



**Foundation Academies
Pandemic Crisis Plan**

Updated May, 2020

Background

From the NJ Department of Health Memo - March 2, 2020

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

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

What is the difference between seasonal and novel coronavirus?

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

What are common symptoms of COVID-19?

Information to date suggests this virus is causing symptoms consistent with a respiratory illness such as cough, fever, and shortness of breath.

How is COVID-19 spread?

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

What measures can be taken to prevent COVID-19?

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

How is COVID-19 treated?

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

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

To prepare for possible community transmission of COVID-19, the most important thing for schools to do now is plan and prepare. Interim Guidance for Administrators of US Childcare Programs and K-12 Schools to Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19) can be found at:

<https://www.cdc.gov/coronavirus/2019-ncov/specific-groups/guidance-for-schools.html>.

- Review and update or develop your outbreak response/pandemic plan and share with stakeholders before an outbreak occurs.
- Establish procedures to ensure students and staff who become sick at school or arrive at school sick are sent home as soon as possible.
- Prepare for the potential of school closures or dismissals or cancellation of school events. • Prepare to offer home instruction to students.
- Implement flexible attendance and sick leave policies. • Establish relationships with local public health officials and identify points of contact.
- Create an emergency communication plan and maintain up to date contact information for everyone in your communication chain.
- Establish a leadership team, identify essential staff functions, and 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 concerns 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 our 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, school website and social media.

<u>Contact</u>	<u>Title</u>	<u>Phone Number</u>	<u>Email Address</u>
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Custodial Manager	David Barrera Jr.		dbarrera@foundationacademy.org
Communications and Marketing Associate	Michelle Lawlor		mlawlor@foundationacademy.org

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. Talent Team Principals 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 CEO 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 609-920-9200.
3. Staff and student contact details will be annually updated in the 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 (social media, 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 Custodial Manager 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:

1. 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.
2. The campus secretaries are 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(s) (Appendix B); the school nurse(s) 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.
3. Campus secretaries will forward the names of staff who are absent due to pandemic related illness to the appropriate school nurse(s) (Appendix B) on a daily basis; the school nurse(s) 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.
4. Staff will be reminded to send sick students to the Nurse's Office

B. Updates, Research, and Precautions

5. The CEO and Director of Technology will provide updates and the latest research information to staff, students, and parents via the website, and email.
6. The CEO 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.
7. 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.
8. The school nurse(s) 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.
9. The Custodial Manager will ensure that all building bathrooms are continually stocked with soap and paper towels.
10. The Custodial Manager will ensure that all student contact spaces are sanitized on a daily basis; hand washing signs will be posted.
11. Teachers, building staff, and administrators will remind students to cover their coughs and sneezes.
12. Informational literature will be sent home identifying the protocols parents should use to keep kids home (Appendix A).
13. District health professionals will be encouraged to obtain flu shot vaccinations.

14. 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
15. The Chief Academic Officer 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 #6173) Home Instruction

In the case of school closure/quarantine, we will switch to remote classes. Remote classes can help provide continuity or recover lost class time. We will utilize Google Hangouts to live stream instruction.

What does that mean?

Teachers must be taught how to utilize Google Hangouts to live stream instruction. All teachers must set up a Google Classroom for all of their students. This is where they can assign assignments and grade/check assignments in the moment/each day.

How will we prepare teachers?

On Friday, March 13th there will be no school for students in order for teachers to prepare .

Schedule:

7:30-8:00 Teachers MUST set up Google classroom if they do not already have one for ALL students BEFORE training at 8:00 am

8:00-9:00 Tech Training: Tech Team + Tech Ambassadors on Google Classroom in the 2nd Floor Cafeteria

9:00-1:00 Planning & Preparation using CAO approved Lesson Planning template

https://docs.google.com/document/d/1hMMKyFzLzPzWUR2BZBvIguwEChvMIS_QmEC91n5WVt4/edit (for Math comments on materials)

<https://docs.google.com/document/d/1GkTnmSci3h3o4qU1ncYgagqFFCIL3vB009pQXgxO8-s/edit> (for all other content areas)

https://docs.google.com/document/d/1CdyNZ_81-RI4QTBIjFUAmde1V_m_9noWyom15QHhnK4/edit (for all other content areas)

1:00-4:00 School Progress Check-in + Opportunity for coaches to provide feedback on plans

What do Principals need to prepare?

