



**ATLANTIC COMMUNITY  
CHARTER SCHOOL**

# **ACCS RESTART & RECOVERY PLAN 2020**

**APPROVED BY THE BOARD OF TRUSTEES: JULY 23, 2020**

## **PREFACE**

The ACCS Restart and Recovery Plan 2020, is a plan based upon the guidance of the New Jersey Department of Education's 104 page document, The Road Back, Restart and Recovery Plan for Education released on June 26, 2020 under the guidance of Governor Philip D. Murphy, Lieutenant Governor Sheila Y. Oliver, Commissioner of Education Lamont O. Repollet, and the State Board of Education Members. The document represents guidelines established by the Department of Education and recognizes that it is not meant to fit all school districts and that each school district can have different plan, however ACCS must operate in the spirit of the guidelines. Emphasis of the plan will focus around practices to ensure that ACCS is opened in a safe manner for staff and students. The ACCS Restart and Recovery Plan 2020 will be reviewed and approved by the Atlantic County Superintendent's Office.

The COVID 19 Virus has created a worldwide pandemic that has challenged education professionals to reinvent how students are educated safely while still maintaining a "free and appropriate public education."

We, at ACCS, believe our students will best learn in school, however we will be prepared for three different outcomes:

1. Plan 1: regular school participation. All students every day.
2. Plan 2: remote home instruction participation. All students and staff will stay home and staff will utilize video conferencing and school related forums similar to the end of the 2019 – 2020 school year.
3. Plan 3: a "hybrid" participation. A combination of regular school and remote home instruction. Students will report to school every other day ("A" day or "B" day) and be at home on the opposite day virtually joining their classmates who will be in attendance at school. These days will count as days of attendance.

This plan will focus around Plan 3, a "hybrid" participation model encompassing a combination of Plan 1 and Plan 2. Plan 1 and Plan 2 have already been implemented through previous experiences. Plan 1 has preexisting protocols based upon normal school operations prior to the COVID-19 pandemic. Plan 2 has preexisting protocols based upon the ACCS Plan for Closure due to COVID -19 dated June 2, 2020. This plan was approved by the Board of Trustees on May 28, 2020 and approved by the Atlantic County Superintendent's Office on June 2, 2020.

Although general guidelines of Plan 3 have been established by the DOE, what was not provided were the specifics related logistics of student movement and placement, specifics of instruction, specifics of barriers and PPEs, and specifics of protocols for staff and students with medical concerns. A general guidance has been provided from a multitude of professional entities in the State of New Jersey, nationally, and internationally to assist with our plan development. The Atlantic Community School District's Pandemic Response Team reviewed many guidelines to make this plan specific to our school community.

Lastly, the ACCS Pandemic Response Team will constantly reflect upon and review the plan thus allowing the ACCS Restart and Recovery Plan to be a "living document" subject to change. This plan will supersede existing protocol, and react to any of Governor Murphy's existing or potential executive orders. The latest version of our plan will be posted on the district website.

### **ACCS Pandemic Response Team**

Dr. Glenn Budnick, Melindo Persi, Denise Vincent, Seth N. Broder, Esquire  
Edmund F. Cetrullo, Jr., Donald Douglas, Craig Wigley, Steve DiMatteo, Ilesha Hogans, Dorothy Sheehan, Sharon Mauriello, Dr. Pamela Luke, Linda O'Donnell, Rachel Riendeau, Brittany DiBuono, Patricia O'Connell  
Mary Seddon, Shammara Martin

### **ACCS Liaison Committee**

Lonniyell Sykes and Danielle Zabielski

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# Conditions for Learning

## Health and Safety: Standards for Establishing Safe and Healthy Conditions for Learning

### Critical Area of Operation #1: General Health and Safety Guidelines

1. Based upon the recommendation of the Centers for Disease Control (CDC).
  - a. ACCS will and maintain communication with local and state authorities to determine current mitigation levels in our community.
  - b. ACCS will protect and support staff and students who are at higher risk for severe illness.
  - c. ACCS plans will employ guidelines based upon the CDC's Guidance for Schools and Childcare Programs by:
    - i. Promoting behaviors that reduce the spread of COVID-19.
    - ii. Promote staff and students to stay home when appropriate.
    - iii. Promote hand hygiene and respiratory etiquette.
    - iv. Promote the use of face coverings.
    - v. Create reasonable accommodations for individuals who formally share documentation that the CDC identifies them as having a higher risk for severe illness from COVID-19 such as:
      1. Adults (aged 65 years and older)
      2. Individuals with disabilities or serious underlying medical conditions, which may include:
        - a. Chronic lung disease or asthma (moderate to severe)
        - b. Serious heart conditions
        - c. Immunocompromised
        - d. Severe obesity (body mass index, or BMI, of 40 or higher)
        - e. Diabetes
        - f. Chronic kidney disease undergoing dialysis
        - g. Liver disease
        - h. Medically fragile students with Individualized Education Programs (IEPs)
        - i. Students with complex disabilities with Individualized Education Programs (IEPs)
        - j. Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan)
2. The school building will be totally sanitized prior to re-opening.
  - a. Custodial/maintenance will ensure indoor facilities have adequate ventilation.
  - b. All classrooms will be equipped with stations that include hand sanitizer, cleaning wipes, and disposable masks.
  - c. The building will have signs promoting hand washing.
3. Social distancing practices will be maintained to the maximum extent possible. When social distancing is difficult or impossible, \*face coverings are required, and face coverings are always required for visitors and staff unless it will inhibit the individual's health (*\*note face coverings include: face shields, masks and cloth coverings*).
  - a. (6) foot markings will be placed on the hallway floors, the Multipurpose Room floor, and the exterior floors under the overhang.
4. All regular water fountains and vending machines will be closed.
  - a. Students will be supplied individual refillable drinking bottles.
  - b. Water coolers will be purchased for staff member and student use.
5. All desks/tables in classrooms will be arranged in rows in the same direction with cardboard partitions used as barriers.
6. The school district shall adopt a policy for screening all staff members upon arrival for symptoms and history of exposure to COVID-19.
  - a. All staff members will be screened by the school nurse upon entering the building.

- i. If the nurse is not present, three other employees shall be trained by the nurse in taking infrared or ear temperatures. If the nurse is not present, these employees can be responsible for the temperature screening.
    - 1. Denise Vincent
    - 2. Sharon Mauriello
    - 3. Christina Klotz
- b. If a staff member has been exposed to COVID-19 they must quarantine as per CDC protocols and consult with their physician for testing and a return to work date.
- c. If staff members feel sick, they should stay home and consult with their physician.
- d. If a faculty member feels sick at school, they should report to the nurse immediately.
- e. If staff members have a preexisting condition such as: diabetes, high blood pressure, obesity, or cancer (see CDC list of all underlying risk factors) which makes them more prone to COVID-19 complications; they should consult with their personal physician about the advisability of working in an in-school setting.
- f. If staff members have household contacts who have preexisting conditions such as: diabetes, high blood pressure, obesity, or cancer (see CDC list of all underlying risk factors) that put them at risk for COVID-19 complications; they should discuss with their personal physician the risks of working in an in school setting.
- g. Social distancing practices will be maintained to the maximum extent possible. When social distancing is difficult or impossible, face coverings are required, and face coverings are always required for all staff members. Staff members should also wear face coverings upon entering the school.
- h. If a household family member of a staff member is displaying symptoms of Covid-19, the staff member should remain home until the family member is examined by their personal physician and cleared to go to work.

## **Critical Area of Operation #2: Classrooms, Testing and Therapy Rooms**

- 1. The building will be totally sanitized prior to re-opening.
- 2. Custodial/maintenance will ensure indoor facilities have adequate ventilation.
  - a. Recirculated air must have a fresh air component.
  - b. Open windows if A/C is not provided.
  - c. Filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- 3. All classrooms will be equipped with stations that include hand sanitizer.
  - a. Hand sanitizer stations will be placed in each classroom entrance (for staff members and older children who can safely use).
  - b. Hand sanitizer stations will be placed at the school entrance (for staff members and older children who can safely use).
  - c. Children ages 5 and younger should be supervised when using hand sanitizer.
  - d. For classrooms that have existing handwashing stations, prepare stations with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
  - e. In each classroom (for staff members who can safely use) cleaning wipes will be supplied.
  - f. In each classroom, extra disposable masks will be supplied.
- 4. The building will have signs promoting hand washing.
  - a. The CDC recommends an alcohol-based sanitizer that is at least 60% alcohol and to rub the product over all surfaces of your hands and fingers until your hands are dry, about 20 seconds, then wash hands with soap and water as soon as possible.
  - b. Students should wash hands for at least 20 seconds at regular intervals, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing.
  - c. Use of alcohol-based hand sanitizer (at least 60% alcohol) if washing with soap and water is not possible.
- 5. Social distancing practices will be maintained to the maximum extent possible. When social distancing is difficult or impossible, face coverings are required, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.

