

Pandemic
Influenza:
PREPARED

for ACTION



Manasquan Public School District

INFLUENZA RESPONSE PLAN

2019 - 2020

INTRODUCTION

INFLUENZA PANDEMIC PLAN

INTRODUCTION

PURPOSE

The purpose of this pandemic influenza plan is to provide a protocol for the Manasquan School District for detection and response to an influenza pandemic. It is understood that the impact of an influenza pandemic will reach far beyond the confines of the health sector. This plan will provide information to other emergency response agencies and community partners with regard to preparedness and capabilities of the Manasquan School District.

HISTORICAL BACKGROUND

Influenza is a respiratory illness that makes hundreds of thousands of people sick each year. It lasts about a week and is characterized by abrupt onset of fever, muscle aches, sore throat, and nonproductive cough. Influenza infection not only causes primary illness but also can lead to severe secondary medical complications.

The typical incubation period for influenza is two days, with a range of one to four days. Patients are most infectious during the 24 hours before the onset of symptoms and during the most symptomatic period, which generally lasts 3-5 days after onset of illness. Influenza is highly contagious and persons who are sub-clinically infected (approximately 50 percent of infected persons) can transmit the virus.

Influenza viruses are known to survive on non-porous surfaces, such as steel and plastic, for 24-48 hours and on cloth, paper, and tissues for 8-12 hours.

During an Influenza Pandemic, person-to-person transmission occurs efficiently with each case infecting an average of three to four susceptible persons; secondary household illness rates greater than 20 percent have been reported.

Influenza viruses are unique in their ability to cause sudden, pervasive illness in all age groups on a global scale. Global influenza epidemics, which involve strains of Influenza A virus and coronavirus (COVID-19) to which large proportions of the population are susceptible, are referred to as "influenza pandemics". Pandemics occur because of the ability of the influenza virus to change into new types or strains as a result of antigenic "shift". Three such pandemics have occurred in this century, one of which the infamous "Spanish flu" of 1918-1919 was responsible for more than 20 million deaths worldwide, primarily young adults. That virus appears to have swept the world three times in two years, gaining renewed virulence with each successive wave. There is no way to predict the target population of the next pandemic. The three characteristics of a pandemic are:

- The development of a novel strain of virus (a strain to which a large proportion of the society is susceptible because of lack of prior exposure);
- Transmissibility of the strain from person to person; and
- The virulence of the viral infection (the capacity to cause severe morbidity and mortality).

Influenza pandemics on a lesser scale were experienced in 1947, 1957, 1968, and 1977. Humans have been infected in recent avian influenza outbreaks in Asia (1997, 1999, 2003 – present) and in Europe (2003). Finally, Severe Acute Respiratory Syndrome corona virus (SARS Co-V), first noted in Hong Kong and Southern China in 2002-2003, erupted on the world's public health radar with a suddenness and virulence initially feared to be a new influenza pandemic. Such occurrences are a reminder that a novel strain could occur at any time.

In recent years the threat of Pandemic Influenza related to the isolated cases of H1N1 and H5N1 (or avian flu), have led to increased surveillance and planning. However, the emergence of a novel strain of Influenza is unpredictable and may arrive with very little warning. The COVID-19 Influenza currently circling the globe has caused the World Health Organization to elevate the pandemic level. This strain of Influenza at this time has caused illness and few death. It is unknown whether or not this strain will again re-emerge as a more virulent disease in this or subsequent Influenza seasons. Should the COVID-19 Influenza re-emerge, advances in medicine through additional guidance from the CDC with education and the development of a new vaccination will be anticipated for implementation.

The increased use of air travel may have an impact on the transmissibility of Influenza. Air travel could hasten the spread of a new virus and decrease the time available for implementing interventions. The effect of influenza on individual communities will be relatively prolonged (weeks to months) in comparison to other types of disasters. Health care systems could be rapidly overburdened, economies strained, and social order disrupted.

Influenza pandemics historically occur in waves. During the first wave, illness can present in large clusters of human infection and the strain of influenza is identified. This period is typically followed by a decrease in incidence and again a resurgence of illness occurs. These waves may cause more serious illnesses and deaths than the first. Historically speaking, it is expected that in any locality the length of each wave is approximately four to eight weeks. Vaccine will not likely be available in time for the first wave of illness, but may be available in time to mitigate the impact of the second wave, provided the virus strain has not "shifted" between waves.

Although it is not considered feasible to halt the spread of a pandemic virus, it should be possible to minimize the consequences by having prepared for the challenge in advance. The national response to a pandemic will largely reflect the ability of states and local areas to respond. Because of the potential impact of a pandemic and the need to coordinate a number of partners to effectively respond, planning for such an event needs to occur well in advance.

ASSUMPTIONS

Manasquan School District participates in the Centers for Disease Control and Prevention's (CDC) Bioterrorism Preparedness and Response Cooperative Agreement which has created new infrastructure and key linkages between agencies. Many aspects of planning for pandemic influenza use much the same infrastructure as that needed for response to bioterrorism events.

The planning assumptions are:

- Public, private and non-profit sector partners have been brought into the planning process for bioterrorism preparedness
- Pandemic influenza planning will be integrated into other preparedness activities
- Influenza-like illness (ILI) surveillance is in place
- Mass prophylaxis clinic protocols are planned for and operated by the MCHD
- Systems for communication among school, hospitals, and other partners are in place

CONCEPT OF OPERATION

This plan is meant to supplement both the Public Health Emergency Response Plan (PHERP) and the New Jersey Pandemic Influenza Plan.

It is important to note that the agencies responsible for implementing the above plans will be as affected by absenteeism due to illness as the communities requesting assistance. Each county agency, local municipality and private corporation is encouraged to develop plans that will ensure as much self-sufficiency as possible.

COMMAND, CONTROL AND MANAGEMENT POLICIES

In an effort to improve the district's ability to respond to any and all public health emergencies, the Manasquan School District continuously participates in any recommended federal, state, and county training programs, exercises, meetings, and initiatives. School health personnel and administration continually reinforce the need for good hygiene practices with faculty, staff, students, and parents, in order to avoid infections. District facilities personnel remain diligent in effective cleaning and disinfecting practices in all classrooms and throughout the school buildings. School health personnel are diligent with regards to notifying the Monmouth County Health Department of any and all health emergencies and/or concerns.

As directed and overseen by district administration, school-based Crisis Management Teams implement the district's Influenza Pandemic Response Plan. Close coordination with the Monmouth County Health Department (MCHD) is a critical component of the implementation of the plan.

The Manasquan School District utilizes the Honeywell Instant Alert System and their website at www.manasquanboe.org to notify school community members of necessary updates regarding the implementation of the district's Influenza Pandemic Response Plan. Consideration may also be given to utilize the district's additional social media venues (Twitter, Facebook).

