



Pandemic Crisis Plan

Achievers Early College Prep

Charter School

Updated May 20, 2020

Executive Summary Update- May 20, 2020

Since March 16th, Achievers ECP has closed its school building to students and staff but that has not stopped instruction from going strong. After two weeks of online review via Google Classroom, Achievers' Leadership team developed a virtual instruction program and schedule to respond to extended closure, which for us in New Jersey, is now through the rest of the school year. One hundred and fifty (150) of our 180 students requested and received school-issued Chromebooks and Achievers coordinated instructions to families to access free wireless access to all students for 60-days.

Technology and Access

We also coordinated with Comcast Essentials Internet program and used free and reduced lunch applications to file for reduced high-speed internet for families for a cost of \$10 per month, and for the remainder of students who were still without internet, secured a grant from Tenacre Foundation to provide wireless hotspots from T-Mobile for up to 10 students. Achievers simultaneously developed a robust virtual school and modified the schedule and resources. Students engage in virtual instruction from 9 AM to 3:30 PM and receive Math, English, Social Studies, History, Science, and Art with breaks in between. Each class is comprised of a 15-minute mini-lesson video, then Q & A, and re-teach via Zoom. All assignments are posted to and submitted within Google classroom.

Special Education and Related Services

Students with IEPs receive all services—Speech, OT, PT and Counseling—via Zoom sessions with our school social worker and other related services providers. Achievers takes daily attendance and our three-person attendance team makes daily phone calls to students who do not submit work after one day (an absence) or submit work infrequently. Eighty-five (85%) of students attend class and submit assignments daily and 15% of students submit work and attend Zoom classes less than daily, but 100% of students are accounted for.

Wellness, Relocation, and Virtual Capstone Projects

Our school nurse has begun to send weekly wellness checks and is working with the leadership team to order and devise safety and social distancing guidelines for our hopeful return to school in August. Our short-term goals include completing our move to our new location in late May, supporting students as they finish their Capstone STEAM Projects virtually.

Recovery and Preparation for Fall 2020

Our medium-term goals include devising multiple schedule options for our return to school, preparing staff and students for our return in the fall (in-person, virtually, or a hybrid format) emotionally, psychologically and otherwise, continuing our summer feeding program at our new location, developing our new and returning PD, orientation for new and returning families, designing a benchmarking system for students upon our return to plan for Fall instruction, and creatively and proactively building up adult and student culture amid our new reality.

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Background

From the NJ Department of Health Memo – Updated March 2, 2020

Many childcare centers, school administrators, teachers and parents within New Jersey are concerned about how the current outbreak of the 2019 Novel Coronavirus (COVID-19) will impact their communities and wish to take appropriate steps to mitigate any risks. The word “novel” means new. The Centers for Disease Control and Prevention (CDC) is working hard to learn as much as possible about this new virus so that they can better understand how it spreads and its associated illness. The New Jersey Department of Health is also working hard by developing guidance and Education materials should this new virus impact our residents.

Though the CDC considers COVID-19 to be a serious public health concern based on current information, the immediate health risk to the general U.S. public is considered low at this time. The CDC and the World Health Organization are closely monitoring the national and global situation and providing ongoing guidance. Currently, the CDC recommends avoiding nonessential travel to China, Iran, Italy, and South Korea. There are additional countries with travel alerts. Updated travel information specific to COVID-19 can be found at <https://www.cdc.gov/coronavirus/2019-ncov/travelers/index.html>.

What is the difference between seasonal and novel coronavirus? Coronaviruses are a family of viruses and there are different types of coronavirus within that family, much like there are different types of influenza viruses. Coronaviruses in general are not new and are a frequent cause of respiratory illnesses such as the common cold. Coronaviruses tend to circulate in the fall and winter months, like influenza. Most people get infected with these viruses at some point in their lives. The type of coronavirus that has recently emerged in Wuhan, China **is a new type** of coronavirus and is infecting people for the first time (which means that people do not have any immunity to it). This newly discovered virus is called SARS-CoV-2 and is causing a disease named COVID-19.

What are common symptoms of COVID-19? Information to date suggests this virus is causing symptoms consistent with a respiratory illness such as cough, fever, and shortness of breath.

How is COVID-19 spread? Currently, it’s unclear how easily or sustainably this virus is spreading between people. Typically, with most respiratory viruses, people are thought to be most contagious when they are most symptomatic (the sickest). Chinese officials report that sustained person-to-person spread in the community is occurring in China. Similar spread has been reported in other countries. Person-to-person spread in the United States has been detected but the risk to the public remains low. Cases in healthcare settings, like hospitals, may also occur.

What measures can be taken to prevent COVID-19? There is currently no vaccine to prevent COVID-19 infection. The best way to prevent infection is to avoid being exposed to this virus. However, as a reminder, CDC always recommends everyday preventive actions to help prevent the spread of respiratory viruses.

How is COVID-19 treated? Currently, there is no specific antiviral treatment recommended for the coronavirus. There is no vaccine to prevent this virus, and the CDC advises that the best way to prevent infection is to avoid being exposed to this virus.

How should schools prepare for the potential of a coronavirus outbreak in their community?

To prepare for possible community transmission of COVID-19, the most important thing for schools to do now is **plan** and **prepare**. Interim Guidance for Administrators of US Childcare Programs and K-12 Schools to Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19) can be found at <https://www.cdc.gov/coronavirus/2019-ncov/specific-groups/guidance-for-schools.html>.

- Review and update or develop your outbreak response/pandemic plan and share with stakeholders before an outbreak occurs.
- Establish procedures to ensure students and staff who become sick at school or arrive at school sick are sent home as soon as possible.
- Prepare for the potential of school closures or dismissals or cancellation of school events.
- Prepare to offer home instruction to students.
- Implement flexible attendance and sick leave policies.
- Establish relationships with local public health officials and identify points of contact.
- Create emergency communication plan and maintain up to date contact information for everyone in your communication chain.
- Establish leadership team, identify essential staff functions, assign tasks and responsibilities.
- Plan workshops and training to educate staff on prevention measures.
- Continue to monitor current information from health officials.

What should a school do when a student or staff presents with symptoms of COVID-19?

- COVID-19 presents with signs and symptoms that may be indistinguishable from much more common respiratory viruses. Currently, respiratory illnesses are much more likely to be due to common viruses (e.g., influenza, common cold) than COVID-19. If a community (or more specifically, a school) has cases of COVID-19, local health officials will help identify those individuals and will follow up on next steps. Schools are not expected to screen students or staff to identify cases of COVID-19.
- Students with fever, cough, or difficulty breathing should be placed away from others and asked to wear a face mask until they can be sent home.
- Staff members should be sent home and advised to seek medical advice.
- Notify your local health department with any questions or concern about an ill student www.localhealth.nj.gov.

THE FIVE PARTS OF THIS CRISIS PLAN

According to the World Health Organization (WHO), the medical arm of the United Nations
(amended to reflect local conditions):

-Prevention/Mitigation-

-Preparedness-

-Teaching and Learning-

-Response-

-Recovery-

2. Prevention – Mitigation

A. Review and Enhancement of Policies and Procedures

- Members of the PPC are listed below and may be asked to meet as needed.
- This plan may be modified based on new information and updates from the CDC, The NJ Health Department, and the NJDOE. Meetings may be held to review, update, and approve the Pandemic Crisis Plan for the upcoming school year and conduct tabletop emergency exercises. PPC committee members will review and understand their roles and responsibilities during a pandemic crisis.
- Staff email and school-based voice mail contact information will be posted/updated on the district website.

