



# **Pandemic Crisis Plan**

## Greater Brunswick Charter School

Updated May 22, 2020

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## 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).

## 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 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.

Contact	Title	Contact Information	Alternate Contact	Title	Contact Information
Vanessa Jones	Education Director, CSA - Chief School Administrator	732-448-1052 ext. 167	Hector Alvarez	Assistant Education Director	ext. 141
Hector Alvarez	Assistant Education Director	ext. 141	Carmen Rine	Dean of Students	ext.102
Susan Jackson	Board Chair	973-405-4797	Shamara Gatlin Davila	Board Vice Chair	732-322-0736
Martha Goz	School Social Worker/Lead Crisis Responder, Special Education Team Leader	ext.108	Ivonne Gallego	School Social Worker	ext. 172
Mike Falkowski	School Business Administrator	908-296-8572	Brian Falkowski	School Business Administrator	732-631-4009
Nancy Bergen	School Nurse	ext. 109	Bayada Nurse	Manager	732.418.9546
George Newton	Director of Technology	ext. 173	Hector Alvarez	Assistant Education Director	ext. 141
	Local Health Dept. Middlesex County Health Department				732.745.3100
Julio Perez	Head Custodian/Building and Grounds	ext. 174	Kristine Johnson	Assistant to the School Business Administrator	ext. 106
Carmen Rine	Food Service Contact	ext.102	Victoria Webb	All Things Kids Catering	732-3717174
Kelly Sadowski	Webmaster/Administrative Assistant	ext. 103	George Newton	Director of Technology	ext. 173
Lilia Fabila-Guilbot	Family Coordinator – (School Communications)	ext. 104			

## 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. Education Director 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 Education Director 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 732-448-1052, extension 167.

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

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

## D. Prevention

1. The school nurse will disseminate messages about preventive hygiene and conduct respiratory etiquette programs (cough in your sleeve). Dissemination techniques will include, but not be limited to, classroom presentations, press releases, school-wide posters, videos and training to staff via in-services or faculty meetings, hand washing signs in all bathrooms. Teachers will be trained in symptom identification via the annual mandatory universal precautions training completed through the district's online professional development portal.

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

3. The Head Custodian will ensure that all student contact spaces are sanitized on a frequent and regular basis; hand washing signs will be posted.

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

5. The school nurse will encourage staff and students to obtain (on their own) flu shot vaccinations.
6. District health professionals are encouraged to obtain flu shot vaccinations annually.

## 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.
  
- The building receptionist responsible for attendance reporting will forward, on a daily basis, the names of **students** who are absent due to pandemic related symptoms to the school nurse (Appendix B); the school nurse will document and monitor medically based absentee rates internally looking for increased reports of absence due to pandemic related illness (Appendix D). Absentee rates will not be reported to the Health Department unless greater than 15% of the population or unless requested by the Health Department and/or County Superintendent’s Office.
  
- Central 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 Education Director / CSA will provide updates and the latest research information to staff, students, and parents via the district website, and Catapult/email.
  
2. The Education Director 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; student desks will be separated if directed to do so by the NJ Health Department and/or County Superintendent's office.

4. The school nurse will disseminate messages about preventive hygiene and conduct respiratory etiquette programs (cough in your sleeve). Dissemination techniques will include, but not be limited to, classroom presentations, press releases, school-wide posters, videos and training to staff via in-services or faculty meetings, hand washing signs in all bathrooms. Teachers will be trained in pandemic related symptom identification.

