

1648 RESTART AND RECOVERY PLAN (M)

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 district-owned school bus, but is unable to maintain social distancing, a face covering must be worn upon entering the school bus by all students who are able to do so in accordance with A.2.c. below.
 - i. 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 bus aides on district-owned school buses shall practice all safety actions and protocols as indicated for other school staff. District-employed school bus drivers



shall wear a face covering and face shield during the loading and unloading process. The face covering and face shield shall not be worn while the bus is in motion.

- 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.
 - i. 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.
 - ii. Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - iii. Results must be documented when signs/symptoms of COVID-19 are observed.
 - iv. 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.



- v. Students and employees with symptoms related to COVID-19 must be safely and respectfully isolated from others.
 - vi. 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.

[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. Procedures 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



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
1. Scheduling
 - a. The school district’s Plan must account for resuming in-person instruction and shall provide steps to shift back to remote learning 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.
 - i. Special Education and English Language Learners (ELLs)
 - (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.]



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 (HIPAA), 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.
 - i. Professional Learning
 - (a) The school district shall grow each teaching staff member’s professional capacity to deliver developmentally appropriate standards-based instruction remotely.
 - ii. 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 full remote schedules 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.

iii. 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 schedules 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 remotely (simulations, virtual tours, etc.)



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RESTART AND RECOVERY PLAN (M)

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

Adopted: 10 August 2020

Appendices

The school district must attach Appendices C, E, F, G, K, N, O, and Q from the district’s Restart and Recovery Plan here as required by this Policy 1648.



Appendix C

Critical Area of Operation #3 – Transportation

Appendix C outlines locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.c., including, but not limited to:

A. Student Transportation

1. Based on a 50/50 hybrid schedule, occupancy on school buses will be below capacity. Recent parent surveys indicate that approximately 20% of parents will choose Full-time Remote Choice learning, therefore, buses are expected to be operating at 40% capacity.
2. Students will be required to wear face coverings at all times.
3. Hand sanitizer will be available to students when entering and exiting the bus.
4. The first row will remain vacant. Students will load back to front, and unload front to back.
5. Only one student per seat (two per row, one on either side of the aisle), siblings may sit together.
6. District-employed school bus drivers shall wear a face covering and face shield during the loading and unloading process.
7. Students and parents will be encouraged to drive.
8. Buses will be cleaned and disinfected after morning routes and at the end of the day. Buses will also be disinfected in between tiers.



Appendix E

Critical Area of Operation #5 - Screening, PPE, and Response to Students and Staff Presenting Symptoms

Appendix E outlines locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.e., including, but not limited to:

A. Screening Procedures for Students and Staff

1. Staff and students will be required to participate in a temperature check screening prior to entering the building.
2. Temperature Screen machines will be placed at designated entrance(s) in each building.
3. The school administration, school nurse, and/or athletic trainer will monitor the designated entrances as staff and students pass through the temperature screen machines.
4. Staff or students who register a temperature of 100.4 degrees or higher, will be directed to the isolation area in the nurse's office for further evaluation.
5. Staff and students will be required to complete a daily COVID-19 Self Evaluation Checklist prior to reporting to school.
 - a. Students will complete the daily COVID-19 Self Evaluation Checklist via the student information system, Genesis.
 - b. Staff will complete the daily COVID-19 Self Evaluation Checklist.

B. Protocols for Personal Protective Equipment (PPE)

1. All students and faculty will wear a face covering. Face covering breaks will be provided throughout the school day when it is safe to do so.
2. Students and staff are expected to provide and wear their own face covering. The district will provide a replacement face covering as needed in the event that a student or staff member forgets their face covering or the face covering breaks or is faulty.



3. Staff and students will have access to gloves in each of their classrooms.

C. Response to Students and Staff Presenting Symptoms

1. A student or staff member presenting with symptoms of COVID-19 or illness must contact the school's Health Office.
2. Students and staff who present with symptoms of COVID-19 will go directly to the school isolation area for further evaluation and containment.

a. Symptoms can include, but are not limited to:

- i. A fever of 100.4° F or greater
- ii. Cough
- iii. Shortness of breath or difficulty breathing
- iv. Chills
- v. Repeated shaking with chills
- vi. Muscle pain
- vii. Headache
- viii. Sore throat
- ix. New loss of taste or smell
- x. Fatigue
- xi. Congestion or runny nose
- xii. Nausea or vomiting
- xiii. Diarrhea

3. Students and staff will immediately be provided with a face covering in the school's isolation area.
4. The school nurse will conduct a health assessment of the student or staff member.
 - a. The student's parent and/or emergency contact will be called to pick up the student.
 - b. The nurse or administration will assist in contacting a family member for the staff member if they wish.
 - c. The student and staff member will remain in the isolation area under the supervision of the nurse or designated staff member until a parent or emergency contact can arrive.



