

**BOARD OF EDUCATION
CITY OF LONG BRANCH
NEW JERSEY**

MINUTES

AUGUST 6, 2020

The Regular Meeting of the Long Branch Board of Education was held in the Historic High School, 391 Westwood Avenue, Long Branch, New Jersey.

Mr. Covin called the meeting to order at 5:00 P.M.

ROLL CALL

Mr. Covin - President	Dr. Critelli	Ms. McCaskill
Mrs. Youngblood Brown – VP	Mr. Zambrano – call in	Mrs. Peters
Mr. Grant	Rev. Bennett	Mrs. Perez

A-1. STATEMENT OF THE MANNER OF NOTIFICATION OF THE MEETING

Peter E. Genovese III, RSBO, QPA, School Business Administrator/Board Secretary stated adequate notice of the meeting of the Long Branch Board of Education has been provided by a Schedule of Public Meetings published in the Asbury Park Press. Mr. Genovese further stated a Schedule of Public Meetings has been posted in the Board of Education Office and the Office of the City Clerk, Long Branch, New Jersey.

Mr. Genovese made the following announcement: Fire exits are located in the direction indicated. In case of fire, you will be signaled by bell and/or public address system. If so alerted to fire, please move in a calm and orderly fashion to the nearest smoke-free exit.

A-2. OBJECTIONS, IF ANY, TO THE VALIDITY OF THE MEETING

Mr. Genovese stated that the objecting member must give supporting reasons.

B. FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Mr. Covin, Board President, saluted the flag and led the Pledge of Allegiance.

C-1. STATEMENT TO THE PUBLIC

Mr. Covin made the following announcement: Often times it may appear to members of our audience that the Board of Education takes action with very little comment and in many cases by unanimous vote. Before a matter is placed on the agenda at a public meeting, the administration has thoroughly reviewed the matter with the Superintendent of Schools. If the Superintendent of Schools is satisfied that the matter is ready to be presented to the Board of Education, it is then referred to the appropriate Board committee. The members of the Board committee work with the administration and Superintendent to assure that the members fully understand the matter. When the committee is satisfied with the matter, it is presented to the Board of Education for discussion before any final action is taken. Only then is it placed on the agenda for action at a public meeting. All agenda attachments are available for public review. In rare instances, matters are presented to the Board of Education for discussion at the same meeting that final action may be taken.

C-1. **STATEMENT TO THE PUBLIC (continued)**

Time may be allocated for public comment at this meeting. Each speaker may be allotted up to three (3) minutes and one (1) opportunity to address the Board when recognized by the presiding officer. Individuals wishing to address the Board shall be recognized by the presiding officer and shall give their names, addresses and the group, if any, that they represent. Although the Board encourages public participation, it reserves the right, through its presiding officer, to terminate remarks to and/or by any individual not in keeping with the conduct of a proper and efficient meeting. With the exception of those individuals whose names are on the agenda this evening, the Board will not respond to questions during the public participation portion of this meeting involving the employment, appointment, termination of employment, negotiations, terms and conditions of employment, evaluation of the performance of, promotion or disciplining of any specific, prospective or current employee.

C-2. **OPPORTUNITY TO ADDRESS THE BOARD RELATING TO AGENDA ITEMS**

No one addressed the Board.

D. SUPERINTENDENT'S REPORT

A. RE-OPENING PLAN

Dr. Salvatore gave a 1 hour and 45 minute very detailed and comprehensive overview of the re-opening plan. He covered every aspect of the re-opening plan as required by the Department of Education. Many of the challenges discussed centered around the ability for both children and staff to remain socially distanced and wear a mask for the entire time that they are on the school campus. Transportation and Food Service will present additional concerns.

Dr. Salvatore shared with the Board how a student would be attending school currently based on the restrictions: Children would attend a half day on Monday and Tuesday, cohort A; or a half day on Thursday and Friday, cohort B, leaving Wednesday to be a virtual day to allow for cleaning, servicing students and small group instruction. Given the current survey where approximately 50% of parents are not prepared to send their children back under these restrictions, social distancing on school buses may not be that large of a problem. The proposed plan regarding food service which is subject to modification, would devote Wednesday's to give students 10 meals, 5 breakfasts and 5 lunches to carry them through each week that school is in session for as long as necessary and as many sites as required. Additional arrangements would be made for special need students who attend out of district schools as well as our homeless students.

Dr. Salvatore stated the district has purchased several hundred thousand dollars of protective equipment to include table shields for student desks at the Pre-K level and for certain staff members that would interact with children during child study team responsibilities. There is a procedure currently in place to deep clean the entire school with the use of an electrostatic UV EPA spray formula. Additionally the district is working very closely with KCE to have them provide additional wrap around services to children for parents who need to work during these ½ day and remote schedules. This plan will be introduced to parents and staff tomorrow along with a follow-up survey in multiple languages so that parents can choose either the remote learning or the hybrid model. This information will allow our transportation and food service departments as well as the administration to schedule all students for the educational year with an eye towards social distancing that should maximize the safety of both students and staff.

The Board posed several questions in various areas, which Dr. Salvatore answered to their satisfaction.

Dr. Salvatore thanked his cabinet and administrators who worked with him tirelessly on the re-opening plan.

E. **GENERAL ITEMS**

Motion was made by Mrs. Perez, seconded by Ms. McCaskill and carried by roll call vote that the Board approve the following item (E1).

Ayes (9), Nays (0), Absent (0)

1. **APPROVAL TO ADJUST THE 2020 - 2021 SCHOOL CALENDAR**

That the Board approve the adjusted school calendar for the 2020 - 2021 school year as listed on **APPENDIX E-1**.

F. **PERSONNEL ACTION**

Motion was made by Ms. McCaskill, seconded by Mrs. Perez and carried by roll call vote that the Board approve the following items (F1 – F2).

Ayes (9), Nays (0), Absent (0)

1. **RESIGNATION - CONTRACTUAL POSITION**

That the Board accept the resignation of the following individual:

SAMUEL BREWER, Groundsperson, effective August 1, 2020.

2. **RESOLUTION - EMPLOYEE SUSPENSION WITH PAY**

That the Board approve the Resolution to suspend with pay **CHARLES DUKES** as listed on **APPENDIX F-1**.

Motion was made by Mrs. Peters, seconded by Ms. McCaskill and carried by roll call vote that the Board approve the following item (F3).

Ayes (9), Nays (0), Absent (0)

3. **POLICIES AND REGULATIONS - SECOND AND FINAL READING - POLICIES 1648 AND 1649**

The new Policies as listed on the attachment are being presented to the full Board for a second and final reading. - **APPENDIX F-2**.

G. **OPPORTUNITY TO ADDRESS THE BOARD ON NON-AGENDA ITEMS**

No one addressed the Board.

H. **BOARD OF EDUCATION GOAL SETTING**

Mr. Covin asked the Board to review the 16 separate goals that were submitted to him by various Board members. He asked that the Board review them and highlight 3 -5 goals that should be a priority and submit them to him in time for the next Board meeting so that they can be adopted.

Mrs. Youngblood Brown pointed out that several of the goals can be collapsed.

DISCUSSION

The Board also discussed the upcoming Board meetings on August 25, 2020 and August 26, 2020. The consensus of the Board was to cancel the August 25, 2020 meeting and keep the meeting on August 26, 2020 at the Historic High School at 6:00 P.M. with the Finance Committee meeting at 5:00 P.M. This will enable the administration to review Governor Murphy's address on August 25, 2020 and submit the analysis to the Board on Wednesday night.

Mr. Grant thanked Dr. Salvatore for all of the work he put into the re-opening plan.

Rev. Bennett thanked Dr. Salvatore as well and expressed her appreciation for his reaching out to the various groups to get their input.

These sentiments were echoed by the full Board.

I. ADJOURNMENT – 7:14 P.M.

There being no further discussion, motion was made by Mrs. Peters, seconded by Ms. McCaskill and carried by roll call vote that the Board adjourn the meeting at 7:14 P.M.
Ayes (9), Nays (0), Absent (0)

Peter E. Genovese III, RSBO, QPA
School Business Administrator/Board Secretary

RESOLUTION

BOARD OF EDUCATION OF THE CITY OF LONG BRANCH
IN THE COUNTY OF MONMOUTH

BE IT RESOLVED, that the Board of Education of the City of Long Branch, in the County of Monmouth ("Board of Education"), based on the recommendation of the Superintendent of Schools, suspended with pay **CHARLES DUKES, SR**, a High School custodian, effective July 13, 2020 pending the results of an investigation.

