

**Elsinboro Township Board of Education
District Policy Manual**

Administration

Series 2000

COVID-19 & Transportation

Policy 2111.8

Date Adopted:

Date Revised:

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Parents/Guardians may waive transportation for their child(ren) to and from school, should they so desire. Some parents/guardians may be uncomfortable with having their children board a school bus until the COVID-19 pandemic is more thoroughly contained. By advising parents of this option, the district may be able to collect accurate data that allows them to assess the demand for transportation and to plan accordingly. Further, the district may explore an option whereby parents receive a payment to waive transportation services in accordance with the provisions of NJSA 18A:39-1c. This option should specify the time period, up to a full school year, and the corresponding payment, that would be provided.

With respect to parental/guardian waiving of district provided transportation, NJSA 18A:39-1c provides for the following:

“Notwithstanding the provisions of NJSA 18A:39-1 or any other section of law to the contrary, a school district shall not be required to provide transportation services for the school year to an elementary school pupil who lives more than two miles from his public school of attendance or to a secondary school pupil who lives more than 2½ miles from his public school of attendance if the pupil's parent or guardian signs a written statement that the pupil waives transportation services for that school year. The written statement shall be in such form as determined by the Department of Education.”

“In the event that a parent or guardian signs a waiver pursuant to *subsection a.* of this section, the school district shall develop a policy for the provision of transportation services to the pupil in the case of a family or economic hardship.”

In addition, NJAC 6A:27-1.4 (b) provides that:

“Pursuant to NJSA 18A:39-1c, transportation need not be provided if a student's parent or guardian signs a written statement waiving transportation services for the school year.”

In such cases, the Board of Education shall develop a policy for the provision of transportation services to the student in the case of a family or economic hardship, and may develop guidelines and procedures for parental waivers of transportation services.

The Commissioner has already adopted and published the required waiver form on the NJDOE website. An electronic Microsoft Excel copy of that form is attached and can be found on the follow page on the NJDOE website:

<https://www.nj.gov/education/finance/transportation/procedures/> (see section titled: “Parental Transportation Waiver and Reinstatement”).

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The Commissioner requires the Board of Education that receives a signed waiver of transportation to adopt a policy for the resumption of transportation services to the student in event of a family or economic hardship.

According to the documentation from the NJDOE, any such policy could consider the following:

- Waivers and reinstatements are subject to Board approval;
- Criteria for determining family or economic hardship;
- The acceptance of more than one waiver and reinstatement in a school year;
- Submission or proof of economic hardship; and
- The length of time between receipt of a Reinstatement request and the estimated start of transportation.

This option is separate and apart from the Parental Transportation Contracts, wherein the district shall provide reimbursement to parents/guardians for their agreement to transport their own child. This scenario usually occurs in out of district placement wherein it is cost beneficial to the district to provide reimbursement to the parent/guardian to transportation their own child(ren).

<p>NJSA</p>	<p>18A:7F-25 Transportation aid^[1]</p> <p>18A:22-8.6 Transportation (budget line item)^[1]</p> <p>18A:39-1 et seq. Transportation To and From Schools</p> <p>18A:39-1 c^[1] Waiver for Pupil Transportation Services</p> <p>18A:46-19.6 Transportation to location or maintenance of vehicular^[1] classrooms to obtain services; payment of cost^[1]</p> <p>18A:46-23 Transportation of pupils; special classes; handicapped children; state aid</p> <p>39:3-10.9 et al. New Jersey Commercial Drivers License Act^[1]</p>
<p>NJAC</p>	<p>6A:27-1.1 et seq. Student Transportation^[1]</p> <p>6A:27-1.4 (b) Student Transportation</p> <p>6A:30-1.1 et seq. Evaluation of the Performance of School Districts^[1]</p> <p>Parents for Student Safety, Inc., v. Morris Bd. of Ed., 1986 S.L.D. (February 5), St. Bd.^[1] rev'g 1984 S.L.D. (August 24), aff'd App. Div., unreported decision (docket no. A-3257-^[1]85-T7, decided February 17, 1987) certif. den. 108 N.J. 180 (1987)^[1]</p> <p>Wayne Board of Education v. Kraft et al., 139 NJ 597 (1995)^[1]</p> <p><i>Policies and Procedure Manual for Pupil Transportation NJ State Department of Education</i></p> <p>Manual for the Evaluation of Local School Districts</p> <p>New Jersey Quality Single Accountability Continuum (NJQSAC)</p>

Appendix B

Screening, PPE, and Response to Students and Staff Presenting Symptoms

Introduction:

The guidance provided by the NJDOE suggests that each school monitor health daily. To provide the healthiest environment possible for Staff and Students.

Philosophy:

Health monitoring will be done in conjunction with efforts taken at home with the parents of children attending school. Parents have the greatest information regarding the health of their children and are an integral part of this process.

Process:

- ETS will engage parents in monitoring daily the identified possible symptoms of COVID-19 listed. As we learn about the disease, we may need to alter the list by adding or subtracting symptoms. 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.

This daily monitoring will take place in a number of methods. Indication that health has been monitored by:

- Staff will sign in electronically, and complete a daily symptom checklist.
- Parents will agree at the start of the year to monitor the health of their children daily.
- Parents will monitor their child's health on a daily basis using a Power School Form.
- In the classroom, teachers will make a deliberate effort to monitor health keeping in mind the list of symptoms and then refer children with concerns to the office or nurse for further monitoring.
- ETS will also monitor the health of staff and students by tracking students' using mandated Contact Tracing and tracking student and staff absenteeism
- **Protocols for Symptomatic Students and Staff**

Introduction:

When students or staff are experiencing discomfort or potential symptoms of COVID, they will be removed to a place where they are isolated from others. The Salem County Health

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Department will be notified immediately. The Salem County Health Department will spearhead contact tracing. (See Appendix F)

Philosophy:

The concept is to provide a safe supervised staging area where students can wait until they could get transportation from school.

Process:

1. Establish an isolation area that is supervised
2. Masks are required
3. Sanitize after each use
4. Provide the room monitor disposable gloves
5. Keep in the room:
 - a. Disposable paper towels
 - b. Tissues
 - c. Waste container with plastic liner
 - d. Alcohol-based hand sanitizer containing at least 60% alcohol
 - e. Hard-surface disinfectant

• Protocols for Face Coverings

Introduction:

To reduce the spread of COVID-19, the CDC recommends “wearing cloth face coverings in public settings when around people ... especially when other social distancing measures are difficult to maintain.”

Philosophy:

ETS is requiring that masks be worn in classrooms, common areas, the main office setting, and when physical distancing is not possible.

More Information:

When to Wear a Mask

- Masks are required for personal interactions, indoors and outdoors.
- Masks are always required of faculty and students in all classrooms.
- Masks must be worn in common areas, indoors or outdoors.
 - o Examples: hallways, stairs, restrooms, the lobby, classrooms, physical meetings with multiple people, cafeteria, etc.

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- Masks must be worn outside while in trafficked areas and areas in proximity to others (less than six feet).
- It is only in a private office within a building, when someone is alone, that masks are not required
- ETSis providing disposable masks if a member of the school community is in need.

Wear Your Mask Correctly

- Wash your hands before putting on your face covering.
- Put it over your nose and mouth and secure it under your chin.
- Try to fit it snugly against the sides of your face.
- Make sure you can breathe easily.
- Masks should be washed regularly, inspected for damage, and discarded and replaced when damaged.
- Masks should be stored in a clean, dry location, and they should never be shared.
- Do not put the face covering around your neck or up on your forehead
- Do not touch the face covering, and, if you do, wash your hands, or use hand sanitizer to disinfect.

Appendix C

Contact Tracing

ETS will fully cooperate in sharing information with the Salem County Health Department to full all mandated Contact Tracing/Readmittance Requirements.

Contact Tracing Policy (NOTE: Monitoring/updates to be provided by our school physician)

1. The school nurse will contact the Salem County Health Department for Contact Tracing
2. Contacts/Cohort information will be shared with the Salem County Health Department
3. Attendance information will be shared with the Salem County Health Department
4. Student, staff, and Bus cohorts will be informed and immediately placed on a 14-day 100% virtual learning protocol.
 - Contact tracing will be conducted for close contacts (any individual within 6 feet of an infected person for at least 15 minutes) of laboratory-confirmed or probable COVID-19 patients.
 - Remote communications for the purposes of case investigation and contact tracing should be prioritized; in-person communication may be considered only after remote options have been exhausted.
 - Testing is recommended for all close contacts of confirmed or probable COVID-19 patients.
 - Those contacts who test positive (symptomatic or asymptomatic) should be managed as a confirmed COVID-19 case.
 - Asymptomatic contacts testing negative should self-quarantine for 14 days from their last exposure (i.e., close encounter with confirmed or probable COVID-19 case)
 - If testing is not available, symptomatic close contacts should self-isolate and be managed as a probable COVID-19 case.
 - If testing is not available, asymptomatic close contacts should self-quarantine and be monitored for 14 days after their last exposure, with linkage to clinical care for those who develop symptoms.
5. Students/staff will be readmitted to school according to NJDOH and Salem County Department of Health guidance.

