

Plan for Safe Return to In-Person Instruction

**Monroe Township School District
School Year 2021-2022
Plan for Safe Return to In-Person Instruction and Continuity of
Service**



Plan for Safe Return to In-Person Instruction and Continuity of Services submitted to County
Office June 2021
Revisions submitted to County Superintendent August 2021
Revised October 2021

Plan for Safe Return to In-Person Instruction

TABLE OF CONTENTS

	<u>Page #</u>
Introduction	3
Maintaining Health and Safety	4
A. Universal and correct wearing of masks	
B. Physical distancing (e.g., including use of cohorts/podding)	
C. Handwashing and respiratory etiquette	
D. Cleaning and maintaining healthy facilities, including improving ventilation	
E. Contact tracing in combination with isolation and quarantine, in collaboration with the State and local, health departments	
F. Diagnostic and screening testing	
G. Efforts to provide vaccinations to educators, other staff, and students, if eligible	
H. Appropriate accommodations for children with disabilities with respect to the health and safety policies	
I. Student and Staff Member travel	
Ensuring Continuity of Services	10
A. Academic Supports	
B. Social Emotional Learning	
C. Food Services	
D. Technology Survey	
E. Virtual Home Instruction for Quarantined Students	
Public Comment	16

Plan for Safe Return to In-Person Instruction

Introduction

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.

Plan for Safe Return to In-Person Instruction

Maintaining Health and Safety

For each mitigation strategy listed below (A–H), Monroe Township School District will maintain the health and safety of students, educators, and other staff by adopting policies and practices on each of the following safety recommendations established by the Centers for Disease Control (CDC).

A. Universal and correct wearing of masks

All district schools will adjust all face covering requirements based on CDC, Department of Health (DOH) and New Jersey Department of Education (NJDOE) guidance. On August 5, Governor Murphy mandated face coverings in schools pursuant to Executive Order 251. That guidance is available here: <https://www.nj.gov/governor/newsroom/2020/08/05/governor-murphy-issues-executive-order-251-requiring-face-coverings-in-schools/>. On August 5, Governor Murphy mandated face coverings in schools pursuant to Executive Order 251. That guidance is available here: www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html. Regardless of vaccination status, students, employees, and visitors shall wear masks indoors, including buses, at all times except: Regardless of vaccination status, students, employees, and visitors shall wear masks indoors, including buses, at all times except:

- 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 covering 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 covering;
- 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 covering;
- 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 covering creates an unsafe condition in which to operate equipment or execute a task.

Masks are not required while eating or drinking or playing a musical instrument. Masks are not required of any individual while outdoors. Physical distancing indoors shall be maintained at the maximum permitted in any occupied space. Physical distancing is not required outdoors.

If a student, staff member, or visitor enters the school building without a mask, they will be offered a mask. Visitors will not be granted entrance to the schools without a mask. If they refuse to wear a mask, they will be asked to leave until they comply.

Plan for Safe Return to In-Person Instruction

For staff members: All staff members are required to wear a mask in all school buildings. If a staff member refuses to wear a face covering, they will be referred to the school administrator.

For students: All students are required to wear a mask in all school buildings. Times will be allotted for mask breaks in all schools during the school day. Students can remove masks for snacks and lunch. If a student needs a replacement mask, one will be provided to them.

If a student is not wearing a mask:

- The student will be asked to put on a mask and one will be provided, if necessary.
- If student puts the mask on, the school will contact the parent to notify them of the mask requirement and the conversation resulting in the student wearing a mask. The student will return to class.
- If student refuses to wear mask:
 - The students will be escorted to the supervised isolation area.
 - The parent will be notified of the student's refusal to wear the mask and masking requirement.
 - If parent and student still refuse to follow masking requirement, the student must be picked up from school immediately.
 - Repeated refusal to wear masks will result in the student not being allowed in school. Parents will be notified of options, which may include homeschool, discipline and possible referral to DCPD.

Information will be shared regarding acceptable face coverings and the proper wearing of face coverings.