- 1). Create a schedule of when teachers will go “live” each day.
- 2). Ensure teachers have Google Classrooms set up
- 3). Join each classroom as a student.
- 4). Create a “walkthrough schedule” for yourself and coaches to ensure instruction is happening and with quality. You as the Principal and their coach should be added as Students.
- 5). Be prepared with a plan for LSCs.
- 6). Communication will come from CEO, to SLT, to Mid-Level leaders, to Teachers, to Parents

- Teachers must initially plan for 14 days of review instruction (i.e. major clusters in Math, standards that are assessed on FAIFA 3 and have not been mastered, for electives what standards or concepts have not

been mastered, for PE create workouts/exercises that kids would be engaged in your sports unit, etc., in music students can practice Rhythm, etc.). Materials must be included. Label all lesson plans and materials with RESPONSE PLAN and Upload onto drive.

- Instruction will not change. Teachers will teach lessons live. If you teach Guided Reading, instead assign i-Ready Reading lessons to students. Instead of DMD you can assign Khan Academy, iReady math lessons for each student. K-9 math can utilize Edulastic as a DMD.
- Once instruction ends, students will be able to review instruction on Google Drive for approximately another 20 minutes.
- Paraprofessionals will be able to assist students during the instructional video through a phone or Google chat.
- Each teacher will take attendance using Schoolbrains, as well as score the material presented to students for that day. If students do not complete work, enter as Absent into the system. Secretaries will utilize this to take attendance.

Expectations by grade band:

Primary School (K-2):

	Kindergarten	1st Grade	2nd Grade
8:10-9:40	Eureka and Story Problem 20 min Eureka instruction K 20 min Independent Practice 45 min I-ready	Eureka and Story Problem 30 min Eureka instruction 20 min Independent Practice 40 min I-ready	Eureka and Story Problem 30 min Eureka instruction 20 min Independent Practice 40 min I-ready
9:40-10:10	Science/Social Studies (Mon-Fri) 20 min Instruction 10 min Independent Work	Science/Social Studies (Mon-Fri) 20 min Instruction 10 min Independent Work	Science/Social Studies (Mon-Fri) 20 min Instruction 10 min Independent Work
10:10-10:50	Enrichment (PE or Music) 1st 7 days: PE 2nd 7 days: Music	Enrichment (PE or Music) 1st 7 days:PE 2nd 7 days: Music	Enrichment (PE or Music) 1st 7 days: Music 2nd 7 days: PE
10:55-11:30	Writing and Handwriting 15 min mini-lesson 10 min Handwriting practice 10 min Independent Practice	Writing and Handwriting 15 min mini-lesson 10 min Handwriting practice 10 min Independent Practice	Writing and Handwriting 15 min mini-lesson 10 min Handwriting practice 10 min Independent Practice
11:30-12:00	Break (Recess)	Break (Recess)	Break (Recess)

12:00-12:20	Read Aloud with Think Alouds	Read Aloud with Think Alouds	Read Aloud with Think Alouds
12:20-1:00	Phonics and Spelling 20 min Phonics Instruction 10 min Spelling Instruction 10 min Independent Practice	Phonics and Spelling 20 min Phonics Instruction 10 min Spelling Instruction 10 min Independent Practice	Phonics and Spelling 20 min Phonics Instruction 10 min Spelling Instruction 10 min Independent Practice
1-1:15	Mini-lesson 15 min Instruction	Mini-lesson 15 min Instruction	Mini-lesson 15 min Instruction
1:15-1:45	GR 30 min I-Ready	GR 30 min I-Ready	GR 30 min I-Ready
1:45-2:15	ESL Class	ESL Class	ESL Class

