

Long Branch Public Schools

“Where Children Matter Most”



School Health-Related Closure Plan

Operational Response:

COVID19

RESPONSE PLANNING GUIDE (Fluid)

May 19, 2020

INTRODUCTION

Organizations across the Nation perform essential functions and services that may be adversely affected in the event of a natural or man-made disaster. In such events, organizations should have continuity plans to assist in the continuance of their essential functions. Continuing to perform essential functions and provide essential services is vital to an organization's ability to remain a viable entity during times of increased threats from all hazards, manmade or natural. Since the threat to an organization's continuity of operations is great during a pandemic outbreak; it is important for organizations, in particular the Long Branch Public Schools, to have a Pandemic Management Plan in place to ensure it can carry out its essential functions and services. While organizations may be forced to suspend some operations due to the severity of a pandemic outbreak, an effective Pandemic Management Plan can assist an organization in its efforts to remain operational, as well as strengthen the ability to resume operations.

This plan provides guidance to the Long Branch Public Schools and may serve as the plan for maintaining essential functions and services during an influenza pandemic. This guidance neither replaces nor supersedes any current, approved Long Branch Public Schools continuity plan; rather it supplements it, bridging the gap between the traditional, all-hazards continuity planning and the specialized continuity planning required for a pandemic by addressing additional considerations, challenges, and elements specific to the dynamic nature of a pandemic.

BACKGROUND

The Center for Disease Control (CDC) is responding to an outbreak of respiratory disease caused by a novel (new) coronavirus that was first detected in China and which has now been detected in almost 70 locations internationally, including in the United States. The virus has been named "SARS-CoV-2" and the disease it causes has been named "coronavirus disease 2019" (abbreviated "COVID-19").

On January 30, 2020, the International Health Regulations Emergency Committee of the World Health Organization declared the outbreak a "public health emergency of international concern external icon" (PHEIC). On January 31, 2020, Health and Human Services Secretary Alex M. Azar II declared a public health emergency (PHE) for the United States to aid the nation's healthcare community in responding to COVID-19.

County Updates:

<https://drive.google.com/file/d/11xnqVd4O5P6QhDKLkrPE6O3uuDE2vxzi/view?usp=drivesdk>

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SOURCE AND SPREAD OF THE VIRUS

Coronaviruses are a large family of viruses that are common in people and many different species of animals, including camels, cattle, cats, and bats. Rarely, animal coronaviruses can infect people and then spread between people such as with MERS-CoV, SARS-CoV, and now with this new virus (named SARS-CoV-2).

Early on, many of the patients at the epicenter of the outbreak in Wuhan, Hubei Province, China had some link to a large seafood and live animal market, suggesting animal-to-person spread. Later, a growing number of patients reportedly did not have exposure to animal markets, indicating person-to-person spread. Person-to-person spread was subsequently reported outside Hubei and in countries outside China, including in the United States. Some international destinations now have apparent community spread with the virus that causes COVID-19, including in some parts of the United States. Community spread means some people have been infected and it is not known how or where they became exposed.

- The virus is thought to spread mainly from person-to-person.
- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs or sneezes.
- People are thought to be most contagious when they are most symptomatic
- These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.

Some spread might be possible before people show symptoms; there have been reports of this occurring with this new coronavirus, but this is not thought to be the main way the virus spreads.

It may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or possibly their eyes, but this is not thought to be the main way the virus spreads.

How easily a virus spreads from person-to-person can vary. Some viruses are highly contagious (spread easily), like measles, while other viruses do not spread as easily. Another factor is whether the spread is sustained, spreading continually without stopping.

The response to and mitigation of the health and social consequences of a COVID-19 pandemic will take place at both state and local levels with the New Jersey Department of Health and Senior Services assuming the lead for the public health response. Based on studies of past pandemics, the most effective approach seems to be when actions were taken early and quickly. The New Jersey Department of Education will also provide guidance regarding school response in the case of a pandemic. There are four phases of emergency planning to be included in a pandemic plan: planning, coordination and evaluation; continuity of student learning and core operations; infection control policies and procedures; communications planning.

CONTINUITY OF OPERATIONS : Members of Pandemic Management Plan Leadership Team

Name	Position	Contact Information
Michael Salvatore, Ph.D.	Superintendent of Schools	732-567-8328
Alvin Freeman, Ed.D.	Assistant Superintendent of Schools	732-963-7499
JanetLynn Dudick, Ph.D.	Assistant Superintendent for PPS	908-433-2677
Peter E. Genovese III	Business Administrator	732-687-5423
Roberta Freeman, Ed.D.	Chief Academic Officer	732-768-5380
Alisa Aquino	Personnel Manager	908-331-1333
Ann C. Degnan	Asst. Business Administrator for Facilities	732-233-3521
Gary Vecchione	Assistant Facilities Manager	732-600-7979
Chris Dringus	Technology Director	609-290-4092
Walter O'Neill	School Security Specialist	732-829-4951
Tammy Glanzberg	District Data Manager	732-910-2316
Nawal Maroun	Sodexo Food Service	848-219-0279
Sidney Johnson	LB Board of Health, Supervisor of Communicable Disease Unit	732-571-5665
Jason Roebuck	Chief of Police	732-803-5233

Stan Dzuiba	OEM Director	732-904-4743
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Size, Location and use of Building

The Long Branch Public Schools contain ten (10) school buildings, one Administration Building, a Childcare facility (Little Waves), a Career Center and one Facility for Maintenance and Grounds.

Size of Facility	Location	Building Use
8,500 sf	Administration Building 540 Broadway, Long Branch, NJ 07740	Offices for Business, Facilities, Central Administration, Human Resources, PPS Two Pre-K Classrooms
290,000 sf	Long Branch High School 404 Indiana Ave, Long Branch, NJ 07740	High School Grades 9-12
166,050 sf	Historic Long Branch High School 391 Westwood Ave, Long Branch, NJ 07740	High School Grades 11-12
246,000 sf	Long Branch Middle School 350 Indiana Ave, Long Branch, NJ 07740	Middle School Grades 6-8
109,000 sf	George L. Catrambone Elementary School 240 Park Ave, Long Branch, NJ 07740	Elementary Grades 1-5
94,000 sf	Amerigo A. Anastasia Elementary School 92 Seventh Ave, Long Branch, NJ 07740	Elementary Grades 1-5
94,000 sf	Gregory Elementary School 201 Monmouth Ave, Long Branch, NJ 07740	Elementary Grades 1-5
42,478 sf	Joseph M. Ferraina, ECLC 80 Avenel Ave, Long Branch, NJ 07740	Grades Pre-K & K
	Lenna W. Conrow, ECLC	

44,460 sf	335 Long Branch Ave, Long Branch, NJ 07740	Grades Pre-K & K
41,760 sf	Morris Avenue, ECLC 318 Morris Ave, Long Branch, NJ 07740	Grades Pre-K & K
3,158 sf	Little Waves Childcare Center 127 Myrtle, Long Branch, NJ 07740	Childcare Center
3,200 sf	Maintenance Facility South 7th Ave, Long Branch, NJ 07740	Maintenance Facility
2,050 sf	Student Career Center Westwood Ave, Long Branch, NJ 07740	Student Career Center

Number of staff and students normally present and scheduled daily differences in population

Daily Averages	School Hours	After Hours
Students	5,895 (as of 3/9/20)	600 (Approx.)
Faculty/Staff	963	150 (Approx.)
Visitors	200 (Approx.)	500 (Varies according to event-can be much more than 500)
Total Population	7050 (approximately)	1,000 (Approx.)