Peter E. Genovese III, RSBO, QPA
School Business Administrator/Board Secretary

Ayes: 9
Nays: 0
Absent: 0
Date: August 6, 2020

NEW POLICIES AND REVISED POLICIES - SECOND AND FINAL READING -
POLICIES 1648 AND 1649

- | | |
|--------|---|
| P 1648 | Restart and Recovery Plan (M) (New) |
| P 1649 | Federal Families First Coronavirus (COVID-19) Response
Act (FFCRA) (M) (New) |

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[See POLICY ALERT No. 221]

1648 RESTART AND RECOVERY PLAN

On June 26, 2020, the New Jersey Department of Education (NJDOE) published “The Road Back - Restart and Recovery Plan for Education” (Guidance), a guidance document for reopening New Jersey schools during the COVID-19 pandemic. The Guidance provided school officials with the information necessary to ensure that schools reopen safely and are prepared to accommodate staff and students’ unique needs during these unprecedented times. The NJDOE required school districts in the State to develop, in collaboration with community stakeholders, a “Restart and Recovery Plan” (Plan) to reopen schools that best fits the district’s local needs.

The Guidance requires the Board of Education to adopt certain policies and the Board adopts Policy 1648 to address those policy requirements in the Guidance. Policy 1648 shall only be effective through the current COVID-19 pandemic and will take precedence over any existing Policy on the same or similar subject, unless determined otherwise by the Superintendent.

A. NJDOE Guidance – Key Subject Area 1 – Conditions for Learning

1. Transportation

- a. If the school district is providing transportation services on a district-owned school bus, but is unable to maintain social distancing, a face covering must be worn upon entering the school bus by all students who are able to do so in accordance with A.2.c. below.
 - (1) Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.
- b. The school district shall use best practices for cleaning and disinfecting district-owned school buses and other transportation vehicles in accordance with A.3. below.



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- c. District-employed school bus drivers and aides on district-owned school buses shall practice all safety actions and protocols as indicated for other school staff.
- d. If the school district is using contracted transportation services, the contractor shall ensure all Board of Education safety actions and protocols are followed by the contractor and its employees and/or its agents.

[See Policy Guide 1648 – Appendix C for the protocols/procedures for “Transportation” which is also included in the school district’s Restart and Recovery Plan.]

2. Screening, Personal Protective Equipment (PPE), and Response to Students and Staff Presenting Symptoms

- a. The school district shall screen students and employees upon arrival to a school building or work location for COVID-19 symptoms and a history of exposure.
 - (1) School staff must visually check students and employees for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
 - (2) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - (3) Results must be documented when signs/symptoms of COVID-19 are observed.
 - (4) The screening protocol will take into account students and employees with disabilities and accommodations that may be needed in the screening process for those students and employees.



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- (5) Students and employees with symptoms related to COVID-19 must be safely and respectfully isolated from others.
 - (6) If the school district becomes aware that an individual who has spent time in a school 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.
- b. School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
 - (1) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.
- c. Students are strongly encouraged to wear face coverings 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.
 - (1) Accommodations 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.



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d. Exceptions to the Requirement for Face Coverings

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

[See Policy Guide 1648 – Appendix E for the protocols/procedures for “Screening, PPE, and Response to Students and Staff Presenting Symptoms” which is also included in the school district’s Restart and Recovery Plan.]

3. Facilities Cleaning Practices

- a. The school district must continue to adhere to existing required facilities cleaning practices and procedures and any new specific requirements of the local health department as they arise.
- b. A procedure manual must be developed to establish cleaning and disinfecting schedules for schools and school equipment, targeted areas to be cleaned, and methods and materials to be used.

[See Policy Guide 1648 – Appendix G for the protocols/procedures for – “Facilities Cleaning Practices” which is also included in the school district’s Restart and Recovery Plan.]

4. Wraparound Supports

- a. Mental Health Supports



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The school district's approach to student mental health supports will be affected by the learning environment in place at the beginning of the school year. If in-person instruction is not feasible, the district must find other ways to assess and monitor students' mental health.

[See Policy Guide 1648 – Appendix K for the protocols/procedures for “Academic, Social, and Behavioral Supports” which is also included in the school district's Restart and Recovery Plan.]

5. Contact Tracing

- a. Upon notification that a resident has tested positive for COVID-19, the local health department will call the school district to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least ten minutes.
- b. The school district shall assist the local health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts.
- c. The school district shall ensure adequate information and training is provided to the staff as necessary to enable staff to carry out responsibilities assigned to them.
- d. A staff liaison(s) shall be designated by the Superintendent or designee and shall be responsible for providing notifications and carrying out other components that could help ensure notifications are carried out in a prompt and responsible manner.
- e. School districts shall allow staff, students, and families to self-report symptoms and/or suspected exposure.

[See Policy Guide 1648 – Appendix F for the protocols/procedures for “Contact Tracing” which is also included in the school district's Restart and Recovery Plan.]



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B. NJDOE Guidance – Key Subject Area 2 – Leadership and Planning

1. Scheduling

- a. The school district's Plan must account for resuming in-person instruction and shall provide steps to shift back to virtual learning models if circumstances change and in-person instruction guidelines can no longer be followed.
- b. The school district's Plan accommodates opportunities for both synchronous and asynchronous instruction, while ensuring requirements for a 180-day school year are met.
- c. The school district recognizes special populations will require unique considerations to ensure the continuity of learning as well as the health and safety of students and staff within the least restrictive environment.

(1) Special Education and English Language Learners (ELL)

- (a) The school district shall provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats in accordance with this Policy.
- (b) The school district shall continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

[See Policy Guide 1648 – Appendix N for the protocols/procedures for “Scheduling of Students” which is also included in the school district's Restart and Recovery Plan.]



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2. Staffing

- a. The school district shall comply with all applicable employment laws when making staffing and scheduling requirements, including, but not limited to, the Americans Disabilities Act (ADA), the Health Insurance Portability and Accountability Act (HIPPA), and all applicable State laws.
- b. As the school district adjusts schedules, teaching staff members must maintain quality instruction for students pursuant to the minimum requirements set forth in NJDOE regulation.

[See Policy Guide 1648 – Appendix O for the protocols/procedures for “Staffing” which is also included in the school district’s Restart and Recovery Plan.]

C. NJDOE Guidance – Key Subject Area 3 – Policy and Funding

1. School Funding

a. Purchasing

The school district may likely need to purchase items not needed in the past and may experience increased demand for previously purchased goods and services to implement the Plan. The school district shall continue to comply with the provisions of the “Public School Contracts Law”, N.J.S.A. 18A:18A-1 et seq.

b. Use of Reserve Accounts, Transfers, and Cashflow

The school district shall apply for the approval from the Commissioner of Education, prior to performing certain budget actions, such as withdrawing from the emergency reserve account or making transfers that cumulatively exceed ten percent of the amount originally budgeted.



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c. Costs and Contracting

The school district shall follow all New Jersey State laws and regulations applicable to local school districts for purchasing when procuring devices and connectivity or any technology related item.

D. NJDOE Guidance – Key Subject Area 4 – Continuity of Learning

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

- a. The school district shall continue to meet their obligations to students with disabilities to the greatest extent possible.

2. Professional Learning

- a. The school district shall prepare and support teaching staff members in meeting the social, emotional, health, and academic needs of all students throughout the implementation of the Plan.

(1) Professional Learning

- (a) The school district shall grow each teaching staff member's professional capacity to deliver developmentally appropriate standards-based instruction remotely.

