

GREAT OAKS LEGACY



CHARTER SCHOOL

Health-Related School Closure Plan

Great Oaks Legacy
Charter School

July 16, 2025

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Background

From the [NJDOE Memo](#) – June 4, 2025

Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs

Programs In April 2020, Governor Murphy signed A-3904 into law (P.L.2020, c.27, or “Chapter 27”), which, in part, requires each school district, charter school, renaissance school project, and Approved Private School for Students with Disabilities (APSSD), hereinafter referred to as Local Educational Agencies (LEAs), to submit a proposed program for emergency virtual or remote instruction (Plan) by July 31 annually to the New Jersey Department of Education (NJDOE). In July 2022, the NJDOE readopted N.J.A.C. 6A:32, School District Operations, with amendments and new rules that include updates to the components of the LEA’s Plan. This law provides for the continuity of instruction in the event of a public health-related district closure, by permitting LEAs to utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.A.C. 6A:32-13.1 & 13.2. To assist LEAs in the submission of Plans, the NJDOE is issuing “Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs,” which includes a checklist to identify components that must be included in the Plan.

By July 31 annually, each Chief School Administrator must submit the LEA’s Plan for the next school year, approved by the district board of education or charter or renaissance school project board of trustees, and the completed checklist to the respective County Office of Education. As a reminder, an LEA must also post the Plan prominently on the LEA’s website. If you have any questions, please contact your County Office of Education.

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 a 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.

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

1. Members of the PPC (Pandemic Preparedness Committee) are listed below and may be asked to meet as needed.
2. 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.
3. Staff email and school based voice mail contact information will be posted/updated on the district website.

Title	Contact	Contact Information	Title	Contact	Contact Information
Executive Director, Chief School Administrator	Jared Taillefer	(413) 433-4472	Chief Schools Officer	Chiffon Rushford	(917) 399 7904
Chief Operating Officer	Ariana Lopez	(609) 500-3213	Nurse	Alexandra Dong	(862) 256-0900
Chief Financial Officer	Charlise Manuel Papusseco	(646) 338-5599	Chief Strategy Officer	Dominick DiFalco	(973) 960-0836
Managing Director of Technology & Data Support	Quan Vuong	(732) 770-2211	IT Support Specialist	Jose Gonzalez	(201) 589-9118
Managing Director of Operations & Finance	MarrLa Merritt	(973) 818-4074	Student Enrollment Coordinator	Chernor Sessay	(862) 256-0909 ext. 3
Food Service Contacts	Maschio's	(848) 250-6969	Manager of Community Engagement	Lamar Washington	(862) 291-6181
School Social Workers	Hebe Schafer	(973) 303-2171	School Social Workers	Lorrie Weaver	(609) 647-0698

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. Campus Directors 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 CSA will serve as the contact person for addressing questions and concerns related to the topic of pandemic planning;
3. Staff and student contact details will be annually updated into the organization's 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. 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 portal.
2. The COO will work with custodians and Operations Leaders at each campus to ensure that all building bathrooms are continually stocked with soap and paper towels.
3. The COO will work with custodians and Operations Leaders at each campus to 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. School nurses 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.

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:

- School Nurses 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 Operations Manager responsible for attendance reporting at each campus 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.
- School office staff will forward the names of 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. If feeling unwell during the school day, staff are also encouraged to visit the school nurse.
- Staff will be reminded to send sick students to the Nurse's Office at each campus.

B. Updates, Research, and Precautions

1. The CSA will provide updates and the latest research information to staff, students, and parents via the district website and email.
2. Campus Directors at each school 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 reflect social distancing to the fullest extent possible and in full compliance with official health guidelines; 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 COO will ensure that all Operations Leaders are ensuring their building bathrooms are continually stocked with soap and paper towels.
6. The COO will ensure that all Operations Leaders ensure 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.
8. Informational literature will be sent home identifying 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).
 - a. Prevention
 - b. Preparation
 - c. Pandemic Symptom Recognition and Action
 - d. Communication
11. Building administration will remind staff to review this plan.

EMERGENCY PREPAREDNESS: CURRICULUM & INSTRUCTION

To ensure compliance with N.J.A.C. 6A:32-8.3, GOLCS instruction will incorporate the following:

- Grades 1-12: at least 4 hours per day of instructional time
- Kindergarten: at least 2.5 hours per day of instructional time

In order 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 to ensure that the needs of all students are addressed:

C. Continuity of Student Learning Framework		
Grade Groups	Instructional Resource	Comments
Pre-K	• No online lessons • Teacher created review packet that includes ELA and Math	No online lessons

K-1	Google Classroom, i-Ready lessons (Language Arts and Math) Grade K: • I-Ready ELA Lessons • I-Ready Math Lessons • Get Ready ELA and Math review paper based assignments Grade 1: • I-Ready ELA Lessons • I-Ready Math Lessons • Get Ready ELA and Math review paper based assignments	Grade K: Reading summary (teacher will provide book), Get Ready ELA and Math review paper based assignments for students without device and/or wifi. Grade 1: Reading summary (teacher will provide book), Get Ready ELA and Math paper based assignments for students without device and/or wifi.
K-1 Special Education: Students in Self-contained settings	Google Classroom, i-Ready lessons (Language Arts and Math) Grade K: • I-Ready ELA Lessons • I-Ready Math Lessons • Modified Get Ready ELA and Math review paper based assignments. Grade 1: • I-Ready ELA Lessons • I-Ready Math Lessons • Modified Get Ready ELA and Math paper based assignments for students without device and/or wifi.	Grade K: Reading summary (teacher will provide book), modified Get Ready ELA and Math paper based assignments for students without device and/or wifi. Grade 1: Reading summary (teacher will provide book), modified Get Ready ELA and Math paper based assignments for students without device and/or wifi.
2-4	Google Classroom, i-Ready lessons (Language Arts and Math) Grade 2: • i-Ready ELA lessons • i-Ready Math • Get Ready ELA and Math review paper based assignments Grade 3: • i-Ready ELA lessons	Grade 2: • Reading summary (teacher will provide book), Get Ready ELA and Math review paper based assignments for students without device and/or wifi. Grade 3: • Reading summary (teacher will provide book), ELA, math,

