

**APPENDIX B**  
**WEST LONG BRANCH PREPAREDNESS PLAN (Component Addendum)**

**Contact Information**

**County:** Monmouth

**Name of District:** West Long Branch

**Chief School Administration:** Dr. Frank Alfano

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<b>Equitable Access to Instruction Plan Component 1</b>		
<b>Question</b>	<b>District Yes or No</b>	<b>County Yes or No</b>
Does the plan include equitable access to instruction for all students?	Y	
Does the plan include an overall demographic profile for your district, including student counts for state funded preschool, homeless, migrant LSE, Students with Disabilities, and English Language Learners (ELLs)?	Y	
Does the plan ensure that all students, with their varied and age appropriate needs, are addressed through the plan	Y	
Does the plan demonstrate a working knowledge (data summary or narrative) of student access to technology for grades identified in your plan as being served by one or more online platforms?	Y	
*Does the district’s plan account for measuring and addressing any ongoing digital divide that exists, whether it be network access or lack of sufficient access to devices?	Y	
<p><b><u>Notes on Component 1</u></b></p> <p><b>Component #1 - Instruction (Addendum/Appendix A also includes demographics)</b>  <b><u>Equitable Access:</u></b>            The West Long Branch School District is committed to ensuring equitable access to instruction for all students in the event of a school closure due to COVID-19 or any other communicable disease. A technology/internet accessibility survey was sent out to the school community. Any student who did not have access to technology in grades K-8 was provided a device from the district to help ensure access. If internet is not available our Network Administrator is looking into providing wider access points from our bandwidth in order to encompass all of West Long Branch, which will assist homes with no internet service. Grades PK-1 originally were provided packets that focused on the appropriate learning targets. Now all students K-8 are using remote learning with incorporating packet assignments as appropriate. Teachers have at their homes all their textbooks, teaching supplies, Chromebook, etc. Additional basic supplies and supplemental resources principals make themselves available and distribute these materials to the staff as needed. This allows them to plan daily for the days ahead of the closure.</p> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>• For grades preK-4, 30-45 minutes of video conferencing (e.g., Zoom, Google Meet, etc.) are required each day for all staff to communicate with their students. Many teachers are going above the 30-45 minutes per day.</li> <li>• For grades 5-8, 30-45 minutes of video conferencing (e.g., Zoom, Google Meet, etc.) are required each day for all staff to communicate with their students. Many teachers are going above the 30-45 minutes per day.</li> <li>• All staff are required to work at their home computers or via district issued</li> </ul>		

technology for a minimum of four hours and 15 minutes per day. This includes monitoring online learning primarily through Google Classroom.

- For grades preK-4, Freckles, myON, Reading A-Z, RAZ Kids, Story Works, Study Island, and Xtra Math have been utilized to facilitate online instruction consisting of class assignments and independent work.
- For grades 5-8, Common Lit, i-Ready, IXL, Khan Academy, myON, and Study Island have been utilized to facilitate online instruction consisting of class assignments and independent work.
- Teachers are providing student feedback via our Student Information System parent/guardian portal as well as virtual and telephone parent/guardian conferences. The District has maintained its grades K-4 standards-based grading and grades 5-8 numerical and other categorical grading. Grading were never altered at West Long Branch during the third of fourth marking periods from when the closure began in mid-March. The grading system remained the same as when school was opened.
- For grades 1-8, upon parent/guardian request, students have been provided Chromebooks thereby eliminating any type of digital divide. In addition, there have been no requests for establishing Hotspots. The District Informational Technology Coordinator assists students and parents/guardians with access to software programs.
- Assessment to analyze Standard regression, progression and/or stagnation during the school year. This analysis is listed and explained below:

**Betty McElmon Elementary (BME)**

During the fourth marking period, BME teachers will be grading students via a standards based reporting system. Additionally, teachers will be assessing students utilizing a variety of grade level digital resources. These assessments include the following:

- Kindergarten- *enVisionmath2.0* online topic assessments, sight word automaticity assessments, Foundations unit assessments, Raz Kids reading comprehension assessments, *Journeys* reading comprehension assessments, and science/social studies/health quizzes through Google Forms.
- First Grade- *enVisionmath2.0* online topic assessments, XTRA math fact fluency assessments, Foundations unit assessments, Raz Kids reading comprehension assessments, *Journeys* reading comprehension assessments, Boom cards, and science/social studies/health quizzes through Google Forms.
- Second Grade- *enVisionmath2.0* online topic assessments and quick checks, *Journeys* Google Form reading comprehension quizzes, writing tasks, and science/social studies/health quizzes through Google Forms.
- Third Grade- *enVisionmath2.0* online topic quizzes and assessments, English language arts Study Island modules, writing tasks, and Storyworks assessments (i.e. short constructed response and multiple choice). The Quiziz website will also be used to create science/social studies/health assessments.
- Fourth Grade- *enVisionmath2.0* online topic and benchmark assessments, English language arts Study Island modules, Storyworks assessments (i.e. short constructed response and multiple choice), writing tasks, and novel study assessments (i.e. short constructed response, vocabulary, and reading

<p>comprehension questions). Google Forms are used to create health quizzes. Furthermore, student comments and discussions to science, social studies, and health articles/videos are assessed.</p> <p><b>Frank Antonides School (FAS)</b></p> <p>During the fourth marking period, FAS teachers will be administering an end of the year assessment for grades 5-8, which will count toward the fourth marking period grade only. This is not meant to be a final exam and will not be counted as such. Teachers will provide students with a minimum of two options to demonstrate content mastery, including but not limited to, the following:</p> <ul style="list-style-type: none"> <li>○ Study Island benchmark</li> <li>○ Edulastic benchmark</li> <li>○ Boom benchmark</li> <li>○ Khan Academy benchmark</li> <li>○ myON assessment</li> <li>○ Google Slides</li> <li>○ FlipGrid presentation</li> <li>○ Class/course specific project, or other pending prior teacher approval.</li> </ul> <p>For grade 5, final grades will be based on an average of the four marking periods. As part of our school protocol, final exams are not administered to grade 5 students.</p> <p>For grades 6-8, final grades will be based on an average of the four marking periods and a midterm. There will be no final exams calculated into the final grade.</p>		
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<b>Addressing Special Education Needs Plan Component 2</b>		
<b>Question</b>	<b>District Yes or No</b>	<b>County Yes or No</b>
Does the plan address the provision of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms?	Y	
*Does the plan address methods to document IEP implementation including the tracking of services, student progress as well as provision of accommodations and modifications?	Y	
*Does the plan describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?	Y	
*Does the plan address procedures for virtual IEP meetings, evaluation and other meetings to identify, evaluate and/or reevaluate students with disabilities?	Y	

<p><b>Notes on Component 2</b></p> <p><b>Component #2 –</b></p> <ul style="list-style-type: none"> <li>• In-class support teachers and instructional aides are attending and participating in special education students’ virtual lessons. Individual Google Classrooms are in place too. Student work is being modified, and students are being accommodated in accordance with IEPs as well.</li> <li>• Students whose IEP require the related services of Speech and Occupational Therapy are receiving distal therapy through Doxy.me. Students who require Physical Therapy have been contacted by the Physical Therapist and have received individual work packets with prescribed activities/ exercises.</li> <li>• Special Education teachers are reviewing student classwork daily and provide the Director of Special Services with a monthly report regarding individual student progress.</li> <li>• Case managers contact parents by both e-mail and phone calls to provide information and support to both students and their families.</li> <li>• The district Child Study Team is conducting virtual IEP meetings with parents and the required staff. These meetings are conducted when referrals are received, to conduct an Annual Review, re-evaluation or transition planning meetings.</li> </ul> <p><u>Special Education, ELL and Related Services:</u></p> <p>Planned services for equitable access to instruction also address the provision of appropriate special education, ESL, and related services for students with disabilities. The following protocols will continue during school closure:</p> <ul style="list-style-type: none"> <li>• Special education teachers in grades PK-8 will provide appropriate accommodations and modifications in the instructional plans. As needed, special education teachers may need to make a separate upload and/or provision of modified materials.</li> <li>• Services included in IEPs and 504s will be provided ex post facto for the exact number of hours required weekly; OT, Speech and PT and any other therapies required by law will be honored upon return to the school district or done remotely in accordance by code and/or law.</li> <li>• CST members and counselors will be online and available to support parents of students with disabilities in the event there is a concern or issue during the school closure.</li> <li>• If a student is in crisis, their parents/guardians should notify their school counselor and/or Perform Care and call for either a home visit or phone conference to assist with the student in need of mental health assistance. There is a link on the West Long Branch website of contact information in case of a crisis or emergency.</li> </ul> <p><u>CST Members and Counselors</u></p> <p>CST members (which includes the building social worker) will be on call via their computers to address mental health concerns, as well as to keep internet communication open for students in need of special education services.</p>		
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<b>Addressing ELL and Bilingual Needs Plan Component 3</b>		
<b>Question</b>	<b>District Yes or No</b>	<b>County Yes or No</b>
*Does the plan include ESL and bilingual education to meet the needs of English Language Learners (ELLs)?	Y	
*Does the plan contain how the district communicates with ELL families, including	Y	