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5. The parent/guardian or staff member will be provided with a document/letter on COVID-19 protocols for medical attention and return to school requirements.
6. The school nurse will notify the Local Health Department (LHD) to initiate Contact Tracing for any person(s) that may have been exposed.
 - a. The school nurse and Director of Guidance & Operations will support the Local Health Department with Contact Tracing efforts.
 - b. The school nurse will notify the Director of Guidance & Operations who will notify the Superintendent.
7. Students or staff who are symptomatic must be evaluated by their medical physician.
 - a. A symptomatic student or staff must provide medical documentation stating they are able to return to school/work before the student or staff will be permitted to return to school.
 - b. Parents of students must submit the medical documentation to the school nurse. The school nurse will inform the principal who may consult with the school physician prior to granting permission for a return to school.
 - c. Staff members must submit medical documentation to the Director of Personnel or the building principal. The Director of Personnel or the building principal may consult with the school physician prior to granting approval to return to work.
8. Students or staff who test positive for COVID-19 must be evaluated by their medical physician.
 - a. Students or staff who test positive for COVID-19 will not be permitted to return to school/work for a minimum of 10 calendar days since symptoms first appeared and at least 24 hours with no fever without fever-reducing medication and symptoms have improved as per [CDC guidelines](#). Prior to being granted permission to return to work/school, medical documentation must be submitted for review and approval.



- b. Parents of students must submit the medical documentation to the school nurse. The school nurse will inform the principal who may consult with the school physician prior to granting permission for a return to school.
 - c. Staff members must submit medical documentation to the Director of Personnel or the building principal. The Director of Personnel or the building principal may consult with the school physician prior to granting approval to return to work.
9. Students and staff who have had close contact with a person who tested positive for COVID-19 will not be permitted into school for a minimum of 14 calendar days as per [CDC guidelines](#).
 - a. Students and staff who were in close contact with a confirmed case of COVID-19 will be directed to monitor their health during quarantine while consulting with their medical provider.
 - b. The School's Health Office will collaborate with the Attendance Office and school administration to ensure that students who have been sent home ill from school, students who have been called out absent from school due to COVID-19, or students who have had close contact with a person who tested positive for COVID-19 do not return to school before obtaining medical clearance.
 - c. Students who cannot return to school due to quarantine or medical restrictions will participate in Remote Learning.



Appendix F

Critical Area of Operation #6 - Contact Tracing

Appendix F outlines locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.f.

- A. The school nurse and Director of Guidance & Operations will support the local Department(s) of Health with Contact Tracing efforts.
 1. The school nurses and Director of Guidance & Operations completed a COVID-19 Contact Tracing course.
 2. When the school nurse is made aware that a student or staff member has tested positive for COVID-19, the school nurse will notify the Department of Health so that the local department of health can conduct Contact Tracing for any person(s) that could have been exposed.
 3. When the school nurse is made aware of possible exposure of students or staff to a person who has tested positive for COVID-19, the school nurse will notify the local health department and the Director of Guidance & Operations.

Freehold Regional High School District Health Department Contacts:

Monmouth County: Englishtown, Farmingdale, Howell, and Marlboro:

50 East Main Street Freehold, NJ 07728

Christopher P. Merkel, M.P.H. Public Health Coordinator Health Officer

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Enrico.Cabredo@co.monmouth.nj.us

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www.VisitMonmouth.com/health

Colts Neck:

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Thomas M. Frank, Health Officer

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tfrank@coltsneck.org



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Freehold Township and Freehold Boro:

1 Municipal Plaza Schanck Rd., Freehold, NJ 07728

Margaret Jahn, Health Officer

732-294-2060 ext. 2061

health@twp.freehold.nj.us, mjahn@twp.freehold.nj.us

Manalapan:

Manalapan Town Hall, 120 Route 522 & Taylors Mills Road, Manalapan, NJ 07726

Keith Levine, Health Officer

732-446-8345

health@twp.manalapan.nj.us, klevine@twp.manalapan.nj.us



Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

Appendix G outlines locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.g.