	• ALEKS math lessons • ELA, math, science and Social Studies review packets Grade 4: • i-Ready ELA lessons • ALEKS math lessons • ELA, math, science and Social Studies review packets	science and Social Studies review packets for students without device and/or wifi. Grade 4: • Reading summary (teacher will provide book), ELA, math science and Social Studies review packets for students without device and/or wifi.
2-4 Special Education: Students in Self-contained settings	Modifications/Accommodations provided in accordance w/ IEPs Grade 2: • i-Ready ELA lessons • i-Ready Math • Get Ready ELA and Math review paper based assignments Grade 3: • i-Ready ELA lessons • ALEKS math lessons • ELA, math, science and Social Studies review packets Grade 4: • i-Ready ELA lessons • ALEKS math lessons • ELA, math, science and Social Studies review packets	Grade 2: • Reading summary (teacher will provide book), Get Ready ELA and Math review paper based assignments for students without device and/or wifi. Grade 3: • Reading summary (teacher will provide book), ELA, math, science and Social Studies review packets for students without device and/or wifi. Grade 4: • Reading summary (teacher will provide book), ELA, math science and Social Studies review packets for students without device and/or wifi.
5-8	Navigator Math and ELA Assignments I-Ready Assignments ALEKS Assignments TCI Science Review Assignments Social Studies Review Assignments	Paper based assignments for students without device and/or wifi.

5-8 Special Education: Students in Self- contained settings	Navigator Math and ELA Assignments I-Ready Assignments ALEKS Assignments TCI Science - Review Assignments Social Studies - Review Assignments Modifications/Accommodations provided in accordance w/ IEPs	Paper based assignments for students without device and/or wifi.
9-12	• Math mixed practice spiraling toward grade-level mastery • ELA text-dependent literacy practice, • History review and deepening understanding • Science review and deepening understanding • Online learning accessible on Google Classroom and Google Drive.	Paper based assignments for students without device and/or wifi.
9-12 Special Education; Students in Self-Cont ained settings	Modifications/Accommodations provided in accordance w/ IEPs • Math mixed practice spiraling toward grade-level mastery • ELA text-dependent literacy practice, • History review and deepening understanding • Science review and deepening understanding • Online learning accessible on Google Classroom and Google Drive.	Paper based assignments for students without device and/or wifi.

Related Services and students receiving Eligible for Speech and Language Services: Google classroom lessons assigned by related services staff will target IEP goals and objectives; paper based assignments for students without device and/or wifi. Compensatory services provided as needed upon return to school.

Counseling: Support will be provided via phone conference if warranted to address relevant concerns.

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

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

VIRTUAL SCHOOL WORK DIRECTIONS

- If you have internet access at your home, please follow **PLAN A**.
- If you **do not** have internet access at your home, please follow **PLAN B**.

PLAN A: INTERNET AVAILABLE

Students who have internet access at home will utilize the following to complete their daily work plan:

- Google Classroom
- Online platforms (ALEKS, IREADY)
- Subject area (ELA, Math, Social Studies, Science) work packets provided by GOLCS.
- 30 minute Google Hangout with tutorial fellow.

Technology Information -- Please see the folder for [1-pager](#) that includes:

- Your child's passwords for all online platforms.
- Internet connectivity Step-by-Step and Troubleshooting Guide.
- Public Drive on campus homepage -
 - LES, DES, HMS link will be done by 5pm 3/9/2020

PLAN B - NO INTERNET AVAILABLE

Students who **DO NOT** have internet access will utilize the following to complete their daily work plan:

- Subject area (ELA, Math, Social
- Studies, Science) work packets provided by GOLCS.
- SRT Book/Log Reading 30-60 minute phone call with tutorial fellow.

PLAN A - STUDENT EXAMPLE:

Please fill out each daily plan block with the amount of time spent on each instructional block.

DAY:		DATE:		
TIME	DAILY TASK	TASK DESCRIPTION	STUDENT INITIALS	PARENT INITIALS
45 min	ALEKS (online)	Completed Lessons 1 & 2	JK	PK
45 min	IREADY (online)	Completed Lesson 5	JK	PK
45 min	ELA	Completed 2-10	JK	PK
45 min	MATH	Completed 3-6	JK	PK
45 min	Social Studies	Completed 10-12	JK	PK
45 min	Science	Completed 4-10	JK	PK
30 min	Tutoring	Met with fellow for 30 min	JK	PK

PLAN B – STUDENT EXAMPLE:

Please fill out each daily plan block with the amount of time spent on each instructional block.

DAY:		DATE:		
TIME	DAILY TASK	TASK DESCRIPTION	STUDENT INITIALS	PARENT INITIALS
45 min	ELA Packet	Completed pgs 2-10	JK	PK
45 min	MATH Packet	Completed pgs 3-6	JK	PK
45 min	Social Studies Packet	Completed pgs 10-12	JK	PK
45 min	Science Packet	Completed pgs 4-10	JK	PK
30 min	Tutoring	Met with fellow for 30 min	JK	PK

D. Stock

- The COO will ensure Operations Leaders at all campuses have ample storage of appropriate and adequate sanitation supplies such as soap, alcohol gel, and tissues in all bathrooms.
- All GOLCS schools will be stocked with hygienic supplies including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, and face masks.
- All GOLCS schools will maintain stock to last 60-90 days.
- All classrooms will receive hand sanitizing gel for regular use.
- Each GOLCS classroom, building entries and exits, near lunchrooms and bathrooms, and all frequently traveled spaces will have an installed hand sanitizer machine (at least 60% alcohol).
- Existing handwashing stations in all GOLCS facilities will be stocked with soap, water, and hand sanitizer.
- The COO 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 & Continuity of Learning

C. Other Core Operations

A. Protocol – Schools Open

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

Central Office

- The CSA will send out messages via 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 CSA will provide updates and the latest research information to staff, students, and parents via the district website and email.

School Nurses

- Each school nurse will continue with surveillance reporting procedures, conduct student as well as staff assessments and provide updates to administration.
- Each 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 the central office.

Director of Technology

- Send out 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.

Operations 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 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) 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 & Continuity of Learning)

When necessary, the CSA will activate the response plan.

Main Office

- CSA closes the school when it is identified by the state; any non-academic events will be canceled as well as campus-based extra-curricular activities and programs and aftercare.

- Send out messages through social media channels, email, the district website, and radio message informing parents that schools are closed; encourage school community to refer to handbooks, the school calendar, and school website for additional information.
- CSA will provide updates and the latest research information to staff, students, and parents via the district website, email, and press releases.
- CSA will ensure essential employees are identified and a list is provided to the Essex County office at the time of transition to remote or virtual instruction.

