

Tuckerton Borough School District



Virtual or Remote Instructional Plan
for the 2026-2027 School Year
P.L.2020,Chapter 27

Emergency Virtual or Remote Instruction Program for the 2026-2027 School Year (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.

LEAs must include the statutory requirements listed in the "LEA Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs. The plans must be approved by the LEA's board of education or board of trustees (board), submitted to the county office of education for review and approval, and posted on the LEA's website.

Tuckerton Borough School District Board of Education Members

Mrs. Kathryn Petrauskus
President

Mr. Dave Colapietro
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Mr. Timothy Shane

Mrs. Deborah McMunn

Mr. Joshua Gross

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Mrs. Shona Godoy

Mrs. Jennifer McCann

Tuckerton Borough School District Administration

Mrs. Siobhan Grayson
Superintendent/Principal

Mr. Matt Faas
Assistant Principal/Director of Curriculum & Instruction

Mrs. Marni Zito
Supervisor of Special Services

MISSION STATEMENT

The Mission of the Tuckerton Elementary School, in cooperation with our community, is to provide for all students a safe and nurturing environment. We will empower our students with the knowledge, skills, and values needed to think critically, respect others and themselves, and achieve the New Jersey Student Learning Standards at all grade levels.

Staffing

The district realizes our teachers are critical in supporting student learning, especially during this time. In making staff scheduling and assignments, the district considers and follows all applicable employment laws including but not limited to the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable state law.

Remote Learning Environments: Roles and Responsibilities

Tuckerton Borough School District has outlined roles and responsibilities for all district staff for both in-person and remote learning environments. The following are some of the roles and responsibilities outlined for staff, but not limited to these alone.

School Administrators - *Essential Employees*

Siobhan Grayson, Superintendent/Principal

Matt Faas, Assistant Principal/Director of Curriculum & Instruction

Marni Zito, Supervisor of Special Services

- Oversee district operations.
- CST Supervisor:
 - Oversee special education, IEP, 504, PIRS provisions.

- Oversee equity provisions.
- Assistant Principal/Director of Curriculum & Instruction:
 - Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their student's experience and learning while out of school.
- Oversee school based programs and personnel.
- Oversee instructional learning plans.
- Lead parent and school communication.
- Assist with student and parent questions.
- Facilitate resources as needed for teachers, students, and parents.
- Support teachers with developing learning activities.
- Assess teacher, student, and parent needs regularly.

Instructional Staff (Teachers)

- Reinforce social distancing protocol with students and co-teacher or support staff.
- Support school building safety logistics (entering, exiting, restrooms, etc.).
- Provide instruction according to the district developed instructional schedules per grade level in both in-person and hybrid formats.
- Engage and motivate students to learn.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings.
- Set clear expectations for remote and in-person students.
- Provide regular feedback to students and families on expectations and progress
- Submit lesson plans outlining instruction on district determined framework.
- Manage and maintain online platforms such as Google Classroom, Google Meet and Go Guardian.
- Frequently grade and provide formative feedback on student performance.
- Communicate regularly with students and parents about progress.
- Instruct and maintain good practice in digital citizenship for all students and staff.

Educational Services Personnel

(School Social Worker, School Counselor, School Nurse, Child Study Team Members)

- Lead small group instruction in remote learning platforms.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- Assist with student and parent questions, concerns, needs.
- Facilitate resources for students.
- Prepare a plan for student return (especially at-risk students or those who may be impacted by the closure, mentally or physically).
- Organize online or phone conferences to meet IEP, 504, I&RS, or Health plan protocols.
- Support special education teachers to meet IEP provisions.
- Support teachers and administrators to meet equity provisions.
- Support embedding of SEL into lessons.

- Communicate with families experiencing difficulty with distance learning, attendance, grading, or participating in learning platforms.

Related Services Personnel (Speech, OT, PT)

- Communicate and consult with parents.
- Check in with parents regarding their child's related services.
- Maintain frequent communication with parents about services.
- Maintain communication logs for verifying parent contacts and student services.
- Conduct assessments of students to determine service needs.

Secretarial Staff

- Assist district administration and supervisors.
- Assist in coordinating devices for those in need (students and staff) with technology.
- Assist in communicating with students and parents.
- Assist in organizing and administering online, virtual, phone conferences to meet IEP, 504, I&RS protocols.
- Facilitate health screening protocols with the principal and school nurse.

Technology Staff

- Support all staff with remote learning, virtual meetings, remote phone communication
- Assist with Go Guardian, educational software, online platforms
- Assist in coordinating devices for those in need (students and staff)
- Support families and students with technology needs, as appropriate
- Technology support is provided remotely and on-site.

Support Staff (Teacher Assistants)

- Provide real-time support as directed by lead teachers during virtual sessions.
- Support families and students in accessing and participating in remote learning.
 - Aides will be added to online classes (Google Classroom) where appropriate to support student learning.
- Lead small group instruction in a virtual environment.