School populations based on best available estimates. Variations may occur daily as a result of absences, trips, activities and after-hours athletic events and activities

chain-of-Command to Carry Out Pandemic Management Plan
Chain of Command for District/Building Based Team

Primary:

Michael Salvatore, Ph.D.
Superintendent of Schools
732-567-8328

1st Back-up:

Alvin L. Freeman, Ed.D.
Assistant Superintendent of Schools
732-963-7499

PUBLIC ANNOUNCEMENTS

<https://youtu.be/NM2vHtO5yaA>

<https://youtu.be/LDao9S3Sijo>

<https://docs.google.com/document/d/1tApjP2aP5kzVZLgdKN-PPy3lqt6QSdxwarT8icIGhPE/edit?usp=sharing>

https://docs.google.com/spreadsheets/d/1BUML0rc39dimeCUv0h5QvOO6Ua3cJK9aVUKvof_Q-Yw/edit?usp=sharing

<https://youtu.be/5c-ZONFa-NM>

https://docs.google.com/document/d/1phMI_x_xFVTqxoO-CHmeU9D1-Ru6TTTxTrK8s-ttnyY/edit?usp=sharing

TECHNOLOGY DEPARTMENT

The Long Branch Public Schools Technology Department maintains a Data Recovery plan for all Educational Records and documents stored in the cloud and on district servers. Backup data storage will enable recovery of these documents and records in the event of a disaster.

Faculty have remote access to the G-Suite, the Student Information System, the district website along with their personal pages, multiple online learning tools, and K-12 email. All department staff will be considered 'on-call.'

ROLES AND RESPONSIBILITIES

Superintendent & Assistant Superintendent of Schools:

Maintains authority over pandemic or crisis management process.

Maintains protocol for personnel policies appropriate for both possible long and short term duration of pandemic absences.

Plans for cross-training for "core (Central Office)" and "essential" jobs.

Will promote faculty/staff physical and mental well-being.

Communicates with the media and parents. Guides administration in the communication process.

All department staff will be considered 'on-call.'

School Business Administrator:

Monitors and maintains the following departments prior to and during any emergency: Business Office/Payroll, Facilities (Buildings and Grounds), Food Service, and Transportation.

Plans for cross-training for "core" and "essential" jobs.

Assures clean and sanitized buses and drivers that are free of illness. Secures plans to transport ill students if necessary.

Assures clean and sanitized buildings that are free of illness.

Develops continuing nutrition plan.

All department staff will be considered 'on-call.'

Chief Academic Officer and Data Manager:

Maintains academics and student learning.

Ensures that instructional materials aligned with the New Jersey Student Learning Standards will be made available and designed to support student learning for up to two weeks.

Ensures hard copies of material are made available to those in need PreK-12.

Ensures on-line learning materials are made available PreK-12.

Provisions will be made for students who do not have access to a technology device or Internet at home. All department staff will be considered 'on-call.'

Assistant Superintendent for PPS:

Identifies students' special needs

Maintains a confidential roster

Builds on current accommodations, modifications, and services

Works with supervisors and teachers to ensure assignments are accessible by all students.

Informs and trains adults as needed All department staff will be considered 'on-call.'

Assistant Business Administrator for Facilities:

Takes appropriate measures to minimize, to the greatest extent possible, the risk of viral transmission in the school facilities with vigorous cleaning policies and practices which include (but are not limited to) on a daily basis:

Filling of soap and hand sanitizers

Ensuring all paper towel holders are filled and functioning at all times

Sweeping and wet mopping of all floors

Vacuuming of rugs

Cleaning and sanitizing of hard surfaces including fountains, door knobs, work areas, computer keyboards, counter tops, railings, stairwells, and writing tools

Cleaning and sanitizing of bathrooms - toilets, sinks, walls, floors

Cleaning and sanitizing of cafeterias - kitchen, tables, chairs, food lines

Cleaning of vents

The Assistant Business Administrator for Facilities with the assistance from the Business Administrator, assures the provision of power, heat and ventilation, water, sewer, and janitorial services. All department staff will be considered 'on-call.'

School Nurse Coordinator:

Coordinates with the Assistant Superintendent for PPS to assure necessary medical supplies and assistance are available.

Communicate as necessary with the Superintendent, the school physician, and the County and State health officials.

Monitors both student and staff absences, provides proactive health education, and assists the District in altering the pandemic management plan as necessary.

Maintains a list of staff members with specialized training or skills (CPR, AED, First Aid, EPI Pen, EMT, etc.) in the nurse's office. The list will be updated annually. All department staff will be considered 'on-call.'

Director of Food Service:

Maintains the food service environment including serving stations, food storage areas, and food preparation areas. Ensures servers are free from illness.

Provides a contingency for the continued provision of food for free and reduced breakfast and lunch students.

Coordinates with the Transportation Department for delivery of student breakfast and lunch if necessary. All department staff will arrive at 8:00am and leave at 2pm daily. All will be considered 'on-call.'

General Education, Special Area and Special Education Teachers:

Reinforce student infection control procedures.

Send students who appear ill to the school nurse.

Bring home their district issued device, with charging cable, each day going forward in case the need for a remote learning day occurs.

In the event of remote learning, teachers will be expected to monitor their email and respond accordingly.

Teachers will be responsible for replying to emails, grading work turned in electronically and providing feedback on work submitted.

Keep a daily log of the tasks they worked on and approximate times each task took. Staff will be required to email a copy of their log to their direct administrator.

Building Administration:

Reinforce student infection control procedures.

Support and endorse nursing decisions.

Monitor and report absences to the central office.

Bring home their district issued device, with charging cable, each day going forward in case the need for a remote learning day occurs.

In the event of remote learning days, be available via Zoom or Google Hangout for conferencing with the central office and the administrative team. All leadership team members will be considered 'on-call' 24/7.

Administrative Support Staff:

Reinforce infection control procedures.

Respond to parent phone calls using District provided script

Maintain a log or journal of all calls received

Keep building administration informed

Training: *The following training shall be completed according to assignments and responsibilities:*

Administration and All Staff

Superintendent or designee will review the Plan with the administrative staff.

Administration will review the Plan roles and responsibilities at their building faculty meeting.

Administrators and supervisors will review the plans for E-learning, IEP/504 accommodations and modifications expectations as well as teacher and student expectations for remote learning.

Administrators and supervisors will communicate these expectations listed in the above bullet to teachers.

The Long Branch Board of Education maintains the following policies related to Staff Emergency Training:

[Policy- 8420- Emergency and Crisis Situations](#)

BUSINESS OPERATIONS:

At all times, the Business Administrator shall be prepared to have a remote work plan available to run all key operations. The Business Administrator shall run a test of remote operations twice annually. In the event of the potential for a pandemic situation, all Business office staff

will be directed to bring home their computers, chargers, passwords and a flash drive of any pertinent network files. The Business office operations will continue as follows:

Key Operation:	Remote Work Plan:
Payroll	<p>The Business Administrator and Assistant Business Administrator will ensure that payroll operations can be run remotely from both of their remote locations. Systems 3000, the accounting and payroll portal have been set up to allow VPN access from District issued computers to the BA and ABA, and the Payroll Supervisor. Both staff will have access to the District bank accounts via their District laptops only. The Business Administrator will set up mobile access for both staff to complete secondary verification to access the bank accounts. All payroll supporting reports will be printed to PDF and saved on the local machine and a flash drive for printing upon the District re-opening.</p> <p>All staff will receive copies of their pay stubs to the Systems 3000 portal as usual. If an employee requires a handwritten paycheck it will be mailed to the employee. The Payroll Specialist is also trained as a backup to run payroll if the need arises.</p>
Accounts Payable/ Receivable	<p>The Business Administrator and the Bookkeeper will ensure that invoices can be entered remotely. The Bookkeeper will continue to enter all invoices received via email and process any purchase orders as needed. The Business Administrator will hold off site a small amount of checks in the case that an emergency check needs to be written. The Business Administrator will also be able to process wire transfers remotely if the need arises. Any emergency payments will be discussed with the Superintendent of Schools prior to payment being made.</p>

<p style="text-align: center;">Accounts Payable/ Receivable <i>(Continued)</i></p>	<p>All checks will be retroactively approved at the next Board of Education meeting.</p> <p>The Business Administrator will also continue to monitor cash flow as cash and physical check payments will not be received. The Business Administrator will request the Township make all tax payments in the case of a pandemic event.</p>
<p style="text-align: center;">Transportation</p>	<p>The Director of Transportation, will maintain the Transportation Department with the Business Administrator in keeping the staff apprised of closings, openings, and needs for transporting students and meals.</p>
<p style="text-align: center;">Personnel/ Human Resources</p>	<p>The Assistant Superintendent of Schools and Personnel Manager will have remote access to the HR portal to continue to conduct any HR needs.</p>
<p style="text-align: center;">Food Service</p>	<p>The Business Administrator and Food Service Director keep the Food Service Department abreast of potential closing and re-opening dates. The Director of Food Services will continue to process all required State reports and submissions through the SNEARs web based portal.</p>

FACILITIES OPERATIONS PLAN

In an effort to provide a safe and healthy environment for our students, staff and greater school community, the following enhanced cleaning procedures will take effect immediately:

Increase the frequency of routine interior and exterior touch-point cleaning, including, but not limited to, cafeteria tables, door handles, panic bars, door pulls, doorknobs and counter tops.