- A. Facility measures are guided by NJDOE Restart and Recovery Plan for Education, CDC guidance, and other industry specific recommendations and considerations.
- B. Acquisition of COVID specific equipment and CDC/EPA compliant cleaning and disinfecting supplies.
- C. Hand sanitizer, disinfectant wipes, and gloves available in all rooms/common areas throughout schools.
- D. Minimize surface contact by conversion to automated (touchless) bathroom fixtures.
- E. Facility staff deployed to ensure continuous attention to high touch areas throughout the school day. Strategies may include repurposing grounds staff for sanitization during the school day, and/or modifying custodial shift schedules.
- F. Building systems adjusted to provide enhanced ventilation before/during/after building occupancy. HVAC modifications include a two hour pre and post occupancy building flush (provides three full air changes), doubling the amount of fresh air intake during occupancy, and upgrading filters where the equipment is compatible. Window units and fans should be pointed away from occupants to the greatest extent possible.
- G. Water fountains either shut off or converted to bottle fill stations.
- H. Specific procedures for areas with known COVID exposure.



Appendix K

Academic, Social, and Behavioral Support

Appendix K outlines supplemental materials, evidence, and further explanations of the elements listed in the Academic, Social, and Behavioral Supports section in the Board's Plan – Section A.2.a. through A.2.e.

A. Academic

Academic support will be provided to students regularly through in-person individual support and support provided remotely through Google Meets. Teachers will provide feedback via Google Classroom and through in-person instruction. Administrators and staff members will communicate with students and parents through FRHSD email and Google. Staff members will continue routine parent communications. If students are not submitting assignments, teachers will communicate with the student and parent.

Remote tutoring will also be available to students at each high school. Remote tutoring will take place after school hours and will provide students with opportunities to receive additional academic support in Language Arts and Mathematics.

B. Provisions for Addressing English Language Learners (ELLs) and Bilingual Needs

All education resources used during the extended closure will be modified and accommodated to meet the needs of all students as appropriate. Announcements and notifications posted to the District website can be translated to the native language. All teachers of ELLs continue to consider and plan lessons with the state standards, the WIDA Can Do Descriptors, and what is relevant emotionally and cognitively for each student in order to prepare them for real world college and work readiness. Students have been provided links to free internet services, food services, and repeated opportunities to obtain Internet-ready devices. All teachers, administrators, counselors, bilingual paraprofessionals of ELLs call parents regularly to discuss progress and areas of needed improvement. Teachers use Google translate when needed to communicate in writing. The district will use alternate methods of instruction, differentiation, access to technology, and strategies to troubleshoot English Language Learners' access challenges.

C. Social and Behavioral



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Social Emotional Learning (SEL) will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. Faculty and staff will receive ongoing professional development on SEL strategies that can be employed in physical and remote settings. Faculty and staff will be provided with an “SEL Playbook” that will serve as a resource for engaging students in mindful and healthy activities throughout the school day in-person and remotely.

Faculty and staff will support students’ social and emotional well being utilizing a whole child approach by encouraging a focus on mental health and support. Counselors, Student Assistance Coordinators, and the Guidance Professional Learning Community will continually support SEL for students and faculty within each high school. Counselors will meet with students at the start of the school year to assess supports that each student will need. Counselors will ensure that each student is supported in the in-person and remote learning environment.



Appendix N

Scheduling of Students

Appendix N outlines locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section B.3., including, but not limited to:

Technology

In July 2020, all Freehold Regional High School District families completed a mandatory questionnaire regarding their child's access to the internet and electronic device in both the Hybrid and All Students Remote schedules for the 2020-2021 school year. Families completed one questionnaire per child to ensure that each family received the necessary quantity of electronic devices and/or wi-fi hotspots as needed. The devices were distributed to families in late August/early September prior to the start of school. FRHSD purchased additional Chromebooks and Verizon wi-fi hotspots to ensure that student needs will be met continuously throughout the school year.