- a. The building will have signs promoting social distancing.
6. Classroom teachers must minimize use of shared objects to the maximum extent possible and shared objects should be cleaned in between use.
7. All classroom desks/tables will be arranged in rows with chairs facing in the same direction with physical barriers. In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed while students are seated at desks but should be worn when moving about the classroom.
  - a. Considerations will be made according to their feasibility related to:
    - i. Keep children six feet apart when eating, and doing other activities.
    - ii. Avoid close group learning activities like reading circles.
    - iii. Designate times on the schedule to take students out of the classroom to wash hands with soap and water, including, at a minimum:
      1. At the start of the day when children enter the classroom
      2. Before snacks and lunch
      3. After using the toilet or helping a child use a toilet
      4. After sneezing, wiping, and blowing noses
      5. After snacks and lunch, particularly if hands are sticky, greasy or soiled
      6. When students come in from outdoor play, recess, or physical education.
    - iv. Types of partitioning systems should be considered anywhere it is necessary to separate students/parents from staff.
    - v. Consider keeping classes together to include the same group of children each day (cohorts).
    - vi. Allow minimal mixing between groups/cohorts
    - vii. Allow outdoor classrooms where possible and when seasonally appropriate.
    - viii. Build in the practice of handwashing throughout the day, during transition times.
8. Students' belongings will be separated in individually labeled plastic storage containers with lids.
9. Non-instructional rooms in school facilities must comply with social distancing standards to the maximum extent practicable. When social distancing is difficult or impossible, face coverings are required unless it will inhibit the individual's health.

### **Critical Area of Operation #3: Transportation**

1. Plan 3: a "hybrid" participation is a combination of regular school and remote home instruction. Students will report to school every other day ("A" day or "B" day) and be at home on the opposite day virtually joining their classmates who will be in attendance at school. These days will count as days of attendance.
  - a. All bus runs will be in accordance to the same schedule as during the 2019-2020 SY.
  - b. All bus runs will be under the supervision of Gus Kakavas, Transportation Consultant with MAP educational Consultants, 802 Main Street, Suite 3A, Toms River, NJ 08753, [gkakavas@atlanticcommunitycharter.com](mailto:gkakavas@atlanticcommunitycharter.com), 908-783-1457 (NEW cell), 732-453-1898 (fax).
2. ACCS will maintain social distancing (at least six feet of distance between riders) on buses to the maximum extent practical and if social distancing is difficult or impossible, face coverings are required.
3. Considerations will be made related to:
  - a. The CDC recommends that school districts modify the manner students are seated on a school bus such that there is one student seated per row, skipping a row between each child, if possible. Under this scenario, a 54-passenger school bus would only have 11 passengers (seating students who reside in the same household in the same row, whenever possible, would increase capacity).
  - b. A district may consider seating one student per row.
  - c. If a district is providing transportation services on a school bus but is unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus.

- d. Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.
  - e. To limit possible physical interaction among students, require students to board the school bus by filling the back rows first, and then progressing forward. When leaving the bus, students should exit in the opposite order. Assigned seating for students may assist in ensuring that such practices are followed consistently.
  - f. Open windows if possible.
  - g. Drivers and paraprofessionals should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, face coverings).
  - h. When possible, a staff person should accompany the driver on all transportation routes to ensure safety and social distancing.
4. **STUDENT BUS SCHEDULE:** Plan 3, our "hybrid" approach, identifies specific students to physically attend school on either an "A" day or a "B" day. The first day of school, September 1st, will be an "A" day. The second day of school, September 2nd, will be a "B." This schedule will continue throughout the school year with students physically reporting to school on alternating days. The "A" day/"B" day rotation reduces the number of students being transported on each bus allowing for appropriate social distancing to be put in place.
- a. Students will report to their bus stops on their appropriate school day, either "A" day or "B" day.
  - b. Paraprofessionals will take attendance as students arrive to monitor the appropriate students boarding the school bus.
    - i. If a student attempts to board a bus on a day in which he or she is not scheduled. The paraprofessional shall report the incident to the school immediately. School administration will address the situation.
  - c. Consideration was taken to have families attend school on the same day to alleviate any potential concerns related to child care while students are not present at school. Consideration was also taken related to the number of students riding the 11 different buses that serve ACCS.
5. The table below displays the numbers of students on each bus on either an "A" day or a "B" day. Kindergarten numbers are "to be determined" and not counted as of this draft date. Please note these numbers are for planning purposes with a potential to change.

Bus Totals		
Bus	A	B
1	20	19
2	22	20
3	21	13
4	19	20
5	18	22
6	8	8
8	17	17
9	18	23
10	15	13
11	5	5

6. The table below displays the numbers of students on each bus on either an "A" day or a "B" day by bus number. Kindergarten numbers are "to be determined" and not counted as of this draft date. Please note these numbers are for planning purposes with a potential to change.

Gr	HR	HR Teacher	First Name	Last Name	Gender	Bus #	/B Day
1	1M	Miller			F	1	A
2	2A	Abraham			M	1	A
2	2D	Dotsey			M	1	A
3	3B	Bolognese			F	1	A
3	3D	DiBuono			F	1	A
3	3M	Martin			F	1	A
4	4B	Butler			F	1	A
4	4B	Butler			F	1	A
4	4S	Sheehan			M	1	A
4	4S	Sheehan			M	1	A
5	5B	Blee			F	1	A
5	5S	Sarapochillo			M	1	A
6	6B	Brown			F	1	A
6	6T	Thawley			M	1	A
6	6T	Thawley			F	1	A
7	7L	Lustenberger			M	1	A
8	8R	Riendeau			M	1	A
2	SC1	Clisham			M	1	A
3	SC1	Clisham			M	1	A
8	SC3	Pikunas			M	1	A
1	1O	Osowski			F	1	B
2	2A	Abraham			F	1	B
2	2D	Dotsey			M	1	B
3	3B	Bolognese			F	1	B
3	3D	DiBuono			F	1	B
3	3M	Martin			F	1	B
4	4B	Butler			F	1	B



4	4B	Butler					F	1	B
4	4S	Sheehan					F	1	B
4	4S	Sheehan					F	1	B
5	5S	Sarapochillo					M	1	B
6	6B	Brown					M	1	B
7	7L	Lustenberger					F	1	B
7	7L	Lustenberger					M	1	B
7	7L	Lustenberger					M	1	B
K	KA	Anderson					F	1	B
4	SC1	Clisham					M	1	B
5	SC2	Marruso					F	1	B
5	SC2	Marruso					M	1	B
1	1M	Miller					M	2	A
1	1O	Oslowski					M	2	A
1	1O	Oslowski					F	2	A
2	2A	Abraham					F	2	A
2	2D	Dotsey					F	2	A
2	2D	Dotsey					F	2	A
3	3D	DiBuono					M	2	A
3	3D	DiBuono					F	2	A
3	3M	Martin					F	2	A
3	3M	Martin					M	2	A
4	4B	Butler					F	2	A
4	4B	Butler					M	2	A
4	4B	Butler					M	2	A
4	4S	Sheehan					F	2	A
4	4S	Sheehan					M	2	A
4	4S	Sheehan					M	2	A
5	5B	Blee					M	2	A
6	6B	Brown					M	2	A
6	6B	Brown					M	2	A
6	6T	Thawley					M	2	A
7	7L	Lustenberger					F	2	A
7	7L	Lustenberger					M	2	A

7	SC3	Pikunas						M	2	A
1	1M	Miller						M	2	B
1	1M	Miller						M	2	B
2	2A	Abraham						F	2	B
2	2A	Abraham						M	2	B
2	2D	Dotsey						F	2	B
3	3B	Bolognese						F	2	B
3	3D	DiBuono						M	2	B
3	3M	Martin						M	2	B
4	4B	Butler						M	2	B
4	4B	Butler						M	2	B
4	4S	Sheehan						M	2	B
4	4S	Sheehan						M	2	B
4	4S	Sheehan						M	2	B
5	5B	Blee						M	2	B
5	5S	Sarapochillo						F	2	B
5	5S	Sarapochillo						F	2	B
6	6B	Brown						M	2	B
6	6T	Thawley						M	2	B
7	7L	Lustenberger						F	2	B
8	8R	Riendeau						M	2	B
1	1O	Osowski						M	3	A
1	1O	Osowski						M	3	A
2	2A	Abraham						F	3	A
2	2A	Abraham						M	3	A
3	3B	Bolognese						F	3	A
3	3B	Bolognese						F	3	A
3	3D	DiBuono						M	3	A
4	4B	Butler						M	3	A
4	4S	Sheehan						M	3	A
5	5B	Blee						M	3	A
5	5S	Sarapochillo						M	3	A
6	6B	Brown						F	3	A
6	6T	Thawley						F	3	A

