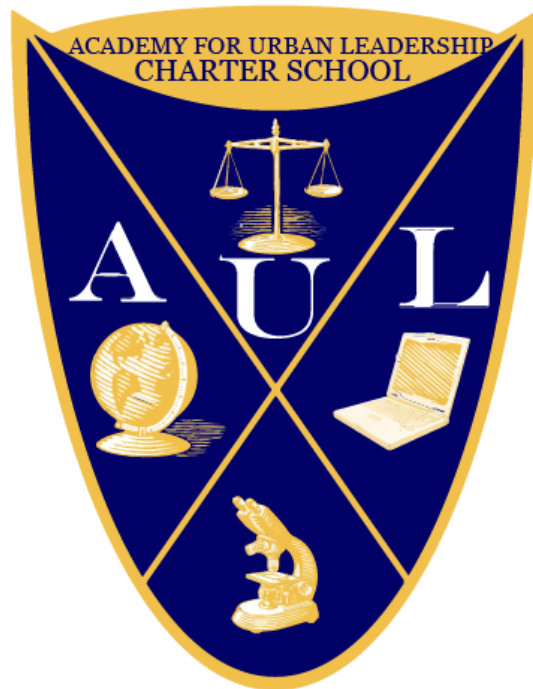


# Academy for Urban Leadership Charter School Pandemic Crisis Plan

Updated February 11, 2021



Academy for Urban Leadership Charter School  
Pandemic Crisis Plan  
May 8, 2020

## Background

### From the NJ Department of Health Memo - 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. At this time, 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, similar to 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?** At this time, 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 general 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. At this time, 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](http://www.localhealth.nj.gov).

There have been continuous updates to the Covid-19 crisis over the past two months. Schools and local communities continue to receive guidance and will update as needed based on the data.

# THE FOUR STAGES OF THE CRISIS PLAN

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

Prevention – Mitigation

Preparedness

Response

Recovery

# Prevention – Mitigation

A. Review/Enhancement of Policies and Procedures

B. Training

C. Communications System

D. Prevention

A. Review and Enhancement of Policies and Procedures
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- Members of the School Safety Planning Committee 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 Department of Health, 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. School Safety 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.

Contact	Title	Contact Information	Alternate Contact	Title	Contact Information
Dr. Mario C. Barbieri	Lead School Administrator		Peter Salek-Nejad	Supervisor of Curriculum and Instruction	
Douglas Kelly	Vice principal				
Aknaris Padilla	Guidance Counselor				
Jillian Rise	Guidance Counselor				
Susan Komosinski	High School Nurse				
Ronald Puntiel	Security Guard				
Luis Vargas	Administrative Assistant				
Abraham Williams	Coordinator of Information Technology				
Maria Sena	Attendance Officer				
CathyJo Lombardi	School Safety Specialist				
Erika Charles	School Social Worker				
Susan Ho	Middle School Guidance counselor				
Mabel Leonardo	Middle School Social Worker				

## 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. Building vice principals will ensure that Appendices A and A1 are distributed to teachers, and Appendix A information will be included on the district website. They will also ensure that the attendance officer and all administrative assistants understand the specific calling out procedures to identify pandemic related symptoms in staff and students.

2. The School Nurse or Lead School Administrator 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 848-203-3742 x 101

3. Staff and student contact details will be annually updated in the Realtime 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, phone call, etc.).

## D. Prevention

1. Each 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 tool.

2. The Head Custodian at each site will ensure that all bathrooms are continually stocked with soap and paper towels.

3. The Head Custodian at each site 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. Teachers, building staff and administrators will remind students to wash hands and/or use hand sanitizer when hand-washing is not available.

5. School nurses will encourage staff and students to obtain (on their own) flu shot vaccinations.
6. District staff are encouraged to obtain flu shot vaccinations annually.



## Preparedness

A. The Surveillance System

B. Updates, Research, and Precautions

C. Continuity of Student Learning Preparation

D. Stock

E. Counseling Support

## 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.
- Each building secretary 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 Human resources office 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 Lead School administrator will provide updates and the latest research information to staff, students, and parents via mass communication techniques (text, email, phone call, Blackboard, etc)
2. Building vice principals will cancel and announce cancellation of any 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 reflect social distancing to the fullest extent possible; student desks will be separated if directed to do so by the NJ Health Department and/or County Superintendent's office.

