

# Edison Township Public Schools

## Pandemic Crisis Plan

### Introduction

Pandemic is defined as a disease affecting or attacking the population of an extensive region, including several countries and/or continent(s). A coronavirus pandemic occurs when a new coronavirus emerges for which people have little or no immunity, and for which there is no vaccine. The disease spreads easily person-to-person, causes serious illness, and can sweep across the country and around the world in a very short time.

Coronaviruses are quite common and are a frequent cause of respiratory illness, such as the common cold. Coronaviruses tend to circulate in the fall and winter months. COVID-19 is a coronavirus that was first identified in 2019 in China. It is a new type of coronavirus that is infecting people for the first time (which means that people do not have immunity to it.) The typical symptoms include cough, fever, and shortness of breath. There is no vaccine for COVID-19 at this time.

The development of vaccines, antiviral drugs, and other medical advances has provided new tools in the fight against emerging diseases but provides only limited success. The existing vaccine protects against only previously circulating strains of the disease. About one year is required to develop a vaccine in response to a newly identified strain, a period during which the entire population is vulnerable.

It is not completely clear how COVID-19 is spread person-to-person, but with most respiratory viruses, people are most contagious when they already have immune deficiencies and have a preexisting illness. Although there has been some-person-to person spread in the United States, the risk to the general public remains low. In addition, most people who contract COVID-19 will have mild or no symptoms. Those who are elderly or have a compromised immune system are the most vulnerable to severe symptoms.

The response to, and mitigation of, the health and social consequences of a pandemic will take place at both the state and local levels, with the New Jersey Department of Health and Senior Services assuming the lead for the public health response. Based on studies of past pandemics, the most effective approach seemed to be when actions were taken early and quickly. Cities and jurisdictions that responded faster and with more layered protective measures fared better.

Pandemic is a low-to-moderate probability event with significant consequences. Effective and comprehensive planning will help to mitigate the impact of a pandemic on our school system.

Preparing for a pandemic will help prepare Edison schools for other hazards and threats such as natural disasters, intentional acts, and technological emergencies.

The School Pandemic Management Plan is an addendum to the school and district crisis management plan.

Coordinated pandemic planning must occur across the entire school system and in conjunction with community partners, including:

- Edison Health Department
- Middlesex County Health Department
- Edison Township Office of Emergency Management
- JFK Hospital
- Robert Wood Johnson Hospital
- Community healthcare providers
- Township of Edison
- Local faith-based institutions
- Union representatives (ETEA, EPSA, Facility Managers and Custodians)
- Horizon Blue Cross Blue Shield
- Local charities and other civic organizations

#### **Information from the NJ Department of Health Memo - March 4, 2020**

New Jersey Department of Health COVID-19 Guidance for Child Care and K-12 Schools March 4, 2020

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

Imported cases of COVID-19 in travelers have been detected in the United States. More cases are likely to be identified in the coming days, including more cases in the United States. Person-to-person spread will likely continue to occur, including in the United States. Widespread transmission of COVID-19 in the United States would translate into large numbers of people needing medical care at the same time. Schools, childcare centers, workplaces, and other places of large gatherings may experience more absenteeism. Public health and healthcare systems may become overloaded, with elevated rates of hospitalizations and deaths. Other critical infrastructures, such as law enforcement, emergency medical services, and the transportation industry, may also be affected. Health care providers and hospitals may be overwhelmed. At this time, there is no vaccine to protect against COVID-19, and no medications approved to treat it. Personal protective measures, including proper hygiene habits and the use of [non-pharmaceutical interventions](#), will be the most critical response strategy.

Though the CDC considers COVID-19 to be a serious public health concern based on current information, the immediate health risk to the general U.S. public is deemed to be low at this time. The CDC and the World Health Organization are closely monitoring the national and global situation and providing ongoing guidance. At this time, the CDC recommends avoiding nonessential travel to China, Iran, Italy, and South Korea. There are additional countries with travel alerts. Updated travel information specific to COVID-19 can be found at

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

**What is the difference between seasonal and novel coronavirus?**

Coronaviruses are a family of viruses, and there are different types of coronavirus within that family, much like there are different types of influenza viruses. Coronaviruses, in general, are not new and are a frequent cause of respiratory illnesses such as the common cold. Coronaviruses tend to circulate in the fall and winter months, similar to influenza. Most people get infected with these viruses at some point in their lives.

