

# Freehold Borough Public Schools



## Restart and Reentry Plan 2020-2021

(Update approved 11/30/20)

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## Introduction

This Freehold Borough Restart and Recovery Plan provides our school community the information necessary to ensure our schools can reopen to in-school instruction safely. This plan is based on the current guidance from the New Jersey Department of Education as compiled in their guidance document “The Road Back, Restart and Recovery Plan for Education” issued June 26, 2020. The plan also relies on clarifications and supplemental guidance issued after this date.

The New Jersey Department of Education has stated, that absent a shift in the public health data, school buildings will be open in some capacity for in-person instruction and operations with the start of the 2020-2021 school year. This plan represents the approach that will be taken by the Freehold Borough Public Schools when the Freehold Borough move to in-person instruction is justified, ensuring that all anticipated minimum standards have been addressed, and employing as many considerations deemed appropriate based on the agreed instructional model, operational space and fiscal resources.

The table below outlines the various conditions that the district may operate under, depending on the statewide or local restrictions in place. As allowed by Executive Order 175, the district was not ready to reopen to in-school instruction on September 8, 2020. The five reasons are set forth in Appendix R. The district reopened on September 8, 2020 at Stage 1, 100% virtual. The district has since resolved or is in the process of resolving the issues in Appendix R and is now ready to do a phased transition to in-school, hybrid instruction (Level 4). While the district facilities are ready to reopen, because of High Risk Orange status, the Freehold Health Officer has recommended that we not transition to in-school hybrid instruction at this time. We will constantly review our status and anticipate a full review by January 29, 2021.

<u>Level</u>	<u>Daily In-School</u>	<u>Virtual</u>	<u>In-School Time</u>	<u>Type</u>	<u>Notes</u>
1	0%	100%	Full Day	Virtual	Allowed by EO-175
2	20%	80%	Half Day	Hybrid	
3	20%	80%	Full Day	Hybrid	
4	50%	50%	Half Day	Hybrid	No lunch served, grab and go.
5	50%	50%	Full Day	Hybrid	Lunch served.
6	80%	20%	Half Day	All In-Person	No lunch served, grab and go. Face covering required
7	100%	0%	Full Day	All In-Person	Lunch served. Face covering required

8	100%	0%	Full Day	All In-Person	Full normal day, no face coverings required
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### Conditions for Learning

The conditions for learning addresses students’ and educators’ basic physical safety needs, social and emotional needs, and environmental factors. This includes a policy for screening students and employees for symptoms of COVID-19 and history of exposure (Appendix A), maintaining appropriate social distancing in the classrooms and school buses, and adopting appropriate cleaning and disinfecting procedures (Appendix B).

All school staff and visitors are required to wear face coverings unless doing so would inhibit the individual’s health or the individual is under two years of age. Such medical exceptions will require medical certification. Students will be required to wear face coverings when at Level 4, except when eating. District classrooms will be arranged with all students’ desks facing the same direction and plastic barriers will be set up when 6ft social distancing cannot be maintained. Students utilizing district transportation will be required to use a face covering.

The district will adhere to guidelines from the Center for Disease Control (CDC), the state of New Jersey and the Freehold Borough Health Department. Reasonable accommodations for staff and students at high risk for severe illness or child care will be considered following a proper assessment. All schools will continuously promote social distancing, frequent hand washing, and the use of face coverings. These requirements will be folded into staff and student training.

Within the schools and classrooms, use for shared objects will be minimized. Hand washing will be done frequently and hand sanitizing stations will be set up. A supply of disinfecting wipes will be provided in the classrooms. The district will ensure that all HVAC systems are working properly and taking in the designed amount of fresh air, as well as ensuring air purification alternatives per CDC guidance.

Working with Howell Township, the Monmouth/Ocean Educational Services Commission and other private bus contractors, the district will ensure that social distancing is maintained on buses. Face coverings will be required. The district will require that all transportation contractors and service providers properly clean and disinfect on a daily basis. Field trips will be severely curtailed until such time aggressive social distancing is no longer necessary.

Student and staff arrival at school will be precisely controlled to allow for proper screening for elevated core body temperatures and other COVID-19 symptoms. See Appendix A. Student movement within the buildings will be highly directed to ensure students and staff maintain 6ft distant, where possible. The schedule for starting and stopping school, arrival and dismissal movements, and movements within the school are listed in the following appendices: Appendix C - Freehold Intermediate School; Appendix D - Park Ave Elementary; and Appendix E - Freehold Learning Center.

The district will safely and respectfully screen students and employees for symptoms of and history of exposure to COVID-19. See Appendix A. Students and staff with symptoms will be isolated from others. If the district becomes aware that an individual who has spent time in a district facility and who tests positive for COVID-19, the district will notify the Freehold Borough Health Department of same, along with staff and families of a confirmed case. The district will do expanded notification to staff and all affected families, either to those specifically impacted or to the wider school community as directed in consultation

with the Health Department. The COVID+ individual will not be publicly identified.

The district will fully inform the school community about the importance of contact tracing to help identify those who may have come in contact with an individual who is positive for COVID-19. The district will assist contact tracers from the Department of Health when investigating contacts made within the school. To this end, the district will require teachers to keep accurate seating charts of their in-school classes.

The district is committed to providing breakfast and lunch on a daily basis to students on the days they attend school. Family-style, self-service, and buffet-style dining will not be used while social distancing is mandated. Appendix F outlines the district's procedures for food serving and delivery while at Level 4.

All extracurricular activities and use of facilities outside of school hours must comply with applicable social distancing requirements and hygiene protocols. Any external community organizations that use school facilities must follow district guidance on health and safety protocols. Because of the extra costs and efforts of managing outside organizations with extra disinfecting required, use of district facilities will be extremely limited during the time that social distancing must be maintained.

In addition to the above steps, the district also takes into consideration the impact of social isolation on both educators and students during this crisis. In this regard, the district will put special emphasis on Social Emotional Learning (SEL) and School Climate and Culture. This effort will be critical to rebuilding relationships and creating a foundation for academic learning. To deal with these traumas, the district lays out its approach in Appendix G. To provide a systematic approach to prevention, intervention and enrichment for academics and behavior, the district lays out its Multi-Tiered Systems of Support in Appendix H.

The district will continue its practice of providing information about wraparound supports for health care, dental care, mental health, and family engagement. The district will offer supplemental instruction funded by Title I and Title III to address academic gaps. The district will continue with the 21<sup>st</sup> Century program to provide an enhanced program of activities after school.

With a hybrid instructional model, quality child care will become more of a requirement. Parents will need to establish who will care for their students when they are not scheduled in-school. This will include those days that students are working completely virtually from home, but also when they are in-school and need a program from the time school is dismissed to when parents are available. For both Level 1 and Level 4, the district intends to continue with the virtual 21<sup>st</sup> Century program for students in grades 3 to 8, working to providing some in-school activities as can safely be conducted. For students in PK-2, the district intends to work with the YMCA, as it has in the past, and provide child care services at Freehold Learning Center before and after school. Park Ave Elementary will continue with the district run before care program. The district will also provide information on various commercial child care providers in our immediate area for possible use by parents; however, the district will not be able to provide transportation to these providers.

### **Leadership and Planning**

The district has created a Restart Committee to coordinate the overall reopening plan. This committee will include district- and school-level administrators, school board members, local education association representatives, educators, parents and students.

Each school will also establish a school-based Pandemic Response Team 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. The Pandemic Response Teams will include a cross section of administrators, teachers and staff, and parents and will represent a cross-section of the school community including its gender and racial diversity.

The district Restart Committee will work closely with school Pandemic Response Teams, Freehold Borough Health Department, and others in Freehold Borough municipal government and Monmouth County government to develop district plans for reentry.

A key aspect of this reentry plan is the basic decisions of how to run the master schedule in Level 1, or in Level 4, in light of social distancing requirements. The district developed a survey to seek feedback on the various scheduling choices. The survey and survey results are contained in Appendix I. The hybrid master schedule for Level 4 is outlined in Appendix J. The district has again surveyed parents in early November to confirm those who want to return to in-school hybrid under Level 4, and those who want to remain fully virtual under Level 4.

When starting the 2020-2021 school year on September 8, 2020, the district was at Level 1, 100% virtual learning. As such, all students followed their normal full day schedule, signing into classes at the designated time. When the district later transitions to the in-school hybrid schedule (Level 4), the master schedule will shift to the modified schedule outlined in Appendix J. Prior to the start of the school year, students who desired 100% virtual learning were grouped into specific classes. When the district later transitions to in-school hybrid instruction, students in these 100% virtual classes will remain on virtual learning as was their choice, and there will be minimal class movements at the point of transition.

When the full district is on virtual instruction, attendance will be taken as normal. When in the hybrid method, school attendance will be taken in different ways. When scheduled to be in school, attendance will be marked based on the student being physically present. When scheduled to be working virtually, the student will have their attendance recorded in their virtual classes. Students will have to be present in all their classes for the given day to be marked fully present. Partial day absences will be marked as partial days in attendance. For these combined hybrid instructional days, in-school and virtual, the students will be engaged in their education for the minimum required 180 days. They will be engaged for the full 6 hours, 25 minutes daily in a combination of in-school and virtual work, both done synchronously and asynchronously.

The district sets clear expectations of teachers for the support of student learning. This may possibly include expanded roles to accommodate new health and safety regulations. However, these expectations will also take into full consideration any unique needs of the individual staff member. This may include access to technology, social and emotional health, and child care concerns. Individual modifications beyond those set in the negotiated agreement will be determined on a case-by-case basis.

The district intends to participate in middle school interscholastic sports competitions as the governing athletic leagues and NJSIAA allow. For the fall season all athletic teams were practicing. Cross County engaged in inter school competitions. Field Hockey conducted practices only. Boys Soccer and Girls Soccer did intrasquad competitions. For the winter and spring seasons the district will follow state guidelines and specified in Executive Orders, the Department of Health and the the NJSIAA.

## **Policy and Funding**

The district will use cooperative purchasing to mitigate costs of needed supplies and services. Extra items needed include disinfectants, cleaning supplies, personal protective equipment, sanitizing wipes and hand sanitizer. The district is involved in the federal E-rate program.

The district has taken full advantage of the Elementary and Secondary School Emergency Relief Fund and the Coronavirus Aid, Relief and Economic Security (CARES) Act to address the impacts of COVID-19. Additionally, the district has and will take advantage of the Federal Emergency Management Agency Public Assistance program, gaining 75% reimbursement on eligible expenses.

The district continues to have significant concerns about its traditional sources of revenue: the local tax levy and direct state school aid. It is essential to ongoing operations that these two sources of revenue not be interrupted or reduced.

The district obtains about 40% of its revenue from the local tax levy. Due to the economic impacts of the Coronavirus, it is feared that tax collections will be reduced causing a delay in revenue to the district. The district is alert to and will advocate against any delay in passing on tax revenue due at the established times.

The district obtains about 60% of its revenue directly from the Department of Education. However, the district only received 65% of the state aid it is owed as established by the School Funding Reform Act for FY21. The district will be alert, and will advocate against, any further reduction of state aid as the FY22 budget is developed.

### **Continuity of Learning**

The district seeks to ensure the continuity of learning for students during this time of great stress for families, educators, and students. We know that the virtual learning period from mid-March to mid-June 2020 likely resulted in many students making less than one full year of academic growth during the 2019-2020 school year.

The nature of the district, being with 20% special education, 18% English language learners, and 77% free and reduced lunch students makes it difficult to prioritize individual types of students for in-person instruction. Because of the high percentage of high risk students, and in the view of establishing equity between students, the district will not prioritize in-school instruction based on programs or need, but will instead provide specialized supports within the universal hybrid plan established for the entire school and district.

In recognition of the unique needs and requirements of these students, the district provides detailed plans to ensure these students are as fully supported as is practical and required. Appendix K deals with the Enhancements for Special Education Students & Related Services. Appendix L deals with the Enhancements for English Language Students. Appendix M deals with the Enhancements for Basic Skills/At Risk students.

To ensure continuity of learning for students, technology and Internet connectivity is essential. Beginning with the 2020-2021 school year, our district will have the resources to provide all students who need them a computer device to use at home, and where necessary, a device to connecting to the Internet when service is not otherwise available at home. This overall district plan has students in grades 1-8 using a Chromebook and students in Pre-K, Kindergarten using an iPad. As we planned for the start of 2020-2021,

we again surveyed the district to determine needs, and then formulate appropriate distribution plans. Appendix N is the technology needs assessment survey sent out.

In planning curriculum, instruction, and assessment for reopening the district will focus on building staff capacity to deliver highly effective instruction in hybrid environments. There will also be a focus on preparing staff to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLs). Appendix O outlines these guidelines.

In addition, the district will also provide professional learning that will better equip leaders, staff, substitutes, students, and parents/caregivers to adapt to altered educational environments and experiences. Among the most critical focus areas are training to address the learning loss for the most vulnerable populations, as well as preparing and supporting educators in meeting the social emotional, health, and academic needs of all students. Appendix P outlines this plan.

Lastly, it should be remembered that this Reentry and Recovery Plan is predicated on the overall pandemic situation in New Jersey. The district will have to remain flexible and be prepared to move to more restrictive plans, including full virtual instruction, should health conditions change.

## **Summary**

The outbreak of COVID-19 and the current pandemic has significantly impacted established schooling in a negative way. School districts must contemplate increased supports, reduced finances, hybrid instructional models, all within an uncertain environment where the nature of the outbreak drives the whole system in unpredictable ways. We have some daunting challenges.

However, Freehold Borough is poised to address these challenges in a positive manner. The high degree of organizational cohesion and currently adequate resources is allowing the district to plan to meet the most pressing needs in a satisfactory manner. As we move forward, we anticipate further refinements and improvements so we can maximize our academic and social supports to all our students. This work is done in collaboration with the full school community. We remain grateful to all who are helping, working together to to achieve our mission of properly educating all our students.

## Appendix A – Screening for Symptoms of COVID-19 and History of Exposure

All schools will screen both the staff and students for symptoms of COVID19 and exposure to COVID19. This will be done through a system of education and screening at home, combined with screening for body temperature and other indicators at school. Any student or staff member showing such symptoms related to COVID19 will be isolated from others until taken from the school.

