

Returning with Confidence: A School Reopening Preparedness Plan

Flemington-Raritan Regional School District
Hunterdon County, New Jersey



“Every student, every day, at every opportunity.”

Board of Education Office
50 Court Street
Flemington, NJ 08822

Plan Initiated:

July, 2020 through August 5, 2020

NJDOE checklist received on August 3, 2020

Revised: August 7, 2020

As determined by the New Jersey Department of Education

Note: This plan has been sent to the Hunterdon County Office of Education and is subject to further revision as guidance from DOE becomes available. The virtual learning plan does not require the New Jersey Department of Education Approval.

This plan is respectfully submitted by the Flemington-Raritan Regional School District in collaboration with the Curriculum Department and the Superintendent of Schools to respond to the COVID-19 pandemic. Details of the plan were presented to the FRSD Board of Education and the community on July 27, 2020, with the written plan shared on August 6, 2020.

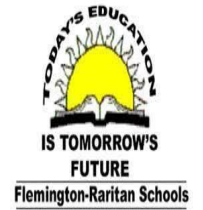


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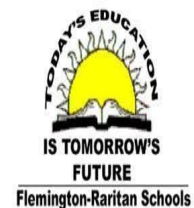
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Letter from the Superintendent of Schools

Dear Members of the Flemington-Regional School District Community,

The Flemington-Raritan School District is a regional, pre-K-8 district serving the children, parents, and residents of Flemington Borough and Raritan Township, an area encompassing 38 square miles. Our nearly 3,100 students, 375 certified staff, and our support staff are housed in six buildings: four elementary (pre-K-4), an intermediate school (5-6), and a middle school (7-8). Our graduates complete their 9-12 education at Hunterdon Central Regional High School. The overall demographic profile for our district includes:

State-Funded pre-school students: **0**
Homeless students: **2**
Low socioeconomic students (LSE): **608**
Students with Disabilities: **682**
English Language Learners: **174**

Our school district is comprised of business members, families, civic leaders, cultural organizations, advocacy groups, and others that have worked together in a collaborative manner to support the schools in our community.

I am excited to share with the Flemington-Raritan Regional School District community, *Returning with Confidence: A School Reopening Preparedness Plan*. Even prior to receiving guidance from the New Jersey Department of Education, our district began thinking about what reopening might look like. The local Flemington press highlighted our work in a [featured article about the district task forces meetings in preparation for the reopening of our school buildings in the fall](#).

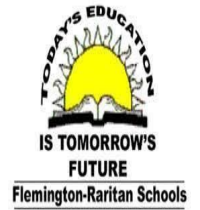
Once the DOE's guidance was released our Restart Committee began the detailed task of gathering information to put into this plan to ensure a safe return to schools in the fall. The New Jersey Department of Education guidance document specifically calls for our brick and mortar schools to be open in the fall by stating, "...*absent a shift in the public health data, school buildings will open in some capacity for in-person instruction and operations in the fall.*" Therefore, the Restart Task Force Committees envisioned a reopening with a combination of in-person and virtual instruction, also called a hybrid model. Our restart plan includes several sections that represent much of the work from the Task Force Committees. The district used multiple surveys to gather information from parents, students, and educators about virtual learning and reopening school doors in the fall. The dedication of the district to include community members in decision making was prominent in the district's reopening plans. In addition, the plan also includes references to the NJDOE guidance document to ensure compliance.

I would like to express my deepest appreciation to representatives from throughout our community who served on four separate task forces to promote the restart of our schools. In total, there were

eighty-seven (87) community members who volunteered to serve. Our task force members represented business leaders, parents, educators, NJEA leadership, school administrators, Board of Education Members, PTO leadership, district administrators, the Superintendent of Schools, members of the school safety teams, District Safety Specialists, child study team members, school nurses, buildings and grounds staff, supervisors of curriculum, mental health specialists, and art advocates. The task force committees served in a critical role to address critical roles of operation within the Flemington Raritan Regional Schools.

I would like to thank the members of the Operations and Governance Task Force, Finance Task Force, Personnel Task Force, and Physical and Mental Health Task Force for their valuable time, expertise, insight, and recommendations. The meetings required a Herculean effort to review and recommend standards for establishing safe and healthy learning environments so our faculty, staff, and students could return to school with confidence.

Operations and Governance Task Force Members: (Chair: Dr. Kari McGann)	Finance Task Force Members: (Chair: Mrs. Stephanie Voorhees)	Personnel Task Force Members: (Chair: Mr. Dan Bland)	Physical & Mental Health Task Force Members: (Chair: Dr. Danielle Hamblin)
Jessica Abbott Sabrina Bajohr Bruce Black Kelly Bowers Jeff Cain Lisa Coster Tony DeMarco Karen Gabruk Marisa Handren Arione Lawson Laurie Markowski Mark Masessa Michael Melillo Melanie Rosengarden Christina Schlegel Jim Shumate Peter Sibilia Robin Smith Carla Thompson Katie Vaccarino Susan Vala	Valerie Bart Kristen Boyce Timothy Canonico Tiffany Cinquemani Sher DeGenova Crystal Dibetta Mitchelle Drulis Kaila Fasano Sherri Glaab Sue Gouldey Carol Howell Beth Katz Marybeth Madlinger Jeffrey Milheim Dan Shirvanian Anabela Tavares	Andrew Assini Tim Bart Priyanka Bhatia Bob Castellano Christine Casterline Michelle Cook Mary Jane Custy Danielle Larca Karen Lurie Mindy Pacholick Nydia Peake Betsy Roll Sarah Stangota Kelliann Tenkate Wendy VanDine	Vanessa Ahmed Brielle Ashforth Athena Bagaipo-Penalos Kathleen Barbee Jessica Braynor Rebecca Burns Lori Castronuovo Marie Corfield Ariej Dawood Christine Galloway Liz Gardner Tricia Giordano Dawn Hlavsa-Suk JoAnn Kernan LeighAnn Koch Jesse Lockett Susan Mitcheltree Rebecca Moeri Sam Nagy Caitlin Persche Scott Vogel Meredith Weil



This document is meant to serve as our restart plan. Given the ever-changing nature of the COVID-19 pandemic, we anticipate revisions may be necessary as the summer and fall progress. Our school district will continue to abide by the advice of the Hunterdon County Health Department to determine the safest course of action and decision-making based on the local circumstances. The health and safety of our students, staff, and faculty remain our number one priority and guide all recommendations in the reopening plan. I look forward to a safe and healthy school year full of learning and happiness.

Sincerely,

A handwritten signature in blue ink that reads "Kari McGann".

Kari A. McGann, Ed.D

Introduction and Guidance from the Department of Education

On June 26, 2020, the New Jersey Department of Education released its return to school guidance [document](#). Board members, parents, staff, faculty, administration, and community members met to discuss the guidance from the New Jersey Department of Education Road Back to Restart and Recovery Plan for Education. The district's four task force committees used this document to guide their thinking when considering options for reopening in September. Each task force met multiple times to work through recommendations and suggestions to provide the best options available for our students, staff, and families this fall.

Our district sought the input, questions, and concerns from the members of each task force. Further, task force committee members imagined the possibilities in how we can make this school year positive and productive for our students and help families balance home and school schedules. Task forces met for over a combined twenty-five hours, not including the hours spent by committee members contributing to shared documents. The district's four task force committees submitted their recommendations to me for the Flemington-Raritan Regional School District reopening plan.

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

The Road Back Restart and Recovery Plan for Education mandates that districts must allow for the social distancing of six (6) feet within the classroom to the maximum extent possible. Taskforce meetings engaged in extensive discussion around opening our schools in a limited capacity to follow the social distancing requirements by the New Jersey Department of Education. This has led to the conclusion that to provide the six-foot distance in classrooms, we will need to bring students into school at a reduced capacity. Limited capacity means that certain students would attend school in person on certain days and virtually on other days. Each task force believed that in-person school attendance is critically important to a child's education. Taskforce committee members believed there were many components to a safe reopening plan and helping students, staff, and faculty return with confidence. The most important aspect of the reopening plan is prioritizing the health, safety, and well-being of students and staff.