(2) Mentoring and Induction

- (a) The school district shall ensure:
- (i) All novice provisional teachers new to the district be provided induction;
 - (ii) One-to-one mentoring is provided to novice provisional teachers by qualified mentors;



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- (iii) Mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment;
- (iv) Mentoring is provided in both hybrid and fully remote learning environments and that mentors and provisional teachers will agree upon scheduling, structure, and communication strategies they will use to maintain the mentoring experience; and
- (v) The use of online collaborative tools for school staff to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

(3) Evaluation

- (a) The school district has considered the requirements and best practices with provisional status teachers, nontenured educators, and those on Corrective Action Plans (including extra observations, extra observers, assuring more frequent feedback and face-to-face).

3. Career and Technical Education (CTE)

- a. The school district shall implement innovative learning models for new learning environments regarding CTE.
- b. Quality CTE Programs

The school district shall ensure students have access to appropriate industry-recognized, high-value credentials.



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c. Work-Based Learning

The school district will ensure students are provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person.

New Jersey Department of Education “The Road Back – Restart and Recovery Plan for Education”

Adopted:



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Appendices

The school district must attach Appendices C, E, F, G, K, N, and O from the district's Restart and Recovery Plan here as required by this Policy 1648.



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Appendix C

Critical Area of Operation #3 – Transportation

The Long Branch Public Schools will include in Appendix C the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.c., including, but not limited to:

- **Student Transportation**

The Long Branch Public Schools are committed to maintaining social distancing practices whenever possible on buses. All students should have their temperature taken at home to ensure no fever prior to leaving the house. Students will be required to wear a facemask upon entering and during transportation to and from school and all events. Additionally students will be encouraged not to engage in direct contact with other students and whenever possible stay six (6) feet from other students and staff while entering and exiting the bus. The Long Branch Public Schools have required all bus companies to adopt best practices for cleaning and disinfecting all vehicles used to transport students. All district owned busses will be sanitized with an EPA approved solution after each route.

- **Social Distancing on School Buses:**

When social distancing is not possible to achieve on school buses all the minimum standards shall apply:

- Face masks will be required at all times.
- Student use of cell phones is prohibited while on the school bus.
- Students will board and disembark school buses based on the first-in, last out method. Students will be seated beginning at the back-most available rows. Students will disembark the school bus beginning with the front-most rows.

- **School Bus Ventilation**

- Windows will remain open weather permitting

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Appendix E

Critical Area of Operation #5 - Screening, PPE, and Response to Students and Staff Presenting Symptoms

The Long Branch Public Schools will include in Appendix E the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan - Section A.1.e., including, but not limited to:

Screening Procedures for Students and Staff

If sick and/or symptomatic:

- Stay home for at least 72 hours
- Seek medical attention

If sick or is symptomatic during work hours (probable case):

- The school restart team shall establish an isolation area.
- The isolation space shall be safely and respectfully distant from others.
- If a staff member presents a temperature of **100.4 or greater they must be sent home immediately.**
- Follow current CDC guidelines shall be followed
- Document and monitor symptoms and stages of illness

Protocols for Symptomatic Students and Staff

Students

- Students are excluded from school with a temperature of **100.4 or greater**. Students may return to school after **24 hours if fever free without medication and NO other symptoms.**
- Students who have a temperature of **100.4 and any of the following COVID symptoms (see below) are excluded for a minimum of 72 hours. A doctor's note upon return to school is recommended.**
- It is the Parents'/Guardians' responsibility to ensure their child is healthy to attend school. Parents/Guardians are required to sign a district form verifying that their child
- Parents/Guardians shall monitor their child's temperature prior to boarding the school bus each day.
 - If the child's temperature is **100.4 or greater**, the child must be kept home.

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- At no time shall a child who is unwell or showing signs of illness be sent to school.
- If the Parent/Guardian responds “yes” to any of the following questions, the child shall not be sent to school:
 - Have you had flu-like symptoms (fever, shortness of breath, cough)?
 - Has anyone that you live with had flu-like symptoms or tested positive for Covid-19 to your knowledge?
 - Have you taken any fever reducing medications in the past 24 hours (Tylenol, Advil, Motrin, etc.)?

Staff

- Staff members are excluded from school with a temperature of **100.4 or greater**. Staff may return to school after **24 hours** if they only had a fever and no other symptoms. They must be fever free without medication and NO other symptoms.
- Staff members who have a temperature of **100.4** and any of the following **COVID symptoms (see below)** are excluded for a minimum of 72 hours. A doctor’s note upon return to school is recommended.

A letter will be sent home with students advising parents/guardians of COVID-19 symptoms, contacting their primary care provider and care at home instructions. Information will be universal among all Schools.

Symptoms

- May appear 2-14 days after exposure
- Symptoms may include per CDC:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea

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CORONAVIRUS SYMPTOM CHECKLIST

Do you have any of the symptoms listed below? Does your child have any symptoms listed below?	YES	NO
Fever - 100.4 or higher		
If you answered YES: Stay home until fever free without the use of medications for 24 hours and monitor for symptoms. Contact your physician if needed.		
Do you have a fever with any of the symptoms listed below? Does your child have a fever with any of the symptoms below?		
Cough or shortness of breath or difficulty breathing?		
Other symptoms such as: muscle ache, fatigue, headache, sore throat, runny nose, congestion, vomiting, diarrhea, loss of appetite, drowsiness, or new loss of smell/taste?		
Have you traveled in the last 14 days to an area on the current travel advisory list?		
Have you had close contact (6 feet or less) with a person who has had a cough and/fever AND has travelled to a restricted area?		
Have you been in contact with someone with a confirmed or presumed case of COVID-19?		

Personal Protective Equipment (PPE)

- Will be provided with district-issued face coverings. Additional disposable face coverings will be available in the case that a face covering becomes contaminated
- Will be issued a face shield in addition to the face covering to be utilized in situations where social distancing cannot be maintained and/or the possibility of contact with bodily fluids. Face shields can be cleaned and disinfected daily by the person utilizing the face shield. Sharing face shields is not permitted.
- Gloves will be provided and should be worn according to normal protocols such as medical screening and toileting.

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Protocols for Face Coverings

- Staff and visitors will be required to wear masks **at all times** when students are present.
- Students shall wear masks at all times. ***If a students' IEP/504 indicates that a face covering is not to be worn due to a disabling or medical condition, the student will be provided with accommodations.***

Isolation Room

- Each school will have a dedicated isolation room to be used in the event a student or staff member needs to be temporarily quarantined for additional medical screening.
- If adequate space is not possible in certain cases a barrier may be used. If a barrier is warranted, (dependent upon the size of the room), a curtain could be hung from the ceiling to provide privacy.

Response to confirmed Covid-19 cases:

Conclusion of investigation	During the investigation	Post investigation: <i>These timelines are subject to change as new guidance is provided.</i>
One confirmed case	Close classroom, transition to remote learning for impacted cohort	Students and staff in close contact, as determined by the City health department, must self quarantine for 14 days.
At least 2 cases linked together in school, different classrooms	Close classrooms and impacted offices, transition all in contact to remote learning	Students and staff in close contact, as determined by the City health department, must self quarantine for 14 days
More than 2 cases linked together in school; DIFFERENT CLASSROOMS	Close impacted wing/area transition impacted students and staff to remote learning	Classroom of each case remain closed and quarantined, additional school members are quarantined based on where the exposure was in the school
More than 2 cases linked together by circumstances outside of school;	Close respective areas and transition impacted students and staff to remote learning	Classroom of each case remain closed and quarantined, additional

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DIFFERENT SETTING SOURCE		school members are quarantined based on where the exposure was in the school investigation, classrooms remain closed for 14 days
More than 2 cases not linked but exposure confirmed for each outside of school setting	Close impacted areas and transition to remote learning	Classroom/wing of each case remain closed and quarantined, additional school members are quarantined based on where the exposure was in the school
Multiple cases identified unable to be determined through tracing.	Close school entire building and transition to remote learning	Remote learning for all students

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Appendix F

Critical Area of Operation #6 - Contact Tracing

The Long Branch Public Schools developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.f.

- **Contract Tracing**
 - Procedures will be set up to coordinate with local health officials to exchange information regarding COVID-19
 - CrisisGo has implemented a new feature that will assist with student and staff whereabouts during each school day. We will use this feature to aid in this process.
 - <https://www.cdc.gov/coronavirus/2019-ncov/php/open-america/contact-tracing-re-sources.html>
 - Our student information system, Genesis, will be used to identify family members in other schools and this information will be shared with the local health official.
 - The school nurses, as liaisons to the school Pandemic Response team, will communicate with the district head nurse and Asst. Superintendent for PPS to provide information as needed.

