

MANASQUAN SCHOOL DISTRICT FIRE DRILL REPORT
2021-2022 school year

HIGH SCHOOL

<u>DATE OF DRILL</u>	<u>TIME OF DRILL</u>	<u>LENGTH OF DRILL</u>	<u>COMMENTS</u>	<u>SECURITY DRILLS</u>
July 13th	8:28a.m.	4 minutes		Fire Drill
July 13th	8:42a.m.	4 minutes		Fire Drill - Alt. School
July 20th	8:40a.m.	5 minutes		Shelter in Place Drill
July 20th	8:50a.m.	5 minutes		Shelter in Place Drill - Alt. School
ELEMENTARY SCHOOL				
<u>DATE OF DRILL</u>	<u>TIME OF DRILL</u>	<u>LENGTH OF DRILL</u>	<u>COMMENTS</u>	
July 28th	12:50p.m.	4 minutes		Fire Drill
July 29th	9:15a.m.	10 minutes		Shelter in Place Drill

Manasquan School District Curriculum 2021-2022

Manasquan High School

Visual and Performing Arts	Supervisor: Donald Bramley
Foundations in Art*	Written: August 2015*; August 2019; revised August 2021
Introduction to Sculpture	Written: June 2009; revised August 2015; revised August 2021
AP Studio Art 3-D	Written & Approved by College Board August 2016;
AP Studio Art 2-D	Written & Approved by College Board August 2016;
AP Studio Art: Drawing	Written & Approved by College Board August 2016;
Fine Arts	Written: June 2009; revised; June 2010; August 2015; revised August 2021
Cultural Arts (Crafts)	Written: August 2017; revised August 2021
Ceramics	Written January 2012; revised August 2015; revised August 2018; revised August 2021
Graphic Design	Written June 2011; revised August 2015; revised August 2018; revised August 2021
Painting	Written August 2016; revised August 2021
Art I	Written August 2018; revised 2019; revised August 2021
Digital Photography I	Written August 2019; revised August 2021
Digital Photography II	Written August 2020; revised August 2021
Music Theory	Written: August 2010; August 2015; revised August 2021
Arts/Music Practicum*	Written: August 2012; revised August 2021
Improv Jazz I	Written August 2012; revised August 2015; revised August 2021
Improv Jazz II	Written: August 2012; revised August 2015; revised August 2021
Warrior Band	Written: August 2012; revised August 2015; revised August 2018
Symphonic Choir	Written: August 2017; revised August 2021
Entertainment Technology I & II (formerly TV Production)	Written: August 2017; revised August 2021
Fundamentals of Musicianship/Introduction to Music *	Written in 2018; revised August 2019*; revised August 2021
Music Production	Written August 2019; revised August 2021
Introduction to Dance	Written September 2019; revised August 2021
Dance II	Written August 2020; revised August 2021
Advanced Dance	Written August 2020; revised August 2021
A.P Music Theory	Written August 2016*; revised August 2021

The History & Evolution of TV & Film	Written August 2021
Podcasting	Written August 2021
Musical Theatre	Written August 2021
Business & Technology	Supervisor: Richard Read
Introduction to Business	Written: August 2010; revised August 2012; August 2015; revised August 2018
Principals of Accounting	Written: June 2004; revised August 2010; August 2015; August 2018
Accounting II	Written August 2020
Communication and Creative Media	Revised: June 2007; August 2010; revised August 2017; revised August 2018; revised August 2021 (formerly Multimedia Tech)
Introduction to Engineering Design (Project Lead the Way)	Written: August 2021
Principles of Engineering (Project Lead the Way)	Written: August 2021
Microsoft Suite	Written August 2019; revised August 2021
Information Technology	Written August 2019
Financial Planning	Written August 2019
Sports Marketing & Entertainment Management	Written: August 2020
Entrepreneurship	Written: August 2017; revised August 2018
English	Supervisor: Rick Coppola
English I	Written: June 2009; revised: June 2010; August 2015; August 2017; revised August 2019; revised August 2021
English I Honors	Written: August 2014; August 2017; revised August 2019; revised August 2021
English II	Written: March 2015; revised August 2017; revised August 2019; revised August 2021
English II Honors	Written: March 2015; revised August 2017; revised August 2019; revised August 2021
English III	Written: August 2017; revised August 2021
English III Honors	Written: June 2009; revised April 2010; revised August 2012; revised August 2017; revised August 2021
English IV	Written: June 2009; revised 2010; June 2012; August 2017; revised August 2018
English IV Honors	Written: June 2009; revised 2010; June 2012; August 2017
AP Language & Composition	Written & approved by College Board June 2007
AP Literature & Composition	Written & approved by College Board June 2007
Screenwriting	Written: August 2010
Introduction to Acting	Written: August 2010
Writing	Written: August 2011
Movies, Films & Flicks	Written: June 2015
Journalism Workshop	Written: August 2012
Yearbook/Print Media II	Written: June 2012; Revised August 2019

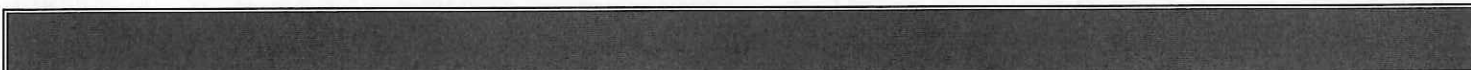
ACE (Special Education)	Written August 2018
ESL	Written August 2018; revised 2019
Life Skills (Special Education)	Written August 2018
Freshman Seminar	Written August 2019
The Writing Process	Written August 2019
LGBTQ/DPC Infusion Grades 9-12	Written/Infused August 2020 (Ongoing)
Industrial Arts	Supervisor: Donald Bramley
Advanced Woodworking	Written August 2019
Construction Technology	Written August 2020
Materials and Methods for Technology I	Written August 2020
Materials and Methods for Technology II	Written August 2020
Woodworking	Written August 2015
Math	Supervisor: Craig Murin
Algebra I	Written: July 2011; revised August 2017
Algebra II	Written: April 2011; August 2017
Advanced Algebra II	Written: August 2020
Algebra Honors	Written: June 2009; revised August 2011; August 2017
Algebra Concepts	Written: July 2011; August 2017
College Algebra	Written August 2021
Geometry Concepts	Written: August 2011; August 2017
Geometry	Written: August 2011; August 2017
Geometry Honors	Written: August 2011; August 2017
Pre-Calc	Written: August 2011; August 2017
Pre-Calc Honors	Written: August 2011; August 2017
Calculus	Written: 2004; revised 2009; August 2012; revised August 2019
Calculus Honors	Written: August 2012; revised August 2019
AP Calc AB	Written & approved by College Board August 2010
AP Calc BC	Written & approved by College Board August 2010
Consumer Math	Written: January 2006; revised: August 2012
Statistics	Written: August 2012; revised August 2018
AP Statistics	Written & approved by College Board September 2015; revised August 2018
AP Computer Science Principal	Written & approved by College Board July 2017; revised August 2018
AP Computer Science A	Written & approved by College Board 2019
Physical Education & Health	Supervisor: Pete Cahill
Phys Ed I	Written: August 2017; revised 2018
Phys Ed II	Written: August 2017; revised 2018
Phys Ed III	Written: August 2017; revised 2018
Phys Ed IV	Written: August 2017; revised 2018