To ensure consistency with respect to the health and safety of school communities across the State, the NJDOE Guidance speaks specifically to health and safety measures identified as "anticipated minimum standards." These "anticipated minimum standards" are items the NJDOE Guidance recommends a school district incorporate into the Plan as definite components related to health, safety, and operations.

Through this established set of Statewide standards, the NJDOE can ensure the State's educational health does not come at the expense of public health. The “anticipated minimum standards” in the NJDOE Guidance are listed and have been incorporated into the school district’s locally-developed Plan.

The NJDOE Guidance also provides “considerations” that may help school officials in strategizing ways to adhere to the “anticipated minimum standards,” but do not represent necessary components of the Plan. These “considerations” are not listed in the school district Plan, but school officials have reviewed and incorporated the “considerations” included in the NJDOE Guidance when developing the Plan. The NJDOE Guidance uses the term “should” throughout the document when referencing “anticipated minimum standards ... ”that school districts should incorporate into their reopening plans as definitive components related to health, safety, and operations.” Therefore, those provisions in the NJDOE Guidance listed as “anticipated minimum standards” have been interpreted to be required components in the Plan.

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

The NJDOE Guidance requires a Board Policy to address several elements outlined in the NJDOE Guidance. The Board of Education has adopted Board Policy 1648–Federal Families First Coronavirus (COVID-19) Response Act that includes the policies required in the NJDOE Guidance. This Plan is aligned with the requirements outlined in the NJDOE Guidance.

The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by Executive Order of the Governor of New Jersey and are subject to change. The guidelines outlined in *The Road Back: New Jersey's Restart and Recovery Plan for Education* will mean that the 2020-2021 school year will be different than in the past.

We are planning for our schools to have responsible, reasonable solutions to open our schools in some capacity while meeting the health and safety requirements of the Department of Health and Department of Education. Our District remains committed to our mission of supporting every child, every day, at every opportunity.

Jon Huntsman, Jr., former U.S. Ambassador to Russia, former U.S. Ambassador to China, former U.S. Ambassador to Singapore, and former Republican Utah Governor is quoted as saying:

"Times of great uncertainty serve as wake-up calls in our lives, inviting us to lean into whatever is awoken, curious, and compassionate about what wants to emerge. We deepen trust as we explore moments we may have never imagined, with perspectives we never expected to hold. This is the birthplace of compassion, creativity, action, and transformation."

"A crisis allows us the opportunity to dig deep into the reservoirs of our very being, to rise to levels of confidence, strength, and resolve that otherwise, we didn't think we possessed. Through adversity, we come face to face with who we really are and what really counts." –Jon Huntsman, Jr.

Huntsman's words remind us that when tasked with difficulty we must greet the task with tenacity and grit to find ways to solve challenges in new and creative ways. As Flemington-Raritan Regional School District plans for students, staff, and faculty to return, we do so facing challenges that we have never had to meet before but with the fortitude to stay the course and make decisions that are best for students, staff, and faculty.

Guiding Principles

The guiding principle in the Flemington-Raritan Schools reopening plan is to provide for the health and safety of our staff, students, and faculty while implementing a cohesive, consistent educational program amid a global pandemic.

Sub Principles Summarized from the NJDOE Restart and Recovery Plan:

Sub Principle 1: Reduce crowds and close contact.

Key tools and strategies:

- Mask
- Face Shields
- Social distancing (6-foot rule)
- Use of plexiglass barriers
- Classroom redesigns
- Reducing the movement of students
- One-way hallways and stairwells
- Identifying possible “shifts” of staff and students (i.e. A/B Day)
- Reduction in students in areas such as cafeterias, gyms, recess

Sub Principle 2: Reduce the mixing of students.

Key tools and strategies:

- Cohorting and pods of students
- Reducing the movement of students
- One-way and limit students in hallways and stairwells
- Designate entry and exit points

Sub Principle 3: Monitor the prevalence of symptoms and spread in the schools and community.

Key tools and strategies:

- Daily “symptom-free” assurances from families and staff

- Periodic temperature checks
- Educate children (and staff training) about signs and symptoms
- Isolation areas

Sub Principle 4: Sanitize, disinfect, and enhance cleaning protocols

Key tools and strategies:

- Personal hygiene
- Custodial sanitation and new standard protocols
- Wipes, cleaners, sanitizing stations for use by students and staff
- Area audits to reduce problematic surfaces
- High touch and communal areas will have increased cleaning frequency (OT/PT, therapy rooms, classrooms with 1:1 services, autism, multiple disabled student classrooms)

Health and Safety Measures and Physical Wellness

Outline

The Health and Safety Measures section of this plan provides readers with an overview of the protocols used in schools during the reopening. This answers several Critical Areas of Operation found in the *NJ Department of Education Restart and Recovery Plan*. Specifically, this section reviews Area of Operation 1: General Health and Safety Guidelines, Operation 2: Classrooms, Testing, and Therapy Rooms, Operation 4: Student Flow, Entry, Exit, and Common Areas, Operation 5: Screening, PPE, and Response to Students Presenting Symptoms, Operation 6: Contact Tracing, and Operation 7: Facilities Cleaning Practices.

Pre-boarding wellness assurances for students and assurances for staff

- The most recent guidance from the CDC discourages onsite temperature checks for all students. The District continues to collaborate with the Hunterdon County Health Department to set the appropriate protocols. The [Daily Home Screening checklist released by the CDC](#) serves as guidance for screening decisions. The New Jersey Department of Education Road Back Restart and Recovery Plan for Education requires screening for all students and staff. Until this guidance changes, each parent who is sending their child to school will be required to log into Genesis and fill out a form through Genesis that assures the district that the student's temperature was taken before boarding the bus or coming to school. Staff will also take their temperature before coming to work and assure they have done so before arriving to work. Students who arrive to school without a completed Genesis form will be delayed from the instructional day, screened by the school nurse or designee, temperature taken, and a phone call home to parents.
- Children or staff **showing signs and symptoms of any illness must stay home from school**. Signs and symptoms of COVID-19 include the following (appearing in the NJDOE document):
 - Fever of 100 degrees or greater
 - Cough
 - Shortness of breath
 - Chills
 - Repeated shaking with chills
 - Muscle pain
 - Headache
 - Sore throat

- New loss of taste or smell
- Fatigue
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Mask wearing protocols

- The CDC suggests that all school reopening plans address adherence to behaviors that prevent the spread of COVID-19. [According to the CDC](#), "the use of cloth face coverings are meant to protect other people in case the wearer is unknowingly infected." All staff and visitors will be required to wear face coverings at all times. The CDC recommends, "appropriate and consistent use of cloth face coverings is most important when students, teachers, and staff are indoors and when social distancing of at least six feet is difficult to implement or maintain." The CDC recognizes that adaptations and alternatives will be necessary in some situations that include medical emergencies, times when wearing a mask may exacerbate a physical or mental health condition, lead to a medical emergency, or introduce significant health concerns. The Flemington-Raritan Schools will recognize [feasibility and adaptations](#) recommended by the CDC concerning masks.
- Staff and students shall be expected to wear face coverings where social distancing of 6 feet cannot be maintained unless an adaptation is necessary.
- Staff and students can take "mask breaks" while being outside, socially distanced of 6 feet or more. Face masks may be removed during snack and meal times.

Wellness checks at school - periodic temperature checks

- Staff must visually check students for any symptoms upon arrival at school. Staff will be trained in the signs and symptoms. The District's Health and Hygiene team will support visually checking for symptoms. (see section below.) The district staff may also be conducting random temperature checks during the school day.

