School Health-Related Closure Plan

Operational Response:
COVID-19

March 10, 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 Asbury Park 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 Asbury Park 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 Asbury Park 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.
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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).

The SARS-CoV-2 virus is a betacoronavirus, like MERS-CoV and SARS-CoV. All three of these viruses have their origins in bats. The sequences from U.S. patients are similar to the one that China initially posted, suggesting a likely single, recent emergence of this virus from an animal reservoir.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sancha K. Gray</td>
<td>Superintendent of Schools</td>
<td>732-776-2606 ext. 2423</td>
</tr>
<tr>
<td>Geoffrey Hastings</td>
<td>Business Administrator</td>
<td>732-776-2606 ext. 2426</td>
</tr>
<tr>
<td>Edwin Ruiz</td>
<td>Director of Curriculum &amp; Instruction</td>
<td>732-776-2606 ext. 2425</td>
</tr>
<tr>
<td>Dr. RaShawn Adams</td>
<td>Director of Planning, Research &amp; Assessment</td>
<td>732-776-2606 ext. 2460</td>
</tr>
<tr>
<td>Clement Bramley</td>
<td>Interim Director of Special Services</td>
<td>732-776-2606 ext. 2416</td>
</tr>
<tr>
<td>Dr. Kristie Howard-Morris</td>
<td>Director of Student Services</td>
<td>732-776-2606 ext. 2685</td>
</tr>
<tr>
<td>Deborah Sylvia</td>
<td>Director of School Counseling Services</td>
<td>732-776-2606 ext. 2635</td>
</tr>
<tr>
<td>Roberta Beauford</td>
<td>Director of Operations</td>
<td>732-776-2606 ext. 2499</td>
</tr>
<tr>
<td>Ivy Brown</td>
<td>Assistant Business Administrator</td>
<td>732-776-2606 ext. 2440</td>
</tr>
<tr>
<td>Walter Sosa</td>
<td>Supervisor of Buildings and Grounds</td>
<td>732-776-2606 ext. 2851</td>
</tr>
<tr>
<td>Carole Morris</td>
<td>State Monitor</td>
<td>732-776-2606 ext. 2424</td>
</tr>
</tbody>
</table>

### Size, Location and Use of Building

The Asbury Park Public Schools contain five (5) school buildings, one (1) Administration Building, one (1) Parent Center, one (1) Facility for Maintenance and Grounds, and one (1) Technology Information Center.

<table>
<thead>
<tr>
<th>Size of Facility</th>
<th>Location</th>
<th>Building Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>13, 500 sq. ft.</td>
<td>Central Office 910 4th Avenue, Asbury Park, NJ 07712</td>
<td>Offices for Business, Central Administration, Human Resources</td>
</tr>
<tr>
<td>Building</td>
<td>Address</td>
<td>Grades/Description</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Asbury Park High School</td>
<td>1003 Sunset Avenue, Asbury Park, NJ 07712</td>
<td>High School Grades 9-12</td>
</tr>
<tr>
<td>Dr. Martin Luther King, Jr. Middle School</td>
<td>1200 Bangs Avenue, Asbury Park, NJ 07712</td>
<td>Middle School Grades 6-8</td>
</tr>
<tr>
<td>Barack Obama Elementary School</td>
<td>1300 Bangs Avenue, Asbury Park, NJ 07712</td>
<td>Elementary Grades K-5</td>
</tr>
<tr>
<td>Bradley Elementary School</td>
<td>1100 Third Avenue, Asbury Park, NJ 07712</td>
<td>Elementary Grades K-5</td>
</tr>
<tr>
<td>Dorothy L. McNish Parent Center</td>
<td>300 Prospect Avenue, Asbury Park, NJ 07712</td>
<td>Offices, Central Registration, Community Center</td>
</tr>
<tr>
<td>Maintenance Facility</td>
<td>916 2nd Avenue, Asbury Park, NJ 07712</td>
<td>Maintenance Facility</td>
</tr>
<tr>
<td>ITC</td>
<td>1506 Park Avenue, Asbury Park, NJ 07712</td>
<td>Information Technology Center</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Daily Averages</th>
<th>School Hours</th>
<th>After Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>1752</td>
<td>560</td>
</tr>
<tr>
<td>Faculty/Staff</td>
<td>435</td>
<td>65</td>
</tr>
<tr>
<td>Visitors</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Total Population</td>
<td>2290</td>
<td>725</td>
</tr>
</tbody>
</table>