Increase the frequency of routine restroom cleaning of all touch points including, but not limited to, faucets, flushometers, door handles, door pulls, hand dryers and soap & sanitizer dispensers.

Increase the frequency of extensive classroom cleaning of all touch points including, but not limited to, door handles, doorknobs, pull handles, desktops, tabletops, ledges, windowsills and chairs.

All touch point cleaning is to be completed utilizing our Envirox Hydrogen Peroxide Cleaning Solution. Ensure all District buses are cleaned regularly with use of the antibacterial wipes.

GENERAL CLEANING PROCEDURES

Area: Classroom, Classroom Bathrooms, LGR, Teacher's Lounge

Begin with fully supplied cleaning cart

1. Look at the room top to bottom
2. Check lights/ceiling tile/blinds
3. Make a mental note to yourself to repair/replace light bulbs, ceiling tile the next day
4. Any replacement/repairs you can't perform, put in writing to supervisor
5. Start cleaning from ceiling to floor
6. Empty trash cans, recycle as required / clean interior-exterior of cans, reline as needed
7. Perform high dusting with correct feather dusters, work down from ceiling
8. Clean whiteboard per teacher's instructions, wipe down trays with correct product
9. Clean, disinfect sinks/toilets with correct products (daily)
10. Clean, disinfect desks, tables, chairs, door handles with correct products (daily)
11. Clean, dust, wipe down all vertical and horizontal surfaces with correct products, clean pencil sharpeners
12. Clean glass
13. Clean, vacuum all carpets
14. Vacuum, dust mop floors (do not sweep into hallways)
15. Damp mop floors with correct product
16. Check, clean, refill all soap, paper, disinfectant dispensers
17. Spray down everything in the room using the Virox Peroxide Based Disinfectant.
18. Turn off lights, close door - go to next classroom
19. End of shift, restock your cleaning cart for start of next day

Area: Kitchen, Kitchen Office

1. Pick up mats as needed to clean floor
2. Check, clean all soap and paper dispensers
3. Dust with feather duster, wipe down all walls, hood vents, mobile carts
4. Wipe down front of serving counter, door handles, all window glass
5. Empty trash cans, recycle as required, clean interior-exterior of cans, reline as needed
6. Clean, disinfect sinks with correct products
7. Clean, dust, wipe down drink cases (glass) bottom rails and exterior of case
8. Dry mop, wet mop floors with correct product
9. Put mats back down

Area: Bathroom

1. Check, clean all soap, paper bathroom dispensers
2. Clean bathrooms as required with all correct products - towards the end of your shift

3. Check all fixtures for water flow, loose parts. Report as needed to supervisor

Area: Hallways, Gym, Auditorium

1. Check, clean all dispensers
2. Check, replace ceiling tile, lights
3. Dust mop, run machine over hallways w/ correct products (Gym, Auditorium: 2-3 times a week)
4. Check, clean all glass, door handles, radiator covers, ceiling, ceiling vents, walls, mats, corners of floor and water fountains

Area: Buildings & Grounds

1. Pick up debris, empty trash cans, recycle as required, reline cans, sports fields, tennis court, playgrounds, check outside lights in your area
2. Keep boiler room, custodian closets stocked with supplies, clean and free of debris at all times
3. Inspect boilers every two hours, fill in log books as required (seasonal)
4. Put up, take down American and State flag daily

Daily/Monthly

1. You need to get familiar with where the extinguishers are in your sections - inspect and sign the inspection card once a month (this is State required of schools).
2. You will need to complete any checklists that are put into your area to track different things that are needed.

Good of the Entire School

1. We need to check, lock all doors/windows to secure the school day/night
2. All lights MUST be turned off in any section of the school not in use
3. All door handles must be wiped down, disinfected daily
4. Use all products properly as specified by manufacturer’s directions
5. We need to save all microfiber products for re-use

Office Cleaning Procedures

Daily Office Cleaning	Periodic Office Cleaning
Empty trash can/clean exterior/reline	Dust ceiling vents
Dust with synthetic/feather duster	Clean interior windows
Disinfect countertops	Clean vertical surfaces
Spot clean vertical & horizontal surfaces	Spray clean windows/glass surfaces
Spot clean glass	Vacuum upholstered furniture
Spot clean carpet	Clean whiteboards

Vacuum carpeting	Clean chairs
Dust & damp mop floor	Dust blinds
Check & refill all dispensers	Damp mop/wax tile floor

Infection Control Procedures
"Recognize," "Respond," and Report"

Recognize Early

Immediately report suspected influenza cases to public health authorities.

Communicate, collaborate, and coordinate surveillance, epidemiology, and containment activities with public health authorities.

Surveillance and Epidemiology

Schools will track the number absentees and specifically monitor for student and staff reporting signs and symptoms of influenza. The timing, specifics and scope of surveillance activities will be conducted under the supervision and close coordination of the local health department.

Transmission Containment

Measures should be undertaken to limit the spread of germs amongst students and staff. These include “social distancing” or “non-pharmaceutical interventions” and include the following:

- Increasing separation amongst students
- Hand, cough and sneeze hygiene
- Disinfection of contaminated surfaces

Case Isolation

Procedures should be developed for handling students and staff who have the signs and symptoms of influenza. These include:

- Providing masks for the affected to wear.
- Identifying a place to isolate the affected.
- Developing policies for discharging sick students.
- Develop procedures for transporting sick students.

Directed Isolation

People who have been exposed to influenza are at risk for contracting and becoming sick themselves. Since people can be contagious up to 24 hours before showing signs and symptoms, it may be necessary to isolate (separate them from other people) these individuals until they show symptoms or are proven to be germ free.

Typically, it is health department officials who draft and enforce orders of isolation.

However, informal self-isolation to prevent the spread of infection to contacts is likely to be encouraged.

Work Isolation

Some people, by virtue of their home or work situation, are unable to stay home for an extended quarantine. They may provide essential services. It is also possible that so many people will be exposed that home quarantine will be entirely impractical. These individuals can continue to work provided certain precautions are taken.

- Gloves
- Social distancing (see below)
- Respiratory protection (mask)
- Strict hand washing enforced
- Facility disinfection procedures

Mitigation Measures, Including Social Distancing:

Implement prevention strategies to make the school environment conducive to good hygiene by:

Reminding students and staff to clean their hands and make sure they have the supplies to do so by making soap, alcohol-based hand rubs, paper towels, and sinks accessible.

Reminding students and staff to cover noses and mouths with a tissue or sleeve when coughing or sneezing and have tissues readily available. Make sure tissues are available in all classrooms and common areas such as libraries and lunchrooms and remind students and staff to dispose of used tissues in waste receptacles.

Conducting frequent sanitary, health & safety inspections of the schools. Encourage staff and the custodial team to wipe down any surfaces that may have been contaminated by saliva or other respiratory secretions.

Reduce the spread of the virus by identifying the Schools' responsibilities to the students and community:

Upon notification that a pandemic is occurring, set up prominent notices at all entry points to facilities, advising staff, students, and visitors not to enter if they have symptoms of influenza.

Educate employees, students, and visitors on how to stop the spread of the virus. Notices containing information regarding hand hygiene, covering coughs and sneezes, and student spacing should be placed around the schools. Fact sheets with this information should be distributed also.

Established procedures for implementing containment measures (rescheduling sports events and other mass gatherings if possible).

Ensure adequate supplies of tissues, hand sanitizing gels, soap and water and cleaning supplies are available to students and staff.

In collaboration with the Health Department, develop and implement support plans for “Student Health Centers” that will be designated to triage/evaluate and/or treat influenza patients not requiring hospital care.

Attendance:

Google attendance sheets are kept for each classroom and school. Engagement in daily learning activities is marked and children are considered ‘present’ based upon this metric.