TRAINING

Exercises are an instrument to train for and practice prevention, vulnerability reduction, response, and recovery capabilities in a risk-free environment. They also can be used to assess and improve performance. Exercises are also an excellent way to demonstrate district resolve to prepare for disastrous events.

PUBLIC HEALTH RESPONSE COMPONENTS

Surveillance

Influenza virus surveillance is essential to recognizing a new viral strain at its source, determining its potential for transmission and tracking its spread. The Monmouth County Board of Health and the Center for Disease Control and Prevention coordinate surveillance, respectively. The Manasquan School District is required to report outbreaks of Influenza, suspected infection with a novel Influenza Virus strain, and cases of severe pediatric Influenza illness. Additionally, the New Jersey Department of Health collects Influenza-Like Surveillance data from schools. Should an Influenza pandemic occur, reporting requirements, particularly for Influenza associated severe disease and death may change.

Vaccine and Antiviral Medication

Historically, inactivated Influenza vaccine has been the cornerstone of Influenza prevention and control and will likely remain so in a pandemic, if a targeted vaccine is available. Although antiviral agents are available for the therapy and prophylaxis of Influenza infections, limited supply/production capacity and antiviral resistance may dampen the value of this potential intervention. Antiviral medications do not prevent disease from Influenza, but if administered quickly, they can help to lessen the severity of the illness.

Isolation, Quarantine and Strategies

The Manasquan School District will work with the Monmouth County Health Department to ensure that symptomatic persons are appropriately isolated. At the onset of a pandemic, exposed individuals may be placed under quarantine, as recommended by the Monmouth County Board of Health. Non-pharmaceutical strategies will be developed in concert with recommendations from the Centers for Disease Control and Prevention and the Monmouth County Department of Health based on epidemiological evidence and disease severity.

Communications

The Manasquan School District will work with the Monmouth County Department of Health and the Department of Education to ensure that timely, accurate, and consistent communications are provided for the school district community.

PLAN ACTIVATION

This plan will only be activated by the Superintendent of Manasquan School District or his/her designee in consultation with the Department of Education and the Monmouth County Department of Health.

PLAN ORGANIZATION

MANASQUAN SCHOOL DISTRICT

PLAN ORGANIZATION - 4 PHASES

1. Prevention-Mitigation
 - a. Introduction
 - b. No new influenza virus detected
2. Preparedness
 - a. Alert Period
 - b. Distribute letters to parents, post on district website
 - c. Communicate with parents via Honeywell
3. Response
 - a. Pandemic Period Increased and sustained transmission in the New Jersey Population
 - b. District will closely monitor student illnesses and maintain constant communication with Monmouth County Health Department (MCHD)
 - c. District will notify parents and list procedures to follow regarding potential school closure
 - d. School closure plan and school's learning and core operations plan goes in effect
4. Recovery
 - a. Return to Pandemic Alert Period
 - b. Follow all medical teams and utilize outside services

PANDEMIC INFLUENZA MESSAGE MAPS

MANASQUAN SCHOOL DISTRICT

INFLUENZA PANDEMIC PLAN

PANDEMIC INFLUENZA MESSAGE MAPS

What is the Influenza pandemic?

- An Influenza pandemic is a global outbreak of Influenza;
- Pandemics are different than seasonal outbreaks of Influenza because they are new, and our bodies may not have immunity;
- Timing and nature of pandemics are unpredictable.

Are pandemics different than seasonal outbreaks of Influenza?

- Seasonal outbreaks or “epidemics” of Influenza viruses that have already circulated among people;
- Influenza pandemics are caused by a new Influenza virus that has not circulated among people;
- Past Influenza pandemics have led to high levels of illness, death, social disruption and economic loss.

What has been done to prepare for an Influenza pandemic?

- The New Jersey Department of Health, Monmouth County Health Department and Manasquan School District are increasing Influenza surveillance;
- School Nurses are in constant communication with the Monmouth County Department of Health regarding updates and school plans to separate sick students and staff members from others until they can go home;
- Facilities/Operation Teams are using Broad-Based Bleach cleaning system throughout all buildings including but not limited to all doorknobs, desk tops and bathroom areas;
- District policies are in place for attendance procedures for students and staff.

The school community will play an important role in responding to an Influenza pandemic.

- The school community will be asked to take steps to protect themselves and others during an Influenza pandemic;
- At certain stages during a pandemic, the school community may be asked to comply with isolation, social distancing, and vaccination recommendations;
- It is important to remember that despite our best efforts, the effects of an Influenza pandemic could be severe.

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Additional planning is ongoing:

- Planning and preparedness activities around an Influenza pandemic at the national, state, and local level must continue.

People in certain age groups are likely to be at higher risk for severe illness and death.

- These include people with underlying health conditions, such as heart disease, HIV/AIDS, and those with cancer;
- People with compromised immune systems, now make up a larger portion of the U.S. population than during previous pandemics;
- In many cases, it is difficult to predict who is going to be affected the most by a pandemic.

Can a vaccine be made to protect against pandemic Influenza?

- Potential vaccines are already being made and tested against viruses;
- We will need a vaccine for the specific pandemic Influenza virus;
- Vaccine may be limited. Therefore, it is so important that everyone understands that there are things they can do and should do to protect themselves such as practice proper hand and respiratory hygiene and stay home when sick.

Who is going to receive the vaccine first?

- Vaccine might be in limited supply in the early stages of the Influenza pandemic;
- First responders, health care workers, and those at high risk;
- Other groups will be identified for vaccination based on the spread of the pandemic and level of risk.

Who decides how the vaccine will be distributed?

- Monmouth County Health Department and medical experts will use their knowledge and experience to make recommendations about who is at high risk and who will receive the vaccine first during a pandemic;
- It is important to remind the school community to also get their seasonal Influenza vaccine;
- The school community can help protect themselves and others during an Influenza pandemic by practicing proper hand and respiratory hygiene and staying home when sick.

Fairness in vaccine use during a pandemic is important.

- Protecting those at high risk is an important consideration;

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- Protecting essential day-to-day services, such as access to food/water;
- Decisions regarding use of vaccine should be discussed by the Monmouth County Health Department and medical experts.

The school community can protect themselves and others during an Influenza pandemic.

- Frequent hand washing can limit the spread of germs;
- Wash hands often for at least 20 seconds, use alcohol-based hand sanitizer if soap and water are not available;
- Covering coughs and sneezes with a tissue instead of using hands, can limit the spread of germs;
- Avoid touching eyes, nose, and mouth; • Get an Influenza vaccine every year;
- Staying home when sick.

What can the school community do in the event of an Influenza pandemic?

- Stay informed by listening to trusted sources and following the advice of public health officials;
- Monitor your health and the health of loved ones;
- Take common sense precautions that may help prevent the spread of germs;
- Refer to the Centers for Disease Control and Prevention for available resources on taking care of sick individuals in the home.