4. Each 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 Head Custodian at each site will ensure that all building bathrooms are continually stocked with soap and paper towels.
6. The Head Custodian at each site will ensure that all student contact spaces are sanitized on a daily basis; hand washing signs will be posted.
7. Teachers, building staff, and administrators will remind students to cover their coughs and sneezes. Teachers, building staff and administrators will remind students to wash hands and/or use hand sanitizer when hand-washing is not available.
8. Informational literature will be sent home identifying the protocols parents should use to keep kids home (Appendix A).
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).
11. The Lead School administrator will communicate with local school districts to ensure needs of students within the town/school community are being met

- i.Prevention
- ii.Preparation
- iii.Pandemic Symptom Recognition and Action
- iv.Communication

11. Building administration will remind staff to review this plan.

C. Continuity of Student Learning Preparation (Regulation #2412) Home Instruction
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<b>Grade Bands</b>	<b>Instructional Resource</b>	<b>Comments</b>
7-12 General education students	All assignments shared in G-suite for education (Google classroom, Google Drive, Google Docs, Google Sheets, Google Slides, Google Meet, Google	Paper-based assignments for students without device and/or wifi will be provided; Hotspots have been purchased

	<p>Hangouts, Google Jam Board), Microsoft Office 365 (Word, Excel, Power point, One Note, Publisher, One Drive, Microsoft Teams) and One Drive with appropriate modifications for individual learners</p> <p>In grades 7-8, teacher PLCs have been implemented each morning prior to the implementation of the learning program. Forty-five minute class periods for all content areas occur daily; 3-4 pm tutoring for any student wishing to participate occurs Tuesday-Friday. For grades 9-12, students and teachers continue to follow the nine period day with all classes meetings during their assigned class time.</p> <p><u>Class assignments</u>-we use a daily Do Now assignment to gauge attendance, and then we have daily and weekly assignments to further the concepts and skills that students are working on by classroom.</p> <p><u>Independent work</u>-students are given daily and weekly assignments by their teachers, discussion questions, and formative and summative assessments are utilized for grading</p> <p><u>Measures of student learning</u>-Do Now, Classroom discussions, daily and weekly assignments, tests, quizzes, projects</p>	<p>by the school to distribute to any students without Internet</p>
<p>7-12 English Language Learners (ESL)</p>	<p>All assignments shared in G-suite for education (Google classroom, Google Drive, Google Docs, Google Sheets, Google Slides, Google Meet, Google Hangouts, Google Jam Board), Microsoft Office 365 (Word, Excel, Power point, One Note, Publisher, One Drive, Microsoft Teams) and One Drive, with appropriate modifications for individual learners; Bilingual paraprofessionals will review assignments and provide additional supports as needed</p> <p><u>Describe the provision of ESL and bilingual education to meet the needs of ELLs</u></p>	<p>Paper based assignments for students without wifi, or whose learning style improve with paper-based resources; Hotspots have been purchased by the school to distribute to any students without wifi</p>