Student Spacing

Student spacing (social distancing) are non-medical measures intended to reduce the spread of disease from person-to-person by discouraging or preventing people from coming in close contact with each other. Education on student spacing should be distributed to all staff, students and parents.

Student spacing strategies may include:

- Spacing students’ desks six (6) feet apart, in small pods or clusters.
- Discouraging prolonged congregation in hallways, lunch rooms etc.
- Limiting group activities and interaction between classes
- Managing Illness in Staff, Students or Visitors
- Altering gym classes, choir or other school activities that place individuals in close proximity.

In collaborations with the local Health department, educate staff and students regarding symptoms of illness.

If a person becomes ill, or if someone observes that another person is exhibiting symptoms of influenza at work/school, make sure the ill person leaves the school as soon as possible.

Encourage sick students and staff to stay home until they have been without fever for 24 hours to help prevent spreading illness to others.

In the Event of Closure:

- Staff will be required to stay home in the affected schools
- Essential staff that will report include:
 - Superintendent and administrative assistant
 - Assistant Superintendents and administrative assistant
- Business Administrator & Assistant BAs
- Building Administrators (in buildings not affected) and administrative assistant
- Supervisor of Technology and administrative assistant
- Technicians
- Food Services Supervisor
- Asst. Facility Manager

- Building & Grounds staff, Maintenance staff
- Custodians
- Union Leadership
- Security
- Medical Doctor or Nurse Practitioner - PHCLB
- School nurses
- Child Study Team

Continuity of Instruction

Virtual and At Home Learning Experiences

We believe students can learn anywhere, anytime an opportunity is provided. In the event of a pandemic, we realize there is no replacement for a face-to-face experience with our outstanding teachers and support staff. However, we must prepare for the possibility of extended school closure. In an effort to expose children to developmentally appropriate content and keep them on pace with standards-based instruction, we will take advantage of our investment in technology and will help students develop skills in independence and time management.

Goal: To implement an alternative instructional process that is flexible yet meets the standard for structured learning time so that school days missed for a pandemic crisis can be counted towards the required days of instruction for the calendar year. This requires several objectives and an understanding that this may look different at each level, preschool, elementary, middle school and high school.

General Plan for Virtual and Homebound Learning Experiences

Virtual and At Home Learning Experiences are designed to reduce the impact and disruption to the school calendar and programs in the event of a pandemic emergency. The work assigned will outline daily expectations that serve as an extension to previous learning or bridge to new learning. Virtual and At Home Learning Experiences are instructional days students and nonessential faculty/staff stay home. These days may be considered a school day if 180 days cannot be reached by June 30, 2020. Staff members will ensure they have access to any passwords they may need to get on Genesis, Google Drive, etc.

General Procedures for Virtual Learning Experiences

All students are expected to complete the assignments independently putting forth their personal best effort (parents may read directions to students if needed).

During **Virtual and Homebound Learning Experiences**, the required coursework will be shared via parent portal, teacher webpages and communication-app (see-saw, remind, class dojo) if utilized. The assignments may be in Google Classroom or on a paper handout. Teachers will be available via email or Google Classroom to answer questions and support students with their work. Students may be asked to complete a variety of learning tasks that include, but are not limited to:

- Reading & Mathematics assignments (either digital or paper-based)
- Video assignments with accompanying assessments
- Students will be expected to complete assignments each day to ensure continuation of learning.

Instructional Plans

Use the link below to see all the specific standards covered for each grade level and/or courses.
<https://www.nj.gov/education/cccs/>

[**Letter to Families from Chief Academic Officer**](#) (links to resources and checklists are included)

March 1, 2020

Dear Long Branch Public Schools Families:

First, a BIG thank you to all of you, the families! Thank you for working with us as we ensure that learning continues for your child during these challenging times. We know the information given may have been overwhelming and the last thing we want to do is to add unnecessary stress. This letter will provide important details for your child's homebound learning experience!

Homebound Learning Experience

Homebound learning does NOT mean a virtual experience. Although many of the assignments are online, students are NOT required to log into a platform to complete assignments. As a matter of fact, to meet the needs of ALL children, hard copies were given to all students before school closed, therefore, students have the option of completing assignments online **OR** completing the hard copies that were given. **Please do not feel obligated to purchase or rent a device during this time.** The homebound learning experience we are providing does not require the students to use a device.

OPTIONAL Daily Schedule

[Click here](#) to view an OPTIONAL schedule by grade span that provides a daily plan. If you have your own plan, we encourage you to use it! However, if you want a little assistance the schedule will give you just that.

Continuing Learning Activities Checklist

[Click here for checklist:](#) This checklist was developed for you and your child to keep track of daily homebound learning activities. You or your child can simply check-off the activities completed for the day, date and initial each day. This can be completed weekly and can be turned in once we return to school. Copies of the checklist will be available at all grab-and-go lunch stations throughout the district.

Again, I want to THANK YOU! You are providing our children with a nurturing environment to continue their learning outside of school. That is truly an unmatched home-school collaboration!

If you have any questions, please do not hesitate to contact your child's teacher or principal. Also, your child's teacher(s) will be reaching out to you to answer your questions and provide guidance on learning tasks if needed.

Sincerely,

Roberta Freeman, Ed.D.

Chief Academic Officer
Long Branch Public Schools

Caras Famílias das Escolas Públicas de Long Branch:

Primeiramente, MUITO obrigada a todas as famílias! Obrigada por trabalhar conosco, enquanto garantimos que o aprendizado de seus filhos continue durante esses tempos difíceis. Sabemos que as informações fornecidas podem ser estressantes e a última coisa que queremos fazer é adicionar estresse desnecessário. Esta comunicação fornecerá detalhes importantes para a experiência de Ensino Doméstico do seu filho!

Experiência de Ensino Doméstico

o ensino doméstico não significa uma experiência virtual. Embora muitas das tarefas estejam online, os alunos NÃO precisam fazer login em uma plataforma para concluir as tarefas. Por uma questão de fato, para atender às necessidades de TODAS as crianças, cópias impressas foram entregues a todos os alunos antes do fechamento da escola; portanto, os alunos têm a opção de concluir tarefas online OU completar as cópias impressas que foram fornecidas. **Não sinta a obrigação de comprar ou alugar um aparelho eletrônico durante esse período.** A experiência de aprendizado em casa que estamos oferecendo não exige que os alunos usem um aparelho eletrônico.

Agenda Diária OPCIONAL

[Click aqui](#) para visualizar uma programação de Horário Escolar OPCIONAL que fornece um plano diário série. Se você tem seu próprio plano, recomendamos que você o use! No entanto, se você quiser um pouco de assistência, a programação fornecerá exatamente isso.

Lista de atividades de aprendizado contínuo

[Clique aqui](#) para obter a lista: Esta lista de verificação foi desenvolvida para você e seu filho acompanharem as atividades diárias de aprendizado em casa. Você ou seu filho podem simplesmente marcar as atividades concluídas para o dia, data e inicial a cada dia. Isso pode ser concluído semanalmente e pode ser entregue assim que retornarmos à escola. Cópias da lista de verificação estarão disponíveis em todas as estações de merenda escolar em todo o distrito.

Mais uma vez, quero lhes agradecer! Obrigada por oferecer aos nossos alunos um ambiente acolhedor para que continuem seu aprendizado fora da escola. Essa é realmente uma colaboração inigualável.

Se você tiver alguma dúvida, não hesite em contatar o professor ou o diretor do seu filho. Além disso, os professores entrarão em contato com você para responder às suas perguntas e fornecer orientações sobre as tarefas de aprendizado, se necessário.

Atenciosamente,

Roberta Freeman, Ed.D.

Diretora Acadêmica
Escolas Públicas de Long Branch

Queridas Familias de Escuelas Públicas de Long Branch,

Primero, un gran agradecimiento a todos ustedes y a las familias. Gracias por trabajar con nosotros, ya que el aprendizaje continúe para su hijo durante estos tiempos difíciles. Sabemos que la información dada puede haber sido abrumadora y lo último que queremos hacer es añadir estrés innecesario. Esta carta proporcionará detalles importantes para la experiencia de aprendizaje de su hijo en casa.

