

Preparedness Biological Infectious Disease Plan

Approved by the Garfield Park Academy Board of Trustees on May 20, 2020

Submitted To: Burlington County Superintendent's Office **May 20, 2020**

Preparation

- Administration meets to prioritize Infectious Disease response
- Institute a mandatory "Cover the Cough and Sneeze" curriculum for all classrooms
- Develop and implement universal hand washing procedures, show demonstration video
- Order supplies such as masks, gloves, anti-bacterial and waterless hand soap & dispensers, etc.
- Distribute to parents and staff information regarding "the infectious disease," personal preparedness checklist, and the School plan.
- Plan for equitable access to instruction for all students
- Teachers begin working to develop web based instructional assignments
- Teacher prepared work packets for those students whose needs would be best met utilizing paper/consumable based assignments.
- Custodians clean door knobs, railings, front counter courtesy desk, and copy machines, etc. frequently throughout the day.
- Staff to be supplied with cleaning supplies and sanitizer in all classes, so staff can wipe surfaces during the day

The next steps are identified as **Stage responses**.

Stage One - This stage would be initiated if/when the infectious disease mutates to person-to-person transmission and arrives on the East Coast of the US.

- Custodians change cleaning duties to emphasize classroom disinfecting, as well as, active areas in the school
- Staff to do interim surface cleaning during the school day
- Teachers prepare a developmentally appropriate template for web based instructional units
- Communicate with staff and provide ongoing training plan for web-based and supplemental telephone instruction as appropriate
- Computer technology staff begin modifying Chromebooks for check-out to students
- Initiate an outreach plan to evaluate individual needs of families in regard to on-line and supplemental telephone delivery of instructional and therapeutic services
- Work with consulting psychiatrists to help assure services can be provided, depending on the circumstances
- Communicate our plan with sending school districts and County Office of Education

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Stage Two – This stage would be initiated when directed by Recommendations from the NJ Department of Health and the NJ Department of Education.

- Begin “Social Distancing”
- Cancel all assemblies, community-based instruction and all sporting events

In the event that Garfield Park Academy’s Board of Directors is given a written directive by the NJDOE or the Health officer of the jurisdiction to institute a public health-related closure, GPA may utilize home instruction services to enrolled students. Under N.J.S.A. 18A:7F-9, any day in which students impacted by a public health-related closure have access to home instruction services will count as a day in which the GPA Board of Directors has provided public school facilities toward its compliance the 180-day requirement.

Stage Three – This stage would be initiated when either the NJ Health Department instructs the school to close or a seminal event occurs involving a student, staff member or a relative of close proximal distance. Pandemic Infectious Disease is in World Health Organization Stage VI.

- Schools are closed for students
- Inform Parents/Guardians, transportation and sending school districts through email, website posting and the Honeywell Alert system
- When applicable, update parents/guardians of any additional information regarding the health related closure
- Protect the privacy of individuals under HIPPA laws
- Chromebooks are checked out/delivered to families when appropriate or as necessary
- Teachers provide web based / supplemental telephone lessons for their students utilizing instructional aides and one to one aides (if in the IEP)
- Deliver work packets for those students whose needs would be best met utilizing paper/consumable based assignments
- Implement our outreach plan to provide therapeutic and related services
- Due to the distance of most of the home school districts of our students (as many as 65 miles away), the expectation will be that home school districts will be responsible for the provision of school nutrition benefits or services for eligible students.
- IEP, and Annual meetings will take place through GPA through Google Platform, conference calls or any form of communication that benefits all participants.

School Day Lesson Planning and Instruction:

1. Teachers will prepare lessons that will be adapted to be delivered electronically
 - GPA Google classroom or any platform that is accessible and will meet the needs

- of the students.
2. Certified teachers will post lessons on a daily basis at the beginning of and throughout the scheduled course time (when necessary)
 - Assignments
Resources (List prepared by teacher supervisor and teachers)
 - Assessments
 - Alternative assignments (when necessary)
 3. Teachers, Co-teachers and paraprofessionals (including one to one aides as described in the IEP) will be expected to be available during the scheduled course time and assist in the provision of services
 4. Students will be assessed and graded on assessments, classwork, projects and online learning
 5. Staff will be available for meetings to work out issues as they occur
 6. Students should be available for their scheduled class time.
 7. Parents/Guardians will be contacted daily or as appropriate

Stage Four – Pandemic infectious disease recognized by the World Health Organization. New Jersey government orders a stay home order. Only essential staff is allowed to go to work.

Essential Staff:

The continued operation of the program involves other essential support staff who conducts non-instructional support to either the staff, students, or the building throughout the length of any pandemic related closure. These staff responsibilities include:

1. Administration

Directors

- Oversee the implementation of the Pandemic Response Plan
- Continued management of program wide issues

Building Level Administration (Principal and Supervisors)

- Oversee the roll out of technology and materials for students to access teacher made lessons
- Facilitate communication via video and tele-conferencing means (including on-line)
- Oversee delivery of home instruction
- Oversee counseling and related service delivery and goals
- Support instructional staff in the creation and delivery of remote instruction
- Support families in need through the use of local and remote service providers

2. Maintenance/Custodial

- Start “Deep Cleaning” operations
- Close wings of the building to all staff as areas are “disinfected”
- Continue day-to-day maintenance of boiler and other integral systems
- Begin long term maintenance projects such floor waxing and painting