7	7L	Lustenberger						F	3	A
7	7L	Lustenberger						F	3	A
8	8R	Riendeau						M	3	A
8	8R	Riendeau						M	3	A
K	KA	Anderson						F	3	A
4	SC1	Clisham						M	3	A
4	SC2	Marruso						M	3	A
8	SC3	Pikunas						F	3	A
1	1M	Miller						M	3	B
1	1O	Osowski						F	3	B
2	2D	Dotsey						F	3	B
3	3D	DiBuono						M	3	B
3	3D	DiBuono						M	3	B
3	3M	Martin						F	3	B
4	4B	Butler						F	3	B
5	5B	Blee						F	3	B
6	6T	Thawley						M	3	B
7	7L	Lustenberger						F	3	B
8	8R	Riendeau						M	3	B
8	8R	Riendeau						F	3	B
7	SC3	Pikunas						F	3	B
1	1M	Miller						M	4	A
1	1O	Osowski						F	4	A
2	2A	Abraham						M	4	A
2	2D	Dotsey						F	4	A
2	2D	Dotsey						F	4	A
2	2D	Dotsey						F	4	A
3	3B	Bolognese						F	4	A
3	3B	Bolognese						M	4	A
3	3B	Bolognese						M	4	A
3	3D	DiBuono						M	4	A
3	3M	Martin						M	4	A
4	4B	Butler						M	4	A

5	5B	Blee					F	4	A
5	5S	Sarapochillo					M	4	A
6	6B	Brown					F	4	A
6	6T	Thawley					M	4	A
7	7L	Lustenberger					F	4	A
7	7L	Lustenberger					F	4	A
8	8R	Riendeau					M	4	A
1	1O	Osowski					M	4	B
2	2A	Abraham					M	4	B
2	2A	Abraham					F	4	B
2	2D	Dotsey					M	4	B
2	2D	Dotsey					F	4	B
3	3B	Bolognese					F	4	B
3	3D	DiBuono					F	4	B
3	3M	Martin					M	4	B
3	3M	Martin					M	4	B
3	3M	Martin					F	4	B
4	4B	Butler					M	4	B
4	4B	Butler					F	4	B
5	5B	Blee					F	4	B
5	5B	Blee					F	4	B
6	6B	Brown					M	4	B
6	6B	Brown					F	4	B
6	6T	Thawley					M	4	B
8	8R	Riendeau					F	4	B
8	8R	Riendeau					F	4	B
6	SC2	Pikunas					M	4	B
1	1M	Miller					F	5	A
2	2D	Dotsey					M	5	A
2	2D	Dotsey					F	5	A
3	3B	Bolognese					F	5	A
3	3D	DiBuono					F	5	A
3	3D	DiBuono					F	5	A

3	3D	DiBuono						M	5	A
3	3M	Martin						F	5	A
4	4S	Sheehan						F	5	A
5	5B	Blee						M	5	A
5	5S	Sarapochillo						F	5	A
6	6B	Brown						M	5	A
6	6B	Brown						F	5	A
6	6T	Thawley						M	5	A
7	7L	Lustenberger						M	5	A
7	7L	Lustenberger						M	5	A
8	8R	Riendeau						M	5	A
5	SC2	Marruso						F	5	A
1	1M	Miller						M	5	B
1	1M	Miller						F	5	B
1	1M	Miller						F	5	B
1	1O	Osowski						F	5	B
2	2A	Abraham						M	5	B
2	2A	Abraham						M	5	B
2	2D	Dotsey						M	5	B
3	3B	Bolognese						M	5	B
3	3B	Bolognese						M	5	B
3	3D	DiBuono						M	5	B
3	3M	Martin						F	5	B
3	3M	Martin						F	5	B
4	4S	Sheehan						M	5	B
5	5S	Sarapochillo						F	5	B
5	5S	Sarapochillo						M	5	B
6	6B	Brown						F	5	B
6	6T	Thawley						M	5	B
7	7L	Lustenberger						F	5	B
7	7L	Lustenberger						M	5	B
8	SC3	Pikunas						M	5	B
2	2D	Dotsey						F	5	B

5	SC2	Marruso						M	5	B
1	1M	Miller						F	6	A
2	2A	Abraham						M	6	A
2	2A	Abraham						M	6	A
4	4S	Sheehan						F	6	A
4	4S	Sheehan						M	6	A
5	5S	Sarapochillo						F	6	A
7	7L	Lustenberger						M	6	A
4	SC2	Marruso						F	6	A
2	2A	Abraham						M	6	B
2	2D	Dotsey						M	6	B
3	3D	DiBuono						M	6	B
4	4S	Sheehan						M	6	B
6	6T	Thawley						M	6	B
6	6T	Thawley						F	6	B
8	8R	Riendeau						M	6	B
5	SC2	Marruso						M	6	B
1	1M	Miller						M	8	A
1	1M	Miller						F	8	A
1	1O	Osowski						F	8	A
2	2A	Abraham						M	8	A
2	2D	Dotsey						M	8	A
3	3B	Bolognese						M	8	A
3	3D	DiBuono						M	8	A
3	3M	Martin						M	8	A
3	3M	Martin						F	8	A
4	4B	Butler						F	8	A
4	4B	Butler						F	8	A
5	5B	Blee						M	8	A
6	6B	Brown						F	8	A
6	6T	Thawley						M	8	A
6	6T	Thawley						F	8	A
7	7L	Lustenberger						F	8	A
8	SC3	Pikunas						M	8	A

1	1M	Miller						F	8	B
1	1M	Miller						M	8	B
1	1O	Osowski						F	8	B
1	1O	Osowski						M	8	B
2	2A	Abraham						M	8	B
3	3D	DiBuono						F	8	B
3	3D	DiBuono						M	8	B
3	3M	Martin						F	8	B
4	4B	Butler						M	8	B
4	4S	Sheehan						F	8	B
5	5S	Sarapochillo						F	8	B
6	6B	Brown						F	8	B
7	7L	Lustenberger						M	8	B
8	8R	Riendeau						F	8	B
K	KA	Anderson							8	B
4	SC1	Clisham						M	8	B
6	SC2	Pikunas						M	8	B
1	1O	Osowski						F	9	A
1	1O	Osowski						M	9	A
3	3B	Bolognese						M	9	A
3	3D	DiBuono						F	9	A
3	3M	Martin						F	9	A
3	3M	Martin						F	9	A
4	4B	Butler						F	9	A
4	4B	Butler						F	9	A
4	4S	Sheehan						M	9	A
4	4S	Sheehan						M	9	A
5	5S	Sarapochillo						F	9	A
6	6B	Brown						F	9	A
6	6T	Thawley						M	9	A
6	6T	Thawley						F	9	A
6	6T	Thawley						F	9	A
7	7L	Lustenberger						F	9	A
7	7L	Lustenberger						F	9	A

8	8R	Riendeau						F	9	A
1	1M	Miller						F	9	B
1	1M	Miller						F	9	B
1	1M	Miller						M	9	B
1	1O	Osowski						M	9	B
2	2A	Abraham						M	9	B
2	2D	Dotsey						F	9	B
3	3B	Bolognese						M	9	B
3	3B	Bolognese						F	9	B
3	3B	Bolognese						M	9	B
3	3D	DiBuono						M	9	B
4	4B	Butler						F	9	B
4	4B	Butler						F	9	B
4	4S	Sheehan						F	9	B
4	4S	Sheehan						M	9	B
4	4S	Sheehan						M	9	B
5	5B	Blee						F	9	B
6	6B	Brown						F	9	B
6	6T	Thawley						M	9	B
6	6T	Thawley						F	9	B
7	7L	Lustenberger						M	9	B
7	7L	Lustenberger						F	9	B
8	8R	Riendeau						M	9	B
K	KG	Garman						M	9	B
1	1M	Miller						F	10	A
1	1O	Osowski						M	10	A
2	2A	Abraham						M	10	A
2	2A	Abraham						F	10	A
2	2D	Dotsey						F	10	A
3	3B	Bolognese						M	10	A
3	3M	Martin						F	10	A
3	3M	Martin						F	10	A
4	4B	Butler						M	10	A
4	4B	Butler						M	10	A