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

All district schools will continue to follow DOH and NJDOE guidelines and executive orders regarding social distancing and will update as guidance changes. Physical distancing will be maintained, as feasible. In rooms where physical distancing recommended by the DOH/CDC and NJDOE would be impractical, plexiglass dividers or other barriers may be provided.

Other procedures may include:

- Arranging desks in rows all forward facing, maintaining the required distance between as feasible. When the guidelines for CDC and DOH distancing standards cannot be met, barriers may be used.
- Avoiding grouping desks.
- Maintaining cohorts as much as possible.
- Optional locker room use for PE classes. All students will wear masks in locker rooms.
- Reminding students and staff of distancing protocols through daily messages and signage.
- It may not be feasible, depending on the needs of an individual child, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis.

C. Handwashing and respiratory etiquette

Plan for Safe Return to In-Person Instruction

Monroe Township School District will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol) or other approved sanitizers when and where appropriate. These stations will be located: in each classroom; at entrances and exits of buildings; near common areas and toilets. Children ages five and younger will be supervised when using hand sanitizer. In classrooms that have existing handwashing stations, stations will be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol) or other approved sanitizers when and where appropriate.

Monroe Township School District will develop school-wide plans for hand washing:

- Where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, before and after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
- Signage will be prominent throughout the building.
- Where washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) or other approved sanitizer should be used.

D. Cleaning and maintaining healthy facilities, including improving ventilation

All schools have adequate ventilation, including operational heating and ventilation systems, where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations. The district will continue to monitor and follow all DOH and DOE guidelines for facilities.

Transportation Protocol

- Masks must be worn by all students, drivers, and aides at all times while on the bus.
- Students board buses from back to front during pick up and exit from front to back.
- Windows must be kept at least partially opened.
- Bus cleaning/disinfecting daily.

Classroom Protocol

- Classrooms will be cleaned/disinfected daily.
- If parents/guardians choose to send wipes in for students to use on desks, wipes must be on the EPA List N: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/disinfecting-your-home.html>.

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

All schools have isolation spaces. Symptomatic students will remain in isolation with supervision until picked up by an authorized adult. All schools will follow current DOH guidance for illness reporting, contact tracing, quarantining, and readmittance. Methods to assist in contact tracing include class lists, assigned staff, schedules, and daily attendance. Upon learning of a positive case, the school nurse will relay that to district administration who communicates with the DOH. The school nurse, with the DOH and school principal will contact trace and notify close contacts. District-wide notifications will be shared when positive cases are identified. Notifications will not include identifying information and will be consistent with privacy laws. All protocols will be reviewed regularly to ensure they follow updated guidance. Students and staff will follow current DOH guidelines based on COVID-19 test results and vaccination status.

Plan for Safe Return to In-Person Instruction

Contact tracing is a strategy used to determine the source of an infection and how it is spreading. Finding people who are close contacts of a person who has tested positive for COVID-19, and therefore at higher risk of becoming infected themselves, can help prevent further spread of the virus.

Per the CDC, close contact is defined as being within 6 feet of someone with suspected or known COVID-19 for 15 or more minutes during a 24-hour period. In certain situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed.

School staff should identify school-based close contacts of positive COVID-19 cases in the school.

- As with any other communicable disease outbreak, schools will assist in identifying the close contacts within the school and communicating this information back to the DOH.
- With guidance from the DOH, schools will be responsible for notifying parents and staff of the close contact exposure and exclusion requirements while maintaining confidentiality.

The DOH contact tracing team will notify and interview the close contacts identified by the school and reinforce the exclusion requirements.

Response to Symptomatic Students and Staff

- Patient will be escorted to a supervised isolation room.
- Symptomatic person should be masked, unless medically contraindicated, and monitored for symptoms.
- Follow all CDC guidance for quarantine and close contacts.
- School will notify DOH when students or staff:
 - Are ill and have potential COVID-19 exposure,
 - Receive a positive result to a COVID-19 test,
 - And, when there is an increase of persons with symptoms.