<u>Contact</u>	<u>Title</u>	<u>Contact Information</u>	<u>Alternate Contact</u>	<u>Title</u>	<u>Contact Information</u>
Efe Odeleye	Co-Director/Governance	856-656-1258	Osen Osagie	Co-Director/Instruction	609-458-9568
Osen Osagie	Co-Director	609-458-9568	Carla Hill-Brady	Operations and Culture Manager	609-218-1215
Imebet Stewart	Board Chair	609-532-8993	Lawrence Patton	Board Vice Chair	732-322-0736
Brenmarie Rentas	School Social Worker/Special Education Case Manager	609-847-9827	Carla Hill-Brady	Operations and Culture Manager	609-218-1215
Mike Falkowski	School Business Administrator	908-296-8572	Brian Falkowski	School Business Administrator	732-631-4009
Carla Hill Brady	Acting School Nurse	609-218-1215	Efe Odeleye	Co-Director/Governance	856-656-1258
Trenton Health Department	Trenton Health Dept.	609-9893242	Ewing Health Dept	Ewing Health Dept	609-883-2900 ext. 7691
Jose Gede	Cleaning Company-Keep It Clean	ext. 174	Carla Hill Brady	Operations and Culture Manager	609-218-1215
Carla Hill Brady	Food Service Contact	609-218-1215	Bob Kardane	Karson Foods	732-922-1900
Andy Tarr	Webmaster/Administrative Assistant	856-912-5147	Louis Pizzigoni	Director of Technology; IT	ext. 173

Essential Personnel

List of Essential Employees by Category	Title	Name	Notes
Administration	Board Chair	Imebet Stewart	*Not employed by school
Administration	Board Sec/School SBA	Mike Falkowski	
Superintendent/Co-Leaders	Co-Leader	Osen Osagie	
Superintendent/Co-Leaders	Co-Leader	Efe Odeleye	
School Operations	Operations and Culture Manager	Carla Hill Brady	
School Operations	Administrative Assistant	Roxana Canastuj	
Maintenance and Custodial	Keep It Clean	Jose De Jesus	
Technology	Director of IT	Lou Pizzigoni	
Food Service Personnel	Karson Foods	Bob Kardane	

B. Training

1. Annual training for staff members may be conducted as needed each year. The following topics may be discussed (Appendices A and A1)

- i. Prevention
- ii. Preparation
- iii. Symptom Recognition and Action
- iv. Communication
- v. Communication for Staff
- vi. Plan Distribution
- vii. Continuation of Instruction Development
- viii. Grading Expectations
- ix. Work Related Responsibilities During School Closure
- x. Student Expectation Communication/Rubrics

C. Communications System

1. Co-Director/Governance will ensure that Appendices A and A1 are included in the teacher handbook and Appendix A information will be included on the district website. They will also

ensure that all handbooks outline the specific calling out procedures to identify pandemic related symptoms in staff and students.

2. The Co-Director/Governance will serve as the contact person for addressing questions and concerns related to the topic of pandemic planning; the primary contact phone number will be 856-656-1258.

3. Staff and student contact details will be annually updated into the Oncourse student data management system for the purpose of accurate communication.

4. An electronic system will be used to communicate updates and information to all stakeholders in various formats (text, email, call, etc.).

D. Prevention

1. 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 symptom identification via the annual mandatory universal precautions training completed through the district's online professional development portal.

2. The School's Custodial Company will ensure that all building bathrooms are continually stocked with soap and paper towels.

3. The School's Custodial Company will ensure that all student contact spaces are sanitized on a frequent and regular basis; hand washing signs will be posted.

4. Teachers, building staff, and administrators will remind students to cover their coughs and sneezes.

5. The school nurse will encourage staff and students to obtain (on their own) flu shot vaccinations.

6. District health professionals are encouraged to obtain flu shot vaccinations annually.

3.Preparedness

A. The Surveillance System

The following processes and procedures are to be practiced by individual schools within the district to continually report the absentee rates for staff and students in collaboration with local health departments once a pandemic has been confirmed as present in New Jersey or once such information has been requested by the Health Department and/or County Superintendent's Office:

- The school nurse will authorize individual student and staff dismissal due to identified and pandemic related symptoms; any students and/or staff members with these symptoms will be sent home immediately and required to remain at home for the infectious period or clearance from a physician. Students awaiting parents/guardians due to illness will be held in a separate area in the Nurse's Office or another designated location until pick up.
- The building receptionist responsible for attendance reporting will forward, on a daily basis, the names of **students** who are absent due to pandemic related symptoms to the school nurse (Appendix B); the school nurse will document and monitor medically based absentee rates internally looking for increased reports of absence due to pandemic related illness (Appendix D). Absentee rates will not be reported to the Health Department unless greater than 15% of the population or unless requested by the Health Department and/or County Superintendent's Office.
- The Leadership team will forward the names of **staff** who are absent due to pandemic related illness to the appropriate school nurse (Appendix B) on a daily basis; the school nurse will document and track medically based absentee rates internally looking for increased reports of absence due to pandemic related illness (Appendix D). Absentee rates will not be reported to the Health Department unless greater than 15% of the population or unless requested by the Health Department and/or County Superintendent's Office.
- Staff will be reminded to send sick students to the Nurse's Office.

B. Updates, Research, and Precautions

1. The Co-Director/Governance will provide updates and the latest research information to staff, students, and parents via the district website, and Realtime (school information and messaging system)/email.
2. The Co-Director/Governance 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.

3. Student seating will fully reflect social distancing possible; student desks will be separated if directed to do so by the NJ Health Department and/or County Superintendent's office.
4. 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.
5. The School's Custodial Company will ensure that all building bathrooms are continually stocked with soap and paper towels.
6. The School's Custodial Company will ensure that all student contact spaces are sanitized daily; hand washing signs will be posted.
7. Teachers, building staff, and administrators will remind students to cover their coughs and sneezes.
8. Informational literature will be sent home identifying the protocols parents should use to keep kids home (Appendix B).
9. District health professionals will be encouraged to obtain flu shot vaccinations.
10. Building administration will arrange for a standard informational mailing to go out to parents and guardians on the following topics (Appendix A).
 - i.Prevention
 - ii.Preparation
 - iii. Teaching and Learning
 - iv.Pandemic Symptom Recognition and Action
 - v.Communication
11. Building administration will remind staff to review this plan.