Stay informed by listening to trusted sources and following public health advice.

- New Jersey's public health officials will share information and instructions with the public on an ongoing basis;
- School community cooperation will be important in managing an outbreak;
- Refer to credible information sources such as nj.gov/health/cd/topics/flu. or www.pandemicflu.gov or <https://co.monmouth.nj.us> **Monitor your health and the health of your loved ones.**
- Look for signs and symptoms of Influenza such as fever, cough and body aches; • Maintain health habits, and if you become sick, follow your healthcare provider's advice;
- If you have concerns about your health, contact your healthcare provider.

Take common sense precautions that may help you prevent the spread of Influenza.

- Cover coughs and sneezes with a tissue to help prevent others from becoming sick;
- Wash your hands often to prevent the spread of germs;

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- Stay away from sick people, and if you are sick, stay home from school or work. Avoid crowds.

How do I care for sick individuals at home?

- Keep them home for at least 24 hours after fever is gone, except to seek medical care or for other necessities. (Fever should be gone without the use of a fever-reducing medicine);
- Be sure they get plenty of rest and have them drink clear fluids (such as water, broth, sports drinks, and/or electrolyte beverages) to keep them hydrated;
- Be sure they cover coughs and sneezes. Have them clean hands with soap and water or an alcohol-based hand rub often and especially after using tissues and after coughing or sneezing into hands;
- Wear a facemask-if available and tolerable-when sharing common spaces with other household members to help prevent spreading the virus to others. This is especially important if other household members are at high risk for complications from Influenza.

How can I lessen the spread of Influenza in the home?

- Keep the sick person away from other people as much as possible;
- Have everyone in the household clean their hands often, using soap and water or an alcohol-based hand rub. Children may need reminders or help keeping their hands clean;
- Ask your health care provider if household contacts of the sick person-particularly those contact who may be pregnant or have chronic health conditions-should take antiviral medications such as Oseltamivir (Tamiflu) or Zanamivir (Relenza) to prevent Influenza;
- If you are in a high-risk group for complications from Influenza, you should attempt to avoid close contact (within 6 feet) with household members who are sick with Influenza. If close contact with a sick individual is unavoidable, consider wearing a facemask or respirator, if available and tolerable. Infants should not be cared for by sick family members. For more information, refer to the Centers for Disease Control and Prevention at <http://cdc.gov>.

For more information:

- Visit the Monmouth County Health Department website <https://co.monmouth.nj.us>
- Visit the Centers for Disease Control and Prevention (CDC) website <http://cdc.gov> • Call the CDC hotline at 1-800-CDC-INFO

**PANDEMIC INFLUENZA:
CORONAVIRUS (COVID-19)
FACT SHEETS**

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Coronavirus (COVID-19) Prevention Fact Sheet

Prevention

The Center of Disease Control (CDC) always recommends everyday preventive actions to help avoid the spread of respiratory diseases, such as the Coronavirus (COVID-19), including:

- Avoiding close contact with people who are sick.
- Avoiding touching your eyes, nose, and mouth.
- Staying home when you are sick.
- Covering your cough or sneeze with a tissue, then throw the tissue in the trash.
- Cleaning and disinfecting frequently touched objects and surfaces using a regular household cleaning spray or wipe.
- Following CDC's recommendations for using a facemask:
 - **CDC does not recommend that people who are well wear a facemask to protect themselves from respiratory diseases, including COVID-19.**
 - Facemasks should be used by people who show symptoms of COVID-19 to help prevent the spread of the disease to others. The use of facemasks is also crucial for health workers and people who are taking care of someone in close settings (at home or in a health care facility).
- Washing your hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing.
 - If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol. Always wash hands with soap and water if hands are visibly dirty.

Resources

CDC Coronavirus Page - <https://www.cdc.gov/coronavirus/2019-nCoV/summary.html>

New Jersey Department of Health Coronavirus Page - <https://www.nj.gov/health/cd/topics/ncov.shtml>

CDC Share Facts not Fear - <https://www.cdc.gov/coronavirus/2019-ncov/about/share-facts-stop-fear.html>

Monmouth County Health Department - www.visitmonmouth.com/health

NJDOH COVID-19 24-Hour Public Hotline
1-800-222-1222

What you need to know about coronavirus disease 2019 (COVID-19)

What is coronavirus disease 2019 (COVID-19)?

Coronavirus disease 2019 (COVID-19) is a respiratory illness that can spread from person to person. The virus that causes COVID-19 is a novel coronavirus that was first identified during an investigation into an outbreak in Wuhan, China.

Can people in the U.S. get COVID-19?

COVID-19 is spreading from person to person in China, and limited spread among close contacts has been detected in some countries outside China, including the United States. At this time, however, this virus is NOT currently spreading in communities in the United States. Right now, the greatest risk of infection is for people in China or people who have traveled to China. Risk of infection is dependent on exposure. Close contacts of people who are infected are at greater risk of exposure, for example health care workers and close contacts of people who are infected with the virus that causes COVID-19. CDC continues to closely monitor the situation.

Have there been cases of COVID-19 in the U.S.?

Yes. The first case of COVID-19 in the United States was reported on January 21, 2020. The current count of cases of COVID-19 in the United States is available on CDC's webpage at <https://www.cdc.gov/coronavirus/2019-ncov/cases-in-us.html>.

How does COVID-19 spread?

The virus that causes COVID-19 probably emerged from an animal source, but now it seems to be spreading from person to person. It's important to note that person-to-person spread can happen on a continuum. Some diseases are highly contagious (like measles), while other diseases are less so. At this time, it's unclear how easily or sustainably the virus that causes COVID-19 is spreading between people. Learn what is known about the spread of newly emerged coronaviruses at <https://www.cdc.gov/coronavirus/2019-ncov/about/transmission.html>.

What are the symptoms of COVID-19?

Patients with COVID-19 have had mild to severe respiratory illness with symptoms of

- fever
- cough
- shortness of breath

What are severe complications from this virus?

Many patients have pneumonia in both lungs.

How can I help protect myself?

The best way to prevent infection is to avoid being exposed to the virus that causes COVID-19.

There are simple everyday preventive actions to help prevent the spread of respiratory viruses. These include

- Avoid close contact with people who are sick.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Wash your hands often with soap and water for at least 20 seconds. Use an alcohol-based hand sanitizer that contains at least 60% alcohol if soap and water are not available.

If you are sick, to keep from spreading respiratory illness to others, you should

- Stay home when you are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.
- Clean and disinfect frequently touched objects and surfaces.

What should I do if I recently traveled to China and got sick?

If you were in China within the past 14 days and feel sick with fever, cough, or difficulty breathing, you should seek medical care. Call the office of your health care provider before you go, and tell them about your travel and your symptoms. They will give you instructions on how to get care without exposing other people to your illness. While sick, avoid contact with people, don't go out and delay any travel to reduce the possibility of spreading illness to others.