School Day

The Freehold Regional High School will commence remote only instruction on September 10, 2020 with an intent to resume in person instruction on October 19, 2020.

The schedules and educational program are outlined below.

A. Hybrid Schedule

1. All students will attend their scheduled classes every day, whether the students are in school or at home.
2. The bell schedule will be the partial day schedule; following the rotating block schedule. The partial day schedule for early and late schools is as follows:

FRHSD EARLY SCHOOL PARTIAL DAY BELL SCHEDULE

Freehold Boro, Howell, Manalapan

Block	Start	End
Warning	7:25 am	
1	7:30 am	8:20 am
2	8:25 am	9:15 am
3	9:20 am	10:10 am
4	10:15 am	11:05 am
5	11:10 am	12:00 pm

FRHSD LATE SCHOOL PARTIAL DAY BELL SCHEDULE

Colts Neck, Freehold Township, Marlboro

Block	Start	End
Warning	8:19 am	
1	8:24 am	9:14 am
2	9:19 am	10:09 am
3	10:14 am	11:04 am
4	11:09 am	11:59 pm
5	12:04 pm	12:54 pm



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3. Students at home attend classes on the bell schedule via Google Meet and Google Classroom.

Student support and communication after the partial day is scheduled as follows:

EARLY School		LATE School			
12:00	12:35	12:54	1:29	35 min lunch	
12:35	1:20	1:29	2:14	45 min A-D Cycle Days Common Planning / Course Teams lesson plans and GCr materials, SEL etc.	45 min E-G Cycle Days Professional Learning (Synchronous teaching, technology integration, SEL, etc.)
1:20	2:05	2:14	2:59	45 min A-G Cycle Days Student support / communication A Cycle Day - period 1 extra help (use Classroom Meet link) B Cycle Day - period 2 extra help (use Classroom Meet link) C Cycle Day - period 3 extra help (use Classroom Meet link) D Cycle Day - period 4 extra help (use Classroom Meet link) E Cycle Day - period 5 extra help (use Classroom Meet link) F Cycle Day - period 6 extra help (use Classroom Meet link) G Cycle Day - period 7 extra help (use Classroom Meet link)	

4. Students are in two cohorts: last names A-L and last names M-Z.
 - a. Cohort A-L attends school in person on Mondays, Tuesdays, and alternating Wednesdays, and attends from home on Thursdays, Fridays, and alternating Wednesdays.
 - b. Cohort M-Z attends school in person on Thursdays, Fridays, and alternating Wednesdays, and attends from home on Mondays, Tuesdays, and alternating Wednesdays.
 - c. When students are attending classes in school, they will bring their laptop or Chromebook or tablet to school.
 - d. Students attending class from home via Google Meet must have their camera on and microphone muted. Teachers may ask students to unmute when appropriate to do so.
 - e. Schools will work with families to ensure that siblings and children in the same household will be assigned to the same cohort.

5. Students who have selected All Remote Choice learning will attend their scheduled classes every day on the partial day bell schedule via Google Meet and Google Classroom. This selection will be on a per marking period basis.
 - a. Students attending class from home via Google Meet must have their camera on and microphone muted. Teachers may ask students to unmute when appropriate to do so.

6. Self-contained special education students will attend their scheduled classes in school every day.



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7. English Language Learners (ELLs) will attend their scheduled classes in school every day.
8. Displaced students will attend their scheduled classes in school every day.
9. Monmouth County Vocational School District (MCVSD) students will attend their vocational program on Monday and Tuesday and will attend their scheduled classes in school on the other days.
10. Due to CDC safety and social distancing guidelines, the in-school environment will differ from your child's previous classroom experiences.
 - a. Student desks and chairs will be spaced apart in rows facing forward to maintain social distance, to the maximum extent practicable.
 - b. Students will be required to wear face coverings at all times.
 - c. Students will maintain social distancing, to the maximum extent practicable.
 1. Students who refuse to comply will be addressed on a case-by-case basis that may include counselor intervention or disciplinary measures.
 - d. Students will need to use their own supplies in class.
11. Lunch will not be served in school.
 - a. A "grab and go" lunch option will be available for students before departure.
 - b. Food distribution will continue for families that qualify for assistance.
12. After the partial day schedule ends, teachers will support at-home students during designated time until the end of the full day bell schedule. (see item #A3)
13. The district attendance policy will be in effect whether the student is in school or at home.