translated materials and directions?		
*Does the district's plan address alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ELL access challenges?	Y	
<b>Notes on Component 3</b> <b>Component #3 -</b> <ul style="list-style-type: none"> <li>The ELL teacher is providing support for ELLs by attending and participating in their virtual lessons across various content areas as needed. The ELL teacher is also facilitating individual virtual lessons for ELLs, is maintaining parent/guardian contact with email Google Translator, and is incorporating i-Ready with ELLs. Additional translating services are provided by a teacher fluent in Spanish.</li> <li>Also see Component #2 for further information regarding ELL students.</li> </ul>		

<b>Safe Delivery of Meals Plan Component 4</b>		
<b>Question</b>	<b>District Yes or No</b>	<b>County Yes or No</b>
*Does the plan contain how the district will provide continued safe delivery of meals to students?	Y	
<b>Notes on Component 4</b> <b>Component #4 - Meals</b> <ul style="list-style-type: none"> <li>Breakfast and lunch are being delivered directly to the free and reduced homes of eligible students by Shore Regional School District buses and drivers twice each week (Mondays and Wednesdays). During this time, a total of five breakfasts and five lunches are delivered to these students during the two deliveries.</li> </ul>		

<b>Length of Virtual or Remote Instructions Day Component 5</b>		
<b>Question</b>	<b>District Yes or No</b>	<b>County Yes or No</b>
*Is the virtual or remote learning plan designed to maximize student growth and learning to the greatest extent possible?	Y	
<ul style="list-style-type: none"> <li>Differentiate instructional time, class assignments, independent work, and measures of student learning by grade bands. In each grade band, design virtual and remote learning plans to maximize student growth and learning to the greatest extent possible.</li> </ul>	Y	
<b>Notes on Component 5</b> <b>Component #5 – Remote Day Plan</b> <u>For grades preK-4:</u> 8:35 a.m. - 12:50 p.m. Instructional time 12:50 p.m. - 1:35 p.m. Lunch 1:35 p.m. - 3:00 p.m. Other educational responsibilities for staff (professional development, extra help for students, parent/guardian telephone calls, and Child Study Team/faculty/department/grade level/Professional Learning Community meetings) 3:00 p.m. - 4:00 p.m. basic skills after school program <u>For grades 5-8:</u> 8:00 a.m. - 12:15 p.m. Instructional time 12:15 p.m. - 1:00 p.m. Lunch		

1:00 p.m. - 2:25 p.m. Other educational responsibilities for staff (professional development, extra help for students, parent/guardian telephone calls, and Child Study Team/faculty/department/grade level/Professional Learning Community meetings) 2:30 p.m. - 3:30 p.m. basic skills after school program See additional information listed and explained in Components 1, 2, and 3. See below for additional information regarding the Distance Learning Schedule.		
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### Distance Learning Schedule and Procedure

Item	Block	FAS	BME
School Schedule	Academic Block for all grades/subjects – ELA, Math, SS, Science, Health, Specials... Flexible scheduling to provide instruction to the students	8:00 AM to 12:15 PM	8:35 AM to 12:50 PM
Lunch		12:15 to 1:00 PM	12:50 to 1:35 PM
Other Educational Responsibilities	PD, extra help, support groups, phone calls, CST meetings, faculty/department/grade/PLC meetings	1:00 to 2:25 PM	1:35 to 3:00 PM
WEEK	Block	FAS	BME
Week of May 11 <sup>th</sup> -- <b>REQUIRED</b> Video Conferencing with students	Face to Face (Zoom, Google Meet, etc.) instruction with Students/Teachers for all staff	Minimum 45 minutes per day of video conferencing for all staff to use with their students	Minimum 45 minutes per day of video conferencing for all staff to use with their students