	<ul style="list-style-type: none"> <li>-teachers upload assignments in both English and Spanish in classrooms to assist students in understanding key concepts</li> <li>-Bilingual paraprofessionals are assigned to each classroom with ELL students to support the instructional program</li> <li>-General Education teachers send assignments to the ESL teachers to level the assignments and scaffold for instruction for all ELL students</li> <li>-ELL students have an ESL/ELL Google classroom specifically designed for them with additional resources and tools for learning</li> <li>-Google translate</li> <li>-ESL teacher created a PLC Google classroom for teachers to receive resources and tools to assist them in instructional delivery</li> <li>-ELL levels 1-4 are designated for learning in grades 9-12</li> <li>-ESL teacher created Word Walls through Padlet</li> <li><u>Describe how the district communicates with ELL families, including the translation of materials and directions</u></li> <li>-Guidance counselors, secretaries, social worker, bilingual paraprofessionals and nurses call home to speak with families and ensure that information is received in the home language</li> <li>-Robo calls for school information translated into home language</li> <li>-District newsletter for school information translated into home language</li> <li>-Classroom materials translated by teachers using Google translate, as well as bilingual paraprofessionals</li> <li>-Virtual parent meetings in English and Spanish conducted with Lead Administrator and Parent Outreach Coordinator</li> </ul>	
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	<p><u>Describe how the district uses alternate methods of instruction, differentiation, access to technology, and strategies to troubleshoot ELL challenges</u></p> <ul style="list-style-type: none"> <li>-General education classroom teachers translate and modify assignments</li> <li>-ESL teacher created Word Walls through Padlet</li> <li>-Bilingual paraprofessionals are assigned to each classroom with ELL students to support the instructional program</li> <li>-General Education teachers send assignments to the ESL teachers level the classroom assignments and scaffold for instruction for all ELL students</li> <li>-ELL students have an ESL/ELL Google classroom specifically designed for them with additional resources and tools for learning</li> <li>-Google translate</li> <li>-ESL teacher created a PLC Google classroom for teachers to receive resources and tools to assist them in instructional delivery</li> <li>-ELL levels 1-4 are designated for learning in grades 9-12</li> <li>-All students have been issued a Chromebook for use; wifi is being provided for students that do not have access at home</li> <li>-System in place for technology troubleshooting, ie. Chromebook can be repaired or replaced at school</li> <li>-IT coordinator is available daily to troubleshoot technology issues</li> <li>-IT coordinator is available for replacement and repair of Chromebook, if needed, including chargers</li> </ul>	
7-12 Special Education:	All assignments shared in G-suite for education (Google classroom, Google Drive, Google Docs, Google Sheets, Google Slides, Google Meet, Google	Paper based assignments for students without wifi, or whose learning styles improve with paper-based resources;

<p>Students</p>	<p>Hangouts, Google Jam Board), Microsoft Office 365 (Word, Excel, Power point, One Note, Publisher, One Drive, Microsoft Teams) and One Drive, with appropriate modifications; Special education teacher and paraprofessionals will review assignments and provide additional support as needed</p> <p><u>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</u></p> <ul style="list-style-type: none"> <li>-Special Education in-class support teacher meets with students individually to support learning</li> <li>-Special Education teacher receives all classwork from teachers and modifies as needed</li> <li>-Special Education teacher has set up individual Google classroom for students with disabilities</li> <li>-Special Education paraprofessionals work with students individually to assist and modify instruction as needed, providing direct support</li> <li>-Special Education teacher and paraprofessionals follow students through their daily classroom schedule to assist as needed</li> <li>-Multiple assignments are broken down to the students' needs so as to increase comprehension</li> <li>-Special education paraprofessionals have a Google meet to work with students individually and provide support on assignments.</li> <li>-Students that receive related services (speech) work directly with the family and provider and those services are conducted virtually</li> <li>-Some students with disabilities receive both paper-based and virtual instructional supports to support individualized learning needs</li> </ul>	<p>Hotspots have been purchased by the school to distribute to any students without wifi</p>
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	<p>-Special Education paraprofessionals email students to discuss class assignments and provide additional support as needed</p> <p>-Case Manager and Social worker make weekly contact with student and family to discuss progress and concerns</p> <p><u>Describe the methods used to document IEP implementation including the tracking of services, student progress as well as the provision and accommodations and modifications</u></p> <p>-All documentation is inputted in Realtime</p> <p>-IEP meetings are documented in Realtime</p> <p>-Case management with Social worker and ESCNJ Case manager documented in Realtime</p> <p>-Related Services are documented in Realtime via progress notes</p> <p>-The Special education department (teacher, case manager, social worker) meets on a weekly basis to discuss each student’s individual concerns</p> <p><u>Describe how case managers follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible</u></p> <p>-Case manager and social worker communicates with families weekly</p> <p>-All communication with families is documented in Realtime</p> <p><u>Describe how the district conducts virtual IEP meetings, evaluation, and other meetings to identify, evaluate, and/or reevaluate students with disabilities</u></p> <p>-Conference calls are held (via conferencecall.com) to conduct Child Study Team meetings for IEPs and re-evaluations</p>	
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	-Parents understand evaluations will take place on site, and give consent	
Class of 2020 graduation ceremonies	Class of 2020 graduation ceremonies are currently being planned virtually; graduation ceremonies may occur in-person using social distancing based on lifting of Executive Order	
<u>Summer Programming</u> Extended School Year (ESY)	At this time, there are no students with disabilities whose IEPs reflect a need for extended school year	
Assessment of Credit loss or shortages for high school seniors	Guidance counselors have met with students individually to discuss plan for graduation Guidance counselors have called all parents/families to discuss plan for graduation and any outstanding requirements Seniors that need seat time will make up during afterschool tutoring and/or summer programming Seniors that are short credits will be provided credit recovery courses to complete all graduation requirements	
Initial plan to address credit recovery	Students in grades 9-11 will be provided the opportunity for virtual credit recovery and/or in-person credit recovery courses, based on Executive Orders, for all core academic subjects Students in grades 7-8 who failed one or more core academic subjects will receive summer programming to assist them in meeting grade-level requirements	
21 <sup>st</sup> Century Programs	21 <sup>st</sup> Century Programming is being planned for both virtual and on-site programming, based on the Governor, Executive Order. Tentative dates in July and August, up to six weeks, either full day or four	

