

MOORESTOWN FRIENDS SCHOOL

RETURN TO SCHOOL 2020

AS OF JULY 10, 2020

—1785—

MFS

Moorestown
Friends School

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[Please offer feedback or share questions on the reopening plan by completing this survey.](#)

Note: The contents of this reopening plan may change as the global health situation evolves. Moorestown Friends School will make adjustments in accordance with the latest guidance from experts and will communicate frequently with the community.



OUR MISSION

Moorestown Friends School is a community rooted in Quaker values and dedicated to the pursuit of educational excellence for a diverse student body within an academically rigorous and balanced program emphasizing personal, ethical and spiritual growth.

– Fall 1987, revised May 2011

SETTING THE STAGE

INTRODUCTION

The Moorestown Friends School Administrative Council and the Committee on Reopening School (CRS) have been actively researching and planning how best to reopen for the 2020-21 school year in a way that is **true to our Quaker mission and aligned with expert guidance**. Our primary goal is to provide the best education possible in the healthiest and safest way, while providing flexibility to students, families, and employees as we navigate the COVID-19 pandemic as a community. **Our preference and plan is to return to in-person learning**. However, we are prepared to pivot to an enhanced version of Virtual MFS or offer a hybrid learning experience, as the ever-evolving situation requires. This reopening plan outlines our expectations for the fall. We will continue to revise and refine it in the weeks leading up to opening day in light of the most current guidance from local and state authorities. Please know that although circumstances may change throughout the year, our commitment to the academic growth of children and their spiritual and emotional health will remain our singular focus, no matter the context. We look forward to welcoming you back to MFS.

“
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”



SETTING THE STAGE

FIRST DAYS OF SCHOOL*

August 24 - 28, 2020: Optional playgroups for PS, PK, K (advanced registration required)

September 1 - 2, 2020: Required Lower School orientation sessions, Preschool - Grade 4

September 9, 2020**

- All Lower School students in session (half day for PS, PK, K)
- First half of Middle and Upper School students in session for the full day

September 10, 2020**

- All Lower School students in session (half day for PS, PK, K)
- Second half of Middle and Upper School students in session for the full day

September 11, 2020: All students in session for the full day

September 14, 2020: Modified In-Person Learning starts (see *Teaching & Learning* section)

**Any students or families returning from abroad or a state with significant spread of COVID-19 (as [identified here](#) by the State of New Jersey) must self-quarantine for 14 days. Depending on the dates of travel, the student may not be able to start school on time and in person. Please carefully consider any travel before the start of school.*

***Please note that we will split MS and US students into two groups to bring them on campus for the first time on September 9 and 10. There are many new protocols and routines to learn for students and staff alike. Reducing the numbers of students on campus during the first two days will allow for a smoother transition. More details will be forthcoming.*



OUR COMMITMENT

As always, we are humbled and grateful for the opportunity to provide a loving, caring, and safe environment for our students, rooted in and guided by our Quaker values. As a community, we commit to always keeping students at the center of our decisions and delivering on our mission to provide a rigorous academic experience combined with opportunities for personal, spiritual, and ethical growth.



SETTING THE STAGE

GUIDING PRINCIPLES

The following principles will guide our leadership team as we make the best decisions possible for our community.



Our top priority is the collective **health and safety** of our students, faculty, staff, and families. We will strive to make decisions that can be sustained by all community members over the course of the school year.



Clear and regular communication with our community is critical for maintaining trust and ensuring the smoothest experience for all involved.



Our **foundational Quaker values** of integrity, community, equality, and stewardship will be core to how we make decisions. We are committed to maintaining a strong educational experience for our students through the pandemic and will make sound financial choices to ensure the **long-term sustainability** of the institution for generations more.



The “power of small” – as a small school, we will **adapt as needed** to meet the changing situation and to minimize disruption for students.



Remaining **inclusive** in our decision making will help us best address the needs of our diverse constituents.



SETTING THE STAGE

EXPERT GUIDANCE

In all stages of planning for the reopening of school, Moorestown Friends is closely monitoring and following the guidance from the Centers for Disease Control and Prevention (CDC). In addition, we have strong relationships with local health authorities in order to stay current on the latest facts, mitigation strategies, and response efforts in the face of COVID-19. MFS is ensuring that our reopening plans align with the requirements and expectations outlined by Governor Murphy in the State's ***The Road Back: Restart and Recovery Plan for Education*** ([Executive Summary](#) or [Full Plan](#)). In addition to many other resources, we have considered recommendations from the Children's Hospital of Philadelphia PolicyLab and the Harvard T.H. Chan School of Public Health, which have both provided helpful perspectives to schools on how to safely reopen.

We have also called upon the expertise of a number of alumni, parents of alumni, and other friends of MFS with extensive background in a variety of industries outside of K-12 education that can inform our thinking on reopening school in a careful and intentional way. These advisors include:

- **Ken Mayer, M.D. '68**, Professor of Medicine, Global Health and Population, Harvard University (infectious disease and COVID vaccines)
- **Annette Reboli, M.D.**, Professor of Medicine and Dean, Cooper Medical School of Rowan University (infectious disease and hospital epidemiology)
- **Howard Orel, M.D.**, President/CEO, Advocare, LLC (pediatrics)
- **Albert Freedman, Ph.D.**, Freedman Counseling Associates (psychology and schools)
- **Michael Strambler, Ph.D. '92**, Director, Child Well-Being and Education Research, The Consultation Center at Yale (child psychology and COVID)
- **Sarah Feyerherm '82**, Vice President for Student Affairs, Chair of the COVID Planning Group, Washington College (higher education)
- **Laurence Kotlikoff '69**, Professor of Economics, Boston University (economics and COVID testing)
- **Chris Gheysens**, CEO of Wawa, Inc. (business and service industry)



SETTING THE STAGE

CREATING A LAYERED APPROACH

In the face of COVID-19, there is unfortunately no approach that will guarantee safety at all times. Reopening school means there will be some level of inherent risk. Moorestown Friends is taking a layered approach to our planning, employing a number of strategies and tactics to reduce risk to children, adults, and families. There is no single solution to the challenges that lie ahead, but we have taken steps to create the healthiest classrooms, buildings, procedures, and policies possible so that students can focus on learning in a caring environment. We also rely on you! No single person can greet this challenge alone. We depend on students, employees, and families to **collaborate and cooperate** with us, and we promise to communicate often with you as the situation evolves. We know you place great trust in Moorestown Friends School, and we place our trust in our community so that together we can navigate this pandemic.

