



East Brunswick Public Schools

Emergency Virtual Instruction Plan

2026-2027 School Year



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Introduction

The New Jersey Department of Education (Department) remains at the ready to assist every local educational agency (LEA) in returning to full-time, in-person instruction for school year (SY) 2026-2027. This includes providing LEAs with guidance in the event of declared emergencies resulting in a district-wide closure. The Department appreciates the challenges that LEAs had to overcome during the 2021-2022 SY as LEAs faced a myriad of decisions affecting both the safety of their students and staff as well as the instructional experience. The Department is encouraging LEAs to reflect upon their experiences with virtual and remote instruction when planning for the 2026-2027 SY.

In April 2020, Governor Murphy issued an executive order that became [P.L.2020, c.27](#). This law provides for the continuity of instruction in the event of a public-health related district closure so that LEAs can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to *N.J.S.A. 18A:7F-9*. **In order to provide transparency and ensure that New Jersey students continue to receive high quality, standards-based instruction, each school district, charter school, renaissance school project and Approved Private School for Students with Disabilities (APSSDs) must annually submit its proposed program for virtual or remote instruction (Plan) to the New Jersey Commissioner of Education.**

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. A chief school administrator or lead person must consult with the board of education or board of trustees, 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.



Scheduling of Students

The East Brunswick Board of Education's plan ensures continuity of learning while remaining responsive to the needs of students, families, and caregivers.

School Day

The East Brunswick Board of Education is committed to maintaining high-quality instruction for students while adhering to the minimum requirements established by the New Jersey Department of Education (NJDOE). The district's plan includes the resumption of in-person instruction and reflects careful consideration of health and safety standards, the most current guidance from the New Jersey Department of Health (NJDOH), and input from stakeholders regarding the needs of all students and the unique circumstances of East Brunswick Public Schools.

Virtual learning will continue to be guided by P.L. 2020, c.27 and the district's updated Emergency Closure School Preparedness Plan if schools are required to provide instruction through a fully virtual environment for limited periods during the school year due to a local or statewide public health emergency.

In accordance with N.J.A.C. 6A:32-8.3, a school day must consist of no fewer than four hours of instruction, except in kindergarten, where one continuous session of two and one-half hours may be considered a full day. East Brunswick Board of Education attendance and instructional contact time policies will support both synchronous and asynchronous learning opportunities while ensuring compliance with the 180-day school year requirement.



Education Plan

Instructional Scheduling and Delivery Plan

Instruction in East Brunswick Public Schools will follow a blended model that incorporates both synchronous (live) and asynchronous (independent) learning. This approach ensures consistent interaction between educators and students while also providing opportunities for peer collaboration. Concurrent classroom strategies will be utilized, and instructional activities will be designed to reflect the developmental needs of each grade band and the most effective methods for delivering content, with the goal of maximizing student learning.

Educators will collaborate to build a shared understanding among staff, students, and families across all grade levels and schools. This shared understanding will clarify learning expectations, instructional environments, and norms for interaction to ensure that all students have equitable access to high-quality instruction. Lessons will be designed to actively engage students, promote ownership of their learning, and develop metacognitive skills.

To support digital learning, all students in Grades K–6 will be issued a Chromebook and will use Google Classroom as their primary learning platform. This platform will serve as a central hub for announcements, assignments, instructional videos, daily schedules, virtual meeting links, and weekly planners. Students in Grades 7–12 will be issued laptops and will utilize the Canvas Learning Management System for comparable instructional and organizational purposes.

In alignment with guidance from the American Academy of Pediatrics and best practices in early childhood education, East Brunswick educators will limit screen time for students in Pre-K through Grade 2. In these early grades, priority will be given to developmentally appropriate, hands-on, and interactive learning experiences rather than worksheets or digital activities.

Standard grading and assessment policies will remain in place. Assessment practices will be reviewed and will continue to include a range of measures such as locally developed pre-assessments, formative assessments, interim benchmarks, and summative evaluations. A comprehensive accountability plan will be communicated outlining how educators will monitor, assess, and evaluate student performance from Pre-K through Grade 12.