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

The Long Branch Public Schools developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.g.

Facility Cleaning Practices :

- The Long Branch Public Schools have been continually maintaining a deep cleaning concept for the district since the onset of the virus, to include sanitizing, disinfecting, and using an ultraviolet process to insure our staff and children are safe.
- Custodial staff will continue to maintain all facilities to their highest levels to help prevent the spread of the virus, additionally any area that is being used during the school day will get additional resources applied to the areas.
- Medical grade cleaner will be used to disinfect all areas of the school after working hours.
- The district has purchased an additional 39 electrostatic sprayers that will follow a 10 minute dwell time for all areas to be disinfected.
- Training will be provided for use of hydrogen peroxide as a cleaning solution in heavy touch areas.
- Training to the custodial staff will be provided on use of electrostatic sprayers.
- Training will be trained on the chemicals they are using and techniques to ensure cleanliness.
- Hand sanitizer has been purchased.
- Bathrooms and high touch areas will be cleaned routinely.
- We will continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise. We have developed a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects, and sanitize bathrooms daily and between use as much as possible.

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Appendix K

Academic, Social, and Behavioral Supports

The Long Branch Public Schools will include in Appendix K supplemental materials, evidence, and further explanations of the elements listed in the Academic, Social, and Behavioral Supports section in the Board's Plan – Section A.2.a. through A.2.e.

a. Social Emotional Learning (SEL) and School Culture and Climate

SEL will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning.

SEL and Wellness for Staff

Project AWARE (*Assistance for Wellness and Resilience in Education*)

Honest self-reflection and meaningful conversations have the power to change lives and build communities. We are all now focused on restoring our lives personally and professionally. **Wellness Circles** will provide opportunities to experience both.

- small groups to provide social and emotional and trauma-informed supports to all staff
- Summer topics:
 - Self-awareness and care
 - Bridging Back to the Field
 - Bridging Back to the Students
- Session to continue through the school year

Multi-Tiered Systems of Support (MTSS)

MTSS is a systematic approach to prevention, intervention, and enrichment in grades Pre-K through twelve for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support.

Instructional supports

Adhering to the guidelines of the NJTSS students are identified by academic data and referral for additional tiered support and interventions. Students' growth is continuously monitored and plans revised to provide the best interventions and support for the student.

Behavioral interventions and supports

- Behavioral instruction is provided to all student in all settings and consists of district and school expectations, rules and procedures
- Students exhibit behavioral and/or social concerns and receive interventions.

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- PIRT and I&RS teams include a BCBA consultant and CST members
- Screening measure are in place it identify students
- Behavioral interventions plans are developed and monitored

b. Wraparound Supports

Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment.

☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

The Long Branch Public School District will continue to provide wraparound supports to families. The district has a range of supports through partnerships with diverse organizations that help to meet the needs of the school community. Supports include but are not limited to mental health assistance, social emotional supports, housing, and financial assistance.

c. Food Service and Distribution

School meals are critical to student health and well-being, especially for low-income students. The NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of students during all phases of school reopening.

☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

- The Long Branch Board of Education is committed to serving nutritious meals to all children regardless of their financial status.
- Box (Grab and Go) meals will be provided for all children who want them either at school or available for home.
- Service in school will depend on the ability to serve children under reduced restrictions when masks are no longer required..
- All children eligible for meals will pick up 10 meals (five breakfasts and five lunches) through a drive through location or through meals sent home on/delivered every Wednesday.

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- Meals for the first week of school will be distributed on Thursday and Friday.

d. Quality Child Care

Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families who otherwise would not utilize child care will now require it.

☐ Not Being Utilized

☒ Being Developed by School Officials

☐ Currently Being Utilized

Working with the district contracted provider, childcare will be offered to all families following the guidelines below:

- Each certified site will be used to keep students socially distant while in extended care.
- On Wednesday's all hybrid students (PK-5) registered with KCE will be eligible for whole day childcare at a rate designated by the contracted provider. Only one building will be utilized for childcare on this day.
- All district protocols and procedures as outlined in this plan in Appendices A,B,D,E are to be strictly enforced by the contracted childcare provider.

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Appendix N

Scheduling of Students

The Long Branch Public Schools will include in Appendix N the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.3., including, but not limited to:

- a. School Day
- b. Educational Program

Beginning in September, the Long Branch School District will operate using a hybrid model for instruction. The district will survey parents and based on responses, students will be divided evenly into two cohorts (A,B). This will allow for schools to be at 50% capacity two days a week, Monday and Tuesday, for Cohort A and 50% capacity two days a week, Thursday and Friday for Cohort B. Wednesday all students will operate on a full remote schedule. The hybrid model is outlined below.

For this section:

LIVE Instruction denotes online session with an educator (not videotaped)

Asynchronous Learning denotes independent learning that the child is to conduct on their own.

Early Childhood: Cohort A

Day	Time	Instructional Activities
Monday Tuesday	9:20 - 1:15	Cohort A: In Person Instruction (<i>students attend sessions in the school building</i>)
Day	Time	Instructional Activities
Wednesday Thursday Friday	9:20 - 9:35	LIVE Instruction: Whole Group Morning Activities
	9:35 - 9:50	LIVE Instruction: Whole Group Mathematics Activities
	10:00 - 10:30	LIVE Instruction: Mathematics (Small Group, targeted instruction)
	10:30 - 11:00	Break/Free Play
	11:00 - 11:15	LIVE Instruction: Whole Group Literacy Activities
	11:25 - 11:55	LIVE Instruction: Language Arts Literacy & Graphics Practice (Small group, targeted instruction)

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	12:00 - 12:30	Break/Free Play
	12:30 - 1:00	Asynchronous Learning
	1:00 - 1:15	OPTIONAL LIVE Instruction: SEL Activities

Early Childhood: Cohort B: 50% capacity

Day	Time	Instructional Activities
Monday Tuesday Wednesday	9:20 - 9:35	LIVE Instruction: Whole Group Morning Activities
	9:35 - 9:50	LIVE Instruction: Whole Group Mathematics Activities
	10:00 - 10:30	LIVE Instruction: Mathematics (Small Group, targeted instruction)
	10:30 - 11:00	Break/Free Play
	11:00 - 11:15	LIVE Instruction: Whole Group Literacy Activities
	11:25 - 11:55	LIVE Instruction: Language Arts Literacy & Graphics Practice (Small group, targeted instruction)
	12:00 - 12:30	Break/Free Play
	12:30 - 1:00	Asynchronous Learning
	1:00 - 1:15	OPTIONAL LIVE Instruction: SEL Activities
Day	Time	Instructional Activities
Thursday Friday	9:20 - 1:15	Cohort B: In Person Instruction (<i>students attend sessions in the school building</i>)

Kindergarten - 2: Cohort A (50% capacity)

Day	Time	Instructional Activities
Monday Tuesday	8:45 - 12:40	Cohort A: In Person Instruction (<i>students attend sessions in the school building</i>)
Day	Time	Instructional Activities
Wednesday	8:45 - 9:00	LIVE Instruction: Whole Group Morning Activities

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Thursday Friday	9:00 - 9:20	LIVE Instruction: Whole Group English Language Arts Literacy
	9:30 - 10:20	LIVE Instruction: English Language Arts (Small group, targeted instruction)
	10:20 - 10:40	Break/Free Play
	10:40 - 11:00	LIVE Instruction: Whole Group Mathematics Activities
	11:10 - 12:00	LIVE Instruction: Mathematics (Small group, targeted instruction)
	12:00 - 12:20	Asynchronous Learning
	12:20 - 12:40	OPTIONAL LIVE Instruction: SEL Activities

Cohort B (50% capacity)

Day	Time	Instructional Activities
Monday Tuesday Wednesday	8:45 - 9:00	LIVE Instruction: Whole Group Morning Activities
	9:00 - 9:20	LIVE Instruction: Whole Group English Language Arts Literacy
	9:30 - 10:20	LIVE Instruction: English Language Arts (Small group, targeted instruction)
	10:20 - 10:40	Break/Free Play
	10:40 - 11:00	LIVE Instruction: Whole Group Mathematics Activities
	11:10 - 12:00	LIVE Instruction: Mathematics (Small group, targeted instruction)
	12:00 - 12:20	Asynchronous Learning
	12:20 - 12:40	OPTIONAL LIVE Instruction: SEL Activities
Day	Time	Instructional Activities
Thursday Friday	8:45 - 12:40	Cohort B: In Person Instruction (<i>students attend sessions in the school building</i>)

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Grades 3 - 5: Cohort A (50% capacity)

This is a sample schedule, actual times may differ according to student grade level.