Experiencia De Aprendizaje En Casa

El aprendizaje en casa NO significa una experiencia virtual. Aunque muchas de las tareas están en línea, LOS estudiantes NO están obligados a iniciar sesión en una en una plataforma para completar las tareas. De hecho, para satisfacer las necesidades de TODOS los niños, se dieron copias impresas a todos los estudiantes antes de que la

escuela cerrará, por lo tanto, los estudiantes tienen la opción de completar las tareas en línea O completar las copias impresas que se dieron. Por favor, no se sienta obligado a comprar o alquilar un dispositivo durante este tiempo. La experiencia de aprendizaje en casa que estamos proporcionado no requiere que los estudiantes usen un dispositivo.

Horario Diario OPCIONAL

[Haga clic](#) aquí para ver y horario OPCIONAL por intervalo de calificación que proporciona un plan diario. Si tienes tu propio plan, ¡te animamos a usarlo! Sin embargo, si desea un poco de ayuda el horario le dará justo eso.

Lista De Verificación De Actividades De Aprendizaje Continuo

[Haga clic](#) para obtener una lista de verificación: Esta lista de verificación fue desarrollada para que usted y su hijo realicen un seguimiento de las actividades diarias de aprendizaje en el hogar. Usted o su hijo pueden hacer check-off las actividades competidas por el día, la fecha y la inicial cada día. Copias de la lista de verificación estarán disponibles en todas las estaciones de almuerzo para llevar en todo el distrito.

Una vez más, quiero darle LAS GRACIAS! **Usted está proporcionado a nuestro hijos un ambiente de crianza para continuar su aprendizaje fuera de la escuela.** !Esta es realmente una colaboración sin igual en la escuela!

Si tiene alguna pregunta, no dude en ponerse en contacto con el maestro o el principal de la escuela. Además, los maestros de su hijo se pondrán en contacto con usted para responder cualquier pregunta y proporcionar orientación sobre las tareas de aprendizaje si es necesario.

Sinceramente,

Roberta Freeman, Ed.D.

Directora Académica
Escuelas de Long Branch

General Overview by Grade Span

Early Childhood (P3, P4, & K):

Literary experiences are instructional reading moments, games, routines, or lessons that occur within the context of everyday life. Sometimes these activities are planned and sometimes they aren't. The defining aspect of literary experiences, though, is that they happen naturally throughout the course of a learner's day. A literary experience could be subtly joining a young child as she explores nature and pointing out the name of some of the flowers. It may

be giving the grocery list to a preschooler and reading the items together as he checks off what's put in the cart. It may be a game you create for your child to play with friends that just happens to have some challenging vocabulary words. Or it could be a teacher intertwining a story extension exercise with a science lesson.

The truth of the matter is that reading and language events occur almost every moment of every day. It doesn't make sense to isolate language learning as a once-a-day activity. Listening and communicating with others; taking meaning from text and forming new ideas; writing about unique ideas in a clear and direct manner are all methods for children to grow into progressive thinkers. The most natural way to effectively teach these skills is to introduce them within a child's home and school environment as life is happening (Retrieved March 10, 2020 from <https://www.readinghouse.com/blog/what-is-a-literary-experience>).

We realize many of our parents are connected to social media apps such as facebook and instagram. We believe we can create literary experiences designed to engage children while they are away from schools. Utilizing 'facebook live' and 'instagram tv' we will be sharing developmentally appropriate, theme based story reads. These applications can be accessed from a parent/siblings smartphone, tablet or computer. A multi-disciplinary literary experience will be shared daily.

ELEMENTARY:

English Language Arts (K-5)

Students with access to internet will complete phonics and reading activities on Treasures Digital <https://connected.mcgraw-hill.com/connected/home.do>, https://macmillanmh.com/ccsreading/treasures/phonics_animations/phonics_launch.html, Epic Digital Library <https://www.getepic.com/> and Peekapak <http://peekapack.com/>

Treasures: (K-5)

Students with access to internet will complete phonics activities on Treasures Digital https://macmillanmh.com/ccsreading/treasures/phonics_animations/phonics_launch.html
Each day students will complete one word building, one sorting, and one fluency activity.

EPIC:

Students with access to the internet will access titles from a digital library (Available in Spanish and English).

Each day students will read for 30 minutes and complete:

- [Elementary Reading Log \(Grades K-2\)](#)
- [Elementary Reading Log \(Grades 3-5\)](#)

Peekapak:

One lesson daily as prescribed by the homeroom teacher. Grade level assignments that correspond with ELA Anchor standards will be inclusive of reading and writing with assignments that support comprehension and critical thinking. Rubrics and directions will be provided to guide students in their work. Reading connections will be made to both science and social studies.

Equitable Access to Instruction May 21, 2020

- ❖ **Lack of Internet: Devices with 5G mobile data were distributed to all homes without internet access.**
- ❖ Little libraries in front of each Elementary school contain additional texts providing all students with an opportunity to swap a book.
- ❖ Each day students will:
 - Read for 30 minutes and complete:
 - [Elementary Reading Log \(Grades K-2\)](#)
 - [Elementary Reading Log \(Grades 3-5\)](#)
 - Complete one page in their grade specific practice book.

Addressing Bilingual and ESL students:

Information and directions will be translated in home languages.

❖ Each day students will:

- Read for 30 minutes and complete a [Reading log](#)
- Complete one page in their EL Learner practice book -
- [Treasures Practice Books \(Grades 1-5\)](#)

❖ Special Education Students will read for 30 minutes using:

- <https://www.bookshare.org/cms/> Online reading resource for students with dyslexia, blindness, cerebral palsy and other reading barriers. Students will select one ebook title in audio, audio + highlighted text, braille, large font, and other formats.
- Complete one page from the Approaching Learner practice book [Treasures Practice Books \(Grades 1-5\)](#)
- Each day students will participate in one word building, one sorting, and one fluency activity/game.

Mathematics (K-5):

Students with access to internet will complete activities on the Connect Ed/Everyday Math Platform: <https://connected.mcgraw-hill.com/connected/login.do>

Students will:

- complete five sketchpad activities daily.
- watch one tutorial video daily. Students will create their own practice problem based on what they learned in the video and explain in writing how to solve.
- play three online games daily. Students can choose from one skill builder, one on-grade level game, and one challenge game.

Equitable Access : Devices with mobile data were ordered and distributed to homes.

- complete two “Do Anytime at Home” activities daily.
- complete two pages of math boxes daily.

❖ Bilingual and ESL students: Students will:

- log in to ST Math and work for 30 minutes daily (students will need access to the internet).
- without access: complete two “Do Anytime at Home” activities
- without access: complete two pages of math boxes.

❖ Special Education Students will:

- complete five sketchpad activities daily.
- watch one tutorial video daily. Students will create their own practice problem based on what they learned in the video and explain in writing how to solve.
- play two online games in the skillbuilder level daily

Health & Physical Education: Students will complete daily brain breaks to encourage motor movement and boost coordination.

[20 Three-Minute Brain Breaks](#)

English Language Arts - Social Studies - Science (Grades 6-12)

Cross-disciplinary Content

Equitable Access for Students without Internet Access: In the event that a student does not have Internet, a student will not complete the Newsela assignment. Instead, each student will select a novel of their choice from the school or public library. Students will be presented with a hardcopy of a [dialectical journal assignment](#), where students will use a double-entry form to examine details of each chapter and synthesize their understanding of the text.

Equitable Access for Students with Internet Access: Students with access to the internet will complete assignments on the Newsela platform.

Newsela: <https://newsela.com/signin>

Each day students will complete three articles and respond to the corresponding questions within the “Quiz” and the “Write” section for each article. Newsela offers a variety of content

as students will have access to over 10,000 texts covering 20+ genres-from fiction and poetry to speeches and primary sources. Users can discover content by theme, topic, format, and more. When selecting the three articles per day, students will choose one article in each of the content areas of ELA, Social Studies, and Science.

Equitable access to differentiate for ELLs & SPED:

Commonlit.org is an online resource to access articles in Cross-curricula format. Common- Lit is adaptive, students can have access to articles in English and their native language at multiple levels. All languages serviced in Long Branch Public Schools are accessible for translation.