Our goal is to have all students on campus when possible. Current plans call for a different schedule in the first days of school to accommodate a variety of new procedures, screenings, and other routines that will look quite different from years past. We will remain communicative and will provide more information in the weeks leading up to September.

COMMUNITY RESPONSIBILITIES

We all play an important role in preventing the spread of illness on campus. In advance of the school year, all families will be asked to sign the **Health and Wellness Pledge** as part of a special commitment in the coming year to safeguard our community from COVID-19. Although a more detailed form will be coming later this summer, the key expectations we have of our families include the following:

- Complete a daily symptom survey for each child prior to arriving on campus.
- Keep your child at home if they show any signs of illness.
- Keep your child home if they, others in your household, or someone close to your child are exposed to or test positive for COVID-19; contact the school immediately.
- Pick up your child promptly if they show symptoms of illness and need to go home.
- Follow federal, state, and local orders regarding social distancing and other measures to prevent the spread of COVID-19.
- Provide your child with a face covering on a daily basis.
- Practice and reinforce healthy behaviors at home.
- Keep your medical information current with the school.



HEALTH & HYGIENE

At school, students and employees can reduce the spread of COVID-19 by maintaining healthy behaviors, including regular handwashing, the use of face coverings, good coughing etiquette, social distancing, reduced mixing between groups, and limited sharing of supplies or materials. **Staying home when exhibiting any signs of illness is particularly important** and we ask that all families adhere to this request. MFS will work hard to ensure children remain connected to their classrooms, and teachers will make reasonable adjustments to support students' continued learning. In this way, no one will need to take the risk of coming to school when sick. All of these layered tactics will mitigate the overall risk to the community.

SOCIAL DISTANCING & FACE COVERINGS

In accordance with CDC recommendations and guidance from the State of New Jersey, MFS will work with our community to maintain social distance between members whenever possible. We are working to measure and adapt classrooms, move desks, remove furniture when needed, and rearrange seating to facilitate social distancing. Where social distance is not possible, we are adding partitions and directing students to wear face coverings.

The current guidance from the State of New Jersey is that **all school staff and visitors** are required to wear **face coverings** unless doing so would inhibit an individual's health or if the visitor is under two years of age. **All students** are required to wear face coverings if social distancing measures cannot be maintained (unless doing so would inhibit a student's health). In classrooms, hallways, bathrooms, or other common spaces where social distance cannot easily be maintained, students are expected to wear face coverings. For **our youngest students**, it may not be realistic to keep a face covering on a child, nor may it be advisable. Given the limited mixing of our youngest students with other cohorts and our small class sizes at those grade levels, we will rely on our teachers to use their best judgment if students are struggling to keep face coverings on. We will also space children out as often as possible, especially during recess, naps, and mealtimes, so that students can be without coverings.

MFS will provide a face covering to students at the start of the year, but it is advisable to have several at home that fit the student and are comfortable to wear for extended periods of time. Experts recommend masks that fit snugly, are ideally three layers thick, and are made of more tightly-woven fabrics, such as 100% cotton. Given that face coverings should be washed regularly, it is a good idea to have a rotation of coverings to choose from.

HEALTH & HYGIENE

SOCIAL DISTANCING & FACE COVERINGS, CONT'D

Faculty/staff may wear clear face shields when able to maintain social distance from students, which may make it easier to instruct and for students to understand both the words and emotions of the teacher. When working in close proximity with students and when social distancing cannot be maintained, employees are expected to wear masks.

We know that the idea of a child wearing a face covering all day may not seem practical or realistic, depending on the age of the child. For children and employees alike, wearing face coverings every day may become fatiguing and frustrating. We will work hard, especially as weather permits, to **bring children outside** as much as possible and to encourage “face covering breaks” when appropriate (such as outside time when social distancing can be maintained). By taking advantage of lower-risk times to take a break from face coverings, we believe that students and employees will be more likely to wear them during higher-risk activities.



LIMITING CONTACT CHAINS

In all divisions we are working to limit the mixing of children and adults when appropriate and keeping class groups as separate and distinct as possible. In the Lower School for example, this will mean special area teachers coming to students, as opposed to students traveling between classrooms. In the Middle and Upper School, it will mean specially designed schedules that have longer class periods to allow for more in-depth learning opportunities, while also **reducing movement between classes** throughout the day whenever feasible. Although we cannot eliminate mixing between cohorts, we will significantly reduce points of contact in order to reduce the potential for viral spread and to facilitate contact tracing should a case of COVID-19 present itself in our community. See the *Teaching & Learning* section for more details on the cohort concept and academic experience.

HEALTH & HYGIENE

LIMITING CONTACT CHAINS, CONT'D

We ask that students and employees share **materials and supplies** as little as possible. In Lower School, students will have their own sets of supplies that will be stored and labeled separately. In all grades, we ask that students not share devices, food, school supplies, or other items in an effort to reduce the spread of germs. If this is not possible, disinfecting wipes will be available in areas where shared items are likely to be found, so students can clean items between users. **Locker use** will be discouraged and limited to avoid congregating in the hallways in a way that makes maintaining social distance difficult.

HANDWASHING & HAND SANITIZER

Handwashing with soap and water for at least 20 seconds should take place after going to the bathroom, before/after eating, after blowing one's nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60% alcohol is recommended. MFS is installing **touchless hand sanitizer dispensers** in every classroom and at key entry/exit points on campus. We are also adding **handwashing stations** in key locations in addition to bathrooms (which will have a limit on the number of students allowed at any given time). Faculty and staff will encourage students to wash hands frequently throughout the day, and longer passing periods have been built into the schedule to encourage students to remain vigilant in their handwashing practices.