5. The Head Custodian will ensure that all building bathrooms are continually stocked with soap and paper towels.

6. The Head Custodian 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.

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).

i.Prevention

ii.Preparation

iii.Pandemic Symptom Recognition and Action

iv.Communication

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

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:

C. Continuity of Student Learning Preparation (Policy #2412) Home Instruction		
Grade Groups	Instructional Resource	Comments
K-1	<p>Paper/consumable based assignments for Language Arts (students' journals) and Math (students' math book)</p> <p>Class Link – academic sites YouTube channel for mini lessons and read aloud</p> <p>Reading bags to go home with books in English and Spanish</p> <p>Chromebooks were sent home</p> <p>Zoom video lessons- small group and whole group instruction.</p> <p>Mini lessons via whatsapp or phone call to those who were not able to attend Zoom Meetings</p>	<p>Assignments sent via email or school notification system, and posted on the district website.</p> <p>Assignments also posted on the ClassDojo and Remind App.</p> <p>Small group instruction in both English and Spanish.</p> <p>Working with after school staff</p>

K-1 Special Education	<p>Paper/consumable based assignments for Language Arts and Math; Modifications/Accommodations provided in accordance with IEPs</p> <p>Videos will be shared and daily check ins with sped teacher and/or student aides will be conducted</p> <p>Computers will be sent home with some sped students before all general ed students had them in these grades</p> <p>Case managers will work to keep updated regarding new and specific issues that arise for families including illness, technology and internet issues as well as social/emotional concerns and strengths.</p>	Assignments sent via email or school notification system, and posted on the district website
K-1 ELLs	<p>Paper/consumable based assignments for Language Arts and Math; Differentiated instruction provided (Graphic organizer, visual, videos, etc); Instructions provided in the students' home language (Spanish).</p> <p>ESL teachers and the supervisor will communicate with ELL families via email and phone calls. Materials and Instructions are translated based on the students' needs; The translations materials are sent via email or hard copies are provided to the families if there is a lack of internet access.</p>	Students will get instruction in their home language (Spanish) 50% of the time. In addition, small group instruction will be provided for ESL students.
2-3 Gen. Ed.	Combination of: Paper/consumable based assignments for Language Arts and Math	Paper based assignments for students without device and/or wifi.(such as Reading Comprehension Journals,

	<p>Students access daily agenda in Google Classroom</p> <p>Zoom meeting held (teachers help students navigate sites/give lessons)</p> <p>Teachers us GoGuardian (to communicate/help students navigate sites)</p> <p>Students complete lessons in: i-Ready (Language Arts &amp; Math), Khan Academy, Newsela, Razz Kids, Flocabulary, )</p> <p>Read Alouds with teachers thru FlipGrid and Youtube videos</p> <p>Class Link – academic sites</p>	<p>Math Workbooks, and Writing Journals)</p> <p>Activities given graphic organizers, can be printed for students without Wifi</p>
<p>4-5 Gen. Ed.</p>	<p>Combination of:</p> <p>Google Classroom</p> <p>Paper packets given to selected students</p> <p>iReady</p> <p>CNN for Kids</p> <p>Khan Academy</p> <p>Book Creator</p> <p>Raz Kids</p> <p>iXL</p> <p>Newsela</p> <p>Time for Kids</p> <p>Kahoot</p> <p>Virtual Classroom (just created by</p>	<p>Some students having WIFI connection issues- we have tried to identify these students</p> <p>Reteach small group of students</p> <p>Collaboration amongst team members to reach certain students and working with the Wellness committee</p>

	<p>some teachers on the team)</p> <p>Covid Time Capsule</p> <p>Word of the Week submissions</p> <p>Work plans/modified work plans/individual work plans</p> <p>Modified grading</p> <p>Daily Zoom sessions -whole group / small group</p> <p>Read Aloud- Dancing Home, Edward Tulane, Wizard of Oz- PDF and audio version of each read aloud</p> <p>Youtube Videos</p> <p>Daily communication / assistance through Go Guardian</p> <p>Classlink to access apps like My Math,</p> <p>Emails / phone calls home</p> <p>Additional afterschool staff assigned to students for additional help</p> <p>Virtual tools to help in Math- virtual rulers, virtual protractors</p> <p>Anchor charts to help visual learners</p>	
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2-5 Special Education	<p>Google classroom lessons will be assigned by special Education instructors to supplement i-Ready lessons (Language Arts and Math);          Modifications/Accommodations provided in accordance with IEPs          The following will be implemented -          modified work plans</p> <ul style="list-style-type: none"> <li>- modified grading - providing extra points for participation</li> <li>-exempt from certain assignments</li> <li>-individual work plans for some students and wean off those who no longer need them</li> <li>-1:1 aide will provide support to some students everyday-Special education teachers will create work plans and aide helps carry them out</li> <li>- class read aloud books will be read via zoom to students( if they can't figure out how to access the link, for example)</li> <li>- individual zoom sessions to provide extra instruction- reteach</li> <li>- phone calls / emails /communications with students and</li> </ul>	Paper based assignments for students without device and/or wifi.