### Symptoms of COVID19

Individuals with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- \* Fever or chills
- \* Cough
- \* Shortness of breath or difficulty breathing
- \* Fatigue
- \* Muscle or body aches
- \* Headache
- \* New loss of taste or smell
- \* Sore throat
- \* Congestion or runny nose
- \* Nausea or vomiting
- \* Diarrhea

Not every individual who is confirmed COVID positive has a fever.

### Symptom Screenings

The district will communicate closely with parents/guardians to ensure students are free of COVID19 or are not showing any symptoms of COVID19. As such students and staff will be screened daily for signs of COVID19 symptoms, including monitoring via thermal imager at the designated entry points in the school. Students or staff members showing an elevated core body temperature of 100F degrees or greater will be directed to the Nurse Office for further temperature screening and follow up evaluation. Staff will be trained in identification of COVID19 symptoms so they can serve provide early alert and referral to the nurse of any students showing symptoms.

### Health History Screenings

The district will coordinate with staff and student families, issuing a daily COVID checklist and health compact, to which staff members and parents will have to sign the compact acknowledging receipt of the COVID checklist and their responsibilities therein. The compact will outline those actions to be carried out at home on a daily basis to determine whether a staff member or students should be allowed to enter school. The district will send out regular reminders to notify the school community of ongoing responsibilities at home, along with any changes that might occur on the checklist.

**Freehold Borough School District**

**Daily COVID-19 Checklist - Students**

Please keep this check list readily available for daily assessment of your child.

In order to protect your child’s health as well as the health of the Freehold Borough Community, it is imperative that you evaluate your child each morning prior to coming to school. Below is a list of common COVID symptoms to assist you in evaluating your child’s health. Please keep your child home if the checklist indicates the possibility of illness and follow up with your physician. Please contact the nurse with any concerns or questions.

Section 1: Symptoms: Any of the symptoms below could indicate a COVID-19 infection in children and may put your child at risk for spreading illness to others. Please note that this list does not include all possible symptoms and children with COVID-19 may experience any, all or none of these symptoms. Please check your child daily for these symptoms:

**Column A**

**Column B**

<p><input type="checkbox"/> <u>Feverish (subjective)</u></p> <p><input type="checkbox"/> <u>Chills</u></p> <p><input type="checkbox"/> <u>Rigors (shivers)</u></p> <p><input type="checkbox"/> <u>Myalgia (muscle aches)</u></p> <p><input type="checkbox"/> <u>Headache</u></p> <p><input type="checkbox"/> <u>Sore Throat</u></p> <p><input type="checkbox"/> <u>Nausea/Vomiting**</u></p> <p><input type="checkbox"/> <u>Diarrhea**</u></p> <p><input type="checkbox"/> <u>Fatigue</u></p> <p><input type="checkbox"/> <u>Congestion or runny nose</u></p> <p><b><u>**Please note that anyone with vomiting or diarrhea should stay home until 24 hours free of vomiting/diarrhea.</u></b></p>	<p><input type="checkbox"/> <u>Fever</u></p> <p><input type="checkbox"/> <u>Cough</u></p> <p><input type="checkbox"/> <u>Shortness of Breath</u></p> <p><input type="checkbox"/> <u>Difficulty Breathing</u></p> <p><input type="checkbox"/> <u>New loss of smell</u></p> <p><input type="checkbox"/> <u>New loss of taste</u></p> <p><b><u>**Please note that anyone with vomiting or diarrhea should stay home until 24 hours free of vomiting/diarrhea.</u></b></p>
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If TWO OR MORE of the fields in Column A are checked off OR AT LEAST ONE field in column B is checked off,

please keep your child home and notify the school for further instructions.

**Section 2: Close Contact/Potential Exposure**

**Please verify if:**

- Within the past 14 days have you or your child has had close contact (within 6 feet of an infected person for at least 10 minutes over a 24 hour period) with a person with confirmed COVID-19**
- Someone in your household is diagnosed with COVID-19**
- You or your child has traveled to an area of high community transmission.**

**If ANY of the fields in Section 2 are checked off, your child should remain home for 14 days from the last date of exposure (if the child is a close contact of a confirmed COVID-19 case) or date of return to New Jersey. Contact your child's provider or your local health department for further guidance.**

**Freehold Borough Public Schools**

**Covid Screening Acknowledgement Form - Parents/Guardians**

I acknowledge receipt and have reviewed the COVID Screening check list and understand that it is my obligation to protect the school community from spreading COVID-19 by assessing my child daily.

Accordingly, I will:

- Assess my child’s health for all symptoms listed on the assessment tool each day prior to sending my child to school.
  
- Report any student/family travel to areas of high transmission as per the NJDOH advisory
  
- I acknowledge that am required to quarantine my child/family for 14 days following travel to an area of high community transmission as updated by the NJDOH

NJDOH travel advisory link:

<https://covid19.nj.gov/faqs/nj-information/travel-and-transportation/which-states-are-on-the-travel-advisory-list-are-there-travel-restrictions-to-or-from-new-jersey>

Name of child(ren) attending Freehold Borough School District	Grade

Parent Name (printed) : \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Freehold Borough School District**

**Daily COVID-19 Checklist - Staff**

Please keep this check list readily available for daily assessment of yourself.

In order to protect your health as well as the health of the Freehold Borough Community, it is imperative that you evaluate yourself each morning prior to coming to school. Below is a list of common COVID symptoms to assist you in evaluating your health. Please stay home if the checklist indicates the possibility of illness and follow up with your physician. Please contact the nurse with any concerns or questions.

Section 1: Symptoms: Any of the symptoms below could indicate a COVID-19 infection and may put you at risk for spreading illness to others. Please note that this list does not include all possible symptoms and those with COVID-19 may experience any, all or none of these symptoms. Please check yourself daily for these symptoms:

**Column A**

**Column B**

<p><input type="checkbox"/> <u>Feverish (subjective)</u></p> <p><input type="checkbox"/> <u>Chills</u></p> <p><input type="checkbox"/> <u>Rigors (shivers)</u></p> <p><input type="checkbox"/> <u>Myalgia (muscle aches)</u></p> <p><input type="checkbox"/> <u>Headache</u></p> <p><input type="checkbox"/> <u>Sore Throat</u></p> <p><input type="checkbox"/> <u>Nausea/Vomiting**</u></p> <p><input type="checkbox"/> <u>Diarrhea**</u></p> <p><input type="checkbox"/> <u>Fatigue</u></p> <p><input type="checkbox"/> <u>Congestion or runny nose</u></p> <p><b><u>**Please note that anyone with vomiting or diarrhea should stay home until 24 hours free of vomiting/diarrhea.</u></b></p>	<p><input type="checkbox"/> <u>Fever</u></p> <p><input type="checkbox"/> <u>Cough</u></p> <p><input type="checkbox"/> <u>Shortness of Breath</u></p> <p><input type="checkbox"/> <u>Difficulty Breathing</u></p> <p><input type="checkbox"/> <u>New loss of smell</u></p> <p><input type="checkbox"/> <u>New loss of taste</u></p> <p><b><u>**Please note that anyone with vomiting or diarrhea should stay home until 24 hours free of vomiting/diarrhea.</u></b></p>
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If TWO OR MORE of the fields in Column A are checked off OR AT LEAST ONE field in column B is checked off, please stay home and notify the school for further instructions.

**Section 2: Close Contact/Potential Exposure**

**Please verify if:**

- Within the past 14 days have you had close contact (within 6 feet of an infected person for at least 10 minutes over a 24 hour period) with a person with confirmed COVID-19**
- Someone in your household is diagnosed with COVID-19**
- You have traveled to an area of high community transmission.**

**If ANY of the fields in Section 2 are checked off, you should remain home for 14 days from the last date of exposure or date of return to New Jersey. Contact your provider or your local health department for further guidance.**

**Freehold Borough Public Schools**

**COVID-19 Screening Acknowledgement Form - Staff**

I acknowledge receipt and have reviewed the COVID-19 Screening check list and understand that it is my obligation to protect the school community from spreading COVID-19.

Accordingly, I will:

- Assess my health for all symptoms listed on the assessment tool each day prior to reporting to work
- Report travel to areas of high transmission as per the NJDOH advisory
- I acknowledge that am required to self-quarantine for 14 days following travel to an area of high community transmission as updated by the NJDOH

NJDOH travel advisory link:

<https://covid19.nj.gov/faqs/nj-information/travel-and-transportation/which-states-are-on-the-travel-advisory-list-are-there-travel-restrictions-to-or-from-new-jersey>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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Signature

### Cases of COVID19 Positive

Any staff or student that the district becomes aware of being COVID19 positive will be isolated from others in the school until they can be safely taken from the school. Students will be under continued supervision. The district will notify the Freehold Health Officer and the family of the student, as well as any others the Health Officer requires including relevant staff. Students who have been deemed COVID19 positive will not be readmitted to school until cleared by the Health Officer or their personal physician.

Students or staff who are COVID positive, or showing other COVID-related symptoms while waiting to be picked up, will be isolated in the school. At Park Ave Complex the isolation will occur in the Nurse exam room, or the Music Room. At Freehold Learning Center the isolation will occur in the conference room next to the Nurse's office, or in the Music Room. Staff will be reassigned to supervise those in isolation so that the Nurse is free to do normal duties.

For students placed in home isolation because of a COVID positive diagnosis, or who are placed in quarantine, so long as their symptoms allow them to attend school, they will be allowed to continue their educational program online remotely.

### School Closure

The district will be guided in its decisions on whether to close school due to COVID-19 cases by the Freehold Borough Health Department, who in turn is guided by the NJ Department of Health. Key guidance has been released as regards to this decision matrix. The link is provided here.

[https://www.state.nj.us/health/cd/documents/topics/NCOV/RecommendationsForLocalHealthDepts\\_K12\\_Schools.pdf](https://www.state.nj.us/health/cd/documents/topics/NCOV/RecommendationsForLocalHealthDepts_K12_Schools.pdf)

### Contact Tracing

The district will fully cooperate with Department of Health officials and contact tracers to assist in providing contact tracing within the school. This may include, but not be limited to, advising the Department of Health the movement of the student or staff member in the building and lists of students and staff members the infected individual may have come in contact with. District nurses have been trained in contact tracing. All teachers will keep up to date seating charts for this purpose.

### General Safety

Any issues related to the medical aspects of the reentry plan or COVID concerns shall be immediately communicated to the school Principal, school Nurse, and/or the Director of Special Programs.

## Appendix B – Cleaning and Disinfecting Procedures

During this pandemic, district facilities staff have been and will continue to be positioned to clean for disinfection rather than appearance. To provide an example, the contents of classrooms are normally emptied over the summer and the floor is waxed. Floor waxing, largely aesthetic, has been suspended for the summer of 2020 other than for main hallways so the staff can focus on wiping down and disinfecting the contents of classrooms. Even once school reopens we will see custodial staff focused on disinfection. It is important to differentiate tasks performed for appearances versus tasks performed that actually disinfect.

When school reopens all custodial staff will be focused on wiping down and disinfecting touchpoints and other frequented areas throughout the school day. The district has secured a supply of disinfectant to be used in spray bottles along with hydrostatic sprayers. Dedicated school staff will be monitoring bathroom capacity to ensure that no more than the designated number of students are in the restroom at any given time. All restrooms will have disinfectant applied several times a day.

Cleaning checklists currently in place for custodial staff will be altered to focus on cleaning and sanitizing (pg. 29 of the Road to Recovery)

### Staffing

With the increased sanitization needs in the schools when they are occupied it is anticipated that two to three additional temporary full time term appointed custodians will be needed during the school day. The DOE has indicated that reserve funds *may* be used for this purpose with Commissioner approval. The District will make necessary application seeking use of these funds after all other sources of funding are exhausted.

### Supplies

EPA-registered disposable wipes have been secured in sufficient supply for each classroom for teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use (pg. 30).

Hand sanitizing stations will be installed in each classroom and other common areas (pg. 9) and the district has secured hand sanitizer with over 60% alcohol content (pg. 19).

Cloth reusable face coverings have been secured for student and staff use (pg. 9; 17; 19). Additional PPE such as face shields have been secured to deploy as necessary especially to critical areas such as the nurse's office.

Use of disinfectant and PPE supplies is proportional to the occupancy of the building, and that will be a critical piece of this plan. On a weekly basis the facilities supervisor and business administrator will review the levels of PPE supply and report to the superintendent.

### Confirmed Case in the School

Other appendixes in this plan will address the operational response to a confirmed case in the school. This section refers to cleaning and disinfection protocols that will take place after a confirmed case in the school has been reported to the district by the Freehold Borough Health Department.

Upon notification of a confirmed case of COVID in one of the buildings, the district will promptly confer with the Freehold Health Officer and seek guidance on the level of remediation necessary, appropriate to the case at hand. Minimally, the district has the capability to thoroughly disinfect appropriate rooms in the school.

However, where warranted, the district may also contract with specialized industrial cleaning companies, if the Freehold Health Officer so advises. If local or specialised cleaning needs to extend into a school day, all affected classes will revert to a 100% virtual for the time needed to clean. Parents/guardians would be kept fully advised of the procedures being taken and the length of the impact on in-person instruction.

## Appendix C – Arrival, Dismissal and Internal Movements (Freehold Intermediate School)

Students will be placed in assigned cohorts. Students would rotate days alternating virtual and in-school classes to allow for social distancing. Consequences for noncompliance to social distancing policies will be shared with students and parents prior to the start of school.

For in-school classes, students will maximize social distancing, working to achieve a 6ft separation. Face coverings will be required all day. Signage will be posted in the building on keeping distance, one way, washing hands

### Arrival Procedures

Students will be required to arrive on the campus wearing face coverings. Staff will be assigned outside to ensure social distancing and to avoid clustering in groups. Early arrival to school would be discouraged.

Upon the opening of the school doors, all students will pass through temperature checkpoints just after entering the building. To minimize interaction of students between drop-off and entrance to the school facility, each grade level will have assigned entrance points and students will be required to observe social distancing protocols in the new and old gym.

Dismissal from the gyms to the 1<sup>st</sup> block classrooms will be staggered. Pathways to classrooms will be in a one-way direction. Students will be required to wear face coverings at all times while on campus.