Exclusion Criteria

- NJDOH recommends exclusion from school for anyone displaying:
- At least 2 of the following symptoms: Fever, chills, muscle aches, headache, sore throat, nausea, vomiting, diarrhea, fatigue, congestion, or runny nose OR
- At least 1 of the following symptoms: cough, shortness of breath, difficulty breathing, new olfactory disorder, or new taste disorder.
- Nurses will review any symptoms and check for documented prior medical illnesses.
- During periods of low community transmission, ill individuals excluded for COVID-19 compatible symptoms who are not tested and do not have a known COVID-19 exposure may follow the NJDOH School Exclusion List to determine when they may return to school.

Exclusion

Exclusion criteria for persons who have COVID-19 compatible symptoms or who test positive for COVID-19:

- Ill individuals with symptoms who have not been tested or individuals who test positive should stay home until at least 10 days have passed or at least 24 hours after resolution of fever without medication and improvement of symptoms.
- Persons who test positive but who are asymptomatic should stay home for 10 days from test result.

Plan for Safe Return to In-Person Instruction

- An alternate diagnosis without a negative COVID-19 test is not acceptable for individuals who meet the exclusion criteria.
- Excluded individuals who are close contacts of staff or students who have tested positive may be considered for a reduced exclusion period based on transmission level.
 - Yellow or Green levels: exposed close contacts may be excluded for 10 days (or 7 days with a negative test result collected at 5-7 days)
 - Orange levels: continue to exclude according to the COVID-19 Exclusion Criteria. Exposed close contacts should be excluded from school for 14 days.
- Fully vaccinated close contacts who have no symptoms **do not need to quarantine**. They should be tested 3-5 days after exposure, and wear a mask in public indoor settings for 14 days or until they receive a negative test result.
- Exception: In the K–12 indoor classroom setting, the close contact definition excludes students who were within 3 to 6 feet of an infected student (laboratory-confirmed or a clinically compatible illness) where both the infected student and the exposed student(s) correctly and consistently wore well-fitting masks the entire time. This exception does not apply to teachers, staff, or other adults in the indoor classroom setting.

F. Diagnostic and screening testing

All schools promote behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; and signs and messages in and around the school building. Screening questions will be reviewed daily by all staff and parents. Students will sanitize their hands when entering the classroom and as appropriate throughout the day.

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

Staff has been provided information of various opportunities for vaccinations organized by district administration. The district will communicate vaccination opportunities to all eligible persons.

Per Executive Order 253 signed on August 23, 2021, all public school employees must either provide adequate proof that they have been fully vaccinated or submit to weekly COVID-19 testing at minimum one to two times weekly. This requirement shall take effect on October 18, 2021. See Policy 1648.13.

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

It may not be feasible, depending on the needs of an individual child, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis. The district will provide educators of students with special needs appropriate professional development to best utilize the accessibility features and accommodation tools made available through technology- based formats. The district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans. The district will continue to educate our special education students based on each child's I.E.P. We will deliver related services in person. Student medical/health situations should go through the Health Office first and foremost for consideration to implement a health plan or 504 if there is an educational impact.

Plan for Safe Return to In-Person Instruction

I. Student and Staff Member travel

At October 20, 2021 board of education meeting, the board approved a resolution to update the student and staff quarantine requirement after travel.

As of October 21, 2021, any unvaccinated student or staff member traveling domestically will no longer be required to quarantine after travel unless they are experiencing COVID-19 symptoms or have tested positive for COVID-19. Any unvaccinated student or staff member traveling internationally will no longer be required to quarantine after travel unless they are experiencing COVID-19 symptoms or have tested positive for COVID-19 prior to returning to the United States and must provide proof of negative test to the school nurse. Vaccinated student and staff do not need to quarantine or be tested prior to returning to school after domestic or international travel.

Plan for Safe Return to In-Person Instruction

Ensuring Continuity of Services

Monroe Township Schools 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.