	<p>parents to stay on top of assignments will be made</p> <ul style="list-style-type: none"> <li>- after school program helper may be assigned to some students</li> <li>- extension on due dates - specifically writing</li> <li>- provide individual feedback on writing and work plans</li> <li>- read books on individual reading levels on Razkids/other online reading programs</li> <li>- use of audio books</li> <li>- iready leveled instruction</li> <li>- may submit sentences for word of the week so students don't have to attach sentences themselves on the google slide</li> <li>- do open zoom hours for any type of questions</li> <li>-Daily conversations on Go Guardian to assist students in any way</li> <li>- accept emailed work for credit</li> <li>- students may use interactive online tools- rulers / protractors, calculators</li> <li>- provide for school pick up of materials like calculators , protractors , etc</li> </ul>	
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	<p>- anchor charts on work plans to provide visuals</p> <p>- interactive games- such as peardeck, kahoot, quizzlet - to provide different types of instruction</p> <p>- allow students to choose additional activities such as typing games, online yoga, etc</p> <p>- work around student schedules - be flexible with what we consider our "school day hours"</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● Assignments and books will be read aloud to students</li> <li>● Books and assignments modified to independent reading level.</li> <li>● Comprehension questions modified to ability level or what the student is working towards IEP goals.</li> <li>● Small group or one on one instruction.</li> <li>● Frequent check in with students via Go Guardian, Zoom, or email.</li> <li>● Directions and questions will be rephrased or repeated, as needed.</li> <li>● Assignments are broken down into more manageable parts</li> <li>● Fewer assignments.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Fewer sentences or paragraphs</li> <li>● Written sentence starters</li> </ul>	
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	<ul style="list-style-type: none"> <li>● Speech to text, as needed.</li> <li>● Small group or one on one instruction</li> <li>● Verbally discuss story with teacher and teacher types as the student speaks (via phone or Zoom)</li> <li>● Conference notes/ question prompts for students to answer to enhance their writing.</li> <li>● Modified writing prompts (as needed)</li> <li>● Students can express their ideas or stories through pictures.</li> <li>● Prompts are paired with visual support.</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>● Visual representation of content (anchor charts, modeling, videos etc.)</li> <li>● Vocabulary support.</li> <li>● Small group or one on one instruction.</li> <li>● Problems modified to independent level</li> <li>● Assignments are chunked to be more manageable (fewer problems)</li> <li>● Every other day review or reteach day to provide additional support or reteach foundational skills.</li> <li>● Word problems presented with images and some important information underlined or bolded.</li> <li>● "Hints" provided. For example, when solving <math>4 \text{ km} = \underline{\hspace{1cm}}</math> <i>m</i>. Students have the hint: <i>Remember, 1 km = 1,000 m</i></li> </ul>	
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	<p>Case managers will work to keep updated regarding new and specific issues that arise for families including illness, technology and internet issues as well as social/emotional concerns and strengths.</p>	
2-5 ELLs	<p>Paper/consumable based assignments for Language Arts and Math; Differentiated instruction will be provided (Graphic organizer, visual, videos, etc); Instructions provided in the students' home language (Spanish)</p> <p>ESL teachers and the supervisor will communicate with ELL families via email and phone calls. Materials and Instructions are translated based on the students' needs; The translations materials are sent via email or hard copies are provided to the families if there is a lack of internet access.</p>	<p>Students will get instruction in their home language (Spanish) 50% of the time. In addition, small group instruction will be provided for ESL students. Differentiated instruction will be provided (Graphic organizer, visual, videos, etc)</p>
6-8	<p>Google Classroom, i-Ready lessons (Language Arts and Math),</p> <p>Daily lessons posted in Google Classrooms</p> <p>Class Link – academic sites</p> <p>Small group breakouts for IEP students with Special education teachers - modifications / accommodations provided</p>	<p>Paper based assignments for students without device and/or wifi.</p>