In addition, a variety of extended learning opportunities will be available, including virtual options, to support student achievement. These opportunities may include accelerated learning programs, Title I Extended Learning Programs, credit recovery options, and other targeted academic support services designed to help students meet their academic goals and remain on track for graduation.

Students will have opportunities to participate in safe, remote work-based learning experiences, including simulations and virtual tours. East Brunswick Public Schools will provide work-based learning opportunities in accordance with applicable administrative code requirements, incorporating authentic,



scenario-based experiences designed to help students develop skills and competencies relevant to real-world workplace environments.

Multilingual Learners

East Brunswick Public Schools is committed to ensuring that Multilingual Learners (MLs), particularly newcomers and students with emerging English proficiency, have equitable access to high-quality instruction across all learning environments, including remote and hybrid settings. The district routinely evaluates MLs' instructional experiences through multiple communication channels, including ESL teacher and parent phone calls, virtual teacher-led family meetings, and ongoing email communication among teachers, students, and families.

At the elementary level, student engagement is monitored through platforms such as Flipgrid, Google Docs, Google Classroom, Padlet, Raz-Kids, Newsela, and ReadWorks.org. At the secondary level, teachers assess student participation and progress through Canvas assignments and Microsoft Teams interactions. Across all grade levels, teachers also evaluate student learning through responses to formative feedback, ongoing communication via email and chat features within instructional platforms, and participation in live discussions conducted through Google Meet or Microsoft Teams.

To support equitable access to instruction, the district implements differentiated instruction, sheltered instructional strategies, and Universal Design for Learning (UDL) to address the academic and linguistic needs of Multilingual Learners (MLs). These approaches ensure that MLs are able to meaningfully engage with grade-level content alongside their non-ML peers.

Each ML is provided with a district-issued device, and access to reliable internet connectivity is prioritized to help remove barriers to participation in online learning.

East Brunswick Public Schools maintains strong, inclusive communication with families of Multilingual Learners (MLs) through translated materials, interpretation services available in both in-person and virtual settings, and family-facing communications tailored to a range of literacy levels. These practices help ensure that families remain informed, engaged, and actively involved in their child's education.

In recognition of the challenges faced by students impacted by forced migration, including refugees and asylees, the district provides ongoing professional development for teachers, administrators, and counselors. Training focuses on culturally responsive instruction, social-emotional learning (SEL), and trauma-informed practices. These professional learning opportunities equip staff with effective strategies to support the academic success, social-emotional well-being, and overall needs of students with diverse and often complex backgrounds.



Attendance Policies and Family Communication Procedures

East Brunswick Public Schools maintains clear attendance policies that define whether a student is marked present or absent. Attendance is determined by a student's participation in instructional activities, which may include in-person attendance, engagement in online instruction, and timely completion and submission of assignments. A student's attendance record is an important factor in decisions related to promotion, retention, graduation eligibility, disciplinary action, and overall academic performance.

When a student is not participating in online instruction or is not submitting required assignments, the district initiates communication with the student's family. Outreach may include phone calls, emails, and/or written notices to inform families of the student's lack of engagement and to identify and address any barriers to participation. These efforts are intended to promote consistent attendance and active student engagement in the learning process.

Special Education

1. Special Education Principles and Program Continuity

In accordance with the Individuals with Disabilities Education Act (IDEA), New Jersey Administrative Code (**N.J.A.C. 6A:14**), and **N.J.S.A. 18A:7F-9**, East Brunswick Public Schools ensures that all students with disabilities will continue to receive a Free Appropriate Public Education (FAPE) during any emergency virtual or remote instruction period.

The District recognizes that students receiving special education and related services may be disproportionately impacted by interruptions to regular schooling. In the event of an emergency school closure lasting more than three consecutive school days, East Brunswick Public Schools will transition to a full-day virtual instruction program that adheres strictly to the Board of Education-approved school calendar and daily school bell schedules. Special education programs will operate with a primary emphasis on maximizing synchronous, real-time virtual instruction to ensure equity of access and continuity of learning for all learners.