Attendance Plan Component 6		
Question	District Yes or No	County Yes or No
*Does the plan address attendance aligned to the district policy on including how the district determines whether a student is present or absent, and how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will affect the student?	Y	
*Does the plan describe how the district is following up with the family when a student is not participating in online instruction and/or submitting assignments?	Y	
<b>Notes on Component 6</b> <b>Component #6 - Attendance</b> <ul style="list-style-type: none"> <li>The district attendance policy 5113 is being consistently followed for all students during the closure.</li> <li>For both grade spans, students are marked present based on their virtual work submission. Attendance is maintained in the Student Information System. Automated parent/guardian telephone calls are made when students are absent. In the event a parent/guardian is unresponsive to these calls and/or a student is unresponsive with respect to work submission, home visits are conducted to ensure the respective student is safe and well. Also, if a student is absent multiple days, a guidance counselor or Principal contacts the parent/guardian.</li> </ul>		

<b>Facilities Plan Component 7</b>		
<b>Question</b>	<b>District Yes or No</b>	<b>County Yes or No</b>
*Does the plan contain an outline of how the building will be maintained throughout this extended period of closure?	Y	
<p><b>Notes on Component 7</b></p> <p><b>Component #7 - Facilities</b></p> <ul style="list-style-type: none"> <li>All custodians are on-site daily. Summer cleaning has commenced with custodians checking rooms weekly for cleanliness (dust) or maintenance issues. Floors are being waxed and desks are being cleaned. Staff door access fobs have been deactivated so access to the building is limited. There is a protocol for re-cleaning classrooms if staff come in to get instructional materials. Security guards are on-site daily doing door checks and perimeter checks.</li> </ul> <p><u>Enhanced School Cleanliness and Disinfection Protocols</u> Beginning the week of 3/9/2020, in addition to the district's routine cleaning protocol, the custodial staff was directed to begin a frequent disinfection treatment in high-traffic and high-touch areas (desks, doorknobs, stair railings, sinks, tables, keyboards, water fountains, lunch tables, dispensers, etc.). Since schools will be closed throughout the academic year, the custodial crew will continue to properly deep clean and sanitize all environments within the school building. Cleaning protocols will continue to be outlined by district administration throughout the closure based on recommendations made by the Center for Disease Control and local Department of Health officials.</p>		

<b>Summer Programming Plan Component 8</b>		
<b>Question</b>	<b>District Yes or No</b>	<b>County Yes or No</b>
*Does the plan contain a preliminary outline for the provision of summer services, including:	Y	
• Extended School Year (ESY) for students with disabilities including how ESY will be delivered	Y	
• 21st Century programs	Y	
• Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery	Y	
• Assessments of learning loss and an initial plan for potentially addressing learning loss	Y	
• STEM or other programs using reallocated grant funds	Y	
• Title 1 extended learning programs	Y	
• Any preliminary plans for Class of 2020 graduation ceremonies	Y	
<p><b>Notes on Component 8</b></p> <p><b>Component #8 -</b></p> <ul style="list-style-type: none"> <li>Twenty-first century programs are embedded in existing District curricula.</li> <li>Benchmark assessment data, student grades, teacher recommendations, I&amp;RS recommendations, and parent/guardian feedback will assist staff with identifying learning losses. The initial plan to address learning losses encompasses facilitating a virtual summer basic skills program in addition to an Extended School Year program.</li> <li>Student STEM opportunities will be afforded over the course of the school</li> </ul>		