Education on signs and symptoms

- The district shall post signage throughout the school buildings including, but not limited to, entrances and exits, hallways, cafeterias, gymnasiums, classrooms, bathrooms, playgrounds, and so forth. Floor markings and designated assigned seating areas shall be maintained.
- Staff will be provided training relating to health and safety protocols. Communication with parents will be regular and frequent. Students shall be taught safety measures during the school day.

The district has a supply of PPE that will be placed in certain locations in the building or could be supplied to staff and students as requested:

- Face coverings
- Barriers
- Gloves
- Face shields
- PPE gowns for classrooms where toileting is needed, OT/PT, ABA and BD classrooms may also require PPE gowns

Procedures of symptomatic student or staff at school

● Isolation room: Staff or students experiencing symptoms related to COVID-19 will be respectfully placed in an isolation room until such time the student is picked up from school or staff members can safely exit the building and go home.

Exclusion guidance from the Department of Health (DOH) is listed below. This guidance may be updated as the summer continues. This chart below provides information for excluding individuals testing positive or having symptoms of COVID-19:

If this...	Then this...
Individuals who have symptoms of COVID-19 AND ● have tested positive (by PCR, rapid molecular or antigen testing) OR ● have not been tested (i.e. monitoring for symptoms at home) should stay home and away from others until:	● At least 10 days have passed and symptoms first appeared AND ● They have had no fever for at least 24 hours (one full day without the use of medicine that reduces fever) AND ● Other symptoms have improved (for example, symptoms of cough or shortness of breath have improved.)
Individuals who have NO symptoms and have tested positive should stay home and away from others until:	● 14 days have passed from the collection date of their positive COVID-19 diagnostic test AND they have not developed symptoms.
Individuals who have symptoms and have tested negative should stay home and away from others until:	● 24 hours after their fever has ended without the use of fever-reducing medications and other symptoms improve.
Individuals who are identified as close contact* should:	● Self-quarantine and monitor for symptoms for 10 days from the last date of exposure with the person, even if contact tested negative. New Jersey COVID-19 information hub guidance reads: "If you are positive, you should self-isolate for 10 days and at least three days (or 72 hours) after any fever is resolved."

*Close contact is defined as within 6 feet of someone for at least a period of 10 minutes.

Positive case at school

The district administration and the school's Pandemic Response Team will work collaboratively with the Hunterdon County Department of Health to ensure we follow protocols if a staff member or student tests positive for COVID-19. Once a positive case is identified, the district's Health and Safety Team, along with the school nurse(s), and building principal will assist the Department of Health with contact tracing (see below). Our protocols will follow the guidelines set forth by the CDC.

Contact tracing

The Department of Health defines contact tracing as a strategy used to determine the source of an infection and how it is spreading. Finding individuals who are in close contact to a person who has tested positive for COVID-19, and therefore at higher risk of becoming infected themselves, can help prevent further spread of the virus.

A contact tracing team from the Health Department or the NJDOH calls anyone who has tested positive for COVID-19. They ask specific questions about their activities within certain timeframes, to help identify anyone they have had close contact.

The Flemington-Raritan Regional School District Health and Hygiene team along with District staff will assist the administration and the individual school Pandemic Response Team in identifying close contacts of positive COVID-19 cases. This will be done in conjunction with the Health Department.

The district regularly receives updates from the Hunterdon County Health Department on the rate of transmission within the county and state. The rate of transmission is defined as the number of people infected by a single person.

Accommodations for Staff and Students

- Accommodation requests by staff will be discussed on a case by case basis.
- Accommodation requests by students will be discussed on a case by case basis.
- Leaves for staff: Please review district policies and the Federal Department of Labor guidance.

Classroom and hallway setup

Classrooms are being designed to accommodate the maximum number of students while maintaining six-foot spacing between assigned student seating, forward-facing. Seating shall allow for access to sinks in the classrooms for hand washing and a designated space will be provided to teaching staff at least six feet from the first row of student seats. In some instances, a "class within a class" model will require flexibility in the classroom set up. For example, integrated related services, students attending alternate classes virtually, or two classes in one classroom (i.e. a resource class within a general education setting). This will occur only in instances where student cohorts and minimal movement to alternate settings cannot be accommodated. Students requiring close instruction such as speech services shall be provided with plexiglass barriers. Other areas in our schools that are deemed close contact areas will also have plexiglass dividers (i.e., main office, nurse's office) Additional barriers shall be provided based on needs that may arise or accommodations that need to be made. Excess furniture and classroom supplies shall be removed to accommodate additional spacing needs. Each classroom will also be equipped with cleaning supplies such as cleaning spray, wipes, hand sanitizer among other measures. Reduction in commonly touched surfaces shall occur to the highest degree possible. Hallways will be designated one-way where feasible, and markings and signage shall be placed to promote social distancing.

Airflow and HVAC settings

The district recognizes the need to create additional passive air circulation and the introduction of increased outdoor air into the building to promote safety. The district will use paper towels in bathrooms for hand drying after hand washing. In schools with HVAC units, if needed, will be adjusted to increase outside airflow into the building and windows shall be opened when feasible. Vent angles shall be adjusted as necessary to prevent direct, active airflow across surfaces, as airflow is preferred to be indirect to prevent the direct spread of water droplets in

the air between students and staff. Passive air circulation from adjacent rooms and hallways shall occur unless safety or privacy may be compromised. Filters with a MERV rating of 13 or higher that potentially remove a certain percentage of viruses from the air are being investigated to determine HVAC capabilities. The installation of UVC lighting in air units is also under investigation. The district is considering these options and others long-term as part of referendum projects.

Facilities and Cleaning

The district will do its best to ensure the safety and health of all students and staff by implementing the following practices.

- Facilities staff will review and receive retraining on cleaning and enhanced sanitation practices and safety protocols.
- Maintenance staff will be assigned a specific school building as their primary workspace to limit travel between buildings to lessen contact with district staff.
- Conducting daily cleaning and sanitizing of classrooms, restrooms, cafeterias, kitchens, and hallways.
- Conducting periodic and/or necessitated deep cleaning using enhanced protocols.
- Implementing improved sanitation and personal hygiene practices for both students and staff.
- Supplying hand soap, disinfecting wipes, and hand sanitizing gel in classrooms, main entrances, and high use areas. In areas where handwashing may not be available, sanitizing gel will be available.
- Supplying masks, gloves, face shields, plexiglass barriers, and additional PPE as needed.
- Provide additional daytime custodial staff for essential operations and cleaning of high touch areas.
- Restrooms and high touch areas will be cleaned/sanitized on a rotational basis during the school day. Daily logs will be kept to certify that the areas are being checked and cleaned.
- Implementing safe/social distancing practices through classroom arrangement and creating one-way travel through hallways. Exterior sidewalk areas will be marked to encourage safe distancing during arrival/dismissal and parent pick-up and drop-off.

Facility Use

This Flemington-Raritan Regional School District will limit indoor facility use. The facility will be used by our staff and students for daily instruction only. Outside groups will not be permitted to use our indoor facilities at this time. The only exception to this will be the YMCA program for childcare purposes. If the YMCA is to use our facilities the program must:

- Adhere to social distancing guidelines
- Apply hygiene protocols
- Limit the sharing of materials
- Develop protocols regarding masks/face coverings for staff and students in compliance with the CDC.

The program must follow any other requirements set forth by the district.

Pandemic Response Team

Each school in the district will have a Pandemic Response Team to centralize, expedite, and implement COVID-19 decision-making. The school team will consist of a cross-section of stakeholders such as the school principal, teachers, CST member(s), school counselor(s), school nurse(s), school safety specialist(s), custodian, and parents. Flemington-Raritan Regional School District plans to use our existing Building School Safety Teams to serve as the Pandemic Response Team.