1. To select articles in native language, click on Translate icon (green)
2. Choose desired language in the drop down menu.
3. Click on the globe icon located in front of each passage, paragraph, stanza, etc. and each portion will be translated in a box to the left.
4. Students can complete grade level assignments by translating them into native language.

Newsela.com - when creating an assignment in Newsela, users can choose to control the article level and language. Their students will only be able to access the article at that level. After submitting the quiz, students will be able to see the article at all levels. Newsela is adaptive, if teachers choose not to control the level, Newsela will use each student's performance on quizzes to present the article at the level just right for them.

1. To select articles written in Spanish, utilize the drop down menu titled, "Library." Scroll to the bottom and select "Spanish." An updated Spanish library will appear and articles can be filtered by text level, reading skills and content.
2. To select articles aligned to specific content, utilize the search toolbar to filter and identify articles within the realm of each content area. The following Table provides a list of key words that can be used when searching for content specific articles:

Social Studies				
	Middle School		High School	
World History	<ul style="list-style-type: none"> ● Ancient China ● Ancient Egypt ● Ancient Greece ● BCE/CE Dating System ● Ancient Religions 	<ul style="list-style-type: none"> ● Roman World ● Japan ● Middle Ages ● Renaissance ● Reformation ● Enlightenment ● Exploration 	<ul style="list-style-type: none"> ● Globalization ● Climate change ● Global economy ● Renaissance ● Reformation ● Scientific Revolution ● Political Revolution ● Political Cartoons 	<ul style="list-style-type: none"> ● Russian Revolution ● WWI/WWII ● Cold War ● Soviet Union ● Contemporary Issues ● Calvinism ● Human geography
		<ul style="list-style-type: none"> ● Exploration ● Thirteen 	<ul style="list-style-type: none"> ● Bill of Rights ● Westward 	<ul style="list-style-type: none"> ● Global economy ● Political Cartoons

American History	<ul style="list-style-type: none"> Colonies American Revolution Declaration of Independence Constitution The Indian Removal Act The Louisiana Purchase 	<ul style="list-style-type: none"> Expansion Manifest Destiny Industrial Revolution The Three Branches of Government 	<ul style="list-style-type: none"> Westward Expansion WWI WWII Cold War Reconstruction Civil Rights Movement Reform Gilded Age 	<ul style="list-style-type: none"> Constitution Alliance Treaty Democracy NATO Social Change Great Depression
Electives			<ul style="list-style-type: none"> Global economy Supreme Court Rights Feminism Law Justice 	<ul style="list-style-type: none"> Economics Cultural Traditions Arts & Culture Varying Perspectives

Science		
<p style="text-align: center;">Earth Science</p> <ul style="list-style-type: none"> ❖ 6th Grade ❖ Environmental 	<ul style="list-style-type: none"> Biomes Water Earth's Systems Fossils Earth's Formation Light Spectra Earth's place in the Universe 	<ul style="list-style-type: none"> Weather Magnetism Earth's Resources Electricity Recycling Climate Change Human Impact
<p style="text-align: center;">Physical Science</p> <ul style="list-style-type: none"> ❖ 7th Grade, ❖ Chemistry ❖ Physics 	<ul style="list-style-type: none"> Matter Particles Elements Molecules Bonding Chemical Reactions Nuclear Energy 	<ul style="list-style-type: none"> Energy Kinetics Force Motion Speed Frequency Heat Transfer
<p style="text-align: center;">Life Science</p> <ul style="list-style-type: none"> ❖ 8th Grade ❖ Biology 	<ul style="list-style-type: none"> Cells Ecosystems Genetics Evolution Chromosomes Natural Selection 	<ul style="list-style-type: none"> Respiration Homeostasis Biodiversity Population DNA Body Systems
<p style="text-align: center;">Electives</p> <ul style="list-style-type: none"> ❖ MS PLTW ❖ HS PLTW ❖ Forensics ❖ Anatomy 	<ul style="list-style-type: none"> Engineer Veterinarian Biochemist Virologist Medical Doctor 	<ul style="list-style-type: none"> Forensic Scientist Psychologist Epidemiologist Anthropologist CAD Technician

Mathematics (6-8):

Students with access to internet will complete activities on the Big Ideas Math Platform: <https://www.bigideasmath.com/BIM/login>

Students will complete one practice activity per day as prescribed by the teacher. Students who complete the activity online will have access to video tutorials, online calculators, and solution hints as needed. Additionally, they will have access to the Live Tutor feature that is enabled on the Big Ideas online platform.

Equitable access to differentiate for ELLs & SPED: Video tutorials are embedded into each assignment. These videos can be played in English or Spanish. For Special Education students, teachers have the option of assigning activities from the Skills Review Handbook. These can be assigned online or given as hard copies. These skill review assignments have worked out examples for students to follow as they complete the assignment.

Equitable Access for Lack of Internet: Students who do not have access to the internet will complete one “Puzzle Time” activity per day. Teachers will send these hard copy assignments home with students. Students will bring their math textbook home as a resource to help as they work through each activity.

Health & Physical Education: <https://minds-in-bloom.com/20-three-minute-brain-breaks/>

Daily brain breaks to encourage motor movement and boost coordination.

Integrated Arts:

HIGH SCHOOL

Mathematics (9-12)

Algebra I Students:

Students with access to internet will complete activities on the Big Ideas Math Platform: <https://www.bigideasmath.com/BIM/login>

Students will complete one practice activity per day as prescribed by the teacher. Students who complete the activity online will have access to video tutorials, online calculators, and solution hints as needed. Additionally, they will have access to the Live Tutor feature that is enabled on the Big Ideas online platform.

Equitable access to differentiate for ELLs & SPED: Video tutorials are embedded into each assignment. These videos can be played in English or Spanish. For Special Education students, teachers have the option of assigning activities from the Skills Review Handbook. These can be

assigned online or given as hard copies. These skill review assignments have worked out examples for students to follow as they complete the assignment.

Equitable Access for Lack of Internet: Students who do not have access to the internet will have a choice to complete one Performance Task or one Cumulative Review activity per day. Cumulative Review activities contain worked out examples for students to refer to as they work through the assignment.

Geometry, Algebra II, Precalculus, Statistics, AP Calculus and Financial Algebra Students:

Students with access to internet will complete activities on the Khan Academy

<https://www.khanacademy.org/>

Students will complete one lesson per day as prescribed by the teacher. Students who complete the activity online will have access to step by step lessons, video tutorials and solution hints as needed.

AP Calculus Students: In addition to the lessons on Khan Academy, students will work through assignments on their College Board Account. If students are not able to get onto their College Board account, PDF resources from the College Board website will be provided.

Equitable access to differentiate for ELLs & SPED: Video tutorials are embedded into each assignment. Videos are accompanied by step by step lessons and examples with worked out solutions. These videos can be translated in multiple languages. For Special Education students, teachers have the option of assigning activities from the Big Ideas Skills Review Handbook. These can be assigned online or given as hard copies. These skill review assignments have worked out examples for students to follow as they complete the assignment.

Equitable Access for Lack of Internet:

Students who do not have access to the internet will have a choice to complete one Performance Task or one Cumulative Review activity per day. Cumulative Review activities contain worked out examples for students to refer to as they work through the assignment.

Technology Support

Long Branch Public Schools technology staff will primarily focus on keeping up business operations and network support as well as offer limited support for hardware, software and account-related issues on Remote Learning Days. Students/staff should email their questions or problems to ddeassis@longbranch.k12.nj.us

EQUITABLE ACCESS

Results from a parent/student survey administered in 2019 indicated less than 70% of LB families have high-speed broadband internet access in their homes. Thus connecting to digital content will require ingenuity, creativity, planning, and mobile hotspots provided by our wifi buses, which are fully equipped with laptop carts. The buses will have a specific schedule with

designated spots for children to access devices, content and meals. We plan to leverage the learning platforms and tools outlined in our instructional plan. We also will have thorough cleaning protocols between each stop.

Assessing Special Education Needs Plan/Assisting Our High Needs Students

[SE Needs Plan](#)

Students with special needs present particular challenges to emergency and crisis planners. Planning considerations should address the needs of students and staff with hearing, mobility, sight or other physical or health impairments. Other groups that may need special considerations include non-English speaking students and students within specific age ranges that have specific requirements.