School Nurses

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

Teachers

- Check, monitor, and respond to voicemail and email messages on a daily basis.
- Track attendance and grade work submitted through continuation of the 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/Operations services plan.
- Check, monitor, and respond to voicemail and email messages on a daily basis.
- Monitor staff health and work performance.
- Complete reports as necessary.

Director of Technology & Family Coordinator

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

Custodial Staff

- 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 Counselors

- Counselors will check, monitor, and respond to voicemail and email messages on a daily basis.
- Psychological first aid will be provided as necessary to protect the social and emotional health of both students and staff.

DELIVERY OF VIRTUAL & REMOTE INSTRUCTION

To ensure compliance with N.J.A.C. 6A:32-8.3, our instruction will incorporate the following:

- Grades 1-12: at least 4 hours per day of instructional time
- Kindergarten: at least 2.5 hours per day of instructional time

Grades Pk-4:

- Each day, students in general education and special education access a 20 minute instructional video from Google Classroom for one of their core academic classes and view during its scheduled 1-hour class period.
- During the remaining 40 minutes, students access the classwork handout from Google Classroom and complete using guidance from the video and any other resources.
 - o Students may submit assignments as a Google document through Google Classroom.
 - o Students may complete work on loose-leaf and submit photos of assignments via Google Classroom.
- Students submit what they have completed by the end of the 1-hour class period. This will count as their attendance and will be graded for completion and accuracy.
- Teachers of the course are available via phone or Zoom during the 40 minutes following the video to provide "office hours" for students. Students can google chat, text, or dojo in to ask questions of their teacher.
- Fellows/tutors schedule time to support students with completing work.
- Students who do not have internet access are provided with packets. Packets are emailed or picked up by parents on food distribution days. Parents schedule a time with the teacher to provide direct support to students without internet access.
- The i-Ready diagnostic will be used to measure students progress toward meeting the standards.
- Sample schedules:

General Schedule of Remote Instruction: Grades K-2

TIME	CONTENT
8:00-8:15 AM (Mondays Only)	Unity Circle/Inspirational Message from DOS 8:00-8:15 – Message from the Deans
8:15-9:15 AM	Math • 8:15-8:35 – Mini Lesson Video from Teacher • 8:35-9:15 – Math Lessons Completed - o Teacher supports with independent lesson
9:15-9:20 AM	Brain Break
9:20-10:20 AM	English • 9:20-9:40 – Mini Lesson Video from Teacher • 9:40-10:20 –ELA Lesson Completed - o Teacher supports with independent lesson
10:20-10:25 AM	Brain Break
10:25-10:55 AM	Mini Specials Lesson: • Scholars will watch a video for Art, P.E., or Music Lesson and
10:55-11:55 AM	Science/S.S.

	• 10:55-11:10 – Mini Lesson Video from Teacher • 11:10-11:55 – Lesson Completed - o Teacher supports with independent lesson
11:55-12:35 PM	Break • Lunch
12:35-1:20PM	Writing 12:35-12:55 – Mini Lesson Video from Teacher 12:55-1:20 -- Lesson Completed • Teacher supports with independent lesson
1:20-2:05 PM or based on parent's schedule	• Blended Learning (iReady ELA) - o Grades K-4
2:05-2:50 PM or based on parent's schedule	• Blended Learning (iReady Math or ALEKS) - o Grades 3 and 4

General Schedule of Remote Instruction: 3rd and 4th (Tutorial Included)

TIME	CONTENT
8:00-8:15 AM (Mondays Only)	Unity Circle/Inspirational Message from DOS 8:00-8:15 – Message from the Deans
8:15-9:15 AM	Math • 8:15-8:35 – Mini Lesson Video from Teacher • 8:35-9:15 – Small group instruction w/ Fellows
9:15-9:20	Brain Break
9:20-10:00	Extended Math Support • Extra support for scholars that need extra assistance
10:00-10:05	Brain Break
10:05-11:05 AM	English • 10:05-10:25 – Mini Lesson Video from Teacher • 10:25-11:05 – Small group instruction w/ Fellows
11:05-11:35 AM	Mini Specials Lesson: • Scholars will watch a video for Art, P.E., or Music Lesson
11:35-12:15 PM	Break • Brain Break • Lunch
12:15-1:15PM 4th Grade Only Social Studies 3rd Grade 12:15-12:45 (S.S) 12:45-1:15 (Science)	12:15-12:35 – Mini Lesson Video from Teacher 12:35-1:00 -- Small group instruction w/ Fellows

1:00-1:45 PM or based on parents schedule	Blended Learning (IReady ELA)
1:45-2:35 PM or based on parents schedule	Blended Learning (IReady Math or ALEKS)

General Schedule of Remote Instruction: Pre-School

TIME	CONTENT
8:00-8:15 AM (Mondays Only)	Unity Circle/Inspirational Message from DOS 8:00-8:15 – Message from the Deans
8:15-8:30 AM	Morning Message-Video of teachers going over the following: - Calendar - Weather
8:30-9:00 AM	Free Choice
9:00-9:30 AM	Story Lab 9:00-9:15 Mini Lesson: Mini video of teachers reading a story and displaying what the discussion question is. 9:15-9:30- Scholars will have open discussion with parent/guardian and write their answers.
9:30-9:35 AM	Break
9:35-9:45 AM	Graphics Practice Mini Lesson: Short video of teacher explaining what 3 graphics scholars will be drawing for 3 minutes each.
9:45-9:50AM	Break
9:50-10:10 AM	Math Mini Lesson: Short video of math lesson.
10:10-10:30 AM	Break/Snack
10:30-11:30 AM	Make Believe Play Time Scholars should engage in play. Before play begins, scholars should tell parents/guardians what they are going to do while they are playing using the sentence stem “I am going to...”
11:30-1:00	Lunch and Nap/Rest time
1:00-1:15	- Small Group Literacy - Mini Lesson-Teacher will review letters with scholars and scholars will play I have, Who has game with scholars.
1:15-2:15	Recess/Free Play

Friday Schedule Grades K-4

TIME	CONTENT
8:00-8:45 AM	Complete Friday ELA (No Teacher Assistance)

8:45-9:50 AM	• Break
9:50-10:35 AM	Complete Friday Math (No Teacher Assistance)
10:35-10:40 AM	• Break
10:40-10:45 AM	Break
10:45-12:00 PM	Complete remainder of Friday work, (Online 2-4) (Packets K-1) (No Teacher Assistance)
12:00-12:45 PM	• Break (Lunch/Recess)
12:45-1:15 PM	Blended Learning • IReady ELA
1:15-2:00 PM	Blended Learning • Iready Math (K-2) ALEKS (3-4)
2:00-2:15 PM	• Message From your Director (Youtube)

Grades 5-8:

GOLCS has differentiated instructional time by creating a schedule that lends itself to the flexibility that is needed during remote instruction. Classes begin at 9 am, with a 15 min homeroom period where students are accounted for attendance and then given school-wide updates. Students receive 45 minutes of instruction in all core classes including specials. Tutorial sessions are embedded in Math and English virtual classes in support of accelerated learning.