<p>year as typically would be the case. Title IV monies have been utilized to purchase Lego kits and other comparable materials for future instruction and related competitions.</p> <ul style="list-style-type: none"> <li>• It is anticipated that Title I monies will be utilized to pay for teacher stipends and the related FICA for the virtual summer basic skills program.</li> <li>• Classified students who require an ESY as per the IEP will receive academic instruction through distance learning platforms such as google classroom and google meet.</li> <li>• Classified students who also require related services as part of their ESY will receive Speech and Occupational Therapy via the Doxi.me platform.</li> <li>• <u>Virtual Graduation</u> – Ronan Productions has been hired by Frank Antonides School to produce the virtual graduation. The virtual graduation will include the following: <ul style="list-style-type: none"> <li>○ Open with a short montage of 8th grade photos</li> <li>○ Opening remarks from Principal</li> <li>○ Remarks from Superintendent</li> <li>○ Student Address</li> <li>○ Announcing the class of 2020 (video square in the lower left screen)</li> <li>○ Each graduate: Video waving, Shout out/memory/thank you</li> <li>○ Family reaction video</li> <li>○ Principal introducing the entire graduating class</li> <li>○ Full screen via ZOOM (pre-recorded) of entire class</li> <li>○ Credit roll (teacher comments in the background)</li> <li>○ Graduating class picture/comments</li> <li>○ BOE members and address</li> <li>○ Awards received</li> <li>○ Full pre-produced and recorded production (with options to be live at points). This can include principal and superintendent messages, student address, star spangled banner, slideshows, messages from parents/teachers, etc.</li> <li>○ Downloadable link for families to keep the ceremony forever.</li> <li>○ Ceremony would run 45-60 minutes</li> </ul> </li> </ul>		
<b>Board Approval Component 9</b>		
<b>Question</b>	<b>Yes or No</b>	<b>County Yes or No</b>
Is the plan board approved?	Retroactive Board approval will be completed at the May 26 <sup>th</sup> meeting	
<b>Notes on Component 9</b> Board approval is scheduled for the next Regular meeting on May 26, 2020 and will be submitted to the County on May 27 <sup>th</sup> .		
<b>Posted on Website Component 10</b>		
<b>Question</b>	<b>Yes or No</b>	<b>County Yes or No</b>
Is the plan posted on the district website?	Posted on May 27 <sup>th</sup>	
<b>Notes on Component 10</b> It will be posted immediately after board approval at the May 26, 2020 meeting.		



<b>Posted on Website Component 11</b>		
<b>Question</b>	<b>District Yes or No</b>	<b>County Yes or No</b>
Does the plan contain a list of essential employees by job title? (attached)	YES	
<b>Notes on Component 11</b> – See Below		

### Essential Employees

<b>List of Essential Employees by Category</b>	<b>Role of Employee</b>	<b>Duties/ Work Stream</b>	<b>How Many Essential Employees Per Category</b>
<b>Administration</b>	Assistant SBA, SBA, Director of Special Services, Principals (2), Superintendent	ASBA & SBA - Business/Finance; DSS - Special Education; Principal and Superintendent - Administration/Supervision	6
<b>Supervisor, Maintenance and Grounds Operations and Maintenance of the facility and grounds</b>	Aramark – Supervisor, Maintenance and Grounds Workers	Maintenance worker maintains building plumbing, electric, HVAC infrastructure; Grounds worker maintains all the grounds; Aramark (Privatized) Supervisor of all custodians, ground and maintenance workers.	1 Supervisor 1 Grounds 1 Maintenance All privatized workers
<b>Custodial</b>	Aramark - Custodians	Cleaning, disinfecting and sanitizing the schools/offices	5 – Hiring one additional
<b>Technology</b>	Technology Coordinator	Managing infrastructure and distance learning	1
<b>Food Service Personnel</b>	Sodexo - Workers	Preparing/serving food to students	4
<b>Accounts Payable</b>	Secretary pays bills	Coordinates payment of bills	1
<b>Security</b>	Security Guards	Provides security in schools	2 (PT) security + 1 Shared OEM Supervisor
<b>Secretaries</b>	Secretarial	Assisting the administration	6
<b>Teachers</b>	<b>Hours per day</b>	<b>Remote</b>	<b>Onsite</b>
	Minimum 4 ¼ hours of instruction as listed in the chart in <u>Component 5</u> . Additional hour and 25 minutes for staff to answer student and parent questions/concerns PD, extra help, support groups, phone calls, CST meetings, faculty/department/grade/PLC meetings as listed in the chart in <u>Component 5</u> .	All Remote	None

<b>APSSD Applicable Only: Sharing Plans Component 12 --- NA</b>		
<b>Question</b>	<b>District Yes or No</b>	<b>County Yes or No</b>