2. Delivery of Specialized Instruction and Related Services

To the greatest extent possible, all programs, services, accommodations, and modifications outlined in each student's Individualized Education Program (IEP) will be implemented as written:

- **Synchronous Instruction:** Special education teachers will deliver real-time, synchronous instruction via district-approved platforms (such as Canvas, Google Classroom, and Google Meet/Zoom), mirroring the student's typical in-person schedule and mandated instructional hours.



- **Modifications and Accommodations:** Teachers will modify digital assignments, provide alternative assessments, and utilize virtual breakout rooms or co-teaching models to deliver small-group instruction, specialized modifications, and accommodations as mandated by the IEP.
- **Related Services:** Related services—including Speech-Language Therapy, Occupational Therapy (OT), Physical Therapy (PT), Behavioral Support, and Counseling—will be provided via secure, compliant tele-practice platforms. Services will be scheduled in collaboration with families to maximize student engagement and minimize conflicts with core academic instruction. (The state must approve the tele-health for the related service providers)
- **Fidelity and Accountability Tracking:** Case managers, teachers, and related service providers will maintain comprehensive daily logs documenting service delivery, student attendance, modifications provided, and progress toward IEP goals during the remote instruction period.

3. Child Study Team (CST) Operations and Regulatory Timelines

The East Brunswick Public Schools Child Study Team personnel will remain fully operational during virtual learning periods to manage compliance, oversee case management, and support families:

- **Meetings and Collaboration:** All initial intake, eligibility, annual review, and reevaluation meetings will proceed within regulatory timelines using secure remote video-conferencing platforms.
- **Referrals and Evaluations:** The District will continue to accept and process student referrals from parents/guardians and staff. Where standardized, face-to-face testing is required to complete an evaluation, the CST will conduct all viable components remotely (e.g., social histories, rating scales, file reviews) and safely prioritize outstanding standardized assessments immediately upon the resumption of in-person school.
- **Case Management:** Case managers will maintain regular communication with families to serve as a primary liaison, troubleshoot technical or instructional barriers, and monitor overall student well-being.

4. Addressing Learning Loss, Regression, and Compensatory Services

The District is committed to a proactive, data-driven approach to tracking and mitigating academic, social-emotional, and behavioral regression:

- **Continuous Progress Monitoring:** Teachers and providers will collect routine data on IEP goals and objectives throughout the virtual instruction period to establish an objective record of student performance.
- **Regression and Recoupment Review:** Upon the resumption of in-person instruction (or at designated annual reviews), the IEP team will comprehensively review all remote progress data. The team will evaluate whether critical skills were lost and determine if the student requires an extended length of time to recoup those skills.
- **Compensatory Education Determinations:** If data indicates that missed services or the virtual delivery model resulted in significant regression or an inability to achieve IEP goals, the IEP team will convene to determine the need for, and extent of, compensatory education services.

5. Medically Fragile Students and 504 Plans

- **Coordination with Medical Personnel:** The Child Study Team, Section 504 coordinators, and school nurses will identify and maintain an updated roster of medically fragile students and those



with significant physical or health impairments.

- **Frequent Communication:** District staff will maintain consistent communication with the families of these students to ensure that virtual instruction accommodates their medical schedules, treatments, or health limitations.
- **Return-to-School Planning:** Prior to a student's return to the physical school building following an extended emergency closure, the 504 or IEP team will collaborate with the school nurse and the student's medical providers to design individualized health protocols, risk-mitigation measures, or phased-return accommodations.

6. Secondary Transition Planning and Postsecondary Support

For students aged 14 and older, transition components of the IEP will remain a critical operational focus:

- **Virtual Transition Services:** Guidance counselors, transition coordinators, and CST personnel will provide remote transition assessments, career exploration modules, and independent living skills instruction.
- **State and Community Agency Coordination:** The District will facilitate continuous, virtual connections to external supporting agencies, including but not limited to the New Jersey Division of Developmental Disabilities (DDD), the New Jersey Division of Vocational Rehabilitation Services (DVRS), postsecondary scholarship opportunities, and local community support organizations.