3. Technology/Support Staff

- Oversee web security program
- Support students and families accessing remote instruction
- Support staff implementing remote instruction
- Troubleshoot network and device issues
- Provide on-going real time feedback to administration as to the capabilities of remote instruction program
- Maintain and track staff Professional Development options and completions
- Deliver needed technology to students as appropriate/feasible

4. Food Service / Support Staff for Food Delivery

- Keep in communication with counseling staff should any family reach out in regards to food insecurity

5. Office Staff

School Building Office

- Maintain lines of communication with staff, families, and districts
- Adhere to timelines and deadlines for all state paperwork and reporting
- Ensure a seamless transition from a central point of contact to remote contacts
- Maintain an ongoing calendar for appointments (virtual meetings included)
- Support administration to contacting stakeholder groups

Business Office

- Manage payroll for all staff
- Support all staff with human resource needs
- Complete accounts payable and accounts receivable functions
- Ensure that all essential services to the facility are being provided
- Maintain financial records for year-end close and audit
- Complete due diligence regarding business related renewals (leases & insurances)

Medical Staff

- Medication management
- Psychiatric Support of students

Delivery of Virtual and Remote Instruction

- Overall Schedule

Elementary School	
8:30 - 12:30	On-line Instruction, on-line group counseling
12:30 - 1:00	Lunch
1:00 - 2:30	Additional subject work in Reading/LA, Math, Science, Social Studies (teacher/staff supported)
Middle School	
8:30 - 12:30	On-line Instruction, on-line group counseling
12:30 - 1:00	Lunch
1:00 - 2:30	Additional subject work in Reading/LA, Math, Science, Social Studies (teacher/staff supported)
High School	
8:30 - 12:30	On-line Instruction, on-line group counseling
12:30 - 1:00	Lunch
1:00 - 2:30	Science, Social Studies, Vocational (teacher/staff supported)

- In each grade band, all virtual, and remote learning plans are designed to maximize student growth and learning to the greatest extent possible.
- Related services are provided as required in the IEP. All services are being provided.
- There are no English Language Learners enrolled in the school.
- The school delivers chromebooks (and hot-spot devices) to any student who needs it. Work packets are also delivered/mailed to students/parents as age appropriate.

Attendance

- Student contact via any means constitutes attendance. This could be attending remote instruction online, or evidence of work packet completion (with sending district approval). Otherwise, normal attendance is expected and any actions are coordinated with sending districts.
- Family follow up (and sending district follow up) is done by social workers and teachers for any students not participating in online instruction and/or submitting assignments.

Students with Disabilities

- Students are taught remotely using Zoom Classrooms with breakout rooms for individual help with academics, emotional and behavioral issues, all in accordance with each student's IEP. Students also all are given work packets.
- Remote learning sessions are recorded and reviewed by administration, as well as attended by administration. Behavioral progress is tracked via skills cards and observation. Academic progress is tracked via ongoing assessments, both formal and informal. Report cards and progress reports are also used.
- Ongoing evaluation of IEP goals and objectives by social workers, teachers and administration, in collaboration with sending district case managers.
- Related services are provided remotely as required in the IEP. Services are tracked via logs by providers.
- Social workers and teachers follow up with families via telephone to ensure services are implemented in accordance with the IEPs to the greatest extent possible.
- All IEP meetings and other meetings with the sending school districts are done on whichever platform each district chooses (Zoom, Google Classroom, etc.).

English Language Learners

- The school has no ESL/ELL students.
- The school has numerous staff who speak different languages, who are used to help communicate with ELL families.

Safe Delivery of Meals

- Due to the distance of most of the home school districts of our students (as many as 65 miles away), the expectation will be that home school districts will be responsible for the provision of school nutrition benefits or services for eligible students.
- The school does share the information on which districts are providing meals with families via the social workers.

Facilities

- Building maintenance staff keep the building maintained.

Summer Programming

- Extended School Year programming will be a continuation of the normal ESY program. The hours of the school day are 8:30 to 2:00. The location will be determined based on Department of Health and the Governor of NJ's direction and whether or not the school is permitted to provide remote learning and related services.
- Remote learning will continue as it was during the school year. This is due to the severity of the emotional and behavioral challenges of GPA's students, and the health risks they will cause. There are a number of students who will refuse to comply with restrictions such as masks being worn, there are a number of students who choose to expel bodily fluids at staff and other students.

- Social workers work with the sending district case managers to help assure students enjoy the benefits of the 21st Century Programs.
- Administration, teachers and social workers are assessing students for credit loss. Should any occur, GPA will work with the sending districts to assure credit recovery takes place to the maximum extent possible.
- Administration, teachers and social workers are assessing students for learning loss. GPA will set up immediate, individualized plans for any students that need it to assure learning loss is minimized and rectified as soon as possible.
- GPA does not utilize STEM grant funds.
- GPA is not a Title 1 funded school.

Recovery Stage – This stage begins when schools are re-opened

- Continue web-based lessons when applicable
- Resume instruction in the classrooms
- School reopens using recommendation from NJ State and Local government's guidance (See Stage II)
- Administration looks at restructuring the instructional year to recover any lost instructional time

This plan will be reviewed and modified as new information and guidelines become available. Since there are more unanswered questions than there are answered questions, agencies and circumstances beyond Garfield Park Academy's control will determine many of the school's responses.

Updates to this plan will be available on the garfieldparkacademy.com website.