4. Teaching and Learning

Demographics

Student Enrollment - Ethnicity Report As of 05/29/2020 Achievers Early College Prep

Grade	White				Black				Hispanic				Amer Ind/Alaska				Asian				Native Hawaiian/Pac Isl				Multi				All Students							
	F	M	X	Total	F	M	X	Total	F	M	X	Total	F	M	X	Total	F	M	X	Total	F	M	X	Total	F	M	X	Total	F	M	X	Total				
6	1	0	0	1	18	12	0	30	36	17	0	53	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	55	30	0	85
7	3	0	0	3	11	13	0	24	31	22	0	53	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	45	35	0	80
8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals:	4	0	0	4	29	25	0	54	67	39	0	106	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	100	65	0	165				

Special Education by Grade

Enrollment Summary as of 05/29/2020

Achievers Early College Prep

Grade	Gender			District			Full Time			Share Time		
	Total	F	M	X	Home	Out-Of	Reg	Sp-Ed	Self Contained	Reg	Sp-Ed	Self Contained
6	85	55	30	0	85	0	77	8	0	0	0	
7	80	45	35	0	80	0	67	13	0	0	0	
8	0	0	0	0	0	0	0	0	0	0	0	
Totals:	165	100	65	0	165	0	144	21	0	0	0	

Home Language Survey

2019-2020 Home Language Summary Achievers Early College Prep

Home Language	Number of Students	ELL
English	88.0	
Spanish	76.0	
Yoruba	1.0	
Totals:	165	0

Lunch Status Report

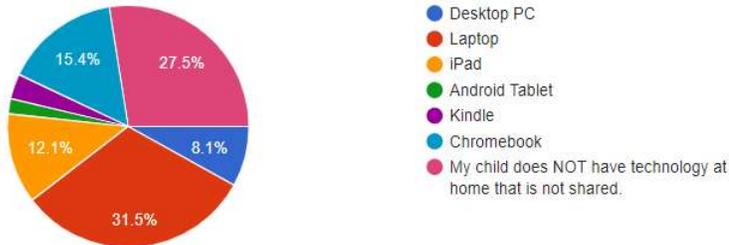
Lunch Status Percentage Report - 5/29/2020

Location ID	Location	Student Count	Free Count	Free %	Reduced Count	Reduced %	Milk Count	Milk %
001	Achievers Early College Prep	165	135	81.82%	10	6.06%	0	0.00%

Student Technology Survey Results: 149 Responses (Of 165 Students)

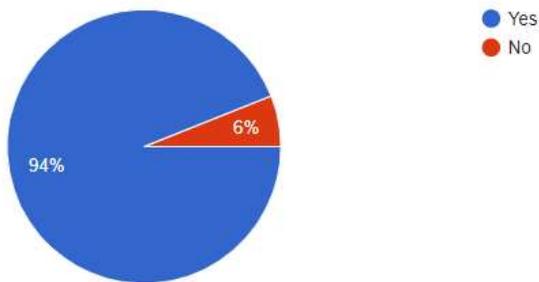
What type of technology do you have at home that is NOT shared?

149 responses



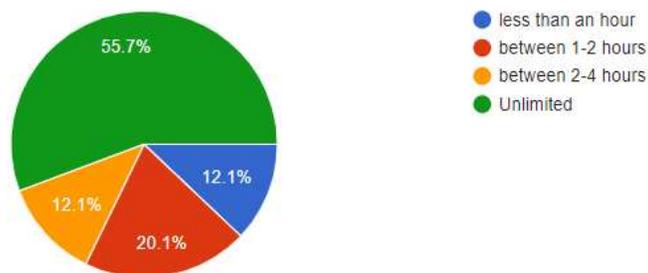
Do you have an Internet connection at home?

149 responses



If you share technology at home with others, how much time per day are you able to use that is uninterrupted?

149 responses



To ensure educational continuity in the event of an extended emergency, the following steps will be implemented by the teaching staff with the assistance of administration in conjunction with the coaches:

C. Continuity of Student Learning Preparation (Policy #2412) Home Instruction

Grade Groups	Instructional Resource	Comments
6-7	<p>Google Classroom, I-Ready lessons, Khan Academy (Language Arts and Math. History and Science).</p> <p>Zoom Videoconferencing/Bridge from 9 AM to 4 PM- Mon-Thursday, 8 AM-12:30 PM- Friday</p>	<p>Phase 1: Paper-based assignments for students without device and/or Wi-Fi.</p> <p>Phase 2: Within 2 weeks, all students receive Chromebooks or other technology needed to continue home instructions (unless families opted out to use laptops available at home)</p>
6-8 Special Education: Students in POR or Self-contained settings	<p>Google classroom lessons assigned by special Education instructors to supplement I-Ready lessons (Language Arts and Math);</p> <p>Modifications/Accommodations provided in accordance with IEPs</p>	<p>Phase 1: Paper-based assignments for students without device and/or Wi-Fi.</p> <p>Phase 2: Within 2 weeks, all students receive Chromebooks or other technology needed to continue home instructions</p>

On May 4, 2020, Governor Murphy announced that all New Jersey school buildings would remain closed for in-person instruction for the remainder of school year 2019-2020. To ensure that New Jersey students continue to receive high quality, standards-based instruction through the end of the school year, and to provide appropriate transparency, each school district, charter school, renaissance school project and APSSD must update and post to its website its school health-related closure preparedness plan. Pursuant to P.L. 2020, c.27, the revised plans must be approved by the district board of education or board of trustees. Achievers has updated this plan to address the requirements of the Governor in this more update of the school's pandemic plan.

Component: Delivery of virtual and remote instruction

- 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.
 - Detail how remote instruction meets the needs of English Language Learners (ELL) and Students with Disabilities to the greatest extent possible, including the provision of related services.
 - Describe the district's plan for measuring and addressing any ongoing digital divide that continues to exist, whether it be network access or lack of sufficient access to devices.

After two weeks of online review via Google Classroom, Achievers' Leadership team developed a virtual instruction program and schedule to respond to extended closure, which for us in New Jersey, is now through the rest of the school year. Remote learning allows teachers to deliver their lessons online, and students can complete assignments, projects, and assessments just like they would in the classroom. Also, remote learning both creates an opportunity for students and teachers to interact online and allows students to continue learning subjects and material that are a key part of their curriculum.

One hundred and fifty (150) of our 180 students requested and received school-issued Chromebooks and Achievers coordinated instructions to families to access free wireless access to all students for 60-days. ELL Learners receive support via sheltered learning practices, translation services, and modified work. Students with IEPs, 504s and Related Services receive extended time to submit work.

To address the technological divide, Achievers Early College Prep has administered a Google Form Technology Survey, has raised money to purchase T-Mobile Wireless Devices for Students who do not have internet service. Achievers is also issuing a Social Emotional and School Climate and Culture Survey via an independent group, Transform Education (<https://www.transformingeducation.org/>) in order to assess the current climate and culture.

A sample remote schedule is as follows:

ZOOM TEACHER CONFERENCES			
Mon-Thurs	Fridays (Office Hours)	ZOOM (Line 1): Join URL: https://zoom.us/j/3246951948 Dial In: 929-205-6099 Meeting ID: 324-695-1948	ZOOM (Line 2): Join URL: https://zoom.us/j/8096516038 Dial In: 646-536-8636 Meeting ID: 809-651-6038
9:00am-11:00am	9:00am-10:30am	ELA: 6TH Grade (Bellamy & Gough)	ELA: 7TH Grade (Bellamy & Gough)
11:00am-1:00pm	10:30am-12:00pm	MATH: 6TH Grade (Nisi & Whitaker)	MATH: 7TH Grade (Donnell) <i>* Mrs. Morton will be available for support*</i>
1:00pm-3:00pm	12:00pm-1:30pm	SCIENCE: 6TH Grade (Zumbly)	SCIENCE: 7TH Grade (Donnell)
3:00pm-4:30pm	1:30pm-3:00pm	HISTORY: 6TH Grade (Whitaker)	HISTORY: 7TH Grade (Whitaker)
4:30pm-5:00pm		**Office Hours** (Lead by McNulty)	**Office Hours** (Lead by Mrs. Walker)

Component: Attendance

- o Describe the district’s attendance policies, 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.
- o Describe how the district is following up with the family when a student is not participating in online instruction and/or submitting assignments.

Achievers currently takes period attendance in our school information system, Realtime, for the four content areas daily. Students who attend 3 or more courses and submit the work within Google classroom are counted as “present”. This is the school’s engagement measurement as well.

Students who attend fewer classes and submit less work receive phone calls home from the attendance team daily. If there is no response, email and automatic text messages are sent home to the numbers the school has on file. Finally, the school mails letters home, and in some cases, performs a socially distanced wellness check at the student’s home.

Component: Students with Disabilities

- o Describe the delivery of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms.
- o Describe the methods used to document IEP implementation including the tracking of services, student progress as well as the provision of accommodations and modifications.
- o Describe how case managers follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible.
- o Describe how the district conducts virtual IEP meetings, evaluation, and other meetings to identify, evaluate, and/or reevaluate students with disabilities

The Child Study Team continues to meet virtually to review and maintain IEPs. Families are invited to virtual IEP meetings via Zoom video conference or

telephone and all members of the child study team are required to attend. The case manager leads the meeting, takes attendance, reviews the student's goals and progress towards those goals and allows time for teachers to discuss the child's progress in class and most importantly, gives parents the opportunity to ask questions. If the parent requires Spanish translation services, either the school's case manager or our LDTC provides the translation.

The school maintains both physical copies of the IEP and the digital copies of the IEP in the Easy IEP platform. The teachers, school social worker, principal, LDTC, school psychologist and parents can access the IEP given their permission level. Parents receive their copy of the IEP and the Parents Rights Handbook electronically prior to evaluation meetings.

Please see more information below about the school conducts its Special Education services in general.

Component: Special Education and Related Services

At its April 1, 2020 meeting, the State Board of Education adopted temporary rule modifications to Chapter 14 of New Jersey Administrative Code, which governs the delivery of special education and related services to students with disabilities. The State Board, acting pursuant to Executive Order No. 103 (Murphy, 2020), adopted temporary regulations that allow school districts and educational agencies to deliver special education and related services to students with disabilities through the use of telehealth, telemedicine, electronic communications, remote, virtual, or other online platforms.

6A:14-1.1 General requirements

(d) Each district board of education is responsible for providing a system of free, appropriate special education and related services to students with disabilities age three through 21 which shall:

1. Be provided at public expense, under public supervision and with no charge to
2. the parent;
3. Be administered, supervised, and provided by appropriately certified and qualified
4. professional staff members;
5. Be in facilities that are accessible to the disabled; and
6. Meet all requirements of this chapter; and
7. [New] Be provided through electronic communications, virtual, or other online platforms as appropriate and as required by a student's individualized education program (IEP), during an extended public-health related school closure.

6A:14-3.9 Related services

(a) Related services including, but not limited to, counseling, occupational therapy, physical therapy, school nurse services, recreation, social work services, medical services and speech-

language services shall be provided to a student with a disability when required for the student to benefit from the educational program.

(b) [New] During an extended public-health related school closure, related services may be provided through telemedicine and telehealth, or through electronic communications, which include virtual, remote, or other online platforms, as appropriate and as required by the student's IEP to the greatest extent possible.

6A:14-5.2 Approval procedures for clinics or agencies

(f) [New] During an extended public-health related school closure, an approved clinic or agency may provide related services to students with disabilities through the use of electronic communications, virtual, remote, or other online platforms, as appropriate, and as required by the student's IEP to the greatest extent possible.

The School is determined to ensure that students with IEPs or disabilities or can continue to receive support to enable them to thrive in virtual instruction. Please see the school's approach to creating our Special Education Virtual Instruction program here:

1) Keep Students at the Center

Intentional outreach should be used for building relationships and maintain connections. Help students feel safe and valued. At a minimum, we:

- **Plan for Student Learning:** Build on each student's strengths, interests, and needs and use this knowledge to impact learning positively.
- **Develop a Weekly Plan and Schedule:** Offer routines and structures for consistency and to balance think time, work time, and playtime for health and well-being.
- **Contact Families:** Partner to support student learning through ongoing communication and collaboration. This partnership will not look the same for every student and family—safety remains the priority.

2) Design Learning for Equity and Access

Plan and deliver content in multiple ways so that all students can access learning.

- **Teach Content:** Set goals using knowledge of each student, their current educational needs, and use appropriate learning standards.
- **Deliver Flexible Instruction:** Consider how to deliver content depending on tools and resources accessible to each student. Delivery of instruction may include paper, pencil and phone contact, email, technology-based virtual instruction, or a combination to meet diverse student needs.
- **Engage Families:** Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners.

3) Assess Student Learning

Manage and monitor student learning and plan what's next for learning.

- **Check Student Learning:** Use a variety of strategies to monitor, assess, and to provide feedback to students about their learning.
- **Make Instructional Adjustments:** Use formative assessment results to guide their reflection on the effectiveness of instruction and to determine the next steps for student learning.
- **Engage families:** Communicate with and seek input from families about assessment results to inform the next steps.

Communication

Communication between special education teachers and the parent will be made via telephone, email, Skype, etc. Confidential documents will be sent via certified mail. **To ensure ongoing communication, parents are advised to inform the teacher and school know if there is a change in a phone number, email, or mailing address.** Parent contact information should be kept updated in the district’s student information system Realtime and our behavior management system, Deanslist.

Instructional Needed Delivered Online

Providing proper supports to students with disabilities in online and blended learning environments requires the attention of all involved in the planning and execution of the student’s educational program as well as a comprehensive approach. Attention to sound instructional strategies that differentiate learning opportunities, expected learning outcomes, student-specific supports, and student voice can help maximize success. Because IEP teams play such an integral role in the educational experience of students with disabilities, each individual role on the IEP team can play an essential part in shaping the best experience.

Non-Technological Distance Learning

Prior to the crisis, Achiever understood that some students and families may have limited or no access to technology when normal school operations are closed. In these cases, the school provided instruction and instructional materials via alternatives, such as emails, phone calls, or teacher-developed packets. However, by April 1, all the schools were able to assess all technological gaps and make Chromebooks available for pick up, as well as resources to access internet for every family that indicated a need via our technology survey.

Achieversecp consulted with our local city and county health departments to implement policies and procedures, including practices for cleaning and sanitizing items prior to pick-up and health screening protocol for individuals entering a school building. This process included designated times for students to pick up items and maintain social distancing requirements.

Related Services Considerations

Speech Therapy, Occupational Therapy, Physical Therapy, Counseling Services, Orientation and Mobility, Audiology, Parent Training, Psychological, Interpreting, Recreation, School Health/Nursing, Social Work, and Transportation are related services in which IEP teams should consider for students. While some associated services, for example, transportation, and school nursing services, may not be applicable for distance learning, there may be individual situations where these services are necessary for capacity building. With that said, Achievers ECP detailed all services that will be provided, frequency or

dates of services, session lengths, providers, and method of service provision online using Zoom and Google Meet via student Chromebooks.

A Sample Schedule Follows:



Achievers ECP Special Education (Virtual Learning Guide)

(Updated 4/25)VIRTUAL EMPOWERED SCHEDULE					
TIMES	SPED & General Ed Support (Mondays-Fridays)	Speech (Mondays & Wednesdays)	Counseling Services (Mondays-Fridays)	PT Services (Tuesday)	OT Services (Friday)
8:00am-8:15am	ELA SPED ELA SUPPORT [Redacted] (8:00-8:30am)				
8:15am-8:30am	Zoom: https://zoom.us/j/3143089904 Password: 2020				
8:30am-8:45am	MATH SPED SUPPORT Mr. Green (8:30-9:00am)				
8:45am-9:00am	**Use information above**				
9:00am-9:15am	[Redacted]	ELA Support (Mon-Thurs) [Redacted]			
9:15am-9:30am					
9:30am-9:45am	ELA & MATH Mrs. [Redacted] (9:00-10:00am)	Mr. Green 6th(9:00-9:20) 7th (9:20-9:40)	S. [Redacted] [Redacted] (9:30-10:00am)		
9:45am-10:00am					
10:00am-10:15am				[Redacted] (Tuesdays)	
10:15am-10:30am				[Redacted] (Thursday)	
10:30am-10:45am	[Redacted]		[Redacted] [Redacted] (10:15-10:45am)	[Redacted] (Friday) (10:00-11:00am)	
10:45am-11:00am					
11:00am-11:15am		MATH Support (Mon-Thurs) [Redacted]			
11:15am-11:30am				[Redacted] (Mondays)	
11:30am-11:45am	Green: (10:30-11:00) [Redacted] (10:30- 12:00) ZOOM: https://zoom.us/j/5183996461 Password: 2020	Mr. [Redacted] 6th (11:00-11:20) 7th (11:20-11:40)		[Redacted] (Friday) (11:00-12:00pm)	
11:45am-12:00pm					

Component: English Language Learners

- o Describe the provision of ESL and bilingual education to meet the needs of ELL.
- o Describe how the district communicates with ELL families, including the translation of materials and directions.
- o Describe how the district uses alternate methods of instruction, differentiation, access to technology, and strategies to troubleshoot ELL access challenges.

The school has worked to ensure that all its materials to parents are translated to English. Achievers shared resources with teachers for ELL instruction through online pilots, such as Global Voice.

ELL Learners receive modified assignments, additional time, and have school-issued Chromebooks that offer a suite of assistance tools and apps to support translation services. Students who experience persistent or unique challenges reach out to our school social worker who then conveys messages to the instructional team or school leaders for follow-up.

Component: Safe delivery of meals

- o Provide an updated plan for the continued safe delivery of meals to students.
 - Facilities
- o Provide an outline of how the building will be maintained throughout this extended period of closure.

Achievers has continued to serve meals at the school throughout the pandemic. The school serves 400 meals or more once weekly. The post remains on our website for parents and the general community to pick up meals.

Community members desiring meals approach the door and tell us the number of children they have under 18 in their household. The school then provides them with a corresponding number of meals for the week. Community members carry their meals in a box or bag that they bring with them. Everyone, including serving staff wears gloves and masks, and hand sanitizers are available. Community members do not cross the threshold of the front hallway to pick up their meals, and serving staff remain feet or more away from the families they are serving.

The school's contractor, Keep it Clean, continues to come to remove trash and perform cleaning services throughout the building, and particularly in the serving zone.

NOTICE

Due to Governor Murphy's executive order concerning Coronavirus (COVID-19), Achievers will remain closed through the end of the academic year and continue to offer online instruction. **Grab-and-go meals will be available weekly at Achievers ECP at 500 Smith Street through June 15th on Mondays from 12 PM to 1:30 PM.** Please bring a bag to carry the meals and milk. Visit our website once a week for the latest updates. **Click Coronavirus (COVID-19) Updates and Resources for more info about our new Chambersburg location (August 2020), daily class schedules, wireless devices, and more.**

Component: Summer Programming

- o Provide a preliminary outline for the provision of summer services, including:
 - Extended School Year (ESY) for students with disabilities including how ESY will be Delivered

The School will be partnering with the National Summer School Initiative to deliver virtual instruction for students who have failed two marking periods or more in the areas of ELA and Math. Students who also wish to attend for enrichment purposes will be allowed until a maximum of 60 students is reached. Here is a sample schedule for summer instruction:

OUR DRAFT DAILY SCHEDULE

PT	MT	CT	ET	STUDENT GROUP A	STUDENT GROUP B
9:00-9:15	10:00-10:15	11:00-11:15	12:00-12:15	Connection, celebration, challenge	Connection, celebration, challenge
9:15-10:00	10:15-11:00	11:15-12:00	12:15-1:00	Shared novel	Math problem solving
10:05-10:50*	11:05-11:50*	12:05-12:50*	1:05-1:50*	Close Reading (M, T, W); Enrichment (Th, F)	Movement & Mindfulness
20 minute break – lunch for some					
11:10-11:55	12:10-12:55	1:10-1:55	2:10-2:55	Math problem solving	Shared Novel
12:00-12:45*	1:00-1:45*	2:00-2:45*	3:00-3:45*	Movement & Mindfulness	Close Reading (M, T, W); Enrichment (Th, F)
End of core day for students					
1:00-2:30	2:00-3:30	3:00-4:30	4:00-5:30	PD - Intellectual prep + student work	PD - Intellectual prep + student work

*During these periods the math teacher teaches sections of the adjacent grade level (math teachers teach two grade levels of students; each ELA teacher teaches only one).

THE NATIONAL SUMMER SCHOOL INITIATIVE

ELA teacher
Math teacher

Component: 21st Century programs

- Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery
- Assessment of learning loss and an initial plan for potentially addressing learning loss
- STEM or other programs using reallocated grant funds
- Title 1 extended learning programs

Achievers strives to ensure students can focus on STEM education and incorporate 21st century skills such as research, collaborating, analyzing, and presenting information in ways that we may not get to do during the instructional year. The Final Performance Task is a way to enable students to further engrain their knowledge in science (and hopefully develop a long-term interest in the space), while giving them a chance to be successful on a multi-part assessment that's unlike other assessments we take at school. This year, the school was able to amend its process to ensure that a modified version of performance task to take place virtually. Students have the month of May to prepare and the first two weeks in June to present to a panel of reviewers.

From June 8th-June 12th, students will execute their final performance tasks before a small virtual panel.

Achievers has also contracted with STEAMWorks of Princeton to provide some virtual Robotics programming.

GOOD	ACCEPTABLE	NOT ACCEPTABLE
Owl Pellet Lab Google Slides b	Strawberry DNA Extraction Acceptable	GMO PAPER STUDENT 1 (NOT ACCEPTABLE)

TEAM LEAD ASSIGNMENTS & RESOURCES

Topics	Resources to Check out Prior to May 15 th to Help you With the Content
Topics for 7th Grade:	
• Rock Transformations (rock cycle)	Learning Resource Khan Academy Rock Cycle
• Plate Tectonics	Learning Resource Plate Tectonics
• Bacteria & Viruses	Learning Resource Link 1: Bacteria & Link 2 Viruses
• Matter & Energy in an Ecosystem, & Populations/Resources in an Ecosystem.	Learning Resource Matter & Energy in an Ecosystem
Topics for 6th Grade	
• Weather, Oceans, Climate, & Atmosphere	Learning Resource Weather, Oceans, Climate, & Atmosphere

• Global Warming	Learning Resource Global Warming
• Severe Weather & Thermal Energy	Learning Resource Severe Weather & Thermal Energy 1) Link 1 2) Link 2
• Girls Who Code	N/A
• Robotics	N/A

Assessment of Learning Loss

The school utilized NWEA MAP Testing three times a year. Prior to the shutdown, the school was able to complete two administrations. NWEA has advised against issuing the MAP Growth test in its present form during virtual instruction. The school will administer a virtually approved version of the assessment to students once released.

In lieu of this summative assessment, the school has used a ranged of formative assessments to assessment learning/learning loss, including teacher-made quizzes and the school Final Performance Task.

STOCK

- The School's Custodial Company will ensure ample storage of appropriate and adequate sanitation supplies such as soap, alcohol gel, and tissues in all bathrooms.
- All classrooms will receive hand sanitizing gel for regular use.
- The Director of Technology will monitor and maintain an offsite data file backup for all electronically stored data on a regular basis.

5. Response

A. Protocol - Schools Open

When necessary, the Chief School Administrator will initiate the response process:

Central Office

- The Co-Director/Governance will send out message via R Realtime (school information and messaging system)/email and the district website informing parents that some students are sick but schools remain open, encouraging the school community to refer to handbooks, the school calendar, and school website for additional information.
- The Co-Director/Governance will provide updates and the latest research information to staff, students, and parents via the district website and Realtime (School Information System) / email.

School Nurse

- The school nurse will continue with surveillance reporting procedures, conduct student as well as staff assessments and provide updates to administration.
- The school nurse will serve as the primary authority for sending home sick staff and students. Students and staff deemed ill and having pandemic related symptoms will not remain at school and should return only after their symptoms resolve and they are physically ready to return to school; they will be required to remain at home for the infectious period.
- Student absences will be counted as excused and staff absences will be counted as sick days.
- Students and staff not reporting to school due to pandemic related symptoms and illness are only required to call once during the illness period to report absences.

Teachers

- Reinforce student infection control procedures.
- Send students to the school nurse who appear ill.

Building Administration

- Support and endorse nursing decisions.
- Monitor and report absences to central office.

Director of Technology

- Send out Realtime (School Information System) / email messages and relevant information as necessary on a regular basis.
- Regular update of website.

Custodial Staff

- Ensure ample supply of sanitizing supplies and daily sanitizations.
- Take appropriate actions to minimize the risk of viral transmission in school facilities to the greatest extent possible.
- Prepare all facilities for reliable functioning as part of community response efforts (e.g., a building used as an isolation facility).
- Prepare to restore facilities to their normal use.
- Assure the provision of power, telecommunications, heat and ventilation, water, sewer, janitorial services, etc. appropriate to facilities based on their classification during an event.

Secretarial Staff

- Utilize absentee questionnaire and forward all attendance information to building nurse immediately (Appendix B).
- Reinforce student infection control procedures.
- Send students who appear ill to the school nurse.

School Counselors/ Child Study Team

- Promote students, faculty, and staff mental wellbeing during the event via in-services, individual and group counseling sessions.

Addressing Stigma

Stigma can affect people, places, or things. It occurs when people associate a risk with something specific—like a minority population group—and there is no evidence that the risk is greater in that group than in the general population. Stigmatization is especially common in disease outbreaks.

Example: A 2002 outbreak of severe acute respiratory syndrome (SARS) in China caused global concern. Unfortunately, fear also led to a great deal of stigma. Although there were no associated cases of SARS in America, many citizens began to avoid Chinatowns and other Asian-American communities—including Japanese, Korean, and Vietnamese peoples—throughout the United States because they believed those groups were at greater risk for spreading SARS.

Stigmatized groups may suffer psychologically and economically. They may be subjected to:

- Social avoidance or rejection
- Denial of healthcare, Education, housing, or employment
- Physical violence

Stigmatizing minority groups may also distract people from focusing on the real risks in a crisis. When only part of a population is perceived as being affected, others may incorrectly believe they are not at risk. By assuming they are safe, majority population groups may not take important public health precautions, unintentionally compromising their own health and well-being.

Crisis communicators must work to counter stigmatization during a disaster. Messages should reinforce real risks through accurate information and awareness. Images should reflect all people who are susceptible to getting sick. Ideally, public health messages will proactively address possible stigma before it begins. However, prepared communicators should be ready to challenge any negative stigmatizing behaviors that do emerge.

Please note that there will be no transportation home for ill students.

B. Protocol (Schools Closed)

When necessary, the Co-Director/Governance will activate the response plan.

Main Office

- Co-Director/Governance closes the school when it is identified by the state; any non-academic events will be cancelled as well.
- Send out Realtime messaging /email, the district website, and WCTC 1450AM radio message informing parents that schools are closed; encourage school community to refer to handbooks, the school calendar, and school website for additional information.
- The Co-Director/Governance will provide updates and the latest research information to staff, students, and parents via the district website, Realtime (School Information System) / email, and press releases.

School Nurse

- Check, monitor, and respond to voicemail and email messages daily.
- Provide health updates to central administration for posting on Realtime (School Information System) / email, and district website.

Teachers

- Check, monitor, and respond to voicemail and email messages daily.
- Grade work submitted through continuation of learning process.
- Log pupil, parent, staff contacts.
- Prepare lesson plans for the recovery phase.
- Complete reports, as necessary.

Administration/Supervisors

- Implement their continuity of Education services plan.
- Check, monitor, and respond to voicemail and email messages daily.
- Monitor staff health and work performance.
- Complete reports, as necessary.

Director of Technology & Family Coordinator

- Send out Realtime messaging /email messages and relevant information as necessary on a

- regular basis.
- Regular update of district website and TV36.

Custodial Company and School Operations Team

- Restock ample supply of sanitizing supplies.
- Take appropriate actions to minimize the risk of viral transmission in school facilities to the greatest extent possible.
- Prepare all facilities for reliable functioning as part of community response efforts (e.g., a building used as an isolation facility).
- Prepare to restore facilities to their normal use.
- Assure the provision of power, telecommunications, heat and ventilation, water, sewer, janitorial services, etc. appropriate to facilities based on their classification during an event.

School Social Worker/ Child Study Team

- School Social Worker and child study team members will check, monitor, and respond to voicemail and email messages daily.
- Psychological first aid will be provided, as necessary.

C. Other Core Operations

Payroll

- The Business Office will continue regular functioning from an outside location if necessary.

Food Service

(Policy #'s - 8500 Food Service; 8505 Wellness and Nutrition; 8550 School Meal Program Arrears; 8540 Free or Reduced-Price Lunches/Milk)

- Karson Foods will cease to provide meals in the event of school closure.

Recovery

When necessary, the Co-Director/Governance, will initiate the recovery process. School closure days because of this pandemic will not result in an extended school year if permissible per NJDOE; ten-month staff will remain through June 30th to complete any unfinished work.

Those students who can document illness to self or a member of the immediate family will have one additional month to make up missed work; extenuating circumstances will also be taken into consideration.

Main Office

- Identify healthy staff to determine the feasibility of reopening schools.
- The Co-Director/Governance will provide updates and the latest research information to staff, students, and parents via the district website and Realtime (School Information System).
If appropriate, Co-Director/Governance will announce that Achievers Early College Prep Charter School is to reopen.

School Nurse

- The school nurse will continue with surveillance reporting procedures, conduct student as well as staff assessments, communicate with parents/guardians as well as provide updates to administration.
- The school nurse will serve as the primary authority for sending home sick staff and students. Students and staff deemed ill and having pandemic related symptoms will not remain at school and should return only after their symptoms resolve and they are physically ready to return to school; they will be required to remain at home for the infectious period.
- Student absences will be counted as excused and staff absences will be counted as sick days.
- Students and staff not reporting to school due to pandemic related symptoms and illness are only required to call once during the flu period to report absences.
- Follow up with students who are deemed at high risk for pandemic related complications.
- Physical assessment and needs of students who contacted school nurse during the response phases.

Teachers

- Reinforce student infection control procedures.
- Send students to the school nurse who appear ill.
- Each classroom room teacher must maintain the structure of the class but have the class engage in a creative processing activity such as journal writing, discussion related to the event, tie in of content matter to event; this must happen for a minimum of one day.
- Each classroom teacher should acknowledge the loss and/or event.

Administration/Supervisors

- Support and endorse nursing decisions.
- Monitor and report absences to Co-Director/Governance.
- Serve as the primary contact person and authorizing body for all activities.
- Maintain contact with parents/guardians as well as school community keeping them abreast of what the building is doing for the reestablishment of a positive school climate.
- Monitor grading/record keeping and assist in the reestablishment of a positive school climate.

Custodial Staff

- Ensure ample supply of sanitizing supplies and daily sanitizations.
- Ensure appropriate actions are taken to minimize the risk of viral transmission in school facilities to the greatest extent possible.
- Prepare all facilities for reliable functioning as part of community response efforts (e.g., a building used as an isolation facility).
- Prepare to restore facilities to their normal use.
- Assure the provision of power, telecommunications, heat and ventilation, water, sewer, janitorial services, etc. appropriate to facilities based on their classification during an event.

Administrative Assistant and School Operations Staff

- Utilize absentee questionnaire and forward all attendance information to building nurse immediately (Appendix B).
- Reinforce student infection control procedures.
- Send students to the school nurse who appear ill.

School Social Worker/ Child Study Team*

- Promote students, faculty, and staff mental well-being during the event via in-services, individual and group counseling sessions.
- Assessment of functioning and needs of students via referral system.
- Follow up with referrals.
- Follow up with students who called in/made contact during response.
- Stabilization groups will be conducted for students who cannot cope in the classroom setting.
- Coping groups will be conducted for the purpose of preventing post-traumatic stress.
- Conduct seminars for parents related to support, information, and referral services.

Reactions to Stress

Managing Fears and Anxiety around Coronavirus (Covid-19)

As information about Coronavirus unfolds, there can be a wide range of thoughts, feelings, and reactions. Below is some helpful information.

Common Reactions: Please recognize that there can be a wide range of reactions and that over the next few days or weeks you may experience periods of:

- Difficulty concentrating and sleeping

- Anger
- Hyper-vigilance to your health and body
- Anxiety, worry, panic
- Feeling helplessness
- Social withdrawal

Ways to Manage Fears & Anxieties:

- Get the facts. Stay informed. For further information, see the dedicated CDC website. <https://www.cdc.gov/coronavirus/2019-ncov/summary.html>
- Keep things in perspective. Limit worry and agitation by lessening the time you spend watching or listening to upsetting media coverage. Although you'll want to keep informed — especially if you have loved ones in affected countries — remember to take a break from watching the news and focus on the things that are positive in your life and things you have control over.
- Be mindful of your assumptions about others. Someone who has a cough or a fever does not necessarily have coronavirus. Self-awareness is important in not stigmatizing others in our community.
- Stay healthy. Adopting healthy hygienic habits such as washing your hands with soap and water or an alcohol-based hand sanitizer, frequently, and certainly after sneezing or before/after touching your face or a sick person. Cover your mouth and nose with a tissue or your sleeve (not your hands) when coughing or sneezing. Avoid touching your eyes, nose, and mouth. Avoid contact with others who are sick and stay home while sick.
- Keep connected. Maintaining social networks can help maintain a sense of normalcy and provide valuable outlets for sharing feelings and relieving stress.
- Seek additional help. Individuals who feel an overwhelming worry or anxiety can seek additional professional mental health support. You may call your school counselor (who will be available as usual when school is open and via phone and email if school is closed).

School's Custodial Company - Buildings and Grounds

- The school will be sanitized under the direction of the School's Custodial Company.

Appendix A

What is Pandemic? A “pandemic” is a disease that spreads all over the world and affects many people. If you are caring for a loved one during a pandemic, it’s important to take steps to protect yourself and others. Always follow the most current advice of the U.S. Department of Health and Human Services and your local Health Department.

Prevention

These healthy habits will help keep you and others from getting and passing on the virus:

- Clean your hands often with soap and water or alcohol-based hand sanitizer.
- Cover your mouth and nose with a tissue when you cough or sneeze and clean your hands afterward. Put used tissues in a wastebasket.
- Cough or sneeze into your upper sleeve if you don’t have a tissue.
- Keep your hands away from your eyes, nose, and mouth to prevent germs from entering your body. Also, a person with signs of the virus should stay home from work, school and errands and avoid contact with others.
- **Disinfectant:** 1-gallon water, 1/4 cup bleach, mix up a fresh batch every time you use it.
- **OBTAIN A FLU SHOT.**

To limit the spread of germs and prevent infection:

- Teach your children to wash hands frequently with soap and water and model the correct behavior.
- Teach your children to cover coughs and sneezes with tissues and be sure to model that behavior.
- Teach your children to stay away from others as much as possible if they are sick.
- Stay home from work and school if sick.

Caregivers should always wash their hands before providing care. Afterward, wash again and apply alcohol-based hand sanitizer as well. Follow these steps for proper hand hygiene:

- Wet hands with warm, running water and apply liquid soap.
- Rub hands vigorously for 20 seconds, covering all surfaces and fingers.
- Scrub nails by rubbing them against the palms of your hands.
- Rinse your hands with water.
- Dry your hands thoroughly with a paper towel and use it to turn off the faucet. A shared towel will spread germs.

Preparation

You can prepare for a pandemic now. You should know both the magnitude of what can happen during a pandemic outbreak and what actions you can take to help lessen the impact of an influenza pandemic on you and your family. This checklist will help you gather the information and resources you may need in case of a flu pandemic.

Plan for an extended stay at home during a flu pandemic.

- Ask your employer about how business will continue during a pandemic.
- Ask your employer if you can work from home during a flu pandemic.
- Plan for a possible reduction or loss of income, if you are unable to work or your place of employment is closed.
- Check with your employer or union about leave policies.
- Plan home learning activities and exercises. Have materials, such as books, on hand.
- Plan recreational activities that your children can do at home.

Items to have on hand for an extended stay at home: During a pandemic, if you cannot get to a store, or if stores are out of supplies, it will be important for you to have extra supplies on hand. This can be useful in other types of emergencies, such as power outages and disasters.

Non-perishable foods

- ~Ready to eat canned meats, fruits, vegetables, soups
- ~Protein or fruit bars
- ~Dry cereal or granola
- ~ Peanut butter and jelly
- ~Dried fruit, nuts, trail mix
- ~Baby formula
- ~Crackers
- ~Canned juices
- ~Bottled water
- ~Canned or jarred baby food
- ~Baby formula
- ~Pet food

Health and emergency supplies

- ~Prescribed medical supplies such as glucose and blood pressure monitoring
- ~Soap and water or alcohol-based hand wash
- ~Medicines for fever, such as acetaminophen (aspirin) or ibuprofen (Motrin)
- ~Thermometer
- ~Antidiarrheal medications
- ~Vitamins
- ~Fluids with electrolytes, such as Pedialyte®
- ~Flashlight with extra batteries
- ~Portable radio with extra batteries
- ~Manual can opener
- ~Garbage bags
- ~Tissues, toilet paper, disposable diapers

To plan for a pandemic:

- Ask your doctor and insurance company if you can get an extra supply of your regular prescription drugs.
- Talk with family members and loved ones about how they would be cared for if they got sick, or what will be needed to care for them in your home.
- Volunteer with local groups to prepare and assist with emergency response.
- Get involved in your community as it works to prepare for a pandemic.

Cold Symptoms	Flu Symptoms	COVID-19 Symptoms
Stuffy nose	Fever	Fever
Sneezing	Headache	Cough
Sore throat	Often and severe aches	Shortness of breath

Mild to moderate chest discomfort/cough	Extreme exhaustion	*Be mindful of recent travel or contact with people who recently traveled.
	Stuffy nose	
	Sneezing	
	Sore throat	

Communication

The CO-DIRECTOR/GOVERNANCE will provide updates and the latest research information to staff, students, and parents via the district website and Realtime (School Information System) /email.

For more information, call your healthcare provider or visit the CDCs 2019 Novel Coronavirus Situation Summary at:

<https://www.cdc.gov/coronavirus/2019-ncov/summary.html>

Stress and Mental Health

Managing Fears and Anxiety around Coronavirus

As information about Coronavirus unfolds, there can be a wide range of thoughts, feelings, and reactions. Below is some helpful information.

Common Reactions: Please recognize that there can be a wide range of reactions and that over the next few days or weeks you may experience periods of:

- Difficulty concentrating and sleeping
- Anger
- Hyper-vigilance to your health and body
- Anxiety, worry, panic
- Feeling helplessness
- Social withdrawal

Ways to Manage Fears & Anxieties:

- Get the facts. Stay informed. For further information, see the dedicated CDC website. <https://www.cdc.gov/coronavirus/2019-ncov/summary.html>
- Keep things in perspective. Limit worry and agitation by lessening the time you spend watching or listening to upsetting media coverage. Although you'll want to keep informed — especially if you have loved ones in affected countries — remember to take a break from watching the news and focus on the things that are positive in your life and things you have control over.

- Be mindful of your assumptions about others. Someone who has a cough or a fever does not necessarily have coronavirus. Self-awareness is important in not stigmatizing others in our community.
- Stay healthy. Adopting healthy hygienic habits such as washing your hands with soap and water or an alcohol-based hand sanitizer, frequently, and certainly after sneezing or before/after touching your face or a sick person. Cover your mouth and nose with a tissue or your sleeve (not your hands) when coughing or sneezing. Avoid touching your eyes, nose, and mouth. Avoid contact with others who are sick and stay home while sick.
- Keep connected. Maintaining social networks can help maintain a sense of normalcy and provide valuable outlets for sharing feelings and relieving stress.
- Seek additional help. Individuals who feel an overwhelming worry or anxiety can seek additional professional mental health support. You may call your school counselor (who will be available as usual when school is open and via phone and email if school is closed).

Appendix A1

Communication for

Staff Members: Staff members are not to communicate with the media; the following statement should be utilized when questions and/or concerns from the media and/or the public arise:

“Achievers Early College Prep Charter School is taking all necessary measures to protect students, staff, and provide a continuity of operations as required. Added information will be provided from the Co-Director/Governance’s office when it becomes available. “

Plan Distribution: Please store and keep this plan in a safe place where you can access it when necessary.

Grading Expectations: Teachers are asked to grade assignments as they come in via email, while schools are closed. Google classroom, or other school platform.

Work Related and/or phone Responsibilities During Extended School Closures: Teachers are asked to maintain contact with students via email, Google classroom, phone, or other school platform while school is closed; logs are to be maintained.

Student Expectation Communication/ Rubrics: Teachers are required to communicate grading expectations for assignments in the case of an extended school closure.

Appendix B

Absentee Questionnaire for COVID-19

This form is to be completed by office staff if/when s/he receives a phone call for illness related reasons. This information is to be forwarded to the school nurse for informational purposes only.

Student Name: _____ Grade: _____ Date: _____

Does your child:	Yes	No
1. have a fever _____(Temperature:_____)	_____	_____
2. have a cough _____	_____	_____
3. shortness of breath _____	_____	_____
4. under care of doctor _____	_____	_____
5. travelled out of the country _____	_____	_____
6. contact with people who traveled out of country _____	_____	_____

Please forward to the school nurse daily one hour after taking attendance.

TOTALS		

Appendix D

**Achievers Early College Prep Charter School
Weekly Pandemic Census**

When 15 percent or more of the school student and/or staff population is absent due to pandemic related symptoms, use this form to report weekly to Mercer County Health Services Public Health Division’s Communicable Disease Programs.

Name of School _____ Phone Number _____ Week
Ending _____

6-7th _____

City: Trenton School District: Achievers Early College Prep Charter School

Reporting Individual _____ Phone _____

Students

Number of students absent with flu-like illness this week _____

Total number of students enrolled in your school _____

ADA for the week _____

Staff/Faculty

Number of staff/faculty absent with flu-like illness this week _____

Total number of staff/faculty employed in your school _____

Assistance Needed/Comments:

**Fax this form each Friday during the period of Heightened Surveillance
to NJ LINCS Agency**

Appendix E

SAMPLE KEY MESSAGES FOR SCHOOL OFFICIALS - OUTBREAK

- We know this is an anxious time for our community and our hearts go out to those who are ill. We are working closely with local health officials to deal with the situation and will keep parents updated with any important information.
- At this time, under the guidance of the county Health Department, we believe students can safely attend classes and schools will remain open. Our thoughts are with all our families and children who are affected.
- If the pandemic continues to spread and more students become ill, health officials may need to close schools for an extended period (for example, up to 6 weeks).
- The purpose of closing school will be to decrease contact among children to decrease their risk of getting sick and to limit the spread of infection. If schools are closed, children should stay at home.
- We urge parents to plan now for the possibility of schools closing. Arrange day care, and homeschooling.
- Parents can help protect their children and prevent the spread of a pandemic as they would colds and other flu by taking the following precautions:
 - Teach your children to wash hands frequently with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.
 - Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow.
 - Teach your children to stay away from people who are sick and stay home from work or school if you are sick.

SCHOOL CLOSURE

Sample Press Releases

- Mercer County health officials have ordered the closure of schools because of a pandemic outbreak in our county.
- Schools may be closed for an extended period (for example, up to 6 weeks).
- We know this is a difficult time for our community and our hearts go out to those who are ill. We are working closely with health officials to deal with the situation and will keep parents updated with any important information.
- Because a pandemic is easily spread from person-to-person, it is unsafe for large groups of people to gather and children should stay home. The purpose of closing schools is to decrease contact among children to decrease their risk of getting sick and to limit the spread of infection.
- During this time, children and adults should stay away from other people and groups, as much as possible. Health officials also advise people should not gather in other locations such as homes, shopping malls, movie theaters or community centers.
- Parents can help protect their children and prevent the spread of a pandemic as they would colds and other flu by taking the following precautions:
 - Teach your children to wash hands frequently with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.
 - Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow.
 - Teach your children to stay at least three feet from people who are sick and stay home from work or school if you are sick.