	<p>Modified grading scale - completed and collected / incomplete and collected / missing</p> <p>Students will receive P for passing (completing 60% or more) and IE for incomplete evidence</p> <p>Nothing graded as an assessment everything is considered classwork</p> <p>No “late” work - students can make up and submit any time during third trimester</p> <p>Student assignment requirement differentiated</p> <p>Attendance based on student participation in at least one of their classes</p> <p>Daily phone calls/email/general communication for struggling / non participating students</p> <p>After school staff assigned individual struggling students to assist with work</p> <p>Zoom lessons for subjects</p> <p>Zoom class meetings</p> <p>Zoom meetings with small groups and individual</p>	
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	<p>Record and post Zoom lessons</p> <p>Go Guardian Chats and live help</p> <p>Edpuzzle, FlipGrid, Kahoot, Quizziz, Quizlet, Iready, BrainPop, Gizmos, Legends of Learning, IQWST, ReadWords.org, Virtual Manipulatives</p> <p>Anchor Charts posted</p> <p>Screencast-O-Matic/Screencastify</p> <p>Smart Notebook allows you to share a Smartboard during a lesson</p> <p>Interactive Writing Journals</p> <p>Genius Hour presentations via video chat</p> <p>RemindApp</p>	
<p>6-8 Special Education:</p>	<p>Google classroom lessons assigned by special Education instructors to supplement i-Ready lessons (Language Arts and Math); Modifications/Accommodations provided in accordance with IEPs</p> <p><b>General:</b></p> <ul style="list-style-type: none"> <li>● One day a week set as a “catch-up” Day (typically Friday)</li> <li>● Weekly emails updating students on their work <ul style="list-style-type: none"> <li>○ Typically three kinds:</li> <li>■ Praise for all or most</li> </ul> </li> </ul>	<p>Paper based assignments for students without device and/or wifi.</p>

	<p>completed</p> <ul style="list-style-type: none"> <li>■ Praise for the work they completed and a reminder to complete missing work on their “catch-up day”</li> <li>■ “Are you okay” - check in for students turning in minimal to no work. Come from a place of concern as we do not know what is happening at home</li> <li>● Weekly routines/schedule made for students struggling with work load</li> <li>● Weekly meetings or emails exchanged with students to check in</li> <li>● Frequent commenting on their work</li> <li>● Directions rephrased</li> </ul> <p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>● Small group or one on one instruction using various formats (phone, video, email)</li> <li>● Video recorded lessons/screen recorded lesson explaining an example answer</li> <li>● Assignments broken down into more manageable parts</li> <li>● Fewer assignments.</li> <li>● Reading passages at students’ reading levels</li> <li>● Audio versions of texts</li> <li>● Fewer sentences or paragraphs</li> <li>● Speech to text, as needed.</li> <li>● Prompts paired with visual support.</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>● Visual representation of</li> </ul>	
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	<p>content (anchor charts, modeling, videos etc.)</p> <ul style="list-style-type: none"> <li>● Small group or one on one instruction using various formats.</li> <li>● Problems modified to independent level</li> <li>● Assignments chunked to be more manageable (fewer problems)</li> <li>● Use of calculator</li> <li>● Edpuzzle Videos</li> </ul> <p>Case managers will work to keep updated regarding new and specific issues that arise for families including illness, technology and internet issues as well as social/emotional concerns and strengths.</p>	
6-8 ELLs	<p>Google classroom lessons assigned by the ESL instructor to supplement i-Ready lessons (Language Arts and Math); Differentiation will be made based on the students' needs (Graphic organizer, visual, videos, etc)</p> <p>ESL teachers and the supervisor will communicate with ELL families via email and phone calls. Materials and Instructions are translated based on the students' needs; The translations materials are sent via email or hard copies are provided to the families if there is a lack of internet access.</p>	<p>Paper-based assignments will be provided to students without devices and/or wifi. In addition, small group instruction will be provided for ESL students.</p>