HEALTH & HYGIENE

CLEANING & AIR FLOW

MFS will adhere to current **cleaning practices and protocols** and will stay informed of any new guidance from local health authorities. In addition, we are developing a schedule of more regular cleaning/disinfecting of high-touch surfaces throughout the day. Special attention will be given to classroom surfaces, bathrooms, door handles, shared objects, and high-traffic areas. Disinfecting supplies will be available for use in each classroom. Where disinfectants are used, products will be registered with the U.S. Environmental Protection Agency.

The school is also installing clear **plexiglass shields** in areas where there is frequent face-to-face interaction (front desk, library desk, business office, division offices, etc.). To avoid crowding in **bathrooms and locker rooms**, limited capacities will be put in place. Water fountains will not be in use next year, but **water filling stations** will still be accessible and regularly disinfected. We encourage students to bring their own water bottles to campus in an effort to promote hydration, encourage sustainable practices, and limit the spread of germs.

When possible, we will encourage the opening of windows and doors to increase **air flow**, dilute any airborne virus that might be present, and introduce fresh air into learning spaces. Weather permitting, teachers will be encouraged to take classes outside, and outdoor learning spaces will be maximized and available for use. We are conducting a review of our HVAC systems and adding stronger filters to those that may benefit from upgrades. To the extent possible, we will minimize recirculation of indoor air.



HEALTH & HYGIENE

ILLNESS ON CAMPUS

Students who show any signs or symptoms of illness that could be passed on to others will not be allowed to attend school. If students are well enough to attend classes, reasonable accommodations will be made for those students to join on-campus learning through virtual channels (Zoom, Google Meet, etc). What this looks like may vary from division to division, depending on what is developmentally appropriate for the age of the child. Attendance policies will be flexible, and students will not be penalized if they are sick. We will have measures in place to prioritize students' continuity of learning if they are absent for extended periods of time.

We will be using a COVID-19 **screening and tracking app** designed for K-12 schools. Parents/guardians will be asked to complete a quick symptom survey on behalf of their child on a daily basis in order to come to school. In addition to checking for a range of symptoms, parents/guardians will be asked to take their child's temperature, so every family must have a working thermometer at home for daily use. This will help us work collaboratively with families to make MFS as safe and healthy as possible. Symptom surveys will also be used by employees on a daily basis, and approved visitors to campus must adhere to the same requirements.

MFS is **creating additional space** on campus to accommodate students or adults who show signs of illness during the school day and need to go home. By having a separate space, it will allow us to continue to serve students in need of first aid or other services in the Nurse's office, while keeping those with symptoms in an isolated and discreet space until they are picked up by their parent/guardian. We encourage anyone with symptoms of COVID-19 or anyone who has come in contact with someone who has COVID-19 to seek **diagnostic viral testing** and to maintain communication with the school. The CRS is currently developing **specific response protocols**, in coordination with our county health officials, should we encounter a case of COVID-19 on campus.

Families who have particular concern for the health of their children due to **preexisting conditions or other high-risk categories** should contact the appropriate Division Director as soon as possible, so that we can work with your family to address your concerns and provide support.

- **Lower School:** Jenel Giles, jgiles@mfriends.org.
- **Middle School:** Evan Haine-Roberts, ehaineroberts@mfriends.org.
- **Upper School:** Noah Rachlin, nrachlin@mfriends.org.

TEACHING & LEARNING



The school day this year will take place from **8:15 a.m. until 3:15 p.m.** Our goal is to maximize on-campus learning with children if permitted by the State and if we deem it appropriate for our community. Depending on The Road Back reopening plan from New Jersey, this may mean that all students are on campus, we are experiencing a modified campus schedule, or we are operating completely online. We will be creatively using large spaces on campus in an effort to welcome back as many students as possible according to health and safety guidelines. This may mean unconventional classrooms like the Auditorium or a gymnasium. We believe **prioritizing having students on campus** will provide a greater benefit to student learning, which outweighs any potential downsides of using non-traditional learning spaces.

We have **revamped the Virtual MFS experience** in all divisions based on our lived experiences this spring and on additional research and planning this summer. We have also required in-depth **professional development** for all faculty this summer in an effort to strengthen our ability to pivot from in-person to online learning and to maximize diverse learning modalities. We are supporting our faculty to re-envision what hybrid learning could look like should students participate in class remotely or in person on any given day. Technology investments will allow students to participate more easily in their learning and for teachers to stay connected to students no matter the context.

Flexibility is the key for the coming school year.

This means flexibility for our school to pivot online as the health situation evolves and flexibility for students to participate in learning according to their needs.

TEACHING & LEARNING

LEARNING SCENARIOS

The following four learning scenarios allow for the flexibility needed to quickly pivot and adapt as the guidance for schools changes. From all in-person learning on campus to all-remote learning from home, we have designed scenarios to adjust to the latest guidance from the CDC and the State of New Jersey. **Our plan is to open in the Modified In-Person Learning scenario and remain in this mode as long as possible. In addition to allowing for 100% in-person learning, it also gives families the flexibility to have their child learn remotely, if necessary.** Please note that while in Modified In-Person Learning, the remote experience for a child will not be like Virtual MFS, nor will it completely replicate in-person learning. Steps will be taken to keep students engaged in classroom lessons in ways that are developmentally appropriate and technologically feasible. If there is a need to reduce the number of people on campus at any point, we may move to Modified Remote Learning. In this case our priority will be to ensure Preschool - Grade 6 can be accommodated for in-person learning daily and Grades 7-12 will have an alternating in-person schedule. For details, see the *Middle/Upper School Schedule* section below.

MOORESTOWN FRIENDS SCHOOL FOUR LEARNING SCENARIOS

ALL IN-PERSON LEARNING

All instruction and gatherings are held in person each day following state and CDC guidelines.

MODIFIED IN-PERSON LEARNING

All students are invited to learn on campus each day, but remote learning is available for those unable to come to campus for health or other concerns.

MODIFIED REMOTE LEARNING

There are reduced numbers of students on campus to accommodate greater restrictions. Grades PS-6 are on campus daily. Grades 7-12 are in two cohorts that alternate coming to campus and learning remotely. Full-time remote learning remains available for those unable to come to campus.

ALL VIRTUAL LEARNING

All students are learning from home via Virtual MFS should the campus need to close.

