



LEA Plan for Safe Return to In-Person Instruction and Continuity of Service Pursuant to the Federal American Rescue Plan Act, Section 2001(i)

Revised

6-3-24

Introduction and Background

As announced in the New Jersey Department of Education (NJDOE)'s [April 28, 2021 broadcast](#), in March 2021 President Biden signed the Federal [American Rescue Plan \(ARP\) Act](#), Public Law 117-2, into law. The ARP Act provides an additional \$122 billion in Elementary and Secondary School Emergency Relief (ARP ESSER) to States and school districts to help safely reopen, sustain the safe operation of schools, and address the impacts of the COVID-19 pandemic on the nation's students. As with the previous ESSER funds available under the Coronavirus Aid, Relief and Economic Security (CARES) Act, and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), the purpose of the additional funding is to support local educational agencies (LEAs) in preparing for and responding to the impacts of COVID-19 on educators, students, and families. Additional information on ARP ESSER may be found in the NJDOE's [funding comparison fact sheet](#).

Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, no later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools (Safe Return Plan). A Safe Return Plan is required of all fund recipients, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the Safe Return Plan and take those comments into account in finalization of the Safe Return Plan. Under the interim final requirements published in [Volume 86, No. 76 of the Federal Register](#) by the U.S. Department of Education (USDE), an LEA must periodically, but no less frequently than every six months through September 30, 2023, review and, as appropriate, revise its Safe Return Plan.

Pursuant to those requirements, **LEAs must submit to the NJDOE and post on their website their Safe Return Plans by June 24, 2021.** The NJDOE intends to make LEA ARP ESSER Fund applications available in EWEG on May 24, 2021 and LEAs will submit their Safe Return Plans to the NJDOE via EWEG. To assist LEAs with the development of their Safe Return Plans, the NJDOE is providing the following template.

This template incorporates the federally-required components of the Safe Return Plan. The questions in the template below will be included in the LEA ARP ESSER Fund application in EWEG. LEAs will submit responses to the questions within the LEA ARP ESSER Fund application in EWEG by June 24, 2021. The NJDOE hopes that this template will allow LEAs to effectively plan for that submission and to easily post the information to their websites as required by the ARP Act.

Note that on May 17, 2021, Governor Murphy [announced](#) that upon the conclusion of the 2020-2021 school year, portions of Executive Order 175 allowing remote learning will be rescinded, meaning that schools will be required to provide full-day, in-person instruction, as they were prior to the COVID-19 Public Health Emergency. The NJDOE and New Jersey Department of Health will share additional information regarding State requirements or guidance for health and safety protocols for the 2021-2022 school year as it becomes available.

Revised

LEA Plan for Safe Return to In-Person Instruction and Continuity of Services 6-3-24

LEA Name: **Freehold Borough School District**

Original Date: 06/16/2021

Dates Revised: 6/3/2024 3/18/2024 10/04/2023 05/25/2023 11/23/2022 07/01/2022

01/14/2022 08/09/2021 07/12/2021

1. Maintaining Health and Safety

For each mitigation strategy listed below (A–H), please describe how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC.

A. Universal and correct wearing of masks

Reviewed: June 3, 2024 March 18, 2024 October 04, 2023 May 25, 2023 November 23, 2022 July 1, 2022 January 14, 2022

The district follows the CDC Guidance for Wearing a Mask. <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>

- We believe that [masks work best when everyone wears one](#).
- Masks should completely cover the nose **and** mouth and fit snugly against the sides of face without gaps.
- A mask is NOT a substitute for [social distancing](#). Masks should still be worn in addition to staying at least 3 feet apart, especially when indoors around people who don't live in your household.
- Masks should be worn at all times and everywhere in school, unless instructed otherwise ie: mask break, etc.
- Wash your hands with soap and water for at least 20 seconds or use [hand sanitizer](#) with at least 60% alcohol after touching or removing your mask.
- Masks may not be necessary when outside and away from others.

- There are several easy methods to improve the performance of mask. Visit CDC's [Improve the Fit and Filtration of Your Mask to Reduce the Spread of COVID-19](#) webpage to learn more.

