



Freehold Regional High School District
Charting the Course to Reopening Schools

Restart and Recovery Plan to Reopen Schools

Fall 2020

Board of Education

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Introduction

On June 26, 2020, the New Jersey Department of Education (NJDOE) published “The Road Back – Restart and Recovery Plan for Education” (NJDOE Guidance), a Guidance document to assist New Jersey school districts to develop, in collaboration with community stakeholders, a Restart and Recovery Plan (Plan) to reopen schools in September 2020 that best fits the school district's local needs. The NJDOE Guidance presents information for New Jersey public school districts related to four key subject areas: Conditions for Learning; Leadership and Planning; Policy and Funding; and Continuity of Learning.

The Board of Education Restart and Recovery Plan (Plan) has been developed to be consistent with the requirements in the NJDOE Guidance with consideration to the school district's local needs in order to ensure school(s) in the district reopen safely and are prepared to accommodate students' unique needs during this unprecedented time.

To ensure consistency with respect to the health and safety of school communities across the State, the NJDOE Guidance speaks specifically to health and safety measures identified as "anticipated minimum standards." These “anticipated minimum standards” are items the NJDOE Guidance recommends a school district incorporate into the Plan as definite components related to health, safety, and operations. Through this established set of Statewide standards, the NJDOE can ensure the State's educational health does not come at the expense of public health. The “anticipated minimum standards” in the NJDOE Guidance are listed and have been incorporated into the school district's locally developed Plan.

The NJDOE Guidance also provides “considerations” that may help school officials in strategizing ways to adhere to the “anticipated minimum standards”, but do not represent necessary components of the Plan. These “considerations” are not listed in the school district Plan, but school officials have reviewed and incorporated the “considerations” included in the NJDOE Guidance when developing the Plan.

The NJDOE Guidance uses the term “should” throughout the document when referencing “anticipated minimum standards ... that school districts should incorporate into their reopening plans as definitive components related to health, safety, and operations.” Therefore, those provisions in the NJDOE Guidance listed as “anticipated minimum standards” have been interpreted to be required components in the Plan.

The NJDOE Guidance uses the term “school districts” or “schools” or “districts” when referring to the completion of tasks. For example, “districts must develop a schedule for increased routine cleaning and disinfection.” This Plan assigns the responsibility for completing tasks to “school officials” which would be the Superintendent of Schools or a designee of the Superintendent of Schools.

The NJDOE Guidance requires a Board Policy to address several elements outlined in the NJDOE Guidance. The Board of Education has adopted Board Policy 1648 – Restart and Recovery Plan that includes the policies required in the NJDOE Guidance.

This Plan is aligned with the requirements outlined in the NJDOE Guidance. The Appendices section of this Plan include the school district's unique and locally developed protocols to ensure school(s) in the district reopen safely and are prepared to accommodate staff and students' unique needs during this unprecedented time. Also included in the Appendices section is a chart that includes all websites and outside guidance information that are listed in the NJDOE Guidance.

The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by the Executive Order of the Governor of New Jersey and are subject to change.

THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

The Board of Education's Restart and Recovery Plan addresses four key subject areas:

- A. Conditions for Learning;
- B. Leadership and Planning;
- C. Policy and Funding; and
- D. Continuity of Learning.

A. Conditions for Learning

Conditions for learning involve the social, emotional, and environmental factors that can impact educator capacity to teach and student capacity to learn, including standards for maintaining healthy and safe school conditions. As schools reopen, the impact of social isolation on both educators and students is a key area of concern.

Conditions for Learning include: Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning; and Academic, Social, and Behavioral Supports

- 1. Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning; and Academic, Social, and Behavioral Supports

The Health and Safety Section of the Board's Plan identifies Ten Critical Areas of Operation which the Board has addressed in the Plan: General Health and Safety Guidelines; Classrooms, Testing, and Therapy Rooms; Transportation; Student Flow, Entry, Exit, and Common Areas; Screening, PPE, and Response to Students and Staff Presenting Symptoms; Contact Tracing; Facilities Cleaning Practices; Meals; Physical Education; and Field Trips, Extra-Curricular Activities, and Use of Facilities Outside School Hours.

Throughout this Health and Safety Section, the provisions marked "anticipated minimum standards" as outlined in the NJDOE Guidance have been incorporated into the Board's Plan and related protocols, as applicable.

The Health and Safety section of the NJDOE Guidance also provided "additional considerations" to assist school officials in considering ways to adhere to the anticipated minimum standards. These provisions are also consistent with the Board's general obligation to ensure the health and safety of its students and staff pursuant to N.J.S.A. 18A:40-6 and N.J.A.C. 6A:16-2.1. District officials should abide by the advice of local health officials to determine the safest course of action based on local circumstances, which will change as the public health landscape evolves. The health and safety of students and staff is the number one priority and has guided all decisions of the Board's Plan.

Ten Critical Areas of Operation

- a. Critical Area of Operation #1 - General Health and Safety Guidelines – Anticipated Minimum Standards Incorporated into the Plan
 - (1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:

- (a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
- (b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and remote learning.
- (c) The CDC's Guidance for Schools will be followed.
- (d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.
- (e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions.

[See Appendix A – Critical Area of Operation #1 – General Health and Safety Guidelines]

- b. Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan
 - (1) Face coverings are required at all times in the school building and on the school buses. The face coverings are required when entering and exiting the buses and when entering and exiting the school building. Opportunities for face covering breaks will be incorporated into the daily schedule.
 - (2) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
 - (3) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
 - (4) Use of shared objects should be limited when possible or cleaned between use.
 - (5) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.