	<p>hours per day, based on funding and guidance from NJDOE.</p> <p>In-person program includes field trips once per week, Fridays, and four days per week will include both academic and enrichment activities.</p> <p>Virtual summer program will include both academic and enrichment activities taught via Google G-suite.</p>	
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Counseling: Support will be provided via phone conference and/or Google classroom, if warranted, to address relevant concerns.

Section 504: School Counselors and School social worker to monitor and provide additional support per individual plans.

Attendance Plan: 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

- Daily attendance is recorded during period 1 for all classes
- Students must complete the daily “Do Now” assignment for attendance in all classes; there is flexibility in completing the Do Now assignment
- Attendance officer records the daily attendance, then contacts teachers, guidance counselor and social worker to ensure any students with illness or special circumstances are documented accordingly
- Teachers call home after two days absent, with support staff if the family’s home language is other than English
- Attendance officer and/or guidance counselors call home and/or email for ongoing absences
- Medical and/or mental health issues are communicated in a confidential manner and documented accordingly
- Nurses call home and email if a student has extended absences to determine if there are medical needs
- Students must fulfill all state requirements for graduation and/or promotion
- Students with 18 or more absences must complete seat time to make up the required absences by class; seat time may be completed via additional assignments and during 3-4 pm
- There is a Google classroom set up for seat time for all students

ADA Compliance: Assignments posted on the ADA compliant District Website.

#### D. Stock

- The Head custodian at each site 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 Information Technology (IT) Coordinator will monitor and maintain an offsite data file backup for all electronically stored data on a regular basis.

## Response

A. Protocol - Schools Open

B. Protocol - Schools Closed

C. Other Core Operations

A. Protocol - Schools Open
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When necessary, the Lead School Administrator will initiate the response process:

Central Office

- The IT department will send out message via mass communication, and on 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 Lead School Administrator will provide updates and the latest research information to staff, students, and parents via mass communication, the district website, and Blackboard
- The Lead School Administrator will communicate with local school districts to ensure the needs of students within the town/school community are being met

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

Coordinator of Information Technology

- Send out mass communication messages and relevant information as necessary on a regular basis.
- Regular updates via newsletter, Blackboard and 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/ School Social Workers

- Promote students, faculty, and staff mental well being 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 situation. 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 Lead School Administrator will activate the response plan.

Central Office

- Lead School Administrator informs administration and staff, directing them to close some or all schools identified by the state; any non-academic events will be cancelled as well.
- Send out mass communications message informing families that schools are closed; encourage school community to refer to handbooks, the school calendar, and school website for additional information.
- The Lead School Administrator will provide updates and the latest research information to staff, students, and parents via mass communications, newsletter, the district website, and press releases.
- The Lead School Administrator will communicate with local school districts to ensure needs of students within the town/school community are being met

School Nurse

- Check, monitor, and respond to voicemail and email messages on a daily basis.
- Provide health updates to central administration for posting on district website and via mass communications

Teachers

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

Administration/Supervisors

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

Information Technology Coordinator

- Send out mass communication messages and relevant information as necessary on a regular basis.
- Regular update of district website and Blackboard

- All school staff phone extensions transferred to home phones so that no calls or communications are missed

#### Custodial Staff

- Restock ample supply of cleaning and 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 Business Administrator, Lead administrator and Building Administrators will monitor cleaning and sanitizing of all school facilities

#### School Counselors/ School Social Workers

- Counselors and social workers will check, monitor, and respond to voicemail and email messages on a daily basis.
- Psychological first aid will be provided as necessary.