The team will be responsible for:

- Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership;
- Adjusting or amending school health and safety protocols;
- Providing staff with support or training;
- Review of data related to health, safety and the presence of COVID-19;
- Developing procedures that foster a safe and supportive school climate;
- Providing necessary communications to the school and the district;
- Creating pathways for community, family, and student voices to continuously inform the Team's decision making.

Instructional Schedule

Outline

The Flemington-Regional School District recognizes the necessity of opening schools at a reduced capacity for the health and safety of our staff and students. In an effort to maintain continuity of instruction, the district is planning a hybrid model schedule identified in the NJDOE document. Further, this section of the plan identifies special populations of students who require unique considerations to ensure continuity of learning. The district is committed to providing social and emotional (SEL) and academic support for students as we move to a hybrid model of instruction. Archimedes recognized that one-size-fits-all does not support the wants and needs of the community. The plans that have been recommended, we believe, enable all students to have access to high-quality, in-person, and virtual instruction. We also are preparing for the possibility that all-virtual learning may be needed.

Hybrid schedule details

A hybrid schedule allows us to bring approximately 50% of our student population into school on any given day. The breakdown below displays what a hybrid model will look like and what the students will be responsible for doing each day. A schedule for students and staff will be sustainable in each of the four key areas and be guided by our founding principles:

- Number 1: Protect to the greatest degree possible the health and well-being of students and staff;
- Number 2: Provide instructional consistency and sound practice.

An A/B Hybrid Schedule Across the Grades schedule will be sustainable in four key areas:

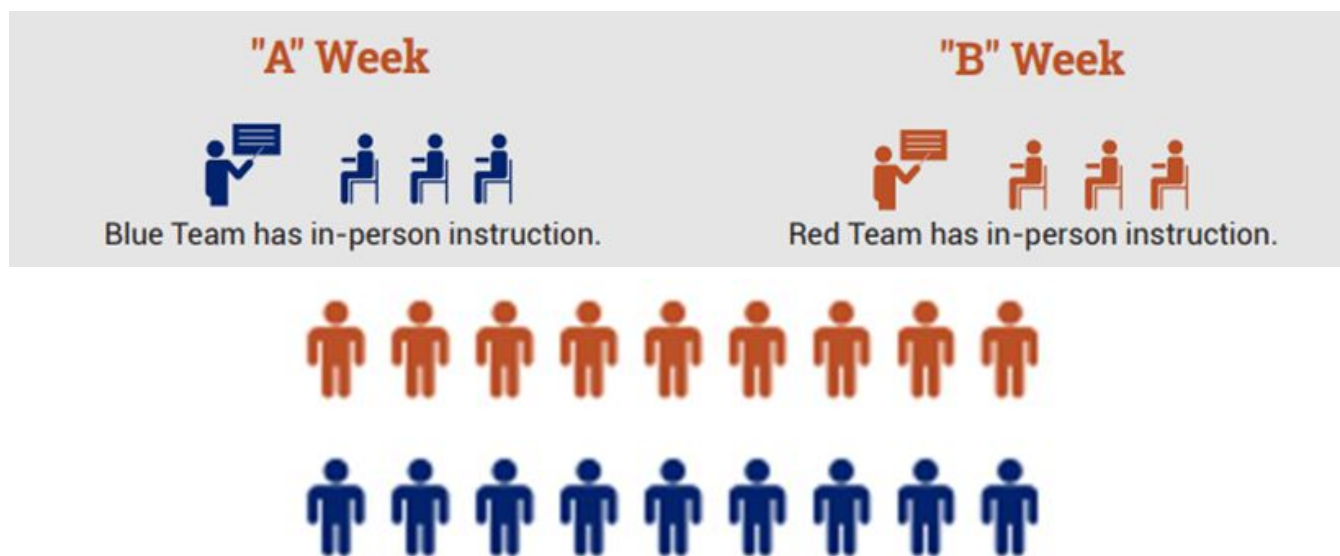
1. school community health
2. teaching and learning
3. considers the needs of personnel
4. fiscally responsible

Under the current requirements of the New Jersey Department of Education for social distancing, all students will not be present in our school buildings on the same days. "Group A" and "Group B" will attend school in alternating, separate weeks. The New Jersey Department of Education established parameters as one of the suggested schedules for schools. Once all our families have registered their preference for option one (1) or

option two (2), we can establish a schedule based on the number of how many students register and request an in-person "Group A" and "Group B" Across Grades Model.

Students attending the "Group A" and "Group B" Across Grades Model will attend school alternating between in-person and virtual instruction week by week. "Group A" will attend in person one week while the other group, "Group B," participates virtually that week. The following week the group that was attending in person will participate virtually, and the group that was participating virtually will attend in person.

For the Hybrid A/B Weeks Across Grades schedule, students will be divided into two groups with one group attending on "A" week and the other group attending on "B" week. All students are on an early release schedule. There will be a weekly alternative rotation between in-person instruction and virtual learning to allow for social distancing. Students will be divided into cohorts for rotating in-person instruction. Efforts will be made to schedule siblings into the same group and accommodate parents' requests to separate siblings into different weeks, if preferable by parents.



In a hybrid model with a "Group A" and "Group B" Across Grades Model, students will receive a combination of in-person instruction and remote virtual instruction. A group of students, or cohort of students, will be scheduled together in a "Group A" or "Group B." The district will make every effort to schedule families from the same household, living at the same address, to attend school on the same scheduled days in either "Group A" or "Group B."

The A/B Weeks Across Grades schedule protects to the greatest extent possible the health and well being of students and staff. It provides instructional consistency and sound practice.

It is sustainable in each of these four key areas:

- 1) school community health,
- 2) teaching and learning,
- 3) personnel and
- 4) finance
- 5) allows for 7 days of natural quarantine for students
- 6) offers 5 days of consecutive instruction for students

Virtual check-ins with students in the afternoon will allow for the possible transition to full distance remote learning if required by the Governor or County Health Department.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Group A in school	Group A in school	Group A in school	Group A in school	Group A in school
	Group B at home completing virtual instruction	Group B at home completing virtual instruction	Group B at home completing virtual instruction	Group B at home completing virtual instruction	Group B at home completing virtual instruction
Week 2	Group B in school	Group B in school	Group B in school	Group B in school	Group B in school
	Group A at home completing virtual instruction	Group A at home completing virtual instruction	Group A at home completing virtual instruction	Group A at home completing virtual instruction	Group A at home completing virtual instruction

Virtual schedule details:

In planning this program, fully remote students will have access to a broader range of teachers and peers, and to ensure a smoother transition into full-time or part-time in-person instruction if the situation for any fully remote student, or for our larger community, changes. Students not reporting to school will be engaged in virtual learning at home.

On Monday, July 20, Governor Murphy gave approval for school districts to offer a virtual-only option to parents. Virtual only option means that students would not attend school in the actual school building, but receive all instruction virtually. The Flemington-Raritan School District has taken the feedback parents, students, and teachers offered through survey information and will make improvements in preparation for the upcoming school

year. Our completely virtual instruction will be taught by Flemington-Raritan Regional School District teachers and will follow the same district curriculum as used for in-person hybrid instruction.

Fully remote students will participate in remote instruction and take part in learning activities through video conferencing and Zoom live lessons with other students and the FRSD teacher. Students will have time with teachers and other students through specific times scheduled throughout the week. Students must log in to live lessons at a certain time/times according to their schedule to be counted as present for the school day.