Is there a vaccine?

There is currently no vaccine to protect against COVID-19. The best way to prevent infection is to avoid being exposed to the virus that causes COVID-19.

Is there a treatment?

There is no specific antiviral treatment for COVID-19. People with COVID-19 can seek medical care to help relieve symptoms.



**INFECTION CONTROL
POLICIES
AND PROCEDURES**

Infection Control Policies and Procedures (ICPP)

Guiding Principles for organizations working in coordination with local public health officials: “Recognize,” “Respond,” and “Report”

A. Recognize Early

- Immediately report suspected influenza cases to public health authorities.
- Communicate, collaborate, and coordinate surveillance, epidemiology and containment activities with public health.

B. Surveillance and Epidemiology

Schools will track the number absentees and specifically monitor for student and staff reporting signs and symptoms of influenza. The timing, specifics and scope of surveillance activities will be conducted under the supervision and close coordination of the local health department.

C. Transmission Containment

Measures should be undertaken to limit the spread of germs amongst students and staff. These include “social distancing” or “non-pharmaceutical interventions” and include the following:

- Increasing separation amongst students
- Hand, cough and sneeze hygiene
- Disinfection of contaminated surfaces

D. Case Isolation

Procedures should be developed for handling students and staff who have the signs and symptoms of influenza. These include:

- Providing masks for the affected to wear.
- Identifying a place to isolate the affected.
- Developing policies for discharging sick students.
- Develop procedures for transporting sick students.

E. Quarantine

People who have been exposed to influenza are at risk for contracting and becoming sick themselves. Since people can be contagious up to 24 hours before showing signs and symptoms, it may be necessary to quarantine (separate them from other people) these individuals until they show symptoms or are proven to be germ free.

Typically, it is the health department officials who draft and enforce orders of quarantine. Because an influenza outbreak is expected to be widespread, official quarantine is unlikely. However, informal self-quarantine to prevent the spread of infection to contacts will be encouraged.

F. Work Quarantine

Some people, by virtue of their home or work situation, are unable to stay home for an extended quarantine. The school district may provide essential services. It is also possible that so many people will be exposed that home quarantine will be entirely impractical. These individuals can continue to work provided certain precautions are taken.

- Social distancing
- Respiratory protection (mask)
- Gloves
- Strict hand washing enforced
- Facility disinfection procedures

G. Mitigation Measures, Including Social Distancing

Implement prevention strategies to make the school environment conducive to good hygiene by:

- Reminding students and staff to clean their hands and make sure they have the supplies to do so by making soap, alcohol based hand sanitizers, paper towels and sinks accessible.
- Reminding students and staff to cover noses and mouths with a tissue or sleeve when coughing or sneezing and have tissues readily available. Make sure tissues are available in all classrooms and common areas such as libraries and lunchrooms and remind students and staff to dispose used tissues in waste receptacles.

- Conducting frequent sanitary, health & safety inspections of the schools. Encourage staff and the custodial team to wipe down any surfaces that may have been contaminated by saliva or other respiratory secretions.

H. Reduce the spread of the virus by identifying the schools' responsibilities to the students and community.

- Upon notification that a pandemic is occurring, set up prominent notices at all entry points to facilities, advising staff, students, and visitors not to enter if they have symptoms of influenza.
- Educate employees, students, and visitors on how to stop the spread of the virus. Notices containing information regarding hand hygiene, covering coughs and sneezes, and student spacing should be placed around the schools. Fact sheets with this information should be distributed also.
- Establish policies and procedures for implementing containment measures (canceling sports events and other mass gatherings).
- Ensure adequate supplies of tissues, hand sanitizing gels, soap and water and cleaning supplies to students and staff.
- In collaboration with the Health Department, develop and implement support plans for "Student Health Centers" that will be designated to triage/evaluate and/or treat influenza patients not requiring hospital care.

1. Student Spacing

Student spacing (social distancing) are non-medical measures intended to reduce the spread of disease from person-to-person by discouraging or preventing people from coming in close contact with each other. Education on student spacing should be distributed to all staff, students and parents.

Students spacing strategies may include:

- Spacing Students' desks three (3) feet apart, in small pods or clusters.
- Discouraging prolonged congregation in hallways, lunch rooms ect.
- Limiting group activities and interaction between classes
- Cancelling gym classes, choir or other school activities that places individuals in close proximity.

2. School Cleaning

Disinfecting shared work areas (counters, railings, door knobs, toilet handles, and stair wells) should be performed more frequently during the influenza pandemics.

Managing illness in staff, students or visitors:

- In collaboration with the MCHD, educate staff and students regarding symptoms of illness.
- If a person becomes ill, or if someone observes that another person is exhibiting symptoms of influenza at work/school, make sure the ill person leaves the school as soon as possible.
- Encourage sick students and staff to stay home until they have been without fever for 24 hours to help prevent spreading illness to others.
- Enforce your school policy about staying home and returning to work/school.

| Infection Control Policies and Procedures (ICPP) Specific Action Items by School Pandemic Response Level | |
|---|---|
| <u>Level 1- Plan For it</u> | <p>Review district emergency response and infectious disease policies and procedures for necessary revisions.</p> <p>Develop plan for moving students from one area of a school to another (isolation of sick students until pick up) and for moving well students from one school to another if necessary.</p> |
| <u>Level 2- Take Advanced precaution</u> | <p>Follow identified precautionary measures.</p> <p>Identify an isolation room and stock with supplies.</p> |
| <u>Level 3- Keep alert (Initiate surveillance and heightened awareness)</u> | <p>Implement prevention strategies to make the school environment conducive to Good hygiene.</p> |
| <u>Level 4- Prepare for possible school(s) closure</u> | <p>Institute procedures to identify staff and students showing influenza symptoms.</p> |
| <u>Level 5- Implement full activation of Response Plan-School Closure.</u> | |
| <u>Level 6- Recovery</u> | <p>Be prepared for another wave of influenza in a few weeks.</p> |

Communications Planning

According to School Safety Guidelines.

Coverage of events, such as a health-related school closing, by representatives of the communications media can make or break the success of an operation. In all emergencies, remember that there are two versions of reality. First is the actual event, what is really happening, and second, what people think is happening based on rumors, media reports, past history and perceptions of what they know and hear.

Guiding Principles

- Prior to the event, designate one district representative within your planning team to address the parents and the media.
- The designated Public Information Officer (PIO) may be the Superintendent, Assistant Superintendent, or Principal who is knowledgeable about all aspects of the emergency and able to explain the various activities relevant to the event.
- Call upon a designated administrator to help develop and deliver the message.
- Make it clear to staff they should direct all media to the PIO.
- Be prepared. Be honest. Be brief. Stress concern for student and staff safety.
- Be accessible. Stick to Facts: have facts available about the school, and the number of students enrolled and staff members, and specific information regarding the event.