Our curriculum has been structured to meet the needs of our scholars virtually. We differentiate our approach to instruction and leverage the support of our fellows/tutors to add small group instruction in class discussions, writing, and math instruction. Teachers conduct daily intellectual preparation meetings with the fellow teams that support their classes and share the learning targets and instructional strategies. In the schedule, independent work time for students to complete assignments from their class instruction and meet with their fellow/tutor for guided support has been embedded. Furthermore, teachers host office hours to meet with specific students to provide additional support. Student learning is measured by grading daily exit tickets and analyzing bi-weekly assessment data.

General Schedule: 5-8

	5th			6th			SC	7th			8th			SC	
	NJCU Coundoul	Spelman Kissoon	Tampa Pickett	Brown Evans-Parker	Florida Gomez	Howard Wilson	NJIT Majerscak	Caldwell Abdur-Rahim	Grambling Harper-Davis	Hampton Reed	Rider Eusebio	Wagner Muhammad	Montclair Hall	SC SHU Corry	
8:45AM - 9AM	Homeroom 15 mins														
9:00AM - 9:45AM	Science Wilson	Math Pickett Fellow A	Humanities Coundoul	Math Evans-Parker Fellow B	Science Reed	ELA Gomez	Math Majerscak Fellow 4	ELA Harper-Davis Fellow 1	Social Stud Rogers	Math Abdur-Rahim Fellow C	ELA Muhammad Fellow 2	Social Stud Hall	Math Eusebio Fellow D	Online Instr. ALEKS/I-Ready	
9:45AM - 10:15AM	Break 30 mins														
10:15AM - 11:00AM	ELA Kissoon	Humanities Coundoul	Math Pickett Fellow B	Science Vera	Math Evans-Parker Fellow A	Phys Ed. Reddick	Science Franklin	Science Reed	ELA Harper-Davis Fellow 2	Social Stud Rogers	Online Instr. ALEKS/I-Ready	Math Eusebio Fellow C	Social Stud Hall	ELA Mayers Fellow 4	
11:00AM - 11:30AM	Break 30 mins														
11:30AM - 12:15PM	Math Pickett Fellow A	ELA Kissoon	Science Wilson	ELA Gomez	Phys Ed. Reddick	Math Evans-Parker Fellow B	Phys Ed. Reddick	Math Abdur-Rahim Fellow D	Science Reed	ELA Harper-Davis Fellow 1	Social Stud Hall	ELA Muhammad Fellow 2	Online Instr. ALEKS/I-Ready	Math Barnes Fellow 3	
12:15PM - 12:45PM	Break 30 mins														
12:45PM - 1:30PM	Humanities Coundoul	Science Wilson	ELA Kissoon	Phys Ed. Reddick	ELA Gomez	Science Vera	ELA Franklin Fellow 3	Social Stud Rogers	Math Abdur-Rahim Fellow C	Science Reed	Math Eusebio Fellow D	Online Instr. ALEKS/I-Ready	ELA Muhammad Fellow 1	Social Stud Mangan	
1:30PM - 1:45PM	Break 15 mins														
1:45PM - 2:30PM	Math Tutorial Fellow A/B							ELA Tutorial Fellow 1/2				Math Tutorial Fellow C/D		ELA Tutorial Fellow 3/4	
2:30PM - 3:15PM				Math Tutorial Fellow A/B							ELA Tutorial Fellow 1/2			Math Tutorial Fellow 3/4	
3:15PM - 3:45PM											Math Tutorial Fellow C/D				

Grades 9-12

Students attend math, English language arts, English language arts tutorial, history/social studies, science, Spanish, and art classes with their regular instructors via Zoom for 30 minutes each between 9:00 am and 1:20 pm. Students complete wellness assignments and physical activity logs for physical education credits. After 1:20pm, students attend extended office hours in support of accelerated learning with their teachers and tutors and complete independent and group assignments. Live Zoom classes include formative assessment, guided questioning, and class discussions, while short lectures and direct instruction are provided as videos for homework. Students are assigned independent computer-adaptive math problems for math tutorial to keep learning continuous and targeted while tutors support differentiation during regular math classes.

The shortened classes and extended office hours are key to differentiating academic and social emotional support for students who need it most. Within the Zoom classes, breakout rooms are used to provide differentiated small-group instruction, often co-facilitated by fellow tutors or academic support staff. Teachers meet regularly with fellows to ensure alignment and preparation, while school leaders regularly observe classes and provide meaningful feedback to instructors.

Learning is assessed through classwork, questioning, exit tickets, quizzes, and tests during class time, as during normal school, and assessment data is analyzed as part of the assessment cycle in meetings between teachers and school leaders. Credit recovery opportunities will be determined by school leadership.

Below is a class schedule for scholars. Room numbers are not relevant during remote instruction.



General Schedule: 9th Grade

Period 1	Period 2	Period 3	Period 4A	Period 4B	Period 4C	Period 5	Period 6	Period 7
WH Burns 210	Geometry Colbert 301	ELA 9 Tutorial Garage 1	Biology Taylor 202	Lunch		Geometry Tutorial 9th Nest	Special PE (W/Th/F) Triplett- Annex/ Global Arts (M/T) Domeville 118	ELA 9 Taggart 308
ELA 9 Taggart 308	Algebra Tutorial Garage 1	Algebra 1 Jerpbak 302	WH Burns 210			Biology Taylor 202	ELA 9 Tutorial Garage 1	Special PE (W/Th/F) Triplett- Annex/ Global Arts (M/T) Domeville 118
Special PE (M/T/W) Triplett- Annex/ Global Arts (Th/F) Domeville 118	Algebra Tutorial Garage 2	WH Burns 210	ELA 9 Taggart 308			ELA 9 Tutorial Garage 2	Algebra 1 Jerpbak 302	Biology Taylor 214
Algebra Tutorial Garage 1/2 (Jerpbak)	Special PE (M/T/W) Triplett- Annex/ Global Arts (Th/F) Domeville 118		Algebra 1 Jerpbak 302			ELA 9 Taggart 308	ELA 9 Tutorial Garage 2	Algebra 1 Jerpbak 303
								WH Burns 210