Health I	Written: August 2017; revised 2018
Health II/Drivers Ed	Written: August 2017; revised 2018
Health III	Written: August 2017; revised 2018
Health IV	Written: August 2017; revised 2018
Sports Injury Management	Written: August 2012
Coaching Team Sports	Written: August 1993; revised August 2012
Peers	Written: 2018
Academy of Health & Careers	Coordinator: Claire Kozic
Dynamics of Health Care	Written: August 2010; revised August 2015; revised August 2018
Medical Terminology	Written: August 2012; revised August 2018
Nutrition	Written: August 2010; revised August 2012; revised August 2018
Nutrition Across the Life Span	Written: August 2013; revised August 2018
Emergency & Clinical Care	Written: August 2010; revised August 2018
Fundamentals of Health & Wellness	Written: August 2017; revised August 2018
Science	Supervisor: Craig Murin
Lab Environmental Science	Written August 2016; revised August 2018; revised August 2021
Lab Integrated Marine Science	Written August 2016; revised August 2021
Lab Bio Honors	Written August 2016; revised August 2021
Lab Bio	Written August 2016; revised August 2021
AP Chemistry	Written & approved by College Board 2012; revised August 2021
Lab Chemistry Honors	Written: June 2005; revised August 2012; revised August 2021
Lab Chemistry	Written: June 2010; revised August 2020; revised August 2021
Lab Physics Honors	Written August 2016; revised August 2021
Lab Physics	Written August 2016; revised August 2020; revised August 2021
Lab Anatomy/Physiology	Written August 2016; revised August 2021
Lab Marine Science	Written August 2016; revised August 2018; revised August 2021
Astronomy/Meteorology	Written August 2016; revised August 2018; revised August 2021
AP Environmental Science	Written & approved by College Board August 2017; revised August 2021
AP Biology	Written & approved by College Board August 2010 ; revised August 2018; revised August 2021
Botany	Written August 2019; revised August 2021
Forensics	Written August 2019; revised August 2021
AP Physics	Written & approved by College Board July 2020
Social Studies	Supervisor: Rob Goodall
Entrepreneurship	Written: August 2017; revised August 2018
US History I	Written: April 2011; revised August 2015; revised August 2021
US History I Honors	Written: June 2011; revised August 2015; revised August 2021
US History II	Written: April 2011; revised August 2015; revised August 2021
US History II Honors	Written April 2011; revised April 2012; revised August 2015

AP American History	Written & approved by College Board 2007
Sociology	Written: April 2010; revised August 2015 <i>no longer offered</i>
Civics	Written August 2021
History of Sports in America	Written: August 2017
AP Psych	Written & approved by College Board 2007
Psychology	Written: April 2010; revised August 2015
Holocaust/Genocide	Written: July 1998 revised: August 2012
Economics	Written: June 2010; revised August 2015
World History Honors	Written: April 2009; revised August 2015
World History	Written: April 2009; revised August 2015; revised August 2019; revised August 2021
AP World History	Written and approved by College Board September 2016
AP Human Geography	Written and approved by College Board September 2016
AP US Government & Politics	Written & approved by College Board 2017; August 2018
AP Macro/Micro Economics	Written & approved by College Board 2018
LGBTQ/DPC Infusion Grades 9-12	Written/Infused August 2020
Academy of Public Safety	Coordinator: Jim Fagen
Public Safety I	Written: August 2017; revised August 2019
Public Safety II	Written: August 2017
Criminal Investigations	Written: August 2017; revised August 2019
Introduction to Criminal Justice	Written: August 2018
Introduction to Criminology	Written: August 2018
Introduction to Criminal Justice	Written: August 2018
Public Safety Internship	Written August 2019
World Language	Supervisor: Rob Goodall
Italian I	Written: July 2015; revised August 2021
Italian II	Written August 2016; revised August 2017; revised August 2021
Italian II Honors	Written August 2016; revised August 2017; revised August 2021
Italian III	Written August 2017; revised August 2021
Italian III Honors	Written August 2017; revised August 2021
Italian IV	Written: 2018; revised August 2021
Italian IV Honors	Written: 2018; revised August 2021
AP Italian	Written and approved by College Board August 2019; revised August 2021
French I	Written: August 2007; revised August 2011; revised 2014; revised August 2018; revised August 2019; revised August 2021
French II	Written: June 2009; August 2011; revised 2014; revised August 2021
French II Honors	Written: August 2012; revised 2014; revised August 2021
French III	Written: August 2012; revised 2014; revised August 2021
French III Honors	Written: August 20; revised 2014; revised August 2018; revised August 2021
French IV	Written: July 1997; revised: August 2012; 2014; revised August 2021

French IV Honors	Written: July 2012; revised 2014; revised August 2018; revised August 2021
French V	Written: July 2012; revised 2014; revised August 2021
AP French Language & Culture	Written & approved by College Board 2009; revised August 2021
Introduction to Spanish	Written: June 2012; revised August 2015; revised August 2021
Spanish I	Written: July 2010; revised: July 2012; August 2015; revised August 2018; revised August 2021
Spanish II	Written: August 2017; revised August 2021
Spanish II Honors	Written: 2000; revised: July 2012; August 2015; revised August 2018; revised August 2021
Spanish III	Written: August 2017; revised August 2021
Spanish III Honors	Written: July 2000; revised: August 2012; August 2015; revised August 2019; revised August 2021
Spanish IV	Written: July 2011; revised: August 2015; revised August 2021
Spanish IV Honors	Written: August 2011; revised: August 2015; revised August 2021
Spanish V	Written: July 2005; revised August 2012; August 2014; revised August 2018; revised August 2021
Spanish AP Language & Culture	Written & approved by College Board 2014; rewritten August 2017; revised August 2021

Manasquan Elementary/Middle School	
Language Arts Literacy K-8	Written: August 2015; revised August 2016; revised August 2021
Mathematics K-8	Written: August 2011; revised August 2012; revised August 2017; revised August 2020 (Ready Math)
Algebra I (HS Course of Study)	Written August 2015; revised August 2017
Science K-8	Written August 2015; revised August 2016; revised August 2021
Social Studies K-8	Written: May 2006; revised: August 2012; revised August 2017; revised August 2018
Stem Grade 7	Written: June 2015; revised August 2019
Stem Grade 8	Written: August 2016; revised August 2019
Visual & Performing Arts (Cultural Arts Through Literacy)	Written: August 2009; revised August 2014; revised August 2017; revised 2018; Written August 2021
Technology Literacy	Written: August 2016
Comprehensive Health & Phys Ed	Written: August 2007; revised: August 2011; revised August 2015
French I (HS Course of Study)	Written: August 2007; revised August 2011; revised August 2014; revised August 2019; revised August 2021
Spanish I (HS Course of Study)	Written: July 2010; revised: July 2012; August 2015; revised August 2019; revised August 2021
Physical Education/Adaptive PE	Written August 2015; revised 2019 (Adaptive PE)
LGBTQ/DPC Infusion (SS & ELA) Grades 9-12	Written/Infused August 2020 (Ongoing)



POLICY GUIDE

ADMINISTRATION

1648.11/page 1 of 3

The Road Forward COVID-19 – Health and Safety

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[See POLICY ALERT No. 224]**1648.11 THE ROAD FORWARD COVID-19 – HEALTH AND SAFETY**

The Board of Education plans to provide full-day, full-time, in-person instruction and operations for the 2021-2022 school year. In June 2021, the New Jersey Department of Health (NJDOH) and the New Jersey Department of Education (NJDOE) worked collaboratively to develop guidance, The Road Forward – Health and Safety Guidance for the 2021-2022 School Year (The Road Forward).

The Road Forward replaces the mandatory anticipated minimum standards outlined in the NJDOE's "The Road Back – Restart and Recovery Plan for Education" (June 2020) and provides a range of recommendations rather than mandatory standards. These recommendations are meant to assist school districts in implementing protocols to reduce risks to students and staff from COVID-19 while still allowing for full-time learning.

The Board considered many factors as they prepared for the 2021-2022 school year, including the level of COVID-19 transmission in the community at large and in the school community, as well as vaccination coverage rates in both the community at large and the school community.

For the purpose of this Policy, "Order" shall mean any Governor of New Jersey Executive Order, New Jersey State Agency mandate, Centers for Disease Control and Prevention (CDC) guidance, New Jersey statute, or administrative code requiring compliance by the school district.

The Board considered the recommendations outlined in The Road Forward to develop health and safety protocols. The Board will consider all recommended Orders and comply with all mandatory Orders when developing health and safety protocols and reviewing them periodically.

The Board considered the recommendations outlined in The Road Forward to develop the school district's COVID-19 protocols in the following areas and included in corresponding Appendices:

ADMINISTRATION



POLICY GUIDE

1648.11/page 2 of 3

The Road Forward COVID-19 – Health and Safety

- A. General Health and Safety Concerns of Students, Staff Members, and Visitors
1. Vaccination – See Appendix A.;
 2. Communication with the Local Health Department – See Appendix B.;
 3. Mask Wearing Protocol – See Appendix C.;
 4. Physical Distancing and Cohorting Protocols – See Appendix D.;
 5. Hand Hygiene and Respiratory Etiquette Protocols – See Appendix E.;
 6. Provision of Meals – See Appendix F.; and
 7. Transportation Protocols – See Appendix G.
- B. Cleaning, Disinfection, and Airflow – See Appendix H.
- C. Screening, Exclusion, and Response to Symptomatic Students and Staff Members – See Appendix I.
- D. Contact Tracing – See Appendix J.
- E. Testing – See Appendix K.
- F. Student and Staff Member Travel – See Appendix L.

The absence of one or more of the recommendations outlined in The Road Forward and/or in the school district's health and safety protocols will not prevent the reopening of the school(s) in the district for full-day in-person operation with all enrolled students and staff members present.

ADMINISTRATION



POLICY GUIDE

1648.11/page 3 of 3

The Road Forward COVID-19 –Health and Safety

Pursuant to N.J.S.A. 18A:7F-9, schools must be in session for 180 days to receive State Aid. The statute requires that school facilities be provided for at least 180 days during the school year. N.J.S.A. 18A:7F-9(b) indicates when a school district is required to close the schools of the district for more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive and/or recommendation by the appropriate health agency or officer to institute a public health-related closure, days of virtual or remote instruction commensurate with in-person instruction will count toward the school district's 180-day requirement.

The school district may be confronted with the incidence of COVID-19 positive cases among staff and/or students. If the school district is required to exclude a student, group of students, a class, or multiple classes as a result of possible exposure to COVID-19, while the school itself remains open for in-person instruction, the school district may offer virtual or remote instruction to those students in a manner commensurate with in-person instruction to the extent possible. In circumstances when the school facilities remain open and in-person instruction continues in those classrooms that are not required to quarantine, those days in session will also count toward the school district's 180-day requirement in accordance with N.J.S.A. 18A:7F-9.

The school district anticipates updates to The Road Forward and as such this Policy is subject to review by the Superintendent to ensure compliance with Orders that may arise after Board adoption of this Policy. All revisions to Orders affecting this Policy and corresponding Appendices shall be reviewed by the Superintendent with the Board Attorney, School Physician, and Board of Education, if appropriate. The Superintendent may revise the health and safety protocols included in any Appendix as necessary and appropriate. All students, parents, and staff members will be notified of any changes to school district-developed protocols implemented as a result of this Policy, as appropriate.

ADMINISTRATION



POLICY GUIDE

1648.11/page 4 of 15

The Road Forward COVID-19 –Health and Safety

Appendices

Appendix A – Vaccination

For purposes of contact tracing and potential quarantine, the District will maintain the records of student and employees who voluntarily disclose and document their vaccination status. For the purpose of contact tracing and quarantines, it will be assumed individuals are not vaccinated unless proof of vaccination is on file. Proof of vaccination can be provided at any time.

Vaccination records of students shall be maintained by the school nurse in their assigned school building as part of the student's vaccination record.

Vaccination records of employees shall be maintained by the district office as part of the employee's confidential medical file.

ADMINISTRATION



POLICY GUIDE

1648.11/page 5 of 15
The Road Forward COVID-19 –Health and Safety

Appendix B – Communication with the Local Health Department

The district will maintain close communication with the Monmouth County Department of Health to provide information and share resources on COVID-19 transmission, prevention, and control measures and to establish procedures for Local Health Department (LHD) notification and response to COVID-19 illness in the district's schools.

ADMINISTRATION



POLICY GUIDE

1648.11/page 6 of 15
The Road Forward COVID-19 –Health and Safety

Appendix C – Mask Wearing Protocol

Wearing masks is one prevention strategy to help slow the spread of COVID-19, especially when combined with everyday preventive actions and social distancing in public settings.

Masks and/or barriers do not preclude an individual from being identified as a close contact to a COVID-19 case.

Information will be provided to staff and students on proper use, removal, and washing of masks.

- The most effective fabrics for cloth masks are tightly woven such as cotton and cotton blends, breathable, and in two or three fabric layers. Masks with exhalation valves or vents, those that use loosely woven fabrics, and ones that do not fit properly are not recommended.
- Masks should be washed after every day of use and/or before being used again, or if visibly soiled or damp/wet.
- Disposable face masks should be changed daily or when visibly soiled, damp, or damaged.
- Students, teachers, and staff should have access to additional disposable or cloth masks in case a back-up mask is needed (e.g. mask is soiled or lost during the day).
- Clear masks that cover the nose and wrap securely around the face may be considered in certain circumstances including for the teaching of students with disabilities, young students learning to read, or English language learners.

ADMINISTRATION



POLICY GUIDE

1648.11/page 7 of 15

The Road Forward COVID-19 –Health and Safety

Appendix D – Physical Distancing and Cohorting Protocols

Physical distancing, while desirable, will not prevent schools from offering full-day, full-time, in person learning to all students.

The arrangement of classroom furniture will be such that students will be spaced as far apart as possible. Teachers will be encouraged to face desks in the same direction and to avoid grouped seating arrangements when possible and not educationally necessary.

Students will not be required to be cohorted but will remain with any educationally appropriate cohorts as much as possible.

ADMINISTRATION



POLICY GUIDE

1648.11/page 8 of 15
The Road Forward COVID-19 –Health and Safety

Appendix E - Hand Hygiene and Respiratory Etiquette Protocols

The district will encourage teachers to teach and reinforce hand washing with soap and water for at least 20 seconds. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer). The district will encourage students and staff to cover coughs and sneezes with a tissue if not wearing a mask. The district will maintain adequate supplies including soap, hand sanitizer with at least 60% alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, and no-touch trash cans. Teachers will assist/observe young children to ensure proper hand washing.

ADMINISTRATION



POLICY GUIDE

1648.11/page 9 of 15
The Road Forward COVID-19 –Health and Safety

Appendix F – Provision of Meals

While meals are being offered in cafeterias or other group dining areas the district will implement other layered prevention strategies to the greatest extent possible to help mitigate the spread of COVID-19. These strategies could include:

- Maintaining physical distancing between students and staff, if possible.
- Considering alternatives to use of group dining areas such as eating in classrooms or outdoors.
- Staggering eating times to allow for greater physical distancing.
- Discouraging students from sharing meals.
- Encouraging routine cleaning between groups.