Emergency Tool Boxes shall contain lists of students along with any alerts that may need to be addressed during an emergency.

Long Branch Public Schools maintains a Nursing Services Plan which shall also include a description of how nursing services will be provided in emergency situations, detailed nursing assignments sufficient to provide the services to pupils.

The Long Branch Public Schools Board of Education maintains the following policies related to assisting the special needs population:

[Policy- 5307- Nursing Services Plan](#)

Summer Learning Plan:

40 Day Plan (5th Marking Period)

Position	Dates and Times	Explanation and Duties
Program Planners	Preplanning Dates and Hours <ul style="list-style-type: none"> • May 26-June 12 • 25 hours (flexible) Professional Development <ul style="list-style-type: none"> • June 18-19 • 9 hours total (over the 2 days) • 8:00am-12:30pm Program Dates and Hours <ul style="list-style-type: none"> • June 22-August 21 • 8:00am-12:30pm M-F 	3 Staff Members (1 per building) <ul style="list-style-type: none"> • Set expectations • Offer Professional Learning • Organize virtual materials • Organize safe, curbside pick-up of physical materials • Create Google Site, update, and manage site including all resources and links weekly • Collect lesson plans weekly • Preview /approve pre-recorded videos weekly • Staff Attendance • Plan virtual field trips and guests
Social and Emotional Facilitator	Preplanning Dates and Hours <ul style="list-style-type: none"> • May 26-June 12 • 25 hours (flexible) Professional Development <ul style="list-style-type: none"> • June 18-19 • 9 hours total (over the 2 days) • 8:00am-12:30pm Program Dates and Hours <ul style="list-style-type: none"> • June 22-August 21 • 8:00am-12:30pm M-F 	3 Staff Members (1 per building) <ul style="list-style-type: none"> • SEL Professional Learning • Assist with organizing virtual materials • Assist with organizing safe, curbside pick-up of physical materials • Communication with families via newsletters, social media, etc. • Counseling services for students • Monitor student progress • Student Attendance • Assist Program Planner with planning virtual field trips and guests

Synchronous Learning (live, virtual small group instruction)	Professional Development <ul style="list-style-type: none"> • June 18-19 • 7 hours total (over the 2 days) • 8:30am-12:00pm Program Dates and Hours <ul style="list-style-type: none"> • June 22-August 21 • 8:30am-12:00pm M-F 	15 Staff Members (9 PreK, 6 K): <ul style="list-style-type: none"> • Each Early Learning Building will have a teacher team consisting of 3 Pre-k teachers and 2 k teachers (total 15 teachers district wide) • Teachers will form groups for targeted small group instruction in ELA and math weekly. All students will have the opportunity to work in a small group with a teacher at least 1x per week.
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CONTINUING NUTRITION and MEAL PLAN

FOOD AND MEDICATION:

Storage areas containing food and medication are as follows:

- Food Storage – Cafeteria
- Water Storage – Cafeteria
- Medication – Nurse’s Office

The Long Branch Public Schools maintains the following policies/regulations related to storage areas: Policy - 8506 - School Lunch Program Biosecurity Plan

Safe delivery of ‘MEAL SERVICE PLAN’:

Total students: 5844 Free: 4907 Reduced: 701

In the event of a school closure due to a pandemic, the food service department will be directed to make daily meals for students. In the event of closure, the Transportation Department will be directed to drop off food to designated areas throughout the community.

The LBPS Food Service Department would be responsible for inputting the daily meals into the point of sale system and maintaining proper edit check reports for each of the days that the meals were appropriated. This will allow for the meals to be reimbursed through the monthly report submitted to the State, similar to the Summer Meals Program protocols.

Drive-Through: We plan to execute a drive up exchange process at the following schools: Long Branch Middle School; Gregory Elementary School, Holy Trinity School, and George L. Catrambone School. Food will be prepped in the morning and placed outside of each school for drive-up or walk-up exchange. Two meals will be packaged for each child. Lunch and breakfast for the following day. We will utilize approximately **30 custodians and 35 food service staff** will be utilized for preparation, bagging and distribution. A site supervisor will coordinate the services at each location. Class III officers will be available for traffic if an issue arises.

Children who are deemed “Homeless” will have meals delivered to their temporary residence by the maintenance department staff. Deliverers will be brought to Eatontown, Keansburg, Tinton Falls, and Asbury Park. We have a family who temporarily resides in New Egypt.

REVISED: As of March 30, 2020

We have tightened our security protocols surrounding food distribution and advertised this to the community. [Meal Flyers](#)



NEW Procedure For Grab & Go Sites

1. Pull up to the Grab & Go Station
2. Tell the site worker how many meals you need
3. They will put the meals on a table
4. Once they back-up, you exit your vehicle and take the meals.

Site Workers
Are Prohibited
From Placing
Packages Into
Vehicles or
Handing Packages
To Individuals

Those walking to the Grab & Go Site, stay 6-feet apart, walk up to the table and tell them how many you need. They will put the meals on the table. Once the worker has backed-up take your meals.

Next, we will reduce serving to three days of distribution. Monday, Wednesday and Friday. Four meals will be provided upon pick-up(2 lunches and 2 breakfasts). Service workers’ hours will be reduced according to distribution schedule. Further, we have added another drop off location, Pleasure Bay Apartments in Long Branch. Meals will still be delivered on the three designated days to children who are homeless and temporarily reside outside the City of Long Branch.

[Custodial Schedule Revised](#)

COMMUNICATIONS

The Superintendent will provide updates and the latest research information to staff, students, and parents via phone/text message and the district website.

The Superintendent will cancel and announce cancellation of all large group activities including sporting events if directed to do so by the NJ Health Department and/or County Superintendent's office.

The district nurse will disseminate messages about preventative hygiene and conduct respiratory etiquette programs (cough in your sleeve). Dissemination techniques will include, but not be limited to, classroom presentations, press releases, school-wide posters, videos and training to staff via in-services or faculty meetings, hand washing signs in all bathrooms. Teachers will be trained in pandemic related symptom identification.

Coronavirus Secretarial Response to Parent Inquiries

Directions:

Parent phone calls that are received by clerical staff will respond by using the Phone Script below: If the parent requires more support, please ask the caller the child's name. Look up the child's name in Genesis to ensure the caller is the guardian of the child. Once information is verified, please transfer the call to the school nurse.

Calls that are received from community members that do not have children in our school, will be transferred to our central office.

If the media contacts the office, take a message and inform the Office of the Superintendent.

Phone Script

Thank you for your phone call. We have information for parents about the Coronavirus that can be found on our district Website. This information can be found under Coronavirus - Parent Resources. If you have a more specific question, I can transfer you to a district administrator who may be able to provide you with a solution.

Board of Education

The Board of Education will conduct Board of Education meetings if possible either on site or through some form of distance learning platform.

Working with the Media:

The Superintendent will be the media spokesperson for the district. In the event that the Superintendent is unable to serve in this capacity, the Assistant Superintendent shall perform this role.

1. Provide media with a written statement (same as a statement made to parents and students).

2. Provide staff with instructions for phone contact from the media – refer all media questions to the Superintendent or designee.
3. Reinforce school and community response regarding the pandemic

Dealing with Media:

The primary goal in dealing with the media should be to keep the public informed about the pandemic while maintaining the privacy of students and staff while ensuring minimal disruption to the educational process. As soon as possible, prepare a written statement for release to the media. This statement should clearly state the facts of the crisis and the actions taken by the school. In preparing the statement, try to anticipate what some of the questions will be and have prepared responses (the media will want to know who, what, when, where, why and how). Having a prepared statement will ensure that all media outlets get the same information and will avoid the accidental release of confidential or inaccurate information.

POLICIES/REGULATIONS

The Long Branch Public Schools Board of Education maintains the following policies related to media communications: *Policy- 9400- News Media Relations* Home Instruction due to Health Condition

The Long Branch Public Schools Board of Education maintains the following policy and regulation related to Home Instruction due to Health Condition

Policy and Regulation 2412 - Home Instruction due to Health Condition

Control of Communicable Disease

The Long Branch Public Schools Board of Education maintains the following policy and regulation related to Control of Communicable Disease

Policy and Regulation 8451 - Control of Communicable Disease

Harassment, Intimidation, and Bullying

The Long Branch Public Schools Board of Education maintains the following policy related to Harassment, Intimidation, and Bullying.