TEACHING & LEARNING

TECHNOLOGY & ACCESS

In an effort to provide maximum flexibility and equitable access, MFS will loan **Chromebooks** to all students this year in Preschool - Grade 12. This **1:1 program** is designed to address the unique challenges of the 2020-21 school year and will eliminate the need for students to share computers by providing everyone with their own device. Should we find ourselves in Virtual MFS for extended periods of time, these devices will allow even our youngest learners a way to seamlessly access their teachers and connect with classmates in a developmentally appropriate way. As we did last year, we will survey families about Internet connectivity and other technology needs to ensure an equitable experience for all. More information, forms, and training will be forthcoming, but we hope this investment of technology will ease concerns and provide an adequate infrastructure to help students complete their studies and maintain contact with the community should they be home for periods of time this year. In addition, portable **Smartboards and TVs** will be used in any adapted classrooms, **Wi-Fi infrastructure** will be enhanced to support the added traffic of the 1:1 program, and **technology support** will be extended to all students and families while in remote mode to ensure all necessary resources are adequately accessible.

HYBRID LEARNING

We recognize that although our goal is on-campus learning for all students on a daily basis, this may not always be possible for a variety of reasons. Some families may not be able to have their children return to campus for reasons related to the virus. There may also be times when we elect or are asked to de-densify our campus by having cohorts of students continue their learning from home on a rotating basis. **By using technology to extend the reach of our classrooms**, MFS students can maintain their daily learning schedule remotely, either in full or in part (depending on the developmental needs of the student). All classrooms will be equipped with remote capability, and students will have school-issued Chromebooks, allowing them to successfully participate in classroom experiences. Flexibility by and for students, families, and the school will be key this year as the global health situation evolves.



TEACHING & LEARNING

LOWER SCHOOL COHORTS

If campus is open, Lower School students will be on campus every day. Younger students thrive on consistency and benefit from being with their teachers in person whenever possible. While on campus, students will spend the majority of their day in their home classroom groups. Our goal is to mitigate risk by reducing contact between groups of students and the use of typically shared spaces. Special area teachers will work with students in their home classroom to minimize movement throughout the building. The Lower School schedules will largely resemble those of years past and will accommodate changes to outdoor recess schedules and allow for easier pivoting between in-person and remote learning. **Classroom instruction** will happen in the typical manner while adhering to appropriate distancing guidelines. During prolonged absences, students will be able to connect to their class remotely for select lessons and activities. Teachers will also send work home for students. **Large gatherings** such as Meeting for Worship and assembly will happen in classroom cohorts or over digital platforms such as Zoom or Google Meet.

MIDDLE/UPPER SCHOOL SCHEDULE

Students in Grades 5-12 will experience a new five-day rotating schedule: **ABCAB**. This schedule offers consistency for students whether we are all in person or all online. **We expect to open school in the Modified In-Person Learning scenario and hope to remain in this mode as long as the guidance allows.** Some basic features of the ABCAB schedule are:

- Major courses meet three times a week in two 85-minute blocks and one 40-minute block
- Middle School students will continue to have the activity block
- Upper School students will continue to have three minor course blocks
- AB days repeat Monday/Tuesday and Thursday/Friday
- C days (Wednesdays) have shorter class periods and many minor/special classes
- Longer passing time between classes
- More time for lunch and lunch-time activities

This schedule allows us to adjust quickly from Modified In-Person Learning to Modified Remote Learning, and even to Virtual MFS, if needed. The schedule will remain the same in all learning scenarios. The **longer blocks of class time** help reduce the number of people that students and adults have contact with each day. They also provide teachers with the ability to go in greater depth, and complete laboratories, projects, or collaborative work. Students may find they have homework for fewer subjects each night since their classes do not meet daily. We have grouped students in Grades 5-10 into cohorts that have as much common class time together as possible to reduce interaction with others. Given the unique nature of student schedules in

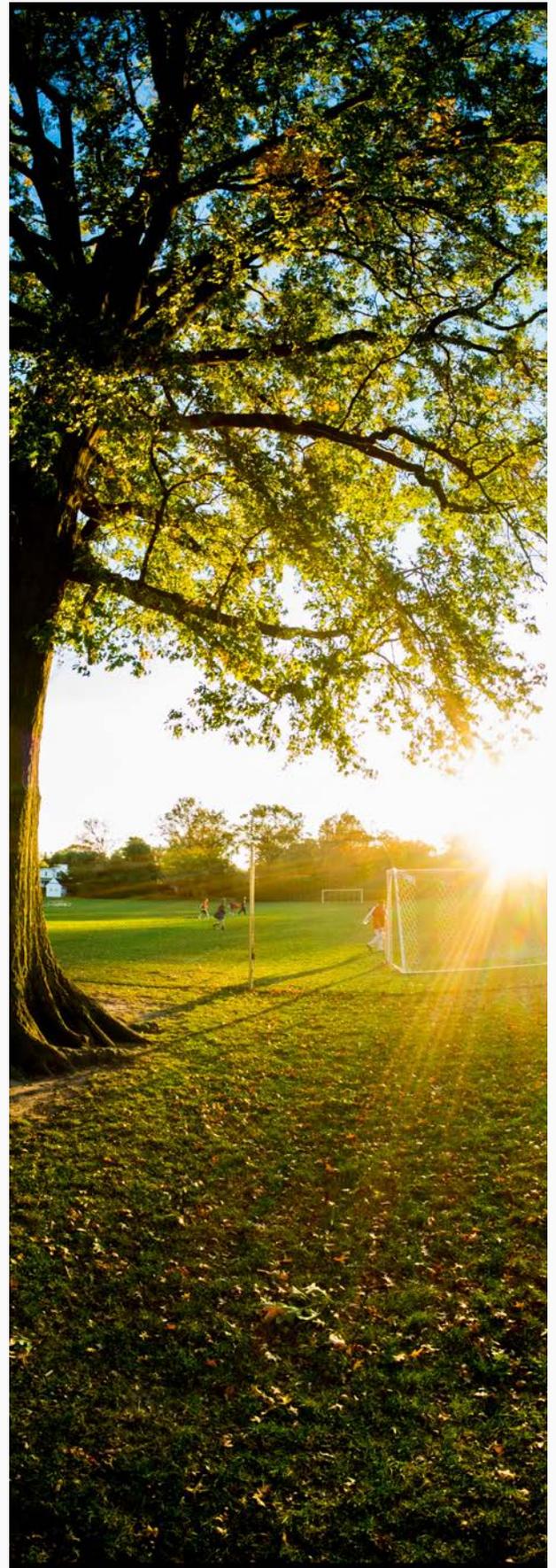
TEACHING & LEARNING

MIDDLE/UPPER SCHOOL SCHEDULE, CONT'D

Grades 11 and 12, these students will have greater interaction with others and we hope to assign their classes to particular areas of the building when possible. Passing time between classes has been increased to 10 minutes to allow for staggered passing that minimizes exposure to others.