4	4S	Sheehan						F	10	A
5	5B	Blee						F	10	A
5	5S	Sarapochillo						M	10	A
6	6B	Brown						F	10	A
7	7L	Lustenberger						F	10	A
1	1O	Osowski						M	10	B
1	1O	Osowski						M	10	B
2	2D	Dotsey						M	10	B
3	3D	DiBuono						F	10	B
3	3M	Martin						M	10	B
4	4B	Butler						M	10	B
4	4S	Sheehan						F	10	B
4	4S	Sheehan						M	10	B
5	5B	Blee						M	10	B
6	6T	Thawley						F	10	B
7	7L	Lustenberger						M	10	B
8	8R	Riendeau						F	10	B
K	KA	Anderson							10	B
1	1M	Miller						M	11	A
3	3B	Bolognese						F	11	A
3	3M	Martin						M	11	A
4	4S	Sheehan						M	11	A
6	6B	Brown						F	11	A
3	3B	Bolognese						M	11	B
3	3B	Bolognese						M	11	B
4	4B	Butler						M	11	B
5	5S	Sarapochillo						F	11	B
8	8R	Riendeau						F	11	B
2	2A	Abraham						M	?	A
1	1M	Miller						M	Car	A
1	1O	Osowski						F	Car	A
1	1O	Osowski						M	Car	A
2	2A	Abraham						F	Car	A
2	2D	Dotsey						F	Car	A

5	5B	Blee						M	Car	A
5	5S	Sarapochillo						M	Car	A
8	8R	Riendeau						F	Car	A
1	1O	Osowski						M	Car	B
1	1O	Osowski						M	Car	B
2	2A	Abraham						M	Car	B
2	2D	Dotsey						F	Car	B
5	5B	Blee						F	car	B
6	6B	Brown						M	Car	B
K	KA	Anderson								
K	KA	Anderson						F		
K	KA	Anderson						M		
K	KA	Anderson						M		
K	KA	Anderson						F		
K	KA	Anderson						F		
K	KA	Anderson								
K	KA	Anderson						M		
K	KA	Anderson								
K	KA	Anderson								
K	KA	Anderson						F		
K	KA	Anderson						M		
K	KA	Anderson						M		
K	KA	Anderson						M		
K	KA	Anderson						M		
K	KA	Anderson						M		
K	KG	Garman						M		
K	KG	Garman						F		
K	KG	Garman						M		
K	KG	Garman						M		
K	KG	Garman								
K	KG	Garman						M		
K	KG	Garman						M		
K	KG	Garman						F		
K	KG	Garman						M		
K	KG	Garman						F		
K	KG	Garman						F		

K	KG	Garman					F		
K	KG	Garman					F		
K	KG	Garman							
K	KG	Garman					M		
K	KG	Garman					F		
K	KG	Garman					M		
K	KG	Garman					M		
K	KG	Garman							

#### **Critical Area of Operation #4: Student Flow, Entry, Exit and Common Areas**

1. Student flow will follow social distancing practices to the maximum extent possible. When social distancing is difficult or impossible, face coverings are required, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
  - a. (6) foot markings will be placed on the hallway floors, the Multipurpose Room floor, and the exterior floors under the overhang.
  - b. All water fountains and vending machines will be closed.
  - c. Kindergarten through 5<sup>th</sup> grade students will remain in their classrooms. Specialist teachers will rotate to each homeroom for instruction.
  - d. 6<sup>th</sup> through 8<sup>th</sup> grade students (middle school) will not change classes. Major content teachers will rotate to each homeroom for instruction.
2. Student Entry will follow distancing practices to the maximum extent possible. When social distancing is difficult or impossible, face coverings are required, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
  - a. (6) foot markings will be placed on the hallway floors, the Multipurpose Room floor, and the exterior floors under the overhang.
  - b. Students will unload their buses under the direction of the bus paraprofessional and enter school under the supervision of duty teachers similar to our regular entry protocol.
3. Student Exit will follow distancing practices to the maximum extent possible. When social distancing is difficult or impossible, face coverings are required, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
  - a. (6) foot markings will be placed on the hallway floors, the Multipurpose Room floor, and the exterior floors under the overhang.
  - b. Students will load their buses under the direction of the bus paraprofessional and enter the bus under the supervision of duty teachers similar to our regular exit protocol.
4. Common areas will follow distancing practices to the maximum extent possible. When social distancing is difficult or impossible, face coverings are required, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
  - a. (6) foot markings will be placed on the hallway floors, the Multipurpose Room floor, and the exterior floors under the overhang.

## **Critical Area of Operation #5: Screening and Response to Students and Staff Presenting Symptoms**

### **1. Screening of Students**

- a. ACCS will adopt a policy for screening students upon arrival for symptoms and history of exposure.
- b. Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
  - i. Homeroom Staff will be required to question students upon entering the classroom.
    1. How do you feel today? A negative response would warrant a visit to the nurse.
    2. Do you have a temperature this morning? An affirmative response would warrant a visit to the nurse.
  - ii. If a temperature check is required, the nurse, Mary Seddon, will conduct the exam.
    - i. If the nurse is not present, three other employees shall be trained by the nurse in taking infrared or ear temperatures. If the nurse is not present, these employees can be responsible for the temperature screening.
      1. Denise Vincent
      2. Sharon Mauriello
      3. Christina Klotz
- c. Health checks must be conducted safely and respectfully by the school nurse or her designee, and in accordance with any applicable privacy laws and regulations.
  - i. Results must be documented by the nurse, Mary Seddon, when signs/symptoms of COVID-19 are observed.
  - ii. Any screening policy must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
- d. Students may be asked to leave or not come into school if they exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not otherwise explained such as:
  - i. A fever of 100.4° F or greater after two temperature checks
  - ii. Cough
  - iii. Shortness of breath or difficulty breathing
  - iv. Chills
  - v. Repeated shaking with chills
  - vi. Muscle pain
  - vii. Headache
  - viii. Sore throat
  - ix. New loss of taste or smell
  - x. Fatigue
  - xi. Congestion or runny nose
  - xii. Nausea or vomiting
  - xiii. Diarrhea

2. Students presenting with symptoms related to COVID-19 or feel sick at school are to report to the nurse immediately.
  - a. The nurse's office will serve as area where potential COVID-19 patients can safely and respectfully be isolated from others until a course of action is implemented. The SAC room will be an alternate location if need be.
  - b. The school nurse, Mary Seddon, will determine the course of action following an exam.
  - c. The nurse and administration will decide a course of action to safely transport the student home.
  - d. If the student tests positive for COVID-19:
    - i. The school nurse will report the case to the Lead Person, Edmund F. Cetrullo, Jr., or his designee.
    - ii. The nurse will initiate protocols following the district's contact tracing policy (see "Critical Area of Operation #6: Contact Tracing") to the maximum extent practicable.
    - iii. The nurse will follow current Communicable Disease Service guidance for illness reporting.
    - iv. The nurse will maintain accurate notes pertaining to the case.

- v. The student will remain home until they are examined by their personal physician. If the student has been exposed to COVID 19 they must quarantine as per CDC protocols.
- vi. The student's physician must give clearance as to when the student can return to school.
  - 1. The clearance must be in writing.
  - 2. It is preferable for the physician to fax the clearance to the school nurse directly at 609-652-4080.

### 3. Screening of Staff

- a. ACCS will adopt a policy for screening staff member upon arrival for symptoms and history of exposure.
- b. The school nurse, or her designee, must visually check staff members for symptoms upon arrival (which may include temperature checks).
  - i. If a temperature check is required, the nurse, Mary Seddon, will conduct the exam. If the nurse is preoccupied with another patient, previously trained staff members will assist with temperature taking.
    - 1. Denise Vincent
    - 2. Sharon Mauriello
    - 3. Christina Klotz
  - ii. Health checks must be conducted safely and respectfully by the school nurse or her designee, and in accordance with any applicable privacy laws and regulations.
  - iii. Results must be documented by the nurse, Mary Seddon, when signs/symptoms of COVID-19 are observed.
  - iv. Any screening policy must take into account staff members with disabilities and accommodations that may be needed in the screening process for those staff members.
- c. Staff members may be asked to leave or not come into school if they exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not otherwise explained such as:
  - i. A fever of 100.4° F or greater after two temperature checks
  - ii. Cough
  - iii. Shortness of breath or difficulty breathing
  - iv. Chills
  - v. Repeated shaking with chills
  - vi. Muscle pain
  - vii. Headache
  - viii. Sore throat
  - ix. New loss of taste or smell
  - x. Fatigue
  - xi. Congestion or runny nose
  - xii. Nausea or vomiting
  - xiii. Diarrhea

### 4. Staff Presenting Symptoms related to COVID-19 or feel sick at school are to report to the nurse immediately.

- a. The nurse's office will serve as area where potential COVID-19 patients can safely and respectfully be isolated from others until a course of action is implemented.
- b. The school nurse, Mary Seddon, will determine the course of action following an exam.
- c. The nurse and the staff member will decide a course of action to safely transport the staff member home.
- d. If a staff member tests positive for COVID-19:
  - i. The school nurse will report the case to the Lead Person, Edmund F. Cetrullo, Jr., or his designee.
  - ii. If the school nurse becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

- iii. The nurse will initiate protocols following the district's contact tracing policy (see "Critical Area of Operation #6: Contact Tracing") to the maximum extent practicable.
- iv. The nurse will follow current Communicable Disease Service guidance for illness reporting.
- v. The nurse will maintain accurate notes pertaining to the case.
- vi. The staff member will remain home until they are examined by their personal physician. If a staff member has been exposed to COVID 19 they must quarantine as per CDC protocols.
- vii. The staff member will remain home until they are examined by their personal physician. If a staff member has been exposed to COVID 19 they must quarantine as per CDC protocols.
  - 1. The clearance must be in writing.
  - 2. It is preferable for the physician to fax the clearance to the school nurse directly at 609-652-4080.