Revised

August 9, 2021 Updates

- ~~Consistent with the Governor's Executive Order 251 released on August 6, 2021, Freehold Boro will require face mask for all students, staff, and visitors in the indoor portion of the school district premises.~~
- ~~Face masks are required in the indoor portion of the school district premises except in the following circumstances:~~
 - ~~When doing so would inhibit the individual's health, such as when the individual is exposed to extreme heat indoors;~~
 - ~~When the individual has trouble breathing, is unconscious, incapacitated, or otherwise unable to remove a face masks without assistance;~~
 - ~~When a student's documented medical condition or disability, as reflected in an Individualized Education Program (IEP) or Educational Plan pursuant to Section 504 of the Rehabilitation Act of 1973, precludes use of a face mask;~~
 - ~~When the individual is under two (2) years of age;~~
 - ~~When the individual is engaged in activity that cannot physically be performed while wearing a mask, such as eating or drinking, or playing a musical instrument that would be obstructed by a face mask;~~
 - ~~When the individual is engaged in high intensity aerobic or anaerobic activity;~~
 - ~~When a student is participating in high intensity physical activities during a physical education class in a well-ventilated location and able to maintain a physical distance of six feet from all other individuals; or~~
 - ~~When wearing a face mask creates an unsafe condition in which to operate equipment or execute a task.~~

July 12, 2021 Updates:

- ~~Consistent with NJDOE's new guidance, [The Road Forward: SY 21-22 Health and Safety Guidance](#), Freehold Boro will follow optional masking starting July 6, 2021. This applies to the district's summer programs.~~
- ~~The district fully endorses the recommendation that non-vaccinated individuals continue to use a facemask.~~
- ~~The wearing of facemasks on school buses will continue regardless of vaccination status, both in the summer and the 2021-2022 school year.~~
- ~~The CDC recommendations on facemasks in 2021-2022 are not out yet, and that CDC guidance, or negative developments in the pandemic, may modify these masking rules.~~

B. Physical distancing (e.g., including use of cohorts/podding)

Reviewed: June 3, 2024 March 18, 2024 October 04, 2023 May 25, 2023 November 23, 2022 July 1, 2022 January 14, 2022

The district follows the CDC guidance on Physical distancing in K-12 school setting. <https://www.cdc.gov/media/releases/2021/p0319-new-evidence-classroom-physical-distance.html>

The Centers for Disease Control and Prevention (CDC) continues to update K–12 school guidance to reflect the latest science on physical distance between students in classrooms. CDC now recommends that, with universal masking, students should maintain a distance of at least 3 feet in classroom settings. CDC has updated its operational strategy to say:

- In elementary schools, CDC recommends all students remain at least 3 feet apart in classrooms where mask use is universal — regardless of whether community transmission is low, moderate, substantial, or high.
- In middle and high schools, CDC also recommends students should be at least 3 feet apart in classrooms where mask use is universal and in communities where transmission is low, moderate, or substantial.
- Middle school students and high school students should be at least 6 feet apart in communities where transmission is high, if cohorting is not possible. Cohorting is when groups of students are kept together with the same peers and staff throughout the school day to reduce the risk for spread throughout the school. This recommendation is because COVID-19 transmission dynamics are different in older students – that is, they are more likely to be exposed to SARS-CoV-2 and spread it than younger children.

The updated [Operational Strategy for K-12 Schools through Phased Prevention](#) is part of CDC’s existing resources for K–12 schools to open and remain open for in-person instruction during the COVID-19 pandemic. Since release of the Operational Strategy on February 12, 2021, CDC has continually reviewed the evolving evidence on SARS-CoV-2 transmission in K–12 schools, as well as the latest science on the effectiveness of different prevention strategies within schools. The updated guidance complements CDC’s existing [guidance, resources, and tools](#) for K–12 schools.

The district will follow CDC’s recommendation of at least 3 feet distance:

- Between adults in the school building and between adults and students.
- In common areas, such as school lobbies and auditoriums.
- When masks can’t be worn, such as when eating.
- During activities when increased exhalation occurs, such as singing, shouting, band practice, sports, or exercise. These activities may be moved outdoors or to large, well-ventilated spaces whenever possible.
- In community settings outside of the classroom.