Day	Time	Instructional Activities
Monday Tuesday	7:50 - 12:30	Cohort A: In Person Instruction (<i>students attend sessions in the school building</i>)
Day	Time	Instructional Activities
Wednesday Thursday Friday	7:50 - 8:40	LIVE Instruction: Whole Group Mathematics Activities
	8:50 - 9:40	*LIVE Instruction: Mathematics (Small group, targeted instruction) & Asynchronous Learning (Standards-based targeted independent instructional activities)
	9:45 - 10:20	Specials
	10:20 - 10:40	Break
	10:40 - 11:30	LIVE Instruction: Whole Group English Language Arts Activities
	11:40 - 12:30	*LIVE Instruction: English Language Arts (Small group, targeted instruction) & Asynchronous Learning (Standards-based targeted independent instructional activities)

Cohort B (50% capacity)

Day	Time	Instructional Activities
Wednesday Thursday Friday	7:50 - 8:40	LIVE Instruction: Whole Group Mathematics Activities
	8:50 - 9:40	*LIVE Instruction: Mathematics (Small group, targeted instruction) & Asynchronous Learning (Standards-based targeted independent instructional activities)
	9:45 - 10:20	Specials
	10:20 - 10:40	Break
	10:40 - 11:30	LIVE Instruction: Whole Group English Language Arts Activities
	11:40 - 12:30	*LIVE Instruction: English Language Arts (Small group, targeted instruction) & Asynchronous Learning (Standards-based targeted independent instructional activities)

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		independent instructional activities)
Day	Time	Instructional Activities
Thursday Friday	7:50 - 12:30	Cohort B: In Person Instruction (<i>students attend sessions in the school building</i>)

Grades 6 - 8: Cohort A (50% capacity)

*This is a sample student schedule, actual courses will differ according to student grade level.
Time allotted for lunch periods in student schedules will be an Enrichment/Encore period.*

Time	Monday	Tuesday	Wednesday (All Periods, Abbreviated Time)	Thursday Day 1	Friday Day 2
8:00 - 1:04	Cohort A: In Person Instruction (<i>students attend sessions in the school building</i>)		Period 1	Period 1	Period 5
			Period 2		
			Period 3	Period 2	Period 6
			Period 4		
			Period 5	Period 3	Period 7
			Period 6		
			Period 7	Period 4	Period 8
			Period 8		

Cohort B (50% capacity)

Time	Monday Day 1	Tuesday Day 2	Wednesday (All Periods, Abbreviated Time)	Thursday	Friday
8:00 - 1:04	Period 1	Period 5	Period 1	Cohort B: In Person Instruction (<i>students attend sessions in the school building</i>)	
			Period 2		
	Period 2	Period 6	Period 3		

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			Period 4	
	Period 3	Period 7	Period 5	
			Period 6	
	Period 4	Period 8	Period 7	
			Period 8	

Grades 9-12: Cohort A (50% capacity)

This is a sample student schedule, actual courses will differ according to student grade level and course selection. Time allotted for lunch periods in student schedules will be an Independent Study/Enrichment/Encore period.

Time	Monday	Tuesday	Wednesday (All Periods, Abbreviated Time)	Thursday Day 1	Friday Day 2
7:30 - 12:00	Cohort A: Face-to-Face Instruction		Period 1	Period 1	Period 5
			Period 2		
			Period 3	Period 2	Period 6
			Period 4		
			Period 5	Period 3	Period 7
			Period 6		
			Period 7	Period 4	Period 8
			Period 8		

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Cohort B (50% capacity)

Time	Monday Day 1	Tuesday Day 2	Wednesday (All Periods, Abbreviated Time)	Thursday	Friday
7:30 - 12:00	Period 1	Period 5	Period 1	Cohort B: In Person Instruction (<i>students attend sessions in the school building</i>)	
			Period 2		
	Period 2	Period 6	Period 3		
			Period 4		
	Period 3	Period 7	Period 5		
			Period 6		
	Period 4	Period 8	Period 7		
			Period 8		

Distance Learning Experience: For Parents Selecting the Option of a Full-time Remote Learning Experience

In accordance with The Road Back Restart and Recovery Plan for Education released July 24, 2020, a full remote option will be available to district families who follow the guidelines set forth. The following procedures have been established:

1. District families will submit a survey to the district in writing by August 15, 2020 their decision.
2. Acknowledgement of remote learning will be sent to families along with a district issued waiver informing parents that they must commit to a full marking period.
3. Prior to the start of school, parents will be provided with all necessary information and materials for remote learning.

School Day & Educational Program

In grades pre-kindergarten through twelve, the school day will consist of 240 minutes (4 hours) of daily synchronous and asynchronous learning. Following best practice and research from the American Academy of Pediatrics, screen time has been limited and the remote learning experience will consist of online instruction as well as innovative hands-on activities.

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For this section:

LIVE Instruction denotes online sessions with an educator (not videotaped).

Asynchronous Learning denotes independent learning that the child is to conduct on their own.

Early Childhood (preschool)

Time	Instructional Activities
9:20 - 9:35	LIVE Instruction: Whole Group Morning Activities
9:35 - 9:50	LIVE Instruction: Whole Group Mathematics Activities
10:00 - 10:30	LIVE Instruction: Mathematics (Small Group, targeted instruction)
10:30 - 11:00	Break/Free Play
11:00 - 11:15	LIVE Instruction: Whole Group Literacy Activities
11:25 - 11:55	LIVE Instruction: Language Arts Literacy & Graphics Practice (Small group, targeted instruction)
12:00 - 12:30	Break/Free Play
12:30 - 1:00	Asynchronous Learning
1:00 - 1:15	OPTIONAL LIVE Instruction: SEL Activities

Total Screen Time: 95 minutes

Kindergarten - Grade 2

Time	Instructional Activities
8:45 - 9:00	LIVE Instruction: Whole Group Morning Activities
9:00 - 9:20	LIVE Instruction: Whole Group English Language Arts Literacy
9:30 - 10:20	LIVE Instruction: English Language Arts (Small group, targeted instruction)
10:20 - 10:40	Break/Free Play
10:40 - 11:00	LIVE Instruction: Whole Group Mathematics Activities
11:10 - 12:00	LIVE Instruction: Mathematics (Small group, targeted instruction)

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12:00 - 12:20	Asynchronous Learning
12:20 - 12:40	OPTIONAL LIVE Instruction: SEL Activities

Total Screen Time: 115 minutes

Grades 3 - 5

Time	Instructional Activities
7:50 - 8:40	LIVE Instruction: Whole Group Mathematics Activities
8:50 - 9:40	*LIVE Instruction: Mathematics (Small group, targeted instruction) & Asynchronous Learning (Standards-based targeted independent instructional activities)
9:45 - 10:20	Specials
10:20 - 10:40	Break
10:40 - 11:30	LIVE Instruction: Whole Group English Language Arts Activities
11:40 - 12:30	*LIVE Instruction: English Language Arts (Small group, targeted instruction) & Asynchronous Learning (Standards-based targeted independent instructional activities)

Total Screen Time: 175 minutes

Grades 6 - 8

This is a sample student schedule, actual courses will differ according to student grade level.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 10:00	Period 1	Period 3	Period 1	Period 1	Period 6
			Period 2		
			Period 3		
10:00 - 12:00	Period 2	Period 4	Period 4	Period 2	Period 4
			Period 5		
		Period 5	Period 6		Period 5

Total Screen Time: 200

Grades 9-12

This is a sample student schedule, actual courses will differ according to student grade level and course selection.

