEI strategies to use when working with MLs.

Plan for Related Services/Social and Emotional Support for Students and Staff

1. Speech, OT, counseling, and PT services will be delivered through Google Meet. Sessions will be scheduled for virtual instruction individually and in small groups. Service providers will be available to parents as a resource and to disseminate information as well as share links and resources appropriate to their field.
2. Guidance Counselors/Social and Emotional Interventionists and Mental Health Clinicians will have Google Classrooms to support students and websites to support families. They will also meet with students via Google Meet and be available to parents/guardians as a resource. SEL and behavioral intervention supports, including support from the district's team of Board Certified Behavior Analysts (BCBAs), will be implemented remotely, as is possible.
3. The Nurtured Heart Approach training for staff and implementation will occur remotely.
4. For the 2026-2027 school year, MERS will continue to support student behavioral needs and mental health via the use of contracted service providers and/or district staff. Services for identified needs can be targeted to students, staff training, and parent training.
5. Staff members have access to a new Employee Assistance Program (Educators' EAP, a division of ESI Employee Assistance Group). The EAP is a confidential counseling service that helps employees deal effectively with problems that may be affecting their well-being, their personal lives and/or their job performance. There is no cost to the employee for using the EAP. Through the program, Behavioral Health Care professionals can help staff identify personal problems, provide short-term counseling and, if necessary, refer a staff member to service providers who will meet individual needs.

Students with Disabilities

1. Teachers will utilize Google Classroom, live instruction via Google Meet, and asynchronous instructional activities, along with video conferencing, to instruct and support student learning. Asynchronous instruction may include, but is not limited to, recorded read alouds, web-based programs such as Mindplay, Raz Kids, Bookshare, and Common Lit. Hands-on learning tools,



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materials, and manipulatives may be organized and furnished for families for pickup and, where needed, can be transported to families by assigned transportation staff.

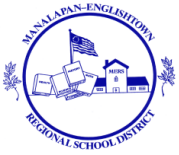
2. Virtual parent trainings will occur, when necessary, to support implementation of Individualized Education Plans (IEPs). Instruction will be delivered through small group and individual virtual lessons.
3. The methods used to document IEP implementation and tracking of services is recorded on an individual basis by the provider using a tracking sheet as well as through monitored goals and objectives. Student progress will continue to be assessed regularly by the special education teacher during direct instruction and review of student work. On a monthly basis, the special education teacher and case manager will review student progress. Student concerns will also be addressed during monthly school meetings between CST, related service, school administration and special education administration. Special education teachers implement accommodations and modifications as they relate to virtual learning and are reviewed by the case manager.
4. Case managers will be in contact with special education teachers to ensure students are participating in virtual learning. Case managers collaborate with teachers and administration in regards to IEP implementation, student progress and mental health concerns. Case managers will contact students and parents through Google Meet, phone calls, and emails to address student and parent concerns.
5. The district will conduct IEP meetings and evaluations that can be done virtually. The district will maintain a document identifying students and the specific evaluations that need to be conducted in person.

Extra-Curricular Programs, Beyond the School Day Accelerated Learning Opportunities, and Title I Extended Learning Programs

1. Beyond the School Day accelerated learning/academic/SEL activities, High Impact Tutoring, and Title I Extended Learning Programs will occur virtually.
2. Extracurricular activities that can occur remotely will occur. This may include, but is not limited to Young Scientists, Band, Orchestra, Jazz Band, Chorus, School-Based Television Programming, Homework Club, etc). Consultation will occur between the building administrator and the advisor of the club/activity.

ESY, Summer School, and Credit Recovery

1. If needed, ESY may be virtual, composed of small groups of students with staff meeting with students through video conferencing
 - a. PreK
 - i. Content and activities will be planned, including linking content through themes and Tools of the Mind.
 - ii. Parent contact through email, video conference, or phone at least weekly.
 - b. Kindergarten - 8th grade Reading and Math
 - i. Content and assessments will be planned. Maintenance of skills and scheduled live small group or individual instructional conferences (indicate student initials in lesson plans). Lessons can include Project Read, Edmark, TouchMath, Raz Kids, Learning A-Z, and Rethink.



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- c. Related Service (Speech, OT, PT)
 - i. Related service providers will use telepractice to provide services as per individual student's IEPs and will be maintaining goals in the IEPs.
 - ii. The length and frequency of each teleconference will vary based upon a student's ability and need, with individualized therapeutic activities and supports used as a component of each session as well.
- 2. If needed, the Manalapan-Englishtown Regional School District Summer School Program may be conducted virtually. This includes the enrichment and remediation components.
- 3. In the event our Summer Programs do not offer classes which meet the needs for credit recovery for our middle school students, the district will offer guidance to families of other programs which are available outside the district (e.g., credit recovery classes/programs offered through the Freehold Regional High School District and MOESC).

Childcare and Community Programming

- 1. When available and if presented to the district, the district will share a list of community organizations offering childcare and community programming during the closure via its website or through Blackboard Messenger emails.