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Contact Tracing

Contact tracing is a key strategy to prevent the further spread of COVID-19. Contact tracing in the United States requires the Board of Education to recruit, hire, and train adequate levels of case investigators and contact tracers. Successful case investigation and contact tracing for COVID-19 depends on a robust and well-trained public health workforce, with staff who have excellent and tactful interpersonal skills, cultural sensitivity, and language and interviewing skills that help them to build and maintain trust with clients and contacts.

The NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Chief School Administrator/designee should be provided information regarding the role of contact tracing conducted by state, county, and local officials.

School officials should engage the expertise of their school nurses on the importance of contact tracing.

The NJDOE will credit certified School Safety Specialists in accordance with current laws.

Screening

The school district will provide screenings regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:

- Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
- Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
- Results must be documented when signs/symptoms of COVID-19 are observed.
- Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.

The Board must adopt procedures for symptomatic staff and students, which shall include the following:

- Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
- If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

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The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures to the maximum extent practicable.

Remote Learning

In response to State directives regarding reopening school with adequate precautions to prevent the spread of this contagious disease, the Board shall provide in-person, fully virtual and hybrid learning opportunities for all students. The Board of education shall support a program of in-person, fully virtual and hybrid learning that:

- Prioritizes the health, safety, and wellness of students and staff;
- Maintains the continuity of learning;
- Facilitates equity and ease of access to communications and resources;
- Flexibly accommodates the needs and varying circumstances of all learners;
- Incorporates educators, students, parents/guardians, Board Members and other community members into the entire analysis and planning cycle.

The virtual learning program may consist of synchronous and asynchronous tools. Synchronous tools provide ways of accessing and providing information that require interaction with others to occur at the same time (i.e., online classrooms, interactive webinars, videoconferencing). Asynchronous tools provide ways of accessing and providing information that does not require interaction with others to occur at the same time (i.e., forums, blogs, email, website links, etc.).

The length of the school day for in-person, fully virtual and hybrid learning programs shall be in accordance with the provisions of NJAC. 6A:32-8.3, stating that a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in kindergarten.

Additional Anticipated Minimum Standard

The New Jersey Department of Education (NJDOE) Anticipated Minimum Standard provides that, in addition to the methods and considerations explicitly referenced in the NJDOE guidance, *The Road Back: Restart and Recovery Plan for Education*, for scheduling students for in-person, remote, or hybrid learning, families/guardians may submit, and the district shall accommodate, requests for full time remote learning. Such requests may include any service or combination of services that would otherwise be delivered on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education and related services.

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A family/guardian may request that some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the district's reopening plan.

Unconditional Eligibility for Full-Time Remote Learning

All students shall be eligible for full-time remote learning. Eligibility shall not be conditioned on a family/guardian demonstrating a risk of illness or other selective criteria. This includes students with disabilities who attend school in-district or are placed at receiving schools (county special services school districts, educational services commissions, jointure commissions, Katzenbach School for the Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities).

Procedures for Submitting Full-Time Remote Learning Requests

Recognizing that planning is required in order to provide continuity in the student's educational program and arranging the appropriate staff and resources, a family/guardian shall submit a request for full-time remote learning, including requests to begin the school year receiving full-time remote learning and requests to transition from in-person or hybrid services to full-time remote learning during the school year. Procedures for submitting the request are as follows:

- The request shall be submitted to an administrator at least ten (10) days before the start of the semester;
- Requests shall be approved within three (3) days after the receipt of the request;
- Questions and concerns may be directed to administrator or his or her designee;
- The family/guardian shall submit the following information or documentation with their request. The documentation shall not exclude any students from the school's full-time remote learning option, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of successful remote learning:
 1. Verification of the technology necessary to receive remote instruction (including camera and speaker capability) and assurance that the student will have access to the device for the length of the school day;
 2. Verification of internet access and/or Wi-Fi sufficient to receive remote instruction.

Families/guardians having limited access to equipment or the internet shall inform the principal or his or her designee. The district shall make a reasonable effort to support the remote instruction by facilitating services and/or providing equipment.

- For students with disabilities, the district shall determine if an IEP meeting or an amendment to a student's IEP is needed for full-time remote learning.
- Families/guardians shall submit a request according to the procedures above for transitioning their student from in-person or hybrid delivery to full-time remote delivery;

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- Families/guardians are expected to cooperate in setting up the transition and may be required to participate in scheduled meetings (in-person or video or tele conferences) during the transition period;
- School teachers, administrators and other school staff shall endeavor to provide supports and resources to assist families/guardians, particularly those of younger students, with meeting the expectations of the district's remote learning option.

Upon satisfaction of these minimum procedures, the district shall approve the student's full-time remote learning request.

Scope and Expectations of Full-Time Remote Learning

A student participating in the Board's full-time remote learning option shall be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in district programs (e.g. students participating in a hybrid model). This includes but is not limited to:

- Access to standards-based instruction of the same quality and rigor as that afforded all other students of the district;
- The district shall make its best effort to ensure that every student participating in remote learning has access to the requisite educational technology;
- Special education services and related services shall be provided to the greatest extent possible.

Procedures to Transition from Full-Time Remote Learning to the In-Person Educational Program

A student shall be eligible to transition to the in-person educational program. This will allow families/guardians to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction. The family/guardian shall submit a request to transition from full-time remote learning to the in-person educational program according to the following procedures:

- The request shall be submitted to the principal at least seven (7) days before the start of the semester. The principal may consider requests submitted during the semester on a case by case basis;
- Requests shall be approved within three (3) days after the receipt of the request;
- Questions and concerns may be directed to the principal or his or her designee;
- The family/guardian shall submit the following information or documentation with their request. The documentation shall not exclude any students from the school's in-person educational program, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of a successful transition to the in-person education program:

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- Summary of synchronous and asynchronous learning opportunities successfully completed;
- Summary of synchronous and asynchronous learning opportunities still working through;
- The student shall submit to the COVID screening process upon reentry to the school;
- Students transitioning to the in-person educational program may be required to submit to an academic assessment prior to being placed in a class. Remediations shall be provided for students that need them;
- Families/guardians are expected to cooperate in setting up the transition and may be required to participate in scheduled meetings (in-person or video or teleconferences) during the transition period.

Procedures for Communicating District Policy with Families

Teaching staff members and administrators shall provide clear and frequent communication with families/guardians, in their home language, and shall ensure that communication opportunities are as readily accessible as possible. Communication shall include but shall not be limited to, information regarding:

- Summaries of, and opportunities to review, the district's full-time remote learning policy and attendance policy;
- Procedures for submitting full-time remote learning requests;
- Scope and expectations of full-time remote learning;
- Procedures for transition from full-time remote learning to in-person services and vice-versa;
- The district's procedures for ongoing communication with families and for addressing families' questions or concerns;
- Teaching staff members who are teaching remote classes shall have office hours to address questions and concerns. Teachers shall notify the families/guardians of their students regarding the time of the office hours and the method of contact (email, text, video or teleconference).

Reporting

To evaluate full-time remote learning, and to continue providing meaningful guidance for districts, the New Jersey Department of Education (NJDOE) may require districts to report to the NJDOE data regarding participation in full-time remote learning. Data will include the number of students participating in full-time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners. The Chief School Administrator shall ensure that such reports are completed efficiently.

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The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures to the maximum extent practicable.

Legal References

- NJSA 2A:62A-23 to 26 AED emergency medical services, 1999 statute
18A:16-6, -6.1 Indemnity of officers and employees against civil actions.
18A:40-1 Employment of medical inspectors, optometrists and nurses; salaries; terms; rules
18A:40-5 Method of examination; notice to parent or guardian
18A:40-7, -8, -10, -11 Exclusion of pupils who are ill
18A:40-23 et seq. Nursing Services for Nonpublic School Pupils
18A:40A-1 et seq. Substance Abuse
- NJAC 6A:16-1.1 et seq. Programs to Support Student Development
6A:26-12.1 et seq. Operation and Maintenance of School
8:57-1.1 et seq. Reportable Communicable Diseases
- Plainfield v. Cooperman, 105 NJ 587 (1987)

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In accordance with any protocols issued by the State of New Jersey, the district shall follow any and all guidance issued by the State of New Jersey as follows:

The Board of Education hereby directs the Chief School Administrator to issue orders to assigned staff members to develop a schedule for increased, routine cleaning and disinfection included in the district's Minimum Standards for the safety of students, staff members, vendors and visitors to the school that encompass continued existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise. Each school district must develop a procedure manual to establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used. As a part of this guidance, the Board of Education hereby further directs the assigned staff to:

- Routinely clean and disinfect surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops). Use all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.) Examples of frequently touched areas in schools such as:
 1. Classroom desks and chairs
 2. Lunchroom tables and
 3. Door handles and push plates
 4. Handrails
 5. Kitchens and bathrooms
 6. Light switches
 7. Handles on equipment (e.g. athletic equipment)
 8. Buttons on vending machines and elevators
 9. Shared telephones
 10. Shared desktops
 11. Shared computer keyboards and mice
 12. Drinking fountains
 13. School bus seats and windows

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The Board of Education specifically directs the Chief School Administrator to ensure that bathrooms are sanitized daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

Regarding bathrooms, the Chief School Administrator is directed to ensure that users are to avoid crowds by limiting the number of students or others who can enter at the same time; and designate staff members to enforce limited capacity and avoid overcrowding, and consider purchasing no-touch foot pedal trash cans, if possible. At a minimum, doors shall be propped open to avoid touching handles.