For the 2021-2022 school year Monroe Township School District will engage in a full-day pre-COVID-19 academic schedule for grades 1 -12. Kindergarten, Pre-K classes, and specific special education classes will also return to their pre-covid academic schedules. Academic assessments including but not limited to Start Strong, NWEA Map, DRA, and running records will be administered in Fall 2021 to identify academic needs..

A. Academic Supports

Multi-tiered Systems of Support (MTSS) – A School-wide Framework for Selecting, Delivering, and Evaluating the Success of Student Supports and Interventions

1. Multi-Tiered Systems of Support (MTSS) is a systematic approach to prevention, intervention, and enrichment in grades PK-12 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. Monroe Township School District uses a collaborative team approach that allows ALL students to be successful academically, socially and emotionally in the least restrictive environment by making meaningful progress as determined by multiple assessments, data analysis, and research-based interventions.
2. Our strong core instructional program ensures all students receive the highest quality, equitable educational experience. Teachers, academic and behavior interventionists, parents, and administrators work collaboratively to support students in the learning process and provide targeted student interventions based on individual learning needs. This is done through utilizing a variety of evidence-based practices designed to improve achievement and promote positive student outcomes. Through regular progress monitoring of student performance using a variety of assessment data (including but not limited to universal screening tools, pre-assessments, post-assessments, formative data, and observations), teams will continue to make data-driven decisions to provide a continuum of supports, interventions, and coaching to accelerate student learning when an opportunity gap is determined. Students will continue to receive small group instruction and one-on-one interventions virtually as appropriate.
3. RTI Protocols: All Monroe Township schools have a Response to Intervention (RTI) and/or Intervention and Referral Service (I&RS) process for the planning and delivery of intervention and referral services that are designed to assist students who are experiencing learning, behavior, or health difficulties and to assist staff who have difficulties in addressing students learning, behavior, or health needs. RTI and I&RS services are part of a larger district Multi-Tiered Systems of Supports (MTSS), a framework of academic and behavioral supports and interventions to improve student achievement.
4. Falcon Care: The districts before and after school childcare program will operate in its pre-COVID format.

Curriculum, Instruction and Assessments

Because Monroe Township School District is committed to providing the highest quality educational experience for all students, the following supports will continue to be in place regardless of the nature of the learning environment:

Curriculum:

Plan for Safe Return to In-Person Instruction

- Continue to monitor the effects of post pandemic-era learning environments on the pacing of instructional delivery, and adjust as needed to ensure all students meet grade-level and content-specific NJSL standards;
- For administrators, continue to be aware of adjustments being made, and support teachers in making appropriate shifts in teaching and learning;
- Utilize Google Suites, Microsoft 365, Schoology, in addition to other district-approved technology, K-12 to facilitate establish an online presence in preparation for potential quarantine home instruction.

Instruction:

- Monroe Township staff plan standards-based lessons to meet the needs of students at various levels, ensuring that instruction is grounded in formative data.
- Recognize the impacts that home and societal environments may have on learning as students re-acclimate to in-person learning and adjust to in-person instruction and schedules;
- Build student understanding by linking together concepts within and across grade-levels and content areas;
- Provide a variety of learning opportunities, including support for struggling learners as well as enrichment activities;
- Leverage student interest;
- Address real-world issues.
- Provide supports that allow students to meet the requirements of grade-level and content-specific learning goals, including a variety of teaching structures (e.g., whole group and small group instruction, individual conferences, adjustment of materials, pacing, and delivery, timely and actionable feedback based on ongoing assessment) to support students' progress toward those goals;
- Provide regular feedback to students and families on expectations and progress based on a variety of assessment indicators;

Assessment:

- Utilize a variety of assessment tools (pre-assessments, formative assessment, interim assessment, student self-assessment, summative assessments) to determine students' strengths and readiness for instruction. This will include assessments that can be delivered in a remote learning environment, including but not limited to: DRA2 Benchmark Assessment; DRA2 Progress Monitoring; DRA2 Word Study; NWEA MAP Assessments; Running Records, Conferencing records for reading and writing; as well as performance-based and project-based assessment.
- Utilize ongoing formative assessment data (e.g., assessments that are administered informally to monitor students' progress toward goals, including student self-assessment) to monitor and adjust instruction;
- Assess the district data on how English Language Learners experienced instruction during remote or hybrid learning (particularly for newcomer students and students with lower English language proficiency levels), and its impact on their progress. Utilize this information, along with formative, informative, and NJDOE-required assessment data to plan high-impact instruction;
- Continue to monitor the progress of students with IEPs towards learning goals, and adjust instruction based on ongoing formative and summative assessments.