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Child Social Distancing

Social distancing interventions for children aim to protect children and to decrease transmission among children in dense classrooms and non-school settings. These measures include dismissal of students from classrooms and closure of childcare programs, coupled with protecting children and teenagers through social distancing in the community, keeping group contact few and small.

Adult Social Distancing

Social distancing measures for adults include provisions for both workplaces and the community. Employers should encourage working from home, using teleconferences instead of in-person meetings, and alternate work schedules. Community measures may include cancellation of public events (concerts, sports events, movies, plays); closure of recreational activities (community pools, gymnasiums); closure of shopping malls, public transportation; promotion of communitywide infection control measures; and extended home isolation (people asked to stay home for a 10-day period).

PANDEMIC FLU PLAN PREPARATION OUTLINE

PANDEMIC FLU PLAN

2019 – 2020

Preparation Plan Outline:

- Educate students to practice “Cover the Cough” on a consistent basis (cough in sleeve or in tissue)
- Develop and implement universal hand washing procedures (minimum of 20 seconds w/ soap & water) or if hand-washing not available, use alcohol-based hand sanitizer (minimum of 60% alcohol)
- Order supplies such as N95 masks, gloves, anti-bacterial and waterless hand soap and dispensers, etc.
- Distribute to parents and staff information regarding flu (i.e., COVID19), personal preparedness checklist, and the District Plan
- Administrators develop a grade/department specific plan for teachers to prepare for web-based instructional units (Exception: PDF file units for primary grade levels)
- Review custodial procedures for cleaning surfaces in classrooms and throughout the building

The next steps are identified as **STAGE RESPONSES**:

Stage One – This stage would be initiated if/when the flu (i.e., COVID-19) virus mutates to person-to-person transmission and a confirmed case arrives in New Jersey

- Custodians change cleaning duties to emphasize additional disinfecting in classrooms and throughout the building
- Teachers begin working in grade level/departmental teams to develop web-based instructional assignments to prepare for possible school closing (Exception: Primary grade levels to develop lessons in a PDF file that can be placed on the district website)
- School Nurses to closely monitor students/staff with possible flu symptoms and notify parents. Parents are encouraged to seek immediate follow-up with their health care provider and to keep student home until symptom free.

Stage Two – This stage would be initiated when a confirmed case appears in Monmouth County

- Begin practicing “Social Distancing” (Remain 6’ distance from others, no hand shaking, hugging, congregating in large groups, etc.)
- Consider canceling assemblies and large-scale school events
- Teachers remain after students leave and update web-based lesson plans, as needed, to prepare for a possible school closing
- Consider closing before/after care
- Continue thorough cleaning of the building on a daily basis every day after school and throughout the day; custodian staff to be diligent about cleaning hand rails, door knobs, toilet handles, etc., as extensively as possible
- School Nurses continue to closely monitor students (and staff) with confirmed flu diagnoses and inform Monmouth County Health Department (MCHD) and school administration (5 or more cases require notification to the MCHD). An Influenza Return to School Note must be completed for any student or staff member by their physician before being permitted to return to school.

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

- Schools are closed
- Teachers continue developing/updating web-based lessons (or PDF documents in the primary grades)
- Consideration of computers being checked out to families who do not have home PC/internet access
- All sporting events and after school/evening events cancelled

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

- Continue web-based lessons (or instructional packets in primary grades), as necessary, to address instructional gaps
- Consideration of re-opening on a minimum day/half-day schedule
- Administration to consider restructuring the instructional year to recover lost instructional time
- Continue to implement thorough disinfecting of classrooms and throughout the building
- School nurses continue to closely monitor students/staff for symptoms and advise administration and Monmouth County Health Department, as necessary

ADDITIONAL INFORMATION:

This initial plan will be reviewed and modified as new information and guidelines become available.

Agencies (including the Monmouth County Health Department, NJ Department of Education, and NJ Department of Health) and circumstances beyond the District's control will determine the District's responses.



State of New Jersey
DEPARTMENT OF EDUCATION

RETURN TO SCHOOL NOTE FOR INFLUENZA (FLU) LIKE ILLNESS



Public Health
Prevent, Promote, Protect.
MONTGOMERY COUNTY DEPARTMENT OF HEALTH

Date: _____

Student's Name: _____ Grade: _____

My child has been fever free for 24 hours without the use of **any** medication that has fever reducing ingredients (many medications may contain fever reducing ingredients such as ibuprofen and acetaminophen please read the label and consult with your health care provider or pharmacist if you have any questions.)

Initial Date of Illness (if available): _____

Date and time of **last** documented temperature over 100°F:

Date: _____ Time: _____

Date and time of **last** dose of any medication with fever reducing ingredients:

Date: _____ Time: _____

Name of parent/guardian: _____

Signature: _____ Date: _____

Contact Information: _____

School Nurse Review:

_____ Approved for return to school

Return Date: _____

_____ Denied request to return to school

Reason: _____

School Nurse Name: _____ Date: _____

School Nurse Signature: _____

NJ DOE:
GUIDELINES FOR FLU ACTIVITY
&

WORLD HEALTH ORGANIZATION:
Pandemic Influenza Phases



The New Jersey Department of Health (NJDOH) is currently reporting widespread influenza (flu) activity in all regions of the state. While it is not possible to predict when influenza activity will peak or end, schools and childcare settings can limit the impact of influenza on students and staff. Included in this message are NJDOH recommended action steps for schools and childcare centers, resources to assist school and childcare centers in dealing with the flu, and a document containing frequently asked questions that can be shared with parents.

NJDOH recommends that schools and childcare settings increase education on respiratory hygiene and monitor attendees for sudden fever and respiratory illness symptoms.

Staff and children (as developmentally appropriate) should all be taught and asked to follow these steps that prevent the transmission of infections such as influenza:

- Cover your coughs and sneezes.
- Avoid touching your eyes, nose and mouth.
- Wash hands frequently, especially after coughing or sneezing.
- Stay home if you're sick, especially with a fever.

Staff and parents should be made aware of the symptoms of influenza. Symptoms associated with the flu can include:

- Fever (although not everyone with flu has a fever)
- Cough
- Sore throat
- Runny or stuffy nose
- Body aches
- Headache
- Chills
- Tiredness
- Sometimes diarrhea and vomiting

School or childcare attendees and staff with sudden fever and respiratory illness symptoms should be sent home with instructions to stay at home in accordance with the NJDOH school exclusion criteria, until fever free for 24 hours without fever reducing medication. Instructions should be given to seek medical care with worsening of symptoms.