Special Educator’s schedule (small group instruction)

- 8:10-8:40 Math Replacement, 8:40-9:40 iReady Math**
- 9: 40 a.m-10:10. Phonics Level 23**
- 10:55-11:30 Reading Support**
- 11 a.m. Phonics**
- 12 p.m- 12:20. Phonics Level 12 and writing**
- 12:25-12:55 p.m. Phonics Level 6 and writing**

Grading Weights

Tests	25%
Quizzes	10%
Classwork	65%

Intermediate School (3-5):

Delivery of virtual and remote instruction at the Intermediate school includes differentiated instruction in the form of small groups within the class. This is true for Math, Reading Science and Writing with either a special educator or co-teacher providing small group instruction. For those students with IEPs that dictate replacement instruction, instruction in a small group occurs with a special educator and paraprofessional in some cases. The Intermediate School also has a tutoring block daily for students who may need additional differentiation for various concepts and skills.

All class assignments are assigned through Google Classroom and coincide with a live teaching session. Students are not assigned additional homework and are encouraged to complete their assignments within a class block. Independent work is submitted via Google Forms or other platforms that can link to Google Classroom and

teachers base student grades on mastery of a standard on a 1-4 scale. Lesson plans for remote learning are submitted 2 weeks in advance for review and teachers include an objective, associated standard, agenda and related student work and materials. Plans also include scaffolded questions that will help assess students' understanding of the content covered each day.

Grading Weights

Tests	25%
Quizzes	10%
Classwork	65%

Middle School (6-8):

Instructional Time	Monday-Friday 8:00 AM-3:45 PM
Delivery of Virtual Learning	The delivery of the curriculum for grades 6-8 is through the platform Google Hangouts along with Google Classroom. Teachers go live to teach, assign class work, and offer support between 45 minutes up to 75 minutes depending on the content area. Students join the class and interact with the teacher along with submitting work through Google Classroom. Students then move on to their next class according to their grade level schedule.
Class Assignments	Students in grades 6-8 are required to take the following courses daily: Math Reading History and Geography Science Writing Music Physical Education/Health Spanish (7 th and 8 th grade only)
Independent Work	The classroom teachers for grades 6-8 teach for the first 15 minutes and then assign the independent work for the class period. After the work is assigned and students have the opportunity to get support from the teacher, ask questions, and even interact with their peers.
Measures of Student Learning	We measure learning based on the standard taught on that particular day. We want to see if students have a clear mastery not just submit the work. Grades are aligned to the mastery of the standard and noted in the gradebook.

Maximizing Student Growth and Engagement	<p>We utilize a number of digital platforms to engage students and maximize student growth. Many of the platforms listed below allow teachers to track progress and make adjustments to their lessons based on student submissions.</p> <ul style="list-style-type: none"> -Khan Academy -No Red Ink -News ELA -Edulastic
Special Education	<p>We have a number of students that fall under our special education department that need specific support according to their 504, IEP, or ELL classification. All students are supported and depending on the needs of their plan depending on the schedule they follow.</p>

Grading Weights

Tests	25%
Quizzes	10%
Classwork	65%

High School (9-12):

**Virtual Learning Plan
Grades 9-12**

Instructional Time	8:00am-2:45pm
Delivery of Virtual Learning	The delivery of the curriculum for grades 9-12 is through Google Classroom. Teachers go live to teach a lesson, review assigned classwork and provide support/Q&A for up to 15-30 minutes.
Class Assignments	Students in grades 9-12 are required to take the following courses daily: Math, English, P.E. and based on requirements (social studies, science and electives: race and gender theory, financial lit, music, etc.)
Independent Work Time	Classroom teachers for grades 9-12 teach for the first 15-20 minutes and then assign independent work for the remainder of the class period. Teachers go live for the remainder of the class and also offer office hours where students have the opportunity to receive support from the teacher, ask questions and interact with their peers.