July 12, 2021 Updates:

- Consistent with NJDOE’s new guidance, [The Road Forward: SY 21-22 Health and Safety Guidance](#), Freehold Boro will encourage the recommended three (3) feet of physical distancing.

C. Handwashing and respiratory etiquette

Revised

Reviewed: June 3, 2024 March 18, 2024 October 04, 2023 May 25, 2023 November 23, 2022 July 1, 2022 January 14, 2022

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The district follows the CDC guidelines on Handwashing and Respiratory Hygiene and Etiquette
<https://www.cdc.gov/flu/professionals/infectioncontrol/resphygiene.htm>

Handwashing

Follow Five Steps to Wash Your Hands the Right Way

Handwashing is one of the most effective ways to prevent the spread of germs. Clean hands can stop germs from spreading from one person to another and throughout an entire community—from your home and workplace to childcare facilities and hospitals.

The district will follow these five steps every time.

1. Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
3. Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.
4. Rinse your hands well under clean, running water.
5. Dry your hands using a clean towel or air dry them.

Respiratory Hygiene/Cough Etiquette in Healthcare Settings

To prevent the transmission of **all** respiratory infections in healthcare settings, including influenza, the following infection control measures will be implemented at the first point of contact with a potentially infected person.

1. Visual Alerts

Post visual alerts (in appropriate languages) at the entrance and hallway of school buildings.

- [Cover Your Cough](#)
Tips to prevent the spread of germs from coughing
- [Information about Personal Protective Equipment](#)
Demonstrates the sequences for donning and removing personal protective equipment



2. Respiratory Hygiene/Cough Etiquette



The following measures to contain respiratory secretions are recommended for all individuals with signs and symptoms of a respiratory infection.

- Cover your mouth and nose with a tissue when coughing or sneezing;
- Use in the nearest waste receptacle to dispose of the tissue after use;
- Perform hand hygiene (e.g., hand washing with non-antimicrobial soap and water, alcohol-based hand rub, or antiseptic handwash) after having contact with respiratory secretions and contaminated objects/materials.

Healthcare facilities should ensure the availability of materials for adhering to Respiratory Hygiene/Cough Etiquette in waiting areas for patients and visitors.

- Provide tissues and no-touch receptacles for used tissue disposal.
- Provide conveniently located dispensers of alcohol-based hand rub; where sinks are available, ensure that supplies for hand washing (i.e., soap, disposable towels) are consistently available.

3. Masking and Separation of Persons with Respiratory Symptoms

During periods of increased respiratory infection activity in the community (e.g., when there is increased absenteeism in schools and work settings and increased medical office visits by persons complaining of respiratory illness), offer masks to persons who are coughing. Either procedure masks (i.e., with ear loops) or surgical masks (i.e., with ties) may be used to contain respiratory secretions (respirators such as N-95 or above are not necessary for this purpose). When space and chair availability permit, encourage coughing persons to sit at least three feet away from others in common waiting areas. Some facilities may find it logistically easier to institute this recommendation year-round.

4. Droplet Precautions

Advise healthcare personnel to observe Droplet Precautions (i.e., wearing a surgical or procedure mask for close contact), in addition to Standard Precautions, when examining a patient with symptoms of a respiratory infection, particularly if fever is present. These precautions should be maintained until it is determined that the cause of symptoms is not an infectious agent that requires [Droplet Precautions](#).

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D. Cleaning and maintaining healthy facilities, including improving ventilation

Reviewed: June 3, 2024 March 18, 2024 October 04, 2023 May 25, 2023 November 23, 2022 July 1, 2022 January 14, 2022

The district follows the CDC guidelines on Cleaning and maintaining healthy facilities, including improving ventilation:
<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

The virus that causes COVID-19 can land on surfaces. It's possible for people to become infected if they touch those surfaces and then touch their nose, mouth, or eyes. In most situations, the [risk of infection from touching a surface is low](#). The most reliable way to prevent infection from surfaces is to [regularly wash hands or use hand sanitizer](#).

When to Clean and When to Disinfect

Cleaning with products containing soap or detergent reduces germs on surfaces by removing contaminants and may also weaken or damage some of the virus particles, which decreases risk of infection from surfaces.