Also, drinking fountains should be cleaned and sanitized but encourage staff and students to bring their own water to minimize use and touching of water fountains and, hand sanitizer should be made available at the school bus entrance for each student to use when boarding. Similarly, students must be required to wear face coverings while riding on the bus if social distancing or physical barriers cannot be maintained.

Maintenance staff and administrators shall clean their work areas in accordance with this policy and the direction of the Chief School Administrator

In addition, the Board of Education, directs the Chief School Administrator/designee to develop Contact tracing policies for the district that:

- shall be developed in consultation with the Board's local health department and with school nurses employed by the Board;
- Identify the criteria an individual must meet in order to activate the Board's contact tracing policy;
- Clearly describe the school or district's responsibilities regarding notification of:
 1. Its local health department;
 2. Staff, families and the public;
 3. Identify the school or district's role in assisting its local health department conduct contact tracing activities, including ongoing communication with the identified individual and/or their contacts;
 4. Ensure adequate information and training is provided to school and district staff as necessary to enable staff to carry out responsibilities assigned to them under the policy; and
 5. Adhere to all applicable federal and state requirements regarding privacy of educational records (e.g. FERPA).

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Designation of a staff liaison or liaisons responsible for providing notifications and carrying out other components of the district tracing policy could help ensure that notifications are carried out in a prompt and responsible manner.

Open communication systems that allow staff, students, and families to self-report symptoms and/or suspected exposure could assist school districts provide prompt notification.

Anticipated Minimum Standards

The District Reopening Plan should establish the process and location for student and staff health screenings. See below Critical Area of Operation #5 “Screening, PPE, and Response to Students and Staff Presenting Symptoms” for additional information.

If physical distancing (six feet) cannot be maintained for individuals in line waiting to enter or exit a building, require utilization of face coverings. Provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least 6 feet apart in lines and at other times (e.g. guides for creating “one-way routes” in hallways) and minimize interaction of students between drop-off and entrance to school facilities and stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.

The plan shall establish separate entrances and exits to school facilities where possible and require visitors and parent/guardians use their own pen for signing in/out.

The plan should create “one-way routes” in hallways as well as maintaining social distancing in hallways and common areas and minimize the number of non-essential interactions between students and staff throughout the day.

It should also create student cohorts as an effective strategy to limit exposure and contact and limit commingling between classes or other district-set groups of students and minimize large group gatherings.

This plan should create a system that allows for physical distancing and provide hand sanitizer at school entrances. It should include requirements that put signage around school buildings to provide hygiene advice and reminders (CDC offers printable resources and handwashing posters), and increase frequency of cleaning all surfaces, including walls (to the appropriate height based on age of students) and limit the number of students in the hallway at the same time by staggering release from classrooms.

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The plan should include the installation of physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks), and should consider a schedule that limits access, if at all, to lockers to keep traffic in the hallways within social distancing protocols.

Anticipated Minimum Standards

The Board supports the State in requiring a policy for screening students and employees upon arrival for symptoms and history of exposure. Said policy must include the following:

- Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
- Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
- Results must be documented when signs/symptoms of COVID-19 are observed.
- Any screening policy must take into account students with disabilities and accommodations that may be needed in the screening process for those students.

The Board of Education will approve procedures for symptomatic staff and students. Procedures must include the following:

1. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Follow current Communicable Disease Service guidance for illness reporting.
2. If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
3. The Board of Education should implement a policy to prepare for when someone tests positive for COVID-19 that include written protocols detailing the district's COVID-19 related response for symptomatic students and staff. Protocols must be consistent with the district's contact tracing policy (see "Critical Area of Operation #6: Contact Tracing") to the maximum extent practicable.
4. Protocols must include: Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
5. Follow current Communicable Disease Service guidance for illness reporting.

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6. Adequate amount of personal protective equipment (PPE) available, accessible, and provide their usage, including but not limited to mandatory use of face coverings (face masks), that may be provided by parents/guardians.
7. Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
8. Continuous monitoring of symptoms.
9. The policy shall be consistent with the Department of Health Guidance and Information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19 and written protocols to address a positive case while encouraging parents to be on the alert for signs of illness in their children and to keep them home when they are sick.

School staff and visitors are required to wear face coverings (face masks), unless doing so would inhibit the individual's health or the individual is under two years of age.

Students are strongly encouraged to wear face coverings (face masks), provided by parents/guardians and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

The policy shall provide accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.

Exceptions

- Doing so would inhibit the individual's health.
- The individual is in extreme heat outdoors.
- The individual is in water.
- A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.
- The student is under the age of two (2) and could risk suffocation.

If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual the point of entry, entry to the school/district facility may be denied.

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Additional Considerations

Teachers shall instruct and reinforce use of face coverings among all staff (excluding exceptions). The Chief School Administrator shall consider providing training on hygiene protocols for staff.

Students and employees may be asked to leave or not come into school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that may not otherwise be explained:

- A fever of 100° F or greater
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell
- Fatigue
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

School administrators may use examples of screening methods in CDC's supplemental Guidance for Child Care Programs that Remain Open as a guide for screening students and CDC's General Business FAQs for screening staff.

The district will consider whether additional screening should take place for APSSD's and in-district programs which serve students with underlying conditions who may be at higher risk for more severe COVID-19 infection.

Synchronous Teaching

As long as schools consider synchronous instruction to be educationally appropriate, provide appropriate professional development and training for their faculty and staff, communicate clearly with parents/guardians and students, and there are no contractual prohibitions, synchronous instruction is legally permissible.

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The district shall review applicable Board policies, employee contracts, and Collective Negotiating Agreements (CNAs) to confirm there are no specific, agreed-upon prohibitions or limits against the use of synchronous instruction. To the extent that such instruction is not prohibited by Board policies or CNAs, schools are recommended to provide parents/guardians with notice of and information about this instruction before implementing such methods, considering the participation of multiple students and the potential disclosure of “personally identifiable” student information as implicated under the Family Educational Rights and Privacy Act (FERPA) and related state confidentiality laws.

Unless the school is aware of unauthorized disclosure or access, the provision of synchronous instruction, itself, is not prohibited by FERPA.

FERPA does not expressly prohibit synchronous instruction. FERPA prohibits the disclosure of student educational records, typically defined as information which “personally identifies” a student, to persons who do not have legitimate educational interest, absent parent/guardian or adult student consent. Considering the nature of synchronous instruction, practically, schools must safeguard against the disclosure of the virtual interaction between faculty/staff and students outside of the typical classroom, including parents who may “listen in” to the instruction, or others who may access such instruction remotely. Schools may practically safeguard against such disclosure through faculty/staff technology use (as we further explain below), and make clear the expectation to parents that they “stay out” of the virtual classroom and understand that same is not a parent/teacher conference. The district may advise parents/guardians of the delivery of synchronous instruction, and provide an opportunity for parents/guardians to “opt/out,” through an email along the lines of the following:

- In light of the current school closure related to COVID-19 and the present state of emergency, faculty and staff will be delivering some instruction and services through synchronous instruction. Synchronous instruction is learning, or the receipt of services, that takes place at the same time by connecting faculty/staff and students through electronic or virtual means. The Board discourages parent/guardian monitoring of this instruction, and asks that they understand there is a possibility that parents/guardians may disregard this direction. The recording of synchronous instruction by students and parents/guardians, without prior written approval of the school district, is strictly prohibited.
- In light of the nature of synchronous instruction, including the possibility that the parents/guardians of other students may see/hear the instruction, notwithstanding our clear direction and expectation, if parents/guardians do not want their child(ren) to participate in this instruction, they should immediately notify the Chief School Administrator in writing.

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Faculty/staff need to properly chaperone their virtual learning space, just like a regular classroom. If faculty/staff are aware of others, not their assigned students, in the session, including a parent/guardian or sibling, they should be reminded that their presence is not authorized and be invited to leave, immediately. As mentioned, recordings are not permitted, and faculty/staff should remind students. And as always, if inappropriate behavior or language is observed, same needs to be addressed in the usual manner.

Unless written consent by parents/guardians is secured, the Board recommends against recording synchronous instruction.

There is a difference between recording synchronous and asynchronous instruction. The “one way” recording of an asynchronous lesson, in which the faculty/staff member records themselves, which is then made available for students, does not implicate any student confidentiality considerations. As long as there is no CNA or contractual prohibition against same, such recording is permitted.

Synchronous instruction involves the possibility of seeing and hearing students; same likely constitutes “personally identifiable information” protected from disclosure by FERPA. If schools want to record synchronous instruction for later viewing/access by other students, districts need to notify parents/guardians and secure prior written consent. Such notice and consent may be secured through email along the following lines:

In light of the current school closure related to COVID-19 and the present state of emergency, I provide consent for my student's participation in the provision of synchronous instruction/service and provide consent for its recording. I understand that recording may be accessed by other students, and despite the school district's direction, their parents/guardians who may observe the lesson/service.