### **Critical Area of Operation #6: Contact Tracing**

Contact tracing is the process used to identify those who come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice in New Jersey and around the world and is an integral function of local health departments in keeping communities safe from the spread of disease. Upon notification that a resident has tested positive for COVID-19, a local health department will call to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least 10 minutes. Trained professionals from the community then get in touch with those close contacts to recommend next steps, such as self-quarantining, and to provide critical education and support in risk mitigation strategies. Increasing the number and capacity of contact tracers has been a top priority of the Governor as these practices can help slow the spread of COVID-19.

ACCS will abide by CHAPTER 16. PROGRAMS TO SUPPORT STUDENT DEVELOPMENT where each school district shall immediately report by telephone to the health officer of the jurisdiction in which the school is located any communicable diseases identified as reportable pursuant to N.J.A.C. 8:57-1, whether confirmed or presumed.

The ACCS school nurse, Mary Seddon, will work in concert with the Lead Person, Edmund F. Cetrullo, Jr., or his designee to communicate to the appropriate authorities. ACCS will adhere to all applicable federal and state requirements regarding privacy of educational records. The following on "How to report" can be found at:

<https://nj.gov/health/cd/reporting/>

How to Report a Disease:

The New Jersey Department of Health and local public health departments depend on reports of diseases and conditions of public health concern to protect the health of all New Jersey residents.

How to report:

Cases should be reported to the local health department where the patient resides. If patient residence is unknown, the report should be made to the local health department where the provider or laboratory is located. Contact information for all local health departments in New Jersey is available at: [localhealth.nj.gov](http://localhealth.nj.gov). Contact information for local health departments after business hours or on weekends can be found at:

[https://nj.gov/health/lh/documents/lhd\\_after\\_hours\\_emerg\\_contact\\_numbers.pdf](https://nj.gov/health/lh/documents/lhd_after_hours_emerg_contact_numbers.pdf).

If LHD personnel are unavailable, healthcare providers should report the case to the New Jersey Department of Health (NJDOH), Communicable Disease Service (CDS) at 609-826-5964. If the individual does not live in New Jersey, report the case to the New Jersey Department of Health at: 609-826-5964. In cases of immediately reportable diseases and other emergencies and if the local health department cannot be reached, the New Jersey Department of Health maintains an emergency after hours phone number: 609-392-2020.

### **Critical Area of Operation #7: Facilities Cleaning Practices**

To maintain the school building, the custodian, Mr. Donald Douglas, will work a modified schedule adhering to guidelines set forth by government and health officials. In addition to cleaning and disinfecting, routine and proactive maintenance projects will be undertaken to ensure the school building is properly sanitized and in good working order for staff and students to return.

#### **1. Cleaning**

- a. Daily cleaning will take place under the direction of Head Custodian, Mr. Donald Douglas.
- b. All cleaning procedures will abide by the manufacturer's recommendations.
- c. Daily sanitizing/cleaning will incur:
  - i. In the wake of any employee's work area.
  - ii. In the wake of a student's work area.
  - iii. All potential touch areas
    1. Light switches
    2. Handles on equipment
    3. Shared telephones
    4. Shared desktops
    5. Shared computer keyboards and mice
  - iv. Sanitize bathrooms daily, or between uses as much as possible.

### **Critical Area of Operation #8: Meals**

ACCS Plan 3: a "hybrid" participation, is a combination of regular school and remote home instruction. Students will report to school every other day ("A" day or "B" day) and be at home on the opposite day.

- Breakfast will continue to be delivered to every homeroom prior to student arrival. This preexisting procedure will be maintained through the "hybrid" participation.
- Lunch will be delivered to each homeroom throughout the day. Cafeteria workers will prepare lunch in disposable containers and have it delivered to the room following our normal lunch schedule. Specialists and paraprofessionals who normally supervise students in the cafeteria, will continue to do so in the homerooms.

This plan limits student interaction and maintains social distancing. Students will have handwashing stations in their classrooms. Once daily meals are delivered, cafeteria workers will pack breakfast and lunch for the next day and have it delivered to the room prior to dismissal so students may take home food for the next day's meals.

### **Critical Area of Operation #9: Recess/Physical Education**

ACCS Plan 3: a "hybrid" participation, is a combination of regular school and remote home instruction. Students will report to school every other day ("A" day or "B" day) and be at home on the opposite day.

Physical Education will continue to be delivered in the multi-purpose room following our regular school schedule. Social distancing practices will be maintained to the maximum extent possible. When social distancing is difficult or impossible, face coverings are required, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.

Recess will continue to be delivered outside or in the classroom following our regular schedule. Social distancing practices will be maintained to the maximum extent possible. When social distancing is difficult or impossible, face coverings are required, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.

## **Critical Area of Operation #10: Field Trips, Extra-curricular Activities, and Use of Facilities Outside of School Hours**

ACCS Plan 3: a “hybrid” participation, is a combination of regular school and remote home instruction. Students will report to school every other day (“A” day or “B” day) and be at home on the opposite day. Students will only be allowed to participate in after school extra-curricular activities on the day they are assigned to be present in school.

Field trips will not be planned during the COVID-19 pandemic. Assemblies will not be planned during the COVID-19 pandemic.

After school extra-curricular activities will continue to be delivered following our regular schedule. After school activities will begin October 5<sup>th</sup> with late buses. Please refer to Critical Area of Operation #3:

### **Transportation**

For more busing protocols. Social distancing practices will be maintained to the maximum extent possible. When social distancing is difficult or impossible, face coverings are required, and face coverings are always required for visitors and staff unless it will inhibit the individual’s health.

Use of facilities outside of school hours will only be provided to our school operated after care program from 4 PM to 6 PM each evening school is in session. Social distancing practices will be maintained to the maximum extent possible. When social distancing is difficult or impossible, face coverings are required, and face coverings are always required for visitors and staff unless it will inhibit the individual’s health.

## **Academic, Social, and Behavioral Supports**

ACCS will implement all current academic, social and behavioral supports planned for the 2020-2021 school year. Social distancing practices will be maintained to the maximum extent possible. When social distancing is difficult or impossible, face coverings are required, and face coverings are always required for visitors and staff unless it will inhibit the individual’s health.

## **Systems of Support**

### **Collaborative Problem-Solving Teams**

ACCS will continue to utilize a collaborative approach when working with our school community soliciting feedback where appropriate.

### **Family Engagement**

ACCS will maintain a constant communication with the school community utilizing a combination of mediums such as; the ACCS website; atlanticcommunitycharter.com, Classroom DOJO, Robocalls, email, Google Meets, and telephone.

Our Liaison Committee will communicate with the ACCS stakeholder community. Our Parent Teacher/Community Outreach Coordinator, Lonniyell Sykes, will continue to cultivate relationships and keep lines of communication open with our stakeholder community.

## **Pandemic Response Team**

The ACCS Pandemic Response Team is responsible for:

1. Overseeing each school’s implementation of the district’s reopening plan, particularly health and safety measures, and providing safety and crisis leadership.
2. Adjusting or amending school health and safety protocols as needed.
3. Providing staff with needed support and training.
4. Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
5. Developing and implementing procedures to foster and maintain safe and supportive school climates as



necessitated by the challenges posted by COVID-19.

6. Providing necessary communications to the school community and to the district.
7. Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

Additional Considerations the Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols. As the needs of New Jersey communities evolve, Pandemic Response Teams will be well-versed in creating pathways for community, family, and student voices to continuously inform the Team's decision-making. These teams will serve a critical role in building confidence and addressing concerns as they arise. The teams will ensure accurate, timely and transparent information is shared within the school community.

### **ACCS Pandemic Response Team**

Dr. Glenn Budnick, Melindo Persi, Dr. Dominic Potena, Douglas Groff, Denise Vincent, Seth N. Broder, Esquire Edmund F. Cetrullo, Jr., Donald Douglas, Craig Wigley, Steve DiMatteo, Iesha Hogans, Dorothy Sheehan, Sharon Mauriello, Dr. Pamela Luke, Linda O'Donnell, Rachel Riendeau, Brittany DiBuono, Patricia O'Connell Mary Seddon, Shammara Martin

### **ACCS Liaison Committee**

Lonniyell Sykes and Danielle Zabielski

### **Scheduling**

CALENDAR: All plans will abide by the Board of Trustees adopted and approved calendar.