When no people with confirmed or suspected COVID-19 are known to have been in a space, [cleaning once a day is usually enough](#) to sufficiently remove virus that may be on surfaces and help maintain a healthy facility.

Disinfecting (using [U.S. Environmental Protection Agency \(EPA\)'s List N external icon](#)) kills any remaining germs on surfaces, which further reduces any risk of spreading infection.

The district will either clean more frequently or choose to disinfect (in addition to cleaning) in shared spaces if certain conditions apply that can increase the risk of infection from touching surfaces:

- High transmission of COVID-19 in your community,
- Low number of people wearing masks,
- Infrequent hand hygiene, or
- The space is occupied by certain populations, such as people at [increased risk for severe illness from COVID-19](#)

If there has been a sick person or someone who tested positive for COVID-19 in our facility within the last 24 hours, we will clean AND disinfect the space.

Determining What Needs to Be Cleaned

The district will consider the [type of surface](#) and how often the surface is touched. Generally, the more people who touch a surface, the higher the risk. The district will prioritize cleaning high-touch surfaces.

Determine How Often To Clean

- High-touch surfaces should be cleaned at least once a day.
- More frequent cleaning might be needed when the space is occupied by [young children](#) and others who may not consistently wear masks, wash hands, or cover coughs and sneezes.
- If the space is a high traffic area, or if [certain conditions](#) apply, you may choose to clean more frequently.

Before cleaning and disinfecting

- Close off areas used by the person who is sick and do not use those areas until after cleaning and disinfecting.
- Wait as long as possible (at least several hours) before you clean and disinfect.

While cleaning and disinfecting

- Open doors and windows and use fans or HVAC (heating, ventilation, and air conditioning) settings to [increase air circulation in the area](#).
- Use products from [EPA List Nexternal icon](#) according to the instructions on the product label.

- [Wear a mask](#) and [gloves](#) while cleaning and disinfecting.
- Focus on the immediate areas occupied by the person who is sick or diagnosed with COVID-19 unless they have already been cleaned and disinfected.
- [Vacuum the space if needed](#). Use a vacuum equipped with high-efficiency particulate air (HEPA) filter and bags, if available.
 - While vacuuming, temporarily turn off in-room, window-mounted, or on-wall recirculation heating, ventilation, and air conditioning systems to avoid contamination of HVAC units.
 - Do NOT deactivate central HVAC systems. These systems provide better filtration capabilities and introduce outdoor air into the areas that they serve.
- Ensure safe and correct use and storage of cleaning and disinfectant products, including storing such products securely and using PPE needed for the cleaning and disinfection products.

Improving Ventilation

Ventilation is one component of [maintaining healthy environments](#), and is an important COVID-19 prevention strategy for [schools](#). Wearing a [well-fitting, multi-layer mask](#) helps prevent virus particles from entering the air or being breathed in by the person wearing a mask. Good ventilation is another step that can reduce the number of virus particles in the air. Along with [other preventive actions](#), ventilation can reduce the likelihood of spreading disease. Below are ways the district seeks to improve ventilation in our schools:

Bring in as much outdoor air as possible.

- **If safe to do so, open windows and doors.** Even just cracking open a window or door helps increase outdoor airflow, which helps reduce the potential concentration of virus particles in the air. If it gets too cold or hot, adjust the thermostat. Do not open windows or doors if doing so poses a safety or health risk (such as falling, exposure to extreme temperatures, or triggering asthma symptoms).
- **Use child-safe fans to increase the effectiveness of open windows.** Safely secure fans in a window to blow potentially contaminated air out and pull new air in through other open windows and doors.
- **Consider having activities, classes, or lunches outdoors when circumstances allow.**

Ensure Heating, Ventilation, and Air Conditioning (HVAC) settings are maximizing ventilation.