It is not too late to get vaccinated. All people 6 months of age and older are recommended to annually receive the influenza vaccine. Getting vaccinated yourself protects people around you,

including those who are more vulnerable to serious flu illnesses, like babies and young children, older people, and people with certain chronic health conditions. While flu vaccine is not perfect and some people who get vaccinated may still get the flu, there is some data to suggest that flu vaccination may make the illness milder.

Additional recommendations to help reduce the spread of flu in schools include:

- Separate sick students and staff from others until they can be picked up to go home.
- Provide adequate supplies, including clean and functional handwashing stations, soap, paper towels, and alcohol-based hand sanitizer.
- Include handwashing time in student schedules.
- Encourage routine surface cleaning through education, policy, and the provision of supplies.
- Match your cleaning activities to the types of germs you want to remove or kill.
 - Flu viruses are relatively fragile, so standard practices, such as cleaning with soap and water, can help remove and kill them.
 - Studies have shown that the flu virus can live and potentially infect a person for only 2 to 8 hours after being deposited on a surface. Therefore, special sanitizing processes beyond routine cleaning, including closing schools to clean every surface in the building, are not necessary or recommended to slow the spread of flu, even during a flu outbreak.
- Establish relationships with state and local public health officials for ongoing communication.
 - Follow your local flu situation.
 - Update your emergency plans so that they are in place before an outbreak occurs.
- NJDOH does not recommend school closure for outbreaks of infectious disease. The decision to close a school is an administrative one that should be made only after consultation with public health officials and the district medical personnel.

To report suspected or confirmed outbreaks of influenza like illness, please contact the local health department in the jurisdiction in which the school is located. Contact information for local health departments can be found at: <http://localhealth.nj.gov/>.

School and/or Daycare Specific Resources

NJDOH Prevention and Control Measures for Outbreaks in School Settings:

<http://nj.gov/health/cd/topics/outbreaks.shtml#2>

General Guidelines for the Control of Outbreaks in School and Child Care Settings

School Exclusion List

http://www.nj.gov/health/cd/documents/School%20Exclusion%20List%20_revised%207.10.2017.pdf

CDC Information for Schools & Childcare Providers

<https://www.cdc.gov/flu/school/>

Guidance for School Administrators to Help Reduce the spread of Seasonal Influenza in K-12.

<https://www.cdc.gov/flu/school/guidance.htm>

Handwashing Resources

<https://www.cdc.gov/handwashing/index.html>

<http://www.nj.gov/health/cd/topics/handwashing.shtml>

How to Clean and Disinfect Schools to Help Slow the Spread of Flu

<https://www.cdc.gov/flu/school/cleaning.htm>

Attachment A

WHO classification of each pandemic phase

WHO Pandemic Influenza Phases

| Phase | Description |
|-----------------------------|--|
| Phase 1 | No animal influenza virus circulating among animals have been reported to cause infection in humans. |
| Phase 2 | An animal influenza virus circulating in domesticated or wild animals is known to have caused infection in humans and is therefore considered a specific potential pandemic threat. |
| Phase 3 | An animal or human-animal influenza reassortant virus has caused sporadic cases or small clusters of disease in people, but has not resulted in human-to-human transmission sufficient to sustain community-level outbreaks. |
| Phase 4 | Human to human transmission of an animal or human-animal influenza reassortant virus able to sustain community-level outbreaks has been verified. |
| Phase 5 | Human-to-human spread of the virus in two or more countries in one WHO region. |
| Phase 6 | In addition to the criteria defined in Phase 5, the same virus spreads from human-to-human in at least one other country in another WHO region. |
| Post peak period | Levels of pandemic influenza in most countries with adequate surveillance have dropped below peak levels. |
| Post pandemic period | Levels of influenza activity have returned to the levels seen for seasonal influenza in most countries with adequate surveillance |

Figure 1. The continuum of pandemic phases^a



^a This continuum is according to a "global average" of cases, over time, based on continued risk assessment and consistent with the broader emergency risk management continuum.

RISK COMMUNICATION SUMMARY

MANASQUAN SCHOOL DISTRICT

PANDEMIC FLU RISK COMMUNICATION SUMMARY

During any public health emergency, disseminating timely information to the public and to targeted groups is critical in ensuring an efficient public health response. Communication related to an influenza pandemic follow the procedures described in the Monmouth County Department of Health and Human Services All Hazards Response Plan.

Current information would be maintained on the county website; www.monmouthcountynj.gov, and release through media outlets and through the LINC system.

In addition to information posted on the Department of Health's website, internal communication resources include.

- H1N1 Influenza Message Maps
- Pandemic Influenza Message Maps
- Vaccine Message Maps
- School Message Maps
- Talking Points
- FAQ sheets
- Influenza: Facing New Global Challenges-PowerPoint presentation for community groups
- Brochures regarding pandemic influenza

Communication message for the public will focus on:

1. Signs and symptoms: message to guide healthcare seeking behaviors towards personal physicians and home care, when appropriate, and towards hospitals for severe illness.
2. Infection control: Steps residents can take to protect themselves from the spread of germs (universal respiratory precautions, social distancing, disinfecting).
3. Information on use of antivirals, if medication is available, and follow NJDOH prioritization guidelines.
4. Information on vaccination strategies, if vaccine is available, and follow NJDOH prioritization guidelines.
5. Information for schools and parents to utilize.
6. Social distancing measures that are undertaken, if any.
7. Situation updates: The current status of the outbreak in Monmouth County and in surrounding areas.

**PLANNING,
COORDINATION,
AND EVALUATION**

MANASQUAN SCHOOL DISTRICT
PLANNING, COORDINATION & EVALUATION (PCE)

Specific Action Items by School Pandemic Response Level

Level 1 **Plan For It**

- Appoint a Pandemic Manager to co-ordinate plan development.
- Ensure this plan is consistent with district and school emergency response plans.
- Ensure this plan is consistent with the MCHD plan.
- Assist the school district in any exercise, where appropriate.
- Ensure that the school district is represented at community preparedness exercise, where appropriate.
- Establish an Incident Command System (ICS) for a pandemic outbreak identifying appropriate personnel and chain of command in case of illness (three layers deep),
- Create a contact list of key personnel with a consistent update schedule.
- Determine any potential waivers needed to district, county or state policies/requirements.
- Archive all planning materials in both paper and electronic formats and distribute to district and school offices and the planning team
- Develop procedures for mass **dispensing of anti-viral** medications and vaccines in schools in coordination with local public health authorities.
- Develop **school closure procedures** and include as appendix to this plan.
- Develop and conduct exercises in conjunction local public health and emergency management authorities.

LEVEL 2 **Take Advanced precautions**

- Review pandemic plan in the event of full implementation, checking for up-to-date information from state education and local, county and state public health departments.
- Assist the school in the collection of student and staff absentee statistics.

- Consult with school officials prior to issuing public health orders that affect the schools.
- Update contact list.

LEVEL 3 Keep alert (Initiate surveillance & heightened awareness).