SCHOOL DAY SCHEDULE: Our school schedule will remain the same, similar to Plan 1, regular school participation.

- Teachers and Paraprofessionals report to school by 8:10 AM until 3:50 PM
- Students report to school at 8:30 AM and are dismissed at 3:30 PM

STAFF SCHEDULE: Plan 3, our "hybrid" approach, has all ACCS staff – administration, teachers, paraprofessionals, office staff, kitchen staff, and custodial staff, reporting to school every day of operation, similar to Plan 1, regular school participation. This is based upon the idea that staff will be able to support student learning similarly to regular school participation, 180 days of the school year.

STUDENT SCHEDULE: Plan 3, our "hybrid" approach, identifies specific students to physically attend school on either an "A" day or a "B" day. The first day of school, September 1st, will be an "A" day. The second day of school, September 2<sup>nd</sup>, will be a "B." This schedule will continue throughout the school year with students physically reporting to school on alternating days.

STUDENT ATTENDANCE: ACCS will abide by the DOE's recommendation by creating a flexible and creative attendance protocol. A day in which students are to attend school physically, normal attendance procedures will be in place except if a student who is not physically present joins instruction remotely. This will count as a day of attendance. A day in which students are to attend through remote home instruction, normal attendance procedures will be in place except if a student who is not remotely present during school hour proves he or she attended a recording of the days lesson outside of normal school hours.

ACCESS TO TECHNOLOGY: Students will continue to utilize their assigned Chromebooks for instruction.

Consideration was taken to have families attend school on the same day to alleviate any potential concerns related to child care while students are not present at school. Consideration was also taken related to the number of students riding the 11 different buses that serve ACCS

The “A” day “B” day rotation reduces the number of students in each classroom location by one half allowing for appropriate social distancing practices to be put in place. This rotation also reduces the number of students being transported on each bus allowing for appropriate social distancing to be put in place.

The table below lists all self-contained grade level classes with number of students for “A” day and “B” day. Kindergarten numbers are “to be determined” and not completed as of this draft date. Please note these numbers are for planning purposes with a potential to change.

<b>Homeroom Totals</b>			
		<b>A</b>	<b>B</b>
<b>KG</b>	<b>Garman</b>	<b>TBD</b>	TBD
<b>KA</b>	<b>Anderson</b>	<b>TBD</b>	TBD
<b>1M</b>	<b>Miller</b>	<b>10</b>	11
<b>1ST</b>	<b>Osowski</b>	<b>11</b>	11
<b>2A</b>	<b>Abraham</b>	<b>12</b>	11
<b>2D</b>	<b>Dotsey</b>	<b>11</b>	11
<b>3B</b>	<b>Bolognese</b>	<b>11</b>	10
<b>3D</b>	<b>DiBuono</b>	<b>10</b>	11
<b>3M</b>	<b>Martin</b>	<b>12</b>	10
<b>4B</b>	<b>Butler</b>	<b>13</b>	12
<b>4S</b>	<b>Sheehan</b>	<b>13</b>	13
<b>5B</b>	<b>Blee</b>	<b>8</b>	7
<b>5T</b>	<b>Sarapochillo</b>	<b>8</b>	7
<b>6T</b>	<b>Thawley</b>	<b>11</b>	8
<b>6B</b>	<b>Brown</b>	<b>11</b>	9
<b>7</b>	<b>Lustenberger</b>	<b>14</b>	11
<b>8</b>	<b>Riendeau</b>	<b>7</b>	10
<b>SC1</b>	<b>Clisham</b>	<b>3</b>	2
<b>SC2</b>	<b>Marruso</b>	<b>3</b>	4
<b>SC3</b>	<b>Pikunas</b>	<b>4</b>	4
	<i>TOTAL</i>	<b>172</b>	162

The table below lists Individual Classroom Rosters with bus numbers and day of physical attendance, either “A” day or “B” day.

Grade	HR	Homeroom Teacher	First Name	Last Name	Gender	Bus #	A/B Day
1	1M	Miller			F	1	A
1	1M	Miller			M	2	A
1	1M	Miller			M	4	A
1	1M	Miller			F	5	A
1	1M	Miller			F	6	A
1	1M	Miller			M	8	A
1	1M	Miller			F	8	A
1	1M	Miller			F	10	A
1	1M	Miller			M	11	A
1	1M	Miller			M	Car	A
1	1M	Miller			M	2	B
1	1M	Miller			M	2	B
1	1M	Miller			M	3	B
1	1M	Miller			M	5	B
1	1M	Miller			F	5	B
1	1M	Miller			F	5	B
1	1M	Miller			F	8	B
1	1M	Miller			M	8	B
1	1M	Miller			F	9	B
1	1M	Miller			F	9	B
1	1M	Miller			M	9	B
1	1O	Osowski			M	2	A
1	1O	Osowski			F	2	A
1	1O	Osowski			M	3	A
1	1O	Osowski			M	3	A
1	1O	Osowski			F	4	A

1	10	Oslowski			F	8	A
1	10	Oslowski			F	9	A
1	10	Oslowski			M	9	A
1	10	Oslowski			M	10	A
1	10	Oslowski			F	Car	A
1	10	Oslowski			M	Car	A
1	10	Oslowski			F	1	B
1	10	Oslowski			F	3	B
1	10	Oslowski			M	4	B
1	10	Oslowski			F	5	B
1	10	Oslowski			F	8	B
1	10	Oslowski			M	8	B
1	10	Oslowski			M	9	B
1	10	Oslowski			M	10	B
1	10	Oslowski			M	10	B
1	10	Oslowski			M	Car	B
1	10	Oslowski			M	Car	B
2	2A	Abraham			M	1	A
2	2A	Abraham			F	2	A
2	2A	Abraham			F	3	A
2	2A	Abraham			M	3	A
2	2A	Abraham			M	4	A
2	2A	Abraham			M	6	A
2	2A	Abraham			M	6	A
2	2A	Abraham			M	8	A
2	2A	Abraham			M	10	A
2	2A	Abraham			F	10	A
2	2A	Abraham			M	?	A
2	2A	Abraham			F	Car	A

2	2A	Abraham			F	1	B
2	2A	Abraham			F	2	B
2	2A	Abraham			M	2	B
2	2A	Abraham			M	4	B
2	2A	Abraham			F	4	B
2	2A	Abraham			M	5	B
2	2A	Abraham			M	5	B
2	2A	Abraham			M	6	B
2	2A	Abraham			M	8	B
2	2A	Abraham			M	9	B
2	2A	Abraham			M	Car	B
2	2D	Dotsey			M	1	A
2	2D	Dotsey			F	2	A
2	2D	Dotsey			F	2	A
2	2D	Dotsey			F	4	A
2	2D	Dotsey			F	4	A
2	2D	Dotsey			F	4	A
2	2D	Dotsey			M	5	A
2	2D	Dotsey			F	5	A
2	2D	Dotsey			M	8	A
2	2D	Dotsey			F	10	A
2	2D	Dotsey			F	Car	A
2	2D	Dotsey			M	1	B
2	2D	Dotsey			F	2	B
2	2D	Dotsey			F	3	B
2	2D	Dotsey			M	4	B
2	2D	Dotsey			F	4	B
2	2D	Dotsey			M	5	B
2	2D	Dotsey			F	5	B
2	2D	Dotsey			M	6	B
2	2D	Dotsey			F	9	B

2	2D	Dotsey			M	10	B
2	2D	Dotsey			F	Car	B
3	3B	Bolognese			F	1	A
3	3B	Bolognese			F	3	A
3	3B	Bolognese			F	3	A
3	3B	Bolognese			F	4	A
3	3B	Bolognese			M	4	A
3	3B	Bolognese			M	4	A
3	3B	Bolognese			F	5	A
3	3B	Bolognese			M	8	A
3	3B	Bolognese			M	9	A
3	3B	Bolognese			M	10	A
3	3B	Bolognese			F	11	A
3	3B	Bolognese			F	1	B
3	3B	Bolognese			F	2	B
3	3B	Bolognese			F	4	B
3	3B	Bolognese			M	5	B
3	3B	Bolognese			M	5	B
3	3B	Bolognese			M	9	B
3	3B	Bolognese			F	9	B
3	3B	Bolognese			M	9	B
3	3B	Bolognese			M	11	B
3	3B	Bolognese			M	11	B
3	3D	DiBuono			F	1	A
3	3D	DiBuono			M	2	A
3	3D	DiBuono			F	2	A
3	3D	DiBuono			M	3	A
3	3D	DiBuono			M	4	A
3	3D	DiBuono			F	5	A
3	3D	DiBuono			F	5	A
3	3D	DiBuono			M	5	A