- **Make sure ventilation systems are serviced and meeting code requirements.** They should provide acceptable indoor air quality, as defined by [ASHRAE Standard 62.1](#)[external icon](#), for the current occupancy level for each space.* Home-based childcare programs should meet requirements established by their state and local regulatory authorities.
- **Set HVAC systems to bring in as much outdoor air as your system will safely allow.** Reduce or eliminate HVAC air recirculation, when practical and with expert HVAC consultation.*

- **Increase the HVAC system’s total airflow supply to occupied spaces** when you can. More air flow encourages air mixing and ensures any recirculated air passes through the filter more frequently.
- **Disable demand-controlled ventilation (DCV) controls** that reduce air supply based on occupancy or temperature. This way the air supply will remain constant throughout the day.
- **For simple HVAC systems controlled by a thermostat**, setting the fan control switch from “Auto” to “On” will ensure the HVAC system provides continuous air filtration and distribution.
- **Consider running the HVAC system at maximum outside airflow for 2 hours before and after the building is occupied** to refresh air before arrival and remove remaining particles at the end of the day.

E. Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments

- The district will fully cooperate with Department of Health officials and contact tracers to assist in providing contact tracing within the school. This may include, but not be limited to, advising the Department of Health the movement of the student or staff member in the building and lists of students and staff members the infected individual may have come in contact with. District nurses have been trained in contact tracing. All teachers will keep up to date seating charts for this purpose.
- In addition, the district will follow the CDC Guidelines on Contact Tracing and Quarantine Protocols: <https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/contact-tracing-plan/contact-tracing.html>

F. Diagnostic and screening testing

The district will follow guidelines outline by CDC on diagnostic and screening test: <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/testing.html>

In addition, all schools will screen both the staff and students for symptoms of COVID-19 and exposure to COVID-19. This will be done through a system of education and screening at home, combined with screening for body temperature and other indicators at school. Any student or staff member showing such symptoms related to COVID-19 will be isolated from others until taken from the school.

Symptoms of COVID-19

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

- * Fever or chills
- * Cough

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

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Not every individual who is confirmed COVID-19 positive has a fever.

Symptom Screenings

The district will communicate closely with parents/guardians to ensure students are free of COVID-19 or are not showing any symptoms of COVID-19. As such students and staff will be screened daily for signs of COVID-19 symptoms, including monitoring via thermal imager at the designated entry points in the school. Students or staff members showing an elevated core body temperature of 100F degrees or greater will be directed to the Nurse Office for further temperature screening and follow up evaluation. Staff will be trained in identification of COVID-19 symptoms so they can serve provide early alert and referral to the nurse of any students showing symptoms.

Health History Screenings

The district will coordinate with staff and student families, issuing a daily COVID-19 checklist and health compact, to which staff members and parents will have to sign the compact acknowledging receipt of the COVID-19 checklist and their responsibilities therein. The compact will outline those actions to be carried out at home on a daily basis to determine whether a staff member or students should be allowed to enter school. The district will send out regular reminders to notify the school community of ongoing responsibilities at home, along with any changes that might occur on the checklist.

G. Efforts to provide vaccinations to educators, other staff, and students, if eligible

- The district works closely with local health officials, local hospitals, and health clinics in educating the entire school community about vaccines and their availability. The district sends memo and letters to the school community to communicate information and availability of vaccines.
- CentraState Hospital works closely with our district in setting up schedule to receive vaccinations for staff members, parents, and eligible students.

- The district works closely with Monmouth County Department of Health regarding information on vaccines, their availability and eligibility for the entire school community.

H. Appropriate accommodations for children with disabilities with respect to the health and safety policies

Revised

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

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

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

The Freehold Borough School District will consider the following when addressing the education of students with disabilities:

- The district will address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
- The district will communicate frequently with the families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to a student's return to school.
- The district IEP teams will review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
- The district IEP teams will consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
- The district IEP teams will develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- The district will utilize guidance counselors and child study team members to identify students whose educational plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, state, and federal opportunities to access support.
- The district guidance counselors, child study team members, teachers and related services members will effectively communicate with parents/guardians regarding the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by federal and state law.

Extended School Year:

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

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Continuity of Learning:

Special Education and Related Services:

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

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

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

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

2. Ensuring Continuity of Services

A. Describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff's social, emotional, mental health, and other needs, which may include student health and food services. (1000 character limit)

Continuity of Learning

The district seeks to ensure the continuity of learning for students during this time of great stress for families, educators, and students. We know that the virtual learning period from mid-March to mid-June 2020 likely resulted in many students making less than one full year of academic growth during the 2019-2020 and 2020-2021 school year.