A Vision for Distance Learning through the Remote Learning Academy:

The Flemington-Raritan Regional School District is committed to ensuring all students have access to the District's educational program despite the closing of our facilities. The following principles will guide the District's efforts as we provide instruction through a variety of resources including, but not limited to, video conferencing, the use of online educational applications, digital recordings, online textbooks, project-based learning, and web-based digital content:

1. Instruction will reflect the understanding that students will be experiencing heightened emotional concerns as a result of greater isolation, reduced opportunities for socialization, and fears for their own well-being and the well-being of their family and friends.
2. Instruction will follow the District's scope and sequence with any exceptions implemented for the entire grade-level and overseen by the appropriate supervisor.
3. To the extent possible, learning and teaching will continue without interruptions and rely on as many familiar teachers, strategies, and resources as possible.
4. Daily lessons will provide opportunities for student interaction and collaboration, to the extent possible.
5. Daily lessons will include the use of timely and relevant feedback through the most personal means possible.
6. Teachers will modify instruction in accordance with student IEPs.
7. Teachers will accommodate instruction for students according to Section 504 Plans.
8. Teachers will implement multi-tiered systems of support for students in alignment with I&RS Plans.

Resources Necessary to Support Instruction

1. Purchasing Supplies and Licensing
 - a. Chromebook cases were purchased for devices sent home with students.
 - b. Provided "Home Study Kits" for economically-disadvantaged students in younger grade levels that may not have the materials necessary to complete assignments (crayons, colored pencils, drawing paper, etc.).
 - i. WeVideo (license upgrade)
 - ii. Additional Chromebooks and iPads were purchased as necessary to replace failing devices initially issued to students
2. Planning Time
 - a. Planning took place to allow administration and teachers to provide an overview of the action plan, seek feedback, make revisions, and allow grade/subject area articulation.
3. Professional Development for eLearning
 - a. Technical Skills
 - b. eLearning with Google Classroom

- c. eLearning with Screencast
 - d. eLearning with Video Conferencing
 - e. eLearning with SeeSaw
 - f. eLearning with Flipgrid
 - g. How to Talk about the Pandemic with Children made available via SafeSchools
 - h. Special education/general education teacher and teacher assistant articulation time.
 - i. Webinars for social-emotional learning and supports
4. Model Lessons
- a. Model eLearning Foundations lesson
 - b. Model eLearning Reading/writing lesson
 - c. Model eLearning Math lesson
 - d. Add as many models (different subjects, grades, etc.) as practical
5. Curriculum Support for Staff
- a. E-Learning Resources Website - will include the following:
 - i. Tutorials videos
 - ii. Guidance on curriculum and assessment modifications
 - iii. Resources for special instructional topics (Census 2020, Earth Day, etc.)
 - iv. Links to report student technology problems to the Technology Department
 - b. Curriculum and Technology Digest
 - i. Weekly publication of information concerning regarding technology, curriculum, assessment, professional learning opportunities, and “Spotlight Resources” for teachers
 - ii. Calendar
6. Teachers and staff have an electronic learning site available to them to ensure electronic learning is a success for all of our FRSD students. District administration makes frequent updates to both the E-Learning site and within the curriculum guiding documents (also embedded on the E-Learning site) from curriculum supervisors. On the site, available only for faculty and staff, are resources to report student technology issues, e-learning schedules, links for support to the Hunterdon County Health Department, Education Week resources, CDC information, links for virtual learning resources like Seesaw, and grade level resources. A YouTube video was created for support for information with a voice over for instruction. This link can be found [here](#).
7. Teachers are responsible for providing instructional activities appropriate for students and for conferencing (phone, email, or video) with parents to ensure students participate in and complete instructional activities as assigned. Teachers are providing support to students every school day using virtual learning.

Schedule for Each Day

It is important to note that the school district will be operating on an early release day of instruction each day. Students and families who are learning virtually during the day should expect to have live lessons and asynchronous assignments throughout the duration of the academic day. The schedule will be developed at the building level with the teacher and the principal, but expect longer periods of instructional time with additional assignments. Building and classroom schedules continue to be developed. Building principals, building level administrators, curriculum supervisors, and central office leadership are using survey data from parents that was

due from parents on August 4, 2020, at 5 PM. Survey data will support the District to craft building and individual classroom schedules.

Sample Schedule of grades K-4

	Minutes	Section 1 - In Person	Section 2 - In Person	Section 3 - In Person	Section 4 - Virtual
In-Person (8-12 students)	20	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
	105	Reading/Writing	Reading/Writing	Reading/Writing	Reading/Writing
	40	Physical Education	Physical Education	Physical Education	Physical Education
	60	Math	Math	Math	Math
	30	Lunch	Lunch	Lunch	Lunch
	10	Snack/Handwashing	Snack/Handwashing	Snack/Handwashing	Snack/Handwashing
	20	Counselor Corner - SEL	Counselor Corner - SEL	Counselor Corner - SEL	Counselor Corner - SEL
	20	Independent Reading	Independent Reading	Independent Reading	Independent Reading
	20	Extension Activities	Extension Activities	Extension Activities	Extension Activities
	325				
Virtual Cohort (8-12 students)	20	Morning Meeting (1 & 2)		Morning Meeting (3 & 4)	
	50	Science/Social Studies (1 & 2)		Science/Social Studies (3 & 4)	
	40	Specials (Art, Music, Computers, Library, Spanish)		Specials	
	20	Counselor Corner - SEL	Counselor Corner - SEL	Counselor Corner - SEL	Counselor Corner - SEL
	20	Independent Reading	Independent Reading	Independent Reading	Independent Reading
	40	Extension Activities	Extension Activities	Extension Activities	Extension Activities
	40	Foundations/Word Study	Foundations/Word Study	Foundations/Word Study	Foundations/Word Study
	10	Check In	Check In	Check In	Check In
	240				
Key	Brick and Mortar	Virtual		Revised 8/7/2020	

Sample Schedule of grades 5-6

Grades 5-6 (Hybrid Schedule with All-Virtual Option)					
	Minutes	Section 1: Sample Student Schedule - Hybrid		Section 2: Sample Student Schedule - Virtual	
		Hybrid Day 1	Hybrid Day 2	All Virtual Option Day 1	All Virtual Option Day 2
In-Person (8-12 students)	15	Homeroom/Responsive Clrm	Homeroom/Responsive Clrm	Homeroom/Responsive Clrm	Homeroom/Responsive Clrm
	80	English Language Arts	English Language Arts	English Language Arts	English Language Arts
	80	Science	Social Studies	Science	Social Studies
	79	Phys. Ed./World Lang/Counselor	Phys. Ed./World Lang/Counselor	Phys. Ed./World Lang/Counselor	Phys. Ed./World Lang/Counselor
	45	Extension Activities	Extension Activities	Extension Activities	Extension Activities
	30	Tutorial Time (optional)	Tutorial Time (optional)	Tutorial Time (optional)	Tutorial Time (optional)
	329				
Virtual Cohort (8-12 students)	15	Homeroom	Homeroom	Homeroom	Homeroom
	80	Math	Math	Math	Math
	80	Related Arts*	Related Arts*	Related Arts*	Related Arts*
	79	Excel**	Excel**	Excel**	Excel**
	45	Extension Activities	Extension Activities	Extension Activities	Extension Activities
	30	Tutorial Time (optional)	Tutorial Time (optional)	Tutorial Time (optional)	Tutorial Time (optional)
	329				
		*Related Arts: Art, Music, Applied Technology			
		**Excel: G&T Stretch, Support, Instrumental Music, Speech, and other IEP required programs			
		Brick and Mortar	Virtual		Revised 8/7/2020