The type of coronavirus that has recently emerged in Wuhan, China is a new type of coronavirus and is infecting people for the first time (which means that people do not have any immunity to it). This newly discovered virus is called SARS-CoV-2 and is causing a disease named COVID-19.

### **What are the common symptoms of COVID-19?**

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

### **How is COVID-19 spread**

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

### **What measures can be taken to prevent COVID-19?**

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

### **How is COVID-19 treated?**

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

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

To prepare for possible community transmission of COVID-19, the most important thing for schools to do now is plan and prepare. Interim Guidance for Administrators of US Childcare Programs and K-12 Schools to Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19) can be found at <https://www.cdc.gov/coronavirus/2019-ncov/specific-groups/guidance-for-schools.html>.

- Review and update or develop your outbreak response/pandemic plan and share it with stakeholders before an outbreak occurs.
- Establish procedures to ensure students and staff who become sick at school or arrive at school sick are sent home as soon as possible.
- Prepare for the potential of school closures or dismissals or cancellation of school events.
- Prepare to offer home instruction to students.
- Implement flexible attendance and sick leave policies.
- Establish relationships with local public health officials and identify points of contact.
- Create an emergency communication plan and maintain up to date contact information for everyone in your communication chain.
- Establish a leadership team, identify essential staff functions, assign tasks, and responsibilities.
- Plan workshops and trainings to educate staff on prevention measures.
- Continue to monitor current information from health officials.

### **What should a school do when a student or staff present with symptoms of COVID-19?**

- COVID-19 presents with signs and symptoms that may be indistinguishable from much more common respiratory viruses. At this time, respiratory illnesses are much more likely to be due to common viruses (e.g., influenza, common cold) than COVID-19. If a community (or more specifically, a school) has cases of COVID-19, local health officials will help identify those individuals and will follow up on the next steps. Schools are not expected to screen students or staff to identify cases of COVID-19.
- Students with fever, cough, or difficulty breathing should be placed away from others and sent home.
- Staff members should be sent home and advised to seek medical advice.
- Notify your local health department with any questions or concerns about an ill student [www.localhealth.nj.gov](http://www.localhealth.nj.gov).

### **Will schools be asked to close if there is a COVID-19 outbreak in the community?**

- Non-pharmaceutical interventions (NPIs) are strategies that can be used when other measures like treatment or vaccines are not available to combat an emerging illness with pandemic potential.
  - School closures and school dismissals are two recommended strategies to limit transmission within the community.
  - During school dismissals, childcare programs and schools may stay open for staff (if not ill) while students stay home. This allows teachers to develop and deliver lessons remotely and for other staff to continue to provide services.
- Schools may be asked to close preemptively or reactively; therefore, schools should be making plans for what to do if there are recommendations for closing schools or canceling events.
- Childcare and school administrators should work closely with local health officials when making decisions on dismissals or closures.

### **When can a student or staff member return to school/work after being quarantined or self-isolated?**

Travelers who have been quarantined for 14 days and have remained asymptomatic may return to school unless they meet other criteria for school exclusion (see the link to the exclusion list below).

### **Is a physician letter required for the student to return to school after their monitoring period is complete?**

Returning travelers under monitoring are not being monitored by their healthcare provider. If a letter is requested, the monitoring agreement with the individual or guardian signatures will serve as proof that the monitoring period is complete.

### **Students are going for spring break; can they still go?**

Before traveling, individuals should consider the potential risks that may be involved in visiting their destination, including the risk of transmission as well as the risk of quarantine upon returning. Destinations experiencing sustained community transmission should be avoided. Any person or group planning a trip outside of the United States should consult the CDC website for current travel advisories regarding any restrictions on travel. The situation is evolving. Stay up to date with CDC's travel health notices related to this outbreak at <https://www.cdc.gov/coronavirus/2019-ncov/travelers/index.html>. These notices will be updated as more information becomes available.

### **Do school events need to be canceled?**

At this time, there is no need to cancel school or social events and there are no restrictions on public gatherings. Students should be reminded that part of good respiratory hygiene is staying home from events when they are ill. If COVID-19 is occurring in your community, public health departments may recommend modifying, postponing, or canceling mass gatherings.