ADMINISTRATION



POLICY GUIDE

1648.11/page 10 of 15
The Road Forward COVID-19 –Health and Safety

Appendix G – Transportation Protocols

Students attending Manasquan High School from a sending district (Avon-by-the-Sea, Belmar, Brielle, Sea Girt, Spring Lake, or Spring Lake Heights) should consult with their sending district regarding transportation guidelines. All transportation provided by the Manasquan School District is through contracts with private transportation providers. District-provided transportation for athletics, activities, vocational school, field trips, etc. may have specific COVID-19 prevention protocols at the discretion of these providers. Students will be required to follow all protocols established by the transportation provider at the time.

ADMINISTRATION



POLICY GUIDE

1648.11/page 11 of 15
The Road Forward COVID-19 –Health and Safety

Appendix H – Cleaning, Disinfection, and Airflow

The district will adhere to existing facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise. The district will continue with enhanced cleaning and disinfecting measures including the following will be implemented:

- Bathrooms will be cleaned and disinfected regularly during the school day.
- Classrooms will be disinfected nightly.
- Common areas will be disinfected regularly.
- Regular sanitization and disinfecting of all hard, nonporous surfaces and common touch points (e.g. door handles, water fountains, cafeteria tables) will occur during the school day using EPA-approved broadband Q256 and RX75, hospital level disinfectants and virucides and electrostatic sprayers which kill human Coronavirus within two minutes.

Building HVAC systems provide fresh air at an exchange rate pursuant with the American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) to all indoor areas of the district. Staff will be encouraged to keep windows open at all times while the building is occupied unless outdoor weather or temperatures preclude this.

ADMINISTRATION



POLICY GUIDE

1648.11/page 12 of 15
The Road Forward COVID-19 –Health and Safety

Appendix I - Screening, Exclusion, and Response to Symptomatic Students and Staff Members

One of the most effective ways of limiting the spread of COVID in our schools is to do our best to keep it from entering. The district will encourage all parents screen their students at home for COVID symptoms prior to sending them to school.

When students arrive at school, they will be asked to verbally confirm that they are not experiencing symptoms.

Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others at a designated area for each building. If it is determined by a school nurse or other medical professional that student or staff member is presenting with symptoms consistent with those of COVID-19* they will be removed from the school as soon as possible and not permitted to return until medical clearance is obtained (doctor's note or negative COVID-19 test result).

**Individuals are considered symptomatic if they are experiencing at least two of the following symptoms: fever (measure or subjective), chills, rigors (shivers), myalgia (muscle aches), headache, sore throat, nausea or vomiting, diarrhea, fatigue, congestion, or runny nose; OR at least one of the following symptoms: cough, shortness of breath, difficulty breathing, new olfactory disorder, or new taste disorder.*

ADMINISTRATION



POLICY GUIDE

1648.11/page 13 of 15
The Road Forward COVID-19 –Health and Safety

Appendix J – Contact Tracing

The district will work cooperatively with the Monmouth County Health Department in reporting and identifying close contacts of an individual associated with the school who has tested positive for COVID-19. School nurses will participate in the contact tracing process in consultation with the Monmouth County Health Department and were involved with this process's development. Contact tracing of students will involve using:

- Records of groups/cohorts
- Assigned staff
- Daily attendance
- Teacher Seating Charts

Unless otherwise directed by the Health Department, a close contact is defined as being within six feet for a period of at least 15 minutes in a 24-hour period.

Anyone who is identified as a close contact* (defined as being within 6-feet for a cumulative 15 minutes of someone who tests positive within 48 hours of that contact) must quarantine for 10 days, which can be shortened to 7 days if a test is taken between days 5-7 and is negative. If a quarantined individual is seeking a shortened quarantine period, proof of a negative test should be forwarded to the school nurse.

No student or staff member should return to school prior to the original, 10-day quarantine date until they receive written confirmation from the school nurse that their negative test result has been reviewed and a new quarantine end date has been issued. A student who is completing an isolation or quarantine period will receive assignments and materials as they would if they were sick from school for any other illness.

**Exceptions: Any individual who has been fully vaccinated is not required to quarantine when identified as being a close contact. Any individual who has received a positive COVID-19 test within the past 3 months is not required to quarantine when identified as being a close contact. In both cases, proof of vaccination or positive test must be submitted to the school nurse who will confirm with the individual that the quarantine period can be waived.*

ADMINISTRATION



POLICY GUIDE

1648.11/page 14 of 15
The Road Forward COVID-19 –Health and Safety

Appendix K – Testing

Students or staff experiencing symptoms of COVID-19 will be encouraged to get tested as quickly as possible and contact their personal healthcare provider for guidance and advice or assistance getting tested. School nurses will make every effort to assist any student or staff member who requires assistance locating a testing option.

ADMINISTRATION



POLICY GUIDE

1648.11/page 15 of 15
The Road Forward COVID-19 –Health and Safety

Appendix L – Student and Staff Member Travel

The District will adhere to any domestic travel advisories and subsequent quarantine requirements in place at the time of travel in place by the State of New Jersey at the time of travel. Up-to-date domestic travel advisory information is available at <https://covid19.nj.gov/forms/njtravel> .

The District will adhere to any international travel advisories and subsequent quarantine requirements in place at the time of travel in place by the Center for Disease Control (CDC) at the time of travel. Up-to-date international travel advisory information is available at

<https://www.cdc.gov/coronavirus/2019-ncov/travelers/testing-international-air-travelers.html> .



POLICY

MANASQUAN BOARD OF EDUCATION

Administration
1648/Page 1 of 24
RESTART AND RECOVERY PLAN

1648 RESTART AND RECOVERY PLAN

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On June 26, 2020, the New Jersey Department of Education (NJDOE) published "The Road Back – Restart and Recovery Plan for Education" (Guidance), a guidance document for reopening New Jersey schools during the COVID-19 pandemic. The Guidance provided school officials with the information necessary to ensure that schools reopen safely and are prepared to accommodate staff and students' unique needs during these unprecedented times. The NJDOE required school districts in the State to develop, in collaboration with community stakeholders, a "Restart and Recovery Plan" (Plan) to reopen schools that best fits the district's local needs.

The Guidance requires the Board of Education to adopt certain policies and the Board adopts Policy 1648 to address those policy requirements in the Guidance. Policy 1648 shall only be effective through the current COVID-19 pandemic and will take precedence over any existing Policy on the same or similar subject, unless determined otherwise by the Superintendent.

A. NJDOE Guidance – Key Subject Area 1 – Conditions for Learning

1. Transportation

- a. If the school district is providing transportation services on a school bus, a face covering must be worn by all students upon entering the school bus unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities. Exceptions to the face covering requirements shall be those outlined in A.2.d. below:



POLICY

MANASQUAN BOARD OF EDUCATION

Administration
1648/Page 2 of 24
RESTART AND RECOVERY PLAN

- (1) Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.
- b. The school district shall use best practices for cleaning and disinfecting district-owned school buses and other transportation vehicles in accordance with A.3. below.
- c. District-employed school bus drivers and aides on district-owned school buses shall practice all safety actions and protocols as indicated for other school staff.
- d. If the school district is using contracted transportation services, the contractor shall ensure all Board of Education safety actions and protocols are followed by the contractor and its employees and/or its agents.

