

Manasquan School District



Health-Related School Closure Preparedness Plan (Rev 3 – 5/12/2020)

Approved by the Manasquan Board of Education May 12, 2020

This plan has been developed according to guidance from the New Jersey Department of Education memorandum dated March 5, 2020 (“Guidance Regarding Requirements for Public Health-Related School Closure”) and subsequent guidance dated May 5, 2020 (“Required Updates to District Public Health-Related School Closure Plans”) that shall guide the District in providing home instruction services in compliance with N.J.A.C. 6A:16-10.1 during a health-related school closure. This plan was implemented beginning on March 16, 2020 and will be used through the end of the 2019-2020 school year.

Communication

The closure of schools due to a health-related situation shall be communicated like all other school closures via the District website, school social media accounts (Facebook & Twitter), and the Honeywell Instant Alert auto-calling system. Included in these communications will be instructions on how to access home instruction lessons as outlined below.

Lesson Preparation, Access, and Distribution

Teachers shall prepare lesson in the event of a school closing per the guidelines below. These lessons are mandatory and, as such, teachers are expected to build in assessment methods to hold students accountable for completion (e.g. grading).

Grades PK-5 (Closed School Days #1 -10)	Lesson Plans and Lesson Materials <ul style="list-style-type: none">• Teachers of students in grades K-5 will prepare 10 days of lesson plans and instructional materials in advance of any school closing.• Plans and lesson materials shall, at minimum, include material from core subjects of English/Language Arts, Mathematics, Science, and Social Studies, and special subjects (Art, Music, Physical Education, Technology, Library/Research).• Teachers of special education students in resource classrooms shall prepare lessons for their students in those subjects.• Teachers of special education students in in-class resource settings shall modify or supplement the general education’s teachers developed plans as they would during normal instruction.• Lesson length should be consistent with classroom instructional time during a normal school day.• Lesson materials shall be able to be stored electronically in a single PDF document but able to be printed and completed on paper.
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<p>Grades PK-5 (Closed School Days #1 -10) (continued)</p>	<ul style="list-style-type: none"> • Teacher(s) shall submit lessons to their supervisor/principal for approval. The supervisor/principal shall maintain an electronic file of all lesson documents ready to be posted to the District website for distribution in the event of a school closing. <p>Access & Distribution</p> <ul style="list-style-type: none"> • PDF documents of lessons prepared by each teacher shall be published to the District’s website at www.manasquanschools.org and prominently displayed on the website’s homepage. Documents will be categorized by teacher. • Printed copies shall be made available for students lacking the resources needed to obtain the lessons and materials online. A physical site shall be established for this distribution of printed materials for students to pick-up, staffed by a school or district administrator. Possible site locations include the school district central office, or other school locations.
<p>Grades PK-5 (Closed School Days #11 and up)</p>	<p>Lesson Plans and Lesson Materials</p> <ul style="list-style-type: none"> • Daily lesson plans will be posted on each homeroom teacher’s individual webpage. The plans will include teacher prepared instructional videos, online assignments from the publishers of our programs and a variety of other resources, and periodic “live” class lessons. All lessons will address the NJSL and our current curriculum. Teachers are available for parent questions via email during school hours. • Weekly lesson plans continue to feature a combination of 1) teacher prepared instructional videos 2) online assignments from the publishers of our programs and a variety of other resources, and 3) periodic “live” class lessons. Live lessons are conducted via Zoom or Canvas. Teachers are available for conferencing with students throughout the week. <ul style="list-style-type: none"> ○ Two live lessons per week via Zoom ○ Varied pre-recorded lessons by grade level. 1-2 per week av. ○ Daily independent lessons (posted on web page K-4; Canvas for grade 5) ○ 1 ELA lesson per day & 1 Math lesson per day ○ 1 Social Studies & 1 Science lesson per week ○ 1 lesson per week for Gym, Art, Music, Tech • Zoom and/or Microsoft Teams are utilized for individualized virtual student meetings and small group instruction for needed support. This includes Special Education, Basic Skills, and ESL support. • IXL Learning (Mathematics, Language Arts, Science, Social Studies assignments & assessments) is utilized for students in Grades 3-5. The standards-based diagnostic module is employed to evaluate students based on progress and grade-level proficiency in core content classes. Both the Standards Mastery and Growth

<p>Grades PK-5 (Closed School Days #11 and up) (continued)</p>	<p>Monitoring IXL diagnostic modules will be employed to assessed learning gaps in students. A summer remediation program is being discussed as a measure to remediate and enrich students in live or online programs to prepare for the 2020-2021 academic year.</p> <ul style="list-style-type: none"> • Teachers will utilize Microsoft One Drive for creating a Shared Folder to forward workbook files and various assignments to students AND to receive completed work from students as a drop box. • PLC/Articulation Virtual Meetings will take place weekly via Microsoft Teams. • Zoom and/or Microsoft Teams can be utilized for individualized virtual student meetings and small group instruction for needed support. This includes Special Education, Basic Skills, and ESL support. <p>Access & Distribution</p> <ul style="list-style-type: none"> • Lesson assignments and materials will be provided on teacher homepages on the District’s website at www.manasquanschools.org. • Any student without access to a computer or internet can contact the District for assistance. Laptop computers will be made available from existing laptop cart allocations to be re-purposed and signed out by students. Students without internet access at home or a convenient location can request a District-owned cellular hotspot. • Technology support will be provided via email or phone and on weekdays during designated hours at a designated location for hardware issues. <i>(Currently 10am-1pm weekdays at Manasquan HS gym entrance.)</i>
<p>Grades 6-12 (including alternative school)</p>	<p>Lesson Plans and Lesson Materials</p> <ul style="list-style-type: none"> • Teachers of students in grades 6-12 in all subjects will be expected to utilize the Canvas learning management system to provide lessons online to students in sequence with the curriculum that was being delivered prior to the school closing. • Teachers create a true “virtual learning experience”- students check in to live lessons on Canvas daily. Both MES and MHS run a modified school day schedule for all students. Attendance is taken (and monitored) on a daily and weekly basis. Teachers employ many different functions of the Canvas platform, including Chat, Discussion Board and Modules. Many lessons are conducted through Conference, where students can interact with other students and their teacher in real time. Teachers engage students in audio and video conferences.

**Grades 6-12
(including
alternative
school)
(continued)**

- Teachers of special education students in resource classrooms shall prepare lessons for their students in those subjects and provide them in Canvas as well.
- Teachers of special education students in in-class resource settings shall modify or supplement the general education’s teachers developed plans as they would during normal instruction and provide these modifications and accommodations in the online Canvas courses. Students are provided numerous ways to demonstrate understanding i.e. projects, tests, quizzes, papers, online testing platforms
- Lesson length should be consistent with classroom instructional time during a normal school day. Lessons shall be available to students on any day in the normal school schedule class would meet (i.e. A scheduled “A” day in school should be an “A” day for virtual lesson).
- Effective 4/6/2020 Manasquan HS will be utilizing a “delayed opening schedule” and run from 9:04 A.M. to 2:30 P.M.
- Effective 4/6/2020 Manasquan HS will modify its rotating day schedule to intersperse “E” days following the pattern A-B-E-C-D-E. On “E” days, there will be no new assignments or assessments. These days provide additional time/opportunity for students to complete assignments and obtain extra help/instruction from content or ICR teachers. On “E” days, students must still “check in” for attendance but these times are for conference with teachers for remediation or enrichment opportunities. This time serves students and teachers well, as the scheduled, standardized “check for understanding” has allowed students to catch up on work and address learning gaps while providing teachers an opportunity to reflect upon, assess an modify lesson plans so as to best meet the needs of all students.
- Effective 4/6/2020 Manasquan ES will be utilizing an “early dismissal schedule” and run from 8:30 A.M. to 1:00 P.M.

Access & Distribution

- All students in grades 6-12 have already been issued District laptops through the District’s one-to-one laptop program.
- Students and parents can always access lessons on Canvas as they do normally. Students can access Canvas using their district-provided laptop computers or home computers, smartphones, etc.
- Students without internet access at home or a convenient location can request a District-owned cellular hotspot.
- Technology support will be provided via email or phone and on weekdays during designated hours at a designated location for hardware issues.

(Currently 10am-1pm weekdays at Manasquan HS gym entrance.)

Students with Disabilities

Delivery of Remote/Virtual Instruction to Implement Individual Education Plans (IEPs)

In our elementary school, there are 97 students with IEPs that require special education instruction, supports and/or modification. Most of the children participate in In-Class Resource programming; however, a small group of children attend a pull out or separate program for academics. Nevertheless, the overall structure of teacher lesson planning remains consistent over the continuum of placements within our elementary school as noted below:

PRE-SCHOOL – GRADE 5

Daily lesson plans are posted on each homeroom teacher's individual webpage. The plans include teacher prepared instructional videos, online assignments from the publishers of our programs and a variety of other resources, and periodic "live" class lessons. All lessons will address the NJSLs and our current curriculum. Teachers are available for parent questions via email during school hours.

DAILY plans include: (Equivalent to 54-minute lessons)

(1) Language arts lesson; AND (1) Mathematics lesson

WEEKLY plans include: (Equivalent to 27-minute lessons)

(1) Science lesson and (1) Social Studies lesson with an accompanying project-based activity that will be assigned on Monday and due by the end of the week on Friday.

(1) Teacher-guided lesson with an accompanying project-based activity that will be assigned on Monday and due by the end of the week on Friday

- Pearson Education – EnVision
- Mathematics Think
- Central – Journeys Reading/Language Arts (Houghton-Mifflin Harcourt)
- FlipGrid – for utilization in sending teacher prepared videos and receiving student prepared video clips
- Zoom – for utilization with "live" classroom lessons or "live" MS Teams lessons
- Additional resources for activities: Seesaw Learning, ABC Mouse, Happy Numbers, RazKids, Wilson Foundations (Gr. K-3), Read Works
- IXL Learning (Mathematics, Language Arts, Science, Social Studies assignments & assessments) – only for students in Grades 3-5
- Teachers utilize Microsoft One Drive for creating a Shared Folder to forward workbook files and various assignments to students AND to receive completed work from students as a drop box.

- Zoom/MS Teams-is being utilized for individualized virtual student meetings and small group instruction for needed support/reteaching. Resource Center teachers meet with their students daily in a zoom lesson. In addition, Wilson reading groups continue as well as supplemental reading support such as Just Words.

GRADES 6-8

Students in Grades 6-8 will continue to be online following a daily schedule and utilizing a virtual classroom through the Canvas Digital Learning Platform. Students will participate in virtual instruction utilizing district issued Dell Tablets.

Monday, Wednesday, Friday – Teachers are engaging students throughout their class period(s) utilizing teacher-prepared FlipGrid videos and Canvas discussion boards, chats, video conferences, and breakout rooms.

Tuesday and Thursday – Teachers initiate the class with a mini-lesson and review the directions for the student’s independent assignments to be completed during the remainder of class time. Teachers are available for the remainder of the period to answer any student questions and provide any needed individual assistance. Special education teachers are utilizing this time for individual/small group support.

Technology/Resources Utilized:

- Canvas – discussion boards, chats, video conferences
- FlipGrid – for utilization in sending teacher prepared videos and receiving student prepared video clips
- Actively Learn – library of online novels
- IXL Learning – Math & Language Arts assessments and assignments / Science & Social studies – assignments
- Gizmos – Virtual Science labs

Grades 9-12

In our high school, there are 144 students with IEPs that require special education instruction, supports and/or modification. Most students participate in In-Class Resource programming; however, a group of students are scheduled for a pull out or separate program for academics/Life skills.

The Canvas platform is the foundation of the virtual learning model at Manasquan High School, as teachers employ Canvas as the primary mode of communication and instruction. Depending on the day’s lesson, the teacher might employ a variety of functions in the Canvas platform:

- Canvas Chat is used for attendance and general information teachers want to share with the students (explanations of that day's assignment or an upcoming conference/quiz, etc. It also is a time used for general conversation as if they were in class (normalcy).
- Canvas Calendar is where teachers post the day's assignment, when it is due, etc.
- Canvas Discussion is used when teachers want to have a longer discussion about a school-related topic or assignment. Students can respond to each other in Discussion which can be helpful.
- Canvas Conferences are used when teachers want to conduct a "live" class. This is as close to a classroom-type atmosphere as they can get. Teachers project anything on their screens (PPT, video, etc.) and they can write on the "virtual smartboard" when teachers ask students questions. Teachers can hear them and see them and vice-versa. Special Education teachers use "private chat" when they want to address a student one-on-one. When a co-teacher is conducting a lesson, the special education teacher can private chat a student to make sure they are understanding and/or to address a missing assignment, etc. (Often students are too shy to answer questions or want to "hide" so this is an important feature)
- Canvas Quizzes are employed which allows the SE teacher to have assessments timed. Teachers using a lot of open-ended questions and allow notes. The students know by now that every assignment is valuable to do and do well since questions will be on a Canvas quiz and they can use those notes to their advantage.

E-Days/Special Education teachers will open a private Conference for each class time just for students with IEPs so that they can have a platform without the pressure of an entire class "watching." The private conference function allows teachers to assess student understanding, differentiate instruction and modify assessments based on individual student needs.

Students Planed in Out-of-District Approved Placement for Disabilities

The district has 35 students (K-12) in outside approved placements. The placements have been coordinating remote/virtual learning with our students. The district receives updates from placements regarding the status of instruction and activities of 1:1 paraprofessionals. Most schools are using cloud-based platform allowing educators to deliver differentiated, standards-aligned content enhanced by assessments, data tools and evidence-based instructional support.

Documenting IEP Implementation

Special Education teachers, CST case managers and related service staff are documenting the activities engaged in to meet the requirements of IEPs.

Special Education Teachers Preschool to Grade 12

- Modified assignments/study guides/resource materials provided to students when appropriate under separate tabs in Canvas
- Programs such as Actively Learn, Flip grid, No Red Ink, Student Desmos, IXL, and Pearson Realize used to support students\
- MS Teams and Canvas conferences keep a memory of all conferences (student interaction) and files shared with students.
- Individualized instruction for students is provided through the Conference feature on Canvas and is tracked and recorded in the system. Extra help opportunities provided every 3rd day through the implementation of E-days with a set time schedule for students to receive extra services.
- Student progress is monitored by more frequent assessments that check for understanding of concepts more frequently than traditional larger in class assessments
- Google phone has been employed to speak directly to students and parents-prompting students to sign in and complete the work.
- Students continue to have access to Study Skills classes that support students with meeting the academic expectations of other classes

CST Case Managers

- Maintain contact with parents via telephone, email and MS team meetings
- Maintain contact with teachers/related service staff via telephone, email and MS team meetings
- Attend when appropriate class virtual lessons to do direct observation of students
- Meeting with Supervisor weekly

Related Service Clinicians

- Maintain contact with parents via telephone, email and MS team/Zoom meetings
- Maintain contact with teachers/related service staff via telephone, email and MS/Zoom team meeting
- Maintain logs of each session that includes duration, activities completed in virtual session
- Meetings with Supervisor every two weeks

Family Follow-Up to Ensure Services are Implemented in Accordance with IEPs

- CST case managers are maintaining close contact with students, parents and teachers on the progress of students.

- CST case managers have been using Google phone, MS team meeting, email to reach out to students, teachers, guidance counselors to coordinate communication and support students.

Conducting Virtual IEP Meetings, Evaluations, and Other Meetings

The District Child Study Teams continue their functioning remotely as if they were in district.

CST are reaching out to parents to schedule Annual Reviews, Re-Evaluation Planning, Evaluation Planning new referral) or Eligibility meetings. Once the date has been established, the CST Secretary schedules the meeting in Frontline (our IEP management system) and forwards that official invitation to the parents via email. This invitation notice is also forwarded to appropriate staff- teachers, guidance, related service, etc.

A draft copy of the IEP is forwarded to the parent in advance of the scheduled IEP meeting.

Utilizing MS Teams or Zoom if parent can't access MS teams, the CST case manager facilitates the IEP meeting. The Case Managers document attendance in the body of the IEP with the date, time and participants. In the body of the IEP, Case Managers note that the meeting was held virtually due to the mandated school closure due to health emergency.

Once the IEP meeting is completed, the Case Manager amends the documents based on discussion at the meeting and finalizes the IEP documents. The CST secretary published them parental portal of Genesis and emails the parent to advise them that the document is now finalized and in the portal for review.

The CST has been completing referrals in process prior to the emergency closing to the best of their ability. The School Social Worker has completed social histories remotely and CST are doing some classroom observations. Inventories when appropriate are also being employed. The CST is completing all work appropriate to be done remotely. Psychological and Educational evaluations will be completed once face to face interactions are permissible.

In addition, the CST is participating in transition meetings with sending district elementary schools to discuss and collaborate on the IEP outlining support and services for students entering the 9th grade in 20-21.

English Language Learners (ELLs)

Several applications and programs are used to provide our ELLs with proper instruction during the school closure that address the 4 domains of reading, writing, listening and speaking. These include:

- Seesaw (Lessons or activities are posted for the students to do or respond to and they make video/audio recordings or do a writing assignment to go along with it)

- Nearpod (the students follow along while the teacher does a live lesson on a variety of topics while responding to the lesson in real time)
- Newsela and Reading A-Z (the students read stories chosen for them based on their reading level and do reading comprehension activities related to the stories)
- Scholastic News (this has videos, news articles, writing assignments, and comprehension activities that go with it about current events that relate to the student's lives)
- Students also use text books which they have been using all year and are very familiar with to continue with our curriculum.

Teachers have been in constant communication with ELL families via email or phone. A district Spanish teacher is the designated translator and has called all parents that don't speak English to relay messages and let them know how their child is doing. Additionally, the Spanish teacher has made flyers relaying important information about lunch pick up etc. for these families.

Access to technology for ELLs with these needs is addressed in the "Access and Distribution" areas above.

Attendance

High School (Grades 9-12)

The high school continues to follow our district and school attendance policy. Each student at the high school sign into their Canvas virtual classroom through the virtual discussion board. Teachers then record daily and period by period attendance in the student information system. Student daily attendance lists are shared with teachers from the office of the vice principal. Students demonstrating attendance issues are communicated with from the vice principals' offices through letter to parents, email and guidance counselor follow up. All students must follow the BOE policy on attendance to receive credit for each course. Failure to comply can result in loss of credit and non-graduation status.

The high school virtual classrooms are monitored each period for student progress on the content presented. The teacher is required to communicate student progress with each student through feedback and assessment. Teachers communicate student progress through our parent portal through the student information system. Students demonstrating to be at risk or not meeting educational goals are engaged to develop strategies, supported by student guidance counselors, child study team, teachers and parents. Parents are notified by voice phone calls, emails, mid quarter progress reports and report cards for each marking period.

Elementary School (Grades 6-8)

Grade 6-8 students are required to sign in at the beginning of each period class through our Canvas Learning Management Platform. Prior to the end of the day, teachers reach out to their students via email who did not participate in class to check on their well-being and reason for absence. Should a student participate in class and neglect to sign in, the teacher adjusts their attendance as present. At the end of the school day, teachers then post their period class attendance in our student information system. Finally, a SIS class attendance report for all

students is run at the end of each day. Students who were not present for more than two of their daily classes are marked absent for the school day.