If guidance from the State of New Jersey changes, and/or the number of students allowed on campus is reduced at any point during the year, students will transition to the **Modified Remote Learning scenario**. Grades 5 and 6 will continue to come to school each day. Grades 7-12 will divide into two cohorts, with one group coming to school Monday through Wednesday and the other group coming Thursday and Friday. The following week Wednesday will alternate to the cohort that only had two on-campus learning days the week before. We also have the flexibility to pivot to all remote learning on Wednesdays for Grades 7-12 students if a deep clean of campus between cohorts becomes necessary. When cohorts are learning from home they will participate in remote learning concurrently, joining through Zoom or Google Meet.

Large-group activities such as Meeting for Worship, lunch, class meetings, assembly, and others will be held either outdoors, when possible, or in small-group settings. Zoom and Google Meet will be utilized from multiple classrooms when appropriate.



TEACHING & LEARNING

RECESS & OUTSIDE TIME

Recess and time spent outside is critical for the mental, physical, and emotional health of children. Especially in a year when students may be more limited to particular classrooms, we will **prioritize recess and time outdoors**. Recess times in the Lower School will be staggered to reduce large groups on the playground at once and to limit mixing between cohorts. Grade levels will be assigned a designated area of the playground which will rotate throughout the year to offer variety. Students will be asked to wash their hands before and after playing outside. Additional spaces will be made available to students in all divisions to encourage time outside. The Peace Pole area, the Oval, Stokes Hall courtyard, the grassy area off McShap Path, and the Van Meter Hall back lawn will all be used by children in different divisions for socially distanced outside time. Shared equipment—such as balls, frisbees, and sand toys—will be discouraged. Limited use of balls or other equipment may be used, checked out from teachers, and subsequently disinfected between cohorts.



PHYSICAL EDUCATION

Physical education will be re-envisioned to adhere to state guidelines. Students will participate in low-impact activities that do not involve changing clothes for PE class. Locker room use will be very limited, so all students are encouraged to come to campus wearing comfortable clothing that could be used for outside PE activity. Shared equipment will be limited and sanitized after each use; physical distancing will be required. Most PE activities will involve working on individual skills in a designated space physically distant from others in the class. Whenever possible, students will participate in PE outside.

SOCIAL- EMOTIONAL WELLNESS & COMMUNITY

Social and Emotional Learning (SEL) is an integral part of teaching and learning and is foundational to the MFS community. SEL is defined as the process through which children and adults understand and manage emotions, set and achieve positive goals, establish and maintain positive relationships, and make responsible decisions. As we reopen school, we recognize the complex and varying ways in which our community members are experiencing this pandemic, including a range of emotions related to stress, anxiety, trauma, loss and isolation. We plan to strengthen our SEL competencies and support structures to broaden our definition of what learning is and where it takes place to create a more inclusive and equitable learning environment and community.

QUAKER DIMENSION

As a Quaker institution, spiritual development is core to SEL at MFS. Whether we are in person, hybrid, or virtual, MFS will continue to build time into each divisional schedule for **Meeting for Worship and spiritual practices**. We commit to teaching our students centering and mindfulness skills to support their ability to practice stillness, reflection, compassionate listening, and speaking from the heart.



SOCIAL-EMOTIONAL WELLNESS & COMMUNITY



SUPPORT RESOURCES

At MFS we will continue to assess the social and emotional needs of our students, families and educators and the impact that social isolation has had on the way we re-engage and reconnect as a community. MFS has intentional structures in place (i.e., our advisory program) to promote **supportive adult-student relationships** to ensure that every student has a caring adult in the community who checks in with them regularly and to whom they can reach out. Our community members have access to mental health, trauma, and learning support resources. In addition, we plan to provide **resources and programming** to help families through this transition back to school. Webinar offerings may include: children's use of screen time, dealing with feelings of isolation and fear, and the impact of race and trauma.

STUDENT / FAMILY WELLNESS

Families are encouraged to reach out to our **counseling staff** with any concerns related to their child's mental health or learning support needs. Please contact MS/US counselor Julie Lyons at jl Lyons@mfriends.org, (856) 235-2900 ext. 254; or Claire Nick, Coordinator of Educational and Psychological Services and Lower School Counselor at cnick@mfriends.org, (856) 235-2900 ext. 280.

Moorestown Friends School works closely with the Burlington County Education Services Unit to provide learning support to students identified with **service plans** to ensure equity in learning for all students. As we return to school this fall, we will continue to work on how these services are delivered. We are developing procedures to address the return to school of medically fragile students and students with physical or health impairments who may require additional assistance through a 504 accommodation plan. Families can find procedures for student referrals and evaluations to determine the eligibility for services on the Resources page of myMFS under Educational and Psychological Services.

FACULTY / STAFF WELLNESS

Thoughtful planning has been in place to sustain the energy and well-being of our faculty and staff. As educators are supported, they will better be able to support the social-emotional and learning needs of their students. A Community Care Committee was created during the pandemic with the goal of planning activities to connect and support faculty and staff during Virtual MFS. This committee will continue to provide self-care and reflection opportunities for faculty and staff throughout the summer and school year.