Custodians and Buildings/Grounds, and Maintenance Staff - **Essential Employees**

- Oversee building maintenance and operations during closure.
- Monitor building systems, ventilation, plumbing and HVAC and Heating during closure.
- Ensure buildings remain open and operational during closure for remote learning.

Food and Nutritional Staff/Department- **Essential Employees**

- Prepare and manage food for student distribution

Transportation Staff- **Essential Employees**

- Deliver food services if warranted.
- Deliver student materials to necessary students if impacted and required (e.g. homeless students).

Equitable Access and Opportunity to Instruction

The Tuckerton Borough School District ensures that all students have equitable access and opportunities for instruction, digital technology, and support via our emergency remote learning programming plan as outlined.

Equitable Access to Technology

The district has a 1:1 Chromebook/ipad initiative in which every student in grades Prek through 6 is assigned their own device. Chromebooks for grades 1-6 and ipad for grades prek-K. Families without connectivity or digital access will also be identified by schools via survey, phone calls, and identifying students not participating in remote learning. For families without connectivity, we have purchased hotspots with cellular service for families to use at home for completing remote learning and accessing the internet. All faculty & staff have access to technology resources including but not limited to, a district issued Chromebook/Laptop and Google Suite applications.

Educator Roles Related to School Technology Needs

The district has ensured that all staff supporting virtual learning are prepared to support instruction providing devices to staff and ensuring connectivity to student households. In addition, the district has designated staff to serve as technology support for students, parents and staff.

Remote Learning Plan

The district has developed a **full-time** remote learning plan for PreK through 6th grade. This includes Google Meets, instruction, small group and independent work time. Staff and students will follow the regular full day daily schedule.

Prek families have access to a parent portal of communication, learning objectives, assessments and hands-on learning opportunities with parent observation checklists using Teaching Strategies. Preschool Google Classrooms will provide asynchronous/synchronous instruction as needed.

Grades K-6 have a Google Classroom set up for students, including special areas, in the event of quarantine or extended absences. Instruction will include both synchronous and asynchronous instruction, learning activities, and embedded digital learning platforms. Access to the google classroom has been provided to the families and students. Parent communication is available through Parent Square via email, phone calls and text messaging. Teachers communicate with parents regularly using Parent Square.

Each remote instructional platform adheres to the requirements for a full day of school and addresses each of the necessary New Jersey Student Learning Standards in all subject matters.

Tuckerton Borough School District is a Google Suite district and uses Google Meet, Classroom, and JamBoard for delivering remote lessons and virtual learning.

Teachers will record attendance each day and monitor student participation in their remote learning classrooms and sessions. All students will be required to follow the District Policy & Regulation set forth in [5200](#).

The district provided links and resources relating to digital platforms that students are required to use and can be found on the district website [tesnj.com](https://www.tesnj.com).

Attendance Plan

The district will adhere to its attendance policy for in-person instruction and monitor classroom participation through the remote learning platform. Attendance will be recorded daily in OnCourse Student Information System (SIS). All students that interact with the Google Classroom each day will be counted as present. Students that can not participate in remote learning due to an illness should contact their teacher and will be marked absent. In instances when a student is not interacting with Google Classroom during remote learning, teachers will contact the building principal.

Classroom teachers and school administrators will monitor attendance to ensure all students are accessing materials, support services, and instruction and will include the school counselor when necessary. The impact of attendance will be reviewed and discussed with the family and student if concerns arise. School staff, counselors, Supervisor of Special Services/CST, Director of Curriculum & Instruction, classroom teachers and administrators will communicate with families when a student is not participating in online instruction and/or submitting assignments. In specific cases, the administration will ask the School Resource Officer to do a wellness check.

In areas of promotion and retention the District will make every effort to work collaboratively with all stakeholders to eliminate any negative impacts on their academic plans. A Google Classroom will be established to enable any student the ability to make up any classroom assignments.

Food Services and Distribution

The district and its food vendor, Nutri-Serve, recognize the importance of a healthy, nutritious breakfast and lunch as a necessary component to student learning, achievement, and overall well-being. In the event of a school closure, the Free and Reduced Meal Program will continue. The distribution of/delivery of meals for approved students will be arranged daily/weekly. The plan outlines two (2) primary methods for meal distribution:

1. Weekly Meal Pickup

- Availability: Families may pick up meals on a weekly basis.
- Contents: Each pickup will include both breakfast and lunch for the week.
- Location & Schedule: Designated pickup times and locations will be communicated in advance to all families.
- Safety Protocols: All pickups will follow current health and safety guidelines, including social distancing and minimal-contact procedures.