3	3D	DiBuono			M	8	A
3	3D	DiBuono			F	9	A
3	3D	DiBuono			F	1	B
3	3D	DiBuono			M	2	B
3	3D	DiBuono			M	3	B
3	3D	DiBuono			M	3	B
3	3D	DiBuono			F	4	B
3	3D	DiBuono			M	5	B
3	3D	DiBuono			M	6	B
3	3D	DiBuono			F	8	B
3	3D	DiBuono			M	8	B
3	3D	DiBuono			M	9	B
3	3D	DiBuono			F	10	B
3	3M	Martin			F	1	A
3	3M	Martin			F	2	A
3	3M	Martin			M	2	A
3	3M	Martin			M	4	A
3	3M	Martin			F	5	A
3	3M	Martin			M	8	A
3	3M	Martin			F	8	A
3	3M	Martin			F	9	A
3	3M	Martin			F	9	A
3	3M	Martin			F	10	A
3	3M	Martin			F	10	A
3	3M	Martin			M	11	A
3	3M	Martin			F	1	B
3	3M	Martin			M	2	B
3	3M	Martin			F	3	B
3	3M	Martin			M	4	B
3	3M	Martin			M	4	B

3	3M	Martin	[REDACTED]	[REDACTED]	F	4	B
3	3M	Martin	[REDACTED]	[REDACTED]	F	5	B
3	3M	Martin	[REDACTED]	[REDACTED]	F	5	B
3	3M	Martin	[REDACTED]	[REDACTED]	F	8	B
3	3M	Martin	[REDACTED]	[REDACTED]	M	10	B
4	4B	Butler	[REDACTED]	[REDACTED]	F	1	A
4	4B	Butler	[REDACTED]	[REDACTED]	F	1	A
4	4B	Butler	[REDACTED]	[REDACTED]	F	2	A
4	4B	Butler	[REDACTED]	[REDACTED]	M	2	A
4	4B	Butler	[REDACTED]	[REDACTED]	M	2	A
4	4B	Butler	[REDACTED]	[REDACTED]	M	3	A
4	4B	Butler	[REDACTED]	[REDACTED]	M	4	A
4	4B	Butler	[REDACTED]	[REDACTED]	F	8	A
4	4B	Butler	[REDACTED]	[REDACTED]	F	8	A
4	4B	Butler	[REDACTED]	[REDACTED]	F	9	A
4	4B	Butler	[REDACTED]	[REDACTED]	F	9	A
4	4B	Butler	[REDACTED]	[REDACTED]	M	10	A
4	4B	Butler	[REDACTED]	[REDACTED]	M	10	A
4	4B	Butler	[REDACTED]	[REDACTED]	F	1	B
4	4B	Butler	[REDACTED]	[REDACTED]	F	1	B
4	4B	Butler	[REDACTED]	[REDACTED]	M	2	B
4	4B	Butler	[REDACTED]	[REDACTED]	M	2	B
4	4B	Butler	[REDACTED]	[REDACTED]	F	3	B
4	4B	Butler	[REDACTED]	[REDACTED]	M	4	B
4	4B	Butler	[REDACTED]	[REDACTED]	F	4	B
4	4B	Butler	[REDACTED]	[REDACTED]	M	8	B
4	4B	Butler	[REDACTED]	[REDACTED]	F	9	B
4	4B	Butler	[REDACTED]	[REDACTED]	F	9	B
4	4B	Butler	[REDACTED]	[REDACTED]	M	10	B
4	4B	Butler	[REDACTED]	[REDACTED]	M	11	B



4	4S	Sheehan			M	1	A
4	4S	Sheehan			M	1	A
4	4S	Sheehan			F	2	A
4	4S	Sheehan			M	2	A
4	4S	Sheehan			M	2	A
4	4S	Sheehan			M	3	A
4	4S	Sheehan			F	5	A
4	4S	Sheehan			F	6	A
4	4S	Sheehan			M	6	A
4	4S	Sheehan			M	9	A
4	4S	Sheehan			M	9	A
4	4S	Sheehan			F	10	A
4	4S	Sheehan			M	11	A
4	4S	Sheehan			F	1	B
4	4S	Sheehan			F	1	B
4	4S	Sheehan			M	2	B
4	4S	Sheehan			M	2	B
4	4S	Sheehan			M	2	B
4	4S	Sheehan			M	5	B
4	4S	Sheehan			M	6	B
4	4S	Sheehan			F	8	B
4	4S	Sheehan			F	9	B
4	4S	Sheehan			M	9	B
4	4S	Sheehan			M	9	B
4	4S	Sheehan			F	10	B
4	4S	Sheehan			M	10	B
5	5B	Blee			F	1	A
5	5B	Blee			M	2	A
5	5B	Blee			M	3	A
5	5B	Blee			F	4	A
5	5B	Blee			M	5	A
5	5B	Blee			M	8	A

5	5B	Blee			F	10	A
5	5B	Blee			M	Car	A
5	5B	Blee			M	2	B
5	5B	Blee			F	3	B
5	5B	Blee			F	4	B
5	5B	Blee			F	4	B
5	5B	Blee			F	9	B
5	5B	Blee			M	10	B
5	5B	Blee			F	car	B
5	5S	Sarapochillo			M	1	A
5	5S	Sarapochillo			M	3	A
5	5S	Sarapochillo			M	4	A
5	5S	Sarapochillo			F	5	A
5	5S	Sarapochillo			F	6	A
5	5S	Sarapochillo			F	9	A
5	5S	Sarapochillo			M	10	A
5	5S	Sarapochillo			M	Car	A
5	5S	Sarapochillo			M	1	B
5	5S	Sarapochillo			F	2	B
5	5S	Sarapochillo			F	2	B
5	5S	Sarapochillo			F	5	B
5	5S	Sarapochillo			M	5	B
5	5S	Sarapochillo			F	8	B
5	5S	Sarapochillo			F	11	B
6	6B	Brown			F	1	A
6	6B	Brown			M	2	A
6	6B	Brown			M	2	A
6	6B	Brown			F	3	A
6	6B	Brown			F	4	A
6	6B	Brown			M	5	A

6	6B	Brown			F	5	A
6	6B	Brown			F	8	A
6	6B	Brown			F	9	A
6	6B	Brown			F	10	A
6	6B	Brown			F	11	A
6	6B	Brown			M	1	B
6	6B	Brown			M	2	B
6	6B	Brown			M	4	B
6	6B	Brown			F	4	B
6	6B	Brown			F	5	B
6	6B	Brown			F	8	B
6	6B	Brown			F	9	B
6	6B	Brown			M	Car	B
6	6T	Thawley			M	1	A
6	6T	Thawley			F	1	A
6	6T	Thawley			M	2	A
6	6T	Thawley			F	3	A
6	6T	Thawley			M	4	A
6	6T	Thawley			M	5	A
6	6T	Thawley			M	8	A
6	6T	Thawley			F	8	A
6	6T	Thawley			M	9	A
6	6T	Thawley			F	9	A
6	6T	Thawley			F	9	A
6	6T	Thawley			M	2	B
6	6T	Thawley			M	3	B
6	6T	Thawley			M	4	B
6	6T	Thawley			M	5	B
6	6T	Thawley			M	6	B
6	6T	Thawley			F	6	B

6	6T	Thawley			M	9	B
6	6T	Thawley			F	9	B
6	6T	Thawley			F	10	B
7	7L	Lustenberger			M	1	A
7	7L	Lustenberger			F	2	A
7	7L	Lustenberger			M	2	A
7	7L	Lustenberger			F	3	A
7	7L	Lustenberger			F	3	A
7	7L	Lustenberger			F	4	A
7	7L	Lustenberger			F	4	A
7	7L	Lustenberger			M	5	A
7	7L	Lustenberger			M	5	A
7	7L	Lustenberger			M	6	A
7	7L	Lustenberger			F	8	A
7	7L	Lustenberger			F	9	A
7	7L	Lustenberger			F	9	A
7	7L	Lustenberger			F	10	A
7	7L	Lustenberger			F	1	B
7	7L	Lustenberger			M	1	B
7	7L	Lustenberger			M	1	B
7	7L	Lustenberger			F	2	B
7	7L	Lustenberger			F	3	B
7	7L	Lustenberger			F	5	B
7	7L	Lustenberger			M	5	B
7	7L	Lustenberger			M	8	B
7	7L	Lustenberger			M	9	B
7	7L	Lustenberger			F	9	B
7	7L	Lustenberger			M	10	B
8	8R	Riendeau			M	1	A
8	8R	Riendeau			M	3	A
8	8R	Riendeau			M	3	A