Grading:

Monroe Township School District will continue to monitor growth of every student throughout this pandemic. In pre-pandemic learning environments, Monroe Township School District

Plan for Safe Return to In-Person Instruction

utilized multiple forms of assessment. The District will continue to utilize these to plan instruction in the post-COVID environment. Students' progress will be reported at the end of each marking period or trimester. The purpose of these performance reports is to describe students' learning progress based on the districts' curricula aligned to the New Jersey Student Learning Standards. Specifically at Monroe Township High School and Monroe Township Middle School grades will be issued and Genesis will be available.

Data Analysis :

Because students will need time to adjust to the school environment, which may look different than what they have previously known, it is imperative to consider the social and emotional elements of learning as a focal point prior to the start of assessments to ensure the conditions for students to demonstrate their proficiency and receive instruction are optimized. Instructional Staff should:

- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Plan standards-based lessons to meet the needs of students at various levels.
- Support school building safety logistics (entering, exiting, restrooms, etc.).
- Become familiar with district online protocols and platforms.
- Establish an online presence to proactively support instruction in the event of a quarantine.
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide regular feedback to students and families on expectations and progress.
- Instruct and maintain good practice in digital citizenship for all students and staff.

SPECIAL EDUCATION

Every child and adolescent with a disability is entitled to a free and appropriate education and is entitled to special education services based on their individualized education program (IEP). It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis.

B. Social Emotional Learning

The Panorama social emotional needs survey will also be administered to students in Grades 4-12. These academic and social emotional surveys have been given prior, during, will be given post-COVID-19 allowing for academic and program development to meet students' needs. The district is developing a Social Emotional Learning re-entry plan for Fall 2021. As a part of this plan each school will have an SEL teams consisting of staff within the school. Each team will function throughout the school year monitoring and planning supports for students and staff specific to the needs within each unique building. Staff will engage in social emotional learning activities and training focusing on both supporting students in their return to school as well as staff self-care and needs.

School based Social Emotional Learning (SEL) teams were developed in every building. Administrators, mental health professionals, guidance counselors and teachers compose each team with the task of preparing for and supporting the students social emotional needs within each building. The SEL teams' responsibilities will be two-fold.

Plan for Safe Return to In-Person Instruction

- **PLANNING FOR SEPTEMBER:** The school teams and school administrator will plan for the SEL reentry process for students and staff by creating an SEL school-based action plan. This may include items such as a survey to parents, team building activities for staff for the first 2 in-service days, present activities/strategies to all staff for use in the first few weeks of school, and ongoing SEL activities during the school year.
- **MANAGING TRAUMATIC EVENTS:** The second responsibility for the teams will be for the mental health professionals and school administrator on each team. To be prepared for any immediate crisis, training will be provided for all mental health professionals and administrator on the school-based teams by the New Jersey Traumatic Loss Coalition. These teams will work to refine the district plan for dealing with crisis within our schools.

Columbia Suicide Assessment Protocol: The district has trained school counselors and other mental health professionals in The Columbia Protocol (C-SSRS) certification and Training. The Columbia Protocol (C-SSRS) is designed to teach counselors and mental health professionals within the district how to help an adolescent who is experiencing a mental health crisis.

C. Food Services

Lunches will be available free to students during the 2021-2022 school year. Students will be able to choose from a limited number of options for the full lunch. Lunch meals will include five components including, a meat/meat alternate, bread/grain, fruit, vegetable, and milk. Choices offered at the elementary schools will include a hot entrée meal, bagel bag, cereal bag, or pizza lunch. Middle School and High School students will choose from hot entrée, panini, bagel bag/cold sandwich, and pizza.