SOCIAL-EMOTIONAL WELLNESS & COMMUNITY



WELCOMING STUDENTS & FAMILIES

We recognize that some students and families are transitioning to a new division or are new to our community in general. There will be opportunities for new and returning students and families to connect with each other, and we are re-imagining what some of our offerings will look like as we head into the school year. There will be virtual welcome sessions in lieu of our All School Picnic on Tuesday, September 8. In addition, we are planning for:

New Family Orientation - We will orient families new to MFS through specially designed "MFS 101 and 102" programs in late summer and early fall and are considering the addition of asynchronous video presentations.

Optional Lower School Playgroups for Beginnings Students (PS, PK, K) will start the week of August 24. Advanced registration required.

Required Orientation for All Lower School Students will take place September 1 and 2. This will help all students re-socialize and acclimate to the school environment.

Middle/Upper School - The Welcome Foxes Buddy Program (MS) and The Upper School Buddy Program will be assigning buddies for new students and there will be virtual meetings before the official start of **New Student Orientation on Tuesday, September 8.**

DIVERSITY, EQUITY, & INCLUSION

We recognize that the global pandemic has exposed and exacerbated existing inequities in our school community and society at large. In addition, current events have put systemic inequities at the forefront for us to examine how we engage around these important topics while upholding the commitment to maintain a safe environment for all students. We recognize one important component of SEL is building social awareness and perspective-taking skills which include empathy building, appreciating diversity, and respect and dignity of others. We will aim to facilitate developmentally appropriate conversations around bias, prejudice, and stigma and use our community norms to guide our dialogue. We will continue to provide resources for our community to engage around these topics and address any emerging equity challenges that we may face. We will continue to offer student programming, affinity spaces, professional development for faculty and staff, and Diversity and Inclusion events for families.

CAMPUS LIFE

ATHLETICS & EXTRACURRICULAR ACTIVITIES

MFS recognizes that athletics, clubs, and other activities are important physical and social outlets for students, and we hope to maintain these activities as much as possible this coming year. That being said, students and families should expect modifications to these experiences in order to reduce risk.



Athletics

Athletics are a critical part of school life and we plan to maintain the experience to the fullest extent possible in all scenarios during this school year (in person, hybrid, and virtual). The NJSIAA has created a COVID-19 Medical Advisory Task Force and Sports Advisory Task Force that will work directly with the NJSIAA to provide guidelines for interscholastic athletics this year. While we are waiting for the release of the start of fall practices and competitions, the NJSIAA has shared that there is a realistic chance that the start of fall regular season practices may be delayed (from August 17), but it is too early to provide any time frame surrounding a potential delay. As a result, we ask that you continue to hold August 17 as a placeholder for the start of preseason and continue to follow the summer workout schedule that each varsity coach has provided each team. This will help ensure student-athletes are prepared for the start of the season. We also encourage you to submit all paperwork required to participate in athletics, which is due on August 7. The CRS Athletics subcommittee is planning for all scenarios so we are ready to welcome you back to athletics. An update on fall athletics will be sent as soon as information becomes available.

Clubs

Upper School Clubs and Middle School Activities are an integral part of the MFS experience. These co-curricular offerings will continue whether we are in person, hybrid, or virtual. The format for the meetings may change depending on the guidelines available.



CAMPUS LIFE

ATHLETICS & EXTRACURRICULAR ACTIVITIES, CONT'D

Performing Arts

Singing and voice projection are considered higher-risk activities in that there is greater potential for viral spread through droplets and aerosols. MFS is considering ways to reimagine music, choir, theater, and certain instrumental activities in all three divisions. We deeply value the benefits that the performing arts bring to our students and are planning for ways to keep these activities as part of students' lives, while also reducing any inherent risk. Practicing outside and creating alternative types of performances are being considered for this coming year. Many national arts organizations and licensing companies are offering alternatives to traditional performances, all of which are being considered.

LUNCH & SNACKS

The Dining Hall Commons will not be used for lunch this year. In addition to this space being repurposed for other needs, it is not recommended to have students and employees gathering for a buffet-style lunch, as we have in the past. For the 2020-21 school year, our partners at SAGE will prepare boxed lunches that can be pre-ordered by families as part of a lunch contract. These boxed lunches will be consumed in classrooms or outside, depending on the age. Students are also welcome to bring their own food from home, but refrigeration will not be available. Snacks will not be served at any grade level and are not permitted to be shared with others if sent from home.

CAMPUS LIFE



GROUP EVENTS & GATHERINGS

We will have no large-group gatherings or events in the Auditorium, Dining Hall Commons, gyms, or other large gathering spaces. We will still prioritize **Meeting for Worship** and worshipful experiences as a core part of our program, but we will not gather in the Meeting House. While this saddens us to make this decision, we also recognize that we cannot effectively maintain social distance in this and other spaces on campus, while accommodating large numbers of students and faculty. Similarly, **assemblies and other indoor gatherings** will either take place outside or online, depending on the content of the activity. At least through January (first semester), if not the entire year, **visitors to campus will be limited** to appointment-only, with specific health and safety protocols and procedures in place. This means that **parent/guardian activities**, such as Back to School Night, guest speaker events, and teacher conferences, will happen virtually. Other broader campus events will be considered on a case-by-case basis to determine if they will be held virtually, reconceived, or canceled for the coming year. In the near term, volunteers on campus will not be encouraged.

OVERNIGHT & FIELD TRIPS

MFS has made the decision to **postpone (when possible) or cancel** any overnight trips scheduled through the end of January. Similarly, no field trips that require bus/car transportation will take place in the first semester. We will revisit the latest guidance and the current infection rates in our area later in the school year to determine our policy for the second semester.

Due to the heavy planning, coordination, and complexity of **Intensive Learning (IL)**, we have made the difficult but proactive decision to completely reconceive MS/US Intensive Learning for 2021 as an on-campus experience. More details will be forthcoming, but we anticipate this will be an exciting and unique opportunity that still meets the learning goals of IL, allows our teachers ample time to build out meaningful experiences, and accounts for the unpredictable global health landscape of the coming year.