8	8R	Riendeau	[REDACTED]	[REDACTED]	M	4	A
8	8R	Riendeau	[REDACTED]	[REDACTED]	M	5	A
8	8R	Riendeau	[REDACTED]	[REDACTED]	F	9	A
8	8R	Riendeau	[REDACTED]	[REDACTED]	F	Car	A
8	8R	Riendeau	[REDACTED]	[REDACTED]	M	2	B
8	8R	Riendeau	[REDACTED]	[REDACTED]	M	3	B
8	8R	Riendeau	[REDACTED]	[REDACTED]	F	3	B
8	8R	Riendeau	[REDACTED]	[REDACTED]	F	4	B
8	8R	Riendeau	[REDACTED]	[REDACTED]	F	4	B
8	8R	Riendeau	[REDACTED]	[REDACTED]	M	6	B
8	8R	Riendeau	[REDACTED]	[REDACTED]	F	8	B
8	8R	Riendeau	[REDACTED]	[REDACTED]	M	9	B
8	8R	Riendeau	[REDACTED]	[REDACTED]	F	10	B
8	8R	Riendeau	[REDACTED]	[REDACTED]	F	11	B
K	KA	Anderson	[REDACTED]	[REDACTED]	F	3	A
K	KA	Anderson	[REDACTED]	[REDACTED]	F	1	B
K	KA	Anderson	[REDACTED]	[REDACTED]		8	B
K	KA	Anderson	[REDACTED]	[REDACTED]		10	B
K	KA	Anderson	[REDACTED]	[REDACTED]			
K	KA	Anderson	[REDACTED]	[REDACTED]	F		
K	KA	Anderson	[REDACTED]	[REDACTED]	M		
K	KA	Anderson	[REDACTED]	[REDACTED]	M		
K	KA	Anderson	[REDACTED]	[REDACTED]	F		
K	KA	Anderson	[REDACTED]	[REDACTED]	F		
K	KA	Anderson	[REDACTED]	[REDACTED]			
K	KA	Anderson	[REDACTED]	[REDACTED]	M		
K	KA	Anderson	[REDACTED]	[REDACTED]			
K	KA	Anderson	[REDACTED]	[REDACTED]			
K	KA	Anderson	[REDACTED]	[REDACTED]	F		
K	KA	Anderson	[REDACTED]	[REDACTED]	M		
K	KA	Anderson	[REDACTED]	[REDACTED]	M		

K	KA	Anderson			M		
K	KA	Anderson			M		
K	KG	Garman			M	9	B
K	KG	Garman			M		
K	KG	Garman			F		
K	KG	Garman			M		
K	KG	Garman			M		
K	KG	Garman					
K	KG	Garman			M		
K	KG	Garman			M		
K	KG	Garman			F		
K	KG	Garman			M		
K	KG	Garman			F		
K	KG	Garman			M		
K	KG	Garman			F		
K	KG	Garman			F		
K	KG	Garman					
K	KG	Garman			M		
K	KG	Garman			F		
K	KG	Garman			M		
K	KG	Garman			M		
K	KG	Garman					
2	SC1	Clisham			M	1	A
3	SC1	Clisham			M	1	A
4	SC1	Clisham			M	3	A
4	SC1	Clisham			M	1	B
4	SC1	Clisham			M	8	B
4	SC2	Marruso			M	3	A
4	SC2	Marruso			F	6	A
5	SC2	Marruso			F	5	A
5	SC2	Marruso			F	1	B

5	SC2	Marruso			M	1	B
5	SC2	Marruso			M	5	B
5	SC2	Marruso			M	6	B
6	SC2	Pikunas			M	4	B
6	SC2	Pikunas			M	8	B
7	SC3	Pikunas			M	2	A
7	SC3	Pikunas			F	3	B
8	SC3	Pikunas			M	1	A
8	SC3	Pikunas			F	3	A
8	SC3	Pikunas			M	8	A
8	SC3	Pikunas			M	5	B

## **School Funding**

### **Elementary and Secondary School Emergency Relief Fund**

Atlantic Community Charter School has received a CARES Act Grant in the amount of \$217,222. An initial budget has been prepared, submitted and approved for spending on activities and services to support the school during grant period. The budget is being monitored and subject to adjustment in the event circumstances warrant changes to the budget. Any such adjustments to the budget will be submitted for approval.

### **Federal Emergency Management Agency – Public Assistance**

On May 22, 2020, Atlantic Community Charter School submitted an application for assistance with NJ State Public Assistance office for assistance from FEMA. As of the date of this report, the school is still waiting for the FEMA to approve the school for assistance. On July 8, 2020, the NJ State Public Assistance Office reported that FEMA is backlogged in their review of applications. Once the school is approved for assistance, a budget will be submitted to FEMA for review and approval. The budget will consist of costs incurred by the school for the purchase of personal protective equipment and disinfecting the school building.

### **State School Aid**

Atlantic Community Charter School is aware that the adjustments to State Aid may be forthcoming and will adjust its budgets accordingly.

### **Purchasing**

Atlantic Community Charter School has a board approved Purchasing Manual that outlines purchasing procedures in accordance with the provisions of the “Public Schools Contract Law,” *N.J.S.A. 18A:18A-1 et seq.* The school has experience purchasing through cooperative purchasing consortiums and will plan to utilize such consortiums when deemed advantageous for the school.

### **Use of Reserve Accounts, Transfers, and Cash flow**

Atlantic Community Charter School currently maintains a general fund balance of approximately 4-5% of total revenues. The school will utilize such funds if necessary, to address unforeseen expenses. At the current time, the school does anticipate the need to use the general fund balance.

### **Costs and Contracting**

Atlantic Community Charter School currently participates in the federal E-rate program and plans to continue its participation in FY 20-21. The school has familiarized itself with the NJ Cooperative Contracts Offerings provided in The Road Back Restart and Recovery Plan for Education and will utilize such offerings where deemed appropriate.

### **New Jersey Cooperative Contracts**

Atlantic Community Charter School currently participates in the federal E-rate program and plans to continue its participation in FY 20-21. The school has familiarized itself with the NJ Cooperative Contracts Offerings provided in The Road Back Restart and Recovery Plan for Education and will utilize such offerings where deemed appropriate.

### **Ensuring the Delivery of Special Education and Related Services to Students with Disabilities**

Plan 3, a “hybrid” participation will be a combination of regular school and remote home instruction. Students will report to school every other day (“A” day or “B” day) and be at home on the opposite day virtually joining their



classmates who will be in attendance at school. These days will count as days of attendance. The delivery of special education will be ensured as teachers will be working with their students every day, either in person or remotely. The delivery of related services will be scheduled around a student's regular school day when they are in person.

## **Parents Rights and Responsibilities**

1. During the use of Plan 2 or Plan 3, it is a parent/guardian's responsibility to examine their student(s) prior to leaving their residence to attend school.
  - a. Parents/guardians will be expected to check for symptoms of illness such as, but not limited to: fever, coughing, and overall wellness (see CDC list of all symptoms of COVID - 19).
  - b. If a student feels sick do not send them to school. However, a sick student may attend school through remote home instruction. If they participate in remote home instruction, these days will count as days of attendance.
  - c. If a student has a fever do not send them to school. The student is not permitted to attend school and the parent/guardian must keep them home. However, a sick student may attend school through remote home instruction. If they participate in remote home instruction, these days will count as days of attendance.
    - i. If a student has a fever, they will need to be evaluated by their personal physician who will recommend treatment and testing if necessary.
    - ii. The physician must give clearance as to when the child can return to school.
      1. The clearance must be in writing.
      2. It is preferable for the physician to fax the clearance to the school nurse directly at 609-652-4080.
2. During the use of Plan 3, parents will have the right to keep their student at home for remote home instruction.
  - a. Parents choosing this option will be required to complete a Remote Home Instruction Form attesting to their recognition of expectations for remote home instruction.
  - b. If students participate in remote home instruction, these days will count as days of attendance.
  - c. Expectations for remote home instruction will meet state requirements for a recognized school day. Students will be expected to stay "on line" under guided instruction for the complete day. Students who do not meet the minimum requirement of hours will be marked accordingly. Normal truancy protocols will be followed by the Action Attendance Team.
3. It will be a parent's responsibility to pick up students at school immediately if a student is asked to leave school by the school nurse if they exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not otherwise explained such as:
  - a. A fever of 100.4° F or greater after two temperature checks
  - b. Cough
  - c. Shortness of breath or difficulty breathing
  - d. Chills
  - e. Repeated shaking with chills
  - f. Muscle pain
  - g. Headache
  - h. Sore throat
  - i. New loss of taste or smell
  - j. Fatigue
  - k. Congestion or runny nose
  - l. Nausea or vomiting
  - m. Diarrhea