In accordance with the provisions of NJSA 18A:36-40, all public-school districts are required to adopt and maintain a written policy concerning electronic communications between school employees and enrolled students. Most, if not all, district policies maintained under this statute generally prohibit communications between a teacher and student through a personal cell phone, text messages, social networking applications, and/or other Internet-based websites. Communication through these mediums are permitted, though, when the communication is given prior approval by an appropriate administrator and directly related to the staff member's professional responsibilities.

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In light of COVID-19 and mandated statewide school closure, districts using technology in ways that might otherwise be prohibited under these policies should consider temporarily approving such communication between students and faculty/staff, especially school counselors and similar personnel, to provide social-emotional support and otherwise deliver their typical services.

Temporary approval given to faculty/staff under these policies should include clear guidelines for the proper and appropriate use of electronic communications in limited circumstances. Such guidelines may include:

1. Always use district technology whenever possible.
2. Notify an appropriate administrator of the platforms, applications, and/or devices being used to communicate with students. To the extent practicable and ethical, staff may provide the appropriate administrator with copies of communications with students.
3. Seek and secure written (can be electronic email) permission from an appropriate administrator before using new and/or previously unapproved platforms, applications, and/or devices.

The district should notify parents/guardians of such communications due to the circumstances created by COVID-19 closures, explaining that the district recognizes different methods of communication between faculty/staff may be necessary to ensure continuity of education, as well as support. Wherever practicable and ethical, the Board suggests that the district explores methods for allowing staff to stay connected with students which also enable appropriate administrative monitoring of communications to ensure proper content.

In light of the current school closure related to COVID-19 and the present state of emergency, our faculty and staff will be delivering some instruction and services through synchronous instruction. Synchronous instruction is learning, or the receipt of services, that takes place at the same time by connecting faculty/staff and students through electronic or virtual means. Please understand that this instruction/services will be provided to groups of students, typically your student's usual class where other students will be able to participate in the instruction and may be able to see/hear interaction involving other students. Although we discourage parent/guardian monitoring of this instruction, there is a possibility that parents/guardians may disregard the Board's direction. The recording of synchronous instruction by students and parents/guardians, without prior written approval of the school district, is strictly prohibited.

In light of the nature of synchronous instruction, including the possibility that the parents/guardians of other students may see/hear the instruction, notwithstanding the clear direction and expectation, if parents/guardians do not want their child(ren) to

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participate in this instruction, they should immediately notify the Chief School Administrator in writing.

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The Board hopes, that considering the current school closure and the relative isolation of students, that all students may participate in synchronous instruction and benefit from a virtual connection with his/her teachers and the school staff.

Proper professional development (PD) for faculty and staff implementing synchronous instruction is important, since although the medium “feels” like live classroom instruction, it isn’t. There are best practice considerations regarding the efficacy of the instruction, as well as novel confidentiality issues. PD helps faculty and staff become fluent with the technology, but also importantly safeguards against legal exposure related to student confidentiality.

Proper PD should arm teachers and staff to use them.

For example, in Zoom, the host may control microphones, disable video of students, and create waiting rooms or personalized passwords to limit who may access or enter the classroom. Hosts may direct questions to be asked through “private chat” so questions come directly to the instructor and other students can’t see. Also, chat logs may be saved for future review by hosts. Teachers/staff should also “end” meetings for all at the conclusion of the lesson/session to disable and close the forum.

Faculty/staff need to properly chaperone their virtual learning space, just like a regular classroom. If faculty/staff are aware of others, not their assigned students, in the session, including a parent/guardian or sibling, they should be reminded that their presence is not authorized and be invited to leave, immediately. As mentioned, recordings are not permitted, and faculty/staff should remind students. If inappropriate behavior or language is observed, same needs to be addressed in the usual manner.

Unless written consent by parents/guardians is secured, the Board recommends against recording synchronous instruction.

There is a difference between recording synchronous and asynchronous instruction. The “one way” recording of an asynchronous lesson, in which the faculty/staff member records themselves, which is then made available for students, does not implicate any student confidentiality considerations. As long as there is no CNA or contractual prohibition against same, such recording is permitted.

Synchronous instruction involves the possibility of seeing and hearing students; same likely constitutes “personally identifiable information” protected from disclosure by FERPA. If schools want to record synchronous instruction for later viewing/access by other students,

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districts need to notify parents/guardians and secure prior written consent. Such notice and consent may be secured through email along the following lines:

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In light of the current school closure related to COVID-19 and the present state of emergency, I provide consent for my student's participation in the provision of synchronous instruction/service and provide consent for its recording. I understand that recording may be accessed by other students, and despite the school district's direction, their parents/guardians who may observe the lesson/service.

In accordance with the provisions of NJSA 18A:36-40, all public-school districts are required to adopt and maintain a written policy concerning electronic communications between school employees and enrolled students. Most, if not all, district policies maintained under this statute generally prohibit communications between a teacher and student through a personal cell phone, text messages, social networking applications, and/or other Internet-based websites. Communication through these mediums are permitted, though, when the communication is given prior approval by an appropriate administrator and directly related to the staff member's professional responsibilities.

In light of COVID-19 and mandated statewide school closure, districts using technology in ways that might otherwise be prohibited under these policies should consider temporarily approving such communication between students and faculty/staff, especially school counselors and similar personnel, to provide social-emotional support and otherwise deliver their typical services. All feel the isolating effects of school closures; how are schools addressing same with students?

Temporary approval given to faculty/staff under these policies should include clear guidelines for the proper and appropriate use of electronic communications in limited circumstances. Such guidelines may include:

1. Always use district technology whenever possible.
2. Notify an appropriate administrator of the platforms, applications, and/or devices being used to communicate with students. To the extent practicable and ethical, staff may provide the appropriate administrator with copies of communications with students.
3. Seek and secure written (can be electronic email) permission from an appropriate administrator before using new and/or previously unapproved platforms, applications, and/or devices.

Face coverings are required times when physical distancing is difficult. Face coverings (face masks) are the responsibility of parents/guardians who shall ensure that these facial coverings are in good repair and cleaned on a daily basis.

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The Board recommends that:

- The same adult drop off and pick up students;
- There be a professional development day for staff to practice screening protocols with each other before applying to students;
- Special consideration may be given to protection for staff members, such as school nurses, custodians, and some Special Education teachers, paraprofessionals and service providers, who will be in close contact with students or will handle waste materials.

Legal References

NJSA 2A:62A-23 to 26 AED emergency medical services, 1999 statute
18A:16-6, -6.1 Indemnity of officers and employees against civil actions.
18A:35-4.6 et seq. Parents Right to Conscience Act of 1979
18A:40-1 Employment of medical inspectors, optometrists and nurses; salaries; terms; rules
18A:40-4.3 Scoliosis; periodic examination; notice to parents or guardian
18A:40-5 Method of examination; notice to parent or guardian
18A:40-7, -8, -10, -11 Exclusion of pupils who are ill
18A:40-23 et seq. Nursing Services for Nonpublic School Pupils
18A:40A-1 et seq. Substance Abuse
44:6-2 Maintenance by boards of education of clinics for indigent children

NJAC 6A:16-1.1 et seq. Programs to Support Student Development
6A:26-12.1 et seq. Operation and Maintenance of School
8:57-1.1 et seq. Reportable Communicable Diseases

Plainfield v. Cooperman, 105 NJ 587 (1987)

Appendix F



Elsinboro Township School District Virtual Learning Option: Virtual Learning Plan

NJDOE Requirements:

In response to State directives regarding reopening school with adequate precautions to prevent the spread of this contagious disease, the board shall provide in-person, fully virtual and hybrid learning opportunities for all students. The board of education shall support a program of in-person, fully virtual and hybrid learning that:

- A. Prioritizes the health, safety, and wellness of students and staff;
- B. Maintains the continuity of learning;
- C. Facilitates equity and ease of access to communications and resources;
- D. Flexibly accommodates the needs and varying circumstances of all learners;
- E. Incorporates educators, students, parents/guardians, board members and other community members into the entire analysis and planning cycle.

Virtual Philosophy:

The virtual learning program will consist of synchronous and asynchronous tools. Synchronous tools provide ways of accessing and providing information that require interaction with others to occur at the same time (i.e., online Google Meetings/Hangouts, interactive webinars, and videoconferencing). Asynchronous tools provide ways of accessing and providing information that does not require interaction with others to occur at the same time (i.e., Google Classroom, forums, previously created video lessons, email, website links, etc.).

Length of the Virtual Day:

The length of the school day for in-person, fully virtual and hybrid learning programs shall be in accordance with N.J.A.C. 6A:32-8.3, stating that a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in kindergarten. Virtual hours consist of electronic time as well as time to complete assignments.

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The following recommendations and guidelines are presented as suggested minimum and maximum times of engagement by each student in virtual learning activity/subject area.

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
K	30 minutes	90 minutes	3-5 minutes
1-2	45 minutes	90 minutes	5-10 minutes
3-5	60 minutes	120 minutes	10-15 minutes
6-8	90 minutes	180 minutes	1 subject area/class

Attendance:

Absences shall apply and attendance shall be recorded in all educational programs including virtual learning. The attendance and instructional contact time shall accommodate opportunities for both synchronous and asynchronous instruction and ensure that the requirements for a 180-day school year are met.