B. All Students Remote Schedule

1. All students will attend their scheduled classes every day from home via Google Meet and Google Classroom.
 - a. Students attending class from home via Google Meet must have their camera on and microphone muted. Teachers may ask students to unmute when appropriate to do so.



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- The bell schedule will be the partial day schedule; following the rotating block schedule. The partial day schedule for early and late schools is as follows:

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Freehold Boro, Howell, Manalapan

Block	Start	End
Warning	7:25 am	
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4	10:15 am	11:05 am
5	11:10 am	12:00 pm

FRHSD LATE SCHOOL PARTIAL DAY BELL SCHEDULE

Colts Neck, Freehold Township, Marlboro

Block	Start	End
Warning	8:19 am	
1	8:24 am	9:14 am
2	9:19 am	10:09 am
3	10:14 am	11:04 am
4	11:09 am	11:59 pm
5	12:04 pm	12:54 pm

- After the partial day schedule ends, teachers will support students during designated time until the end of the full day bell schedule. Student support and communication after the partial day is scheduled as follows:

EARLY School		LATE School		
12:00	12:35	12:54	1:29	35 min lunch
12:35	1:20	1:29	2:14	45 min A-D Cycle Days Common Planning / Course Teams lesson plans and GCr materials, SEL etc.
				45 min E-G Cycle Days Professional Learning (Synchronous teaching, technology integration, SEL, etc.)
1:20	2:05	2:14	2:59	45 min A-G Cycle Days Student support / communication A Cycle Day - period 1 extra help (use Classroom Meet link) B Cycle Day - period 2 extra help (use Classroom Meet link) C Cycle Day - period 3 extra help (use Classroom Meet link) D Cycle Day - period 4 extra help (use Classroom Meet link) E Cycle Day - period 5 extra help (use Classroom Meet link) F Cycle Day - period 6 extra help (use Classroom Meet link) G Cycle Day - period 7 extra help (use Classroom Meet link)

- The district attendance policy will be in effect.

C. Educational Program

- Remote learning during the 2020-2021 school year will differ from last spring due to feedback and recommendations from students, staff, parents, and community members.
- Expectations for teachers and students in either a Hybrid or All Students Remote schedule are the same to support transitions between schedules as required.
- All students will attend their scheduled classes every day, whether the student is in school or at home.



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- a. When students are attending classes in school, they will bring their laptop or Chromebook or tablet to school.
 - b. When students are attending classes from home, they will attend their scheduled classes on the bell schedule via Google Meet and Google Classroom.
 - c. Students attending class from home via Google Meet must have their camera on and microphone muted. Teachers may ask students to unmute when appropriate to do so.
4. All individualized supports, modifications, and accommodations required by IEP and 504 plans will be provided in Hybrid and All Student Remote schedules.
 5. All education resources required for use by English Language Learners will be modified and accommodated as appropriate.
 6. After the partial day schedule ends, teachers will support students during designated time until the end of the full day bell schedule. Student support and communication after the partial day is scheduled as follows:

EARLY School		LATE School		
12:00	12:35	12:54	1:29	35 min lunch
12:35	1:20	1:29	2:14	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> 45 min A-D Cycle Days Common Planning / Course Teams lesson plans and GCr materials, SEL etc. </div> <div style="width: 45%;"> 45 min E-G Cycle Days Professional Learning (Synchronous teaching, technology integration, SEL, etc.) </div> </div>
1:20	2:05	2:14	2:59	45 min A-G Cycle Days Student support / communication A Cycle Day - period 1 extra help (use Classroom Meet link) B Cycle Day - period 2 extra help (use Classroom Meet link) C Cycle Day - period 3 extra help (use Classroom Meet link) D Cycle Day - period 4 extra help (use Classroom Meet link) E Cycle Day - period 5 extra help (use Classroom Meet link) F Cycle Day - period 6 extra help (use Classroom Meet link) G Cycle Day - period 7 extra help (use Classroom Meet link)

7. The FRHSD Grading System and Genesis will be used to measure and communicate student progress and to determine Marking Period and Final Grades.
8. The district attendance policy will be in effect.