See Policy Guide 1648 – Appendix C for the protocols/procedures for “Transportation” which is also included in the school district’s Restart and Recovery Plan.

2. Screening, Personal Protective Equipment (PPE), and Response to Students and Staff Presenting Symptoms
 - a. The school district shall screen students and employees upon arrival to a school building or work location for COVID-19 symptoms and a history of exposure.
 - (1) School staff must visually check students and employees for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
 - (2) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.



POLICY

MANASQUAN BOARD OF EDUCATION

Administration
1648/Page 3 of 24
RESTART AND RECOVERY PLAN

- (3) Results must be documented when signs/symptoms of COVID-19 are observed.
 - (4) The screening protocol will take into account students and employees with disabilities and accommodations that may be needed in the screening process for those students and employees.
 - (5) Students and employees with symptoms related to COVID-19 must be safely and respectfully isolated from others.
 - (6) If the school district becomes aware that an individual who has spent time in a school district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
- b. School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- (1) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.
- c. Students are required to wear face coverings, unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.



POLICY

MANASQUAN BOARD OF EDUCATION

Administration
1648/Page 4 of 24
RESTART AND RECOVERY PLAN

- (1) Accommodations for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.

d. Exceptions to the Requirement for Face Coverings

- (1) Doing so would inhibit the individual's health.
- (2) The individual is in extreme heat outdoors.
- (3) The individual is in water.
- (4) A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of a face covering.
- (5) The student is under the age of two, due to the risk of suffocation.
- (6) During the period a student is eating or drinking.
- (7) Face coverings should not be placed on anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable to remove the face covering without assistance (e.g. face coverings should not be worn by Pre-K students during nap time).
- (8) The student is engaged in high intensity aerobic or anaerobic activities.
- (9) Face coverings may be removed during gym and music classes when individuals are in a well-



ventilated location and able to maintain a physical distance of six feet apart.

- (10) When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.

See Policy Guide 1648– Appendix E for the protocols/procedures for “Screening, PPE, and Response to Students and Staff Presenting Symptoms” which is also included in the school district’s Restart and Recovery Plan.

3. Facilities Cleaning Practices

- a. The school district must continue to adhere to existing required facilities cleaning practices and procedures and any new specific requirements of the local health department as they arise.
- b. A procedure manual must be developed to establish cleaning and disinfecting schedules for schools and school equipment, targeted areas to be cleaned, and methods and materials to be used.

See Policy Guide 1648 – Appendix G for the protocols/procedures for – “Facilities Cleaning Practices” which is also included in the school district’s Restart and Recovery Plan.

4. Wraparound Supports

- a. Mental Health Supports



POLICY

MANASQUAN BOARD OF EDUCATION

Administration
1648/Page 6 of 24
RESTART AND RECOVERY PLAN

The school district's approach to student mental health supports will be affected by the learning environment in place at the beginning of the school year. If in-person instruction is not feasible, the district must find other ways to assess and monitor students' mental health.

See Policy Guide 1648 – Appendix K for the protocols/procedures for “Academic, Social, and Behavioral Supports” which is also included in the school district's Restart and Recovery Plan.

5. Contact Tracing

- a. Upon notification that a resident has tested positive for COVID-19, the local health department will call the school district to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least ten minutes.
- b. The school district shall assist the local health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts.
- c. The school district shall ensure adequate information and training is provided to the staff as necessary to enable staff to carry out responsibilities assigned to them.
- d. A staff liaison(s) shall be designated by the Superintendent or designee and shall be responsible for providing notifications and carrying out other components that could help ensure notifications are carried out in a prompt and responsible manner.
- e. School districts shall allow staff, students, and families to self-report symptoms and/or suspected exposure.

See Policy Guide 1648 – Appendix F for the protocols/procedures for “Contact Tracing” which is also included in the school district's Restart and Recovery Plan.

B. NJDOE Guidance – Key Subject Area 2 – Leadership and Planning



POLICY

MANASQUAN BOARD OF EDUCATION

Administration
1648/Page 7 of 24
RESTART AND RECOVERY PLAN

1. Scheduling

- a. The school district's Plan must account for resuming in-person instruction and shall provide steps to shift back to virtual learning models if circumstances change and in-person instruction guidelines can no longer be followed.
- b. The school district's Plan accommodates opportunities for both synchronous and asynchronous instruction, while ensuring requirements for a 180-day school year are met.
- c. The school district recognizes special populations will require unique considerations to ensure the continuity of learning as well as the health and safety of students and staff within the least restrictive environment.
 - (1) Special Education and English Language Learners (ELL)
 - (a) The school district shall provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats in accordance with this Policy.
 - (b) The school district shall continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

See Policy Guide 1648 – Appendix N for the protocols/procedures for “Scheduling of Students” which is also included in the school district's Restart and Recovery Plan.



POLICY

MANASQUAN BOARD OF EDUCATION

Administration
1648/Page 8 of 24
RESTART AND RECOVERY PLAN

2. Staffing

- a. The school district shall comply with all applicable employment laws when making staffing and scheduling requirements, including, but not limited to, the Americans Disabilities Act (ADA), the Health Insurance Portability and Accountability Act (HIPPA), and all applicable State laws.
- b. As the school district adjusts schedules, teaching staff members must maintain quality instruction for students pursuant to the minimum requirements set forth in NJDOE regulation.

See Policy Guide 1648 – Appendix O for the protocols/procedures for “Staffing” which is also included in the school district’s Restart and Recovery Plan.

C. NJDOE Guidance – Key Subject Area 3 – Policy and Funding

1. School Funding

a. 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.

b. 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 account or making transfers that cumulatively exceed ten percent of the amount originally budgeted.

c. 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.

D. NJDOE Guidance – Key Subject Area 4 – Continuity of Learning

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

- a. The school district shall continue to meet their obligations to students with disabilities to the greatest extent possible.

2. Professional Learning

- a. The school district shall prepare and support teaching staff members in meeting the social, emotional, health, and academic needs of all students throughout the implementation of the Plan.

(1) Professional Learning

- (a) The school district shall grow each teaching staff member's professional capacity to deliver developmentally appropriate standards-based instruction remotely.



(2) Mentoring and Induction

- (a) The school district shall ensure:
- (i) All novice provisional teachers new to the district be provided induction;
 - (ii) One-to-one mentoring is provided to novice provisional teachers by qualified mentors;
 - (iii) Mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment;
 - (iv) Mentoring is provided in both hybrid and fully remote learning environments and that mentors and provisional teachers will agree upon scheduling, structure, and communication strategies they will use to maintain the mentoring experience; and
 - (v) The use of online collaborative tools for school staff to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

(3) Evaluation

- (a) The school district has considered the requirements and best practices with provisional status teachers, nontenured



educators, and those on Corrective Action Plans (including extra observations, extra observers, assuring more frequent feedback and face-to-face).

3. Career and Technical Education (CTE)

a. The school district shall implement innovative learning models for new learning environments regarding CTE.

b. Quality CTE Programs

The school district shall ensure students have access to appropriate industry-recognized, high-value credentials.

c. Work-Based Learning

The school district will ensure students are provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person.

New Jersey Department of Education “The Road Back – Restart and Recovery Plan for Education”

Memorandum – New Jersey Governor and Department of Education –
Conditions for Learning – Health and Safety – August 3, 2020



POLICY

MANASQUAN
BOARD OF EDUCATION

Administration
1648/Page 12 of 24
RESTART AND RECOVERY PLAN

Appendices

The provisions of the attached Appendices C, E, F, G, K, N, and O from the district's Restart and Recovery Plan are included in Policy 1648.

