

**Berlin Borough School
District Emergency
Virtual / Remote
Instruction Plan
2026-2027**



The mission of the Berlin Community School, in an active partnership between school and community, is to provide effective and comprehensive educational opportunities in a nurturing environment designed to challenge all students to strive for personal excellence and responsible citizenship. This will foster the pursuit of life-long learning while achieving proficiency in the New Jersey Student Learning Standards and meet the challenges of an evolving global society.

Table of Contents

Equity Access & Opportunity to Instruction	2-3
Addressing Special Education Needs	3-4
Addressing Multilingual Learners' Needs	4
Attendance Plan	5
Safe Delivery of Meals Plan	5-6
Facilities Plan	6
Other Considerations	6-7

Equitable Access and Opportunity to Instruction

Is the LEA ensuring equitable access and opportunity to instruction for all students?

Berlin Community School is committed to ensuring that all students have equitable access to virtual or remote instruction. To address potential barriers related to technology and connectivity, the district implements the following measures:

- **One-to-One Device Program:** The district maintains a 1:1 device-to-student program for all students in **Grades 3 through 8**, and these devices are permitted to be taken home to facilitate remote learning.
- **Targeted Support for K–2:** For students in **Grades Kindergarten through 2**, the district identifies those who do not have access to a personal device at home and distributes additional district-owned devices from our available inventory to ensure they can participate fully in instruction.
- **Broadband and Connectivity Solutions:** For students with limited or no access to sufficient broadband, the District partners with vendors through the Camden County Educational Services Commission to provide necessary bandwidth enhancements and/or cellular "hotspots," ensuring a reliable connection to virtual classrooms.

Does the program ensure that all students' varied and age-appropriate needs are addressed?

- Teachers will continue to deliver the District curriculum during virtual instruction. Berlin Community School's curriculum is a differentiated model of instruction that uses data to monitor student strengths for the purpose of providing enrichment as well as identifies gaps in instruction for the purpose of providing intervention.

Is the program designed to maximize student growth and learning to the greatest extent possible? Synchronous and/or asynchronous virtual or remote learning plans which will maximize student growth and learning.

- Students will use Zoom or Google Meet for instruction, **following the in-person building schedule**.
- To prepare students for remote instruction, staff will:
 - Follow all technology protocols, so that students have access to a device.
 - Ensure that all students' families in your classroom have the **in-person building schedule** and **virtual link(s)** to log in, as well as usernames/passwords to access platforms that may include (but are not limited to): Google Classroom, Reveal Math, Into Reading, Amplify, Aleks Math, Read 180, Mystery Science, Quaver, Garbanzo, McGraw Hill 5th and 8th Grade, Fountas & Pinnell, Brain Pop ELL, Raz Kids and Raz Kids ELL etc. (anything they need to be able to access virtually on a regular basis).

- Provide links for Tier III interventions, special education/related services, and enrichments.
- Note: ICR teachers will collaborate with the classroom teacher to send out links: self-contained and POR classrooms will send out all links to their families.
- Tier III services/minutes will be maintained synchronous instruction.

Breaks:

- Teachers will provide breaks throughout the day; while students cannot maintain virtual engagement for a complete school day, they will receive synchronous instruction for at least 2 hours daily and will receive a minimum of 2 hours of asynchronous work each day. For most students, they will receive more than the minimum 2 hours of synchronous instruction.
 - Asynchronous work will be assigned that students can complete during breaks.
 - For example, students may be asked to sign in for ELA and the teacher will teach a reading or math mini-lesson; at that point, they may give students a 15-minute break to read independently/begin math practice problems, so that they may practice applying the reading/math skill, strategy, etc. from the mini-lesson.
- Staff will document student concerns (not logging in, technology issues, family schedule conflicts, etc.) and share with their building principals regularly.

Does the program describe how the LEA will continuously measure student growth and learning in a virtual or remote instruction environment?

- Student growth and learning is measured through on-going formative/summative alternate and benchmark assessments. An on-going collection of data will inform instruction daily. Student groups are flexible in nature to provide students with immediate intervention after delivery of instruction.
- The District houses its data in LinkIt. Housing data in a central location will assist the district with creating class lists, programs, and curriculum decisions for the district.

Does the program describe how the LEA will measure and address any ongoing digital divide issues, including a lack of internet access, network access and/or sufficient access to devices?

- Grades 3-8 are 1:1 with Chromebooks. For students in grades Kindergarten through 2, the district identifies those who do not have access to a personal device at home and distributes additional district-owned devices from our available inventory to ensure they can participate fully in instruction.
- so all students will be able to take a device home in the event of virtual/remote learning.
- Families without internet service will be provided a hotspot.

Special Needs

Does the program address the provision of virtual or remote instruction to implement Individual Education Programs (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms?

- Teachers and related service providers have digital access to student IEPs. Multisensory, physical materials will be provided to students via a coordinated parent supply pick up or a district supply delivery.
- In order to accommodate various needs, The Google Suite provides a variety of accessibility features and additional add-ons for their digital platform. Additional platforms and/or online resources, vary upon grade level.

Does the program address methods to document IEP implementation including the tracking of services, student progress, as well as provision of accommodations and modifications?

- Teachers and related service providers will utilize Google Sheets and/or LinkIt to track supplemental instruction, the accommodations/modifications utilized, as well as student outcomes.
- Staff will use Frontline/Genesis to update student progress reports.

Does the program describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?

- Case managers will perform typical duties by keeping updated and accurate teacher consult records. They will also have access to the instructional Google Sheet and/or LinkIt, in order to keep track of student IEP implementation and progress. The case manager will set up a calendar to ensure regular parent communication.