Two hour periods include synchronous and asynchronous learning.

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Time	Monday Period 1 & 2	Tuesday Period 3 & 4	Wednesday	Thursday 5 & 6	Friday 7 & 8
7:30-9:30	Period 1	Period 3	Period 1	Period 5	Period 7
			Period 2		
			Period 3		
			Period 4		
			Period 5		
9:30 - 11:30	Period 2	Period 4	Period 6	Period 6	Period 8
			Period 7		
			Period 8		
11:30 12:00	Daily Asynchronous learning				

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Appendix O

Staffing

The Long Branch Public Schools will include in Appendix O the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Sections B.4., B.5., and B.6.

Staffing

Long Branch Public Schools will continue to maintain open communication with the LBSEA, LBFT, LBPDA and LBSCA to clearly communicate the expectations and support for staff and students. The Long Branch Public School Reopening Plan considers the unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns. Staff roles have been expanded to accommodate new health and safety regulations. Long Branch Public Schools has developed a plan to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules may also include designated time to support school building logistics required to maintain health and safety requirements.

Certification

- **Educator Preparation Programs and Certification**
 - **CE Guidance**-Candidates seeking initial teaching certificate(s) that require the passage of test(s) of basic skills and subject matter knowledge may be eligible for the Temporary Certificate of Eligibility (Temporary CE), allowing them to work in New Jersey public schools until **July 31, 2021**, by which time they must have taken and passed the required test(s) for the certificate sought to continue employment.
 - **Temporary CE Requirements**-To be issued a Temporary CE, candidates must meet all requirements for the Certificate of Eligibility for subject area endorsement sought, other than the subject matter knowledge and basic skills test(s), at the time of application
 - Hold a bachelor's degree.
 - Pass the Physiology and Hygiene Exam.
 - Demonstrate required overall cumulative Grade Point Average.
 - Demonstrate required number of appropriate content course credits for the endorsement sought. Endorsement areas are listed on the Certification and Induction webpage.
 - Pay the \$190.00 application fee.

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- **Temporary Provisional Certification Requirements-**A candidate who was issued a Temporary CE must be issued a Temporary Provisional Certificate within 60 days of beginning work as a teacher at a New Jersey School
 - Hold a Temporary CE.
 - Enroll in or demonstrate completion of a preparation program.
 - Complete 50 hours of preservice as per educator preparation program requirements.
 - Attain an offer of employment at a New Jersey school.
 - District will enroll candidates into the provisional teacher process in the Provisional Licensure Registration Management System (PLRMS).
- Temporary CE candidates who do not pass the assessments and apply for certification before July 31, 2021 when their certification expires must start the certification process over and seek a regular CE. Candidates must pay for the new CE if they do not convert before July 31, 2021. Candidates can complete their preparation program at the discretion of the program.
- Regulations
- **Performance Assessment Requirements For Certification**
 - **edTPA Flexibilities**
 - **Applying for CEAS or CE provisional teachers applying for a standard certification-**will be granted a waiver of the performance assessment requirement for a CEAS, if they meet all other requirements. The NJDOE is providing temporary flexibility for approved educator preparation programs to, in lieu of the performance assessment, recommend candidates for a CEAS/standard certification after verifying their preparedness to teach.
 - Regulatory References

Mentoring

The LBPS mentoring program will provide nontenured teachers with an induction to the teaching profession and to the school district community through differentiated support based on the teachers' individual needs. As part of the induction, nontenured *novice* provisional teachers who hold a Certificate of Eligibility (CE) or Certificate of Eligibility with Advanced Standing (CEAS) will receive one-to-one mentoring. Mentors will employ various methods to continue to support their novice provisional teachers through this period. LBPS will conduct a three (3) day orientation for all new staff and their mentors at the end of August.

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Requirement Reminders

- Novice provisional teachers will receive the equivalent of at least 30 total weeks of mentoring.
- CE holders will receive at least eight weeks of one-to-one meetings with their mentors virtually/in person .
- CEAS holders must receive at least four weeks of one-to-one meetings with their mentors virtually/in person.
- mentoring observations should remain confidential and non-evaluative
- Long Branch Public Schools Mentoring Manual

Flexibilities

- A school district may count mentoring provided during the State's mandated closure of schools to students towards the 30-week minimum required under J.A.C. 6A:9C-5.1.
- Based on the novice teacher's level of preparedness and the degree of support provided during closure, districts may determine that when schools re-open, some mentees will need mentoring beyond the minimum requirement.

Educator Evaluations

- **Tenured-** All tenured teachers, principals, APs, VPs and other certificated staff in good standing (defined as those whose previous year's rating was Highly Effective or Effective) will be marked Not Evaluated (NE) for their summative rating, for local and state reporting purposes.
- **Provisional/Nontenured-** Educators working under a provisional certification must receive a summative rating. The summative rating must be kept locally and entered into the Provisional Licensure Registration Management System (PLRMS). Educators with a provisional certification will earn a summative rating based on those observations completed by the date of each school district's March 2020 closure and scored using the appropriate educator practice instrument. No measures of student achievement will be included in the summative rating. There must be a minimum of two observations. Educators with a provisional certification must receive a summary conference. This conference should be conducted remotely via a video conference if possible
- **CAP-**Chief School Administrators have the discretion to produce a summative rating for an educator currently on a CAP who had been progressing towards an Effective or Highly Effective rating (as shown by observation scores issued up to this point in the year) and who will be moved back into good standing by the issuance of a summative rating. All other educators on a CAP will receive a Not Evaluated (NE) rating for the 2019-2020 school year. Coaching should continue via telephone or video communication.

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The current CAP will be in place for the start of the 2020-2021 school year. At the start of SY 2020-2021, the educator and supervisor should collaboratively review the CAP and amend it to reflect the educator's assignment and context.

Educators Roles Related to School Technology Needs

- In order to provide ongoing support to students, teachers, and families there will be technology point person:
 - Students contact Teacher
 - Teachers contact your building TDLA
 - Families contact Teacher
 - Long Branch Public Schools Chain of Command

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Appendix Q

Unconditional Eligibility for Full-time Remote Learning:

All students are eligible for full-time remote learning; eligibility cannot be conditioned on a family/guardian demonstrating a risk of illness or other selective criteria. This includes students with disabilities who attend in-district schools or 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).

1. Procedures for Submitting Full-time Remote Learning Requests:

In order to request for full-time remote learning experience, LBPS will post and send to all families a form. The request will be to begin the school year receiving full-time remote learning and to transition from in-person or hybrid services to full-time remote learning during the school year. Procedures should meet the following guidelines:

- i. Clearly define deadlines for submitting a request and the expected timeline for approving requests.
- ii. Identify points of contact for questions and concerns;
- iii. Clearly describe information or documentation that the family/guardian must submit with their request. In accordance with #1 above, such 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.
- iv. For students with disabilities, LBPS will determine if an IEP meeting or an amendment to a student's IEP is needed for full time remote learning.

Upon satisfaction of these minimum procedures, LBPS will approve the student's full time remote learning request.

2. Scope and Expectations of Full-time Remote Learning:

A student participating in the board's full time remote learning option must 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).

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This includes, for example, access to standards-based instruction of the same quality and rigor as that afforded all other students of LBPS, the district making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.

Like in-person and hybrid programs, full-time remote learning must adhere to length of school day requirements pursuant N.J.A.C. 6A:32-8.3, local attendance policies, and any other local policies governing delivery of services to, and district expectations of, students participating in remote programs and their families.

For families/guardians requesting that a service transition from in-person or hybrid delivery to full-time remote delivery, LBPS will clearly define any additional services, procedures, or expectations that will occur during the transition period. Districts should 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.

3. Procedures to Transition from Fulltime Remote Learning to In-Person Services:

- i. Definition of the minimum amount of time a student must spend in full-time remote learning before being eligible to transition to in-person services. 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.
- ii. 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, point of contact for questions and concerns, and information or documentation that must accompany a request.
- iii. 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.

4. Reporting:

To evaluate fulltime remote learning, and to continue providing meaningful guidance for districts, it will be important for the NJDOE to understand the extent and nature of demand for full-time remote learning around the State. Therefore, school districts will be expected to report to the NJDOE data regarding participation in full-time remote learning.