- 8th grade students will arrive through the FIS main entrance (door # 13) and be directed to the cafeteria for breakfast or the old gym until dismissal to homeroom.
- 7th grade students will arrive through the new gym entrance ( door #9) and be directed to the new gym for breakfast or the old gym until dismissal to homeroom.
- 6th grade students will arrive through the trophy case entrance (door #15) and be directed to the new gym for breakfast or the old gym until dismissal to homeroom.

### Movement in the hallways throughout the day

In the event a staff member is informed of a student who is feeling ill during the school day, the staff member will immediately call the nurse, who will then alert the main office. The main office will have a list of designated staff members who will be responsible to accompany the child to the nurse's office.

Dismissal from classes will be staggered to minimize the number of students and staff in the hallway. A schedule will be established where only one grade level passes at a given time. Most students will remain in the same classroom for their three classes. The teachers will move to them. The bell system will not be used. Dismissal at the end of each period will be announced and allow for a one minute gap between passing times for grade levels for those few students who must move..

- Students will be required to follow social distance protocols
- Students will be required to adhere to the direction patterns and follow all protocols indicated by signs posted in the hallways and classroom.
- Students and staff will have a one-way route, on the right side of the hallway, to be followed whenever there is a high volume of students in the hallway. Arrows on the floor will demarcate proper social distancing during times of passing .

- Students and staff will be required to wear face coverings.

Bathrooms - When possible, students will be limited to scheduled times for bathroom breaks. Designated staff members will be assigned to enforce limited capacity and avoid overcrowding. Custodial staff will conduct frequent cleaning of bathrooms. Students will be allowed in the bathroom two at a time. Students will leave agenda books on shelves located outside of the bathrooms to indicate occupancy. Staff will be assigned to monitor bathrooms. Students will be required to wear masks (face coverings) in the bathrooms.

Hand cleaning (hand sanitizers will be available throughout the building)

Students will be required to clean hands under the following circumstances :

- In the event that they sneeze , blow or rub their nose
- after using the bathroom
- Before and after meals

### Dismissal from School

Staff will have duty assignments at exits and outside school to ensure that students leave campus immediately after dismissal. Students will be required to wear face coverings. FIS students waiting for sibling dismissal will be assigned to an area monitored by staff and required to wear face coverings and adhere to social distancing protocols. Students will not be permitted to wait outside for siblings.

- 6th grade students will be dismissed through trophy case doors (exit 15).
- 7th grade students will be dismissed through new gym doors (exit 9)
- 8th grade students and car riders will be dismissed through the FIS main entrance( exit 13) .

Hall Lockers- Students will be assigned by cohorts allowing for distancing between lockers. Locker use will be scheduled and staggered to allow for minimum traffic in the hallway and to allow for access to lockers within social distancing protocols. Students will only be permitted to use lockers at scheduled times, which would include before homeroom and at dismissal. Lockers when inclement weather causes the need for jackets and rain gear to be stored. Otherwise students will carry their belongings with them in school so as to minimize congregation around lockers. Students will be allowed to carry a backpack.

### Meals -breakfast

Students electing to have breakfast in school will pick-up food from Kiosks located in the cafeteria or gym before proceeding to class. Students will be socially distanced and required to wear masks as they enter and leave their assigned areas. Students will be required to clean hands before and after meals.

### Meals- lunch

Students electing to receive lunch will be dismissed first and proceed to their designated exit points. Lunch will be available from kiosks as they leave the building.

### Athletics

If athletic teams are allowed to practice and play, they will do so under strict guidelines. Use of locker rooms will be staggered to minimize the number of students at one time. Locker rooms will be cleaned and disinfected between use. Any spectators at games and matches will be socially distanced if not in the same family group.

Students will be placed in two assigned cohorts, A and B. Students will rotate days per the established schedule. All related arts type courses (Physical Education, Health, Spanish, Art, Music) will be taken virtually. Students will take their core classes both in-school and virtually. Students on 100% virtual will substitute the in-school portion with online synchronous sessions.

**Appendix D – Arrival, Dismissal and Internal Movements**  
**(Park Ave Elementary)**

**Arrival**

<i>Group</i>	<i>Doors Open</i>	<i>Entry Point</i>	<i>Procedures</i>
Before Care	7:20	Cafeteria Door (15)	Parents should not arrive on campus before 7:15. Student temperature checked upon arrival. Student who has a temperature or is otherwise ill will be escorted to the nurse by a staff member. Parent and Principal will be notified. Students will sit in student desks that are spaced to allow for social distancing in both cafeterias.
Car Riders	8:00	Cafeteria Door (15)	Parents should not arrive prior to 7:55. Car rider students will enter the building and eat their breakfast in both cafeterias. Students are not allowed to share food. Students will sit in student desks that are spaced to allow for social distancing in the cafeteria. Students who are not receiving breakfast will proceed to the old gym. Student temperature checked upon arrival.

Walkers	8:00	Trophy Case (5)	Walkers should not arrive prior to 7:55. Walkers should be socially distanced outside the PAE Main Entrance as demarcated. Staff receive students and monitor their entrance into the building. Walkers who are eating breakfast will proceed to the new gym where they will eat their breakfast. Students will sit in student desks that are spaced to allow for social distancing in the cafeteria. Walkers who are not eating breakfast will proceed to the old gym. Student temperature checked upon arrival.
Bus Riders	8:00	Cafeteria Door (15)	Students will eat their breakfast in the cafeteria. Students will sit in student desks/bleachers demarcated for social distancing the old cafeteria. Students who are not receiving breakfast will proceed to the old gym. Student temperature checked upon arrival.
Late Arriving Students	8:30	Main Entrance Door (1)	Students arriving late have to be accompanied by the parent. If a student has a fever they will be sent to the nurse for further evaluation. Nurse will notify parent and principal. The parent must take child from school.

## Hallway Movements

General Hallway Procedures	Students and staff will have a one-way route-on the right side of the hallway. Arrows on the floor will demarcate proper social distancing. Students and staff will be required to wear face coverings on campus.
General Bathroom Procedures	Students are allowed the bathroom one at a time. Students will place the paper bathroom pass in the clear drop box outside the bathroom to indicate that someone is in the bathroom. Student will take the bathroom pass and throw it out when they return to the classroom. Staff members will monitor the bathroom. In addition, hand sanitizer will be located outside of the bathrooms.

<i>Time of Day</i>	<i>Type of Movement</i>	<i>Procedure</i>
School Day	Bathroom Usage and hand washing	Students will wash hands for at least 20 seconds under the following circumstances:  -the beginning of the day after they enter their homeroom  -after they sneeze, blow, or rub nose  -after using toilet
School Day	Student dismissed to another area of the school (i.e. Main Office, Counselor, Nurse...)	Teacher calls the person at the location letting them know to avoid overflow of students in one space.
School Day	ESL/Basic Skills/Special Education Pull out Resource/OT/PT/Speech/G&T	Teachers will pick up students from classrooms and walk them to their designated classroom. After class the teacher will walk the students to their homerooms.

School Day	5th Grade Students	Students will not be changing classrooms for their subject. The teachers will move instead. Additional staff will monitor the classrooms as the teachers move.
School Day	Snack	There will be no snack during the school day.
School Day	Playground	Students are not permitted on the playground before, during, or after school.
School Day	Classroom	Students will maintain the maximum amount of social distancing all facing the same direction wearing face coverings.
School Day	Classroom	Teacher will monitor internal movements ensuring students remain social distanced. This includes but is not limited to: throwing away garbage, retrieving items within the classroom, signing out for bathroom, asking teachers questions, etc
School Day	Music Lessons	If schedule allows, Music teacher will pull students from class for a socially distanced lesson. Teacher will pick up student and return them to class after lesson. If instrument requires removal of face covering then the teacher and students must remain at least 6ft apart. Virtual lesson may also be given if schedule permits.
Dismissal	Car riders	There will be a staggered per grade level dismissal of car rider students from homerooms to the cafeteria. Car riders will receive their lunch in the cafeteria.

Dismissal	Bus Riders	There will be a staggered per grade level classroom dismissal of bus riders to the board office hallway. Bus Riders will receive their lunch at a hallway kiosk.
Dismissal	Walkers	There will be a staggered per grade level dismissal of walkers to a designated area. Walkers will receive their lunch at a hallway kiosk. Once dismissed, walkers must immediately leave the campus.

### Visitation

Type of Visitor	Reason for Visit	Procedure
Parent	<ul style="list-style-type: none"> <li>-Late drop off</li> <li>-Early Pick-up</li> <li>-Meeting</li> <li>Item drop</li> </ul>	<p>Late Drop Off-</p> <p>Parent will ring doorbell and wait with child outside. Student will be permitted into vestibule where he/she will be received by staff members. Parent will not enter the building</p> <p>Early Pick-up-</p> <p>Parent will ring bell and be permitted into the security vestibule where they will sign child out and wait for student to be delivered to them</p> <p>All Parents are required to wear a face covering when on campus.</p>

Additional Notes:

Student Personal Belongings will be kept in assigned lockers.

Lunch:

Care riders will get lunch at the cafeteria.

Bus Riders and walkers will get lunch at the hallway kiosk.

Playground Usage:

Playgrounds will be closed at all times and are NOT permitted for use before, during, and/or after school.

Temperature check:

All students and staff will be required to have temperature taken daily as they enter the building in the main hallway. If machine reads a high temperature the staff member or student will be sent to the nurse for further evaluation. If anyone has a fever they will be sent home. Parents will be required to arrange pick up immediately. Parents entering the building (i.e. meeting) will have temperature check before being cleared to enter. If a fever is detected parent will not be permitted in the building. All parents and visitors are required to wear a face covering.

In the event a staff member is informed of a student who is feeling ill during the school day, the staff member will immediately call the nurse, who will then alert the main office. The main office will have a list of designated staff members who will be responsible to accompany the child to the nurse's office.

Social Distancing and face coveringing

All staff, students, parents, and visitors are required to use social distancing guidelines set forth by the state of NJ, and wear face coverings at all times when on the PAE campus outside of vehicles.

Bathroom Usage: All Staff members have a bathroom lanyard(s) to hand out to students who leave the room to use restroom.

Signage will be posted in the building on keeping distance, one way, washing hands

**Appendix E – Arrival, Dismissal and Internal Movements**  
**(Freehold Learning Center)**

Arrival

Group	Doors Open	Indoor Procedures	Outdoor Procedures
Before Care (YMCA)	7:20	<p>Students are received by a YMCA staff member at designated area. Parent will wait while a temperature check is issued. If student has high temperature, then parent will have to take child from school.</p> <p>Students without high temperature will join the morning care program in designated area following social distanced guidelines wearing a face covering. Staff, children, and parents are required to wear face coverings at all times when on campus.</p>	<p>Parent will park and walk student to designated entrance. While outside student(s) and parent(s) will comply with social distancing guidelines and wear a face covering. Parent(s) will wait outside until student has had a satisfactory temperature check. If child is cleared to remain in school, the parent will sign them in before leaving.</p>

<p>Car Riders (Grade 2) Main Entrance</p>	<p>Doors Open 8:47</p>	<p>Breakfast students will be let in at 8:47 following previously lined up walkers down main corridor through temperature checks (*See note at end of appendix E) If cleared they will enter designated area for breakfast (see guidelines in breakfast section) or non-breakfast</p>	<p>Car riders will be let out of cars at 8:46 just as walkers enter the building. They will line up outside social distanced wearing face coverings outside main entrance (this will be marked). Non-breakfast students will line up on left, and breakfast students on the right properly distanced. Staff members will ensure one line at a time will enter building in order to maintain social distancing upon entrance.</p>
<p>Car Riders (Grade 1) (Grade 1 Entrance near Auxiliary Cafeteria)</p>	<p>Doors Open 8:47</p>	<p>Breakfast students will be let in at 8:47 following previously lined up walkers down main corridor through temperature checks (*See note at end of appendix E) If cleared they will enter designated area for breakfast (see guidelines in breakfast section) or non-breakfast</p>	<p>Car riders will be let out of cars at 8:46 just as walkers enter the building. They will line up outside social distanced wearing face coverings outside designated entrance (this will be marked). Non-breakfast students will line up on left, and breakfast students on the right properly distanced. Staff member will ensure one line at a time will enter building in order to maintain social distancing upon entrance.</p>

<p>Car Riders (Kindergarten)  (Entrance into K hallway)</p>	<p>Doors Open 8:47</p>	<p>Breakfast students will be let in at 8:47 following previously lined up walkers down main corridor through temperature checks (*See note at end of appendix E) If cleared they will enter designated area for breakfast (see guidelines in breakfast section) or non-breakfast</p>	<p>Car riders will be let out of cars at 8:46 just as walkers enter the building. They will line up outside social distanced wearing face coverings outside designated entrance (this will be marked). Non-breakfast students will line up on left, and breakfast students on the right properly distanced. Staff member will ensure one line at a time will enter building in order to maintain social distancing upon entrance.</p>
<p>Car Riders (Pre-K)</p>	<p>Doors Open 9:10</p>	<p>Once inside the teacher will space students out socially distance in hallway until all students for the day have been received. Teacher will then escort the students to through temp checks (*See note at end of appendix E) and then to the classroom socially distanced and wearing face coverings.</p>	<p>Parents will park in Pre-K parking lot and walk their child to designated Pre-K entrance maintaining social distance and wearing face coverings. Teacher will pick up students from parent at 9:10 taking in one child at a time to maintain social distancing. The designated waiting area will be marked to maintain social distancing.</p>

Walkers (K-3)	Doors Open 8:45	Students will enter the building down main corridor through temperature checks (*See note at end of appendix E) If cleared they will enter designated area for breakfast (see guidelines in breakfast section)	Walkers will line up socially distanced (marked) with parent outside main entrance. They will choose the breakfast or non-breakfast line. Doors will open at 8:45 one line at a time monitored by a staff member.
Walkers (Pre-k)	Doors Open 9:10	Once inside the teacher will space students out socially distanced in hallway until all students for the day have been received. Teacher will then escort the students through temp checks (*See note at end of appendix E) to the classroom socially distanced and wearing face coverings.	Parents will walk their child to designated Pre-K entrance maintaining social distance and wearing face coverings. Teacher will pick up students from parent at 9:10 taking in one child at a time to maintain social distancing. The designated waiting area will be marked to maintain social distancing.
Bus Students	TBD	Procedure-  Designated staff members following social distance guidelines and wearing a face covering will receive students from the bus and walk them inside through temp checks (*See note at end of appendix E) and to a designated area to either eat or be housed until the start of the school day.  **Students/staff will adhere to all social	Procedure-  Designated staff members following social distance guidelines and wearing a face covering will receive students from the bus and walk them inside through temp checks (*See note at end of appendix E) and to a designated area to either eat or be housed until the start of the school day.  **Students/staff will adhere to all social distance guidelines and wear a face covering.

		distance guidelines and wear a face covering.	
Late Arriving Students	Main Entrance	Students arriving late have to be accompanied by the parent. Parent will wait outside while student has temp check and cleared to go to school. If student has a fever they will be sent to the nurse for further evaluation. If cleared, parent may leave. If not, parent must take child from school.	