Abolished



POLICY

MANASQUAN BOARD OF EDUCATION

Administration
1648/Page 13 of 24
RESTART AND RECOVERY PLAN

Appendices

Appendix C

Critical Area of Operation #3 - Transportation

Transportation To and From School

- The District does not provide transportation for Manasquan resident students.
- Students attending Manasquan High School from a sending district (Avon-by-the-Sea, Belmar, Brielle, Sea Girt, Spring Lake, or Spring Lake Heights) should consult with their sending district regarding transportation guidelines.

Transportation for Athletics

- Sports transportation will tentatively be provided, however it is unclear as of this writing if athletic events requiring student-athlete transportation will be taking place while this plan is in effect.
- Should any transportation for athletic events occur, all athletes and coaches will be required to wear a face covering while on the bus.
- Parents will be encouraged to provide transportation for their own children, if possible, to any games to minimize the number of athletes on the bus.



POLICY

MANASQUAN BOARD OF EDUCATION

Administration
1648/Page 14 of 24
RESTART AND RECOVERY PLAN

Field Trips

- All field trips are suspended while this plan is in effect.
- Should an exception be made and a field trip be approved by the Board of Education that requires transportation, any requirements in place for transportation for athletics outlined above will apply.

Appendix E

Critical Area of Operation #5

Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms

Screening

The Board of Education has adopted Policy #1648 – Restart and Recovery Plan - which establishes the following screening requirements:

The school district shall screen students and employees upon arrival to a school building or work location for COVID-19 symptoms and a history of exposure.

- (1) School staff must visually check students and employees for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
- (2) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
- (3) Results must be documented when signs/symptoms of COVID-19 are observed.



POLICY

MANASQUAN BOARD OF EDUCATION

Administration
1648/Page 15 of 24
RESTART AND RECOVERY PLAN

- (4) The screening protocol will take into account students and employees with disabilities and accommodations that may be needed in the screening process for those students and employees.
- (5) Students and employees with symptoms related to COVID-19 must be safely and respectfully isolated from others.
- (6) If the school district becomes aware that an individual who has spent time in a school district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

Screening will occur at all building entry points established for students and staff. This will include:

- A temperature screening of all individuals entering the building.

Temperature screening will be done with either a handheld infrared thermometer by a staff member trained to use it or using a walk-through device equipped with an infrared thermometer that visually reports the individual's temperature.
- A visual inspection of all individuals entering the building by a staff member trained in COVID-19 symptom identification.
- A verbal confirmation that the individual is not experiencing any of the symptoms of COVID-19 which will be posted on a sign near the entry point.

Personal Protective Equipment (PPE)

Appropriate personal protective equipment (PPE) will be provided to all staff and students as needed. For most individuals, this will be a cloth or paper face covering. While students and staff are encouraged to bring their own face coverings that they are comfortable wearing, the District will provide these at school as needed.



POLICY

MANASQUAN BOARD OF EDUCATION

Administration
1648/Page 16 of 24
RESTART AND RECOVERY PLAN

School nurses will be provided with additional PPE which may include face shields, N95 masks, surgical gowns, etc. since they may possibly be called to assist a student exhibiting symptoms of illness.

Teachers in special teaching situations may request additional or modified PPE through their supervisor or building principal (e.g. clear face coverings).

Students or staff requiring additional PPE as part of their own disability or medical condition will be reasonably accommodated and should provide written documentation to the school nurse or building principal, as appropriate.

Face Coverings

Please refer to "Critical Area of Operation #1 - General Health and Safety Guidelines" for the requirements on wearing of face coverings.

Response to Students and Staff Presenting Symptoms

The District will encourage parents to be alert for signs of illness in their children and keep them home when they are sick.

Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others at a designated area for each building. If it is determined by a school nurse or other medical professional that student or staff member has sustained symptoms consistent with those of COVID-19 they will be removed from the school as soon as possible and not permitted to return until medical clearance is obtained.



POLICY

MANASQUAN BOARD OF EDUCATION

Administration
1648/Page 17 of 24
RESTART AND RECOVERY PLAN

If the District becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, central administration will immediately notify the Monmouth County Health Department, staff, and families of a confirmed case while maintaining confidentiality.

Anyone (student or staff) who was a close contact with an individual who tests positive for COVID-19 will be required to quarantine for 14 days unless otherwise directed by the Monmouth County Health Department. These individuals will be transitioned to fully remote learning as soon as possible and may continue learning from home or teaching from home during the quarantine period.

Based on Monmouth County Health Department guidance, an individual placed in a 14-day quarantine cannot “test out” of the quarantine period with a negative COVID-19 test. Due to the incubation period of the virus, symptoms may not appear immediately or even after several days and a negative test before symptoms appear does not supersede the 14-day quarantine requirement.

Appendix F

Critical Area of Operation #6

Contact Tracing

The District will work cooperatively with the Monmouth County Health Department in reporting and identifying close contacts of an individual associated with the school who has tested positive for COVID-19. This will include:

- Records of groups/cohorts



POLICY

MANASQUAN BOARD OF EDUCATION

Administration
1648/Page 18 of 24
RESTART AND RECOVERY PLAN

- Assigned staff
- Daily attendance

Unless otherwise directed by the Health Department, a close contact is defined as being within six feet for a period of at least 10 minutes.

School and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee will be provided information regarding the role of contact tracing conducted by State, county, and local officials. This information shall include the resources for contact tracing included in Appendix B of the NJDOE Guidance.

Appendix G

Critical Area of Operation #7

Facilities Cleaning Practices

The District will adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise. Enhanced cleaning and disinfecting measures including the following will be implemented:

- Bathrooms will be cleaned and disinfected hourly.
- Classrooms will be disinfected during the school day and nightly.
- Common areas (e.g. cafeterias) will be disinfected between each group of students using them.



POLICY

MANASQUAN BOARD OF EDUCATION

Administration
1648/Page 19 of 24
RESTART AND RECOVERY PLAN

- Regular sanitization and disinfecting of all hard, nonporous surfaces and common touch points (e.g. door handles, water fountains, cafeteria tables) will occur during the school day using EPA-approved broadband Q256 and RX75, hospital level disinfectants and virucides and electrostatic sprayers which kill human Coronavirus within two minutes.

Drinking fountains will be shut off and only water bottle filling stations will be available. Staff and students will be encouraged to bring refillable water bottles.

Appendix K

Academic, Social, and Behavioral Supports

Ensuring staff and students' physical health and safety is only the first step to optimizing conditions for learning. The District recognizes that academic, social, behavioral supports can unlock educator capacity to teach and student capacity to learn.

The District will use the following general strategies to ensure the transition back to school is a successful one for both students and educators:

- Student social and emotional health prioritized by school counselors.
- Pro-active family engagement by District staff.
- Mental health supports provided by school counselors
- Academic enrichment program for grades 1-9 provided in August 2020.
- Academic extra help and virtual "office hours" provided by teachers.
- Intervention and Referral Services team meetings.
- Child Study Team evaluations and identifications of students.



Appendix N

Scheduling of Students

The District will resume in-person instruction for students for the 2020-2021 school year based on its school calendar.

The schedules outlined below were 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 the District.