Sample Schedule of grades 7-8

Grades 7-8 Hybrid with All-Virtual Option (Sample Student Schedule for a Teaching Team)					
Sample Draft Schedule - Actual Schedules will Vary					
	Minutes	Section 1 - In Person	Section 2 - In Person	Section 3 - In Person	4- All Virtual Option
In-Person (15-17 students)	8	Homeroom	Homeroom	Homeroom	Homeroom
	61	English Language Arts	Physical Education	Science	Social Studies
	61	Social Studies	English Language Arts	Physical Education	Science
	61	Science	Social Studies	English Language Arts	Physical Education
	61	Physical Education	Science	Social Studies	English Language Arts
	45	Extension Activities	Extension Activities	Extension Activities	Extension Activities
	30	Tutorial Time (optional)	Tutorial Time (optional)	Tutorial Time (optional)	Tutorial Time (optional)
	327				
Virtual Cohort (8-12 students)	8	Virtual Homeroom	Virtual Homeroom	Virtual Homeroom	Virtual Homeroom
	61	Math	Music Pull-Outs	Spanish/French	Related Arts
	61	Spanish/French	Math	Related Arts	Spanish/French
	61	Related Arts	Spanish/French	Math	Music Pull-Outs
	61	Music Pull-Outs	Related Arts	Music Pull-Outs	Math
	45	Extension Activities	Extension Activities	Extension Activities	Extension Activities
	30	Tutorial Time (optional)	Tutorial Time (optional)	Tutorial Time (optional)	Tutorial Time (optional)
	327				
		Brick and Mortar	Virtual		Revised 8/7/2020

*Highlighted blue = brick and mortar building in-person schedule

Highlighted light yellow = virtual time, at-home learning with support from FRSD teachers using live Zoom interactive calls and pre-recorded, uploaded instruction, and on-line learning platform support.

Schools Face-to-Face Instructional Days

Face-to-face instructional days will mirror what occurs in the traditional in-person classroom but with smaller class sizes, approximately 12 students per class are expected. These days will provide opportunities for more small group lessons, guided practice, hands-on activities, lab explorations, intervention programs, and other services for eligible students.

Virtual Learning Days

There will be a balance of live sessions and independent work that takes into consideration screen time for students.

Parent/Student Option for a Fully Virtual Program

The New Jersey Department of Education has announced that parents may opt for their children to attend a fully virtual program. This would mean that students would not attend in-person instruction on a weekly rotation. Students and parents opting for a fully virtual program will log into lessons and live meetings with teachers according to the student's schedule in order to be counted as present.

Sample Schedules, Curriculum Revisions, and Grading/Assessment

Teachers will be provided with supports including sample schedules and expectations for hybrid learning, curriculum compacting and revisions, and grading/assessment guidelines.

Student Attendance

Students attending school in-person will have attendance taken as ordinary in their homeroom class. Students who are attending school virtually must log in to their first-period class or first online session to have their attendance counted for the day. This will be the record of daily attendance but students who are learning remotely will also be required to attend each class via Zoom on their schedule for the day. Attendance will be taken during each class period.

Recess and Physical Education

The Flemington-Raritan Regional School District supports the physical and emotional benefits of recess and physical education courses, particularly outdoors. The district supports students in maintaining a level of physical activity during both remote learning and in-person learning. When a child is in school physical education will be scheduled.

- Recess may be planned by individual classroom teachers and scheduled as needed by the classroom teacher to allow students to take breaks from being inside and wearing facial coverings/masks. Recess planned by classroom teachers will be held outside. Only one group of students will use recess school playground equipment daily. Teachers will work with building principals to sign up to use the playground equipment so that only one class per day will use the equipment. Facilities will assist to clean high contact areas on the playground as it is used by students. After recess, students will wash their hands upon entering the building.

- Students will attend Physical Education class. On a day when Physical Education class is scheduled, students will dress in the morning (before school) in attire appropriate for Physical Education class. Locker rooms will not be used.

Equity and Priority Student Populations

Outline

The Flemington-Raritan Regional School District anticipates that many students likely made less than one full year of academic growth during the 2019-2020 school year. The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at risk. The Flemington-Raritan Regional School District recognizes a one-size-fits-all plan to accommodate hybrid and remote learning is neither feasible nor appropriate to meet the needs of our special populations. The district has incorporated unique considerations to ensure continuity of learning as well as the health and safety of students and staff within the least restrictive learning environment.

Flemington-Raritan Schools will offer a fully remote option for families who desire it. Surveying of families has been completed with parents selecting either hybrid or virtual instruction.

Some students, particularly English Language Learners, special education students in certain programs, preschool students, and students in other certain programs, will come to school for all in-person days, not just on a “Group 1” or “Group 2” schedule. We will work with families of students in these programs to develop the best schedule.

We will continue to provide wireless “hotspot” devices to families who need assistance accessing remote instruction resources. The District partnered with Comcast and Verizon to provide Internet access to families.

We recognize the need to expand equity work with a focus on social justice. In this, we will equip staff to begin to lead courageous conversations about social justice and injustice, both in classrooms and throughout our community. We will also engage in curriculum work to expand on education about the experiences of Americans from all different backgrounds. We will also work to untangle systems and rules that work against equity in grading, attendance, discipline, leveling, placement, ranking, and other policies.

Access to Technology

The Technology Department is prepared to deploy Chromebooks or iPads on a one-to-one basis for all students in our district. This will ensure that students have access to a device for their remote learning days. At the time of publishing the Flemington-Raritan Regional School District Returning to School document, some devices approved for purchase during the July Board of Education meeting remain back-ordered. The District continues to problem-solve this challenge. The technology department has set up a schedule for new students to receive devices. Parents will receive phone calls and emails to set up a time to receive a device for their child(ren).

Ensuring Access

The district is in a strong position to ensure access to remote instruction through our 1-to-1 Chromebook and iPad initiative. Students kept their Chromebooks over the summer. We are developing plans for our kindergarten and first-grade families to pick up Chromebooks and iPads as soon as they are delivered.

This past spring, we surveyed families and reviewed attendance data to target the provision of “hotspot” devices for access to remote instruction. We will continue this effort and are ready to provide “hotspot” devices to any student who needs help with access.

Building administrators, vice principals, counselors, and others will continue to work with teachers to identify and follow up with students who are chronically absent from remote instruction activities. We will continue to leverage partnerships with the Raritan Township Police Department and the Flemington Borough Police Department and others to check in on students for whom we have any serious concerns. We will also leverage new wrap-around counseling resources, described in Counseling and Operations above, to effect broader support through case management for families.

Special Education

The NJDOE guidance document charges districts with considering issues of equity in their student population and further asks districts to identify students that may require additional or specialized services during this unique learning experience. Special education students in self-contained programs will be prioritized and will receive in-person, daily instruction. The district will reach out to parents of students with special needs through personalized communication if their child qualifies to attend these in-person sessions. Furthermore, preschool students with disabilities will be offered daily, in-person instruction.

We will continue to innovate on the services that we provide to English Language Learners, Special Education students in certain special education programs, school-phobic and other students in certain general education programs, and others. Where video conferencing tools can serve various activities for these students, we will continue to leverage them. A hybrid scenario, however, allows us to have in-person meetings, evaluations, and other activities on campus for these students and their families.

We also recognize that students in some populations will need to be in school for more than our hybrid scenario specifies. English Language Learners, special education students in certain special education programs, school-phobic and other students in certain general education programs, and others will be able to attend school each day that we are open for in-person instruction during our hybrid schedule, rather than as part of a rotating group attending only on certain days. We will work with parents of students in these programs to develop appropriate schedules of in-person instruction.

Masking and other considerations may be inadvisable for students in certain populations and programs for various reasons. We will leverage physical barriers, face shields, clear teacher masks, and other means to ensure that these students have full access to services and programs while on campus.

English Language Learners (ELL)

The NJDOE guidance document charges districts with considering issues of equity in their student population and further asks districts to identify students that may require additional or specialized services during this unique learning experience. The district will reach out to parents of students who receive ELL services on an individual basis if their child qualifies to attend frequent in-person sessions.