Appendix O

Staffing

Appendix O outlines locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Sections B.4., B.5., and B.6.

A. Staffing

Teachers serve as the number one in-school factor impacting student learning. Regardless of the environment, teachers should clearly understand expectations and be supported and held accountable for student learning.

1. Communications related to these expectations will include:
 - a. FRHSD Charting the Course to Reopening Schools,
 - b. FRHSD Restart and Recovery Plan to Reopen Schools,
 - c. FRHSD Evaluation Handbook,
 - d. Duly promulgated communications from Central Office and Building Administration, and
 - e. Supervisory feedback.

Districts should consider access and equity for all staff to ensure continuity of student learning. School reopening plans and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and childcare concerns.

1. Input from staff members was gathered to inform the purchase of devices and software licenses that met different staff needs, such as ChromeBooks, WebCameras, Screencastify, and XP Pens, as well as the onsite repair of their district issued laptops.
2. The 2020-2021 School Year Calendar was modified to provide professional development at the start of the school year to support staff needs in the areas of technology as well as social and emotional health.
3. A staff survey was sent out in July to solicit staff responses related to childcare concerns, so that information related to licensed child care agencies, as well as information related to FFCRA leaves of absence could



be provided. This was done well in advance to ensure that staff members had adequate time to find acceptable alternate childcare options as needed, or to consider taking a leave of absence, or intermittent leave of absence in accordance with FFCRA.

B. Staff Roles/Additional Staff Concerns

Staff roles and responsibilities will also have to accommodate new health and safety regulations, including the responsibility to monitor student movement, hallway traffic, and maintain safety according to established guidelines. Instructional and non-instructional staff schedules may also include designated time to support school building logistics required to maintain health and safety requirements. Information Technology Department staff and all District Teacher Coaches will be designated to support evolving technology-related needs. Substitute Teachers will be assigned to work in one designated school. Internships will take place remotely or be rescheduled for future semesters.

Staff roles and essential functions are delineated in FRHSD job descriptions, which include built-in flexibility to support the student hybrid and remote learning needs. When making staffing scheduling and assignments, districts must comply with all applicable employment laws including but not limited to the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable state laws. Additionally, prior to finalizing any COVID related changes for the 2020-2021 school year, districts should also consult with the local bargaining units and legal counsel.

1. Virtual meetings were held with the Freehold Regional Educational Association on July 1, 2020 and July 21, 2020 to discuss issues related to the 2020-2021 school year.
2. Consultations with the Board's Legal Counsel are ongoing as appropriate.

In response to COVID-19, the NJDOE has provided flexibility in multiple areas: Mentoring, Evaluation and Certification.

A. Mentoring Flexibility

The FRHSD's Mentoring and Induction Program will pivot to provide differentiated support to both mentors and new staff. The Induction Coordinator and Induction Specialists will support and collaborate with these staff members in person, remotely, using various means, including the New Staff Google Classroom. Mentoring may take place remotely and may include regular socially distant one-to-one contact, mentoring observations, feedback, and collaborating together online when analyzing student data. As always, mentoring observations



should remain confidential and non-evaluative. In addition to the topics that are typically addressed through the mentoring program, others will be added to provide differentiated support to new staff, including:

1. identifying technology needs and related professional development;
2. providing effective instruction in the district's hybrid and remote learning environment as needed;
3. exploring Social & Emotional Learning (SEL) and Self-Care;
4. designing varied opportunities to build a professional network and plan for SEL with students;
5. creating safe, supportive, and equitable learning environments that promote student SEL; and
6. using data to continuously reflect on Self-Care and student SEL.

B. Evaluation Flexibility

While the NJDOE has offered guidance for the 2019-2020 school year around staff evaluation, specific guidance for the 2020-2021 school year has yet to be announced, and will inform the formal evaluation process, if and when it is issued. The 2019-2020 NJDOE guidance can be found here: [Educator Evaluation During Extended School Closure as a Result of COVID-19](#). The FRHSD will distribute an updated Certificated Staff Evaluation Handbook and Board of Education Policies related to the evaluation of all staff at the start of the school year.