- Maintain links with relevant agencies and community support networks.
- Review pandemic plan.
- Check staff and students contact details.
- Monitor recent domestic and international travel of staff, students and parents.
- Confirm school's role in local response plans with local health department and OEM.
- Review mass dispensing procedures.
- Review school closure procedures.

LEVEL 4- Prepare for possible school(s) closure

- Prepare for possible school closure.
- Ensure clear lines of communication with officials authorized to make this decision (governor, health, commissioner, education commissioner, local health officer, etc.)

LEVEL 5-Implement full activation of Response Plan-School Closure

- Close school as directed by health department or other authorized officials, according to school closure procedures.
- Collaborate with local agencies in making school facilities available in local response efforts, as previously identified.

LEVEL 6- Recovery

- Assess capacity of staff to resume normal school operations; determine staffing needs based on returning student population; provide appropriate staff coverage as necessary.
- Evaluate the success of the pandemic plan and adjust.
- Prepare for second wave.

AUTHORITIES and REFERENCES

The New Jersey Department of Education has established a protocol for closing schools if there is a pandemic or infectious disease outbreak. Additionally, if the New Jersey Pandemic Influenza Task Force (PIRT) or the Department of Health and Senior Services recommend closure, the Commissioner of Education will convene the department's essential staff to assess and make recommendations to the Governor about the needed response. NJDOE in consultation with the Governor's Office, PIRT and NJDHSS will determine if all or some school districts should be directed to close and implement their protocols for closing.

ORGANIZATION AND RESPONSIBILITIES

MANASQUAN SCHOOL DISTRICT

ORGANIZATION and RESPONSIBILITIES

The School district should perform the following as needed:

- Establish provisions for notification, comments, etc.
- Develop and maintain this plan in collaboration with other agencies
- Identify resources (personnel, supplies, reference materials) to carry out and emergency vaccination or medication dispensing/administration clinic
- Obtain information from neighboring jurisdictions, as needed to develop and maintain this plan;
- Coordinate emergency exercise as needed; and
- Conduct, or otherwise arrange to provide, emergency-related training as needed.
- Administrators and/or designees will develop and maintain procedures for implementing this plan.

PLAN DEVELOPMENT, REVIEW, EVALUATION and MAINTENANCE

This plan should be reviewed and updated as necessary; such as after an exercise or an actual outbreak, but less than annually.

Those items that should be reviewed include, but are not limited to:

- Community notification and alerting lists, including 24/7 contact information for appropriate personnel.
- Inventories and/or identified sources of critical equipment, supplies, and other resources.
- Facility and community-specific functions and procedures.
- The identification of key personnel is critical for the review and maintenance of this plan.

Please note, however, that before this protocol is implemented by the NJDOE, key information about the spreading virus is collected by the NJDHSS. The State depends on the local health department for surveillance and detection of any spreading virus.

SCHOOL SURVEILLANCE

Schools play a vital role in the detection, response and recovery from an influenza pandemic. Children are at higher risk of the disease and more likely to spread it through a community. The actions taken by school officials could have a significant impact beyond school teachers, staff and students to include the entire community.

Even if regular classes are suspended during an outbreak, schools can contribute to the community response by providing important information to the public, productive activities for children who are isolated or quarantined. Thus, school influenza pandemic preparedness plans should be developed in coordination with and integrated with community-wide plans. School officials should be actively involved in community preparedness efforts.

School districts should work with local health departments to develop policies and procedures to:

- Identify and isolate infected or potentially exposed students
- Disseminate information to students, families and staff
- Mass distribute prophylactic medication or vaccines to students and staff
- Assist with community isolation and quarantine efforts; and
- Assist with community mass prophylaxis and vaccination efforts

The following NJDOE flow chart outlines the process for closing schools. According to this protocol, the Office of the County Superintendent will notify the school district of NJDOE'S decision to close one or all schools.

In the event that the State and/or NJDOE has not made a decision on school closures, chief school administrators, charter schools lead persons and nonpublic school administrators have the authority to close their respective schools. IT s expected, however, that this decision will be made in consultation with the County Superintendent of Schools, the local health department, and the office of emergency management.

COMMUNICATION PLANNING

MANASQUAN SCHOOL DISTRICT

COMMUNICATION PLANNING (CP)

Specific Action Items by School Pandemic Response Level

Level 1-Plan for it

- Develop and print materials about hand washing, influenza screening and other social distancing and non-pharmaceutical inventions for school and department use.
- Develop and tape information on awareness of influenza general precautions and pandemic preparation, with broadcast schedule for schools and cable stations.
- Establish link on district website to www.pandemicflu.gov from News section.
- Identify and list key stakeholder groups that will need to be informed during an influenza event (e.g. administration, staff, parents, students, local officials).
- Establish a communications process to communicate with key stakeholders with specific triggers by response level.
- Identify information to be translated for written and broadcast use at school and community channels.
- Collaborate with local health department for public service announcements and updates for local distribution.
- Establish redundant communication systems/channels that allow for the expedited transmissions and receipt of information.
- Inform relevant groups about the district's pandemic plan and their expected role.
- Draft press release/editorial from superintendent for each pandemic level.

LEVEL 2- Take Advance precautions

- Update and distribute superintendent's press release/editorial for this level to key stakeholder groups.
- Update stakeholder contact list.
- Redistribute influenza precautions and preparedness materials to key stakeholder groups.
- Provide ongoing briefings to key staff on roles and responsibilities.

****DISTRICT HAS ALL THE ABOVE ACCOMPLISHED*****

DISTRICT USES ANTIBACTERIAL SOAP INSIDE LOCKER ROOMS, CAFETERIA AND BATHROOMS.

LEVEL 3-Keep alert (*Initiate surveillance & heighten awareness.*)

- Update and distribute superintendent's press release/editorial for this level for this level to key stakeholder groups.
- Provide ongoing briefing to key staff on roles and responsibilities, including isolation of students/staff.
- Keep key stakeholder groups informed through briefing, conference calls, emails, newsletter and websites.

Remind staff, students and parents about the:

- Difference between symptoms of common cold and influenza
 - Importance of good hygiene practices.
 - Importance of staying home if sick.
 - Gravity of the pandemic through scenarios/stories of 1918 pandemic, etc.
-

LEVEL 4 -Prepare for possible school(s) closure

- Update and distribute superintendent's press release/editorial for this level to key stakeholder groups
-

LEVEL 5- Implement full activation of Response Plan-School Closure

- Update and distribute superintendent's press release/editorial for this level to key stakeholder groups.
-

LEVEL 6- Recovery

- Update and distribute superintendent's press release/editorial for this level to key stakeholder groups.
-

SCHOOL CLOSURE PLANNING

The Decision to Close a School

The Current Situation:

In the event that the State and/or department has not made a decision on school closures, chief school administrators, charter school lead persons and nonpublic school administrators have the authority to close schools. However, it is expected that this decision will be made in consultation with their County Superintendent of Schools, Local Health Department and NJDHSS.