School populations are 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:
Sancha K. Gray
Superintendent of Schools
732-776-2606 ext. 2423

1st
Geoffrey Hastings
School Business Administrator
732-776-2606 ext. 2426

2nd
Dr. RaShawn Adams
Director of Planning, Research & Assessment
732-776-2606 ext. 2460

BUSINESS ADMINISTRATOR & TECHNOLOGY DEPARTMENT:
The Asbury Park Public Schools Technology Department maintains a Disaster Recovery Plan for all Educational Records and documents stored 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 G-Suite and district email.

ROLES AND RESPONSIBILITIES

Superintendent:

- 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.

School Business Administrator:

- Monitors and maintains the following departments prior to and during any emergency: Business Office/Payroll, Facilities (Buildings and Grounds), Food Service, Transportation, Technology and Security.
- Plans for cross-training for "core" and "essential" jobs.
- Assures clean and sanitized buildings that are free of illness.
Assistant Business Administrator:

- Secures plans to transport students if necessary.
- Develops a continuing nutrition plan.
- Coordinates with the Food Services Manager and 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 in the form of Grab and Go Lunches.

Director of Curriculum & Instruction:

- 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.

Director of Special Services:

- 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.

Supervisor of Buildings & Grounds

- 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
• With the Assistance of Supervisor of Buildings & Ground, Business Administrator, assures
the provision of power, heat and ventilation, water, sewer, and janitorial services.

**Director of School Counseling:**

• Coordinates with the School Nurses 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,
EPIPen, EMT, etc.) in the nurse’s office. The list will be updated annually.

**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 Off Site Learning day occurs.
• In the event of Off Site 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 Director of Planning, Research & Assessment.
• Bring home their district issued device, with charging cable, each day going forward in
case the need for a Off Site Learning day occurs.
• In the event of Off Site Learning days, may be required to be available via tele/video
conferencing platforms with the Central Office and the administrative team.

**Administrative Support Staff:**

• Reinforce infection control procedures.
• Respond to parent phone calls using the District provided script.
• Maintain a log or journal of all calls received.
• Keep building administration informed.

**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 Off Site Learning.
- Administrators and supervisors will communicate these expectations listed in the above bullet to teachers.

**The Asbury Park Board of Education maintains the following policies related to Staff Emergency Training:**

The district requires all staff to review Emergency Procedures, as well as District policies, via a Global Communications Network (GCN) system annually. The District updates emergency response and security protocols through updates from Administration and Strauss Esmay. Policies can be found on our website using the following [link](#).

**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. Pertinent network files are available via cloud access. The Business office operations will continue as follows:

<table>
<thead>
<tr>
<th>Key Operation:</th>
<th>Remote Work Plan:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payroll</td>
<td>The Business Administrator, Assistant Business Administrator and Payroll Specialist are aware that payroll functions can be run remotely. The Asbury Park ITC system is available online and can be accessed via the internet. The Technology Department has provided a laptop to the Payroll Specialist for ease of access. Semi-monthly payroll can be created, run and documented to network drives. Staff members with direct deposit will receive notification of payment via the employee portal. Hand checks will be mailed.</td>
</tr>
</tbody>
</table>
### Accounts Payable/Receivable

The Business Administrator and Assistant Business Administrator will create requisitions remotely. The Accounts Payable Specialist will remotely mark accounts for payment provided appropriate documentation is received to support payment. The Business Administrator and Assistant Business Administrator can initiate wire transfers via dual authentication and Superintendent approval. Board policy allows the payment of claims in between board meetings with such payments being retroactively approved at the following board meeting. Cash flow can be monitored via remote bank access. State aid and local tax payments are made via wire transfer.