2. Home Delivery for Identified Families

- Identification: Staff will work to identify families who are unable to travel to meal pickup sites.
- Delivery: The administrative team will personally deliver meals to these families on a weekly basis.
- Special Accommodations: Additional meals or dietary needs will be addressed as needed. Families requiring extra support are encouraged to communicate directly with school staff.

Support and Communication

- Families with questions or special dietary requirements should contact the school office or the Food Service Director.
- Ongoing communication will ensure that all families are aware of updates, pickup times, and eligibility for delivery.

Facilities Plan

The school building will continue to be maintained by building and facilities personnel.

Buildings and grounds personnel must attend to the school and office buildings under the direction of the Facilities Manager to ensure staff and students return to a clear operational learning environment.

In the event of a full closure, facilities will be maintained and monitored daily by the School Business Administrator, Superintendent, and the maintenance/ custodial staff to ensure safety and overall maintenance needs of the facility.

- A schedule for increased routine cleaning and disinfection as well as a rigorous maintenance schedule will be applied when students are remote. Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. door knobs, light switches, classroom sink handles, countertops).
- Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
- Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
 - Classroom desks and chairs;
 - Lunchroom tables and chairs;
 - Door handles and push plates;
 - Handrails;
 - Kitchens and bathrooms;
 - Light switches;
 - Handles on equipment (e.g. athletic equipment);
 - Buttons on vending machines and elevators;
 - Shared telephones;
 - Shared desktops;
 - Shared computer keyboards and mice;
 - Filling of soap and hand sanitizers
 - Ensuring all paper towel holders are filled and functioning at all times
 - Sweeping and wet mopping of all floors
 - Vacuuming of rugs
 - Cleaning and disinfecting of hard surfaces including fountains, doorknobs, work areas, computer keyboards, countertops, railings,
 - stairwells, and writing tools
 - Cleaning and disinfecting of bathrooms - toilets,
 - sinks, walls, floors
 - Cleaning of vents

- Air purification initiatives
- Maintaining building and grounds to prepare for students and staff reentry to the school buildings.

Academic, Social and Behavioral Supports

Multi Tiered Systems of Supports (MTSS)

The school Intervention and Referral Services Team (I & RS) will provide multi-tiered services and support to assist students who experience learning, behavioral or health issues. The I&RS team, composed of the building principal, teachers, child study team members, school counselor, provides guidance and support to educators in order to support students. The team examines data, creates goals, identifies instructional strategies and resources, monitors implementation, and reviews the effectiveness of interventions.

Interventions, both academic and emotional, will be provided virtually. Progress monitoring will also continue and will be provided digitally. School counselors will push into virtual classrooms to provide social emotional support.

Wraparound Remote Supports

The district plans to continue after school learning for students to address loss of learning during any extended closure through remote learning. Supervising staff will shift from in person after-school instruction to remote learning using Google Classroom.

Multilingual Learners

For Multilingual Learners, our MLL teacher will help facilitate language acquisition and academic growth with MLL students in general education remote learning classes and in individual scheduled sessions provided to individual students and in small groups.

- Provide daily language support and instruction to MLL students
- Alternate methods of instruction including differentiation, sheltered instruction, and Universal Design for Learning, to ensure MLL have access to technology and strategies to ensure MLLs access the same standard of education as non-MLL peers.
- MLL students will adhere to the same NJSLs as non-MLL peers and the MLL teacher will communicate regularly with families to support them during remote learning.
- Professional development for educators to best utilize technology based accessibility features.
- Teachers will continue to make modifications to assignments, translate when appropriate and use visual models to instruct MLL learners virtually.
- Verbal translation services are provided for the families by a TES staff member
- School communications will be available in multiple languages and the District website provides translation options.
- Sheltered English Instruction, SEL, and trauma informed practices

Math and Literacy Support (Title I Extended Learning Programs)

For students in grades 1 through 6, academic intervention programs in both English Language Arts and Mathematics will be provided to foster the development of skills. The programs will be instructed by highly qualified elementary teachers. These supports will be embedded in assignments and opportunities for small

group support during breakout sessions using Google Meet in Google Classroom. Title I teachers will create Google Classrooms, and students will join following their current intervention schedule. For push-in support, Title I teachers will join general education Google Meets and support students in break-out sessions if needed. This will allow for students to continue with their core instruction and regular schedules.

Special Education Services

Special education teachers will provide direct remote instruction to students with IEPs and make accommodations for curriculum and learning tasks to ensure their growth. Special education students will receive remote learning for all special education and related services where applicable, and in-person for essential services whenever permitted and possible. Parent IEP meetings will be held remotely and case managers will communicate with families and monitor progress of student IEPs regularly according to the goals and objectives as stated.

The Board of Education will continue to provide educators with 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 their IEP Plans.

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities is consistent with guidance from the United States Department of Education, school districts must continue to meet their 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.