Teacher and Parent Training and Learning Opportunities

Outline

The Flemington-Raritan Regional School District values professional learning for staff and considers parents a valuable resource for student learning. To that end, the district is preparing learning opportunities aligned with the NJ Department of Education guidance document that provides members of our school community with support to manage a hybrid learning model. Professional development for teachers was offered in June and July focusing on online tools for learning. Moving forward, professional development will also focus on using these online tools in a hybrid learning environment.

Teacher Professional Development

- Hybrid synchronous learning -Standard classroom setup and usage
- Hybrid Instruction Classroom Implications Training Session
- Hybrid Morning Meeting Training Session
- Web-based technology training with an emphasis on hybrid/remote instruction.
- Technology website for teacher resources on technology tools for remote instruction and showing student learning.
- Social-Emotional Learning Practices and Supports
- Zoom Like an Expert; supporting students and parents in a virtual instructional classroom environment

Opportunities for Parent Learning

- Supports for Parents - A website for parent resources for remote learning will be created to support parents.
- A virtual parent training will be created to provide parents with skills to support their child.
 - Emphasis on district Student Information System and technology platforms that will be used in remote instruction
 - A virtual parent training program will be developed and open to all with kindergarten parents and new parents to the district as the target audience.

Parent Expectations

The district understands that parent support will be an integral part of student success during this unique learning experience. Parents should assist children with learning by doing the following:

- Know your child's daily schedule;
- Ensure your child is logged in for learning;
- Follow up on asynchronous assignments;
- Provide periodic breaks during the academic day.

Parents must also be aware of the signs and symptoms of COVID-19 related illnesses. Parents must keep children home from school if they are experiencing symptoms (please see Safety Measures and Physical Wellness above).

Nutrition and Food Service

Outline

This section focuses on Nutrition and Food Service as we reopen schools. The section addressed the Critical Area of Operation #8 - Meals from the NJDOE document.

The Flemington-Raritan Regional School District contracts with Maschio's Food Services Inc. to provide meals in school. During the pandemic, students in grades K-4 will be served lunch at school in the classroom. Students in grades 5-8 will participate in a "Grab & Go" lunch distribution.

The district and Maschio's are committed to providing nutritional food options for students within guidelines established by the National School Lunch Program. The district is committed to providing meals to students who qualify for free and/or reduced lunch. In order to do this the district is taking the following steps:

- Identify students who are eligible for free/reduced lunch programs.
- Work with Maschio's to identify the number of meals needed daily for students who are eligible for foodservice each day.
- Provide pre-packaged meals to students based on accepted meals through a district form/claiming procedure in conformity with the National School Lunch Program guidelines.
 - On live instructional days, students physically in school shall obtain meals through our cafeteria in each building in grades Pre-K-4. Kindergarten through grade 4 students will eat lunch in their classroom or outside with their teacher, weather permitting.
 - On virtual instructional days, students remote from school shall be provided meals prior to departure on the day(s) prior when physically present at school.
 - For students opting to learn 100% virtually, if deemed appropriate by State guidelines, pickup or delivery of meals shall occur to students who qualify for free/reduced lunch.

Safety Measures

The following safety measures shall be undertaken:

- Prepackaged meals.
- One-way entry and exit from cafeteria and lunch serving line.
- Assigned seats in the classroom spacing at a minimum 6 feet apart to allow for face-covering removal for food consumption. Face coverings shall be worn until all students are seated at designated seats.
- Cleaning after lunch periods of students' desks, increased frequency of handwashing and usage of hand sanitizer, enhanced availability of disinfecting supplies (i.e. gloves, hand sanitizer, spray cleaners, etc.), physical barriers at key locations, among others.
- Signage on walls, floors, and seats.
- For any meals that are delivered, this shall occur on sanitized district-owned vehicles directly to students whose parents/guardians have accepted meals through a district form/claiming procedure. Staff loading and delivering the meals shall wear latex gloves, a mask, and refrain from direct person-to-person contact at delivery to ensure the utmost safety. Meal counts and deliveries are being tracked daily.

We are taking many steps to increase the safety of our facilities. These include but are not limited to:

- Utilization of additional cleaning and sanitizing equipment, including electrostatic spray cleaners and hydroxyl generators
- Increased sanitizing of occupied areas and high-touch surfaces
- Arrangement of classroom furniture to ensure more distancing
- Increased airflow and air exchange through the adjustment of HVAC controls and other steps.

We regret that, in order to accomplish this work, we will not be able to offer our facilities to outside users, including the PTOs, until further notice.

In grades 5-8 we will not offer a lunch block on an early dismissal schedule but will offer grab-and-go meals to students at dismissal and possibly at locations throughout the community to the extent that we are required by law and regulations. Lunch in our schedule, even at reduced capacity and/or split into multiple sessions, poses too many challenges in our efforts to comply with distancing and crowding limitations.

In busing, we are taking steps to ensure the safety of our students and staff. Buses will all have hand sanitizing gel dispensers. Drivers will sit behind a transparent curtain to separate the driver from students. We will also sanitize buses throughout the day. Bus video cameras will assist the district to ensure compliance with social distancing and facial coverings (i.e, masks).

Department of Agriculture Information

The following information is provided to ensure this preparedness plan meets requirements set for by the New Jersey Department of Agriculture to provide food service for families in need:

- SFA Name: Flemington-Raritan Regional School District Schools
- Agreement #:01901510
- Date Meal Distribution will begin: Thursday, September 3, 2020 (the first day of school) or upon calendar change Tuesday, September 8, 2020.
- Date Meal Distribution will end: Friday, June 18, 2021 (the last day of school)

Transportation

Outline

The Flemington-Raritan Regional School District School District recognizes that the safe transportation of students to and from school is a fundamentally important part of our school operations. This section discusses the precautions the district will take with regard to transporting students to school consistent with the Critical Area of Operation #3- Transportation.

Route Design

The district is committed to ensuring the safe transportation of students to and from school in conformity with State regulations. The district shall design routes to minimize the number of students on each bus to the degree feasible through:

- Usage of bus waivers (while maintaining a spot if parents opt back in)
- Encouragement of alternative means such as walking or biking when safe and appropriate
- Removal of courtesy busing when safe and appropriate based on district policies
- Identifying students likely being driven to/from school by parents
- Identifying students who opt to 100% remote learn
- Usage of A/B schedule

Bus Procedures

Each parent who is sending their child to school will be required to log into Genesis and fill out a form through Genesis that assures the district that the student's temperature was taken before boarding the bus or coming to school. Children that are showing signs and symptoms of any illness must stay home from school. Signs and symptoms of COVID-19 include the following (appearing in the NJDOE document):

- Fever of 100 degrees or greater
- Cough
- Shortness of breath
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell
- Fatigue
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Hand sanitizer shall be provided to each student upon entry of the bus. Students who lack face coverings shall be provided with a mask upon entry to the vehicle. Students shall have assigned seats, with families sitting together when practical, and the bus shall be loaded from back to front. Seating arrangements shall be designed based on anticipated students riding the bus each day. Loading and departure of students at each school building shall be staggered to promote social distancing upon exit of the vehicle. Vehicles shall be cleaned and disinfected at the end of the morning route and afternoon route. During the mid-day and conclusion of routes, the buses shall be re-sanitized through deep, enhanced protocols.

Precautions

All buses shall be provided with hand sanitizer, backup masks for students, spray cleaners and wipes. Bus windows shall be opened when practical to increase outside air into the vehicle. Bus drivers shall be provided with added layers of protection, including but not limited to masks, face shields, or other protective equipment to ensure safety. Field trips and other non-mandatory busing shall be kept to a minimum. Face coverings shall be worn at all times. Each student shall be provided hand sanitizer upon entry to the vehicle. Students not adhering to safety procedures shall be subject to disciplinary measures.