CAMPUS LIFE

DROP OFF/PICK UP, EXTENDED DAY, & AFTER SCHOOL SUPERVISION

The school day this year runs from 8:15 a.m. to 3:15 p.m. MFS is planning for **staggered drop off and pick up times** to reduce congestion on campus at the start and end of the day. Drop off will take place from 7:45 - 8:15 a.m. and pick up from 3:15 - 3:45 p.m. Parents/guardians or other caretakers will not be able to walk their child into the buildings, as we are limiting visitors to campus to appointment-only and only allowing campus personnel and students into buildings for the near term. That being said, parents/guardians who wish to park and walk their child up to an outside door in order to connect with the receiving teacher are welcome to do so. We are developing protocols for drop off/pick up so that your child can safely enter the building using designated entrances. Details and specific instructions will be forthcoming about drop off/pick up procedures.

We expect to provide **Extended Day** (both before and after care for Preschool - Grade 4) and **After School Supervision** (Grades 5-12) for those families who need it. Depending on the number of families who participate, we may need to use additional spaces to facilitate social distancing. If you do not absolutely need this care this coming year, we would encourage you to drop off and pick up your child at the designated times. More details on these programs will be provided before the start of the year. Please note that **Lower School After School Clubs** will not be offered through January, though we may reconsider this decision for the second semester. If feasible, virtual after-school activities for Lower School students may be available.

TRANSPORTATION

Transporting students to school will be an essential yet complex endeavor in the coming school year. Please know that we rely on transportation provided by a number of townships/districts, as well as a private van service, and do not yet have clear guidance on their plans. We are in close communication with our transportation partners and will provide more information as we have it.



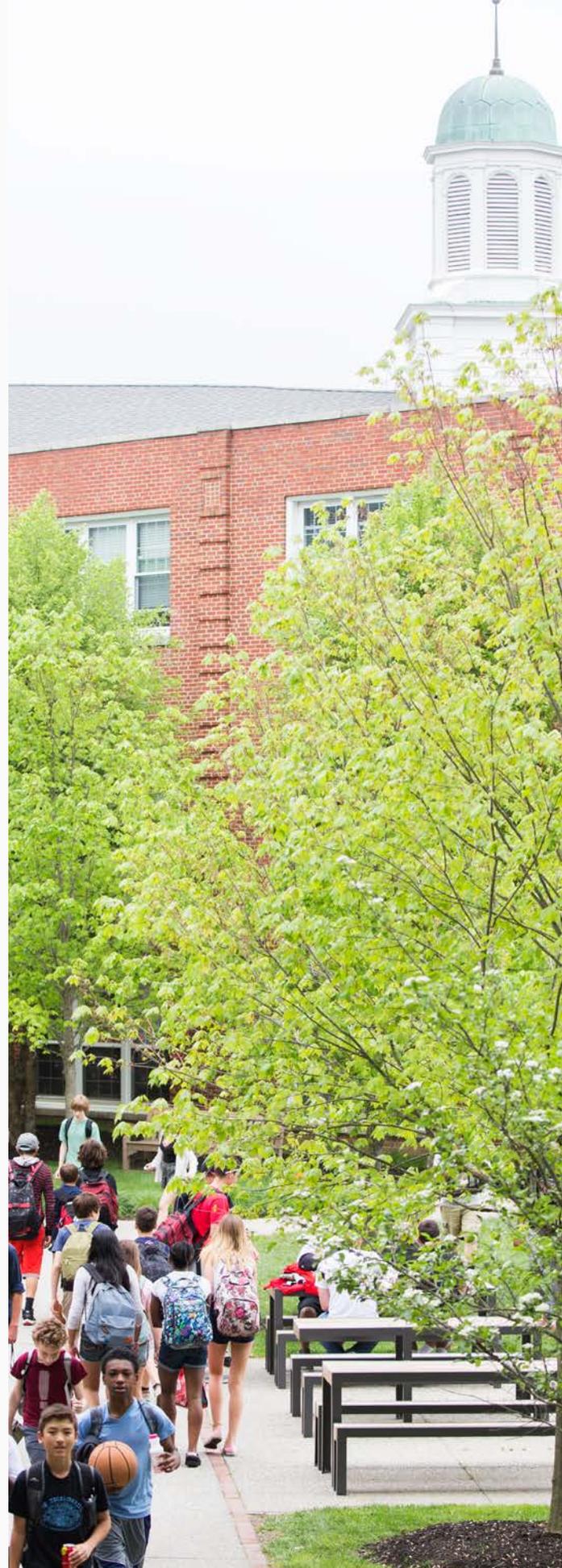
TUITION & FEES

Moorestown Friends School is joining with families in a show of support by providing a one-time **tuition credit** to reflect the unpredictable nature of the 2020-21 school year. This unprecedented decision by the School Committee shows the school's commitment to preserving our community and standing together with families as we all experience the impacts of this global pandemic.

- Families with a child in **Preschool - Grade 4** will receive a credit in the amount of 10% of the family's contribution toward tuition per student.
- Families with a child in **Grades 5-12** will receive a credit in the amount of 5% of the family's contribution toward tuition per student.

The credit will appear on families' SMART Tuition accounts in time for the new school year and may be used this year, rolled over to the 2021-22 school year, or given back to the school in the form of a tax-deductible contribution to support students, families, and programs at MFS.

MFS will issue **credits/refunds** for any unused portion of transportation fees, Extended Day contract fees, and lunch contract fees, should the school's campus close by its own decision or by mandate from the State of New Jersey.



INVESTMENTS IN SAFETY, PROGRAM, & COMMUNITY

As Moorestown Friends School navigates the coming year, we are committed to providing a healthy and safe environment, maintaining a rich learning experience, and supporting our community to remain at MFS through this challenging time. We have made a number of financial investments to help achieve these goals.

HEALTHY CAMPUS



Touchless sanitizing stations in all classrooms and entries/exits



Additional handwashing stations in key locations



Face coverings for all students and employees



Clear plexiglass shields and other partitions



Improved filters in air handling units



Symptom checker app for use by students, employees, and visitors



Enhanced and more frequent cleaning

ENHANCED PROGRAM



Complimentary virtual summer mini-courses for all MFS students



Professional development in online and hybrid learning for all faculty



Revamped Virtual MFS experience in all divisions



1:1 Chromebook program for 2020-21



Additional technology for remote capability in classrooms



Enhanced Wi-Fi infrastructure

STRONG COMMUNITY



\$500,000 in Emergency Financial Aid for families in need

Over \$800,000 in tuition credits given to all families



Flexibility for concurrent remote learning to support diverse family needs

WHAT WE WILL GAIN

As we plan for this coming year, it can be easy to focus on things we will lose or beloved experiences that will be modified due to COVID-19. The global pandemic has certainly altered our way of life and it will change our way of doing school. That being said, it's important for us to step back from these feelings of loss to also consider what we will gain during this experience together.