General Schedule:10th Grade

Period 1	Period 2	Period 3	Period 4A	Period 4B	Period 4C	Period 5	Period 6	Period 7
WH2 Weber 202	WH2 Weber 202	ELA 10 Hardy 117	WH2 Weber 117	Lunch		APWH Weber 210	Geometry Colbert 202	ELA 10 Hardy 117
ELA 10 Hardy 117	Chemistry Gocklin 214	Geometry Tutorial Garage 1 (Colbert)	Geometry Tutorial Garage 1 (Kalu)			ELA 10 Hardy 117	Chemistry Gocklin 214	Grade 10 Study Hall Moran Garage 1
Geometry Colbert 301	ELA 10 Tutorial Fellows 117	Geometry Tutorial Garage 2	Geometry Tutorial Garage 2			Chemistry Gocklin 214	Specials Computer Science (W/Th/F) Acosta - 210/ PE (M/T) Triplett-Annex	ELA 10 Tutorial Nest
Specials Computer Science (M/T/W) Acosta - 203/ PE (Th/F) Triplett-Annex		ELA 10 Tutorial Nest	Chemistry Gocklin 214					Geometry Colbert 202
		Specials Computer Science (M/T/W) Acosta - 306/ PE (Th/F) Triplett-Annex	ELA 10 Tutorial Nest					

General Schedule: 11th & 12th Grade



Algebra 2 Kleinsasser 213	Algebra 2 Kleinsasser 213	APUSH Marcucci (Smith) 211	Lunch	Spanish 1 Branch 213	H USH Marcucci 301	Algebra 2 Kleinsasser 306	H USH Marcucci (Smith) 305
Spanish 1 Branch 211	APUSH Marcucci 210	AP Lang Moore 307		AP Lang Moore 306	College Readiness Danziger 213	Spanish 1 Branch 211	Spanish 1 Branch 211
Specials Computer Science (Th/F) Acosta - 203/ PE (M/T/W) Hutchins-Annex	Physics D. Jones 306	Honors ELA 11 Meade 308		College Readiness Danziger 307	Honors English 11 Meade 302	Pre-Calc Ijaz 301	Physics D. Jones 307
College Readiness Danziger 306	Specials Computer Science (Th/F) Acosta - 203/ PE (M/T/W) Hutchins-Annex			Physics D. Jones 301	Specials Computer Science (M/T) Acosta - 203/ PE (W/Th/F) Hutchins-Annex	College Readiness Danziger 213	Pre-Calc Ijaz 301
						Specials Computer Science (M/T) Acosta - 210/ PE (W/Th/F) Hutchins-Annex	Algebra 2 Kleinsasser 306

AP Calc Ijaz 302	Quantitative Algebra Jacques 302	AP Gov A. Jones 305	Lunch	Senior Seminar A. Jones 305	AP Gov A. Jones 305	AP Physics D. Jones 307	Spanish 2 Quezada 213
AP Stats Kalu 214	Spanish 2 Quezada 211			Honors ES Johnsen 203	Honors ELA 12 Moore 306	APES Johnsen 203	Honors ELA 12 Moore 302
AP Lit Gota 307	AP Gov A. Jones 305	CA/PE College Action 12 (M/T/W)/ PE (Th/F) Grant/ Hutchins 213/Annex		Spanish 2 Quezada 211	AP Lit Gota 307	-	Honors ES Johnsen 203
CA/PE College Action 12 (M/T/W) Quinones 305 PE (Th/F) Hutchins Annex	Art/Study Hall Art 12 (M/T/W) Domeville 118/ Study Hall (Th/F) Domeville/ Dec	Art/SH Art 12 (M/T/W) Domeville 118 Study Hall (Th/F) Ijaz 213		Art/Study Hall Art 12 (W/Th/F) Domeville 118/ Study Hall (M/T) 118 Domeville/ Helmy	Spanish 2 Quezada 211	Art/SH Art 12 (W/Th/F) Domeville 118 Study Hall (M/T) 305	College Action/PE CA (W/Th/F) 118 PE (M/T) Hutchins Annex
CA/PE College Action (M/T/W) Grant 118 PE (Th/F) Hutchins Annex		Honors ES Johnsen 203					
ELA 1R (11) Meade 303		Geo R Kalu 304		Biological Sci Moran 303		Alg 1R Jacques 303	
ELA 2R Helmy 304		Alg 1R Jacques 303			ELA 2R Helmy 304	Geo R Kalu 304	ELA Skills Tutorial Garage 1
		Biological Sci Moran 214					

Remote Instruction & Student Needs: Students With Disabilities & English Language Learners:

The delivery of remote/virtual instruction and related services to implement IEPs for SWDs to the greatest extent possible include google and Zoom classrooms. Within Google and Zoom classrooms, teachers present the lesson content at a rate that promotes learning while providing guided instruction. Supplementary aids in the form of tutors are present in Zoom breakout rooms to support scholars who struggle with pacing and content. Tutors are also available to scholars during scheduled office hours. Teachers use Computer-Assisted Instruction via platforms such as Nearpod, Star 360, and Learning Ally to monitor learning and make instruction interactive. Additionally, scholars receive google chrome extensions to support accommodations within their IEP such as text to speech, speech to text, screen overlay, screen contrast, and grammar. Lastly, students participate in online blended learning programs such as Star 360 and Aleks; adaptive programs that respond to students' individual learning needs and quickly and accurately determine what a student knows to teach the student what they are most ready to learn. SWDs that do not have internet access are provided with wifi hotspots.

ATTENDANCE POLICIES & PRACTICES

Elementary School Attendance Grades Pk-4:

Overview: As part of the Remote Learning Plan, attendance will be taken to discern that students and families are meeting the instructional seat minutes necessary for tracking academic progress and that promotion decisions are accurate for each student.