Overall: conducting IEP and other special education meetings:

Parents will be offered multiple ways to meet for annual IEP reviews: staff will be flexible and use what the parent is comfortable with, if they provide a preference ex. Google Meeting, Zoom, What's App, email. When parents are not comfortable with any of these formats, offer to meet in person when possible. Pending CST evaluations will be

discussed with parents. These are not able to be conducted if not in person. There may be some in which all evaluations were completed so we move forward via various video meeting options. We request that parents waive formal testing until school re-opens in normal format, if students are up for re-evaluation and they were not completed prior to distance learning. IEP's are still to be updated and we can use functional information to continue eligibility or discharge from special education, with parent input.

Related Services and students receiving Eligible for Speech and Language Services:

Google classroom lessons assigned by related services staff to target IEP goals and objectives; paper based assignments for students without device and/or wifi.

Compensatory services provided as needed upon return to school.

Physical Therapy- PT exercises via email with parent(s) and offer to meet virtually.

Occupational Therapy:

1. Make packets to take home so that those could be worked upon remotely for those students who may or may have access to electronics or may not know how to access them online.
2. Formulate an OT Google Classroom so that students can access to OT assignments using Youtube links, the same work that was in the packet will be made available online. This also is accessible to parents and make it easy to work on these activities as suited by the students with times of the day.
3. Connect with all students via what's app video calls or facetime for 30-minute sessions in the first week.
4. Send worksheets via what's images as well for those parents who did not have printers and need material printed.
5. Send links for practice at home with parents to What's app
6. Dry-erase boards and markers to do writing work
7. Try alternate seating positions and movement breaks as needed while being on the phone.
8. Home toys can be used for ideation and writing
9. Parents will be taught how to work with students on different skills
10. Use google hangout when working on handwriting and writing-based activities to help the student rectify information and follow along.
11. Teach students to log into their email address, locate emails, and join google classroom using the video chat.
12. Parents/ Students use alternate texting on whats app to reschedule and let their needs known.
13. Constant modification of material, showing videos on Youtube and ensuring to find links connected to improving OT skills were posted and worked in live sessions.

- 14 Teach support school staff how to run sessions with special education students, once success was achieved by the Occupational Therapist.
15. Help parents by sending links to classical music that helps in sleep patterns.
16. Introduce more mindfulness and guided meditation along with listening to classical music on google classroom to help students relax.
17. Call students and give therapy as their schedule and home environment demands, accommodating their emotional and social needs
18. Collaborate with school staff and special education team on what works best with students
19. Use of home-based items to continue improving gross motor skills like use of oranges in place of a ball, use of dry erase markers to make writing practice fun, use of home pizza dough for increasing strength, use of beans for counting and use of rice for texture and learning letters. Using a real shoe to learn tying shoelaces and showing a video of the same.
20. Accommodate by allowing view of walls, or ceilings when students prefer not to show themselves on video.
21. Zumba via google classroom
22. Work on highlight kids, mazes, brain games all online.
23. Typing club to improve keyboarding skills
24. Have a mirror image of the things they are working on their Chromebooks, to help in real-time, preventing frustration, and ensuring learning does not stop.
25. Model gross motor exercises on a video call so that the student may follow.
26. Engage families to play wall ball, wall sits, and wall push-ups together, to decrease stress and make sessions more family-friendly.
27. Differentiate work per student's interest.
28. Work on Spanish Vocabulary while playing visual discrimination games.
29. Spanish Videos of Zumba to improve gross motor skills.
30. Work on visual perception while playing card games on video chat.
31. Allow rest breaks, movement breaks or simple hello conversations to warm up to distance learning process.
32. Be patient and chunk material to help those who could not get used to video chat initially.
33. Connect and communicate with parents, request permission to do the sessions and leave them with more material that is accessible but with no pressure of completing it, allow late submissions
37. Send material to be printed so parents can pick up OT materials when they pick food from school

Speech therapy: Use Google classroom and Google meet to conduct sessions. Share documents from online resources as well as YouTube videos

Counseling: Support will be provided via phone conference if warranted to address relevant concerns. Community resources are shared as well as information about how they are operating during the pandemic.