### Accounts Payable/Receivable (Continued)

All checks will be retroactively approved at the next Board of Education meeting.

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.

### Assistant Business Administrator

The Assistant Business Administrator will coordinate with the appropriate bus contractors about school openings and closings that impact the transportation needs of our students. This information will also be directed to all pertinent staff members.

### Director of Operations

The Director of Operations will have remote access to the HR portal to continue to conduct any HR needs.

### Assistant Business Administrator

The Assistant Business Administrator and the Food Service General Manager will keep the Food Service Department notified of all potential openings and closings of the schools. At the current time, the Asbury Park School District will provide our community up to the ages of 18 years old a grab and go breakfast and lunch at two locations - Thurgood Marshall Elementary School and Dr. Martin Luther King Jr. Middle School. The Food Service General Manager will also continue the process of submitting all required state reports and information into the SNEARS system.
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 a Hydrogen Peroxide Cleaning Solution. Ensure the District bus is 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
- Look at the room top to bottom
- Check lights/ceiling tile/blinds
- Make a mental note to yourself to repair/replace light bulbs, ceiling tile the next day
- Any replacement/repairs you can’t perform, put in writing to supervisor
- Start cleaning from ceiling to floor
- Empty trash cans, recycle as required / clean interior-exterior of cans, reline as needed
- Perform high dusting with correct feather dusters, work down from ceiling
- Clean whiteboard per teacher’s instructions, wipe down trays with correct product
- Clean, disinfect sinks/toilets with correct products (daily)
- Clean, disinfect desks, tables, chairs, door handles with correct products (daily)
- Clean, dust, wipe down all vertical and horizontal surfaces with correct products, clean pencil sharpeners
- Clean glass
- Clean, vacuum all carpets
- Vacuum, dust mop floors (do not sweep into hallways)
- Damp mop floors with correct product
- Check, clean, refill all soap, paper, disinfectant dispensers
- Spray down everything in the room using the Virox Peroxide Based Disinfectant.
- Turn off lights, close door - go to next classroom
- End of shift, restock your cleaning cart for start of next day

**Area: Kitchen, Kitchen Office**

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

Area: Bathroom
- Check, clean all soap, paper bathroom dispensers
- Clean bathrooms as required with all correct products - towards the end of your shift
- Check all fixtures for water flow, loose parts. Report as needed to Supervisor

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

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

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

Good of the Entire School
- We need to check, lock all doors/windows to secure the school day/night
- All lights MUST be turned off in any section of the school not in use
- All door handles must be wiped down, disinfected daily
- Use all products properly as specified by manufacturer’s directions

Office Cleaning Procedures
<table>
<thead>
<tr>
<th>Daily Office Cleaning</th>
<th>Periodic Office Cleaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empty trash can/clean exterior/reline</td>
<td>Dust ceiling vents</td>
</tr>
<tr>
<td>Dust with synthetic/feather duster</td>
<td>Clean interior windows</td>
</tr>
<tr>
<td>Disinfect countertops</td>
<td>Clean vertical surfaces</td>
</tr>
<tr>
<td>Spot clean vertical &amp; horizontal surfaces</td>
<td>Spray clean windows/glass surfaces</td>
</tr>
<tr>
<td>Spot clean glass</td>
<td>Vacuum upholstered furniture</td>
</tr>
<tr>
<td>Spot clean carpet</td>
<td>Clean whiteboards</td>
</tr>
<tr>
<td>Vacuum carpeting</td>
<td>Clean chairs</td>
</tr>
<tr>
<td>Dust &amp; damp mop floor</td>
<td>Dust blinds</td>
</tr>
<tr>
<td>Check &amp; refill all dispensers</td>
<td>Damp mop/wax tile floor</td>
</tr>
</tbody>
</table>

**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 of 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 Quarantine

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. Suggestions are, as follows:

- 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:*

1. 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.
2. 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.
3. 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.
4. Due to heightened concerns around COVID-19, set up prominent notices at all entry points to facilities, advising staff, students, and visitors not to enter if they have symptoms of influenza.
5. 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.
6. Established procedures for implementing containment measures (rescheduling sports events and other mass gatherings if possible).
7. Ensure adequate supplies of tissues, hand sanitizing gels, soap and water and cleaning supplies are available to students and staff.
8. 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.
**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:*

- 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 collaboration 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.
- Invite your school policy about staying home and returning to work/school.