- (6) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
 - (a) In each classroom (for staff and older children who can safely use hand sanitizer).
 - (b) At entrances and exits of buildings.
 - (c) Near lunchrooms and toilets.
 - (d) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- (7) Students will be reminded to wash hands for at least twenty seconds and/or use hand sanitizer at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
 - (a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

[See Appendix B – Critical Area of Operation #2 – Classroom, Test, and Therapy Rooms]

c. Critical Area of Operation #3 – Transportation – Anticipated Minimum Standards Incorporated into the Plan

- (1) Face coverings are required at all times on the school buses. The face coverings are required when entering and exiting the buses and when entering and exiting the school building.
- (2) Every school bus, either district-owned or contracted, should be sanitized before and after each bus route.

[See Appendix C – Critical Area of Operation #3 – Transportation]

d. Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas – Anticipated Minimum Standards Incorporated into the Plan

- (1) The Board's Plan should establish the process and location for student and staff health screenings.
- (2) Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain socially distanced, to the maximum extent practicable, in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

[See Appendix D – Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas]

- e. Critical Area of Operation #5 – Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms – Anticipated Minimum Standards Incorporated into the Plan
- (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
 - (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
 - (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - (c) Results must be documented when signs/symptoms of COVID-19 are observed.
 - (d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
 - (2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:
 - (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
 - (b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
 - (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:
 - (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 - (ii) Following current Communicable Disease Service guidance for illness reporting.

- (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
 - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.
 - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Services Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
 - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
 - (4) School staff and visitors are required to wear face coverings.
 - (5) If a visitor refuses to wear a face covering and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility will be denied.

[See Appendix E – Critical Area of Operation #5 – Screening, PPE, and Response to Students and Staff Presenting Symptoms]

f. Critical Area of Operation #6 – Contact Tracing

- (1) The NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee should be provided information regarding the role of contact tracing conducted by State, county, and local officials.
- (2) School officials should engage the expertise of their school nurses on the importance of contact tracing.
- (3) The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course.

[See Appendix F – Critical Area of Operation #6 – Contact Tracing]

g. Critical Area of Operation #7 – Facilities Cleaning Practices –Anticipated Minimum Standards Incorporated into the Plan

- (1) School officials 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.

- (2) The Board's Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
- (a) A schedule for increased routine cleaning and disinfection.
 - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. door knobs, light switches, classroom sink handles, countertops).
 - (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
 - (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
 - (i) Classroom desks and chairs;
 - (ii) Lunchroom tables and chairs;
 - (iii) Door handles and push plates;
 - (iv) Handrails;
 - (v) Kitchens and bathrooms;
 - (vi) Light switches;
 - (vii) Handles on equipment (e.g. athletic equipment);
 - (viii) Buttons on vending machines and elevators;
 - (ix) Shared telephones;
 - (x) Shared desktops;
 - (xi) Shared computer keyboards and mice;
 - (xii) Drinking fountains; and
 - (xiii) School bus seats and windows.
 - (e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

[See Appendix G – Critical Area of Operation #7 – Facilities Cleaning Practices]

h. Critical Area of Operation #8 – Meals – Anticipated Minimum Standards Incorporated into the Plan

- (1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board’s Plan, if applicable:
 - (a) Stagger times to allow for social distancing standards to the maximum extent practicable and clean and disinfect between groups.
 - (b) Discontinue family style, self-service, and buffet.
 - (c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
 - (d) Space students at least six feet apart, to the maximum extent practicable.
 - (e) Require individuals to wash their hands after removing their gloves or after directly handling used food service items.

[See Appendix H – Critical Area of Operation #8 – Meals]

i. Critical Area of Operation #9 – Physical Education – Anticipated Minimum Standards Incorporated into the Plan

- (1) The Board’s Plan regarding physical education should include protocols to address the following:
 - (a) If two or more groups are participating in physical education at the same time, there will be at least six feet of open space between the two groups, to the maximum extent practicable.
 - (b) The use of cones, flags, tape, or other signs to create boundaries between groups.
 - (c) A requirement that all individuals always wash hands/use hand sanitizer immediately following outdoor instruction/activity.
 - (d) No shared equipment will be used during Physical Education classes.
 - (e) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
 - (f) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.

- (i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.
 - (ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
- (2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment) and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.

[See Appendix I – Critical Area of Operation #9 – Physical Education]

j. Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours – Anticipated Minimum Standards Incorporated into the Plan

- (1) The Board’s Plan should adhere to all applicable social distancing standards to the maximum extent practicable and hygiene protocols during any extra-curricular activities.
- (2) External community organization requests to use school/district facilities will not be considered until the students return to the traditional full-time in-person schedule.

[See Appendix J – Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours]

2. Academic, Social, and Behavioral Supports

In addition to taking the steps listed in the Health and Safety Guidelines section to protect students’ and educators’ physical health, leaders must also consider the impact of social isolation on both educators and students. School officials are not mandated to develop protocols for these elements as these elements are not “anticipated minimum standards” in the NJDOE Guidance. However, the NJDOE recommends school officials consider the following elements while developing the Board’s Plan.

While only a small introduction to these elements is included in this Plan, a more detailed explanation and further considerations in the NJDOE Guidance are under the Academic, Social, and Behavioral Supports section to reference as the Plan is being developed. School officials may use the supports listed in the NJDOE Guidance.

The elements listed below in A.2.a. through A.2.e. provide an explanation for school officials to indicate if the strategy is:

- Not being utilized
- Being developed by school officials
- Currently being utilized

There is space provided below in A.2.a. through A.2.e. for a brief explanation of the school district's status for each element.

[See Appendix K – Supplemental Materials and Explanations for Academic, Social, and Behavioral Supports]

a. Social Emotional Learning (SEL) and School Culture and Climate

Currently being utilized

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 of 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.

b. Multi-Tiered Systems of Support (MTSS)

MTSS is a systematic approach to prevention, intervention, and enrichment in grades nine through twelve for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support.