Breakfast

Group	Procedure
Gym (Grade 2)	After temp checks, cleared breakfast students will enter the gym or auxiliary cafeteria. They will line up socially distanced getting their breakfast and sitting at a desk which will be socially distanced 6 feet apart as face coverings will be off. Staff members will monitor them as they throw away garbage and report to their designated housing area.

Auxiliary Cafeteria (Grade 1)	After temp checks, cleared breakfast students will enter the gym or auxiliary cafeteria. They will line up socially distanced getting their breakfast and sitting at a desk which will be socially distanced 6 feet apart as face coverings will be off. Staff members will monitor them as they throw away garbage and report to their designated housing area.
Kindergarten	After temperature checks cleared students will be escorted to their classroom by their teacher and/or para. Breakfast will be served in the cafeteria or classroom depending on grade level, with students spaced 6ft apart and not wearing face coverings.
Pre-K	After temperature checks cleared students will be escorted to their classroom by their teacher and/or para. Breakfast will be served in the cafeteria or classroom depending on grade level, with students spaced 6ft apart and not wearing face coverings.

### Hallway Movements

General Hallway Procedures	Students and staff will walk on the right side of the hallway with social distancing in place. Arrows on the floor will demarcate proper social distancing where needed.
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Time of Day	Type of Movement	Procedure
School Day	Arrival-Students from designated housing spot in building to their classroom	Teachers will pick up their students from designated housing area escorting them to the classroom socially distanced and wearing face coverings

School Day	Student dismissed to another location within building	Teacher calls the person at the location letting them know to avoid overflow of students in one space. If a child needs to see the nurse then the staff member must call the nurse prior to sending the student. Child will be escorted to the nurse by a staff member with their belongings as if they are going home for the day.
School Day	Bathroom Usage (Grades Pre-K and K)	Teacher/para will monitor classroom bathroom (1 student at a time)
School Day	Bathroom Usage (Grades 1-3) -Main Hallway -Auxiliary Cafeteria Bathrooms -Classroom Bathrooms in grades 1 and 2 will be monitored by teacher	Lanyard usage. When entering bathroom student will hang lanyard on hook outside bathroom. This will indicate to other students that bathroom is occupied and they may not enter until the other student comes out. Teachers will make this an expectation and custodian and security guard will monitor.
School Day	Bathroom Usage (Hand Washing)	Students are required to use the bathroom to wash hands for at least 20 seconds under the following circumstances:  -the beginning of the day after they enter their homeroom  -after they sneeze, blow, or rub nose  -After using toilet
School Day	G&T	G&T teacher will pick up students from classroom and walk them to the library/G&T area for class. After class the G&T teacher will walk the students to their homerooms. Students and staff will follow social distancing guidelines and wear a face covering throughout.

School Day	ESL/Basic Skills/Special Education Pull out Resource/OT/PT	Teacher will pick up students from classroom and walk them to designated area for class. After class the teacher will walk the students to their homerooms. Students and staff will follow social distancing guidelines and wear a face covering throughout.
School Day	Music Lessons	If schedule allows Music teacher will pull students from class (at FLC) for a socially distanced lesson. Teacher will pick up student and return them to class after lesson. If instrument requires removal of face covering then the teacher and students must remain at least 6ft apart. Virtual lessons may also be given if schedule permits.

Visitation

Type of Visitor	Reason for Visit	Procedure

Parent	-Late drop off	Late Drop Off- Parent will ring doorbell and wait with child outside. Student will be permitted into vestibule where he/she will be received by staff member.
	-Early Pick-up	Parent will not enter the building
	- Meeting	Early Pick-up-
	-Item drop	Parent will ring bell and be permitted into the security vestibule where they will sign child out and wait for student to be delivered to the. Face coverings will be required.
		Meeting- Parent will ring bell and let in to security vestibule waiting area, sign in, and wait for staff to escort them to meeting area. Face coverings are required.
	Item Drop- Parent will ring doorbell to let secretaries know they are leaving item in drop box. Parents will not enter the building to drop off items.	

Dismissal

Group	Indoor Procedure	Outdoor Procedure
Car Riders (k-3)	There will be a staggered per grade level dismissal from homerooms to designated housing area for car riders. Students will listen for their name and exit housing area and building lining up socially distanced	Students will line up socially distanced monitored by staff and wait for their car to pull up.

	outside until car pulls up.	
Car Riders (Pre-K)	Classrooms will stagger dismissal to help maintain social distancing while exiting the building. Teachers will walk students following social distance guidelines wearing face covering outside to dismiss to awaiting parents at designated areas. must wear face covering.	Parents will park in Pre-K parking lot and walk to Pre-K exit to receive children from teacher. Parents picking up children at building exits. Social distance markers will be present for parents and one class will be dismissed at a time. Parents picking up children at building exits must wear a face covering.
Walkers (K-3)	Classrooms will stagger dismissal to help maintain social distancing within the building to the exits.	While exiting the building. Teachers will walk students following social distance guidelines wearing face coverings outside to dismiss to awaiting parents at designated areas. Parents picking up children at building exits must wear face coverings.
Walkers (Pre-K)	Classrooms will stagger dismissal to help maintain social distancing inside the building to the exit.	While exiting the building. Teachers will walk students following social distance guidelines wearing face coverings outside to dismiss to awaiting parents at designated areas. Parents picking up children at building exits must wear a face covering.
Bus Students	Designated staff will walk students from their classroom following social distance guidelines wearing face coverings outside to their designated bus.	Designated staff will walk students from their classroom following social distance guidelines wearing face coverings outside to their designated bus.
YMCA After Care	Students will be dismissed to their designated space following social distancing and wearing a face covering. YMCA staff member will	Parents will call YMCA hotline letting staff know they are there. YMCA staff member will dismiss student to the parent as parent signs them out. Parents will not enter the

	receive the students, also wearing a face covering at all times.	building.
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Other Important Requirements

Social Distancing and face coverings

All staff, students, parents, and visitors are required to use social distancing guidelines set forth by that state of NJ, and wear face coverings at all times when on the FLC campus outside of vehicles.

Temperature check:

All students and staff will be required to have temperature taken daily as they enter the building in the main hallway. If machine reads a high temperature the staff member or student will be sent to the nurse for further evaluation. If anyone has a fever they will be sent home. Parents will be required to arrange pick up immediately. Parents entering the building (ie: meeting) will have temperature check before being cleared to enter. If a fever is detected parent will not be permitted in the building. All parents and visitors are required to wear a face covering.

Hallway Usage:

Learning Area-

All students and staff will use a one way hallway when in the learning area. The 2nd grade hallway (marked with a sign) will be designated as a way to walk into the learning area. The auxiliary cafeteria will be used as a cut through for those who need to access other side of learning area. The grade 1 hallway will be used as a walkway facing the exit to main hall.

Main Hallways-

Main corridor will be 2 way traffic with designated markers showing that each line is at least 6ft. Apart.

Kindergarten hallway will be one way traffic from main corridor into K wing (at Richardella) continuing down to Andia. For those who need to access main corridor can cut through gym/cafeteria.

The pre-k will be marked as 2 way traffic socially distanced the best of our ability.

#### Drinking Water:

Water fountains in the school will have plastic cups next to them. Students will be encouraged to bring their own bottled water in clear containers.

#### Playground Usage:

Playgrounds will be closed at all times and are NOT permitted for use before, during, and/or after school.

#### Student Personal Belongings

Students will keep their personal items spaced out in the classroom (set forth by the teacher).

#### Lunch

Homeroom teachers will take pre-orders first thing in the morning and send to Pomptonian.

Pomptonian will deliver lunches to the classrooms prior to dismissal.

Proper signage on keeping distance, one way, washing hands will be posted.

#### Snack

\_\_\_\_Snacks will not be permitted in school for grades K-2. However, a snack will be provided for our Pre-K students. They will eat in the classrooms while maintaining 6 feet distancing without a mask during a designated time.

## Appendix F – Food Service and Distribution

According to the Restart and Recovery Plan for Education, it is our moral imperative to ensure the seamless and continuous feeding of New Jersey's approximate 1.4 million students during all phases of the school reopening. Freehold Borough Public Schools has consistently made food insecurity a top priority in maintaining access to nutritional meals. The District has been offering breakfast and lunch to any student in need during the Covid 19 School Closure and has continued throughout the summer. The District's long term partnership with the Summer Food Service Program has been instrumental in making this a reality.

There are many ongoing concerns for the reopening of school and many uncertainties related to Food Service. The educational plan will be the key driver to the food service operation, which may need to be revised and retooled as more information is known about Coronavirus. Food service will adjust for every level, but will be ready to start at Level 4. The district will maintain the ability to change and adapt quickly. The district will continue to provide meal for both those in school and on virtual instruction.

The District has chosen to start with a full virtual program, but needs to be ready to transition to a half day in-school program. The food service program will be ready to serve the students of Freehold Borough both in person and in a virtual environment.

The following items will be critical in the food service operation in the cafeteria:

1. Food Service Staff will be subject to a daily health screening and temperature checks, face coverings will be worn at all times.
2. Cafeteria tables will be replaced with student desks to be socially distanced apart.
3. All food items will be prepacked for sanitary purposes, no buffet style choices, no farm stand
4. Thorough cafeteria cleaning take place after each meal period
5. Orbital scanners and ID tags will replace the current method of student entering their 4-digit code at check out

### Half Day Plan:

The District has selected a half day plan with a percentage of students both in district and on virtual instruction. For in-district students:

Breakfast: Will be available in the cafeteria or gyms, except for PK/K which will be eaten in the rooms. Food items will be packaged for sanitary protection.

Lunch: Will be a grab and go package containing current day lunch, and next day breakfast and lunch.

### Students on Virtual Instruction:

Food distribution packs will be available at a community pick up point within Freehold Borough. Food packs will contain breakfast and lunch similar to our procedure since the Covid 19 closure on March 16, 2020.

Half Day Plan	Students in District	Students on Virtual Instruction
Breakfast	Cafeteria/Breakfast before the Bell	Food Distribution from a community location. Mon, Wed, Fri
Lunch	Grab and Go containing current day lunch and next day breakfast and lunch	Food Distribution from a community location. Mon, Wed, Fri

In the Case of a Full Day Plan:

The district may run a full day plan of instruction with a percentage of students both in school and on virtual instruction.

In District Students

Breakfast

Breakfast will be available both in the cafeteria.

Lunch

Lunch will be available in the cafeteria and also in an alternate location, such as the Gymnasium, in order to maintain social distance.

Students on Virtual Instruction

Food distribution packs will be available at a community pick up point within Freehold Borough. Food packs will contain breakfast and lunch similar to our procedure since the Covid 19 closure on March 16, 2020.

After School Snack will be available for full day students that remain after school to participate in our 21Century Afterschool Grant Program, Title I Enrichment Programs or any other after school educational program. Snack will be served in the cafeteria while social distance is imposed.

Full Day Plan	Students in District	Students on Virtual Instruction
Breakfast	Cafeteria/Breakfast before the Bell	Food Distribution from a community location. Mon, Wed, Fri
Lunch	Grab and Go containing current day and next day	Food Distribution from a community location. Mon, Wed, Fri
After School Snack	Cafeteria for students staying after school for enrichment programs	Not Available

## **Appendix G – Social Emotional Learning and School Culture and Climate**

The district will take into account on how to plan for and best support the well-being of educators, staff and students during reentry. The district will effectively plan for supportive and equitable learning environments that promote social, emotional, and academic learning for all students.

### **Educator Well-being:**

- Provide time and space for individuals to process traumatic events, re-establish connections with each other, and receive support that promotes their healing.
- Prioritize educator self-care and wellness for the start of the 2020- 2021 school year.
  - Professional Development for all staff focusing on SEL training
  - Providing resources for all staff needing support for SEL services
  - Provide support for educators' on how to access mental and behavioral resources and encourage them to utilize these services. (CST, Counselors, nurses will be available to all staff)
    - 5 Strategies for Teacher Self-Care (ASCD)
    - Educator Stress Spectrum
    - Educator Resilience and Trauma-Informed Self Care
    - Handout: Supporting Healthy Mindsets and Behaviors
    - NJEA's Member Helpline
    - Resiliency Resources at Rutgers University Behavioral Health Care
    - Supporting Teachers Through Stress Management (NASP)

### **Trauma-Informed Social and Emotional Learning:**

The district will organize and prepare for the next school year acknowledging the potential trauma that staff and students have faced during the COVID-19 school closures. The district will directly address staff and student challenges to ensure that social and emotional learning are embedded into the daily school setting. The district will establish clear communication and routines and prioritize the well-being of staff and students to support the safety and security of all stakeholders.

- Communicate the importance of SEL and how it relates to student success with staff, students and families.
- Provide qualified staff and individuals to support the SEL of all stakeholders.
- Provide opportunity for connections among staff, students and families, as needed (virtual town-halls, small group online meetings, surveys, etc.).
- Integration of SEL into teaching, instruction, and daily learning environments. (through both in person and virtual instruction).
- Establish protocols for identifying and supporting students with social, emotional, behavioral and mental health challenges. (Support staff will be available daily to address staff and student needs).
- Provide community partnerships such as the YMCA and outside agencies to supplement services as needed.

- Provide opportunities for staff and students to practice and reflect on their social and emotional competencies.
  - Create instructional practices to support SEL (small groups, mentors, breaks)
  - Provide opportunity to discuss impacts of COVID-19
  - Provide safe space for all discussions to take place (topics may included but are not limited to: bullying, grief, loss, mental health, hope resiliency)
  - Provide counseling and mental health support as needed to both staff and students
    - [Building Trauma-Sensitive Schools](#)
    - [CASEL Program Guide](#)
    - [Center for SEL and School Safety](#)
    - [Considerations for Schools \(CDC\)](#)
    - [COVID-19 Resources \(American School Counselor Association\)](#)
    - [Creating Opportunities through Relationships Modules](#)
    - [Creating SEL Teams](#)
    - [Creating Trauma-Informed Systems](#)
    - [Developmental Indicators—SEL in the K–12 Classroom \(NJDOE\)](#)
    - [Guide to Schoolwide SEL \(CASEL\)](#)
    - [Helping Children Cope with Changes Resulting From COVID-19](#)
    - [Incorporating SEL into Classroom Instruction](#)
    - [Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew your School Community \(CASEL\)](#)
    - [New Jersey’s SEL Competencies and Sub-Competencies.](#)
    - [SEL Data Reflection Protocol](#)
    - [SEL Professional Development Modules for Educators \(NJDOE\)](#)
    - [Strategies for Trauma-Informed Remote Learning](#)
    - [The Greater Good Science Center at UC Berkeley](#)
    - [Trauma-Informed School Strategies during COVID-19 \(National Child Traumatic Stress Network\)](#)
    - [Trauma-Informed SEL Toolkit](#)

### **School Culture and Climate:**

The district will focus on creating a positive school climate and culture addressing issues raised by the COVID-19 pandemic. The district will work to improve upon the conditions for learning for all students in relation to our in-person, hybrid, or virtual instructional models. In doing this, the district will provide support for all staff and students to acclimate, engage in and optimize the culture and climate of each school setting and provide instruction to the highest extent possible.

- Establish clear routines and maintain clear communication with staff, students and families.
- Prioritize health and well-being of staff and students.
- Assess school/district climate to identify areas of need.

- Plan for and implement evidence-based strategies to address school/district needs.
- Plan and provide instruction on social norms and behavioral expectations.

### **Utilizing the Strengths of Staff:**

- District will guide administration/teachers in supporting the academic, social emotional, and health needs of students.
- District will support/empower the strengths of educators and staff in providing SEL support to students.
  - Administration is encouraged to utilize multiple outlets such as school website and social media to effectively communicate with families and staff regarding SEL district components
  - District will facilitate opportunities for students, staff, and families to connect and reflect using SEL components as deemed necessary upon return to school
  - District will provide staff school resources on SEL and trauma as needed
  - District will provide students and families resources on SEL and trauma as needed
  - Teachers will provide students with opportunities to connect with other students (within learning environment and socially)
  - Teachers will focus on any changes in student behavior and report concerns pursuant to district policy (support staff will assist as needed)
    - ❑ National Center on Safe and Supportive Learning Environments
    - ❑ National School Climate Center: School Community Engagement in the Time of COVID-19
    - ❑ School Climate Strategy Resource Guide

## **Appendix H – Multi-Tiered Systems of Support (MTSS)**

The district will support Multi-Tiered Systems of Support (MTSS). MTSS is a framework that schools utilize as a systematic approach to the prevention, intervention, and enrichment in grades PK-12 (PK-8 for Freehold Borough) for academics and behaviors. The district will implement social and emotional, academic, behavioral and wraparound supports and interventions as necessary to maximize conditions for learning at school, in the classroom and on an individual student basis.

The district will utilize a variety of measures to complete universal screenings, incorporate problem-solving teams, initiate family engagement, and make data-based decisions as part of the critical components of MTSS for the Freehold Borough School District.

### **MTSS/RTI: A research-based structure:**

- The district will implement a structured intervention and referral services system to meet the needs of all students. (RTI format)
- The process will include a multi-modal approach
- The process will include a team approach whose members will include educators, related services member, other pertinent staff (nurse, counselor, etc.) and family members/community members when applicable
- The process will assess the need for academic and/or social emotional supports and interventions available within the school and community by following a structured framework:
  - Screening
  - Progress monitoring
  - Data tracking and documentation
  - Formative Assessments to determine student skills relative to beginning of the school year
  - Summative Assessments to determine response to instruction and intervention

### **Universal Screening:**

- The district will utilize screening data to drive the instructional decisions for whole group, small group and individual instruction as school reopens in the fall.
- Universal assessments will be administered per district guidelines to determine instructional and intervention strategies moving forward.
- Curriculum teams will review school-based data and determine if screening tools are adequate and whether they can be administered in person, remotely or both.
- The district will provide all students access to a device with internet access as well as the necessary equipment for online screening tools.

### Collaborative Problem-Solving Teams:

- Collaborative problem-solving teams (data teams) will consist of administrators, general and special education teachers, bilingual/ESL teachers; related service providers/interventionists; and other pertinent staff deemed necessary.
- The team will guide the use of data to make informed decisions about instruction and intervention at each support tier.
- The district will ensure that these teams are comprised of a fully inclusive and representative membership who are informed and trained on the I&RS, RTI and MTSS processes.

### Family Engagement:

- The district will actively engage and include families and students in the decision-making process and team meetings regarding interventions and supports as necessary.
- The district will take into account family considerations when discussing in-home support and other such provisions for supports and/or accommodations that may be necessary to facilitate family participation.

### Data-Based Decision Making:

- The district will implement a data-based decision making process that involves systematic analysis of data to support instruction and intervention
- The district will utilize a tiered approach to supports and interventions to identify a student's strengths and areas of need.
- The district will provide leveled supports and interventions per each individual student need.
- The district will assess and determine the effectiveness of interventions for each individual student.
- The district will provide a school-based collaborative problem-solving team to implement the MTSS for planning and delivering RTI and intervention and referral services to assist students who are struggling.
- Areas of need may include but are not limited to:
  - Learning and academics
  - Social and emotional, behavioral needs
  - Health concerns and/or difficulties

### Wraparound Supports:

- The district will support and assist in providing wraparound services via community relations and partnerships
- The district will work collaboratively with outside agencies and community resources to provide supports and services available both in and outside of the school setting; this will involve a comprehensive approach to addressing the academic, behavioral and social-emotional needs of students
- The district will take into account student and family needs, coordination of outside services, and the provision of additional resources to students and families in need

- Wraparound services often include but are not limited to:
  - Mental health supports
  - Primary health care and dental care
  - Family engagement, including adult education
  - Academic enrichment
  - Expanded after-school learning time, and/or summer programming
  - Mentoring

Resources:

- Considerations for Remote Instruction in Early Math (K–5)
- Considerations for Remote Instruction in Early Reading (K–5)
- Dunlap, G. & Fox, L. (2015). The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS. The Pyramid Model Consortium.
- New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines (NJDOE)
- 6 Keys to Engaging Families in ESSA (National PTA)
- Children’s Interagency Coordinating Council (CIACC)
- County Offices of Education Directory
- Engaging Parents through Conversations (East Side Pathways)
- Families Portal (NJDOE)
- New Jersey’s Parent Teacher Association
- NJ Parent Link: The Early Childhood, Parenting and Professional Resource Center
- NJ 211 Resource Finder
- SPAN Parent Advocacy Network
- Tucker, E. and Kruse, L. (2020). Preparing to Reopen: Six Principles That Put Equity at the Core. Getting Smart.
- New Jersey’s Child Care Resource and Referral Agencies by County
- NJSACC: The Statewide Network for NJ’s Afterschool Communities – Virtual After School Resource Guide
- NJ YMCA Locations
- Big Brothers Big Sisters of NJ
- Mentoring Youth and Young Parents: A Guidebook for Programs Helping Youth and Young Parents Navigate a Pathway to Self-Sufficiency (US Dept. of Labor)

## Appendix I – District Survey and Survey Results

In order to properly assess the needs and desires of the school community as regards the district's approach to learning at the start of the 2020-2021 school year, a district wide survey will be conducted. This will be sent out electronically directly to parents/guardians. It will also be available via link for others in the school community, including staff, students and interested community members.. The results from this survey will inform the work of the Reentry Committee and will be an important factor in arriving at a final decision on the district's approach.

The opening statement of the survey will be structured to succinctly describe the situation prompting the survey, and then gather key categorical information. The heart of the survey will be seeking preferences on a hybrid approach.

### Survey Opening Statement:

COVID-19 has greatly impacted our traditional modes of schooling and this will continue into the start of the 2020-2021 school year. The district's Reentry Committee desires to survey the school community to probe the needs and desires as we plan the start of the new school year.

As regards the master schedule, the district has choices on how to proceed. Framing the issue, on one hand we can take the most conservative approach based on health and safety. That would entail following social distancing practices of 6ft. This means we would only have about 20% of the students in the school at one time, or roughly one day per week. The other 80% they would be home doing virtual work. This would be a child care challenge to parents and would be the least vibrant instructional approach. On the other hand, the district has the option of mandating students to wear face coverings and conduct school as normal. This would eliminate child care and instructional concerns, but would increase the risk of COVID-19 spread. We also have options to do a mix between these two extremes. This survey seeks to gather preferences in this regard.

The survey will be open until Monday, July 20, 2020. Thank you for assisting the Reentry Committee in its task.

### Survey Question (answer only those that apply):

1. I am a:
  - a. Parent/Guardian
  - b. Faculty/Staff Member
  - c. Student
  - d. Community Member
  - e. Other
2. I am interested in (mark all that apply):
  - a. Freehold Intermediate School (grades 6-8)
  - b. Park Ave Elementary (grades 3-5)
  - c. Freehold Learning Center (grades PK-2)
  - d. Out of district placement
  - e. The entire district
3. My preference for a master schedule in 2020-2021 is:
  - a. Strict 6ft Social Distancing, rotating 1-day in school per week (20%), 4-days virtual
  - b. Less than 6ft Distancing, wear face covering, 50% in school, alternate daily

- c. Less than 6ft Distancing, wear face covering, 50% in school, alternate weekly
  - d. All students attend daily, wear face covering, heightened risk of transmission
  - e. I don't want to send my student to in-school instruction at all
4. If opting for alternating days or weeks, what are your preferences for the length of the day? Breakfast and lunch will be available on a grab and go basis daily.
- a. Full day
  - b. Early dismissal day (if early dismissal virtual will be done in afternoon)
5. With regard to child care when students are in-school
- a. I do not require child care after school
  - b. I will enroll in the 21st Century (grades 3-8)
  - c. I will enroll in the YMCA before and/or after school program (grade PK-2)
  - d. I will use another commercially available provider
6. With regard to child care when students are virtual:
- a. I will provide care myself
  - b. I will place my children with friends or relatives
  - c. I will place my children with their high school sibling, if schedules aligned
  - d. I will use commercially available childcare facilities
  - e. I'm not sure yet
  - f. My children are old enough to stay home unsupervised
7. With regard to face coverings:
- a. I prefer to provide my own face coverings
  - b. I prefer the district to provide face coverings
  - c. Not applicable, I will not send my child to in-school instruction

Optional: Please type in any other concerns or questions you have about the return to school in 2020-2021. You are welcome to provide a phone number or email address so we can send a specific response: Thanks for assisting the Reentry Committee in its work. A separate needs assessment survey will be send related to technology requirements.

	English	Spanish	Total	Percentage
Responses	356	92	448	
All Virtual	60	28	88	0.196
6ft/20%	103	28	131	0.292
<6ft/50% daily	95	24	119	0.266
<6ft/50% weekly	48	9	57	0.127
Total <6ft/50%	143	33	176	0.393
100% In-school	50	3	53	0.118

## Appendix J – Level 4 Hybrid Master Schedule

For in-school the district has decided to follow the majority decision indicated in our parent survey. We will bring in 50% of the students on each day and require students to wear face coverings. This plan is based on the assumption that the health restrictions statewide will be the same on the opening day of school as they are now. If the Governor changes the restrictions, we may need to shift to a different plan.

The Reentry Committee had extensive discussion about the length of the school day in this new arrangement and came to a strong consensus that the length of the in-school sessions should be consistent with our Early Dismissal Schedule (4 hours, 10 min). Below are the Board-approved times for a shortened day, which will be used for the in-school portion of our hybrid plan.

School	Start	Dismissal
Freehold Intermediate School	8:00am	12:10pm
Park Ave Elementary	8:40am	12:50pm
Freehold Learning Center	9:10am	1:20pm

During the time for in-school instruction, students will only cover their core subjects (English Language Arts, Math, Science and Social Studies). All related subjects will be full virtual. This includes Physical Education, Health, Spanish, Technology, Art and Music. Students will have a virtual check in on their core courses on their virtual day.

In order to assist parents/guardians with child care, the Reentry Committee planned the day rotation to be as consistent as possible. Only Monday will alternate week to week. Below is a depiction of the rotation plan.

Week	MTWRF	Notes
Week 1	AABAB	Monday is the alternating day
Week 2	BABAB	6/14/21 will be a B day for balance

### 100% Virtual Instruction

Parents/Guardians can opt to place their students on 100% virtual instruction and have no in-school presence.

Students who are on 100% virtual instruction will have the same instructional opportunities as those participating on the in-school plan. The only difference will be that when students are in-school for their 4 hours and 10 minutes of in-school instruction, students on 100% virtual will be spending time with their own teacher online doing synchronous instruction. No student will be disadvantaged because they are on 100% virtual instruction.

Students doing 100% virtual instruction are different than students who need to go on a short term all virtual program because of a special reason (e.g. 14-day quarantine). For these students, their time on virtual instruction will be treated as a home instruction case consistent with our home instruction procedures. However, if the district can place them in their normal class online, then they will continue as a regular student.

A student on 100% virtual learning will not be excluded from any in-school extracurricular events or athletic teams. Students on 100% virtual learning will be held to the same attendance standards as in-school students.

### Student Schedules

Students will be divided into two groups, A and B. For the day in-school, students will have their instruction time divided between three core subjects: English Language Arts, Math, and Science or Social Studies, proportional to the time allotted for those subjects in the Board-approved instructional minutes. Students will have an online check with their core teachers on the afternoon of their full virtual day. They will have their related arts courses in one of the slots designated, either on the afternoon of the in-person day, or in the morning of their all virtual day.

Three master schedules from the student perspective are provided in the following pages.

Time				Time			
8:00	Block 1		Asynchronous	8:00	Block 1		Asynchronous
8:05	83 Min		Core	8:05	83 Min		Core
8:10	In-Person		Course	8:10	In-Person		Course
8:15	Group A		Work	8:15	Group B		Work
8:20				8:20			
8:25				8:25			
8:30				8:30			
8:35				8:35			
8:40			PEH(Gal) 7510-1	8:40			PEH(Gal) 7510-5
8:45			PEH(Bas) 7510-2	8:45			PEH(Bas) 7510-6
8:50			PEH(Mir) 7510-3	8:50			PEH(Mir) 7510-7
8:55			PEH(Mer) 7510-4	8:55			PEH(Mer) 7510-8
9:00			Span(M) 8911-1	9:00			Span(M) 8912-1
9:05			Span(W) S1 8910-1	9:05			
			S2 8910-3				
9:10			Span(F) S1 8910-5	9:10			Span(W) S1 8910-2
			S2 8910-6				S2 8910-4
9:15			Music(H) S1 8220-1	9:15			Music(H) S1 8220-2
			S2 8220-3				S2 8220-4

9:20			<u>Art(V) S1</u> <u>8210-1</u>	<u>S2</u> <u>8210-3</u>	9:20			<u>Art(V) S1</u> <u>8210-2</u>	<u>S2</u> <u>8210-4</u>
9:25	<u>Block 2</u>				9:25	<u>Block 2</u>			
9:30	<u>83 Min</u>				9:30	<u>83 Min</u>			
9:35	<u>In-Person</u>				9:35	<u>In-Person</u>			
9:40	<u>Group A</u>		<u>PEH(Gal)</u> <u>6510-1</u>		9:40	<u>Group B</u>		<u>PEH(Gal)</u> <u>6510-5</u>	
9:45			<u>PEH(Bas)</u> <u>6510-2</u>		9:45			<u>PEH(Bas)</u> <u>6510-6</u>	
9:50			<u>PEH(Mir)</u> <u>6510-3</u>		9:50			<u>PEH(Mir)</u> <u>6510-7</u>	
9:55			<u>PEH(Mer)</u> <u>6510-4</u>		9:55			<u>PEH(Mer)</u> <u>6510-8</u>	
10:00			<u>Span(M) S1</u> <u>7910-5</u>	<u>S2</u> <u>7910-7</u>	10:00			<u>Span(M) S1</u> <u>7910-6</u>	<u>S2</u> <u>7910-8</u>
10:05			<u>Span(W) S1</u> <u>7910-1</u>	<u>S2</u> <u>7910-3</u>	10:05			<u>Span(W) S1</u> <u>7910-2</u>	<u>S2</u> <u>7910-4</u>
10:10			<u>Music(P) S1</u> <u>7220-1</u>	<u>S2</u> <u>7220-3</u>	10:10			<u>Music(P) S1</u> <u>7220-2</u>	<u>S2</u> <u>7220-4</u>
10:15			<u>Art(V) S1</u> <u>7210-1</u>	<u>S2</u> <u>7210-3</u>	10:15			<u>Art(V) S1</u> <u>7210-2</u>	<u>S2</u> <u>7210-4</u>
10:20					10:20				
10:25					10:25				
10:30					10:30				
10:35					10:35				
10:40			<u>Asynchrono</u> <u>us</u>		10:40			<u>Asynchrono</u> <u>us</u>	

10:45			<u>Core</u>		10:45			<u>Core</u>	
10:50	<u>Block 3</u>		<u>Course</u>		10:50	<u>Block 3</u>		<u>Course</u>	
10:55	<u>83 Min</u>		<u>Work</u>		10:55	<u>83 Min</u>		<u>Work</u>	
11:00	<u>In-Person</u>				11:00	<u>In-Person</u>			
11:05	<u>Group A</u>				11:05	<u>Group B</u>			
11:10					11:10				
11:15					11:15				
11:20					11:20				
11:25					11:25				
11:30					11:30				
11:35					11:35				
11:40					11:40				
11:45					11:45				
11:50					11:50				
11:55					11:55				
12:00					12:00				
12:05					12:05				
12:10	<u>Asynchronous</u>				12:10	<u>Asynchronous</u>			
12:15	<u>Core</u>				12:15	<u>Core</u>			
12:20	<u>Course</u>				12:20	<u>Course</u>			
12:25	<u>Work</u>				12:25	<u>Work</u>			
12:30	<u>Lunch</u>		<u>Lunch</u>		12:30	<u>Lunch</u>		<u>Lunch</u>	
12:35	<u>Lunch</u>		<u>Lunch</u>		12:35	<u>Lunch</u>		<u>Lunch</u>	

12:40	Lunch		Lunch		12:40	Lunch		Lunch	
12:45	Lunch		Lunch		12:45	Lunch		Lunch	
12:50	Lunch		Lunch		12:50	Lunch		Lunch	
12:55	Lunch		Lunch		12:55	Lunch		Lunch	
1:00	Asynchronous		Asynchronous		1:00	Asynchronous		Asynchronous	
1:05	Core		Core		1:05	Core		Core	
1:10	Course		Course		1:10	Course		Course	
1:15	Work		Work		1:15	Work		Work	
1:20					1:20				
1:25					1:25				
1:30					1:30				
1:35	PEH(Gal) 8510-1				1:35	PEH(Gal) 8510-5			
1:40	PEH(Bas) 8510-2				1:40	PEH(Bas) 8510-6			
1:45	PEH(Mir) 8510-3				1:45	PEH(Mir) 8510-7			
1:50	PEH(Mer) 8510-4		Block 1		1:50	PEH(Mer) 8510-8		Block 1	
1:55	Span(M) S1 6910-5	S2 6910-7	15 min virtual		1:55	Span(M) S1 6910-6	S2 6910-8	15 min virtual	
2:00	Span(W) S1 6910-1	S2 6910-3	Group B		2:00	Span(W) S1 6910-2	S2 6910-4	Group A	
2:05	Music(P) S1 6222-1	S2 6222-3	Block 2		2:05	Music(P) S1 6222-2	S2 6222-4	Block 2	
2:10	Art(V) S1 6212-1	S2 6212-	15 min virtual		2:10	Art(V) S1 6212-2	S2 6212-	15 min virtual	

		<u>3</u>				<u>4</u>	
<u>2:15</u>			<u>Group B</u>		<u>2:15</u>		<u>Group A</u>
<u>2:20</u>			<u>Block 3</u>		<u>2:20</u>		<u>Block 3</u>
<u>2:25</u>			<u>15 min - virtual</u>		<u>2:25</u>		<u>15 min - virtual</u>
<u>2:30</u>			<u>Group B</u>		<u>2:30</u>		<u>Group A</u>

	<b>Block 1 8:05-9:20</b>	<b>Section Number</b>	<b>Block 2-9:26-10:45</b>	<b>Section Number</b>	<b>Block 3 10:51-12:10</b>	<b>Section Number</b>
<b>Alberro</b>	58	8810-1	60	8810-3	52	8810-5
<b>Asay</b>	53	8410-1	58	8410-2	57	8410-5
<b>Azrumelas hvili</b>	73	7412-1	54	8410-3	46	7411-1
<b>Basile</b>	Virtual		Virtual		Virtual	
<b>Brache</b>	Virtual		Virtual		Virtual	
<b>Cholak</b>	41	6710-7			72	7710-7
<b>Clancy</b>	INT Room	6419-1	INT Room	6419-2	70	7418-2
<b>Davila</b>	55 A	7930-1	55 A	8930-1	55 A	6930-1
<b>Dukuly</b>	58	8818-1	47	7818-1	43	6818-1
<b>Fasano</b>	59	8411-1	52	8412-1	60	8410-7
<b>Ferguson</b>	45	6810-1	39	6810 -3	43	6810-5
<b>Franke</b>	57	8718-2	42	7718-2	38	6718-1
<b>Furlong</b>	Push-in		Push-in		Virtual	
<b>Gallagher</b>	Virtual		Virtual		Virtual	
<b>Gazzanigo</b>	43	6410-1	38	6410-3	39	6411-1
<b>Harker</b>	61	7414-1	61	7417-1	61	7817-1
<b>Haynes</b>	47	7318-1	45	6318-1	58	8318-1
<b>Herr</b>			41	6310-5		
<b>Johnson</b>	51	8317-1	51	8417-1	51	8717-1
<b>Keeley</b>	70	7419-1	70	8419-1	70	8419-2
<b>Kelly</b>	55	6319-1	55	6319-2	71	7319-2
<b>Kneis</b>	38	6310-2	45	6310-4	44	6310-7

<b>Komal</b>	46	7710-1	42	7710-3	73	7710-5
<b>Lane</b>	Virtual		Virtual		Virtual	
<b>Latshaw</b>	60	8310-2	53	8310-5	58	8310-7
<b>Malave</b>	Virtual		Virtual		Virtual	
<b>McManus</b>	54	7310-3	73	7310-4	48	7310-7
<b>Mercer</b>	Virtual		Virtual		Virtual	
<b>Michal</b>	39	6310-1	43	6310-3	30	6310-6
<b>Miles</b>	49	6317-1	49	6419-1	49	6817-1
<b>Miault</b>	Virtual		Virtual		Virtual	
<b>Morrisroe</b>	72	7310-2	74	7310-5	54	8810-7
<b>Murdock</b>	42	7410-2	72	6410-4	41	6410-6
<b>Naspo</b>	Virtual		Virtual		Virtual	
<b>O'Shea</b>	74	7410-1	48	7410-3	47	7410-5
<b>Platt</b>	Virtual		Virtual		Virtual	
<b>Ready</b>	30	6410- 1	44	6410-2	45	6410-4
<b>Russo</b>	44	6710-1	30	6710-3	38	6710-5
<b>Silverman</b>	42	7418-1	58	8418-1	70	7419-2
<b>Townsend</b>	48	7810-1	47	7810-4	74	7810-5
<b>Tschinkel</b>	71	7319-1	71	8319-1	71	8319-2
<b>Tur</b>	47	7310-1	46	7310-3	42	7310-6
<b>Van Horn</b>	52	8310-1	57	8310-4	59	81310-6
<b>Vaz</b>	Virtual		Virtual		Virtual	
<b>Ward</b>	Virtual		Virtual		Virtual	

Park Ave Elementary

Time	Classroom 1	Classroom 2	Classroom 3	Classroom 4		
8:40	In-Person	Asynchronous	In-Person	Asynchronous		
8:45	Group A	Core	Group B	Core		
8:50		Course		Course		
8:55	ELA 125 min	Work	ELA 125 min	Work		
9:00	Math 72 min	Group B	Math 72 min	Group A		
9:05	Sci/SS 53 min		Sci/SS 53 min			
9:10						
9:15						
9:20						
9:25						
9:30						
9:35						
9:40						
9:45						
9:50						
9:55						
10:00						
10:05						
10:10						

10:15						
10:20						
10:25						
10:30						
10:35						
10:40		PE (Gal)			PE (Gal)	
10:45		PE (Bas)			PE (Bas)	
10:50		PE (Mir)			PE (Mir)	
10:55		PE (Mer)	Tech (Herr)		PE (Mer)	Tech (Herr)
11:00		Span (M)			Span (M)	
11:05		Span (W)			Span (W)	
11:10		Music (P)			Music (P)	
11:15		Art (V)			Art (V)	
11:20		Asynchronou s			Asynchronou s	
11:25		Core			Core	
11:30		Course			Course	
11:35		Work			Work	
11:40						
11:45						

11:50						
11:55						
12:00						
12:05		Lunch		Lunch		
12:10		Lunch		Lunch		
12:15		Lunch		Lunch		
12:20		Lunch		Lunch		
12:25		Lunch		Lunch		
12:30		Lunch		Lunch		
12:35		Recess	PE (Nas)	Recess	PE (Nas)	
12:40		Recess		Recess		
12:45		Recess		Recess		
12:50		Recess		Recess		
12:55		PE (Gal)		PE (Gal)		
1:00		PE (Bas)		PE (Bas)		
1:05	Lunch	PE (Mir)		Lunch	PE (Mir)	
1:10	Lunch	PE (Mer)		Lunch	PE (Mer)	
1:15	Lunch	Span (M)	PE (Nas)	Lunch	Span (M)	PE (Nas)
1:20	Lunch	Span (W)		Lunch	Span (W)	
1:25	Lunch	Music (P)		Lunch	Music (P)	

1:30	Lunch		Art (V)/Tech(H)		Lunch		Art (V)/Tech(H)	
1:35	Recess		Asynchronous		Recess		Asynchronous	
1:40	Recess		Core		Recess		Core	
1:45	Recess		Course		Recess		Course	
1:50	Recess		Work		Recess		Work	
1:55	Asynchronous	PE (Nas)			Asynchronous	PE (Nas)		
2:00	Core				Core			
2:05	Course			Group B	Course			Group A
2:10	Work			1 day/week	Work			1 day/week
2:15				Health				Health
2:20				Health				Health
2:25				Health				Health
2:30				Health				Health
2:35	PE (Gal)	PE (Nas)		Health	PE (Gal)	PE (Nas)		Health
2:40	PE (Bas)			Health	PE (Bas)			Health
2:45	PE (Mir)		Core Classes		PE (Mir)		Core Classes	
2:50	PE (Mer)		Virtual		PE (Mer)		Virtual	
2:55	Span (M)		Group B		Span (M)		Group A	
3:00	Span (W)				Span (W)			
3:05	Music (P)				Music (P) Music (H)			
3:10	Art (V)/Tech (H)				Art (V)/Tech (H)			

Freehold Learning Center

	FLC					
Time	A Day					
9:10	In-Person		PE (J)		In-Person	PE (J)
9:15	Group A		Spanish		Group B	Spanish
9:20			Art			Art (N)
9:25	ELA 125 min		Music		ELA 125 min	Music
9:30	Math 72 min				Math 72 min	
9:35	Sci/SS 53 min		Group B		Sci/SS 53 min	Group A
9:40						
9:45						
9:50			PE (J)			PE (J)
9:55			Spanish			Spanish
10:00			Art			Art (N)
10:05			Music			Music
10:10						
10:15						
10:20						
10:25						

10:30			PE (J)			PE (J)	
10:35			Spanish			Spanish	
10:40			Art			Art	PE (N)
10:45			Music			Music	
10:50							
10:55							
11:00							
11:05							
11:10			PE (J)			PE (J)	
11:15			Spanish			Spanish	
11:20			Art			Art	
11:25			Music			Music	
11:30							
11:35							
11:40							
11:45							
11:50			PE (J)			PE (J)	

0							
11:55			Spanish			Spanish	
12:00			Art			Art	
12:05			Music			Music	
12:10							
12:15							
12:20							
12:25							
12:30			Recess			Recess	
12:35			Recess			Recess	
12:40			Recess			Recess	
12:45			Recess			Recess	
12:50			Lunch			Lunch	
12:55			Lunch			Lunch	
1:00			Lunch			Lunch	
1:05			Lunch			Lunch	
1:10			Lunch			Lunch	
1:15			Lunch			Lunch	

1:20			Asynchronous				Asynchronous
1:25			Core				Core
1:30			Course				Course
1:35	Recess		Work				Work
1:40	Recess						
1:45	Recess		PE (J)				PE (J)
1:50	Recess		Spanish				Spanish
1:55	Lunch		Art				Art
2:00	Lunch		Music				Music
2:05	Lunch						
2:10	Lunch						
2:15	Lunch						
2:20	Lunch						
2:25	PE (J)						PE (J)
2:30	Spanish	Group B					Spanish
2:35	Art	1 day/week					Art
2:40	Music	Health					Music
2:45		Health					Health
2:50		Health					Health
2:55		Health					Health
3:00		Health					Health
3:05	PE (J)	Health					PE (J)
3:10	Spanish		Check-in				Spanish

3:15	Art		Core Classes		Art		Core Classes
3:20	Music		Group B		Music		Group A
3:25			35 Min				35 Min
3:30							
3:35							
3:40							

## **Appendix K – Enhancements for Special Education Students & Related Services**

Under the federal Individuals with Disabilities Education Act (IDEA) and New Jersey state special education regulations, students with disabilities are entitled to special education and related services, such as accommodations and modifications to instruction, speech-language services, occupational therapy (OT), physical therapy (PT), and counseling.

The district will support its educators, related service providers and advocacy groups to implement best practices and consider policies to support the Freehold Borough School District in providing services to students with disabilities in virtual or hybrid learning environments. Consistent with guidance from the United States Department of Education, the district will continue to meet its obligations to students with disabilities to the greatest extent possible.

The district will stay abreast of all NJDOE and USDE updates and guidance on the implementation of IDEA. The district will focus on and support specific strategies and considerations for students with disabilities which must be critical points of discussion for all types of return-to-school scenarios. This will be done through IEP meetings, CST member consultation and consistent communication with staff, students and families.

The Freehold Borough School District will consider the following when addressing the education of students with disabilities for the 2020-2021 school year:

- The district will 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.
- The district will communicate frequently with the families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to a student's return to school.
- The district IEP teams will 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.
- The district IEP teams will 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.
- The district IEP teams will develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- The district will utilize guidance counselors and child study team members to identify students whose educational 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.

- The district guidance counselors, child study team members, teachers and related services members will effectively communicate with parents/guardians regarding 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.

Extended School Year:

The district will abide by all laws, regulations and guidelines in accordance with the Extended School Year Guidance issued by the NJDOE regarding student IEPs and will implement ESY services to the greatest extent possible during the COVID-19 pandemic. The district will continue to provide ESY programming and services to the highest extent possible to all students who qualify under their IEP.

Continuity of Learning:

Special Education and Related Services:

[Guidance on the Delivery of Extended School Year \(ESY\) Services to Students with Disabilities \(NJDOE\)](#)

[IEP Development Resources for Postsecondary Transition \(NJDOE\)](#)

[New Jersey COVID-19 Youth Summer Camp Standards](#)

[Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak \(USDE\)](#)

## **Appendix L – Enhancements for English Language Students**

In an effort to ensure students are identified for English language services, upon registration, parents/guardians whose home language is not English are contacted to discuss the home language use and language needs of their child(ren). At that time, virtual ESL screening may take place if appropriate. This provides valuable information regarding students' linguistic ability and informs tentative placements in the Bilingual/ESL program. Formal language testing will take place either virtually or in person to confirm placement and parents/guardians will be notified of the students' official placement within established NJDOE timelines.

In order to deliver continuity of services, beginning the 2020-2021 academic year, ESL students will have the opportunity to partake in virtual ESL supplementation before/after school programs via Title III federal funds. ESL parent involvement workshops and ESL parent learning academies will also be available to parents in the virtual setting.

Teachers and students will continue to follow their schedule to allow for the continuity of ESL push in/pull out services either in the hybrid or full virtual setting. Instructional differentiation continues to be based on student need and language proficiency level. Teachers differentiate instruction by providing scaffolded instruction and instructional materials, allowing additional time to complete in person or online assignments, and by scheduling individual student conferences, either virtually or in-person. Teachers will also continue to utilize their teacher pages to communicate and inform their parents and students. Students and parents can also email teachers directly as needed.

As PreK and Kindergarten students will have the use of iPads, and 1st through 8th grade students are provided with Chromebooks, the Bilingual/ESL department teachers will utilize Google Classrooms and/or other age and developmentally appropriate platforms, according to their schedules and established groups. Online translation resources as well as district translators, are available to translate instructions and/or materials for students. In addition to co-teaching where feasible via Google classrooms, teachers use separate Google classrooms for each level of proficiency within a classroom. Teachers also use the Clever Portal, ELL related online resources, such as RAZ Kids ELL's, BrainPop ELL, and other web resources as warranted for students and families.

To troubleshoot ELL access challenges, staff monitor student attendance, participation in Google classroom, and student submission of assignments. Follow-up via parent call or email enable staff to create a plan to meet any access challenges. Technical support is also readily available to troubleshoot technical issues as they arise.

## **Appendix M – Enhancements for Basic Skills/At Risk Students**

The district will continue to monitor social, emotional, and academic wellbeing of all students, and provide additional support to those identified as “at risk”. Staff will be trained to carefully identify and help address students who need the most support in a hybrid environment.

All staff members will employ the following SEL principles: self-awareness, self-management, social awareness, relationship skills, and responsible decision. These principles will be embedded in each school’s climate and culture initiatives led by building principals and their guidance counselors. Each school has a comprehensive procedures and guidelines involving all stakeholders in addressing social and emotional needs of every student.

In addition to supporting at risk students with their social and emotional well-being, the district will continue to identify students who are academically at risk using multiple measures or data. These data will include measures such as the most current NJSLA scores, Benchmark, Teacher Recommendations, Report Card Grades, etc.

At the elementary level, a Basic Skills teacher will provide at-risk students additional academic support. This support may be a push in or pull out for about 30 minutes during their in-person class schedule. This intensive support will focus on English Language Arts, particularly the Reading Foundational Skills as outlined in the New Jersey Student Learning Standards. Basic Skills teachers will work closely with classroom teachers to monitor student progress.

At the middle school level, an Interventionist will work closely with at-risk students to support them in their English Language Arts and Math skills. This support may be push-in or pull out depending on class size and level of academic support needed. Both Interventionist and classroom teacher will closely monitor progress of students.

**Appendix N – Survey of Technology Needs for 2020-2021**

Freehold Borough School District Student Technology Needs Survey: Grades PreK-8 Distrito Escolar de Freehold Borough Encuesta de necesidades tecnológicas para estudiantes: Grados Pre K - 8

As we plan for September 2020, our goal is to ensure that all Freehold Boro students have the same access to technology outside of school to support virtual instruction.

If you have already completed the survey in March 2020 and your technology needs have not changed, you will not be required to complete the survey again.

If your child is new to the district and is in need of technology OR your child's technology needs have changed, it is necessary for you to complete the survey to ensure the district is informed.

\*\*\*You are required to complete a separate survey for each child in your household that is in need of technology.

Please note: Wifi hotspots are 1 per household so please do not request it for more than 1 child in your home.

Thank you for your cooperation!

\*\*\*\*\*

En planificando para septiembre de 2020, nuestro objetivo es asegurar que todos los estudiantes de Freehold Boro tengan el mismo acceso a la tecnología fuera de la escuela para apoyar la instrucción virtual.

Si ya completó la encuesta en marzo de 2020 y sus necesidades tecnológicas no han cambiado, no se le pedirá que la complete nuevamente.

Si su hijo es nuevo en el distrito y necesita tecnología O si las necesidades tecnológicas de su hijo han cambiado, es necesario que complete la encuesta para asegurarse de que el distrito esté informado.

\*\*\* Usted debe completar una encuesta por separado para cada niño en su hogar que necesite tecnología.

Tenga en cuenta: los puntos de acceso Wifi son 1 por hogar, por lo tanto, no lo solicite para más de 1 niño en su hogar.

¡Gracias por su cooperación!

\* Required

Email address \*

Your email

Survey must be completed by July 31, 2020 / La encuesta debe completarse antes del 31 de julio de 2020



Student's Full Name/Nombre completo del alumno \*

Your answer

Student's Grade in Sept. 2020/Grado del alumno en septiembre de 2020 \*

Pre K/Preescolar

Kindergarten

Grade 1/Grado 1

Grade 2/Grado 2

Grade 3/Grado 3

Grade 4/Grado 4

Grade 5/Grado 5

Grade 6/Grado 6

Grade 7/Grado 7

Grade 8/Grado 8

(Grades 1-8 ONLY) What is your child's access to a device at home? Please select 1 response. / (SOLO Grados 1-8) ¿Cuál es el acceso de su hijo a un dispositivo en casa? Por favor seleccione una (1) respuesta.

\*

I DO NOT have a laptop/chromebook for virtual instruction/NO tengo una computadora portátil /chromebook para la instrucción virtual

I DO have a laptop/chromebook for virtual instruction/SÍ tengo una computadora portátil /chromebook para la instrucción virtual

N/A

(Grades PreK & K ONLY) What is your child's access to an iPad at home? Please select 1 response. /

(Grados PreK & K SOLAMENTE) ¿Cuál es el acceso de su hijo a un iPad en casa? Por favor seleccione 1 respuesta. \*

I DO NOT have an iPad at home for virtual instruction/NO tengo un iPad en casa para la instrucción virtual

I DO have an iPad for virtual instruction that is less than 2 years old/SÍ tengo un iPad para instrucción virtual que tiene menos de 2 años

N/A -

(ALL Grades PreK - 8) What is your child's access to WiFi at home? Please select 1 response. / (TODOS los grados PreK - 8) ¿Cuál es el acceso de su hijo a WiFi en casa? Por favor seleccione una (1) respuesta. \*

I DO NOT have access to Wifi at home for virtual instruction; I will need a hotspot/NO tengo acceso a Wifi en casa para la instrucción virtual; Necesitaré un punto de acceso

I DO have access to Wifi at home for virtual instruction; I do not need a hotspot/SÍ tengo acceso a Wifi en casa para la instrucción virtual; No necesito un punto de acceso

N/A -

## **Appendix O – Effective Instruction in Hybrid Environments**

The district will start instruction 100% virtually, but must be ready to transition to an in-person hybrid learning environment model that allows students to attend school in-person 50% of the time, and the other 50% students are engaged in virtual learning. All students will be divided into two groups, Group A and Group B, and will follow a schedule similar to the district’s early dismissal schedules. Staff members will have a full day schedule and support both in-person and virtual students.

### **Staff Expectation**

Staff will follow the master schedule approved by the Reentry Committee and further refined by the building Principals. The following core content areas will mainly be taught when students are in their physical classrooms: English Language Arts, Math, Science, and Social Studies. All other classes: PE/Health, World Language, Music, Art, and Technology, will be taught when students are in their virtual learning schedule.

Staff will follow the Curriculum and Instruction Guidance for Staff developed by the Curriculum and Instruction Planning Committee. This guidance outlines detailed information related to the following:

- Identifying and Addressing Social and Emotional Well-being of Students
- Determining Students’ Academic Gap
- Curriculum Adjustment
- Adjustment to Instructional Practices
- Assessments, Grading and Report Cards
- Professional Development

### **Synchronous vs. Asynchronous Learning**

Synchronous learning involves the teacher and students engaged in real time instruction. This mode of learning takes place regardless of students’ schedule. Conversely, asynchronous learning takes place when the teacher and students are not engaged in real time instruction. This mode of learning may take place when students are on their virtual day schedule.

In-person Instruction – students will engage in synchronous instruction in the following core content areas: ELA, Math, Science, and/or Social Studies when they are physically in the classroom. Lesson format may include the following: 1. Quick Review of Previous Skills (including review of work completed during virtual day), 2. Direct Instruction for New Skills and Topics, Independent Practice and one-on-one support, and 3. Explicit Review of Work/Assignments/Projects to be completed during Virtual day.

Virtual Day Instruction – students will engage in synchronous instruction (real time instruction) with their related arts teachers during their virtual day schedule through Google Meet. Related Arts include World Language, Art, Music, and Technology. In addition to their Related Arts classes, students may also be engaged in asynchronous learning with their core content areas: ELA, Math, Science, and Social Studies during their afternoon schedule. Teachers will check-in with their students in the afternoon to provide support as needed.

### **100% Remote or Virtual Learning**

Parents and students may choose 100% Remote or Virtual Learning. Pursuant to Governor Murphy’s clarification on 100% Remote Learning, “a student participating in the Board’s full time remote learning option

must be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in district programs.” The only difference is when students are in school for their 4 hours and 10 minutes of in-person instruction, students on 100% virtual will also be participating synchronously and in real time. Students will not be disadvantaged because they are on 100% virtual instruction. Depending on the number of students who choose this option, and the number of staff who need accommodations, the district may set up the 100% remote learning as follows:

- A dedicated virtual (homeroom) class per grade level.
- A dedicated virtual (homeroom) class per grade band: K-1, 2-3, 4-5, 6-8.
- Students will simultaneously engage in live stream lessons with their “in-person” peers via Google Meet.