Policy 5512 – Harassment, Intimidation, and Bullying

Cooperation Between Parents and School

The Long Branch Public Schools Board of Education maintains the following policy related to Cooperation between parents and school:

Policy- 9200- Cooperation Between Parents and School

Emergency and Crisis Situations

The Long Branch Board of Education maintains the following policies related to Staff Emergency Training

Policy- 8420- Emergency and Crisis Situations

School Lunch Program Biosecurity Plan

The Long Branch Public Schools Board of Education maintains the following policies/regulations related to storage areas:

Policy- 8506- School Lunch Program Biosecurity Plan

Sample

Home Schedules

for Parents

PERSONNEL: LETTER TO STAFF

March 18, 2020

Dear Long Branch Public School Employees,

Thank you again for all of your patience as we grapple with the changing landscape surrounding COVID-19. Our top priorities are to keep all staff and students healthy and to ensure that we are providing our students with the educational services they need. We have spent the day talking with

various county officials, union leaders, site administrators, and those of you with questions regarding your status and coverage. As a result, we want to share an update about our plans moving forward.

First, we want to thank you for the extraordinary professionalism and dedication you continue to demonstrate in your communications with students and their families, in the plans and preparations you are making, and in everything you are doing to help us be prepared for the coming weeks.

Next, as you all know our schools will be closed through spring break and will not reopen until Monday, April 20, 2020, at the earliest. In addition, we will be asking many of you to work from home during this time, while we will ask others to come to work in order to ensure the safety of our schools/buildings and to continue the essential functions of the district. Regardless of the assignment, you are given during this time, please be aware that all employees will be considered "on call" and must be local and available to work as needed, though it is our intent to minimize the number of employees in schools/buildings. The important thing is to ensure that students continue to feel connected both to the instructional content and to you. As we move forward, administration will provide additional details about record-keeping and other logistical tasks.

We will ask you to work as follows from now on:

General Education Teachers are asked to work from home. Please implement the plans that you have already put in place to ensure continuity of learning for all your students (gen ed. and special ed.). Consult with special education teachers and service providers, as needed. Please develop plans that allow students to have interactive opportunities to talk with you and to hear from you - this may take form through google classrooms, one-on-one emails, blog posts, video-based instruction, or myriad of other approaches.

- All Teachers are responsible for making phone calls to families to deliver an educational plan.
- Teachers in grades PK-5 must call every family each week to personalize instruction.
- All must log calls for ten (10) of the nineteen(19) school days.

Special Education Teachers and Service Providers are asked to work from home. Please continue to collaborate with your site special education team to develop your student plans. Share the student plans with your families by Friday morning and maintain a log of communication with families and contact time with students. Check email daily and be prepared to join online team meetings via Zoom or Google Hangout as needed. Provide consultation with general education teachers, as needed.

- All Teachers and related service providers are responsible for making phone calls to families to deliver an educational plan.
- Teachers in grades PK-5 must call every family each week to personalize instruction.
- All must log calls for ten (10) of the nineteen(19) school days.
- Related Service Providers must be available to assist families with high needs students.
- Social workers must be available to answer calls.

Non- Homeroom Special Teachers Teachers are asked to work from home. Please implement the plans that you have already put in place to ensure continuity of learning for all your students. Please develop plans that allow students to have interactive opportunities to connect with specific content area activities - this may take form through blog posts, video-based instruction or links connected to your webpage, or myriad of other approaches.

- All non homeroom Teachers are responsible for making sure families can connect to specific content area activities (Physical ed, art, etc)

Certificated Long-Term Substitutes are asked to work from home. Please continue in your long-term assignment. See General Education Teachers or Special Education Teachers paragraph above.

Home Instructors are asked to maintain contact with current students and their teachers to continue to provide these services. Home Instruction will be conducted remotely.

Instructional Assistants are asked to work from home and reach out to the teachers with whom they regularly work to determine the best ways to continue to provide support to students. You must also be available for translation and possible food distribution.

Food and Nutrition Services Staff are asked to report to work, and to maintain social distancing practices, including maintaining a distance of at least six feet from others who are working on site.

Buildings and Grounds crew (custodians and maintenance workers) are asked to report to work, and to maintain social distancing practices, including maintaining a distance of at least six feet from others who are working on site. All Buildings and Grounds personnel shall follow the modified assigned hours given to you by Ann Degnan in order to support the overall operations of the District.

Technology Staff will be considered "on call" and must be local and available to work as needed, though it is our intent to minimize the number of employees in schools/buildings.

Office Staff be considered "on call" and must be local and available to work as needed, though it is our intent to minimize the number of employees in schools/buildings. You must also be available for translation and possible food distribution.

Security Staff be considered "on call" and must be local and available to work as needed, though it is our intent to minimize the number of employees in schools/buildings.

Leadership Team is considered "on call" and must be local and available to work as needed, though it is our intent to minimize the number of employees in schools/buildings.

All Other Staff are asked to check in with their supervisors for direction. Please do not report to your school site unless/until you have been asked to do so by your supervisor.

For all employees asked to report to work as usual, if you have a need to work remotely, please discuss how this can be accomplished with your immediate supervisor.

Please note that we will observe spring break as originally scheduled, so if you were scheduled for non-work or vacation time during the week of April 13 through April 17, you should continue to plan on having that time off.

In addition, do not make any changes in Frontline Absence Management to any time off (vacation days, jury duty, maternity, medical, etc.) for you or anyone in your building/department . The Office of Personnel will be making all changes once we return back to work. If anyone has any questions or concerns please feel free to contact Alisa Aquino at aaquino@longbranch.k12.nj.us or Janice Martin at jmartin@longbranch.k12.nj.us.

If you are being asked to work from home but need to come into your building to get materials or supplies, please let your direct supervisor know when you plan on arriving . Please maintain social distancing practices at all times.

Finally, thank you for your flexibility. We urge you to take care of yourselves and adopt all of the [healthy practices](#) recommended by the CDC. We encourage you to reach out and support each other. Stay safe and healthy.

Sincerely,

Alisa Aquino
District Personnel Manager

Revised Checklist from NJ Department of Education

file:///C:/Users/msalvatore/Desktop/Emergency%20Response%20Pandemic%20Checklist.pdf

Related Services for Mental Health:

Monmouth County Health Department has opened a phone bank to respond to callers with questions or concerns about COVID-19. As you can imagine, many callers are experiencing increased anxiety, fear, and worry about COVID-19. There are Disaster Response Crisis Counselors (DRCCs) volunteering on the phone lines. The phone line is available from 9am-8pm. 732-845-2070.

For other Coronavirus (COVID-19) questions, residents can call the health experts at the NJ Poison Control Center at 1-800-222-1222.

Also, AA meetings are being held online and can be found through the following link: <http://aa-intergroup.org/directory.php>.

Crisis Counselors are available via the Crisis Text Line: text SHARE to 741741. They offer support through texting for those that are experiencing fear, stress, anxiety, depression, panic, and isolation. They operate 24/7.

Rutgers UBHC offers telephonic peer support lines. They are a resource for individuals struggling with substance use, are in recovery, or need support and may feel isolated at this time.

1. New Jersey Peer Recovery 8AM-8PM on 3/26/20 the hours are being extended to 10PM for individuals with substance abuse problems or those in recovery needing support: 1-833-422-2765
2. Vets4Warriors- 24/7 National Program for veterans who have served in wars-1-855-838-8255
3. Vet 2 Vet- any NJ veteran 24/7 1-866-838-7654
4. Mom2Mom-mothers with special needs children 8AM-8PM -1-877-914-6662
5. Care2Caregiver- with family members who are caring for family member with memory loss, Alzheimer's, dementia or a related disorder 8AM-8PM 1-800-424-2494
6. Cop2Cop- 24/7 law enforcement officers 1-866-267-2267
7. Worker 2Worker for DCP and P workers 8AM-8PM-1-855-327-7482
8. Aid NJEA- school staff members and their families Monday-Thursday 12PM-8PM; Fridays 12PM-6PM 1-866-243-6532