C. Other Core Operations
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#### Business Office/Payroll

- The Business Office will continue regular functioning both on-site and from an outside location if necessary.

#### Human Resources

- The Human Resources office will continue regular functioning both on-site and from an outside location when necessary

#### Food Services

(Policy #'s - 3542 Food Service; 3542.1E Wellness and Nutrition; 3542.2 School Meal Program Arrears; 3542.31 Free or Reduced-Price Lunches/Milk)

- Sodexo will arrange for food distribution as necessary. Meals will be provided once per day in a secure location
- Breakfast, Lunch and hot dinner meals are provided daily. Hot dinner meals are delivered by 9:30 am daily
- All three meals are distributed daily to each student/family that picks up
- Meal distribution occurs 10 am to 1 pm
- Meals are provided for three days to support food security
- Meals are provided in a grab and go setting-no contact pickup. Families are not allowed into the building to promote safety of staff and families. Tables are set up and, as families arrive, they receive the meals as per the number in the household.



- School staff document food distribution via a checklist, checking off each meal that is distributed
- Sodexo and/or other food service companies will provide meals during the school year and during the summer program

### **List of Essential Employees**

- Dr. Mario C. Barbieri, Lead School Administrator
- Gail Long, Business Administrator
- Douglas Kelly, Vice Principal
- Peter Salek-Nejad, Supervisor of Curriculum and Instruction
- Miriam Rodriguez, Human Resources Generalist
- Abraham Williams, IT Coordinator
- Fausto Sosa, Head Custodian, High School
- Rafael Puntiel, Custodian
- William Mugica, Head Custodian, Middle School
- Ronald Puntiel, Security
- Pablo Puntiel, Security
- Stephanie Rojas, Security
- Reme Barber, Security

## Recovery

When necessary, the Lead School Administrator will initiate the recovery process. School closure days as a result of this pandemic will not result in an extended school year if permissible per NJDOE.

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

### **Central Office**

- Identify healthy staff to determine the feasibility of reopening schools.
- The Lead School administrator will communicate with local school districts to ensure needs of students within the town/school community are being met
- The Lead School administrator will provide updates and the latest research information to staff, students, and parents via mass communications and the district website.

### 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 made contact with school nurse during the response phase.

### 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 central office.
- 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 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.

### Secretarial 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 Counselors/ School Social Workers (Appendix F)

- 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**

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).

### Buildings and Grounds

- The school will be sanitized under the direction of the Supervisor of Buildings and Grounds.

## **Appendix A**

What is Pandemic? A “pandemic” is a disease that spreads all over the world and affects a large number of 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

#### **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

- ~Canned or jarred baby food
- ~Baby formula
- ~Pet food

- ~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 CSA will provide updates and the latest research information to staff, students, and parents via TV36, the district website and ConnectEd /e-Ram.

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>

**Reactions to Stress:**

**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.

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- Anger
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**Ways to Manage Fears & Anxieties:**

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- 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).

\*Special Thank You to Ms. Silvana Zircher, Superintendent of South River Public Schools, and her School Safety Team, for their support in developing this plan.

## 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:

“The District is taking all necessary measures to protect students, staff, and provide a continuity of operations as required. Added information will be provided from the Lead School Administrator’s office when it becomes available. “

Plan Distribution:

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

Grading  
Expectations:

Teachers are asked to grade assignments as they come in via email or Google classroom while schools are closed

Work Related

Teachers are asked to maintain contact with students via email, Google classroom, and/or phone, etc. while schools are closed; logs to be maintained.

Responsibilities  
During Extended  
School Closures:

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 he./she 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 on a daily basis one hour after taking attendance.



**Appendix D**

**Academy for Urban Leadership Charter School district  
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 Middlesex County Health Services Public Health Division's Communicable Disease Programs.

Name of School \_\_\_\_\_ Phone Number \_\_\_\_\_ Week  
Ending \_\_\_\_\_

Middle \_\_\_\_\_

High \_\_\_\_\_

City: Perth Amboy School District: Academy for Urban Leadership 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:

**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 of 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 of time (for example, up to 6 weeks).
- The purpose of closing schools will be to decrease contact among children in order 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

- Middlesex County health officials have ordered the closure of schools as a result of a pandemic outbreak in our county.
  
- Schools may be closed for an extended period of time.
  
- 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 in order 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.