7. Communication and Accessibility for Parents and Guardians

- **Native Language Access:** All notifications, procedures for referrals, virtual instruction schedules, and emergency guidelines will be communicated to parents/guardians in their native language or preferred mode of communication.
- **Technical and Instructional Support:** East Brunswick Public Schools will provide targeted digital resources, parent training opportunities, and ongoing technical support through the District's technology department to help parents and guardians navigate virtual learning platforms and effectively assist their children with IEP accommodations at home.



Student Transportation

The protocols described below shall apply to student transportation services provided by East Brunswick Public School District buses as well as by contracted student transportation service companies. It is imperative that parents review these protocols with their children to ensure a clear understanding of responsibilities. Students who fail to follow protocols will lose bus privileges for the remainder of the school year.

Student Health Monitoring

- a. It is the parent's responsibility to ensure their child is healthy to attend school. Parents should monitor their child's temperature prior to boarding the school bus.
 - i. If the child's temperature is not normal, the child must be kept at home. At no time shall a child who is unwell or showing signs of illness be sent to school.

Cleaning Practices

The district's existing facilities cleaning practices will be expanded to encompass the protocols described below. These protocols are supplemental to existing practices, and all practices not specifically delineated herein shall continue to be implemented.

- I. Building Zones and Custodial Responsibilities
 - a. Each custodian will be dedicated to specific zones of the building to which they are assigned. It is the custodian's responsibility to ensure that they adhere to all facilities' cleaning practices.
 - b. The cleaning and disinfecting protocols shall consist of the following in the order listed:
 - i. Wipe all seats, desktops and high touch surfaces with a cleaner disinfectant.
 - ii. HEPA vacuum carpeted floor surfaces.
 - iii. Sanitize interior building spaces with an electrostatic sprayer dispersing hospital-grade disinfectant twice per week.
 - c. Individuals use items such as telephones, keyboards, two-way radios, and computer monitors will be wiped/disinfected by the individual user.
- III. Hand Sanitizer, Paper Towel, and Soap Dispensers
 - a. Custodians shall check and refill as necessary with hand sanitizer, paper towel, and soap dispensers while performing protocols.
- IV. Food Service Operations
 - a. Food service staff will continue to follow regular protocols.



- i. Food contact surfaces (i.e., prep tables, pots, pans) will be washed, rinsed, and sanitized prior to use, between task changes, and before closing each day's operations.
- ii. All other high touch surfaces such as door handles for refrigerators, freezers, ovens, steamers, storage rooms, carts, phones, and bathrooms will be cleaned and sanitized upon opening the kitchen and before closing down each day's operations. In the event a staff member touches any of these items without the use of gloves, the item will be cleaned and sanitized each time.
- iii. Food service lines (if being used) will be sanitized upon opening the kitchen, between every meal period, and before closing down each day's operations.

Meals

The district will continue to recognize food safety as a top priority. The standard will continue to be that all Child Nutrition workers will wash their hands during the following scenarios: upon entering the kitchen, between glove changes and any time they touch their face or hair. It will also be mandatory that gloves are to be replaced between task changes. All Child Nutrition workers will have a mask on at all times.

Staff training and follow-up will be paramount. The district will be having multiple staff meetings before the start of school. Monthly food safety audits and follow-up meetings will be held throughout the course of the school year.

The school district will continue to use wrapped utensils (forks, spoons, knives, and sporks).

The district will distribute several days or a full week's worth of meals (breakfast and lunch) to students. The distribution will take place at key schools based on location, parking lot capacity, and kitchen size. Meals will be packaged and consist of food that can be eaten cold and/or warmed up. All meals distributed as part of the weekly food distribution plan or individually will be pre-packaged.