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

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

### **Technology**

Students in grades 2nd-8th will be assigned a school Chromebook to use at their home. WiFi hotspots will be provided to students who need access. Students in Kindergarten and 1st grade will be given an iPad or Chromebook for home use during an extended school closure. By the 2021-2022 school year, each GBCS student will have a one-to-one Chromebook for school and home in grades 2-8th and K-1st will have iPads that they are able to take home when needed.

D. Stock
----------

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

## Response

A. Protocol - Schools Open

B. Protocol - Schools Closed

C. Other Core Operations

A. Protocol - Schools Open
----------------------------

When necessary, the Education Director (CSA) will initiate the response process:

Central Office

- The Education Director / CSA will send out message via Catapult/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 Education Director / CSA will provide updates and the latest research information to staff, students, and parents via the district website and Catapult / email.

School Nurse

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

Teachers

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

Building Administration

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

Director of Technology

- Send out Catapult / email messages and relevant information as necessary on a regular basis.

- Regular update of website.

### Custodial Staff

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

### Secretarial Staff

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

### School Counselors/ Child Study Team

- Promote students, faculty, and staff mental well being during the event via in-services, individual and group counseling sessions. Utilize varied forms of support that are available- teachers and other staff to connect, social workers, Family Coordinator, student aides and administrative outreach. Provide Wellness checks to all or most families and follow up with those indicating a more intensive level of need.

### **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 by the school for ill students.**

## B. Protocol (Schools Closed)

When necessary, the Education Director / CSA will activate the response plan.

### Main Office

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

### School Nurse

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

### Teachers

- Check, monitor, and respond to voicemail and email messages on a daily basis.
- Grade work submitted through continuation of learning process.
- Log pupil, parent, staff contacts.
- Prepare and implement lessons during distance learning.
- Prepare lesson plans for the recovery phase.
- Complete reports as necessary.
- Record student attendance and work completed. (See Attendance)

### 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 reports as necessary.
- Follows up with students who have been absent from online lessons. (See Attendance)

### Director of Technology & Family Coordinator

- Send out Catapult / email messages and relevant information as necessary on a regular basis.
- Regular update of district website and TV36.

### Custodial Staff

- Any person who enters the building will follow CDC recommended guidelines for the specific pandemic (e.g., have their temperature taken by the nurse, wear a mask, work a minimum of six feet away from another person.)
- 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. For extended closures, prioritized work, following CDC guidelines will be allowed. (e.g., building projects, summer cleaning.)
- 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/ Child Study Team

- Counselors and child study team members will check, monitor, and respond to voicemail and email messages on a daily basis.
- Psychological first aid will be provided as necessary.
- Completes student wellness call for attendance. (See Attendance)

### C. Other Core Operations

#### Payroll

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

#### Food Service

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

- All Things Kids Catering will arrange for food preparation as necessary. The GBCS food service professionals will arrange for the distribution of the food outside of our building. We will coordinate with New Brunswick Public Schools to allow our students to access their distribution sites and allow their students to access our site. Multiple locations will increase students' access to food. GBCS will operate as an SSO and provide breakfast, snack, and lunch foods for each household member 18 years of age and younger. (Approximately 85% of GBCS students qualify for Free and Reduced priced meals.) We will provide multiple days of meals, twice a week, unless we are able to provide five days of meals, once a week. If possible, we will continue our weekly produce distribution to GBCS families on Wednesdays and weekly "blessings in a backpack" program, providing weekend meals for students who qualify for free and reduced meals.