Currently being utilized

The District currently implements Intervention and Referral Services (I&RS) to coordinate services and systems to address a range of needs for students in the general education program. The I&RS team develops a plan consisting of goals, interventions, and timelines designed to address the needs of identified students.

c. Wraparound Supports

Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment.

Currently being utilized

To meet the more complex needs of students, the District provides tiered support systems to students through Intervention and Referral Services (I&RS), 504 plans, and Individual Education Plans (IEPs). Related services are available to eligible students. Mental health and behavioral concerns can be addressed in-district therapeutically; students can participate in individual or group counseling with a school psychologist, social worker, or licensed school counselor, or be part of an overall therapeutic class or structured educational placement. To further address academic, social/emotional, or behavioral needs, an extended school year program is offered to eligible students. As

needed or requested, information regarding community wrap-around services are provided to students and their families.

d. Food Service and Distribution

School meals are critical to student health and well-being, especially for low-income students. The NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of students during all phases of school reopening.

Currently being utilized

Grab-and-Go meals will be available to all students regardless of pay status (paid/reduced/free) at the end of the in-person learning day.

The meal package can contain both breakfast and lunch, and for multiple days. The National School Lunch Program will allow up to five days' worth of meals to be distributed at one time. If multiple Grab-and-Go meals are too difficult for a student to manage, families can access meals at the time and locations to be used by All Remote Choice families.

A simple, transportation friendly menu will be utilized at the beginning of the school year. Students will access the Grab-and-Go meals in the cafeteria prior to boarding their bus. Families will be encouraged to establish/utilize their pre-pay account to expedite payment by scanning their student ID.

e. Quality Child Care

Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families who otherwise would not utilize child care will now require it.

Not Being Utilized

[See Appendix K – Supplemental Materials and Explanations for Academic, Social, and Behavioral Supports]

B. Leadership and Planning

The Leadership and Planning Section of the Board's Plan references guidance, requirements, and considerations for the school district regarding district and school-wide logistical and operational issues with which administrators will contend in planning to reopen schools.

The provisions marked "anticipated minimum standards" as outlined in the Guidance have been incorporated into the Board's Plan and corresponding protocols, as applicable.

The Leadership and Planning section of the Guidance also provided "additional considerations" that assisted school officials in considering ways to adhere to the "anticipated minimum standards".

1. Establishing a Restart Committee

- a. A Restart Committee should be established as collaboration is critical to the development of the Board’s Plan.
- b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.
- c. The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board’s Plan.
- d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
- e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

- a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.
- b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
- c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.
- d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.
- e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
- f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:
 - (1) School Principal or Lead Person;
 - (2) Teachers;
 - (3) Child Study Team member;

- (4) School Counselor or mental health expert;
- (5) Supervisor;
- (6) School Nurse;
- (7) Teachers representing each grade band served by the school district and school;
- (8) School safety personnel;
- (9) Members of the School Safety Team;
- (10) Custodian; and
- (11) Parents.

g. The Pandemic Response Team is responsible for:

- (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
- (2) Adjusting or amending school health and safety protocols as needed.
- (3) Providing staff with needed support and training.
- (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
- (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
- (6) Providing necessary communications to the school community and to the school district.
- (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

3. Scheduling

a. The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.

- b. Remote Learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction remotely during limited periods throughout the school year due to a local or Statewide public health emergency.
 - (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours.
 - (2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.
- c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
 - (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
 - (2) For medically fragile staff, reasonable accommodations, which may include remote working or other workplace modifications are ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- d. The school district should accommodate educators teaching in-person, hybrid, and remote learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in the classroom receive instruction. School officials may:
 - (1) Provide teachers common planning time.
 - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
 - (a) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
 - (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
 - (4) Develop protocols for busing and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
 - (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages

the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.

- e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board’s Plan.

[See Appendix N – Scheduling of Students]

4. Staffing

- a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board’s Plan 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 child care concerns.
- b. When making staffing scheduling and assignments, the school district 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-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.
- c. The Board’s Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
 - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
 - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
 - (3) Certification
 - (a) Performance Assessment (edTPA) Guidance provides a description of the NJDOE's waiver of the teacher certification performance assessment

(edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

- (b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

5. In-Person and Hybrid Learning Environments: Roles and responsibilities

- a. In a fully in-person or Hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.
- b. Instructional staff should:
 - (1) Reinforce social distancing protocol with students and co-teacher or support staff.
 - (2) Limit group interactions to maintain safety.
 - (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
 - (4) Become familiar with district online protocols and platforms.
 - (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and Hybrid and full remote learning environments.
 - (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
 - (7) Provide regular feedback to students and families on expectations and progress.
 - (8) Set clear expectations for remote and in-person students.
 - (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
 - (10) Develop opportunities for real-time interactions with students (office hours, remote meetings, etc.).
 - (11) Instruct and maintain good practice in digital citizenship for all students and staff.
 - (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.

- (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- c. Mentor teachers should:
- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
 - (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
 - (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
 - (5) Continue to maintain logs of mentoring contact.
 - (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
 - (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or remotely, administrators should:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the remote learning environment and inform in-person instruction.
 - (2) Provide time for staff collaboration and planning (See Scheduling section).
 - (3) Prioritize vulnerable student groups for face-to-face instruction.
 - (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a remote environment.
 - (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
 - (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to remote learning.
 - (7) Define and provide examples of high-quality instruction given context and resources available.

- (8) Assess teacher, student, and parent needs regularly.
- (9) Ensure students and parents receive necessary supports to ensure access to instruction.
- (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the remote environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
- (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
- (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning schedules.
- (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning schedules.
- (17) Support families in connecting with teachers and other services they need to be successful in navigating the remote environment.

e. Educational services staff members should:

- (1) Lead small group instruction in a remote environment.
- (2) Facilitate the remote component of synchronous online interactions.
- (3) Manage an online platform for small groups of in-person students while the teacher is remote.
- (4) Assist with the development and implementation of adjusted schedules.
- (5) Plan for the completion of course requests and scheduling (secondary school).
- (6) Assist teachers with providing updates to students and families.
- (7) Support embedding of SEL into lessons.

- (8) Lead small group instruction to ensure social distancing standards to the maximum extent practicable.
 - (9) Consider student grouping to maintain single classroom cohorts.
 - (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- f. Support staff/paraprofessionals may:
- (1) Lead small group instruction to ensure social distancing.
 - (2) Consider student grouping to maintain single classroom cohorts.
 - (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
 - (4) Provide real-time support during remote sessions.
 - (5) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
 - (6) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
 - (7) Lead small group instruction in a remote environment.
 - (8) Facilitate the remote component of synchronous online interactions.
- g. Substitutes
- (1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
 - (2) Develop roles and responsibilities for substitute teachers in both remote and hybrid settings.
 - (3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.
 - (4) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

- a. To ensure all staff supporting remote learning are prepared to provide or support instruction on day one, the school officials should:

- (1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
 - (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
 - (3) To the extent possible, provide district one-to-one instructional devices and connectivity.
 - (4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).
- b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:
- (1) Train student teachers to use technology platforms.
 - (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
 - (3) Survey assistant teachers to determine technology needs/access.
 - (4) Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- c. Student teachers should:
- (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
 - (2) Lead small group instruction (in-person to help with social distancing).
 - (3) Co-teach with cooperating teacher and maintain social distancing standards to the maximum extent practicable.
 - (4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
 - (5) Implement modifications or accommodations for students with special needs.
 - (6) Facilitate one-to-one student support.
 - (7) Lead small group instruction remotely while the classroom teacher teaches in-person.
 - (8) Provide technical assistance and guidance to students and parents.
 - (9) Develop online material or assignments.
 - (10) Pre-record direct-instruction videos.

- (11) Facilitate student-centered group learning connecting remote and in-person students.
- d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:
- (1) Best practice and guidance from the American Academy of Pediatrics.
 - (2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (nine through twelve).
 - (3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.
 - (4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
 - (5) Increase the need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

7. Athletics

[See Appendix P – Athletics]

C. Policy and Funding

The impact of the COVID-19 pandemic presents many fiscal challenges to the school district for delivery of instruction and related services to students in addition to other basic operational needs. Readyng facilities, purchasing supplies, transporting, and feeding students may look drastically different in the 2020-2021 school year. The Policy and Funding section of the Board’s Plan focuses on existing and pending Federal and State legislation, regulations, and guidance.

1. School Funding

- a. The Board shall explore options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning in the face of considerable uncertainty. The options the Board shall explore include, but are not limited to, the following:
 - (1) Elementary and Secondary School Emergency Relief Fund;
 - (2) Federal Emergency Management Agency – Public Assistance; and
 - (3) State School Aid.

b. School District Budgets

Districts have finalized their FY20 budget year and have already finalized their FY21 budgets. Because of the timing of the budget process, many of the activities listed below have not been, and cannot be, factored into either budget year without additional revenue outside the amount they anticipated for FY21 in February, and budget transfers that current statute does not authorize at the start of the school year.

c. School Funding

School officials will review the Policy and Funding section of the NJDOE Guidance that includes information on Federal and State funding sources; purchasing practices; use of reserve accounts, transfers, and cash flow; and costs and contracting, including E-Rate funding and cooperative purchasing contracting.

(1) 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.

(2) 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 or making transfers that cumulatively exceed ten percent of the amount originally budgeted.

(3) 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. Continuity of Learning

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a full remote learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. School officials should work closely with their stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are in need of in-person instruction. This may include, but is not limited to, students with disabilities, English Language Learners (ELLs), displaced youth, and low-income students.

Curriculum, instruction, assessment, professional learning, and career and technical education (CTE) are all constructs that can be adjusted to serve as levers for equity.

Except where otherwise indicated, the provisions and elements of this section are “additional considerations” that may help districts in considering ways to adhere to the “anticipated minimum standards”.

While only a small introduction to these elements is included in this Plan, school officials can find a more detailed explanation and considerations in the NJDOE Guidance under the Continuity of Learning section to reference while developing their Plan for the reopening of schools.

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
 - a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
 - b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.
 - c. The NJDOE recommends that school districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:
 - (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
 - (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
 - (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
 - (4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
 - (5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.
 - (6) Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.
2. Technology and Connectivity
 - a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access.

Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.

- b. Districts should:
 - (1) Conduct a needs assessment.
 - (2) Consider the attendant needs associated with deployment of needed technology, including student and parent training and acceptable use policy implementation.
 - (3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
 - (4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.
 - (a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

3. Curriculum, Instruction, and Assessment

- a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).
- b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.
- c. Full Remote and Hybrid Learning Environment
 - (1) Curriculum
 - (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to assess learning that may have resulted from the extended school building closures.
 - (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what learning needs to be addressed.
 - (2) Instruction
 - (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.

- (b) In crafting an instructional plan, the school district should consider the following:
 - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, remote platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.
 - (ii) Design for student engagement and foster student ownership of learning.
 - (iii) Develop students' meta-cognition.
 - (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
 - (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
 - (vi) Assess ELLs' levels of engagement and access in an in-person, remote, or hybrid learning environment.

(3) Assessment

- (a) For the purpose of this Plan, the different assessment types are as follows: formative-and summative.
- (b) Educators should focus on locally developed formative assessments upon returning to school.
- (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
- (d) Formative assessments should be leveraged in either a full remote or Hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
- (e) Formative assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.