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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.

5. Procedures for Communicating District Policy with Families:

Clear and frequent communication with families/guardians, in their home language, to help ensure that this important flexibility is as readily accessible as possible. Communication must include, at a minimum, information regarding:

- i. Summaries of, and opportunities to review, the district's full-time remote learning policy
- ii. Procedures for submitting full-time remote learning requests;
- iii. Scope and expectations of full-time remote learning;
- iv. The transition from full-time remote learning to in-person services and vice-versa; and
- v. The district's procedures for ongoing communication with families and for addressing families' questions or concerns.

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Federal Families First Coronavirus
(COVID-19) Response Act

June 20

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[See POLICY ALERT No. 220]

1649 FEDERAL FAMILIES FIRST CORONAVIRUS (COVID-19) RESPONSE ACT

The Federal Families First Coronavirus (COVID-19) Response Act (FFCRA) includes the Emergency Family and Medical Leave Expansion Act (EFMLEA) and the Emergency Paid Sick Leave Act (EPSLA). The EFMLEA expands the Federal Family and Medical Leave Act (FMLA) and the EPSLA provides employees with paid sick leave for specified reasons related to COVID-19.

The provisions of the FFCRA shall apply from April 1, 2020 through December 31, 2020.

A. Emergency Family and Medical Leave Expansion Act (EFMLEA)

1. Definitions - For the purposes of the EFMLEA:

- a. “Eligible employee” means an employee who has been employed for at least thirty calendar days by the employer with respect to whom leave is requested.
- b. “Employer” means any employer with fewer than five hundred employees.
- c. “Qualifying need related to a public health emergency” means with respect to leave, the employee is unable to work (or telework) due to a need for leave to care for the son or daughter under eighteen years of age of such employee if the school or place of care has been closed, or the child care provider of such son or daughter is unavailable, due to a public health emergency.
- d. “Public Health Emergency” means an emergency with respect to COVID-19 declared by a Federal, State, or local authority.



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Federal Families First Coronavirus
(COVID-19) Response Act

- e. “Child care provider” means a provider who receives compensation for providing child care services on a regular basis, including an ‘eligible child care provider’ (as defined in section 658P of the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858n)).
- f. “School” means an ‘elementary school’ or ‘secondary school’ as such terms are defined in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

2. Relationship to Paid EFMLEA Leave

The FFCRA includes the Emergency Family and Medical Leave Expansion Act (EFMLEA) that amended the Federal Family and Medical Leave Act of 1993 (29 U.S.C. 2611 et seq. to provide leave to an eligible employee because of a qualifying need related to a public health emergency with respect to COVID-19 - (U.S.C. 2612(a)(1)(F)).

- a. Leave for Initial Ten Days
 - (1) The first ten days of this FMLA leave for an eligible employee shall be

[Select One Option - ___unpaid ___X_paid.]
 - (2) If the first ten days of this FMLA leave are unpaid, an employee may elect to substitute any accrued vacation leave, personal leave, or emergency paid sick leave provided by the EPSLA for the initial ten days under the EFMLEA in accordance with 29 U.S.C. 2612(d)(2)(B).



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- (3) An employee may not use sick leave under N.J.S.A. 18A:30-1 for a qualifying need related to a public health emergency. However, an employee receiving sick leave under the provisions of N.J.S.A. 18A:30-1 may only use sick leave because of personal disability due to illness or injury, or because the employee has been excluded from school by the school district's medical authorities on account of contagious disease or of being quarantined for such a disease in his or her immediate household.

b. Paid Leave for Subsequent Days

- (1) An employer shall provide paid leave for each day of leave under the EFMLEA that an employee takes after taking such leave for ten days.
- (2) The paid leave for an employee shall be calculated based on:
 - (a) An amount that is not less than two-thirds of an employee's regular rate of pay (as determined under section 7(e) of the Fair Labor Standards Act of 1938 (29 U.S.C. 207(e)); and
 - (b) The number of hours the employee would otherwise be normally scheduled to work (or the number of hours calculated under A.2.(b)(4) below).
- (3) In no event shall such paid leave exceed \$200.00 per day and \$10,000.00 in the aggregate.



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(4) Varying Schedule Hours Calculation – In the case of an employee whose schedule varies from week to week to such an extent that an employer is unable to determine with certainty the number of hours the employee would have worked if such employee had not taken leave under the EFMLEA, the employer shall use the following in place of such number:

(a) Subject to A.2.b.(4)(b) below, a number equal to the average number of hours that the employee was scheduled per day over the six-month period ending on the date on which the employee takes such leave, including hours for which the employee took leave of any type.

(b) If the employee did not work over such period, the reasonable expectation of the employee at the time of hiring of the average number of hours per day that the employee would normally be scheduled to work.

c. Employee Notice to Employer

(1) In any case where the necessity for leave under the EFMLEA for the purpose of a qualifying need related to a public health emergency is foreseeable, an employee shall provide the employer with such notice of leave as is practicable.

(a) A request for such leave that is foreseeable shall be submitted to the Office Of Personnel prior to commencing the leave.



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- (b) A need for such leave that is not foreseeable shall be submitted to the Office Of Personnel within one business day of the first day of the leave being taken by the employee.
- (c) The employee shall provide to the Office Of Personnel the name of the employee's child, the name of the school, place of care, or child care provider that has closed or become unavailable, and a statement that no other suitable person is available to care for the child.

d. Restoration to Position

- (1) The employee shall be restored to the same or equivalent position held by the employee when the leave commenced pursuant to 29 CFR 825.214. The requirement to restore the employee to the same or equivalent position held when the leave commenced does not apply to an employer who employs fewer than twenty-five employees if all four of the following conditions are met:
 - (a) The employee takes leave under the EFMLEA.
 - (b) The position held by the employee when the leave commenced does not exist due to economic conditions or other changes in operating conditions of the employer:
 - i. That affect employment; and
 - ii. Are caused by a public health emergency during the period of leave.



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- (c) The employer makes reasonable efforts to restore the employee to a position equivalent to the position the employee held when the leave commenced with equivalent employment benefits, pay, and other terms and conditions of employment.
- (d) If the reasonable efforts of the employer under A.2.d.(1)(c) above fail, the employer makes reasonable efforts during the period described in A.2.d.(2) below to contact the employee if an equivalent position described in A.2.d.(1)(c) above becomes available.

(2) Contact Period

- (a) The period described under A.2.d. above is the one-year period beginning on the earlier of:
 - i. The date on which the qualifying need related to a public health emergency concludes; or
 - ii. The date that is twelve weeks after the date on which the employee's leave under the EFMLEA commences.

B. Emergency Paid Sick Leave Act (EPSLA)

The FFCRA includes the EPSLA, which provides paid sick time to an employee to the extent the employee is unable to work or (telework) due to a need related to COVID-19. The paid sick time provided by the EPSLA and outlined in B.1. below cannot be taken with any other paid leave time provided by the employer.



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1. Definitions

a. For purposes of the EPSLA and this Policy:

(1) “Employee” means an individual who is employed by a private employer with fewer than five hundred employees and public employers with at least one employee.

(2) “Employer” means a private person or entity that employs fewer than five hundred employees and public employers that employ at least one employee.

(a) “Covered employer” includes any person engaged in commerce or in any industry or activity affecting commerce that:

i. In the case of a private entity or individual, employs fewer than five hundred employees; and

ii. In the case of a public agency or any other entity that is not a private entity or individual, employs one or more employees.