We will follow Meal Distribution Guidelines:

- Grab-and Go set up
  - No congregate feeding
  - Meals will be distributed outside of the school building
  - Minimize proximity to facilities

- Dissipation/dispersal of aerosol droplets
  - No contact process is best wherever possible
  - For Walkers: One empty table receiver waits at short distance while food distributor places food at table and moves away before pickup
  - For Drivers: Drivers pull up and indicate how many meals they need. The food distributor places food on the table and moves away before the driver gets out of his/her car to take the food.
  - If food is placed in bins for distribution the bins are sprayed with disinfectant before use for a new family.
  - Food distributor wears PPE (mask, gloves)
  - Wipe table down periodically
  - Change PPE after several service attempts.
  
- Meal Delivery
  - Meals are packed in boxes labeled and distributed to volunteers who leave the boxes outside of student homes before calling or texting parents to let them know the delivery has been made.
  - All volunteers wear PPE (masks, gloves)
  - No contact is made between volunteers and families
  
- Consider law enforcement or security present if necessary
  - To address traffic concerns
  - Assist with pedestrian /crossings
  - Expedite ingress/egress
  - Provide general security

### **Attendance and Participation**

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.

Student attendance is based on their presence in distance learning, as recorded by teachers. Participation is based on work completion and interactions. Promotion, retention, and graduation are based on performance when school was in session on site and effort and work completion during distance learning. See more details below.

Teachers

- K-1st Grade
  - Teachers monitor participation for each K-1 student through phone conferences.
  - Teachers will provide a list of students to the school secretary at the end of the week of which students should be marked absent due to lack of participation.
  - Teachers will call home to inquire about students not participating in online learning.
- 2nd-5th Grade
  - Teachers monitor participation/ log in for online learning for 2nd-5th grade students.
  - Teachers will mark students absent by the end of the day, 3:10pm, if they have not participated/logged in to online learning.
  - Teachers will call home to inquire about students not participating in online learning.
- 6th-8th Grade
  - Teachers monitor participation/log in for online learning for 6th-8th grade students.
  - Students are marked absent the following day if they have not participated/log in to online learning from the day before. (The deadline is 11:59pm of the previous day.)
  - Teachers will call home to inquire about students not participating in online learning.

#### School Counselors

School counselors will conduct wellness calls to students and families when attendance in online learning has been low even after teacher attempts.

#### Administrators

Administrators will call families and students who continue not to participate in online learning after attempts by teachers and school counselors. A Letter of Participation may be sent home to remind parents of the importance of participation in online learning.

### **Promotion and Retention**

- K-5th Grade Students
  - Promotion and retention are based on performance during the time in school and effort/work completion during distance learning.
- 6th-8th Grade Students

- Students receive a grade of Passing or Incomplete Evidence during distance learning.
- Students' grades for the year will be an average of grades from the time school was in session on site.
- Promotion and graduation are based on the average of the grades when school was on site and effort and work completion during distance learning.

### **Discipline**

Discipline will be handled on an individual basis. Students who violate the school code of conduct will be reported in Oncourse and will have follow up conversations, consequences and remediation projects based on the violation. Parents will be contacted and part of the remediation. All levels of restorative justice and conflict resolutions will be conducted online between students, teachers, school counselors, and administration.

### **Assessment of Learning Loss and an Initial Plan for Potentially Addressing Learning Loss**

GBCS will monitor student achievement throughout distance learning. Online teaching and assessment tools will be used to support this process, in addition to informal assessments and observations. Once on site instruction resumes, in person assessments will be given to determine learning gains or losses. If distance learning extends beyond a three month period, remote assessments will be given with a “honor code” agreement in place. iReady diagnostic and LinkIt! benchmark assessments will be used. Based on this data, intervention programs will be implemented, including Extended School Year and Title 1 Summer and after school programs.

### **Extended School Year (ESY) for students with disabilities**

GBCS will provide Summer and After School Intervention programs to address the limited learning gains that are a result of a pandemic for students with disabilities. The accommodations and modifications described earlier in this plan for Special Education students will be implemented in a summer program. It will be differentiated based on student needs. These programs will be provided using a Distance Learning model until the time when school is in session, on-site.