Expectations: Teachers take attendance every school day on PowerSchool by 3:30 pm. Operations leadership verifies attendance by 4:00 pm each school day. Students will be marked present by meeting the following criteria:

Attendance Criteria Area	Week 2-3 • M-F	Weeks 4-6 • M-F	Week 7 and beyond
WELLNESS CHECK QUESTIONS	10 MINUTES Examples of questions teachers can ask: 1. How are you feeling? 2. How is your family? 3. What's been going on lately? 4. What are you wondering about? 5. What are	10 MINUTES Examples of questions teachers can ask: 8. How are you feeling? 9. How is your family? 10. What's been going on lately? 11. What are you wondering about? 12. What are you looking forward to?	10 MINUTES Examples of questions teachers can ask: 15. How are you feeling? 16. How is your family? 17. What's been going on lately? 18. What are you wondering about? 19. What are you looking forward to? 20. Is there anything you need right now? 21. What did you have for dinner last night / lunch today/ breakfast this morning

	you looking forward to? 6. Is there anything you need right now? 7. What did you have for dinner last night / lunch today/ breakfast this morning?	13. Is there anything you need right now? 14. What did you have for dinner last night / lunch today/ breakfast this morning?	
Blended Learning: IREADY ELA K-4	Gen ED: - at least 40 minutes daily Special Education: - at least 25 minutes daily	Gen ED: - at least 40 minutes daily Special Education: - at least 25 minutes daily	
Blended Learning: IREADY MATH K-2	Gen ED: - at least 40 minutes daily Special Education: - at least 25 minutes daily	Gen ED: - at least 40 minutes daily Special Education: - at least 25 minutes daily	
Blended Learning: ALEKS MATH GRADES 3 - 4	Gen ED: - at least 40 minutes daily SPED: - at least 25 minutes daily	Gen ED: - at least 40 minutes daily SPED: - at least 25 minutes daily	
Tutorial	15 minutes -Grades 3 and 4	15 minutes -Grades 3 and 4	
SIGNED PACKET BY	One assignment	Assignment grades Pk-1 and families	Assignment grades Pk-1 and families without internet

PARENT		without internet access	access
GOOGLE CLASSROOM/ ILLUMINATE		Grades 2-4: STUDENT PARTICIPATES FULLY IN DAILY ELA AND MATH LESSONS	Grades 2-4: STUDENT PARTICIPATES FULLY IN DAILY ELA AND MATH LESSONS

Notes:

1. If students have not completed the minimum expectations by 3:30pm, teachers place a call to families to discuss ability to complete the expectations.
2. Students are allowed to make up **missed printed packets**, and teachers adjust student attendance record.
3. Online remote learning:
 - a. If families are able to complete the expectations within 72 hours, teachers will email Operations to manually adjust the student attendance record to Present.
 - b. For families regularly unable to complete the expectations daily, teachers may assist and create adjusted deadlines and may allow these unique situations to be marked as present and checking completion the following day.
 - c. If parameters are not met in the given time, teachers email Operations to adjust student attendance to **Absent**.
 - d. Tardies will not be taken during Remote Learning and closure. Students are either marked absent or present.
4. If teachers are unable to contact parents for more than 48 hours and students have not completed work for more than 72 hours, teachers communicate directly with the campus Dean. If the campus Dean cannot communicate with parents within 48 hours, the Dean contacts the Social Worker and School Director for support.

Middle School Attendance - Grades 5-8:

Expectations: Students are required to attend Zoom classes from 8:45 to 1:30. Tutorial and Teacher Intervention and office hours are scheduled from 1:30 to 3:45. Students are marked present for the day if they attend a minimum of 3 class periods. Students can make up any missed assignments and are excused from classes for technical issues such as internet failure.

Notes:

1. For families regularly unable to meet expectations daily, teachers may assist and create adjusted deadlines and may allow unique situations to be marked as present by checking completion the following day.
2. If parameters are not met in the given time, teachers email Operations to adjust student attendance to **Absent**.
3. Tardies are not recorded during Remote Learning and closure. Students are either marked absent or present.

The campus Operations Managers emails a daily morning and afternoon attendance report. Leadership team members are assigned to specific students to monitor student engagement and participation. After reviewing attendance reports, team members immediately contact absent students in order to monitor the student's general wellbeing and to identify potential barriers that led to the student's absence. If staff members are unable to contact parents for more than 48 hours and students have not completed work for more than 72 hours, teachers communicate directly with the campus Dean. If the Dean cannot communicate with parents within 48 hours, the Dean contacts the Social Worker and School Director for support. All updates regarding the student are logged into SchoolMint and shared with the grade level team.

STUDENT ACCESS TO TECHNOLOGY

As a 1:1 school, GOLCS will provide a free Chromebook to any student who needs one.

All GOLCS families are surveyed to assess their student's technology needs. GOLCS inquires about each student's access to a laptop computer, the current "health" of their personal or GOLCS issued laptop computer, and access to the internet. In addition, families will be provided with a technology self-checklist to identify issues with GOLCS-issued hardware and software/applications as well as orientation needs. Chromebooks are distributed by GOLCS to students accordingly to close the gap of students in need of technology. Our IT support team will provide orientation documentation and ongoing monitoring and service throughout the school year to repair or replace damaged technology.

Students in need of a laptop are asked to pick up their assigned laptop (and other required hardware) on an assigned date at their school. If unavailable on the assigned date, GOLCS will make arrangements for a special pick-up. At the time of issue, the student's name will be recorded next to the laptop serial number for inventory tracking purposes.

For families without the resources to acquire internet access, GOLCS will issue wi-fi hot spots. For the 2025-2026 school year, GOLCS will continue efforts to reconfirm technology needs for students and ensure that all students receive Chromebooks if needed.

DISTRICT PLAN FOR MEASURING & ADDRESSING DIGITAL DIVIDE

GOLCS provided all students that requested a computer with a chrome book that can be used to access online classes and materials. GOLCS will open select campuses twice per week for students to receive lunch and retrieve printed instructional materials. In terms of network access, GOLCS will continue to provide all students and families with information to pursue acquiring either discounted or free Internet services within the city of Newark, New Jersey.

STUDENTS WITH DISABILITIES

Delivery of remote instruction to implement Individualized Education Plans (IEPs):

The delivery of remote/virtual instruction to implement IEPs for SWDs to the greatest extent possible includes:

- **Google Classrooms**, where Certified Special Education Teachers present the lesson content at a rate that promotes learning while providing student-directed instruction;
- **Zoom classrooms**, where additional student-directed instruction occurs to engage students in the learning process by linking lesson content to prior learning, personal experiences, and cooperative learning;
- **Illuminate Education platform**, where students are assigned work independently from other students.
- GOLCS has also instructed students to use online google tools to support their instruction; for example, the voice typing feature to support their typing skills.
- Additionally, students participate in online blended learning programs such as **i-Ready**, which is an adaptive program that responds to students' individual learning needs which uses adaptive questioning to quickly and accurately determine what a student knows and does not know and teach the student what they are most ready to learn.
- SWDs that do not have internet access are provided with paper-based packets to access the materials.