Additional Anticipated Minimum Standard:

The New Jersey Department of Education (NJDOE) Anticipated Minimum Standard provides that, in addition to the methods and considerations explicitly referenced in the NJDOE guidance, *The Road Back: Restart and Recovery Plan for Education*, for scheduling students for in-person, virtual, or blended learning, families/guardians may submit, and the district shall accommodate, requests for full time virtual learning. Such requests may include any service or combination of services that would otherwise be delivered on an in-person or blended schedule, such as instruction, behavioral and support services, special education and related services. A family/guardian may request that some services be delivered entirely virtually, while other services follow the same schedule they otherwise would according to the district's reopening plan.

A. Unconditional Eligibility for Full-Time Virtual Learning

All students shall be eligible for full-time virtual learning. Eligibility shall not be conditioned on a family/guardian demonstrating a risk of illness or other selective criteria. This includes students with disabilities who attend school in-district or are placed at receiving schools.

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B. Procedures for Submitting Full-Time Virtual Learning Requests

Recognizing that planning is required in order to provide continuity in the student's educational program and arranging the appropriate staff and resources, a family/guardian shall submit a request for full-time virtual learning, including requests to begin the school year receiving full-time virtual learning and requests to transition from in-person or blended services to full-time virtual learning during the school year. Procedures for submitting the request are as follows:

1. The request for the 100% virtual option shall be submitted to the CSA at least ten (10) school days before the start of the marking period as follows:

	Request Deadline for First Marking Period	Request Deadline for Second Marking Period	Request Deadline for Third Marking Period	Request Deadline for Fourth Marking Period
Elsinboro Township School District	Friday, August 14, 2020	Friday, October 30, 2020	Friday, January 15, 2021	Friday, March 26, 2021

2. Requests shall be approved within five (5) school days of the receipt of the request;
3. Questions and concerns may be directed to the CSA;
4. The family/guardian can submit the information by mail or by visiting the following link:
<https://forms.gle/YkdocwHq87dXLnQQ6>
5. If the family/guardian submits by mail, please include the following information or documentation with their request. The documentation shall not exclude any students from the school's full-time virtual learning option, but rather be limited to the minimum information needed to ensure proper record keeping and implementation of successful virtual learning:
 - a. Verification of the technology necessary to receive virtual instruction (including camera and speaker capability) and assurance that the student will have access to the device for the length of the school day;
 - b. Verification of internet access and/or Wi-Fi sufficient to receive virtual instruction

NOTE: Families/guardians with limited access to equipment or the internet shall inform the CSA. The district will make a reasonable effort to support the virtual instruction by facilitating services and/or providing equipment.

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6. For students with disabilities, the CST shall determine if an IEP meeting or an amendment to a student's IEP is needed for full-time virtual learning.
7. Families/guardians shall submit a request according to the procedures above for transitioning their student from in-person or blended delivery to full-time virtual delivery;
8. The request to return to in-person learning shall be submitted to the CSA as per the deadlines as follows:

	Request Deadline for First Marking Period	Request Deadline for Second Marking Period	Request Deadline for Third Marking Period	Request Deadline for Fourth Marking Period
Elsinboro Township School District	N/A	Friday, October 30, 2020	Friday, January 15, 2021	Friday, March 26, 2021

9. Families/guardians are expected to cooperate in setting up the transition and may be required to participate in scheduled meetings (in-person or video or tele conferences) during the transition period;
10. School teachers, the administrator and other school staff shall endeavor to provide supports and resources to assist families/guardians, particularly those of younger students, with meeting the expectations of the district's virtual learning option.

Upon satisfaction of these minimum procedures, the district shall approve the student's full-time virtual learning request.

C. Scope and Expectations of Full-Time Virtual Learning

A student participating in the board's full-time virtual learning option shall be afforded the same scope of instruction and other educational services as any other student otherwise participating in district programs (e.g. students participating in an on-site or blended model). This includes but is not limited to:

1. Access to standards-based instruction of the same rigor as that afforded all other students of the district;

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2. The district shall make its best effort to ensure that every student participating in virtual learning has access to the requisite educational technology;
3. Special education services and related services shall be provided to the greatest extent possible.

D. Procedures to transition from Full-Time Virtual Learning to the In-Person Educational Program

A student shall be eligible to transition back to the in-person educational program (see deadlines above) by marking period. This will allow families/guardians to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction. The family/guardian shall submit a request to transition from full-time virtual learning to the in-person educational program according to the following procedures:

1. The request shall be submitted to the CSA at least ten (10) school days before the start of the marking period. The CSA may consider requests submitted during the marking period on a case by case basis;
2. Requests shall be approved within five (5) school days after the receipt of the request;
3. Questions and concerns may be directed to the CSA;
4. The family/guardian shall submit the following information or documentation with their request. The documentation shall not exclude any students from the school's in-person educational program, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of a successful transition to the in-person education program:
 - a. Summary of synchronous and asynchronous learning opportunities successfully completed;
 - b. Summary of synchronous and asynchronous learning opportunities still working through;
5. Families/guardians are expected to cooperate in setting up the transition and may be required to participate in scheduled meetings (in-person or video or teleconferences) during the transition period.

E. Procedures for Communicating District Policy with Families

Teaching staff members and the administrator shall provide clear and frequent communication with families/guardians and shall ensure that communication opportunities

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are as readily accessible as possible. Communication shall include but shall not be limited to, information regarding:

1. Summaries of, and opportunities to review, the district's full-time virtual learning plan and attendance policy;
2. Procedures for submitting full-time virtual learning requests;
3. Scope and expectations of full-time virtual learning;
4. Procedures for transition from full-time virtual learning to in-person services and vice-versa;
5. The district's procedures for ongoing communication with families and for addressing families' questions or concerns;
6. Teaching staff members who are teaching virtual classes shall have office hours to address questions and concerns. Teachers shall notify the families/guardians of their students regarding the time of the office hours and the method of contact (email, text, video or teleconference).

F. Reporting

To evaluate full-time virtual learning, and to continue providing meaningful guidance for districts, the New Jersey Department of Education (NJDOE) will require districts to report to the NJDOE data regarding participation in full-time virtual learning. Data will include the number of students participating in full-time virtual learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners. The CSA shall ensure that such reports are completed efficiently.

Legal References:	<u>N.J.S.A. 18A:6-3</u>	Courses in constitution of United States
	<u>N.J.S.A. 18A:33-1</u>	District to furnish suitable facilities; adoption of courses of study
	<u>N.J.S.A. 18A:35-1 et seq.</u>	Curriculum and courses
	<u>N.J.S.A. 18A:35-4.6 through -4.8</u>	<u>Parents Right to Conscience Act of 1979</u>
	<u>N.J.A.C. 6A:8-3.1</u>	Curriculum and instruction
	<u>N.J.A.C. 6A:8-5.1</u>	Graduation requirements
	<u>N.J.A.C. 6A:9B-3.1 et. seq.</u>	State Board of Examiners and certification
	<u>See particularly:</u>	
	<u>N.J.A.C. 6A:9B-5, -6, -8, -9, -10, -11, -12, -14</u>	

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<u>N.J.A.C. 6A:14-3.7</u>	Individualized education program
<u>N.J.A.C. 6A:14-4.1</u>	General requirements
<u>N.J.A.C. 6A:23A-9.5</u>	Commissioner to ensure achievement of the New Jersey Student Learning Standards
<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C. 6A:32-8 et seq.</u>	Student attendance and accounting

New Jersey Department of Education: *Clarifying Expectations Regarding Full Time Virtual Learning Options for Families in 2020-2021* (Supplementary to *The Road Back: Restart and Recovery Plan for Education*); July 24, 2020.

Mandated Policy Cross References:

- Nondiscrimination/affirmative action
- Articulation
- Curriculum adoption
- Family life education
- English as a second language; bilingual/bicultural
- Physical education and health
- Arts
- Career education
- Graduation requirements
- Standards of proficiency
- Guidance services
- Remedial instruction
- Gifted education
- Special education
- Committees

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In accordance with any protocols issued by the State of New Jersey, the district shall follow any and all guidance issued by the State of New Jersey as they may pertain to virtual learning and/or instruction.

Teachers will be required to have a set schedule with a designated day for evening parent contact and access to all lessons that may be contained on their websites.

Eligibility

1. Universal eligibility: All students, including students who receive special education or related services, are eligible for fulltime remote learning if their parent or guardian chooses.
2. Policies and procedures: School districts must set clear policies and procedures for families who want fulltime remote learning for their children. School districts also need procedures for students in fulltime remote learning to transition back to in-person services. These procedures should be designed to ensure that families can make necessary arrangements to prepare for their child’s transition, and to help schools maintain continuity of services.
3. Communications: School districts must communicate clearly and frequently with families, in their home language, about the availability of this offering and the related procedures.
4. Quality of programming: Students participating in all-remote instruction should receive the same quality of instruction that is provided to any other student. In addition, fulltime remote programs must adhere to the same policies and regulations that in-person and hybrid programs follow regarding student attendance and the length of the school day.
5. Data reporting: To help the Department evaluate fulltime remote learning, school districts will report data to the Department about student participation in these programs.