### **What preventive measures should a school take to help reduce the spread of respiratory illness, including COVID-19 and the flu?**

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

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

Additional preventive measures include:

- Continue to monitor students and staff who may exhibit respiratory symptoms.
- Adhere to exclusion recommendations from public health. For acute respiratory illness, individuals must be fever free for 24 hours without fever-reducing medication. Doctor's notes for return do not supersede public health recommendations.
- 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 approved hand sanitizer.
- Encourage routine surface cleaning through education, policy, and the provision of supplies.
- Get a flu shot – it's not too late to be protected!

School Cleaning Procedures:

- 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 respiratory illness.
- Schools should follow standard procedures for routine cleaning and disinfecting with an EPA-registered product. Typically, this means daily sanitizing surfaces and objects that are touched often, such as desks, countertops, doorknobs, computer keyboards, hands-on learning items, faucet handles, phones, and toys.

***Outbreaks involving novel coronaviruses evolve quickly, and recommendations from public health officials may frequently change as new information becomes available.***

Please check the following websites often for updated information.

Centers for Disease Control and Prevention Centers for Disease Control and Prevention:

- Coronavirus Disease 2019 (COVID-19) <https://www.cdc.gov/coronavirus/2019-ncov/about/index.html>
- Guidance for Schools COVID-19 <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

Other Resources:

- NJDOH – General Information Page <https://www.nj.gov/health/cd/topics/ncov.shtml>
- CDC – General Information Page <https://www.cdc.gov/coronavirus/2019-ncov/index.html>
- CDC – Home Isolation Guide <https://www.cdc.gov/coronavirus/2019-ncov/hcp/guidance-home-care.html>
- NJDOH – Local Health Department Directory [www.localhealth.nj.gov](http://www.localhealth.nj.gov)
- Novel Coronavirus COVID-2019 <https://www.nj.gov/health/cd/topics/ncov.shtml>
- School Health <https://www.nj.gov/health/cd/topics/schoolhealth.shtml>

- [School Exclusion List](#)

## **GLOSSARY OF TERMS**

### **Contact**

Term used to refer to someone who has been in close proximity to an individual who is or is suspected of being, infected with an infectious disease like influenza.

### **COVID-19**

Term is the short name for “coronavirus disease 2019.” COVID-19 is an infectious disease caused by the most recently discovered coronavirus. This new virus and disease were unknown before the outbreak began in Wuhan, China, in December 2019. The most common symptoms of COVID-19 are cough, fever, and shortness of breath. Some patients may have aches and pains, nasal congestion, runny nose, sore throat, or diarrhea.

### **Hand Hygiene**

Term that applies to the cleaning of one’s hands. Usually done with soap and water, hand sanitizer, or hand wipes. To kill an influenza virus, hands must be washed with soap and water for 20 seconds, and approved hand sanitizers or wipes must be used for 20 seconds.

### **Human-to-Human Transmission**

Refers to the ability of infectious diseases to be passed continuously from one person to another. Some viruses can be transmitted between animals (animal-to-animal), some can be transmitted from animal to human and vice-versa, and some can be transmitted from human to human.

### **Influenza**

Viral disease characterized by a high fever, sore throat, cough, and muscle aches. It usually affects the respiratory system, but sometimes affects other organs. It is spread by infectious droplets that are coughed or sneezed into the air. These droplets can land on the mucous membranes of the eyes or mouth or be inhaled into the lungs of another person. Infection can also occur from contact with surfaces contaminated with infectious droplets and respiratory secretions. Also, see seasonal, avian, and pandemic influenza.

### **Isolation**

When sick people are asked to remain in one place (e.g. home, hospital), away from the public, until they are no longer infectious.

### **Pandemic Influenza**

Also called pandemic flu, it occurs when a new subtype of influenza virus develops, and there is little or no immunity (protection due to previous infection or vaccination) in the human population. It is easily passed from human to human, causes serious illness in humans, and is found in many countries. Also, see influenza, seasonal influenza, and avian influenza.

### **Personal Protective Equipment (PPE)**

Specialized clothing or equipment is worn to protect someone against a hazard, including an infectious disease. It can range from a mask or a pair of gloves to a combination of gear that might cover some or all of the body.