Methods used to document IEP implementation:

Related remote services are provided through virtual and online platforms and recorded on a weekly basis by all providers within the school district on a district owned tracker and on our Easy IEP platform. Certified Special Education Teachers are making meaningful accommodations and modifications virtually for SWDs as per each student's IEP, with student progress being monitored by online platforms. Additionally, teachers provide students with individual and small-group instruction, flexible schedules to respond to student and family requests, frequent breaks using a timer, adequate time for work completion, different approaches to meet each student's learning needs, and providing students immediate academic performance feedback to explain what is correct or incorrect with regard to student responses.

Protocol for case manager engagement with families to ensure services align with IEPs:

Case Managers contact families on a weekly basis to ensure that families are supported, and that all services outlined in student IEPs are being implemented. Case managers document and track the communication on a weekly basis. Furthermore, students not engaging and flagged by parents and/or staff receive additional support from Case Managers and leadership teams.

Protocol for virtual IEP meetings and evaluation meetings:

Virtual IEP meetings occur through the utilization of electronic communication or a virtual online platform such as Zoom. For initial evaluations and reevaluations, all aspects of the process that can feasibly be completed during the school closure are completed using an online platform, and remaining aspects such as needed assessments will be completed when the school resumes. GOLCS conducts virtual IEP meetings using the most feasible platform identified by families.

During remote meetings, the case manager ensures that all pre-conference activities are successfully completed within required timelines, determines the date/time/location of the IEP meeting with active

participation of parents/families and other necessary team members, prepare written notice to the IEP team (including parents/families) prior to the meeting, ensures time allocated for IEP meeting is sufficient by collaborating with entire IEP team, prepares an agenda for the meeting and arranges accommodations for parents as necessary (e.g., interpreter or translator).

During remote meetings, there is an introduction of IEP team participants, the purpose of the meeting is stated, parents/families are provided the opportunity to ask questions, the teachers and team dive into the present levels of academic achievement and functional performance, the determination of any additional special factors, accommodations and modifications, delivery of instruction and the placement in the least restrictive environment.

ENGLISH LANGUAGE LEARNERS

District provision of ESL and bilingual education to meet the needs of ELL:

K-12 ESL Teachers are responsible for:

- Providing academic language instruction and support for English Learners for their specific proficiency level needs.
- Communicating with students regularly to support their distance learning needs, both academically and social/emotionally.
- Communicating with families as needed to support them in this process of distance learning.
- Directly collaborating weekly with classroom or content teachers.
- Collaborating routinely within the ESL department to plan and deliver services.
- Receive PD and training on culturally responsive teaching strategies, SEL and trauma-informed instruction for affected students.

District communication with ELL families, including translation services:

K-12 ESL Teachers are responsible for:

- Making phone calls and sending emails on a week by week basis in both native language (material content translated in Spanish) and English.
- Calling each student or family guardian 1-2 times each week, for a 20-30 minute language and content support time.
- Texting each student or family guardian weekly to determine level of academic or social/emotional support.

District usage of alternate methods of instruction, differentiation, access to technology, and strategies:

K-12 ESL Teachers are responsible for:

- Collaborating weekly with classroom teachers to differentiate instruction for one subject (virtually via Zoom or Google Hangout).
- Co-planning the instruction using online support for school closure ESL resources such as Education.com, BrainPop, ESL Library, Kahoot!, Quizlet, and Reading A-Z to include language development opportunities.

- Creating pre-recorded lessons with language-specific mini-lessons that support the content learning that will be included in the instruction given by the teacher (videos).
- Providing insight into instructional modifications, such as visual supports, specific academic language, background building, etc.
- Supporting daily oral language practice opportunities.
- Engaging students through one-on-one conversations or small groups at least 2 times each week to support their classroom learning needs targeted at their language proficiency level (using Zoom or Google Hangout).
- Checking-in with each student daily to address any immediate needs via the classroom platform communication tool (Google Classroom).
- Developing further instruction, resources, and/or materials for students on an as-needed basis.
- Collecting evidence of student mastery or growth toward mastery of specific academic language needs.

SAFE DELIVERY OF MEALS

GOLCS will provide 3-day meal packs to all families weekly every Tuesday and Fridays at selected GOLCS campuses between 10am-12pm. Maschio's Food Service workers, 24/7 Security, and at least 1 GOLCS staff member will be present on food distribution days.

GOLCS will continue to provide meal service to those families in need, and families in need of food will be directed to one of the Newark Public Schools providing food if needed. Each campus will communicate to families regarding food distribution in the following methods:

- Blast email
- Flyer distributed at food events on Tuesdays & Fridays
- One Call
- Social Media outlets

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

The School Business Administrator will arrange for food distribution as necessary. Non-perishable items will be provided to students who qualify for free meals. GOLCS has confirmed that its vended-meal partner, Revolution Foods, and its Food Service Management Company, Maschio's, both have business continuity plans in place to protect staff and students from the possibility of infection and to ensure continuous food service while school is in session. In the event of a closure lasting longer than 2 days, GOLCS food vendors will arrange for breakfast and lunch deliveries on an alternating schedule. Students' families will be contacted by phone and text message with a date and time for them to visit the school and collect multiple days' breakfast and lunch to take home, along with instructional materials.

FACILITIES

Outline of building maintenance throughout extended period of closure:

- Both the GOLCS Legacy and High School campuses will be utilized for food distribution on Tuesdays and Fridays, and Clean Sweep will visit each of those days at both of those campuses to clean the spaces that were used thoroughly.
- Once non-essential workers can return to schools in-person, campus custodians will be able to return to ensuring daily cleaning and sanitizing responsibilities.
- Additionally, district leadership is walking through each building at least once per week to inspect for urgent concerns, and to verify property and security.

SUMMER PROGRAMMING

Extended School Year (ESY) for students with disabilities including how ESY will be delivered:

Extended school year for students with disabilities will take place before the beginning of the school year as part of an extended summer school offered to general education students and students with disabilities. Summer school instruction will be delivered remotely or at school depending on our reentry plan for staff and students. Students will participate in at least 2 hours of ELA and Mathematical instructional standards that address foundational skills needed for the next grade.

Assessment of learning loss and an initial plan for potentially addressing learning loss:

Learning loss will be addressed during the summer and throughout the school year providing an intensive instructional program based on diagnostic data. Diagnostics will be given in June and July during summer sessions to identify student strengths and weaknesses as it relates to current grade level learning expectations.