Procedures to Transition from Fulltime Remote Learning to In-Person Services

A definition of the minimum amount of time a student must spend in fulltime remote learning before being eligible to transition to in-person services shall be established by the State Department of Education. This will allow families/guardians to make the arrangements needed to effectively serve students’ home learning needs and will support educators in ensuring continuity of instruction.

It is important to clearly define procedures that a family/guardian must follow to submit a request to transition from fulltime remote learning to in-person services, including any relevant timelines, points of contact for questions and concerns, and information or documentation that must accompany a request.

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Definition of the specific student and academic services that will accompany a student's transition from fulltime remote learning to in-person learning to better assist families/guardians anticipate their students' learning needs and help educators maintain continuity of services. School districts that offer Pre-K should consult their Pre-K curriculum providers regarding appropriate measures to assess a Pre-K students' learning progress during the transition from fulltime remote learning to in-person learning.

Assessment & Grading

Assessment is a process for identifying the extent to which the students are meeting the learning objectives. Grades are measures of individual students' progress. Grading will be approached as humanely as possible during an emergency with flexibility and a focus on achieving the learning outcomes. In addition, it is important to consider humanitarianism and an empathetic positive regard during such circumstances.

Consideration for Assigned Work

Each learning objective assessments will correspond directly to a measure of progress. Given the situation at hand, humanitarian decisions will be made with respect to grading. Each assessment method will be adapted to the distance delivery method of instruction. Exams will be planned as open book/open access according to the distance delivery practice.

Delivery Modes

The delivery modes made available, may include email, web based resources that are in place & the district website.

It shall be necessary to meet the needs of all learners and provide all with equitable access which is the reason for a combination of these delivery modes. Some students may have adequate access to the internet, while others will not. Each shall be addressed.

Websites and Online Resources with Free Instructional Materials may include, but shall not be limited to PBS Learning Media, National Geographic Education, Smithsonian Education, National Education Association Lesson Plans, the Khan Academy, EdX, Kahoot and/or the Canvas Network. In addition, the district may use, but not be limited to its foundations, Accelerated Reader, iReady, SumDog, IXL writing city, and other supplemental programs in addition to the online materials of the district curriculum will be available to our students through their school accounts.

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Attendance

Staff and student attendance will be monitored by the completion of assignments and login frequency. Staff will also email their activities for evidence of working at home.

Students will get home visits, emails, and calls if they are found to be missing work and not checking in. This is not only for their attendance and work, but also for their safety and well-being.

Administrators, the Chief School Administrator, Counselors, and Social Workers are to be provided lists of students having difficulty completing work or not attempting work and/or failing to participate in class sessions so that they can reach out and determine any issues those families/students have regarding the submission of assignments and attending to a schedule.

Depending on the issue causing student assignments not to be submitted, the district will provide resources to the family/student to assist in the delivery of instruction and assignments in order to promote the student academically and to the next grade level. The district shall work with each household to provide remediation and conduct home visits if transportation to pick up and drop off materials is an issue. In addition, teachers will be provided additional resources to assist these students.

Teachers, Counselors, Nurses and Child Study Team members shall be required to make weekly contact with families of students receiving packets in order to support instruction. When/if teachers are unable to make direct contact with parents and students, they are to notify an appropriate administrator and the Chief School Administrator of the situation.

Delivery Modes

The delivery modes being made available includes, but may not be limited to Email, packets for delivery and pick-up, web based resources that are in place the district website

It is necessary to meet the needs of all learners and provide all with equitable access which is the reason for a combination of these delivery modes. Some students may have adequate access to the internet, while others will not. The district will do its best in preparing to reach all of all students.

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Websites and Online Resources with Free Instructional Materials

The district may use, but shall not be limited to PBS Learning Media National Geographic Education, Smithsonian Education, National Education Association Lesson Plans, the Khan Academy, EdX, Kahoot, Canvas Network, its foundations, Accelerated Reader, iReady, SumDog, IXL Writing City, and other supplemental programs in addition to the online materials of the district's curriculum, which shall will be available students.

Attendance

Staff and student attendance will be monitored by the completion of assignments and login frequency. Staff will also email their activities for evidence of working at home.

Students will get home visits, emails, and calls if they are found to be missing work and not checking in, not only for their attendance and work, but also for their safety and well- being.

Administrators, the Chief School Administrator, Counselors, and Social Workers are to be provided lists of students having difficulty completing work or not attempting work and/or failing to participate in class sessions so that they can reach out and determine any issues those families/students have regarding the submission of assignments and attending to a schedule.

Depending on the issue causing student assignments not to be submitted, the district will provide resources to the family/student to assist in the delivery of instruction and assignments in order to promote the student academically and to the next grade level. The district will work with each household to provide remediation and conduct home visits if transportation to pick up and drop off materials is an issue. In addition, teachers will be provided additional resources to assist these students.

Teachers, Counselors, Nurses and Chile Study Team (CST) members are required to make weekly contact with families of students receiving packets in order to support instruction.

When/if Teachers are unable to make direct contact with parents and students, they are to notify their appropriate administrator and the Chief School Administrator.

Related Services

Students requiring related services will be provided an opportunity to receive that service during the school closure time so as to not disrupt the continuity of service. Service providers will be available at a scheduled time listed under schedule. Should students not be able to come to the school to receive services this will be recorded so students can be provided make up services to meet their needs as documented.

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Counseling information will be provided via the website and if necessary, counselors will be made available for academic support and guidance to agency referrals in the event of an emergency.

English as a Second Language (ESL) will be provided to assist students and interpreters will be available to translate. The ESL teacher will provide a schedule of times for parents to call in for sessions and materials will be provided to supplement the direct instruction and reviewed via phone/email. Instructional materials will include google docs, online programs and printed material for progress monitoring.

Services for counseling, ESL, and other related services will be conducted via conference calls, , or emails. This will provide the continuity of service and to provide educational opportunities for these student populations.

Information Distribution

All information and updates will be provided by the Chief School Administrator. In the event the Chief School Administrator is unavailable; a designee will be appointed to provide updates at the direction of the Chief School Administrator.

Meals

Breakfast and lunch will be available for students daily. This will be listed in the schedule section and provisions will be made for delivery if families are not able to pick up the meals.

Meals will be provided for the entire week, inclusive of weekends. Meals will also be distributed to students that are prepared by the Foodbank. All students will be afforded the opportunity to receive daily meals.

Medication/Medical Equipment

Student medication shall be signed out in a manner not unlike at the end of the school year.

Any necessary medical equipment that is used both at home and in school shall be made available upon request.

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Field Trips

No field trips will occur during a closure. Field trips that were previously scheduled whose dates fall under the time of closure shall be rescheduled. If it is not possible to reschedule an alternative trip would be scheduled to provide students the opportunity to experience a field trip during their respective class year. When another trip cannot be rescheduled, an alternative activity at the school will be provided for the students to include a virtual field trip.

Parents/Guardians who made payments in advance shall be refunded if the parent/guardian is unable to attend a rescheduled trip or a trip was unable to be rescheduled.

IEP Meetings and Evaluations

All scheduled IEP meetings, as per NJ Administrative Code, must be held within the established timelines. If a meeting can be rescheduled within the timeline parameters under NJAC 6A:14 efforts will be made to do so without any inconvenience and in consideration of the parent/guardian ability to reschedule.

Meetings that must be conducted to remain in compliance will be held on the scheduled date or via a conference call that will be coordinated for parents/guardians and staff members to participate. A staff member will arrange to obtain signatures to comply with the timelines if such meeting is held via conference call by visitation or scheduling a time for parents and staff to come and sign the documents.

All evaluations will be conducted as scheduled in accordance with NJAC 6A:14 and the CDC Guidelines.

The CST shall send written notices to parents/guardians to invite them to meetings as it typically does throughout the year. Phone calls shall be made and emails sent as well to provide notice.

The CST shall conduct Annual Reviews, Eligibility, Reevaluation Planning, and Reevaluation Eligibility meetings.

Any newly registered special education students transferring into the district are to be placed in the program as would typically occur under the regular operational practices and the IEP is assessed by the team and case manager for appropriate program placement.

Under the current circumstances, difficulties are in place with the restrictions from the CDC, state orders, and the protocols of social distancing that complicates in-person contact. In person evaluations, if unable to achieve data virtually, are to be rescheduled.

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Virtual forms of testing may not be feasible for many students as would be on-site observations and home visitations.

The Special Education shall accept new referrals and schedule initial eligibility meetings while rescheduling the evaluations later if an evaluation is deemed to be warranted.

Communications made to the parents are being documented by the CST, Coordinator, Case Managers, and Teachers in the contact log section of the student's IEP.

CST members are to make weekly check-ins with the students and parents to ensure that all of the questions and concerns are addressed.

CST members are to provide progress monitoring and review the goals/objectives on a regular basis as they would under the regular conditions of program and service.

The CST and Related Services Providers are to remain in contact and conduct meetings via telephone conferences, emails, regular mail, and the IEP program software communication.

In addition to any form of tele-therapy, students are also to be provided with packets and websites to reference in relation to the services available.

End of Year Closeout

A schedule shall be established for students and teachers to receive their belongings that is compliant with the rulings of the CDC, Executive Orders, and Health Department guidelines.