Field Trips and Extra-Curricular Activities

Field Trips

- Field trips will not be scheduled during periods of virtual instruction.

Clubs, Activities and Enrichment Programs

- All students registered for a club or activity will be able to participate in that club or activity virtually.
- For optional Parent-Paid Enrichment Programs, the program will either run virtually or refunds will be provided.

NJSIAA Guidelines

- The district will follow all NJSIAA guidelines as presented to the district.



Academic, Social, and Behavioral Supports

The East Brunswick Board of Education's Plan includes a comprehensive Multi-Tiered System of Supports (MTSS) framework to identify students who require additional academic, behavioral, or social-emotional support. This system provides a structured approach to prevention, intervention, and enrichment for students in grades Pre-K through 12 and includes tiered criteria, tiered interventions, and Intervention and Referral Services (I&RS) meetings.

The process is implemented collaboratively by principals, teachers, reading specialists, math specialists, student assistance specialists, counselors, and other building-level administrators.

Wraparound Supports

The wrap around support services available to students are tiered to meet their needs. Every child has access to a Student Assistance Specialist (one at each elementary and one per grade 5-12). In addition, starting in grade 5, every student has a school counselor as well. These mental health professionals work to provide:

- Individual counseling
- Group counseling
- Academic support
- Tiered interventions for academic, behavioral or emotional needs
- Social and Emotional and Climate activities within the school

In addition to these services, there is also another layer of support facilitated through an additional SAS who has a smaller caseload, specifically focused on students with more extensive mental health issues. They are able to provide more intensive supports during the school day.



Community Programs

In the event that the district should be faced with remote virtual learning for an extended period of time, the Community Programs Department would be ready to offer the following:

1. 1.5 hour per day parent-paid remote preschool virtual program. It would include ensuring the students are engaged with small group breakouts for social/emotional assessment, as well as circle time (weather, days of the week, phonics) and following our units on letters, sounds, signs, etc.
2. Virtual parent-paid enrichment programs for grades K-12 ranging from 1 hour to full day programming inclusive of science, cooking, languages, chess, art, etc.
3. If it were deemed not to be a health risk, a Remote Learning Center can be offered to assist in the virtual instruction for families that would need in-person care for their children.



East Brunswick Public Schools Virtual Instruction Committee

Dr. Evelyn Mamman, Superintendent
Dr. Joyce Boley, Asst. Superintendent of Academics
Joseph Crotchfelt, Business Administrator/Board Secretary
Louise Sultana LoRocco, Director, Special Education
Tara Rosenvinge, Director, Financial Services
Slawek Pajak, Chief Information Officer
Kevin Zebro, Director, School Security Operations
Nicole Tibbetts, Director, Human Resources
Gerald Schenck, Director, Facilities Management
Christine Sce, Director of Secondary Education
Dr. Dana Zimbicki, EBEA President
Kristin Gristina, Principal, Bowne-Munro Elementary School
Dr. Michael Gaskell, Principal, Central Elementary
Danielle DiNinno, Principal Chittick Elementary
Nyree Delgado, Principal, Frost Elementary
JoAnn Chmielowicz, Principal, Irwin Elementary School
Peter DiBernardi, Principal, Lawrence Brook Elementary
Cheryl Jones, Principal, Memorial Elementary
Joseph Csatari, Principal, Warnsdorfer Elementary
Russell Petronko, Principal, Hammarskjold Upper Elementary School (PSA President)
Matt Hanas, Principal, Churchill Junior High School
Dr. Edward Bucior, Principal, East Brunswick High School
Mike Cappabianco, Director, Food Services Director – Aramark
Mark Jeffreys, Director, Custodial Services – Aramark
Yanina Vesely, Sr. Manager for Application Support
Ann Marie Gilbert, Sr. Mgr. Community Programs
Joyce Forsberg, Sr. Mgr. Transportation
Roy Brendel, Sr. Foreperson for Maintenance
Patrick Hoelz, Foreperson for Grounds Maintenance
Karen Mandleur, Executive Assistant to the Superintendent