The district is committed to carryover support through remote and in-person instructional models to supplement core educational programs provided through the district instructional frameworks. The district will continue to provide extended school year programs and related services to eligible students with disabilities during any closure.

Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education services as required by Federal and State law.

For students who are in out of district placements, homeless, or incarcerated, a case manager or guidance counselor will be in regular communication with the providers to ensure students are receiving supports outlined in their IEP plans.

Properly leveled assignments can be found on the website, Google Classrooms, teacher created virtual sites, as well as independent packets & work based on IEP goals and objectives. Families will also have access to these remote learning platforms so there can be further support at home.

Appropriate accommodations and modifications will be made for students based on their IEP and individual needs in all classes. Staff will schedule 1:1 or small group instruction and/or instructional "check in's" 2-3x/week per student.

Teachers will document student participation in instructional times, as well as completion of assignments measuring student progress towards their grade-level standards as well as Individual Education Plan Goals. The Director of Special Services, lead teachers, child study team members, related service providers and/or teachers will consult with general education teachers to ensure students are able to access and complete their work and that assignments and expectations are differentiated based on the individual needs. Child study team members

will communicate with parents and teachers to continue to support at-risk students during the school closure.

Child study teams and related service providers will continue to utilize their district-issued device, communicating with the administration and/or technology department any needs that may arise. They will continue to be responsible for accessing Genesis and any other online or virtual platform from home.

CST & related service providers will be available each instructional day from 8:00am-2:45pm. They will communicate with staff and parents virtually using the school/district online platform or communication methods. CST and related service providers will check in with the teachers on their caseload, at minimum, once a week. They will also check in with families and students on their caseload frequently to ensure services are implemented in accordance with the IEPs to the greatest extent possible. CST and related service providers will continue to document communication with teachers, students and families in a remote log.

CST & related service providers will use email and any available school/district online platform and resources to provide virtual learning supports, as needed. They will read and respond to emails during the instructional time window. They will complete all required reports, IEPs and paperwork during the school days.

Accelerated Learning Opportunities

Each student will receive an individualized instruction path, with opportunities to progress at their own pace. A dedicated Response to Intervention (RTI)/What I Need (WIN) period is built into every student's schedule, allowing teachers to deliver small group instruction and focus on specific skills to close learning gaps.

Social Emotional Health of Staff and Students

The district will provide access to an employee assistance program for mental health needs of staff. Students will have access to all school counselors and mental health support personnel during a closure and when a remote learning plan is in place.

21st Century Community Learning Center Programs

All core 21st century learning standards are embedded into the district's curriculum and instructional programs and enriched through our STEAM program. These practices will remain as part of the daily schedule and delivered virtually.

Credit Recovery

N/A Elementary

Other Extended Student Learning Opportunities

Students will receive support services as needed and based on teacher recommendations and school counselor recommendations. Extended student learning opportunities such as extended day Academic Assistance will be provided to students based on student needs and data.

Transportation

If the school district is providing transportation services on a school bus, current state mandates on social distancing and mask wearing will be implemented.

Every school bus, either district-owned or contracted, should be cleaned and disinfected before and after each bus route. Buses will run as needed to meet the district needs.

Extracurricular Activities/Programs

These programs will operate remotely when applicable.

Childcare (After Care)/After Care

The district's after school child care program, Right at School will operate in compliance with current regulations.

Community Programming

The district will coordinate with community agencies and resources for families wherever applicable. Local health department services, mental health agencies, and law enforcement for well-ness checks during remote learning.

[NJDOE County Checklist](#)

EMERGENCY CONTACT INFORMATION**Tuckerton Borough School District Website**

Name	Position	Contact Information
Siobhan Grayson	Superintendent/Principal	(609) 296-2858 ext. 217 (office) (609) 233-2523 (cell)
John Failla	Business Administrator	(609) 296-2858 ext. 216 (office) (732) 261-5238 (cell)
Matt Faas	Assistant Principal/Director of Curriculum and Instruction	(609) 296-2858 ext. 213 (office) (732) 299-8662 (cell)
Marni Zito	Supervisor of Special Services	(609) 296-2858 ext. 222 (office) (609) 709-3735 (cell)
Cindy Zumbo	School Nurse	(609) 296-2858 ext. 215 (office) (527) 214-7362 (cell)
Rebecca Sprague	Maintenance Supervisor	(609) 296-2858 (office) (609) 903-0152 (cell)
Greg Zweemer	Technology Coordinator	(609) 296-2858 (office) (732) 691-9129 (cell)
Melissa Monaghan	Nutri Serve Food Service Director	(609) 287-3272
Nick Talarico	Transportation Coordinator	(609) 296-3106 ext. 3285

Ms. Patti Manzoni	General Manager Durham School Services	(609) 296-0400 (office) (609) 241-5824 (cell)
Mrs. Pam Nicholias	Dispatcher Little Egg Harbor School District	(609) 296-1719