Graduation Planning

Graduation plans with a simulated ceremony that entails the names of all students being called and a picture posted to represent the diploma presentation. This procedure shall also be followed for awards.

Appropriate signs shall be placed in all yards of the graduates.

Diplomas, yearbooks, shirts, and gifts will be available for pick up in accordance with social distancing and CDC guidelines.

The district shall set up a drive by to all houses with the district to honor students.

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Summer Programs/ESY

The district may offer summer programs.

ESY will be offered either virtually or in person.

These programs will provide assistance and remediation to close gaps and reinforce the skills acquired during the school year. It will also provide opportunity to prepare for the next school year.

Compensatory Services

Due to the disruption to the prescribed methods of service delivery, the district may plan to provide additional and missed services for students requiring services.

Remediation

Through its Title I services, the district may provide remedial instruction to close any gaps of students who have been identified to fall behind during this period of remote instruction.

Teachers will provide instruction in person or remotely dependent upon the orders provided. In addition, programs will be in place for students to work through digital resources that are geared toward remedial services.

Transportation

Transportation is under review and discussions are taking place to provide transportation in accordance with any orders and guidelines provided for the safety and well-being of the students.

Re-Opening Plans

The district may establish a committee to plan for when the district is open and to put the plan together based on the guidelines and executive orders that are provided to ensure the safety and well-being of our staff, students, and parents to the maximum extent possible.

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Legal References

NJSA 2A:62A-23 to 26 AED emergency medical services, 1999 statute
18A:16-6, -6.1 Indemnity of officers and employees against civil actions.
18A:35-4.6 et seq. Parents Right to Conscience Act of 1979
18A:40-1 Employment of medical inspectors, optometrists and nurses; salaries; terms; rules
18A:40-4.3 Scoliosis; periodic examination; notice to parents or guardian
18A:40-5 Method of examination; notice to parent or guardian
18A:40-7, -8, -10, -11 Exclusion of pupils who are ill
18A:40-23 et seq. Nursing Services for Nonpublic School Pupils
18A:40A-1 et seq. Substance Abuse
44:6-2 Maintenance by boards of education of clinics for indigent children

NJAC 6A:16-1.1 et seq. Programs to Support Student Development
6A:26-12.1 et seq. Operation and Maintenance of School
8:57-1.1 et seq. Reportable Communicable Diseases

Plainfield v. Cooperman, 105 NJ 587 (1987)



Elsinboro Township School District

631 Salem-Ft. Elfsborg Road

Salem, NJ

(856) 935-3817

Constance McAllister
CSA

Lauren Granate
Business Administrator

MEMO

To:

From: Constance McAllister, Superintendent

CC: Lauren Granate, Business Administrator

Date:

Re: QUALIFYING REASONS FOR LEAVE RELATED TO COVID-19

An employee is entitled to take leave related to COVID-19 if the employee is unable to work, including unable to telework, because the employee:

1. Is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;
2. Has been advised by a health care provider to self-quarantine related to COVID-19;
3. Is experiencing COVID-19 symptoms and is seeking a medical diagnosis;
4. Is caring for an individual subject to an order described in (1) or self-quarantine as described in (2);
5. Is caring for his or her child whose school or place of care is closed (or child care provider is unavailable) due to COVID-19 related reasons; or
6. Is experiencing any other substantially similar condition specified by the U.S. Department of Health and Human Services.

If it is your intent to take a **COVID-19 related leave**, please complete attached **Form #1 and #2**.

If it is your intent to request a **reasonable accommodation**, please complete attached **Form #2 and #3**.

Please return the forms to me at cmcallister@elsinboroschool.org by August 14, 2020 along with any related documentation.

EMERGENCY PAID SICK LEAVE AND EMERGENCY FMLA REQUEST FORM

Employee Name	Employee ID Number	Date
Title	Supervisor	Department
Leave Start Date	Leave End Date	Total Hours Requested

I CERTIFY THAT AM UNABLE TO WORK (OR TELEWORK) FOR THE FOLLOWING REASON:

I am subject to a **federal, state, or local quarantine or isolation** order related to COVID-19 that specifically prevents me from working.

Name of the government entity issuing the order:

I have been **advised by a health care provider to self-quarantine** because of concerns related to COVID-19.

Name of the advising healthcare provider:

I have **symptoms of COVID-19** and I am seeking (or have sought) a diagnosis.

I am **caring for another individual** who is subject to quarantine or has been advised by a health care provider to self-quarantine related to COVID-19.

Name of person I am caring for and our relationship:

Name of the government entity issuing the order:

OR

Name of the advising healthcare provider:

I **need to care for my child(ren)** because their school or childcare provider is closed or unavailable because of COVID-19. I **certify that no other suitable person is available to care for the child(ren) during the period of requested leave.** If listed child is over 14, I further certify that there are special circumstances that require me to provide care for them.

Name(s) and age(s) of child(ren):

Name of closed school(s) or place(s) of care:

I am experiencing **other conditions substantially similar** to COVID-19 as specified by the Department of Health and Human Services.

I certify that the above information is truthful and understand that misrepresenting my need for leave is grounds for discipline, up to and including termination.

Employee Signature:

If signing electronically, please type your full name, followed by "e-signed."

Certification of Health Care Provider for Employee's Serious Health Condition under the Family and Medical Leave Act

U.S. Department of Labor Wage and Hour Division



DO NOT SEND COMPLETED FORM TO THE DEPARTMENT OF LABOR. RETURN TO THE PATIENT.

OMB Control Number: 1235-0003 Expires: 6/30/2023

The Family and Medical Leave Act (FMLA) provides that an employer may require an employee seeking FMLA protections because of a need for leave due to a serious health condition to submit a medical certification issued by the employee's health care provider. 29 U.S.C. §§ 2613, 2614(c)(3); 29 C.F.R. § 825.305. The employer must give the employee at least 15 calendar days to provide the certification. If the employee fails to provide complete and sufficient medical certification, his or her FMLA leave request may be denied. 29 C.F.R. § 825.313. Information about the FMLA may be found on the WHD website at www.dol.gov/agencies/whd/fmla.

SECTION I - EMPLOYER

Either the employee or the employer may complete Section I. While use of this form is optional, this form asks the health care provider for the information necessary for a complete and sufficient medical certification, which is set out at 29 C.F.R. § 825.306. You may not ask the employee to provide more information than allowed under the FMLA regulations, 29 C.F.R. §§ 825.306-825.308. Additionally, you may not request a certification for FMLA leave to bond with a healthy newborn child or a child placed for adoption or foster care.

Employers must generally maintain records and documents relating to medical information, medical certifications, recertifications, or medical histories of employees created for FMLA purposes as confidential medical records in separate files/records from the usual personnel files and in accordance with 29 C.F.R. § 1630.14(c)(1), if the Americans with Disabilities Act applies, and in accordance with 29 C.F.R. § 1635.9, if the Genetic Information Nondiscrimination Act applies.

- (1) Employee name: First Middle Last
(2) Employer name: Date: (mm/dd/yyyy) (List date certification requested)
(3) The medical certification must be returned by (mm/dd/yyyy) (Must allow at least 15 calendar days from the date requested, unless it is not feasible despite the employee's diligent, good faith efforts.)
(4) Employee's job title: Job description (is / is not) attached.
Employee's regular work schedule:
Statement of the employee's essential job functions:

(The essential functions of the employee's position are determined with reference to the position the employee held at the time the employee notified the employer of the need for leave or the leave started, whichever is earlier.)

SECTION II - HEALTH CARE PROVIDER

Please provide your contact information, complete all relevant parts of this Section, and sign the form. Your patient has requested leave under the FMLA. The FMLA allows an employer to require that the employee submit a timely, complete, and sufficient medical certification to support a request for FMLA leave due to the serious health condition of the employee. For FMLA purposes, a "serious health condition" means an illness, injury, impairment, or physical or mental condition that involves inpatient care or continuing treatment by a health care provider. For more information about the definitions of a serious health condition under the FMLA, see the chart on page 4.

You may, but are not required to, provide other appropriate medical facts including symptoms, diagnosis, or any regimen of continuing treatment such as the use of specialized equipment. Please note that some state or local laws may not allow disclosure of private medical information about the patient's serious health condition, such as providing the diagnosis and/or course of treatment.

Employee Name: _____

Health Care Provider's name: (Print) _____

Health Care Provider's business address: _____

Type of practice / Medical specialty: _____

Telephone: () _____ Fax: () _____ E-mail: _____

PART A: Medical Information

Limit your response to the medical condition(s) for which the employee is seeking FMLA leave. Your answers should be your **best estimate** based upon your medical knowledge, experience, and examination of the patient. **After completing Part A, complete Part B to provide information about the amount of leave needed.** Note: For FMLA purposes, "incapacity" means the inability to work, attend school, or perform regular daily activities due to the condition, treatment of the condition, or recovery from the condition. Do not provide information about genetic tests, as defined in 29 C.F.R. § 1635.3(f), genetic services, as defined in 29 C.F.R. § 1635.3(e), or the manifestation of disease or disorder in the employee's family members, 29 C.F.R. § 1635.3(b).