(b) “Covered employer” also includes:

i. Any person acting directly or indirectly in the interest of an employer in relation to an employee (within the meaning of such phrase in section 3(d) of the Fair Labor Standards Act of 1938 (29 U.S.C. 203(d)); and



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- ii. Any successor in interest of an employer; and any “public agency”, as defined in section 3(x) of the Fair Labor Standards Act of 1938 (29 U.S.C. 203(x)).
- (c) “Covered employer” also includes any “public agency” as defined in section 3(x) of the Fair Labor Standards Act of 1938 (29 U.S.C. 203(x)).
- (3) “Employ” and “State” have the meanings given such terms in section 3 of the Fair Labor Standards Act of 1938 (29 U.S.C. 203).
- (4) “Health care provider” and “son or daughter” have the meanings given such terms in section 101 of the Family and Medical Leave Act of 1993 (29 U.S.C. 2611).
- (5) “Paid sick time” means an increment of compensated leave that:
 - (a) Is provided by an employer for use during an absence from employment for a reason described in any paragraph of B.2.a. below; and
 - (b) Is calculated based on the employee’s required compensation under B.1.a.(6) below and the number of hours the employee would otherwise be normally scheduled to work (or the number of hours calculated under (B.1.a.(7) below), except that in no event shall such paid sick time exceed:



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- i. \$511.00 per day and \$5,110.00 in the aggregate for a use described in B.2.a.(1), (2), or (3) below; and
 - ii. \$200.00 per day and \$2,000.00 in the aggregate for a use described in B.2.a.(4), (5), or (6) below.
- (6) “Required Compensation” subject to B.1.a.(5)(b) above, the employee’s “required compensation” shall be not less than the greater of the following:
 - (a) The employee’s regular rate of pay (as determined under section 7(e) of the Fair Labor Standards Act of 1938 (29 U.S.C. 207(e)).
 - (b) The minimum wage rate in effect under section 6(a)(1) of the Fair Labor Standards Act of 1938 (29 U.S.C. 206(a)(1)).
 - (c) The minimum wage rate in effect for such employee in the applicable State or locality, whichever is greater, in which the employee is employed.

Subject to B.1.a.(5)(b) above, with respect to any paid sick time provided for any use described in B.2.a.(4), (5), or (6) below, the employee’s required compensation shall be two-thirds of the amount described in B.1.a.(6) above.
- (7) “Varying Schedule Hours Calculation” means in the case of a part-time employee described in B.3.b.(2) below whose schedule varies from week to week to such an extent that an employer is unable to



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determine with certainty the number of hours the

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employee would have worked if such employee had not taken paid sick time under B.2.a. below, the employer shall use the following in place of such number:

- (a) Subject to clause B.1.a.(7)(b) below, a number equal to the average number of hours that the employee was scheduled per day over the six-month period ending on the date on which the employee takes the paid sick time, including hours for which the employee took leave of any type.
- (b) If the employee did not work over such period, the reasonable expectation of the employee at the time of hiring of the average number of hours per day that the employee would normally be scheduled to work.

2. Paid Sick Leave Requirement

- a. An employer shall provide to each employee employed by the employer paid sick time to the extent that the employee is unable to work (or telework) due to a need for leave because:
 - (1) The employee is subject to a Federal, State, or local quarantine or isolation order related to COVID-19.
 - (2) The employee has been advised by a health care provider to self-quarantine due to concerns related to COVID-19.
 - (3) The employee is experiencing symptoms of COVID-19 and seeking a medical diagnosis.



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- (4) The employee is caring for an individual who is subject to an order as described in B.2.a.(1) above or has been advised as described in B.2.a.(2) above.

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- (5) The employee is caring for a son or daughter of such employee if the school or place of care of the son or daughter has been closed, or the child care provider of such son or daughter is unavailable, due to COVID-19 precautions.

- (6) The employee is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor.

3. Duration of Paid Sick Time

- a. An employee shall be entitled to paid sick time for an amount of hours determined under B.3.b. below.
- b. The amount of hours of paid sick time to which an employee is entitled shall be as follows:
- (1) For full-time employees, eighty hours.
- (2) For part-time employees, a number of hours equal to the number of hours that such employee works, on average, over a two-week period.
- c. Paid sick time under the EPSLA shall not carry over from one year to the next.

4. Employer's Termination of Paid Sick Time

- a. Paid sick time provided to an employee under the EPSLA shall cease beginning with the employee's next scheduled work shift immediately following the termination of the need for paid sick time under B.2.a. above.



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5. Prohibition

- a. An employer may not require, as a condition of providing paid sick time under the EPSLA, that the employee involved search for or find a replacement employee to cover the hours during which the employee is using paid sick time.

6. Use of Paid Sick Time

- a. The paid sick time under B.2.a. above shall be available for immediate use by the employee for the purposes described in the EPSLA, regardless of how long the employee has been employed by an employer.
- b. Sequencing Leave Time
 - (1) An employee may first use the paid sick time under B.2.a. above for the purposes described in the EPSLA.
 - (2) An employer may not require an employee to use other paid leave provided by the employer to the employee before the employee uses the paid sick time under B.2.a. above.

7. Notice

- a. Each employer shall post and keep posted, in conspicuous places on the premises of the employer where notices to employees are customarily posted, a notice, to be prepared or approved by the Secretary of Labor, of the requirements described in the EPSLA.
- b. Not later than seven days after the date of enactment of this Act, the Secretary of Labor shall make publicly available a



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model of a notice that meets the requirements of B.7.a. above.

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8. Prohibited Acts

- a. It shall be unlawful for any employer to discharge, discipline, or in any other manner discriminate against any employee who:
 - (1) Takes leave in accordance with the EPSLA; and
 - (2) Has filed any complaint or instituted or caused to be instituted any proceeding under or related to the EPSLA (including a proceeding that seeks enforcement of the EPSLA), or has testified or is about to testify in any such proceeding.

9. Enforcement

- a. Unpaid Sick Leave - An employer who violates B.2. through B.6. of this Policy shall:
 - (1) Be considered to have failed to pay minimum wages in violation of section 6 of the Fair Labor Standards Act of 1938 (29 U.S.C. 206); and
 - (2) Be subject to the penalties described in sections 16 and 17 of the Fair Labor Standards Act of 1938 (29 U.S.C. 216; 217) with respect to such violation.
- b. Unlawful Termination - An employer who willfully violates B.8. above shall:
 - (1) Be considered to be in violation of section 15(a)(3) of the Fair Labor Standards Act of 1938 (29 U.S.C. 215(a)(3)); and



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- (2) Be subject to the penalties described in sections 16 and 17 of the Fair Labor Standards Act of 1938 (29 U.S.C. 216; 217) with respect to such violation.

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10. Rules of Construction

a. Nothing in the EPSLA shall be construed:

- (1) To in any way diminish the rights or benefits that an employee is entitled to under any:
 - (a) Other Federal, State, or local law;
 - (b) Collective bargaining agreement; or
 - (c) Existing employer policy; or
- (2) To require financial or other reimbursement to an employee from an employer upon the employee's termination, resignation, retirement, or other separation from employment for paid sick time under the EPSLA that has not been used by such employee.

11. Guidelines

- a. Not later than fifteen days after the date of the enactment of the EPSLA, the Secretary of Labor shall issue guidelines to assist employers in calculating the amount of paid sick time under the EPSLA.

12. Reasonable Notice

- a. After the first workday (or portion thereof) an employee receives paid sick time under the EPSLA, an employer may require the employee to follow reasonable notice procedures in order to continue receiving such paid sick time.



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- b. The request for such leave shall be submitted to the Office Of Personnel, who may request documentation from the employee in support of the emergency paid sick leave.

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- c. The documentation shall include a signed statement containing the following information: the employee's name; the date(s) for which leave is requested; the COVID-19 qualifying reason for leave; and a statement representing that the employee is unable to work or telework because of the COVID-19 qualifying reason.
- d. An employee requesting to take emergency paid sick leave under the EPSLA or the EFMLEA to care for his or her child must provide the following information: the name of the child being care for; the name of the school; place of care; or child care provider that closed or became unavailable due to COVID-19 reasons; and a statement representing that no other suitable person is available to care for the child during the period of requested leave.

13. Regulatory Authorities

- a. The Secretary of Labor shall have the authority to issue regulations for good cause under sections 553(b)(B) and 553(d)(A) of Title 5, United States Code:
 - (1) To exempt small businesses with fewer than fifty employees from the requirements of B.2.a.5. when the imposition of such requirements would jeopardize the viability of the business as a going concern; and
 - (2) As necessary, to carry out the purposes of the EPSLA, including to ensure consistency between the EPSLA and Division C and Division G of the FFCRA.



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N.J.S.A. 18A:30-1

Adopted:

