



Emergency Virtual or Remote Instruction Plan – 2026-27 School Year

This plan has been developed in accordance with the requirements of P.L. 2020, c. 27 which provides for the continuity of instruction in the event of a public-health related district closure so that the district can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9. This plan would be implemented during a district closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure.

Communication

The closure of schools in accordance with this plan shall be communicated like all other school closures via the District website, school social media accounts (Facebook & Twitter), and the SchoolMessenger alerting and 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	Lesson Plans and Lesson Materials • 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 NJSLs and our current curriculum. Teachers are available for parent questions via email during school hours. Accelerated learning opportunities normally occurring in class will continue to be offered by teachers, to the extent possible, during remote learning and will be so-noted in lesson plans. • 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. ○ Two live lessons per week via MS Teams. ○ Varied pre-recorded lessons by grade level. 1-2 per week av.
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Grades PK-5 (continued)	○ 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 ● 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. ● 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. ● 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. ● Manasquan ES will be utilizing an “early dismissal schedule” and run from 8:30 A.M. to 1:00 P.M. Access & Distribution ● 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.
Grades 6-12 (including alternative school)	Lesson Plans and Lesson Materials ● 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

Grades 6-12 (including alternative school) (continued)	through Conference, where students can interact with other students and their teacher in real time. Teachers engage students in audio and video conferences. Accelerated learning opportunities normally occurring in class will continue to be offered by teachers, to the extent possible, during remote learning and will be so-noted in lesson plans. • 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). • Manasquan HS will be utilizing a "delayed opening schedule" and run from 9:04 A.M. to 2:30 P.M. • 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 and modify lesson plans so as to best meet the needs of all students. • 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.
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	• 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.
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Students with Disabilities

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

PRESCHOOL – GRADE 5

Daily lesson plans shall 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
- MS Teams – 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.
- 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 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 laptops.

Monday, Wednesday, Friday – Teachers will engage 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 will 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 will be available for the remainder of the period to answer any student questions and provide any needed individual assistance. Special education teachers will be utilizing this time for individual/small group support.

Technology/Resources to be 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
- Gizmos – Virtual Science labs

Grades 9-12

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 is 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 will be 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

Child study teams will coordinate with out-of-district placement schools for remote/virtual learning with our students. The district receives updates from placements regarding the status of instruction and activities of 1:1 paraprofessionals. It is expected 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 shall document 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
- 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 Teams 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 shall maintain close contact with students, parents and teachers on the progress of students.
- CST case managers shall utilize MS team meetings, 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 shall continue their functioning remotely as if they were in district.

CST members will reach 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, 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.

English Language Learners (ELLs)

Several applications and programs shall be 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 will be in communication with ELL families via email or phone. The school district's ELL counselor is the designated translator and has called all parents that do not speak English to relay messages and let them know how their child is doing. Access to technology for ELLs with these needs is addressed in the "Access and Distribution" areas above.

Strategies related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country will be provided to relevant teaching staff members by the District's ELL school counselor or through prescribed online training modules.

Attendance

High School (Grades 9-12)

The high school will follow the district and school attendance policy. Each student at the high school will sign into their Canvas virtual classroom through the virtual discussion board. Teachers will 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 will be 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 will be 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 will be 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

In the event of a school closure under the provisions of this plan, students/parents will have an opportunity to sign up for meal delivery service. Students signing up will receive lunches and dinners delivered to their homes. Meals are packed by school employees observing strict handling protocol. Meals will be delivered with zero contact; being left at recipients' addresses between 10:00 AM and 11:00 AM daily.

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
- Support for social and emotional health of staff and students.
- Access to community mental health services as needed
- Assistance with college planning and applications via, email, & SCOIR
- Review of scholarship applications
- Review student course requests for the next school year
- Support for students engaged in credit recovery courses or programs

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 will be 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
- 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

Facilities

The Manasquan School District will increase 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 will also use Victory Electrostatic Sprayers that use positively charged ions coupled with chlorinated tablets which kill human Coronavirus within two minutes.

The district will limit 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 will do 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.

Expectations for Work Hours and Internal/External Communications

On a closure day in accordance with this plan, 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.

Extracurricular Programs

Extracurricular programs will continue to run as scheduled to the extent possible during the period of remote learning. In instances where virtual meetings can be utilized, this can be used as an alternative format to in-person programming.

Childcare

The district's "Warrior Clubhouse" program runs before and after-school childcare to students in Manasquan Elementary School. To the extent possible under the conditions of remote learning, these childcare resources can be leveraged to provide childcare before, during, and after the school day for parents. Students in childcare will also be provided with the appropriate technology (e.g. devices) that may be required to participate in remote learning.

Transportation

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.

Sports transportation will be provided to the extent that athletic events occur during the period of remote learning.

Community Events

The District actively provides events and facilities for use of the larger Manasquan community and to private parties to use district facilities. These will continue to the extent possible during a period of remote learning. If it is necessary for district-sponsored events to be held remotely, the District will use its various online platforms to accomplish this.