Summer session I will begin during the first two weeks in June, Summer Session II will begin the last two weeks in July and continued intervention supports to address learning loss will take place throughout the school year. Diagnostics will be given every six weeks to measure student success toward meeting grade level learning loss. Schedules will be designed to incorporate additional time in ELA and math blocks; in addition to the following:

- Tutorial support that will focus on reviewing the most essential prerequisites to support with building student content knowledge.
- Providing students with targeted additional intervention support before and after school from September–December. Support from January–May will be based on benchmark and unit assessments.
- Creating modified schedules for the first few months of the school year with longer blocks for addressing missed learning standards and content that are prerequisites for future learning.
- Providing students who need additional reading support double doses of guiding reading instruction.

Plans for Graduation Ceremonies

GOLCS will determine or plan for virtual graduations in the event of virtual or remote instruction for elementary, middle, and high school students.

Community Programs

GOLCS will connect students and families with virtual opportunities to participate in nearby community programs as well as 21st Century Community Learning Center Programs.

C. Other Core Operations

Payroll

- The Central 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)

- The School Business Administrator will arrange for food distribution as necessary. Non-perishable items will be provided to students who qualify for free meals.
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- In the event of a closure lasting longer than 2 days, GOLCS food vendors will arrange for breakfast and lunch deliveries on an alternating schedule. Students' families will be contacted by phone and text message with a date and time for them to visit the school and collect multiple days' breakfast and lunch to take home, along with instructional materials.

Recovery

When necessary, the Chief 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; 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 CSA will provide updates and the latest research information to staff, students, and parents via the district website, social media channels, and email.
- If appropriate, CSA will announce that Great Oaks Legacy Charter School is to reopen.

School Nurses

- Each 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.
- Each 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 CSA.
- Serve as the primary contact person and authorizing body for all activities.
- Maintain contact with parents/guardians as well as school community keeping them apprised 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.

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 Counselors

- 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 COO.

SAMPLE LETTERS



March 5, 2026

Dear Families,

We know that many of you have heard about the Novel Coronavirus (nCoV) transmission rates in Essex County. The health and safety of our scholars, staff, and families is our number one concern, and we are monitoring information coming from local, state, and federal health authorities closely.

There are no plans to close schools at this time. This is an extreme measure that can be disruptive to day-to-day life, and the decision to implement will be at the direction of public health experts.

In our schools, we will continue to follow all official health and safety guidelines and practice general flu prevention measures including:

- Covering coughs or sneezes with a tissue or sleeve.
- Washing hands regularly.
- Avoid touching your face.
- Avoid close contact with people who are sick.
- Get your flu shot – it's never too late.
- Stay home if you're feeling sick. Call your doctor and let them know your symptoms and travel history.

Please visit www.cdc.gov at any time to review important updates. Great Oaks Legacy Charter School will continue to clearly communicate with our school communities about our ongoing efforts regarding the coronavirus.

Sincerely,

Jared Taillefer
Executive Director

SAMPLE LETTERS



Dear Great Oaks Legacy Charter School Parents & Community Members:

Essex County health officials have ordered the closure of schools as a result of a pandemic outbreak in our county. All schools are immediately closed until further notice. Children should stay home. The closures affect all programming at the school, including before- and after-school activities, all athletic and extracurricular practices and competitions, and weekend events.

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.

Individuals who need medical care should call their medical provider to report their illness prior to seeking care at a clinic, physician's office, or hospital.

We will continue to update you on the status of our schools as soon as information is available.

Sincerely,

Jared Taillefer,
Executive Director

Appendix A

What is a 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.

Tips to 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 possible reduction or loss of income, if you're unable to work or your place of employment is closed.
- Check with your employer 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 CSA will provide updates and the latest research information to staff, students, and parents via the district website and Catapult /email.

For more information, call your healthcare provider or visit the [CDC website](#).

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/your-health/about-covid-19.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

Plan Distribution:

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

Grading Expectations (if schools are closed):

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

Work Related Responsibilities During Extended School Closures:

Teachers are asked to maintain contact with students via email, and/or Google Classroom, or email while school is closed; logs are to be maintained.

Student Expectations and 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:

- | | | |
|---|--------------------------|----------|
| 1. have a fever | Yes _____ (Temp.: _____) | No _____ |
| 2. have a cough | Yes _____ | No _____ |
| 3. shortness of breath | Yes _____ | No _____ |
| 4. under care of doctor | Yes _____ | No _____ |
| 5. traveled out of the country | Yes _____ | No _____ |
| 6. contact with people
who traveled out of country | Yes _____ | No _____ |

Please forward to the school nurse on a daily basis one hour after taking attendance. GOLCS will create an internal log similar to Appendix C for students.

Appendix C

Daily Pandemic Census Log

School _____ **Date** _____ **Patient Category: Staff** _____

Name	Symptoms	Absent: Yes/No
TOTALS:		

Appendix D

Great Oaks Legacy 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 Essex County Health Services Public Health Division's Communicable Disease Programs.

Name of School: _____

Phone Number: _____

Week Ending: _____

K-12th: _____

City: Newark School District: Great Oaks Legacy 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 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.
- The purpose of closing school 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

- Essex 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.

OVERALL DEMOGRAPHIC PROFILE

Enrollment Trends by Grade



This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2021-22	2022-23	2023-24
PK	25	57	57
KG	91	129	171
1	132	159	150
2	135	155	175
3	135	160	182
4	143	164	152
5	93	210	214
6	175	180	236
7	190	214	200
8	136	188	214
9	92	109	116
10	95	95	93
11	90	94	84
12	87	77	78
Total	1,619	1,991	2,122

Enrollment Trends by Student Group



This table shows the percentage of students by student group for the past three school years. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

Student Group	2021-22	2022-23	2023-24
Female	48.0%	49.0%	48.0%
Male	52.0%	51.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	89.3%	75.3%	82.9%
Students with Disabilities	13.1%	14.8%	15.0%
Multilingual Learners	1.4%	1.4%	2.4%
Students Experiencing Homelessness	0.2%	0.1%	1.3%
Students in Foster Care	0.6%	0.3%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group



This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial And Ethnic Group	2021-22	2022-23	2023-24
White	0.1%	0.2%	0.1%
Hispanic	1.9%	6.8%	12.4%
Black or African American	51.1%	93.0%	86.8%
Asian	0.0%	0.0%	0.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two Or More Races	0.0%	0.0%	0.0%