### **Title 1 Extended Learning Programs**

GBCS will provide Title 1 Summer and After School Intervention programs to address the limited learning gains that are a result of a pandemic. These programs will be provided using a Distance Learning model until the time when school is in session, on-site.

### **STEM - Using Reallocated Grant Funds**

If funds are not able to be used during the appropriate window of time due to a pandemic, GBCS will request to roll over such funds into the following school year. If possible, GBCS will attempt to use the funds during distance learning

# Recovery

When necessary, the Education Director - 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 30<sup>th</sup> 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 Education Director / CSA will provide updates and the latest research information to staff, students, and parents via the district website, WCTC 1450AM radio, and Catapult.
- If appropriate, Education Director / CSA will announce that Greater Brunswick Charter School is to reopen.

## School Nurse

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

### Custodial Staff

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

### 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/ Child Study Team \*

- Promote students, faculty, and staff mental well being during the event via in-services,

individual and group counseling sessions.

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

## **Reactions to Stress**

### **Managing Fears and Anxiety around Coronavirus**

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).

#### Head Custodian - Buildings and Grounds

- The school will be sanitized under the direction of the Head Custodian.

### **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
- ~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.

<b>Cold Symptoms</b>	<b>Flu Symptoms</b>	<b>COVID-19 Symptoms</b>
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	

Additional COVID-19 Symptoms to be considered:

- Fever / chills
- Shortness of breath / difficulty breathing
- Headache
- Repeated shaking with chills
- Muscle pain
- New loss of taste or smell

#### Communication:

The EDUCATION DIRECTOR / 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 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.

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

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

##### **Ways to Manage Fears & Anxieties:**

- Get the facts. Stay informed. For further information, see the dedicated CDC website. <https://www.cdc.gov/coronavirus/2019-ncov/summary.html>
- Keep things in perspective. Limit worry and agitation by lessening the time you spend watching or listening to upsetting media coverage. Although you'll want to keep informed — especially if you have loved ones in affected countries — remember to take a break from watching the news and focus on the things that are positive in your life and things you have control over.
- Be mindful of your assumptions about others. Someone who has a cough or a fever does not necessarily have coronavirus. Self-awareness is important in not stigmatizing others in our community.

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

## Appendix A1

Communication for Staff Members:	Staff members are not to communicate with the media; the following statement should be utilized when questions and/or concerns from the media and/or the public arise:
Added	“GBCS is taking all necessary measures to protect students, staff, and provide a continuity of operations as required.
office	information will be provided from the Education Director’s office when it becomes available. “
Plan Distribution: can access it if and when	Please store and keep this plan in a safe place where you necessary.
Grading Expectations: via email, while schools are closed.	Teachers are asked to grade assignments as they come in Google classroom, or other school platform.
Work Related email, and/or phone while school is closed; Responsibilities During Extended School Closures:	Teachers are asked to maintain contact with students via Google classroom, phone, or other school platform closed; logs are to be maintained.
Student Expectation for Communication/ Rubrics:	Teachers are required to communicate grading expectations 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/chills _____( 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 ____	_____	_____
7. Headache	_____	_____
8. Repeated shaking with chills	_____	_____
9. Muscle pain	_____	_____
10. New loss of taste or smell	_____	_____

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



**Appendix D**

**Greater Brunswick 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 Middlesex County Health Services Public Health Division's Communicable Disease Programs.

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

K-8<sup>th</sup> \_\_\_\_\_

City: New Brunswick School District: Greater Brunswick 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 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**

- 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 (for example, up to 6 weeks).
- We know this is a difficult time for our community and our hearts go out to those who are ill. We are working closely with health officials to deal with the situation and will keep parents updated with any important information.
- Because a pandemic is easily spread from person-to-person, it is unsafe for large groups of people to gather and children should stay home. The purpose of closing schools is to decrease contact among children 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.