Elementary School (Grades PK-5)

In Preschool through Grade 5 classes, all students are initially marked present daily. Individual homeroom teachers monitor daily attendance through their remote instruction. If a student does not participate in the day's lesson, the homeroom teacher contacts the parent via email to check on the child's well-being. Homeroom teachers then notify administration of a student who is not regularly attending classes.

School attendance procedures remain in effect during the school closure. Students with extensive absenteeism may be considered to have not successfully completed the instructional program requirements for promotion. Identified students with a growing absenteeism rate are referred to and closely monitored by the school's Intervention and Referral Services (I&RS) Team. Parents are contacted via email to schedule a MS Teams virtual meeting with the I&RS Team to discuss the importance of regular attendance, provide recommendations for improving their child's attendance, and to offer any support to the family that may be needed. The I&RS Team includes a school counselor, a school administrator, and the child's teachers. Depending upon the needs of each individual student, a Child Study Team Case Manager, the ESL teacher, and/or the Spanish teacher for interpretation reasons, may be included in the I&RS meetings. For students who continue to increase absenteeism, the I&RS Team will meet again virtually in MS Teams with the parent/guardian to discuss the reasons for all absences and additional recommendations for improving their child's attendance, as well as discussing how the district may need to proceed regarding promotion. The Elementary School Counselor (Grades K-5) or the Middle School Counselor (Grades 6-8) then conducts weekly check-ins with the identified students and their parent/guardian to encourage regular attendance and to provide any needed support. Case Managers conduct the weekly check-ins for identified classified students with IEPs and their parent/guardian to monitor attendance and provide support. In addition, the ESL teacher conducts the weekly check-ins with identified Hispanic families, with translation assistance by our Spanish teacher, in order to provide support to our second language learners and encourage regular attendance in their daily classes.

Student on Home Instruction

Students receiving existing home instruction services will be evaluated on an individual basis to determine if home instruction should continue remotely or if students can be re-enrolled in their regular courses since those courses are now being conducted remotely.

Food Services

Students eligible for nutrition benefits have been receiving lunches and dinners delivered to their homes. Meals are packed by school employees observing strict handling protocol. Meals are delivered with zero contact; being left at recipients' addresses between 10:00 AM and 11:00 AM daily. Applications for nutrition benefits are being accepted on a continuous basis. Anyone interested in these benefits should visit <https://www.manasquanschools.org/Page/5290> which will provide updated information on how to access meals during the closure.

School Counseling Services

School counselors will work remotely and continue to provide the following services:

- Monitoring of student attendance and engagement
- Following up with families
- Continued research and development of intervention strategies that can be accessed online
- Email access to counselors, SAC and Social Worker during the regular school day
- Access to community mental health services as needed via www.manasquan.k12.nj.us
- Assistance with college planning and applications via, email, Naviance, & SCOIR
- Review of scholarship applications
- Review student course requests for the 2020-2021 school year

Related Services Personnel

Related services personnel will be working remotely. Per a revision in administrative code, during an extended public health related school closure, related services such as OT, PT, speech and counseling may be provided through telemedicine and telehealth or through electronic communications, which include virtual, remote, or other online platforms, as appropriate and as required by the student's IEP to the greatest extent possible.

The length and frequency of each teleconference will vary based upon a student's ability and need, with individualized therapeutic activities and supports used as a component of each session as well. The District will be sending out meeting invitations to video conference using Microsoft Teams working with the District's license.

Special Education Paraprofessionals

All Special Education Paraprofessionals have been engaged in professional development. The seminars assigned are as follows. In addition, depending on assignment, paraprofessionals have been in Zoom lessons such as the Preschool Show and Share.