Measures of Student Learning	Students are required to submit an assignment through Google Classroom every day aligning to the standard/objective taught that day. Students then receive feedback and a grade by 4pm the same day.
Maximizing Student Growth and Engagement	We use numerous digital platforms to keep students engaged and measure student growth. The following platforms are used to allow teachers to track progress and make adjustment: iReady, Khan Academy, NewsELA, Edulastic
Special Education	All students with 504s, IEPs or ELL classification receive supports depending on the needs of their individual plan. All SPED teachers modify work, ensure accommodations are made (breaks, etc.) and are present during teaching and live sessions for more support. In addition, all SPED/resource teachers provide a 15 minute check in with their caseload daily.

- The school day begins at 8am and ends no later than 2pm, allowing students time to complete and turn in assignments before the 4:00 PM deadline.
- Each grade level has a 30 minute break from screen time every day.
- Students must attend each virtual class to ensure they are clear in assignment expectations.
- Daily office hours ensure students are able to touch base with their teachers if they are struggling with an assignment.
- Teachers will post daily assignments on Google Classroom
- Tests and Quizzes may be administered "LIVE," and students may be required to turn their cameras on during testing.
- As Classwork is the most significant category now in the gradebook, it is important for students to "attend" class and turn in all work by 4pm each day.

Grading Weights

Tests	25%
Quizzes	10%
Classwork	65%

Special Education, ELL, Section 504, and other students with Accommodations:

- **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; Compensatory services provided as needed upon return to school.
- **Students with Disabilities:** Students with Disabilities continue to receive push in and pull-out instruction with their assigned Special Education teacher through Google Classroom. Additionally, Special Education teachers are available daily through office hours to provide support for students in their general education setting. Students can email, text, call, or request additional support. Modifications to lessons and materials are provided in accordance with IEPs. Services are tracked using Easy IEP and the school calendar. Case managers follow up with families through quarterly IEP progress reports and telephone calls. Documentation is sent via email. All communication with parents is documented in the communication log.
- **Virtual IEP meetings, evaluation, and other meetings to identify, evaluate, and/or reevaluate students with disabilities :** Virtual IEP Meetings and other meetings are conducted via Google Meet or telephone calls according to parent preference.
- **Counseling:** Support is provided via phone conference or virtually through Google Meet as required by individual IEPs.
- **Section 504:** School Counselors and Section 504 coordinator to monitor and provide additional support per individual plans.
- **ADA Compliance:** Assignments posted on the ADA compliant District Website.
- **ELL:** English Language Learners continue to receive daily ESL pull-out instruction with their assigned ESL teacher through Google Classroom. At high school, this is equivalent to a double period of English replacement instruction. In grades K-8, ESL teachers provide one period of ESL pull-out instruction and push-in to at least one period of instruction daily to support them in the general education environment. Additionally, ESL teachers are available daily through office hours to provide support for students in their general education setting. Students can email, text, call, or request additional support during their daily ESL pull-out period. ESL teachers provide parents with translated text and email communications.

Attendance:

Attendance is calculated based on assignment completion. Students have until 4PM to complete assignments for that school day unless otherwise arranged due to a documented disability, ESL status, or other extenuating circumstance. Teachers then log assignment completion and a team of leaders and support staff review this log the following day to determine attendance status. Students who miss one or more assignments for the day are marked late, early dismissal, or absent depending on when the period of instruction corresponding to the missed assignment(s) occurred during that school day. This is recorded in our SIS system.