## **Appendix P – Professional Development Supporting Hybrid Environments**

The district is prepared to build capacity of staff members in providing instruction in a hybrid environment as follows:

### **District Professional Development Plan and School Professional Development Plans**

These plans include specific goals related to hybrid learning environment with topics that include the following: virtual learning, synchronous vs. asynchronous learning, uses of technology related to communication (ie: Teacher Pages, Google Classroom, Google Meet, Talking Points, etc.), Google Applications for Education (ie: Docs, Sheets, Forms, etc.), and various online resources that support curriculum programs (ie: Big Ideas Math, Ready Math Classrooms, IXL, NewsELA, etc).

### **September 3<sup>rd</sup>, 4<sup>th</sup>, and October 12<sup>th</sup> Professional Development Sessions**

The following sessions have been scheduled to further build staff capacity in providing instruction in a hybrid environment: social and emotional learning, instructional routines/strategies in a hybrid setting, assessing student learning, curriculum adjustments, etc.

### **PLCs, Grade Level Meetings, and Faculty Meetings**

These meeting times have been incorporated in the staff weekly and monthly schedule. These times will serve to provide on-going and continuous discussion, conversation, and deliberation in various areas including school culture, climate, teaching, and learning in a hybrid environment.

### **Technology Implementation Mentors (TIMs), Grade Level Leaders, Data Leaders, Literacy Coaches**

These stipend positions empower staff members who have the right skill sets to share their content and pedagogical knowledge with their colleagues. They are essential positions to support building staff capacity in providing instruction in a hybrid environment.

### **Administration**

The administrative team will ensure that a system is in place to ensure that staff members' professional development needs related to instruction in a hybrid environment are addressed in an on-going basis. Staff members will develop their Personal Professional Development Plan (PDP) to reflect their goals and specific needs.

### **District Resources and Network**

The district will continue to network with other districts and organizations to share best practices and maximize resources and support provided to staff members. These organizations include the following: Monmouth County Curriculum Consortium (MC3), Monmouth County Superintendent Roundtable, Monmouth County Special Services Roundtable, NJ Network of Superintendents, Freehold Boro Education Association, NJPSA/FEA, Garden State Coalition of Schools, Freehold Regional Curriculum Group, etc.

### **Additional Professional Development Support and Resources**

Please follow Appendix B of NJDOE's *The Road Back – Restart and Recovery Plan for Education* to access the following suggested training and professional development modules that support hybrid learning

environment:

- Educator Well-Being
  - § [5 Strategies for Teacher Self-Care \(ASCD\)](#)
  - § [Educator Stress Spectrum](#)
  - § [Educator Resilience and Trauma-Informed Self Care](#)
  - § [Handout: Supporting Healthy Mindsets and Behaviors](#)
  - § [NJEA's Member Helpline](#)
  - § [Resiliency Resources at Rutgers University Behavioral Health Care](#)
  - § [Supporting Teachers Through Stress Management \(NASP\)](#)
- Trauma Informed Social and Emotional Learning
  - § [Building Trauma-Sensitive Schools](#)
  - § [CASEL Program Guide](#)
  - § [Center for SEL and School Safety](#)
  - § [Considerations for Schools \(CDC\)](#)
  - § [COVID-19 Resources \(American School Counselor Association\)](#)
  - § [Creating Opportunities through Relationships Modules](#)
  - § [Creating SEL Teams](#)
  - § [Developmental Indicators—SEL in the K–12 Classroom \(NJDOE\)](#)
  - § [Helping Children Cope with Changes Resulting From COVID-19](#)
  - § [Incorporating SEL into Classroom Instruction](#)
- Content and Pedagogy in a Hybrid Learning Environment
  - § [NJDOE & NJTV Learning Live](#)
  - § [Project Based Learning \(Edutopia\)](#)
  - § [Seven Strategies for Teaching Students in a Remote Environment](#)
  - § [So How Are We Going to Teach This?](#)
  - § [National Standards for Quality Online Learning](#)
  - § [Teacher Resources for Remote Learning \(NJDOE\)](#)
  - § [The Opportunity Myth - TNTP](#)
  - § [Virtual Professional Learning \(NJDOE\)](#)
  - § [Five “Key Strategies” for Effective Formative Assessment \(NCTM\)](#)
  - § [Formative Assessment for Remote Learning \(Edutopia\)](#)
  - § [Formative Assessments for Students with Disabilities \(CCSSO\)](#)
  - § [Formative Assessment that Truly Informs Instruction \(NCTE\)](#)
  - § [Instructional improvement cycle: A teacher's toolkit for collecting and analyzing data on instructional strategies \(NCEE/IES\)](#)
  - § [Restarting School: Planning for Acceleration in the 2020-2021 School Year \(TNTP\)](#)
  - § [Revising the Definition of Formative Assessment \(CCSSO\)](#)

**Appendix Q – Membership of District Restart Committee**

Name	School	Position
Brovak, John	FIS	Vice Principal
Cholak, Stephanie	FIS	Teacher, FBEA President
Costleigh, Lindsay	FLC	Teacher
Davis, Nicholas	District	Supervisor of Buildings and Grounds
De Leon, Marin	FLC	Parent
dela Cruz, Samuel	District	Director, Curriculum & Instruction
Dispenza, Diane	PAE	Teacher, FBEA Vice President
Donnelly, Jennifer	District	Director, Technology & Assessment
Dougherty, Ronnie	FIS	Principal
Elkin, Heather	FIS	Guidance Counselor
Esdaile, Jane	PAE	Paraprofessional
Fahrion, Jacqueline	FIS/PAE	Parent

Fetterly, Dawn	PAE	Teacher
Flores Cruz, Ruth	FIS/PAE	Parent
Hoffman, Dan	PAE	Parent
Howe, Joseph	District	Assistant Superintendent for Business
ID# 10210918	FIS	Student
ID# 10210921	FIS	Student
ID# 10311728	PAE	Student
ID# 10411029	PAE	Student
Jensen, Paul	District	Board President
Korber, Jessica	FLC	Teacher
Lastella, Stacey	YMCA	Community Partner, VP Child Achievement
Miller, Loretta	FLC	Teacher
Mulhern, Patrick	PAE	Principal
Murray, Holly	YMCA	Community Partner, Coord School Age Pgms

Nagy, Tracy	PAE	Teacher
O'Shea, Jennifer	District	Director, Special Programs
Palmer, Dawn	FIS	Parent
Pena, Desiree	FLC	Teacher
Roundtree, Jo Ann	YMCA	Community Partner, Assoc Dir Boro YMCA
Sanicola, Sharon	FIS/PAE	Parent
Saxton, Patricia	District	Assistant Business Administrator
Simms, Jaye	PAE	Parent
Smith, William	FLC	Principal
Tomazic, Rocco	District	Superintendent
Townsend, Allyssa	FIS	Teacher
Zimmer, Cecilia	District	Supervisor, Bilingual, ESL, World Language

## Appendix R – Reasons for Delaying In-School Hybrid Instruction

### Staffing

<u>#</u>	<u>Standard</u>	<u>Reason</u>	<u>Resolution</u>
1	Staffing	<p>The NJDOE Road Back guidance sets as an anticipated minimum standard that the district should provide reasonable accommodations for staff at higher risk for severe illness (page 9). Currently, 31 staff of 253 total employees have asked for an accommodation or leave related to COVID-19. 15 are directly related to medical reasons. The capacity to cover these absences exceeds the district's established substitute pool. Replacing these staff members with full time leave replacements, while paying 2/3rds pay to the them and full pay to their replacement creates an unanticipated financial drain on a district, which is receiving only 65% of the state aid it is entitled under SFRA. The district cannot start an in-school hybrid program until these absences can be addressed. This affects all three schools and all grade levels PK-8.</p>	<p>The district will work to find adequate substitutes and leave replacement personnel to cover these absences. Resolution will not likely take longer than 60 days; however, that assumes that the FY21 state aid allocations due after August 25th do not further reduce the district's available revenue. Further, the Federal Families First Coronavirus (COVID-19) Response Act, the Emergency Family and Medical Leave Expansion Act, and the Emergency Paid Sick Leave Act are all currently due to sunset December 31, 2020. As such the legal basis on which these leaves and accommodations are based will not be a factor beyond that date. Should these laws be extended, then it will be likely be done because the impact of the pandemic has not sufficiently abated.</p>

## Social Distancing

<u>#</u>	<u>Standard</u>	<u>Reason</u>	<u>Resolution</u>
2	Social Distancing	<p>The NJDOE Road Back guidance sets as an anticipated minimum standard that the district should maintain social distancing within the classrooms and if this cannot be maintained, then further modifications should be in place (page 9). This social distancing is set at 6ft (page 17). Where this distancing can't be maintained, additional modifications should be in place, namely facing the desks in the same direction and using physical barriers (page 17.) Freehold Boro facilities are over capacity. Even with 50% in-school classes we cannot maintain 6 ft distancing. We can face the desks in the same direction, but we do not have the fiscal resources at present to purchase sufficient physical barriers to implement the noted modification. As such, we cannot bring in students to in-school instruction until the barriers are purchased and installed, or the need for 6ft separation has been lifted or eased. This affects all three schools and all grade levels PK-8.</p>	<p>Delay in-school instruction until 6ft social distancing is no longer required. The estimated cost of fully deploying barriers through the district is \$164,000. The district does not have these funds. The district's CARES money was spent on stabilizing instructional staff, closing the digital divide and purchasing thermal imager devices. The district is currently underfunded, receiving only 65% of the state aid it is entitled to under SFRA. Further, there is uncertainty whether the district may see further cuts in state aid after the FY21 budget allocations after August 25th. The district needs assistance to cover this cost. If received it will be able to eliminate this deficiency. Will continue to evaluate this requirements and will reassess at the end of Marking Period #1 (11/13/20).</p>

## Adequate Ventilation

<u>#</u>	<u>Standard</u>	<u>Reason</u>	<u>Resolution</u>
3	Adequate Ventilation	<p>The NJDOE Road Back guidance sets as an anticipated minimum standard that the district must, in all stages and phases of pandemic response and recovery, comply with the Center for Disease Control (CDC), state, and local guidelines (page 9). The design MERV (Minimum Efficiency Reporting Value) rating of the filters in the district are either MERV 7 or MERV 8. The CDC recommends "Improving central air filtration to the MERV-13 or the highest compatible with the filter rack, and seal edges of the filter to limit bypass." They further note the use of UV filtration or HEPA filters when that is not available. The CDC recommends following guidance issued by the American Society of Heating, Refrigeration, and Air Conditioning Engineers which cites MERV 13 filters (and higher) as efficient at capturing airborne viruses with MERV 14 filters being preferred. When increased air filtration to these levels isn't available, the CDC then recommends utilizing: portable high-efficiency particulate air (HEPA) fan/filtration systems and to consider using ultraviolet germicidal irradiation link as a supplemental technique. The district engaged the services of a Professional Engineer, who has specifically advised that MERV 13 filter not be placed in our systems or we risk increased mechanical and electrical failure. As a result, the district will not be able to meet the CDC criteria unless all HVAC systems are upgraded to have the capacity to push through a MERV 13 filter, or HEPA and/or UV solutions are employed, or the requirement for needing a MERV 13 filter is eased. This affects all three schools and all grade levels PK-8.</p>	<p>If the MERV 13 filtration requirement is required, the district would need to have substantial funds and time to retrofit all of this HVAC mechanical and electrical components, or install portable HEPA system, or retrofit UV devices in the existing HVAC. The immediate solution is to remain on 100% virtual instruction until the overall impact of the pandemic eases and the MERV 13 filtration requirement is no longer required by the CDC, or if the NJDOE lifts the anticipated minimum standard to strictly follow all CDC guidelines, or if the NJDOE provides the needed funding to implement the alternatives. The district will continually monitor this situations and will reassess in detail at the end of Marking Period #1 (11/13/20).</p>

## Meals

<u>#</u>	<u>Standard</u>	<u>Reason</u>	<u>Resolution</u>
4	Meals	<p>The NJDOE Road Back guidance sets as an anticipated minimum standard that if group dining facilities are in use, that the district must maintain proper social distancing (page 10). The district's hybrid plan uses a shortened in-school instruction day specifically so that it doesn't have to use group dining for lunch. The crowding in the classrooms generally precludes classrooms from being used for eating. However, because of the district's percentage of free/reduced lunch students, the district is required to serve breakfast-after-the-bell. This plan uses both the cafeterias and gyms for eating. While Executive Order 175 allows for eating within the school and allows an exemption for taking off face coverings/masks for eating, the amount of time it takes to divert students to wash hands, eat in the areas where 6ft distancing can be maintained and return to their classrooms is excessive and seriously degrades the instructional time available. This affects all three schools and all grade levels PK-8.</p>	<p>Delay in-person learning and remain on 100% virtual learning until the strict social distancing is eased by the NJDOE, or until the NJDOE allows for breakfast to be served before the start of school so as to not degrade the instructional in-school program. The district will continue to monitor this situation and will reassess fully at the end of Marking Period #1 (11/13/20).</p>

## Attestation

<u>#</u>	<u>Standard</u>	<u>Reason</u>	<u>Resolution</u>
5	Attestation	<p>Executive Order 175 requires certification that the district will follow necessary safety procedures. The district has submitted a letter from the Freehold Borough Board Attorney to the Monmouth County Executive Superintendent indicating that the Superintendent cannot legally attest to two key issues as they are beyond his knowledge to do so. Specifically this related to attesting the plan will be carried out "with fidelity", not knowing the legal definition of this term, and in attesting that all students actually have Internet access at home, or a device to work with. The letter has assured the County Superintendent that the district will carry out the plan consistent with the established guidance, and has offered Internet access and devices to parents. Thus the district has indicated it will faithfully implement the Reentry Plan, which has been submitted for NJDOE review and evaluation as regards to sufficiency. This affects all three schools and all grade levels PK-8.</p>	<p>The district has provided clear assurances that it will follow NJDOE guidance. However, unless this certification method is changed from its current attestation requirement form to a more general statement of assurance, the district will not be able to sign. As such, per Executive Order 175, the district would have to remain on 100% virtual instruction. This would remain the case until the matter could be legally sorted out. This issue will be reassessed on an ongoing basis, and fully at the end of Marking Period #1 (11/13/20).</p>