Also, kindergarten split session students, both am and pm will be provided a free Supplement, Snack w/ Milk or Juice. This snack meets the School Nutrition Program guidelines. The snack menu and procedures for recording the supplement will be provided to the kindergarten teachers.

Limited ala carte items will be available for purchase in all schools (bottled water, fresh baked cookies, ice cream, and baked chips).

The meals to be accounted for, for state and federal reimbursement. Menus will be uploaded to the district website.

D. Technology

Monroe Township School District will conduct a technology needs assessment in the Summer of 2021 to identify internet access and device-related access within the district. The district will prepare for any devices that will need to be deployed for students who have to quarantine. Technology and Connectivity

- Monroe Township School District will proactively survey families prior to the 2021-22 school year for technology needs in the event of quarantine based home instruction.

Plan for Safe Return to In-Person Instruction

- In the event of quarantine based home instruction devices will be loaned out from the students school and when the quarantine period is completed students will return to school with the technology.
- Monroe Township School District utilizes Google Classroom (K-8) as a virtual home instruction learning platform and Schoology, Learning Management System (LMS) in Monroe Township High School. These platforms will provide teachers, students, and parents a common platform for locating virtual home instruction learning resources and assignments. All virtual home instruction will be done using these platforms.

E. Virtual Instruction for Quarantined Students

Currently, virtual instruction for any student who is required to quarantine due to exposure, symptoms, or a positive COVID-19 test will be implemented. Further guidance is expected and may require modifications to this plan.

- The District will prepare to deliver tech on demand for students/classes who quarantine.
- All staff will establish a baseline setup of an online presence from the beginning of the year.
- The District will follow all exclusion guidelines as put forth in The Road Forward Document and will update all procedures as conditions change.

If the district is required to exclude a student, group of students, a class, or multiple classes as a result of the scenarios listed above, while the school itself remains open for in-person instruction, the district is prepared to offer virtual or remote instruction via home instructors to those students.

If an entire class is required to quarantine, the full class will move to remote instruction with the teacher providing the virtual instruction.

If certain students are required to quarantine, the district will offer virtual home instruction for students.

- Virtual home instruction will commence as soon as possible, but not sooner than 24 hours from notice of quarantine and following the time table below:
 - K – Grade 5 students: 2 hour home instruction for each day of school missed.
 - Grades 6 – 8 students: 30 minutes home instruction for each class missed. For example, five (5) missed math classes = 2 hours 30 minutes of virtual home instruction for math.
 - Grades 9-12 students: 40 minutes home instruction for each class missed.
- Virtual home instructors will be paid 15 minutes per day for coordination and preparation.
- If there are several students in the same class that qualify for virtual home instruction, the teacher can choose to put up to 3 students together for the time period. This would be paid as 1 session of home instruction. For more than 3 students per class, a separate session would have to be scheduled and would be paid separately.
- PPS office will be coordinating all home instruction (virtual for COVID-19 and traditional). Increasing numbers or an outbreak throughout the community may require a transition to a synchronous model for all teachers

Plan for Safe Return to In-Person Instruction

- If virtual home instruction is not set up for the student within 48 hours of exclusion, the district will offer a link for students to join the class remotely until virtual home instruction is set up.

Plan for Safe Return to In-Person Instruction

Public Comment

The District sought public comment on its plan:

- All School Restart Teams met during the week of June 7, 2021 – Teams consist of administration, parents, and staff
- The District Restart Team met on June 11, 2021 – Team consists of administration, parents, staff, BOE members, representatives from each bargaining group including MTEA and MTBOESS.
- Presentation at BOE Meeting June 16, 2021. Public Forum available for public comment. Presentation is available on the district website and will be shared with all school families on June 18, 2021.
- The District Restart Team met on July 15, 2021. An update was provided at the July 21 Board of Education Meeting.
- The District Restart Team met on August 12, 2021. An update was provided at the August 18, 2021 Board of Education Meeting.