In accordance with N.J.A.C. 6A:32-8.3, the District's in-person school days shall consist of not less than four hours. In cases where remote learning is used for a full-school day (i.e. high school alternating remote days or fully remote learning option) this requirement shall be met through synchronous remote instruction or asynchronous remote activities.

Manasquan Elementary School (Grades K – 8)

- Students attend full-day sessions every day following normal bell schedule.
- All classes are self-contained for the full school day.
- Special subjects and interventionists will “push-in” to self-contained classrooms to limit intermingling of student groups.
- Certain small-group “pull-out” activities will take place for students requiring these interventions.



Manasquan High School (Grades 9-12)

Manasquan High School will implement a blended learning schedule to reduce the number of students physically in school on any given day.

- High school students will be divided into a blue group and gray group who attend school in-person on alternating days.
- On days when students are not attending school in-person they will be required to check-in and complete assignments virtually in the Canvas learning management system.
- A modified 9-period day schedule will be used for in-person students.
- The modified schedule will consist of 8, 45-minute class periods and a 25-minute lunch period.
- Most teacher schedules will provide dedicated time for virtual “office hours” where the teacher will be available online for student questions or extra help.

Appendix O

Staffing

District staff will be leveraged to monitor student movement, hallway traffic, and maintain safety according to the guidelines included in this plan.

Instructional staff will:

- Reinforce social distancing protocol with students and co-teacher or support staff.



POLICY

MANASQUAN BOARD OF EDUCATION

Administration
1648/Page 22 of 24
RESTART AND RECOVERY PLAN

- Limit group interactions to maintain safety.
- Support school building safety logistics (entering, exiting, restrooms, etc.).
- Become familiar with district online protocols and platforms.
- Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide regular feedback to students and families on expectations and progress.
- Set clear expectations for remote and in-person students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- Instruct and maintain good practice in digital citizenship for all students and staff.
- Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.

Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.

Administrators - in addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators will:

- Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
- Provide time for staff collaboration and planning (See Scheduling section).



POLICY

MANASQUAN BOARD OF EDUCATION

Administration
1648/Page 23 of 24
RESTART AND RECOVERY PLAN

- Prioritize vulnerable student groups for face-to-face instruction.
- Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- Define and provide examples of high-quality instruction given context and resources available.
- Assess teacher, student, and parent needs regularly.
- Ensure students and parents receive necessary supports to ensure access to instruction.
- Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
- 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 child's experience and learning while out of school.
- Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.



POLICY

MANASQUAN
BOARD OF EDUCATION

Administration
1648/Page 24 of 24
RESTART AND RECOVERY PLAN

Adopted: 13 August 2020

Revised: 15 December 2020

Abolished



POLICY

MANASQUAN BOARD OF EDUCATION

Administration
1648.02/Page 1 of 8

REMOTE LEARNING OPTIONS FOR FAMILIES

1648.02 REMOTE LEARNING OPTIONS FOR FAMILIES

M

On July 24, 2020, the New Jersey Governor and the Commissioner of Education published a supplemental guidance document titled "Clarifying Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021" as a result of the COVID-19 pandemic. This supplemental guidance includes an additional "anticipated minimum standard," as this phrase is used throughout "The Road Back: Restart and Recovery Plan for Education" (NJDOE Guidance). This additional "anticipated minimum standard" provides that, in addition to the methods and considerations explicitly referenced in the NJDOE Guidance for scheduling students for in-person, remote, or hybrid learning, families/guardians (hereinafter referred to as "parents") may submit, and school districts shall accommodate, requests for full-time remote learning.

Requests for full-time remote learning may include any service or combination of services that would otherwise be delivered to students on an in-person schedule, which may be a hybrid schedule, such as instruction, behavioral and support services, special education, and related services. A parent may request some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the provisions in the school district's Restart and Recovery Plan (Plan) and Policy 1648.

A parent may contact the Principal or designee of the building the student would attend with any questions on: a request to transition from in-person services to full-time remote learning; a request to transition from full-time remote learning to in-person services; the procedures of this Policy; and/or any other information regarding the school district's Plan and Policy 1648.

To ensure clarity and consistency in implementation of full-time remote learning, the Board of Education adopts this Policy that addresses the following:

A. Unconditional Eligibility for Full-time Remote Learning



POLICY

MANASQUAN BOARD OF EDUCATION

Administration
1648.02/Page 2 of 8

REMOTE LEARNING OPTIONS FOR FAMILIES

1. All students are eligible for full-time remote learning.
 - a. Eligibility for full-time remote learning cannot be conditioned on a parent demonstrating a risk of illness or other selective criteria.
 - b. Unconditional eligibility for full-time remote learning includes students with disabilities who attend in-district schools or receiving schools (county special services school districts, educational services commissions, jointure commissions, Katzenbach School for the Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities).

B. Procedures for Submitting Full-time Remote Learning Requests

1. A parent may request a student receive full-time remote learning from the school district by submitting a written request to the Principal of the school building their child would attend. The written request shall be provided to the Principal at least 10 calendar days before the student is eligible to commence full-time remote learning in accordance with B.2. below.
2. The student may only begin full-time remote learning at the beginning of a mid-year semester.
3. The written request for the student to receive full-time remote learning shall include:
 - a. The student's name, school, and grade;



POLICY

MANASQUAN BOARD OF EDUCATION

Administration
1648.02/Page 3 of 8

REMOTE LEARNING OPTIONS FOR FAMILIES

- b. The technology the student will be using to receive full-time remote learning, including the student's connectivity capabilities;
 - c. A request for any service or combination of services that would otherwise be delivered to the student on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education, and related services;
 - d. For students with disabilities, the school district staff will determine if an Individualized Education Plan (IEP) meeting or an amendment to a student's IEP is needed for full-time remote learning; and
 - e. Any additional information the Principal or designee requests to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.
 - (1) The documentation required by the school district to be provided in the parent's request for full-time remote learning shall not exclude any students from the school district's full-time remote learning option, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of successful remote learning.
4. Upon receiving the written request, the Principal or designee may request additional information from the parent to assist the Principal or designee in providing the student the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.
5. The Principal or designee will review the written request and upon satisfaction of the procedures outlined in this Policy, the Principal or designee will provide written approval of the parent's request for full-time remote learning.



POLICY

MANASQUAN BOARD OF EDUCATION

Administration
1648.02/Page 4 of 8

REMOTE LEARNING OPTIONS FOR FAMILIES

- a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.

- 6. The Principal's written approval of the request shall be provided to the parent within 5 calendar days of receiving the parent's written request.

- a. The written approval will include the date the remote learning program will commence for the student in accordance with B.2. above.

C. Scope and Expectations of Full-Time Remote Learning

- 1. The scope and expectations of the school district's full-time remote learning program will include, but not be limited to, the following:
 - a. The length of the school day pursuant to N.J.A.C. 6A:32-8.3 and compliance with the Board's Attendance Policy and Regulation 5200; the provisions of the district's remote learning program outlined in the school district's Plan; and any other Board policies and regulations that govern the delivery of services to, and district expectations of, students participating in the remote learning program and their families;
 - b. The technology and the connectivity options to be used and/or provided to the student during remote learning; and
 - c. Any additional information the Principal or designee determines is needed to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other



REMOTE LEARNING OPTIONS FOR FAMILIES

student otherwise participating in school district programs (i.e. students participating in a hybrid model).

- (1) This includes, for example, access to standards-based instruction of the same quality and rigor as afforded all other students of the district, the district making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.

- d. The school district will endeavor to provide supports and resources to assist parents, particularly those of younger students, with meeting the expectations of the school district's remote learning option.