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

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

To ensure continuity of learning for students, technology and Internet connectivity is essential. Using ESSER I and ESSER II funds, our district will have resources to provide all students who need a computer device to use at home, and where necessary, a device to connecting to the Internet when service is not otherwise available at home. This overall district plan has students in grades 1-8 using a Chromebook and students in Pre-K, Kindergarten using an iPad. As we planned for the start of 2021-2022, we again surveyed the district to determine needs, and then formulate appropriate distribution plans. Appendix N is the technology needs assessment survey sent out.

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

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

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

Multi-Tiered Systems of Support (MTSS)

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

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

A research-based structure:

- The district will implement a structured intervention and referral services system to meet the needs of all students. (RTI format)
- The process will include a multi-modal approach

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

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Universal Screening:

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

Collaborative Problem-Solving Teams:

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

Family Engagement:

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

Data-Based Decision Making:

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

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Wraparound Supports:

- The district will support and assist in providing wraparound services via community relations and partnerships
- The district will work collaboratively with outside agencies and community resources to provide supports and services available both in and outside of the school setting; this will involve a comprehensive approach to addressing the academic, behavioral and social-emotional needs of students
- The district will take into account student and family needs, coordination of outside services, and the provision of additional resources to students and families in need
- Wraparound services often include but are not limited to:
 - Mental health supports
 - Primary health care and dental care
 - Family engagement, including adult education
 - Academic enrichment
 - Expanded after-school learning time, and/or summer programming
 - Mentoring

Food Service and Distribution

- Freehold Borough Public Schools consistently makes food insecurity a top priority in maintaining access to nutritional meals. The District has been offering breakfast and lunch to any student in need during the COVID-19 School Closure and has continued throughout the summer. The District's long term partnership with the Summer Food Service Program has been instrumental in making this a reality. The food service program will be ready to serve the students of Freehold Borough both in person and in a virtual environment.

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

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

Half Day Plan:

- Breakfast: Will be available in the cafeteria or gyms, except for PK/K which will be eaten in the rooms. Food items will be packaged for sanitary protection.
- Lunch: Will be a grab and go package containing current day lunch, and next day breakfast and lunch.
- Students on Virtual Instruction:
- Food distribution packs will be available at a community pick up point within Freehold Borough. Food packs will contain breakfast and lunch similar to our procedure since the COVID-19 closure on March 16, 2020.

Full Day Plan:

- The district may run a full day plan of instruction with a percentage of students both in school and on virtual instruction.
- In District Students: Breakfast will be available both in the cafeteria. Lunch will be available in the cafeteria and in an alternate location, such as the Gymnasium, in order to maintain social distance.
- Students on Virtual Instruction: Food distribution packs will be available at a community pick up point within Freehold Borough. Food packs will contain breakfast and lunch similar to our procedure since the COVID-19 closure on March 16, 2020.

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

Revised

6-3-24

3. Public Comment

A. Describe how the LEA sought public comment on its plan, and how it took those public comment into account in the development of its plan. Note, the ARP requires that LEAs seek public comment for each 60-day revision to the plan. (1000 character limit)

The district sought public comment through the following actions:

- Board Agenda discussions: June 3, 2024 March 18, 2024; October 16, 2023; June 5, 2023; December 12, 2022; June 7, 2021; June 21, 2021; July 12, 2021; January 14, 2022; July 26, 2022. Public comments and input are solicited to finalize draft of the plan.
- Approval of the revised Safe Reopening Plan at the June 5, 2023 Board meeting.
- Succeeding revisions of the Safe Reopening Plan will follow the same procedures. Public comments and input will be solicited as a discussion item before finalizing and approving at the Board meeting.

B. Describe how the LEA ensured that the plan is in an understandable and uniform format; is to the extent practicable written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, will be orally translated for such a parent; and upon request by a parent who is an individual with a disability as defined by the ADA, will be provided in an alternative format accessible to that parent. (1000 character limit)

- The Safe Plan document will be posted on the district's and schools' website.
- Information regarding the final draft of Safe Return Plan will also be sent via email broadcast to the entire school community.
- Parents and other community members may contact district and schools for additional information or any questions.