- Closer **relationships** between students and teachers in an immersive setting
- A deeper, collective commitment to the mental and emotional **health of children**
- A tighter-knit **community** that trusts deeply and relies heavily on each other's intentions, actions, and care
- An **innovative mindset** among teachers who are thinking flexibly and creatively about how best to serve the needs of diverse students in a variety of settings
- An ability, both individually and collectively, to meet difficult challenges and to **adapt** to changing conditions
- A collective **openness** to change and a renewed sense of purpose

[Please offer feedback or share questions on the reopening plan by completing this survey.](#)



PREPARING FOR REOPENING: HOW FAMILIES CAN HELP THIS SUMMER

PRACTICE, PRACTICE, PRACTICE

For several months, we have all been confined to our homes and our local communities. For some children, going back to school may be a significant change in environment and may require a change in behavior.

- Show children what six feet looks like and practice **keeping social distance** in public.
- Moorestown Friends School will provide a **face covering** for every student, but you should secure a supply of face coverings that are comfortable for your child. Test out different types and practice wearing them for increased periods of time each day in an effort to normalize them. Let your child have a say in the style and pattern to make it a fun experience.
- Practice **being out and about** around other people, putting social distancing and face covering measures into practice.
- Explain to your child what school might look like based on this reopening plan. Talk to them about **how they are feeling** about the return to school.
- As we near the start of school, MFS will provide some **training videos** about day-to-day procedures at school. By watching those with your child, you can help them acclimate to the new normal.

TEACHING GOOD HYGIENE & STAYING HEALTHY

- Encourage your child to **wash hands** frequently and thoroughly, counting out 20 seconds and remembering what it's like to **avoid touching the face and eyes**.
- Practice **coughing into elbows** and consider taking your child's **temperature** on a regular basis, so that it doesn't seem strange or new.

KEEP KIDS EMOTIONALLY SAFE

- **Watch and listen** to your child and be attentive to any changes in their mood or behavior.
- Ask questions and **reassure them** that the adults in their lives are here to care for them.
- **Introduce a routine** that is more like school the closer we get to September, so that students have fewer adjustments to get used to.
- Reach out to our **counseling team** if you have questions or concerns specific to your child and their adjustment back to school. For LS contact Claire Nick (cnick@mfriends.org) or for MS/US contact Julie Lyons (jlyons@mfriends.org).

COMMITTEE ON REOPENING SCHOOL (CRS)

We are grateful to the members of the CRS and its subcommittees for their time, creativity, and flexibility as we continue to design the best experience possible for our students. Numerous other faculty and staff have participated in planning conversations and have helped generate the plans included here. We thank everyone for their important contributions.

CRS Members:

- **Julia de la Torre**, Head of School, Clerk
- **Lisa Carbone Warren**, Director of Finance and Operations
- **Shu Shu Costa**, Director of Admissions and Financial Aid
- **Evan Haine-Roberts**, Middle School Director
- **Jenel Giles**, Lower School Director
- **Meredith Godley**, Associate Head of School/Academic Dean
- **Noah Rachlin**, Upper School Director
- **Mike Schlotterbeck**, Director of Marketing and Communications
- **Steve Zakroff**, Director of Development

CRS Subcommittees & Members:

ACADEMICS

- **Meredith Godley**, Associate Head of School/Academic Dean, Subcommittee Clerk
- **Shu Shu Costa**, Director of Admissions and Financial Aid
- **Evan Haine-Roberts**, Middle School Director
- **Jenel Giles**, Lower School Director
- **Steve Kolaris**, Director of Technology
- **Noah Rachlin**, Upper School Director



COMMITTEE ON REOPENING SCHOOL (CRS)

CRS Subcommittees & Members, cont'd:

TECHNOLOGY

- **Steve Kolaris**, Director of Technology, Subcommittee Clerk
- **Diana Day**, Academic Technology Coordinator
- **Jenel Giles**, Lower School Director
- **Noah Rachlin**, Upper School Director
- **Rachel Kaplan**, Coding Teacher

SOCIAL-EMOTIONAL WELLNESS

- **Dot López**, Director of Diversity and Inclusion, Subcommittee Clerk
- **Danielle Dayton**, Director of Athletics
- **Evan Haine-Roberts**, Middle School Director
- **Julie Lyons**, MS/US Counselor
- **Melissa McCourt**, Chester Reagan Chair for Quaker and Religious Studies
- **Will Miller**, Upper School Dean of Students
- **Claire Nick**, Coordinator of Educational and Psychological Services
- **Bee Stribling**, Middle School Dean of Students
- **Steve Zakroff**, Director of Development

HEALTH, SAFETY, & LOGISTICS

- **Martha Cameron**, Director of Auxiliary/Summer Programs, Subcommittee Co-Clerk
- **Lisa Carbone Warren**, Director of Finance and Operations, Subcommittee Co-Clerk
- **Shu Shu Costa**, Director of Admissions and Financial Aid
- **Julia de la Torre**, Head of School
- **Dot López**, Director of Diversity and Inclusion
- **Steve Zakroff**, Director of Development

ATHLETICS

- **Danielle Dayton**, Director of Athletics, Subcommittee Clerk
- **Kevin Cauley**, Athletic Trainer
- **Ron Obermeier**, Assistant Director of Athletics, Math Teacher
- **Noah Rachlin**, Upper School Director



Moorestown Friends School is a community rooted in Quaker values and dedicated to the pursuit of educational excellence for a diverse student body within an academically rigorous and balanced program emphasizing personal, ethical and spiritual growth.

— Fall 1987, revised May 2011

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MFS

Moorestown
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*If you have any questions or concerns about the reopening plan,
please contact reopening@mfriends.org.*