Procedure Defined in NJ State Pandemic Plan *New Jersey Department of Education*

Policy Process for School Closure and the Communication Plan:

It is important to stress that school administrators need to make these decisions in consultation with their county superintendent, local health department and office of emergency management.

Criteria determining when/if school closure will occur;

- Schools will be closed if ordered by the Governor.
- If the Governor has not ordered school closures, but the New Jersey Pandemic Influenza Response Task Force (PIRT) or the Department of Health and Senior Services (DHSS) recommends closure, the Commissioner of Education will convene the department's essential staff (see below) to assess and make recommendations about the needed response. The department in consultation with the governor's office, PIRT and DHSS will determine if all or some school districts should be directed to close and implement their continuity plans.

List of individuals with the authorities, roles and responsibilities to officially declare schools closed and authorize their reopening; and,

- The Governor may order the Commissioner of Education to close some or all schools.
- The Commissioner of Education will convene the department's essential staff to assess the situation and make recommendations about the needed response to the Governor. Essential staff are identified in the Department of Education's Governmental Operations Continuity Plan.

**STUDENT LEARNING
&
CORE OPERATIONS**

CONTINUITY OF STUDENT LEARNING AND CORE OPERATION

ACADEMICS

Guiding Principles

- Continuity of operations ensures the preservation of student and staff welfare by establishing policies regarding physical and virtual access to the schools.
- Continuity of operations ensures that the schools maintain their educational mission. Planners should consider alternative methods of study, including distance education, and altered standards of educational quality.
- Planners should consider the triggers for cancelling athletic or other activities where there is an increased risk of disease transmission.

MAINTAINING STUDENT LEARNING

Primary Activities for maintaining student learning:

- Student workbooks and textbooks may be distributed for student use.
- Subject specific learning packets have been developed for each of the content areas. The learning packets are designed to support student learning for a period up to two (2) weeks in the event that the schools are closed for an extended period of time.

Secondary Activities for maintaining student learning:

This is a supplemental list of resources that may be used to continue student learning. The resources can be used to post assignments, as well as for teachers and students to communicate with one another. Careful consideration should be given to the fact that not all students will have access to computers or the internet and those online systems may not be fully functional.

- E-Boards or Virtual E-Backpacks
- Learning Management Platforms (such as CANVAS)
- E-mail
- Online textbooks

HUMAN RESOURCES

Guiding Principles

- To create and maintain a mechanism and protocols for the development of personnel policies appropriate to both short-duration and long-duration extraordinary events
- To promote faculty and staff physical and mental well-being during the event
- To assure public safety for all personnel housed or working in the schools during an incident
- To defining and implementing a plan for achieving appropriate depth of cross-training for “core” or “essential” job classifications for the emergency situation

Facilities Maintenance

Guiding Principles

- To assure that appropriate actions are taken to minimize the risk of viral transmission in school facilities to the greatest extent possible
- To assure that all facilities can reliably function as part of community response efforts (i.e., a building used as an isolation facility)
- To minimize the time required to restore facilities to their normal use
- To assure the provision of power, telecommunications, heat and ventilation, water, sewer, janitorial services, etc., appropriate to facilities based on their classification during an event.

POST PANDEMIC PERIOD

Manasquan School District

Post Pandemic Period

- Based on experience, a second wave of outbreaks may occur within 3-9 months of the initial epidemic but may be less severe because some people will have already had disease or have been vaccinated during the previous season. Vaccine supply is also likely to be greater leading to different strategies for vaccination.
- The Manasquan School District in coordination with NJDOH Regional Epidemiologist will continue to collect and monitor surveillance data in anticipation of a potential second wave.
- Notify public health partners if a secondary increase in flu incidence rates occurs.
- Continue coordination of public health and County assets with the Office of Emergency Management (OEM).
- Continue vaccination plan until all priority groups are vaccinated; expand vaccination as supply allows to general population.
- Monitor for adverse events related to vaccine use and report necessary information to NJPIES at 1-800-222-1222 as well as vaccine related adverse event to VAERS.
- Continue information dissemination via hotline, website, and press.

Recovery

Recovery and remediation, usually associated with natural and man-made disasters, are not typically needed for pandemic influenza. However, many people recovering from severe influenza-related illnesses may need care and convalescence for several months after the pandemic has ended. Costs for such care are not included in the estimates of economic impact.

Several disruptions could be severe, depending upon the pattern of which persons become ill, when they become ill, and for how long they are ill. It is probably “safe” to assume that, even if health care workers are among the first to receive vaccinations and/or treatment, the health care system will be severely stressed, if not overwhelmed.

CRISIS RESPONSE

MANASQUAN SCHOOL DISTRICT

CRISIS RESPONSE NETWORK

During the next few days, you may at some time experience one or more of these normal reactions to stress. The key to managing stress is to recognize these symptoms:

| Physical Reactions | Cognitive Reactions | Emotional Reactions | Behavioral Reactions |
|---------------------|---------------------------|---------------------|---------------------------|
| Fatigue/ exhaustion | Lack of Concentration | Fear | Change in activity |
| Insomnia | Flashbacks | Guilt | Change in communication |
| Sleep disturbances | Difficulty with decisions | Emotional numbing | Withdrawal |
| Over/Under activity | Memory disturbance | Over sensitivity | Suspiciousness |
| Nightmares | Amnesia | Anxiety | Hyper alertness |
| Change in appetite | Confusion | Depression | Startle reflex |
| Digestive problems | Poor problem solving | Feeling helpless | Change in sexual behavior |
| Physical problems | Disturbed thinking | Angry | Emotional outburst |
| Headaches | Poor abstract thinking | Irritability | Scapegoating |
| Nausea | Change in alertness | Frustration | Pacing |

Remembering that these reactions to stress are normal. In order to combat these identified symptoms here are some things to try that are known to lessen or alleviate stress:

THINGS TO TRY:

- Within the first 24-48 hours, periods of strenuous physical exercise alternated with relaxation will alleviate some your physical reactions.
- Structure your time-keep busy.
- You're normal and having normal reactions-don't label yourself as crazy.
- Talk to people-talk is the most healing medicine.
- Beware of numbing the pain with drugs or alcohol. You don't need to complicate this with a substance abuse problem.
- Reach out-people do care.
- Keep your lives as normal as possible.
- Spend time with others.
- Help those around you as much as possible by sharing and checking out how they are doing.
- Give yourself permission to feel rotten.
- Keep a journal-write your way through those sleepless hours.
- Do things that feel good.
- Realize that those around you are under stress.
- Accept offered help.
- Eat nutritious, well-balanced meals high in carbohydrates and low in sugar.
- Avoid excessive use of caffeine.
- Don't make any big life changes.