- What Every Paraprofessional Needs for Student Success and Effective Teamwork
- Google Fundamental Training
- Digital Citizenship
- Role of the Paraprofessional
- Behavior Management
- Dyslexia: Multisensory Structured Literacy; Comprehension and Fluency; Overview of Screening, Assessment, Intervention and Assistive Technology
- Learning Disabilities
- Child Development/Crisis Intervention
- Social Emotional Learning
- ISF/Mindfulness
- Trauma Informed
- Trauma Informed Suicide Prevention
- Trauma Informed Considerations

- Autism and Trauma
- ABA Autism Training Series:
 - The Discrete Trial, Reinforcement, Prompting, Generalization, Incidental teaching
- ABA Jargon:
 - Natural Environment, Generalization, FBA, Functional Communication Training

Facilities

The Manasquan School District has increased sanitization and disinfecting of all hard, nonporous surfaces and common touch points (e.g. door handles, water fountains, cafeteria tables). The District uses Broadband Q256 and RX75, hospital level disinfectants and virucides, to accomplish this task. The District also uses Victory Electrostatic Sprayers that use positively charged ions coupled with chlorinated tablets which kill human Coronavirus within two minutes.

The district has limited access to buildings to a few essential areas. These areas are heavily disinfected daily. If, at any point, a portion of the buildings outside of these designated areas are occupied, those areas are treated with the same disinfecting regimen described above.

Custodial staff is doing regular rounds of both schools to monitor any issues that may arise in unoccupied buildings, such as mold. Boilers are being run for re-heat purposes with dehumidifiers deployed in known high-risk areas.

Summer Programming

Extended School Year (ESY) for Students with Disabilities

Anticipating the possibility that an in-person ESY program will not be allowed, the district is in the process of organizing students by grade level/program to determine how many classes/programs will be needed to meet student need coupled with determining parental support in participating through a virtual model.

21st Century Programs

To provide opportunities for academic enrichment, under Title IV, Part B, of ESSA, the District will explore continued options for those students in our Life Skills Program. The District will work with community-based partnerships and summer employment.

Assessment of Credit Loss/Shortages for HS Seniors & Credit Recovery

School counselors will continue to assess all student in need of credit recovery for graduation purposes. Students short of credits, will be assessed and a correct program plan will be presented to each.

Options Include:

- Additional 5th year of High school in a full-time capacity
- Attend the Manasquan High School, Alternative Academy to recover credits needed in a part time manner
- Enroll in an online credit recovery program, such as Educere, in accordance with the approval of the MHS administration.

Assessment of Learning Loss & Initial Plan for Potentially Addressing Learning Loss

The District will enlist the staff to provide interventions for students who were identified as potentially, “at-risk.” Interventions include the following:

- IEPs (CST)
 - Study Skills pull-out from Specials
 - Inclusion classes
 - Resource classes
- I&RS plans (Basic Skills); 504 plans (Guidance); Grades K-12
- Classroom differentiation
- Peer tutoring (Guidance)
- Homework club (Guidance)
- Credit Recovery for those who have failed a class in grade 9-12.

STEM Programs

The District will explore the opportunity to provide STEM Camps to student throughout the summer.

Expectations for Work Hours and Internal/External Communications

On a health-related school closure day, teachers and other certified staff are expected to be available during normal work hours for phone calls to/from administrators and/or colleagues. Teachers and other certified staff are also expected to check their school email regularly during these work hours and respond to electronic communications from administrators, colleagues, parents, and students as they would normally while in school.

Essential Personnel

The following personnel are designated as essential and **may** be required to report to work:

- Superintendent
- School Business Administrator
- Assistant Superintendent
- Directors, Principals, Assistant Principals, & Supervisors
- Technology Staff
- Custodial Supervisor, Head Custodian, Custodians, & Grounds Staff
- School Security Coordinator & School Safety Officers

Essential personnel shall be scheduled in such a way to minimize contact with other employees or the public with the ability to maintain social distance at all times.

**** All portions of this plan are subject to change based on updated guidance from the NJ Department of Education. ****