C. Certification Flexibility

Through a regulatory modification ("waiver") of certification requirements, the New Jersey Department of Education (NJDOE) is providing certification candidates who apply during the public health emergency flexibility by deferring the completion of certain certification assessment requirements until July 31, 2021. The FRHSD's Personnel Office is monitoring these modifications as staffing needs continue to emerge. The 2020-2021 NJDOE Guidance can be found here: [Temporary Flexibilities for other Instructional and Educational Services Candidates Applying for Certification During the COVID-19 Public Health Emergency](#).



Appendix Q

Remote Learning Options for Families

This school district should include in Appendix Q the locally developed protocols and Policy Guide 1648.02 addressing the anticipated minimum standards as required by the NJDOE Guidance titled “Clarifying Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021”.

The full-time remote learning will be referred to as “Full-time Remote Choice” in Policy 1648 and district communications.

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 contact the Principal or designee of the building with any questions on: a request to transition from the Hybrid Schedule with in-person learning to full-time remote learning; a request to transition from full-time remote learning to the Hybrid Schedule with in-person learning; 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 Policy addresses the following:

A. Unconditional Eligibility for Full-time Remote Learning

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 request to the Principal or designee of the school building. To request full-time remote learning at the beginning of



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the school year, the parent will be required to complete a form in the Genesis Parent Portal at least 20 calendar days before the student is eligible to commence full-time remote learning at the beginning of the school year.

A student that chooses to transition to full-time remote during the school year, a request must be provided to the Principal or designee at least 5 calendar days before the student is eligible to commence full-time remote learning.

2. The request for the student to receive full-time remote learning shall include:
 - a. The student's name, school, and grade;
 - 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.
 - i. 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.
3. Upon receiving the 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.

4. The Principal or designee will review the request and upon satisfaction of the procedures outlined in this Policy, the Principal or designee will provide approval of the parent's request for full-time remote learning.
 - 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.
5. The Principal's written approval of the request shall be provided to the parent within 5 calendar days of receiving the parent's 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. Procedures to Transition from Full-Time Remote Learning to the Hybrid Schedule with In-Person Learning

1. A parent may request their student transition from full-time remote learning to the Hybrid Schedule with in-person learning, if in-person services are being provided, by submitting a written request to the Principal or designee of the building. This request must be submitted at least 14 calendar days before the beginning of the marking period before the student will be eligible for the Hybrid Schedule in-person learning.
2. A student is only eligible to transition from full-time remote learning to the Hybrid Schedule with in-person learning commencing at the beginning of a marking period.
3. The request from the parent for the student to transition from full-time remote learning to the Hybrid Schedule with in-person learning shall include:
 - a. The student's name, school, and grade;
 - b. The Hybrid Schedule with in-person learning may only commence for a student transitioning from full-time remote learning to the Hybrid Schedule with in-person learning in accordance with D.2 above; and



- c. Any additional information the Principal or designee determines would be important on the student's transition from full-time remote learning to Hybrid Schedule with in-person learning
 4. A student previously approved for remote learning wanting to transition into the school district's Hybrid Schedule with in-person learning must spend at least one marking period in remote learning before being eligible to transition into the school district's Hybrid Schedule with in-person learning.
 - 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 Hybrid Schedule with in-person learning.
 - 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.
- D. Educational Program for Full-Time Remote Choice Learning
 1. Remote learning during the 2020-2021 school year will differ from last spring due to feedback and recommendations from students, staff, parents, and community members.
 2. Expectations for teachers and all student cohorts in all classes are the same to support transitions between schedules as required. The daily learning plan is the same for all student cohorts in the class.
 3. Students that have selected Full-time Remote Choice will attend their scheduled classes on the partial day bell schedule via Google Meet and Google Classroom; following the rotating block schedule. This selection will be on a per marking period basis.
 - a. Students attending class from home via Google Meet must have their camera on microphone muted. Teachers may ask students to unmute when appropriate to do so



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4. All individualized supports, modifications, and accommodations required by IEP and 504 plans will be provided in both the Hybrid and All Student Remote schedule.
5. All education resources required for use by English Language Learners will be modified and accommodated as appropriate.
6. After the partial day schedule ends, teachers will support students during designated time until the end of the full day bell schedule.
7. The FRHSD Grading System and Genesis will be used to measure and communicate student progress and to determine Marking Period and Final Grades.
8. The district attendance policy will be in effect.