**In the Event of Closure:**

- Staff will be required to stay home in the case of a health related school closing.
- Twelve month employees will be required to be available and/or possibly report to a district building during their contracted time if the need should arise, based on the Superintendent’s discretion. This includes:
  - Superintendent and Administrative Assistant
  - All Directors, Central Office Support Staff
  - Administrative Assistants/Secretaries
  - Business Administrator and Assistant Business Administrator
  - Building Administrators and Secretaries
  - All Supervisors
  - ITC Manager and Secretary
  - ITC Technicians
  - Food Services Manager
  - Supervisor of Buildings and Grounds
  - Security Manager
  - Security Staff
  - Attendance Officers

**OFF-SITE LEARNING**

**Off-site Learning Days**

An off-site learning day is a day that students and teachers stay home but it is a school day. We believe that learning can take place anytime and anywhere. In the event of a pandemic, off site learning days will allow our academic schedule to continue uninterrupted, which is vital to both short-term and long-term learning and success.
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 Off-site Learning Days

Off-site learning days are designed to reduce the impact and disruption to the school calendar and programs in the event of a pandemic emergency.

On off-site learning days, students will be expected to complete hard copy work that is equivalent to expectations for core content subject areas in regular school days. If able, students can also access passive learning opportunities via additional online resources. A back-up of the materials provided will also be available online.

Staff members are expected to be accessible via any and all digital means. Staff members will ensure they have access to any passwords they may need to get on Genesis, Google Drive, etc.

Any off-site learning day will be stated clearly via the district’s automated notification by the Chief School Administrator.

General Procedures for Off-site Learning Days

From 7:55 am to 2:30 pm general education teachers, special education teachers, special area teachers, school counselors, school nurses, and interventionists will be available for students and families to contact virtually, as needed.

Student needs related to established additional school supports (ELL, 504, IEP) will have their work modified based upon their needs. This will happen prior to the off-site learning days and may include additional time and resources for these students upon their return to school.

When appropriate, and if parents have access, the Asbury Park School district will be providing Speech, Occupational Therapy and Physical Therapy through electronic communication, including but not limited to virtual, remote or her online platforms as required by the student’s IEP to the greatest extent possible.

ELL students will participate in daily virtual learning. The District will communicate through the use of multiple mediums, with students and families by providing translated academic materials when appropriate. ELL students will be supported according to their individual levels as identified by district personnel and through WIDA and benchmark testing. All instructional support offered will be differentiated according to English Language acquisition skill across the grade level continua. Instructional videos will also be created in multiple languages to support technology access and provide guidance for virtual platform access. ELL teachers will provide support by reaching out to individual students on a daily basis as well as offer support in virtual classrooms.

Students that do not have remote access will be provided compensatory services when school resumes.

All students are expected to complete the assignments independently putting forth their personal best effort (parents may read directions to students, if needed).
On off-site learning days, the assignments will be on paper handouts and/or projects. Teachers will be available via email or other means 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:

- Core Content assignments (paper-based)
- Youtube or video based extended learning opportunities
- Interdisciplinary Assignments (paper-based)
- Project Based Learning Assignments (materials provided)

Teachers will provide detailed instructions about the assignments that will include the following information:

- Purpose/objective of the assignments
- Assignment submissions (in-person when students return)
- Due dates of the assignments
- Description of the tasks, including the directions/resources required to complete the assignments

Students will be expected to work each week for a minimum of 5 hours, equivalent to a district's expectations for home instruction.

- Teacher Expectations: (5 - 10 hours of content)
- Student Expectations: (5 - 10 hours of independent practice)

### Instructional Plans

Use the link below to see all the specific assignments and standards that will be covered in each grade level and or course assignment.

**2020 Asbury Park School District Instructional Plans for Public Health Related School Closure**

#### General

#### Preschool:

Learning activities that are interdisciplinary and developmentally-appropriate will be provided to families. Activities will focus on literacy skills, math skills and motor development. Texts and materials will be provided with directions to ensure the needs of all young learners are met.

#### Elementary: (Kindergarten - Grade 5)

*English/Language Arts:* Grade level assignments that correspond with ELA Anchor standards will be inclusive of reading and writing with assignments that support comprehension and critical thinking. Directions will be provided to guide students in their work. Reading connections will be made to both science and social studies.

*Mathematics:* Practice of material previously taught along with projects and thematic assignments and consistent with the current scope and sequence.
Social Studies/Science: Thematic assignments that integrate reading and writing will be provided that support grade level standards and curriculum while also integrating other content areas.

Physical Education/Health: Suggestions for movement and healthy habits and behaviors will be provided.

Unified Arts: Learners will engage in review and reinforcement interdisciplinary activities that promote application of concepts and skills for world language, art, music and media literacy.

Special Education: Properly leveled assignments can be found on the website as well as independent packets based on IEP goals and objectives.

Communication: You may expect and continue to communicate with your child's teacher and/or principals via the normal channels of email. Note: Sick children will be reported to each school nurse via email.

Middle & High School: (Grades 6-12)

English Language Arts: Grade level assignments that correspond with standards for each grade will be inclusive of reading and writing with assignments that support comprehension and critical thinking. Directions will be provided to guide students in their work. Reading connections will be made to both science and social studies.

Mathematics: Continued practice of skills learned will be required via provided packet. Assignments with appropriate grade level content and objectives will be consistent with the state learning standards.

Science: Reading and comprehension assignments related to previously taught and current science units and grade level standards will be posted.

Social Studies: Thematic assignments that integrate reading and writing will be provided that support grade level standards and curriculum while also integrating other content areas.

Physical Education/Health: Suggestions for movement and nutrition will be provided based on grade level standards.

Unified Arts: Learners will engage in review and reinforcement interdisciplinary activities that promote application of concepts and skills for world language, art, music and media literacy.

Special Education: Assignments will be modified or individualized based on need.

Communication: You may expect and continue to communicate with your child's teacher and/or principal via the normal channels of email. Note: Sick children will be reported to each school nurse via email.

Summer Programming

In the event of continued school closure, the Asbury Park School District will implement full-scale summer programming for students in grades Pre-K to 8th grade, with an additional credit
recovery summer program at the High School level. This will encompass a general education program, ESY program, and 21st Century program. All programs will be implemented and delivered through a high-quality student instructional program in a virtual setting. These environments will be fully supported by the effective utilization of educational technology. Appointed teachers will be familiar with a variety of educational technology, as well as the New Jersey Student Learning Standards and any specific goals and objectives for individual students (IEP, 504, ELL). The general education and 21st Century summer programs will operate simultaneously to service students in Pre-K through 8th grade and focus on skill-driven instructional content to ensure grade-level readiness for the upcoming school year. ESY programming will be offered to students who have an identified need as per the IEP and be solely focused on individualized student goals.

**Technology Support**

The Asbury Park Public Schools ITC staff will offer limited support for hardware, software and account-related issues on Remote Learning Days. Students and staff should email their questions or problems to CancelJ@asburypark.k12.nj.us.

**EQUITABLE ACCESS**

In order to close the digital divide and create equitable learning experiences for all Asbury Park Public Schools students, the district has secured LTE enabled tablet devices for all students Pre K through Twelfth grade. The last round of instruction transitioned from remote learning to virtual instruction in piloted classrooms as all students have not picked up their devices. This pilot will continue into the summer to support the creation of an infrastructure that allows the district to pivot into virtual learning in the future.

The virtual classrooms offer individual, small, and large group instruction to meet the unique needs of each learner. Appropriate entry points for instruction include project-based learning and assessment opportunities, whole group instruction, and small group meeting spaces. This will afford teachers an opportunity to provide feedback to learners in real time and the ability to assess student understanding of standards based instructional practice. Lessons designed in each grade band will maximize the potential for student growth and learning to the best extent possible through teacher virtual collaboration in PLCs. Students will also have the opportunity to interface with one another and their instructor on a daily basis. Additional supports will be offered including social and emotional learning, virtual field trips, and online discourse that empowers instruction and learning.

**Accessing Hard Copy Packet Procedure**

Accommodations will be provided for assignments by special education teachers based on students’ Individualized Educational Plan. Related services will share general strategies to implement at home and will be available via email to assist parents.

Student work packets will be provided to students and parents/guardians. If an unforeseen circumstance arises and a student needs an extra copy, packets are available at each school’s vestibule.
Copies of instructional work can also be accessed via a Google Drive depository at this link and via the Asbury Park School District app.

**Assisting the Special Needs Population**

Special needs populations 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 (i.e., preschool).

Virtual meetings to support student development are continuing to be conducted during the school closure. This includes IEP meetings, 504 meetings, check in meetings with Case Managers, related service therapies and one-on-one sessions with District staff to best meet the needs of the special needs population. Case Managers will follow-up with families regularly and submit documentation accordingly to the Director of Special Services. Additionally, IEP meetings will be conducted via a digital platform and aligned to the family’s schedule. Services, such as a translator, will be provided by the District as well. The Special Services Department will work in tandem with Related Services staff and special education teachers to evaluate, re-evaluate and plan appropriately for individual student needs.

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

Asbury Park 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 Asbury Park Public Schools Board of Education maintains the following policies related to assisting the special needs population:

[Policy 5307 - Nursing Services Plan](#)

**CONTINUING NUTRITION PLAN**

**Storage Areas** (food, medication)

Storage areas containing food and medication are as follows:

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

The Asbury Park Public Schools maintains the following policies/regulations related to storage areas:

[Policy 8506 - School Lunch Program Biosecurity Plan](#)

**CONTINUED MEAL SERVICE PLAN**

In the event of a school closure due to a pandemic, the food service department will be directed to make available breakfast, lunch, and snack for Asbury Park residents 18 years and younger. In
the event of closure, the “Grab and Go” meals will be available at two (2) district buildings; Thurgood Marshall Elementary School and Dr. Martin Luther King Jr. Middle School.

The Asbury Park School District will be providing meals in the same manner as our summer meal program.

COMMUNICATIONS

The Superintendent will provide updates and the latest research information to staff, students, and parents via robocalls and messaging through the district website and smartphone application.

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 school nurse will disseminate messages about preventive 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.

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 Business Administrator shall perform this role.
● Provide media with a written statement (same as a statement made to parents and students)
● Provide staff with instructions for phone contact from the media – refer all media questions to the Superintendent or designee
● 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 ensuring minimal disruption to the educational process. At no time will students’ or staffs’ confidentiality standards be breached while relating information about the pandemic.

POLICIES/REGULATIONS

The Asbury Park Public Schools Board of Education maintains the following policies related to media communications:

  Policy 9400 - News Media Relations

The Asbury Park Public Schools Board of Education maintains the following policy and regulation related to home instruction due to health condition:

  Policy 2412 - Home Instruction Due to Health Condition

Control of Communicable Disease

The Asbury Park Public Schools Board of Education maintains the following policy and regulation related to control of communicable disease:

  Policy 8451 - Control of Communicable Disease

Harassment, Intimidation, and Bullying

The Asbury Park Public Schools Board of Education maintains the following policy related to harassment, intimidation, and bullying:

  Policy 5600 – Student Discipline and Code of Conduct

Cooperation Between Parents and School

The Asbury Park Public Schools Board of Education maintains the following policy related to cooperation between parents and school:

  Policy 9230 - Parental Responsibilities

Emergency and Crisis Situations

The Asbury Park Board of Education maintains the following policies related to staff emergency training:

  Policy 8469 - Crisis Response
The district also requires all staff to review Emergency Procedures, as well as District policies, via a Global Communications Network (GCN) system annually. The District updates emergency response and security protocols through updates from Administration and Strauss Esmay. Policies can be found on our website using the following link.

School Lunch Program Biosecurity Plan

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

Policy 8506 - School Lunch Program Biosecurity Plan