- (i) Such formative assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

4. Professional Learning

- a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.
- b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.
- c. Professional learning opportunities should be:
 - (1) Presented prior to the beginning of the year;
 - (2) Presented throughout the school year;
 - (3) Presented in order to grow each educator's professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
 - (4) Presented to include the input and collaboration of stakeholders, including all staff, parents, and community members; and
 - (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.
- d. Mentoring and Induction
 - (1) Induction must be provided for all novice provisional teachers and teachers new to the district.
 - (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
 - (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
 - (4) Mentoring must be provided in both Hybrid and full remote learning environments.
 - (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.
- e. Evaluation

- (1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
- (2) School districts should develop observation schedules with a hybrid model in mind.
- (3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
- (4) School districts should consider the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.
- (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

5. Career and Technical Education (CTE)

- a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
- b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
- c. Guiding Principles
 - (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
 - (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.
- d. Quality CTE Programs
 - (1) When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSL, CTE Core Content Standards, industry certifications, college credit agreements, etc.
 - (2) During a time when some credentials may not be accessible online or through other remote means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.
- e. Career Advisement and Development

Strong career advisement in conjunction with business and community partnerships are essential components of CTE programs and cannot be compromised in a time of increased social distancing; therefore, modifications must be developed to maintain program quality.
- f. CTE Recruitment and Retention

CTE teachers require support in transforming their curricula and shifting their instructional practices to meet the needs of the changing classroom environments in a time of social distancing.

g. Funding to Support CTE Programs

The school district has the ability to utilize the CARES Act – Elementary and Secondary School Emergency Relief Fund (ESSER) grants, local district funding, Perkins funding (if eligible), discretionary grant funding (if participating), and other Federal entitlement funds.



Freehold Regional High School District

Charting the Course to Reopening Schools

Appendices

Restart and Recovery Plan to Reopen Schools

Fall 2020

Board of Education

Mr. Carl Accettola, President

Mr. Peter Bruno

Mrs. Diana Cappiello

Mrs. Elizabeth Higley

Mrs. Kathie Lavin

Mr. Michael Messinger

Mr. Heshy Moses

Mr. Marc Parisi

Appendix A

Critical Area of Operation #1 - General Health and Safety Guidelines

Appendix A 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.a., including, but not limited to:

A. Protocol for High Risk Staff Members

1. Staff members will be identified as “high risk “of contracting a severe illness if infected with COVID-19 if they are over 65 years of age or are diagnosed by a medical doctor with any of the conditions identified by the CDC. For more information see here: [People Who Are at Higher Risk for Severe Illness | Coronavirus | COVID-19](#) and below:
 - a. [Cancer](#)
 - b. [Chronic kidney disease](#)
 - c. [COPD \(chronic obstructive pulmonary disease\)](#)
 - d. [Immunocompromised state \(weakened immune system\) from solid organ transplant](#)
 - e. [Obesity \(body mass index \[BMI\] of 30 or higher\)](#)
 - f. [Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies](#)
 - g. [Sickle cell disease](#)
 - h. [Type 2 diabetes mellitus](#)
2. High risk staff members and those whose physicians advise may be at increased risk, have the option to apply for and engage in an interactive process with the district's administration and school physician to design a Section 504 Plan. Such a plan would provide reasonable accommodations in accordance with the Rehabilitation Act of 1973, -Section 504. These plans would be developed in compliance with the Americans with Disabilities Act (ADA), the Health Insurance Portability and Accountability Act (HIPAA), the New Jersey Law Against Discrimination (NJLAD) and all other applicable state laws.
3. To initiate the process, a staff member should contact the Director of Personnel to provide notice of their concerns about physically returning to work due to their high risk condition. The Director of Personnel will provide all related forms and information related to apply for accommodations under a Section 504 Plan. The staff member will need to write out a request, provide a medical note, and complete related paperwork to apply for an Employee Section 504 Accommodation plan which may provide the employee with reasonable accommodations, given his or her disabling condition.
 - a. *A Reasonable Accommodation* is any change or adjustment to a job or work environment that permits a qualified employee to perform the essential functions of a job.
4. The Section 504 Committee will review the documentation provided by the staff member and his/her medical doctor and if necessary consult with the School Physician to determine if the staff member is eligible for reasonable accommodations under a Section 504 plan, such as:
 - a. Remote work (Telework)
 - b. Modified Schedule
 - c. Modified Personal Protective Equipment (PPE)
 - d. Assignment to alternate work locations

- e. Other, as appropriate to their individual circumstances
- 5. Employers are not required to offer accommodations if they would be unduly costly, extensive, disruptive, or would fundamentally alter the nature or operation of the job.
- 6. The ADA does not require that an employer accommodate an employee without a disability based on the disability-related needs of a family member-but other leave of absence options (unpaid under the FMLA are available to the employee if eligible and when providing the employer with adequate notice (30 days).
- 7. A draft Employee Section 504 plan will be reviewed by the staff member and their supervisor to ensure that all concerned parties are fully informed of its contents.
- 8. The original, signed Section 504 plan will be maintained in a confidential setting within the Personnel Office Suite.

B. Protocol for High Risk Students

- 1. Students will be identified as “high risk” due to severe illness from COVID-19 if they are diagnosed by a medical doctor with any [conditions/comorbidities as per the CDC](#).
- 2. High Risk students/families may choose to enroll in the remote learning program provided by the district.
- 3. If a student is identified as “high risk” and the family does not choose to enroll the student in All Remote Choice learning, the family must provide medical clearance for the student to attend school in person. The school nurse and principal will review the medical note in consultation with the school physician and either approve or deny the request to attend school in person. If the request to attend school in person is approved, the School Physician may suggest reasonable accommodations for learning in-person.

Appendix B

Critical Area of Operation #2 - Classrooms, Testing, and Therapy Rooms

Appendix B 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.b., including, but not limited to:

A. Social Distancing in Instructional and Non-Instructional Rooms

1. Students and faculty will socially distance, to the maximum extent practicable.
2. All students and faculty will wear a face covering unless a documented medical condition prevents them from doing so.
3. Signs and floor graphics will be placed throughout the school depicting 6 feet of social distancing.
4. Classrooms will be structured so that student desks and work areas are spaced apart to abide by social distancing standards to the maximum extent practicable.
5. Classroom and office capacity should be limited to the number of occupants that can appropriately socially distance to the maximum extent practicable.
6. When multiple people must gather in one space and the space is not conducive to social distancing with face coverings, the principal or his/her designee will arrange for an alternate location where the meeting/gathering can take place in accordance with proper social distancing and mandatory face coverings.
7. Bathrooms will be monitored to ensure limited capacity that adheres to social distancing standards to the maximum extent practicable.
8. Hallway movement, class changes and dismissal will be conducted in a manner that provides for adherence to social distancing to the maximum extent practicable. Procedures such as these noted below may be utilized:
 - a. Students released from class in a staggered manner.
 - b. Designated hallways and stairwells will be marked as “one way” to minimize occurrences of students and faculty walking towards one another.
 - c. Faculty and administration will monitor hallway movement, class changes and dismissal to ensure all students are adhering to social distancing standards to the maximum extent practicable.

B. Procedures for Hand Sanitizing/Washing

1. Students and faculty will be encouraged to wash their hands as much as possible throughout the day.
2. Students and faculty will be directed to follow the CDC's guidelines for effective hand washing:
 - a. Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
 - b. Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.

- c. Scrub your hands for at least 20 seconds.
 - d. Rinse your hands well under clean, running water.
 - e. Dry your hands using a clean towel or air dry them.
3. Signs/posters will be placed throughout the school noticing students and faculty of effective hand washing procedures.
4. Hand Sanitizer will be readily available throughout the school in spaces such as classrooms, office areas, hallways, and other high traffic areas.
- a. Hand sanitizer will consist of at least 60% alcohol as per the CDC.

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 D

Critical Area of Operation #4 - Student Flow, Entry, Exit, and Common Areas

Appendix D 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.d., including, but not limited to:

A. Location of Student and Staff Screening

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. The school administration, school nurse, and/or athletic trainer will monitor the designated entrances as staff and students pass through the temperature screen machines.
3. 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.
4. Staff and Parents will be required to complete a daily COVID-19 Self Evaluation Checklist prior to reporting to school.
 - a. Parents 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. Social Distancing in Entrances, Exits, and Common Areas

1. Signs and floor graphics will be placed at entrances, exits and common areas depicting 6 feet of social distancing.
2. Student and staff traffic flow will be staggered to allow for social distancing standards to the maximum extent practicable during arrival, dismissal, and class changes.
3. Staff and student capacity will be limited and regulated in common areas to allow for social distancing standards to the maximum extent practicable.
4. Faculty and administration will monitor hallway movement, class changes and dismissal to ensure all students are adhering to social distancing standards to the maximum extent practicable.

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 Parents will be required to complete a daily COVID-19 Self Checklist prior to reporting to school.
 - a. Parents will complete the daily COVID-19 Self Checklist via the student information system, Genesis.
 - b. Staff will complete the daily COVID-19 Self 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:
 - (1) A fever of 100.4° F or greater
 - (2) Cough
 - (3) Shortness of breath or difficulty breathing

- (4) Chills
 - (5) Repeated shaking with chills
 - (6) Muscle pain
 - (7) Headache
 - (8) Sore throat
 - (9) New loss of taste or smell
 - (10) Fatigue
 - (11) Congestion or runny nose
 - (12) Nausea or vomiting
 - (13) 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.
 5. The parent/guardian or staff member will be provided 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 the 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

732-431-7456

Enrico.Cabredo@co.monmouth.nj.us

Christopher.Merkel@co.monmouth.nj.us

www.VisitMonmouth.com/health

Colts Neck:

Town Hall, Upper Floor, 124 Cedar Drive, Colts Neck, NJ 07722

Thomas M. Frank, Health Officer

732-462-5470 ext. 109

tfrank@coltsneck.org

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 H

Critical Area of Operation #8 – Meals

Appendix H 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.h.

A. Food Service and Distribution

Grab-and-Go meals will be available to all students regardless of pay status (paid/reduced/free) at the end of the in-person learning day.

The meal package can contain both breakfast and lunch, and for multiple days. The National School Lunch Program will allow up to five days' worth of meals to be distributed at one time. If multiple Grab-and-Go meals are too difficult for a student to manage, families can access meals at the time and locations to be used by All Remote Choice families.

A simple, transportation friendly menu will be utilized at the beginning of the school year. Students will access the Grab-and-Go meals in the cafeteria prior to boarding their bus. Families will be encouraged to establish/utilize their pre-pay account to expedite payment by scanning their student ID.

Appendix I

Critical Area of Operation #9 – Physical Education

This school district should include in Appendix I the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.i.

- A. If two or more classes are participating in physical education at the same time, there will be at least six feet of open space between the two classes, to the maximum extent practicable.
- B. The use of cones, flags, tape, or other signs will be used to create boundaries between classes.
 - 1. Entry doors will be designated to ensure a one-way traffic pattern preceding entry into the gymnasium.
 - 2. Boundaries will be identified for each class in the gymnasium or starting area for each class.
 - 3. Student belongings will be placed on bleachers or the side of the classroom as students enter the physical education location.
- C. All individuals are required to use hand sanitizer upon entry into the gymnasium and immediately following outdoor instruction/activity.
- D. No shared equipment will be used during Physical Education classes.
- E. Schools will complete an inventory of outdoor spaces (athletic fields, track, green spaces, and open space) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
- F. Locker rooms will be closed to mitigate risk.
 - 1. Students will be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in Physical Education without the use of a locker room. Students must wear or change into sneakers for class.
- G. Schools will eliminate direct contact with equipment and will not allow sharing of equipment. The following activities are suggested:
 - 1. Low-risk activities:
 - a. Social-emotional check-in activities - daily icebreakers
 - b. Walking, speed walking
 - c. Track-sprint and distance events, continual progression
 - d. Yoga/pilates/stretch
 - e. Calisthenics-strength/endurance
 - f. Dance
 - g. High Intensity Interval Training circuits (HIIT)
 - h. Fitness stations with no shared equipment
 - i. Select Project Adventure activities
 - j. Social-emotional lessons and activities
 - k. Games that do not require any hand contact with equipment (e.g. soccer where one student is assigned to retrieve ball throughout game)

Appendix J

Critical Area of Operation #10 - Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours

Appendix J 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.j.

- A. Field Trips will not be permitted when schools are functioning on either a Hybrid or All Students Remote schedule. The district cannot ensure the safety of students and staff at outside venues that are not operated by the district.
- B. Extra-Curricular activities may be able to continue remotely when the district is on either a Hybrid or All Students Remote schedule.
- C. External community organization requests to use school/district facilities will not be considered until the students return to the traditional full-time in-person schedule.
- D. District and school administration as well as essential employees will be permitted to use facilities as it pertains to their job responsibilities and duties. Administration and essential employees will follow social distancing standards to the maximum extent practicable at all times. When social distancing is not possible, administration and essential employees will wear a face covering.

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

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 each student will need. Counselors will ensure that each student is supported in the in-person and remote learning environment.

Appendix L

Restart Committee

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

A. Freehold Regional High School District Restart Committee

The Restart Committee is vital to the development of the School District's Recovery and Restart Plan. The Restart Committee includes school district and school-level administrators, members of the local Board of Education, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students. The Restart Committee meetings were held on Thursday, June 18, 2020, Wednesday, July 15, 2020 and Wednesday, August 5, 2020.

The Restart Committee will work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to support the district and school logistical and operational issues in planning for the reopening of schools. The Restart Committees and Pandemic Response Teams help address policies and procedures for the Board's Plan.

Appendix M

Pandemic Response Teams

Appendix M outlines locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section B.2.

A. Pandemic Response Teams

The School-based Pandemic Response Teams were established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district. Members of the school teams include a cross section of administrators, teachers, staff, and parents. The Pandemic Response Team will meet regularly and provide the community with timely updates and any changes to protocols.

The Pandemic Response Team is responsible for:

1. overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
2. adjusting or amending school health and safety protocols as needed.
3. providing staff with needed support and training.
4. reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
5. developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
6. providing necessary communications to the school community and to the school district.
7. creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

The Pandemic Response Teams, including the liaison and members, are noted below for each school.

Colts Neck High School Pandemic Response Team	Position	Pandemic Response Team Role	School Safety Team Member
Jennifer Williams	Assistant Principal	Liaison	
Brian Donahue	Principal	Member	
Gail Hall	School Nurse	Member	
Diane Peterson	Guidance Supervisor	Member	
Brittany Bochierra	Student Assistance Coordinator	Member	√
Lisa Barra	Teacher	Member	√
Kelly Fitzhenry	Special Education Supervisor	Member	
Gabi Labkovski	School Counselor	Member	√

Cindy Bravaco	Parent	Member	
Daniel Raimondi	School & Community Liaison Officer	Member	
Edward Styler	Buildings and Grounds Building Supervisor	Member	
Freehold High School Pandemic Response Team	Position	Pandemic Response Team Role	School Safety Team Member
Linda Jewell	Principal	Liaison	
Joseph Iacullo	Assistant Principal	Member	√
Jerrilyn Acevedo	Assistant Principal	Member	√
John Hein	Assistant Principal	Member	√
Jessica Elsbree	School Nurse	Member	√
Suzanne Gallo	Guidance Supervisor	Member	√
Eva Carella	Student Assistance Coordinator	Member	√
Brett Pellegrino	Special Education Supervisor	Member	
Dana Paribello	Teacher	Member	
Frank Messina	Parent	Member	
Veronica Bocchieri	Parent	Member	√
Richard Oddo	School & Community Liaison Officer	Member	√
Todd Gansereit	Buildings and Grounds Building Supervisor	Member	
Freehold Township High School Pandemic Response Team	Position	Pandemic Response Team Role	School Safety Team Member
Leighanne Recktenwald	Assistant Principal & Supervisor of H/PE	Liaison	√
Alicia Scelso	Principal	Member	√
Adam Brusotti	Supervisor of Extracurricular Activities	Member	√
Irene Roake	School Nurse	Member	√
Jennine Orgo	School Nurse	Member	
Jennifer Dellett	Special Education Supervisor	Member	√
Holly Fabiyan	Guidance Supervisor	Member	√
Mike Burlew	School Counselor	Member	
Eileen Evarista	School Psychologist	Member	
Dave Patterson	Teacher	Member	
Linda Altini	Parent	Member	
Greg Trotte	School & Community Liaison Officer	Member	
William Merrell	Buildings and Grounds Building Supervisor	Member	