Addressing the Digital Divide:

Foundation Academies recognizes that not all of our families have equal access to technology such as computers or high speed internet. To address this, we conducted a technology survey of all of our families prior to the close of school. Based on the results of that survey, we determined that it would be necessary to allocate our classroom Chromebooks to many students who did not have computers for individual use in their homes. Additionally, we ordered WiFi hotspots to ensure that all of our students would have access to the internet. Staff distributed over 600 computers and 36 hotspots to our families prior to the start of online instruction on March 16, 2020.

To assist our families with the transition to online learning, we created a parent tech guide (available in English and Spanish) which provides step-by-step instruction for accessing Google Classroom and viewing and turning in assignments.

Parents and students who have technical difficulties have access to a support hotline and an online form to request assistance. Devices are replaced as needed, and families are supplied with additional Chromebooks/Hotspots upon request..

Standardized Testing

In the event of a school building closure on a standardized testing date, the following protocol will be initiated:

1. FAIFAs- If the school building is closed, all online FAIFAs will be taken by students at home using the Achievement Series program. Paper-based FAIFAs will be rescheduled for when students return to the building and will be delivered in the appropriate content area course during regular instructional hours. If the school building will not be reopened at least one week prior to the first week of State testing, the paper-based FAIFAs will be cancelled.
2. NJSLA- If the school building is closed during State testing, students will not be allowed to take exams at home due to the need to implement specific testing security measures. Several options exist for make-up testing:
 - a. We can support up to two campuses at one time with the number of devices and staff available. Thus, if one campus misses a week of NJSLA testing, they may make-up testing during administration for another campus.
 - b. If school closures interrupt all three tested campuses, we will prioritize testing in ELA and Mathematics when the building reopens by having high school and middle school test simultaneously first followed by intermediate grades. All campuses will follow the State assessment schedule as prepared by their school test coordinator and shifted to fall on the new days.
 - c. If school closures interfere with NJSLA-S testing, the science exam will be postponed until testing in ELA and Mathematics is completed.
 - d. The district test coordinator will make an appeal with the NJDOE Office of Assessment if necessary an extended testing window (state assessments are currently allowed until the end of May)
 - e. During any period of prolonged closure, the school will follow state and federal guidelines.

Preliminary Summer Planning:

Foundation Academies will provide a virtual summer enrichment program for students entering 1st-12th grades, as well as a credit recovery program for 12th grade students who have not met the credit requirements for graduation. At this time, the summer program is expected to run from 7:30 - noon daily, with meals provided by the Summer Food Program and weekly contact-free distribution. Instruction will be provided by certified staff, with support for ELLs and students with disabilities in accordance with individual plans and state and federal requirements. Virtual learning organically allows our teachers to build upon students' 21st Century skills and provides them with academic enrichment. needed to meet challenging state academic standards.

Extended School Year for students with disabilities whose IEPs include ESY will be delivered virtually through Google Classroom/Google Meet. Teachers may utilize i-Ready, Edulastic, and Khan Academy with modifications/accommodations made in accordance with IEPs.

Senior level students who do not meet credit minimums under the NJDOE graduation requirements will be required within 60 days of registering to complete up to two courses through Educere's Founders Education, an online credit recovery program. The deadline for completion and issuing of high school diplomas is August 30th.

In previous years, bottom tier academic students (based on i-Ready scores) and students who did not meet attendance goals were selected for Summer Academy in an effort to mitigate "summer slide". We expect this year's selection progress will be similar to prior years. During Summer Academy, teachers will assess learning loss and create plans to address that loss for individual students. We expect that these plans will follow students into the next academic year and may be modified or expanded to reach the larger student population.

FOUNDATION ACADEMIES

Virtual Summer Academy

July 6, 2020

to

July 24, 2020

8:00 a.m. - 1:00 p.m

Summer Academy will provide students instruction in reading and math, as well as the opportunity for enrichment activities! Teachers will use data from end of year i-ready diagnostics to plan their instruction. Students spend the majority of time in small groups with teachers, with time for independent work, academic games, and summer work. Students and teachers will monitor progress each day AND formally at the end of the program.