Does the program address procedures to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities?

- Case managers utilize Zoom and/or Google Meet in order to host virtual IEP meetings.
- Excluding social history information, evaluations must be conducted in person. Safety protocols are established for in person student evaluations.
- Teachers can enter student information digitally through Frontline/Genesis. These surveys are then combined to create the necessary components of the student's IEP.
- Case managers can use the Frontline Collaboration Portal to obtain consent signatures and share necessary meeting information and reports.

Multilingual Learners

Does the program include an English as a Second Language and/or bilingual education program aligned with State and Federal requirements to meet the needs of MLs?

- Yes, the district has a DOE-approved ELS plan that provides services for MLs, including administration of the Home Language Survey, records review, and screening (e.g., following the NJ DOE identification process). The District has a process for entry & exit, as well as a plan to deliver services to identified students.

Does the program describe how the LEA communicates with families of MLs including providing translation materials, interpretative services, and literacy level appropriate information?

- Yes, the district provides materials and appropriate information that our families need (including translation materials, interpretive services, etc.).

Does the program include the use of alternate methods of instruction (that is, differentiation, sheltered instruction, Universal Design for Learning), access to technology and strategies to ensure ELLs access the same standard of education as non-ELL peers?

- Yes, identified students receive differentiated services/instruction to meet their individual needs.

Does the program include training 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, asylum)?

- To align with district initiatives the staff has received staff training with social emotional learning and cultural responsiveness. Restorative practice training and Bilingual education training was added to our professional development offerings for the 2025-2026 school year. Follow-up training will continue in 26-27.

Attendance

*Does the program address the LEA's attendance policies, including how the LEA will determine whether a student is present or absent, how a student's attendance **will** factor into promotion, retention, graduation, discipline, and any other decisions that will reflect the student's performance?*

- Attendance will be taken daily. If a student is absent a system has been put in place to inform the parent of the child's absence.

Does the program describe how the LEA communicates with the family when a student is not participating in online instruction and/or submitting assignments?

- The teacher will communicate with the parents regularly to inform them of missed assignments, poor test results, and general behavior. In addition, parents *may* access the Parent Portal to review student progress as they deem necessary.

Safe Delivery of Meals Plan

Does the program contain how the LEA will provide continued safe delivery of meals to eligible students?

- In the event of remote learning, the District will provide pre-packaged meals for pick-up two (2) days per week, Monday and Thursday (specific days are subject to change if necessary)

between 10 am and 12 pm. If a parent is unable to pick up meals during this time, the District will work with the parent to establish an alternate time.

- Monday food distribution will provide each student with breakfast and lunch for three (3) days.
- Thursday food distribution will provide each student with breakfast and lunch for two (2) days.
- The district will send out an electronic form for parents to complete if they will be picking up meals. This form is to determine the amount of meals that should be prepared. Any students seeking meals but did not complete the form will not be turned away.

Facilities

Does the program contain an outline of how buildings will be maintained throughout an extended period of closure?

- All custodial staff will be trained on the procedures and expectations for maintaining the facilities during a shift to virtual instruction. High-touch surface areas will be cleaned throughout the day. Bathrooms will be disinfected after each scheduled class. A schedule of these times will be provided to each building custodian. The use of water fountains will be prohibited unless filling a water bottle.
- Hand sanitizer will be provided in each classroom. The custodian will routinely check hand sanitizer stations for refills. All staff members will be provided hand sanitizer and wipes at the start of the school year. Refills will be available upon request.

Other Considerations

Accelerated Learning Opportunities

- Students will be offered virtual options for accelerated and extended learning opportunities in grades PK-8.
- Extended learning opportunities will be provided through Zoom and/or Google Meet for students that are identified at-risk. The district has a differentiated approach in which we use flexible grouping to frequently assess student needs to provide an individualized approach to instruction. Title I students will receive Tier II or III instruction based on need.

Social and Emotional Health of Staff and Students

- The teachers have a morning meeting to provide the students with a safe space to convey current mental health status. In addition, the district will continue to utilize its SEL

programs during remote instruction.

- The district offers ESY for five weeks in the summer. The program facilitates a project based approach to engage students in the learning process with a hands-on approach.

Transportation

- Transportation will not occur during remote instruction; however, if needed, transportation may be used to deliver meals when appropriate.

Extra-Curricular Programs

- Extra-Curricular Programs will be provided based on Department of Health Guidelines.

Childcare

- The district offers before and after care. Before and after care will be provided to allow parents to continue to work as needed.

Community Programming

- The district will make every effort to continue to provide options to all stakeholders through the Community Education & Recreation program.

APSSO

Was your plan shared with all sending districts? Yes

Board of Education Approval

Plan Posted on LEA Website

The plan was posted on the district website on [May 28, 2026](#), following Board of Education Approval on [May 27, 2026](#).

Essential Employees

The LEA will ensure essential employees are identified and a list is provided to the county office at the time of the LEA's transition to remote or virtual instruction.

Essential employees include all administrative, secretarial, and lead custodial staff.

- Superintendent: Mr. Jack Marcellus, marcellusj@bcsberlin.org
- Business Administrator: Kristen Mari, marik@bcsberlin.org
- Payroll: Diane Lang langd@bcsberlin.org
- Supervisor of Facilities: Tom Pratt prattt@bcsberlin.org
- Transportation Coordinator: Karen Krowicki krowickik@bcsberlin.org
- Supervisor of Food Services: Dianna Whittaker BOR@nsfm.com