D. Procedures to Transition from Full-Time Remote Learning to In-Person Services

1. A parent may request their student transition from full-time remote learning to in-person services, if in-person services are being provided, by submitting a written request to the Principal of the building the student will attend. This request must be submitted at least 10 calendar days before the student is eligible for in-person services.
2. A student is only eligible to transition from full-time remote learning to in-person services commencing at the beginning of a mid-year semester.
3. The written request from the parent for the student to transition from full-time remote learning to in-person services shall include:
 - a. The student's name, school, and grade;
 - b. The in-person program may only commence for a student transitioning from full-time remote learning to in-person services in accordance with D.2. above; and



REMOTE LEARNING OPTIONS FOR FAMILIES

- c. Any additional information the Principal or designee determines would be important on the student's transition from full-time remote learning to in-person services.
4. A student previously approved for remote learning wanting to transition into the school district's in-person program must spend at least one semester (1/2 school year) in remote learning before being eligible to transition into the school district's in-person program.
 - a. This will allow parents to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction for the student.
5. The Principal or designee will review the request for compliance with this Policy, and upon satisfaction of the procedures in this Policy, will provide the parent of the student a written approval of the student entering the school district's in-person program.
 - a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.
6. Upon approval of the student's transition from full-time remote learning to in-person services, the school district will provide specific student and academic services to better assist parents anticipate their student's learning needs and help educators maintain continuity of services.



REMOTE LEARNING OPTIONS FOR FAMILIES

7. School districts that offer Pre-K will consult their Pre-K curriculum providers regarding appropriate measures to assess a Pre-K student's learning progress during the transition from full-time remote learning to in-person learning.

E. Reporting

1. To evaluate full-time remote learning, and to continue providing meaningful guidance for school districts, it will be important for the New Jersey Department of Education (NJDOE) to understand the extent and nature of demand for full-time remote learning around the State.
 - a. The school district will be expected to report to the NJDOE data regarding participation in full-time remote learning. Data will include the number of students participating in full-time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.

F. Procedures for Communicating District Policy with Families

1. The school district will have clear and frequent communication with parents, in their home language, to help ensure this important flexibility is as readily accessible as possible. Communication must include, at a minimum, information regarding:
 - a. Summaries of, and opportunities to review, the school district's full-time remote learning Policy/Plan;
 - b. Procedures for submitting full-time remote learning requests in accordance with B. above;
 - c. Scope and expectations of full-time remote learning in accordance with C. above;



POLICY

MANASQUAN BOARD OF EDUCATION

Administration
1648.02/Page 8 of 8

REMOTE LEARNING OPTIONS FOR FAMILIES

- d. The transition from full-time remote learning to in-person services and vice-versa in accordance with B. and D. above; and
- e. The school district's procedures for ongoing communication with families and for addressing families' questions or concerns.

G. Home or Out-of-School Instruction

- 1. No provision of this Policy supersedes the district's requirements to provide home or out-of-school instruction for the reasons outlined in N.J.S.A. 18A, N.J.A.C. 6A, or any applicable Board policy unless determined otherwise by the Superintendent or designee.

[See the District's Restart and Recovery Plan – Appendix Q for the protocols/procedures for “Remote Learning Options for Families” which is outlined in the school district's Restart and Recovery Plan.]

New Jersey Department of Education Guidance Document:

“Clarifying Expectations Regarding Fulltime Remote Learning
Options for Families 2020-2021”

Adopted: 13 August 2020

Revised: 15 December 2020



RESTART AND RECOVERY PLAN - FULL TIME REMOTE INSTRUCTION

1648.03 RESTART AND RECOVERY PLAN - FULL TIME REMOTE INSTRUCTION

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On June 26, 2020, the New Jersey Department of Education published "The Road Back - Restart and Recovery Plan for Education" (NJDOE Guidance), a guidance document for reopening New Jersey schools during the COVID-19 pandemic. The Guidance, including revisions, provided school officials with the information necessary to ensure that schools reopen safely and are prepared to accommodate staff and students' unique needs during these unprecedented times. The NJDOE Guidance required school districts to develop, in collaboration with community stakeholders, a "Restart and Recovery Plan" (Plan) to reopen schools that best fit the district's local needs.

The NJDOE Guidance requires the Board of Education to adopt certain policies and the Board previously adopted Policies 1648 and 1648.02 to address these policy requirements. Board policies related to Covid-19 shall only be effective through the current COVID-19 pandemic and will take precedence over any existing Policy on the same or similar subject, unless determined otherwise by the Superintendent.

On August 13, 2020, the Governor of New Jersey signed Executive Order 175 indicating public school districts shall resume partial or full-time in-person instruction during the fall of school year 2020-2021. However, Executive Order 175 also indicates public school districts that are or become unable to satisfy the health and safety requirements for in-person instruction delineated in the NJDOE's "Checklist for Re-Opening of School 2020-2021" and detailed in the "The Road Back - Restart and Recovery Plan for Education" Guidance, may provide full-time remote instruction to all students pursuant to N.J.S.A. 18A:7F-9.

Public school districts that determine they cannot provide in-person instruction must submit documentation to the Department of Education that identifies:

1. The school building(s) or grade level(s) within the district that will provide full-time remote instruction;
2. The specific health and safety standards delineated in the NJDOE's "Checklist for Re-Opening of School 2020-2021," and detailed in



RESTART AND RECOVERY PLAN - FULL TIME REMOTE INSTRUCTION

the "The Road Back - Restart and Recovery Plan for Education" Guidance, that the school is unable to satisfy;

3. The school's anticipated efforts to satisfy the identified health and safety standard(s); and
4. A date by which the school anticipates the resumption of in-person instruction.

Such documentation must be submitted to the Department of Education at minimum one week prior to the public school district's first day of school.

The NJDOE, by way of the Executive County Superintendent, shall request periodic updates from the Superintendent of Schools of a public school district offering only remote instruction to demonstrate the school district is actively engaged in good-faith efforts toward the resumption of in-person instruction.

All instruction, whether in-person instruction or remote instruction, for the 2020-2021 year, shall adhere to the following requirements, and any other requirements imposed by Order, statute, or regulation:

1. A school day, whether in-person or remote must consist of at least four (4) hours of active instruction to students by an appropriately certified teacher, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten, pursuant to N.J.A.C. 6A:32-8.3.
2. District and school policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met pursuant to N.J.S.A. 18A:7F-9.
3. All instructional time shall be provided in accordance with the New Jersey Student Learning Standards (NJSLs).

All public school districts participating in the National School Lunch and Breakfast Programs, regardless of whether they are required to participate or voluntarily opt-in to the programs, must offer the required meals to all children, regardless of eligibility, when the school day involves at least four hours of in-person or remote instruction.



RESTART AND RECOVERY PLAN - FULL TIME REMOTE INSTRUCTION

For the 2020-2021 school year, the use of student growth data based on standardized assessment or student growth percentile shall be waived and shall not be used as a measure of educator effectiveness in the overall evaluation of any educator in accordance with N.J.S.A. 18A:6-123(b)(2) and (4).

Paragraph 8 of Executive Order No. 107 (2020), which prohibits in-person dining at certain establishments that are open to the public, shall not apply to school district cafeterias provided that social distancing can be maintained and access is limited to staff and students and not available to the general public. Such cafeterias must adhere to infection control practices outlined for dining in the applicable reopening documents issued by the Department of Education.

Executive Order 175 – August 13, 2020

Adopted: 15 December 2020