Summer academy will have a 10:1 ratio or less of students to teachers. Teachers will work in teams of two by content. In ELA, students will engage in Guided Reading AND Writer's Workshop.

The Math focus is below:

Week 1: Math Fluency

Week 2: Problem Solving

Week 3: Real World Math Application (i.e. Projects)

The ELA focus is below:

Week 1: Guided Reading/Reading Intervention

Week 2: Writer's Workshop

Week 3: Real World Reading and Writing Application (i.e. Projects)

Teachers can choose to use i-Ready workbooks, Fountas & Pinnell LLI lessons, Expeditionary Learning, Great Minds (Eureka curriculum), or Phonics programs (Orton-Gillingham based OR Wilson Reading based). All other curricular resources must be approved by the Summer Academy Coordinator before planning and execution.

Teachers will meet on Thursday, July 2nd and Friday, July 3rd for In-house training and development, from 8:00 am-1:00 pm.

STRUCTURE FOR SUMMER ACADEMY:

8:30 Students will log in to their first session. Teachers will take attendance in Google sheet and start sessions. Please make sure ALL teachers take attendance on DRIVE and the Summer Academy Coordinator will make parent phone calls for any tardy/absent students.

Instruction must BEGIN by 8:30am.

8:30-8:45 Summer work time (teachers assist students as they work on their summer work) Please set expectations on FIRST DAY of Summer Academy. There should be no idle time.

8:45-10:15 - Academic Session 1

10:15-10:45 -Transition/Brain Break/Activity

10:45-12:00 -Academic Session 2

12:00-12:30 -Lunch

At this time, Foundation Academies will utilize 2020-21 ESEA Title I funds for virtual summer instruction. (We will wrap Title II into Title I for the upcoming school year.)

D. Stock

- The Head of Facilities and the Custodial Manager will ensure ample storage of appropriate and adequate sanitation supplies such as soap, alcohol gel, and tissues in all bathrooms.
- All classrooms will receive disinfecting wipes 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 Chief Executive Officer will initiate the response process:

Central Office

- The CEO and Director of Technology and Communications and Marketing Associate will send out message via social media and the school 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 CEO and Director of Technology will provide updates and the latest research information to staff, students, and parents via the school website, and social media.

School Nurse(s)

- The school nurse(s) will continue with surveillance reporting procedures, conduct student as well as staff assessments and provide updates to administration.
- The school nurse(s) 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 who appear ill to the school nurse.

Building Administration

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

Communications and Marketing Associate

- Send out through social media, and email messages 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 the absentee questionnaire and forward all attendance information to school nurse(s) 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) in China caused global concern. Unfortunately, fear also led to a great deal of stigma. Although there were no associated cases of SARS in America, many citizens began to avoid Chinatowns and other Asian-American communities—including Japanese, Korean, and Vietnamese peoples—throughout the United States because they believed those groups were at greater risk for spreading SARS.

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

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

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

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

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

B. Protocol (Schools Closed)

When necessary, the Chief Executive Officer will activate the response plan.

Main Office

- CEO closes the school when it is identified by the state; any non- academic events will be cancelled as well.
- Send messages through the school website, and social media informing parents that schools are closed; encourage the school community to refer to handbooks, the school calendar, and school website for additional information.
- The CEO / Communications staff will provide updates and the latest research information to staff, students, and parents via the website, social media and press releases.

School Nurse (s)

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

Teachers

- Check, monitor, and respond to voicemail and email messages on a daily basis.
- Grade work submitted through continuation of learning process.
- Prepare lesson plans for the recovery phase.
- Complete reports as necessary.

Administration/Supervisors

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

Director of Technology & Communications Staff

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

Facilities Staff/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/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.