(1) State the approximate date the condition started or will start: _____ (mm/dd/yyyy)

(2) Provide your **best estimate** of how long the condition lasted or will last: _____

(3) Check the box(es) for the questions below, as applicable. For all box(es) checked, the amount of leave needed must be provided in Part B.

Inpatient Care: The patient (has been / is expected to be) admitted for an overnight stay in a hospital, hospice, or residential medical care facility on the following date(s): _____

Incapacity plus Treatment: (e.g. outpatient surgery, strep throat)
Due to the condition, the patient (has been / is expected to be) incapacitated for *more than three* consecutive, full calendar days from _____ (mm/dd/yyyy) to _____ (mm/dd/yyyy).

The patient (was / will be) seen on the following date(s): _____

The condition (has / has not) also resulted in a course of continuing treatment under the supervision of a health care provider (e.g. prescription medication (other than over-the-counter) or therapy requiring special equipment)

Pregnancy: The condition is pregnancy. List the expected delivery date: _____ (mm/dd/yyyy).

Chronic Conditions: (e.g. asthma, migraine headaches) Due to the condition, it is medically necessary for the patient to have treatment visits at least twice per year.

Permanent or Long Term Conditions: (e.g. Alzheimer's, terminal stages of cancer) Due to the condition, incapacity is permanent or long term and requires the continuing supervision of a health care provider (even if active treatment is not being provided).

Conditions requiring Multiple Treatments: (e.g. chemotherapy treatments, restorative surgery) Due to the condition, it is medically necessary for the patient to receive multiple treatments.

None of the above: If none of the above condition(s) were checked, (i.e., inpatient care, pregnancy) no additional information is needed. Go to page 4 to sign and date the form.

Employee Name: _____

- (4) If needed, briefly describe other appropriate medical facts related to the condition(s) for which the employee seeks FMLA leave. (e.g., use of nebulizer, dialysis) _____

PART B: Amount of Leave Needed

For the medical condition(s) checked in Part A, complete all that apply. Several questions seek a response as to the frequency or duration of a condition, treatment, etc. Your answer should be your **best estimate** based upon your medical knowledge, experience, and examination of the patient. Be as specific as you can; terms such as "lifetime," "unknown," or "indeterminate" may not be sufficient to determine FMLA coverage.

- (5) Due to the condition, the patient (had / will have) **planned medical treatment(s)** (scheduled medical visits) (e.g. psychotherapy, prenatal appointments) on the following date(s): _____

- (6) Due to the condition, the patient (was / will be) **referred to other health care provider(s)** for evaluation or treatment(s).

State the nature of such treatments: (e.g. cardiologist, physical therapy) _____

Provide your **best estimate** of the beginning date _____ (mm/dd/yyyy) and end date _____ (mm/dd/yyyy) for the treatment(s).

Provide your **best estimate** of the duration of the treatment(s), including any period(s) of recovery (e.g. 3 days/week) _____

- (7) Due to the condition, it is medically necessary for the employee to work a **reduced schedule**.

Provide your **best estimate** of the reduced schedule the employee is able to work. From _____ (mm/dd/yyyy) to _____ (mm/dd/yyyy) the employee is able to work: (e.g., 5 hours/day, up to 25 hours a week)

- (8) Due to the condition, the patient (was / will be) **incapacitated for a continuous period of time**, including any time for treatment(s) and/or recovery.

Provide your **best estimate** of the beginning date _____ (mm/dd/yyyy) and end date _____ (mm/dd/yyyy) for the period of incapacity.

- (9) Due to the condition, it (was / is / will be) medically necessary for the employee to be absent from work on an **intermittent basis** (periodically), including for any episodes of incapacity i.e., episodic flare-ups. Provide your **best estimate** of how often (frequency) and how long (duration) the episodes of incapacity will likely last.

Over the next 6 months, episodes of incapacity are estimated to occur _____ times per (day / week / month) and are likely to last approximately _____ (hours / days) per episode.

Employee Name: _____

PART C: Essential Job Functions

If provided, the information in Section I question #4 may be used to answer this question. If the employer fails to provide a statement of the employee's essential functions or a job description, answer these questions based upon the employee's own description of the essential job functions. An employee who must be absent from work to receive medical treatment(s), such as scheduled medical visits, for a serious health condition is considered to be *not able* to perform the essential job functions of the position during the absence for treatment(s).

(10) Due to the condition, the employee (was not able / is not able / will not be able) to perform *one or more* of the essential job function(s). Identify at least one essential job function the employee is not able to perform:

Signature of Health Care Provider _____ Date _____ (mm/dd/yyyy)

Definitions of a Serious Health Condition (See 29 C.F.R. §§ 825.113-115)
Inpatient Care
<ul style="list-style-type: none">• An overnight stay in a hospital, hospice, or residential medical care facility.• Inpatient care includes any period of incapacity or any subsequent treatment in connection with the overnight stay.
Continuing Treatment by a Health Care Provider (any one or more of the following)
Incapacity Plus Treatment: A period of incapacity of more than three consecutive, full calendar days, and any subsequent treatment or period of incapacity relating to the same condition, that also involves either: <ul style="list-style-type: none">○ Two or more in-person visits to a health care provider for treatment within 30 days of the first day of incapacity unless extenuating circumstances exist. The first visit must be within seven days of the first day of incapacity; or,○ At least one in-person visit to a health care provider for treatment within seven days of the first day of incapacity, which results in a regimen of continuing treatment under the supervision of the health care provider. For example, the health provider might prescribe a course of prescription medication or therapy requiring special equipment.
Pregnancy: Any period of incapacity due to pregnancy or for prenatal care.
Chronic Conditions: Any period of incapacity due to or treatment for a chronic serious health condition, such as diabetes, asthma, migraine headaches. A chronic serious health condition is one which requires visits to a health care provider (or nurse supervised by the provider) at least twice a year and recurs over an extended period of time. A chronic condition may cause episodic rather than a continuing period of incapacity.
Permanent or Long-term Conditions: A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective, but which requires the continuing supervision of a health care provider, such as Alzheimer's disease or the terminal stages of cancer.
Conditions Requiring Multiple Treatments: Restorative surgery after an accident or other injury; or, a condition that would likely result in a period of incapacity of more than three consecutive, full calendar days if the patient did not receive the treatment.

PAPERWORK REDUCTION ACT NOTICE AND PUBLIC BURDEN STATEMENT

If submitted, it is mandatory for employers to retain a copy of this disclosure in their records for three years. 29 U.S.C. § 2616; 29 C.F.R. § 825.500. Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. The Department of Labor estimates that it will take an average of 15 minutes for respondents to complete this collection of information, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have any comments regarding this burden estimate or any other aspect of this collection information, including suggestions for reducing this burden, send them to the Administrator, Wage and Hour Division, U.S. Department of Labor, Room S-3502, 200 Constitution Avenue, N.W., Washington, D.C. 20210.

DO NOT SEND COMPLETED FORM TO THE DEPARTMENT OF LABOR. RETURN TO THE PATIENT.



Elsinboro Township School District

631 Salem-F1, Elfsborg Road

Salem, NJ

(856) 935-3817

Constance McAllister
CSA

Lauren Granate
Business Administrator

EMPLOYEE CONFIRMATION OF REQUEST FOR REASONABLE ACCOMMODATION

Name: _____

Title: _____

Home Address: _____

Phone Number: _____

Email: _____

Date of the request for reasonable accommodation: _____

Accommodation Requested:

Reason for Request:

Signature: _____

Date: _____

Appendix I

Cleaning and Disinfecting of School and School Equipment

Introduction:

The CDC reports that “it may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it ... however, this is not thought to be the main way the virus spreads.”

Philosophy:

ETS will undertake enhanced cleaning of school facilities with a focus on common areas and high-touch locations. Cleaning schedules have been modified according to student cohort schedules.

Academic Areas:

- Classrooms will be deep cleaned daily. Additionally, all horizontal surfaces and high contact points such as door handles, chair arms, etc., will be disinfected at this time.
- High contact points will also be disinfected midday and again in the late afternoon.
- All classrooms will have cleaning supplies available for the cleaning of personal spaces. While custodial staff will clean on a regular basis, faculty and students will clean their personal areas (for example: desk, chair) at the start of class.
- Hand sanitizer will be easily accessible in each classroom, and in common areas.
- The school building will receive a full coverage cleaning from electrostatic sprayers at least biweekly.

Common Areas:

- Common spaces such as bathrooms, lobbies, and halls will be deep cleaned daily. Additionally, all horizontal surfaces and high contact points such as door handles, faucets, light switches, etc. in the common areas will be disinfected as well.
- High contact points will also be disinfected midday and again in the late afternoon

Cleaning Information:

Measures to prevent the transmission of influenza and related respiratory viruses: Practically speaking, flu season is always of particular concern in school environments. The following information was disseminated to remind the district’s custodial and maintenance staff, and to reinforce, the expectations related to the disinfecting practices.

The typical frequency of “high touch” hard surface disinfecting, e.g. door knobs, pencil sharpeners, desktops, etc., is every other day as reflected in the daily custodial task lists. Given the current environment, however, a more aggressive response is required. Effective immediately – and until further notice – these surfaces are to be disinfected **daily**.