Howell High School Pandemic Response Team	Position	Pandemic Response Team Role	School Safety Team Member
Brian Post	Assistant Principal	Liaison	√
Jeremy Braverman	Principal	Member	√
Colleen Canto	Special Education Supervisor	Member	√
Jeanne Healy	School Nurse	Member	√
Eileen Eccelston	School Nurse	Member	√
Michele England	Assistant Principal	Member	√
Fran Stevenson	School Counselor	Member	√
Julie Adkins	School Psychologist	Member	√
Robert Galatola	Guidance Supervisor	Member	√
Meredith Adams	Academic Supervisor	Member	√
Kristine Jenner	Academic Supervisor	Member	√
Colleen Greberis	Teacher	Member	
Jen Coward	Parent	Member	
Kevin Steinard	School & Community Liaison Officer	Member	√
Lora Lum	Buildings and Grounds Building Supervisor	Member	√
Manalapan High School Pandemic Response Team	Position	Pandemic Response Team Role	School Safety Team Member
Melissa Venuto	Assistant Principal	Liaison	√
Adam Angelozzi	Principal	Member	√
Melanie Lorentz	School Nurse	Member	√
Heidi Young	Parent	Member	
Meghan McGowan	Student Assistance Coordinator	Member	√
Michelle Lilley	Academic Supervisor	Member	
Dana Burlew	Teacher	Member	
Erica Kaplan	Teacher	Member	
Katie Suchodolski	Teacher	Member	
Edward Gurrieri	School & Community Liaison Officer	Member	√
Debra Belli	Buildings and Grounds Building Supervisor	Member	
Marlboro High School Pandemic Response Team	Position	Pandemic Response Team Role	School Safety Team Member
Jeannette Bruno	Assistant Principal	Liaison	√
David Bleakley	Principal	Member	√
Marissa Hazel	Teacher	Member	√
Bruce Juska	Teacher	Member	

Rachel Neuman	Child Study Team	Member	
Jason Lippart	Guidance Supervisor	Member	√
Kelly Myers	School Counselor	Member	
Jane Goldstein	Academic Supervisor	Member	
Claire Bentley	School Nurse	Member	√
Suzi Leifer	Parent	Member	
William Pedone	School Resource Officer	Member	√
Martin Cordero	Buildings and Grounds Building Supervisor	Member	√

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

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	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> 45 min A-D Cycle Days Common Planning / Course Teams lesson plans and GCr materials, SEL etc. </div> <div style="width: 48%;"> 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)

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.

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.

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			FRHSD LATE SCHOOL PARTIAL DAY BELL SCHEDULE		
Freehold Boro, Howell, Manalapan			Colts Neck, Freehold Township, Marlboro		
Block	Start	End	Block	Start	End
Warning	7:25 am		Warning	8:19 am	
1	7:30 am	8:20 am	1	8:24 am	9:14 am
2	8:25 am	9:15 am	2	9:19 am	10:09 am
3	9:20 am	10:10 am	3	10:14 am	11:04 am
4	10:15 am	11:05 am	4	11:09 am	11:59 pm
5	11:10 am	12:00 pm	5	12:04 pm	12:54 pm

3. 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)

4. The district attendance policy will be in effect.

C. Educational Program

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 students in either a Hybrid or All Students Remote schedule are the same to support transitions between schedules as required.
3. All students will attend their scheduled classes every day, whether the student is in school or at home.
 - 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: 48%;"> 45 min A-D Cycle Days Common Planning / Course Teams lesson plans and GCr materials, SEL etc. </div> <div style="width: 48%;"> 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 child care 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 child care 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 child care 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 Education 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 P

Athletics

Appendix P includes locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.7.

Athletic groups may be able to meet and assemble provided that proper social distancing and screening protocols are in place, as directed by the school district.

- A. Athletic participation will be guided by the [NJSIAA](#), however, the district reserves the right to put more protective and restrictive measures in place to ensure the safety of each of its school communities.
- B. Athletic participation will require that athletes complete a COVID-19 Self Evaluation Checklist and have their temperature checked prior to engaging in any school athletics on a daily basis.
- C. When school is not in session, student athletes must arrive to school accompanied by a parent and remain in the car with their face covering on.
- D. While in their vehicle, a school faculty member will take their temperature with a scanning thermometer.
- E. When school is in session, athletes will have their temperature taken on a daily basis.
 - 1. If the student's temperature is below 100.4 degrees, the student will be directed to exit the vehicle.
 - 2. If the student's temperature is at 100.4 or above, the parent will be directed to take the student home and seek medical attention. The student cannot participate in the athletic program.
- F. After exiting their vehicle, the student will submit the [COVID-19 Daily Pre-Screening Questions](#) directly to the designated staff member each day. The questionnaire must be printed and completed prior to each workout. Alternatively, schools may use an electronic form that is completed and checked daily.
- G. While school is in session, athletes will complete the electronic COVID-19 Daily Pre-Screening Question form via Genesis.
- H. Students will be expected to wear face coverings when not participating in the physical workout.
- I. Students will be required to abide by social distancing standards to the maximum extent practicable and remain at least 6 feet away from other participants.
- J. The school building including the locker rooms will not be accessible to any student athletes as they will be required to remain outdoors.
- K. Students should bring adequate water to the athletic activity.

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 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 who 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.
 1. The documentation required by the school district to be provided in the parent's request for full-time remote learning shall not exclude any students from the school district's full-time remote learning option, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of successful remote learning.
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 with 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 B.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 the 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 who 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 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 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.

USEFUL LINKS

Conditions for Learning		
Section	Title	Link
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance
	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/when-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana
	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
Section	Title	Link
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19

Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njtss/guidelines.pdf
	RTI Action Network	http://www.rtinetwork.org/
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.org/SHAPE/
	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/
Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15-2020-final.pdf
Policy and Funding		
Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtbgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm

Section	Title	Link
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bsol/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualprofllearning.shtml
Section	Title	Link
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-nCoV/community/schools-childcare/schools.html