Parent Drop-Off/Pick-up

Based on survey results, the district is aware of a potential increase in parents dropping and picking up their children from school. The district is working with the local police of Flemington Borough and Raritan Township to plan for increased traffic on roads adjacent to our buildings. Additional staff is being assigned duties relating to pick-up and dismissal, and the district has three Class III officers assigned to our buildings from the Police Departments to assist through a shared services relationship with Flemington Borough and Raritan Township. Modified protocols to promote expedited pickup/dropoff while maintaining social distancing are being developed.

Access to the buildings from outside visitors and parents shall be limited in nature. Signage and communication shall be provided.

Technology

Outline

Flemington-Raritan Regional School District will deliver instruction in class and separate instruction via virtual lessons for students. Students' families will register for either hybrid or virtual learning. The district will leverage existing technology resources to assist students and teachers in this collaborative learning environment. To help accomplish this goal each student in K through 8 will be assigned a student Chromebook or iPad. Additionally, each teacher will have an assigned laptop that can be used to help facilitate in-class and remote virtual learning.

Technology Platforms

- Software: Google, Microsoft, Genesis
- Hardware: Dell laptops with Windows 10 (Teachers), Dell Chromebooks and iPads (Students)

Technology Support

- Instructional Tech Support
- Hardware Tech Support: Technician will assist with technical support issues. Staff members can enter a support request in our ticketing system which will be monitored in real-time during the day. Parents and students can email for Chromebook related issues.
- Technology hotline for each building - If a parent or student is experiencing technology issues at home, we discourage the parent from contacting the teacher as she will be doing live instruction. Parents or students can contact the technology department. The technology department will reach out to the parent or student (and teacher) if necessary to help resolve technical issues at home. Please email the Technology Department with your child's name, school, and teacher.

Devices and Device Use by Students

- All students K-8 will be assigned a Chromebook or iPad that can be taken home and used in school for hybrid schedule rotation.
- All teachers have an assigned laptop that can be used in school for hybrid schedule rotation.
- The District has applied for a technology grant offered through the NJDOE to receive additional devices to support our preschool students.

Device Pickup

- Chromebooks and iPads will be available for pickup at each school date and time TBD. Each school will notify parents via email with more details.

Social and Emotional Wellness

Outline

The NJDOE guidance document and the Flemington-Raritan School District recognize that social and emotional learning along with strong school culture and climate is critical to a child's academic success. Flemington-Raritan School District deeply values the social and emotional well-being of every student, staff member, and

parent/guardian throughout the community. The NJDOE understands that as an educator's social and emotional wellness improves, they are more equipped to successfully support a child's social, emotional, and academic needs. This section outlines the district's commitment to adult and student SEL and what that will look like in a hybrid model.

Educator Well-Being

The District will work to set clear guidelines and expectations and build understanding for all by addressing these essential topics/questions:

- What are teachers expected to implement?
- How will these expectations be communicated more routinely with families about routines?
- Communicate the times teachers are accessible. Set clear working boundaries to allow staff members to maintain a healthy work/home balance.
- Reinforce the message that social and emotional learning comes first. (Opportunities for students to process)
- Adapt our thinking and set realistic, thoughtful, and fair expectations to ease anxieties throughout the district.
- Provide adequate time for staff training in this new age of hybrid instruction.
- Provide support to staff in HIB policies, procedures, and prevention.
- Provide time and space for individuals to process traumatic events, re-establish connections with each other, and receive the support that promotes their healing.
- Prioritize educator self-care and wellness through the 2020-2021 school year.
- Support educators' access to mental and behavioral resources and encourage them to utilize these services.
- Create opportunities for staff to regularly practice and reflect on their social and emotional competence.
 - Professional development opportunities such as teacher academies
 - Provide opportunities for self-reflection through questionnaires and surveys periodically throughout the school year.

Student Well-Being

- Classroom teachers will set and establish clear and fair expectations, boundaries, and routines at the beginning of the school year.
- Prioritize relationships and well-being over the assignment and behavioral compliance.
- Implement classroom meetings, connection circles, and morning meetings into the instructional schedule to establish a classroom community.
- Include weekly affirmations specific to each building.
- The NJDOE anticipates a high influx of students who may need social/emotional support once schools reopen in the fall. Therefore, the district will continue to provide support for students to address concerns relating to their social and emotional well-being.
- Consider periodic virtual assemblies to maintain and strengthen school spirit and community. (Each school building can decide what works best for their school family.)

Parent Well-Being

- Provide frequent communication (Balance between things that are going well vs. areas that need improvement)
- Opportunities for parents to participate in self-care activities and exercises

- Workshop opportunities and personal information: parents and guardians to read articles relating to social and emotional learning tools and strategies to implement at home. Articles can also include strategies to support virtual home instruction.

Parent Communication

The District communicates regularly with families and the community through a wide variety of tools and in both English and Spanish (as necessary):

1. Communication from families
 - a. Communication from families may take the form of written correspondence, email, phone calls, etc.
 - b. If parents/guardians express concerns regarding obstacles to their child's active participation in the teaching/learning process, these shall be reported to the administration and/or school counselors who will be responsible for collaborating on possible solutions.
 - c. Teachers will report student issues with District-issued technology and internet access using the Google Form provided by the Technology Department and available on the E-Learning Resources website.
2. Administration
 - a. Superintendent's Monthly Newsletters
 - b. Superintendent's biweekly letters to staff and parents with updates
 - c. Principal's communication
 - d. District website
 - e. Social media - Twitter, Facebook, etc.
 - f. School Messenger - automated phone calls, texts, and emails
 - g. Virtual board meetings
3. Teachers
 - a. District website
 - b. Social media - Twitter, Facebook, etc.
 - c. Emails and phone calls
 - d. Class newsletters and sharing of student work
4. Technology Department
 - a. Student technical issues will be reported to the Technology Department via teachers' use of Google Form.
 - b. Technology Department members will address student technical issues through the following:
 - i. The District's Technology website will provide directions to assist parents/guardians in addressing common technology issues (e.g. connecting the school device to a home network, etc.)
 - ii. Contacting the parent/child to discuss the problem
 - iii. Providing directions to address the diagnosed problem
 - iv. Remotely accessing the student device
 - v. Providing replacement devices during a Monday Technology Swap appointment

Miscellaneous

Relevant Board Policy/Regulation

1. [Policy 2412: Home Instruction](#)

The Board of Education shall provide instructional services to an enrolled student, whether a general education student in Kindergarten through grade twelve or special education student age three to twenty-one, when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition or a need for treatment that precludes participation in their usual education setting, whether general or special education.

The home or out-of-school instruction shall meet the minimum standards as required in N.J.A.C. 6A:16-10.1(c).

- a. For a student with disabilities, the home instruction shall be consistent with the student's Individualized Education Plan (IEP) to the extent appropriate and shall meet the Core Curriculum Content Standards. When the provision for home instruction for a student with disabilities will exceed thirty consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the student's IEP.
- b. For a student without a disability, the home instruction shall meet the Core Curriculum Content Standards and the requirements of the Board for promotion to the next grade level. When the provision for home instruction for a student without disability will exceed sixty calendar days, the school physician shall refer the student to the Child Study Team for evaluation, pursuant N.J.A.C. 6A:14.
- c. Students on home instruction will be accounted for on the attendance register as required by the Department of Education.

2. [Policy 8451: Control of Communicable Diseases](#)

The teacher may exclude from the classroom and the Principal may exclude from the school building any pupil who appears to be ill or has been exposed to a communicable disease. A pupil may be isolated in school to await the arrival of or instructions from an adult member of his/her family. If the school medical inspector or the school nurse is present in the building, his/her recommendation shall be sought before any such exclusion or isolation is ordered.

Any pupil retained at home or excluded from school by reason of having or being suspected of having a communicable disease shall not be readmitted to his/her classroom until he/she presents written evidence of being free of communicable disease. That evidence may be supplied by the school medical inspector or another qualified physician who has examined the pupil.