C. Other Core Operations

Payroll

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

D. Food Service

(Policies: #3542 Food Service; #3542.1 Wellness and Nutrition; #4542.2 School Meal Program Arrears; #3542.31 Free or Reduced-Price Lunches/Milk)

If the school is closed as a precaution only:

- Maschio's Food Service will cook food offsite and deliver the food to the front of 363 West State Street. School staff and food service staff provide food for the entire week on the first school day of each week. Food is distributed "grab and go" style while implementing social distancing protocol. Families are notified of pick up dates and times via telephone and updates posted on the school website. Through the use of the summer food service program, all families with children under the age of 18 are able to pick up food at any site that is convenient to them.

If the school is closed due to confirmed case of coronavirus in the school:

- No food program will be provided.

Recovery

When necessary, the Chief Executive Officer 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; eleven-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.

CEO

- Identify healthy staff to determine the feasibility of reopening schools.
- The CEO/Director of Technology and Communications Marketing Associate will provide updates and the latest research information to staff, students, and parents via the school website, and social media.
- If appropriate, the CEO will announce that Foundation Academies School is to reopen.

School Nurse(s)

- The school nurse(s) 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(s) 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 the school nurse during the response phase.

Teachers

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

Administration/Supervisors

- Support and endorse nursing decisions.
- Monitor and report absences to the CEO.
- 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.

Facilities Staff/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 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 the absentee questionnaire and forward all attendance information to school nurse(s) immediately (Appendix B).
- Reinforce student infection control procedures.
- Send students who appear to be 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.
- 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. Adopt 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).

Facilities and Custodial Staff

- The schools will be sanitized under the direction of the Custodial Manager and Facilities Staff.

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:

NJDOH recommends that schools and childcare settings increase education on respiratory hygiene. Staff and children (as developmentally appropriate) should all be taught and asked to follow these steps that prevent the transmission of respiratory infections:

- Cover your coughs and sneezes with a tissue or into your sleeve, not your hands.
- Avoid touching your eyes, nose and mouth.
- Wash hands often for at least 20 seconds, especially after coughing or sneezing. Use alcohol based hand sanitizer if soap and water are not available.
- Stay home if you’re sick, especially with a fever.
- Avoid people who are sick.
- Clean and disinfect frequently touched surfaces and objects.

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

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 a pandemic on you and your family. This checklist will help you gather the information and resources you may need in case of a pandemic.

Plan for an extended stay at home during a 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 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 CEO will provide updates and the latest research information to staff, students, and parents via email, the website and social media.

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

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

Reactions to Stress:**Managing Fears and Anxiety around Coronavirus**

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

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- Anxiety, worry, panic
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- Social withdrawal

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- 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. Adopt 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:

“Foundation Academies is taking all necessary measures to protect students, staff, and provide a continuity of operations as required. Added information will be provided from the County Superintendent’s office when it becomes available. “

Plan Distribution:

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

Grading Expectations:

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

Work Related and/or phone Responsibilities During Extended School Closures:

Teachers are asked to maintain contact with students via email and Google Classroom when schools are closed. Communication logs are to be maintained.

Student Expectation Communication/ Rubrics:

Teachers are required to communicate grading expectations for assignments in the case of an extended school closure.

Appendix B

Absentee Questionnaire for COVID-19

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

Student Name: _____ Grade: _____

Date: _____

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

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

Appendix D

Weekly Pandemic Census

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

Name of School _____ Phone Number _____

Week Ending _____

K-12th

City: Trenton School District: Foundation Academies Charter School

Reporting Individual _____ Phone Number _____

Students

Number of students absent with flu-like or COVID19 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 or COVID19 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 (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:

1. Teach your children to wash hands frequently with soap and water for 20 seconds.
2. Be sure to set a good example by doing this yourself.
3. Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow.
4. Teach your children to stay away from people who are sick and stay home from work or school if you are sick.

SCHOOL CLOSURE

Sample Press Releases

Mercer County health officials have ordered the closure of schools 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:

1. 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.
2. Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow.
3. 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.