### **Quarantine**

When people who have been in close proximity to an infected person, but appear healthy, are asked to remain in one place, away from the general public, until it can be determined that they have not been infected.

### **Respiratory Etiquette**

Good coughing or sneezing manners is one way of minimizing the spread of viruses which are passed from human to human in the tiny droplets of moisture that come out of the nose or mouth when coughing, sneezing, or talking. Healthy, as well as sick people, should cover their nose and mouth when sneezing, coughing, or blowing their nose, and then put the used tissue in the trash to prevent the spread of germs.

### **Seasonal Influenza**

An infectious disease commonly referred to as the flu. In the U.S., flu season usually occurs between December and March. The influenza virus is one that has the ability to change easily; however, there is usually enough similarity in the virus from one year to the next that the general population is partially immune from previous infection or vaccination. Each year experts monitor the influenza virus and create a new vaccine to address changes in the virus. For this reason, people are encouraged to get a flu shot each year. Also, see influenza, avian influenza, and pandemic influenza.

### **Social Distancing**

Infection control strategy that includes methods of reducing the frequency and closeness of contact between people to limit the spread of infectious diseases. Generally, social distancing refers to the avoidance of gatherings with many people.

## **PLANNING, COORDINATION & EVALUATION**

The Chief School Administrator (CSA) and his/her designees are responsible for distribution, coordination, review and maintenance of this plan. The CSA and his/her designees must ensure the involvement of all affected parties in the development, implementation and review of this plan. The CSA and his/her designees must maintain a list of plan holders, and ensure that all have a copy of the latest plans.

### *Plan for it*

- Appoint a pandemic manager to coordinate plan development.
- Ensure this plan is consistent with district and school emergency response
- Ensure this plan is consistent with the health department plan.
- Assist the school district in any training or exercises, where appropriate.
- Ensure the school district is represented at community preparedness exercises, 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 comply with 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 antiviral medications and vaccines in schools in coordination with local public health authorities.
- Develop school closure procedures.
- Develop and conduct exercises in conjunction with local public health and emergency management authorities to test this plan, as needed.

### *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.
- Communicate any state public health directives to the schools' staff, parents, community members, contracted personnel and contracted agencies.
- Assist the schools 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 lists/information along with Genesis and Parent Portal data bases (e.g. staff, students, parent, contracted personnel, contracted agencies, etc.)

### *Be Vigilant (Initiate surveillance & heightened awareness)*



- Maintain links with relevant agencies and community support networks.
- Review pandemic plan along with health and safety procedures.
- Review and check staff and student 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 communication procedures and update all platforms with the most relevant information.
- Review school closure procedures.

#### *Prepare for possible school(s) closure*

- Make preparations for possible school closure.
- Ensure clear line of communication with officials authorized to make this decision (Board of Education members, Mayor, Police and Fire Chiefs, County Superintendent, Local Health Officials, State Education Commissioner, etc.)

#### *Implement Response Plan - School Closure*

- Close school(s) 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.
- Implement Remote Learning Home Bound Plan.

#### *Reclamation and Reunification*

- 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 make adjustments.
- Prepare for second wave.

### **School Closure**

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 recommends 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 district should be directed to close and implement their protocols for closing.

In the event that the State and/or NJDOE has not made a decision on school closures, chief school administrators, charter school lead persons and nonpublic school administrators have the authority to close their respective schools. It is expected, however, that this decision will be made in consultation with the County Superintendent of Schools, the Edison Health Department, and the Edison Township Office of Emergency Management.

# Pandemic Action Plan

## Review/Broaden/Amend Policies and Procedures

1. Members of the District Pandemic Planning Team (DPPT) are listed below and may be asked to meet as needed.
2. This plan may be modified based on new information and updates from the CDC, The NJ Health Department, and the NJDOE. Meetings may be held to review, update, and approve the Pandemic Crisis Plan for the upcoming school year and conduct tabletop emergency exercises. DPPT committee members will review and understand their roles and responsibilities during a pandemic crisis.
3. Staff email and school based voice mail contact information will be posted/updated on the district website.

Contact	Title	Contact Information (Work Phone/Cell Phone/)
Dr. Bernard Bragen	Superintendent of Schools	732-452-4961/732-228-9505      Bernard.Bragen@edison.k12.nj.us
Ralph Errico	President of BOE	732-754-0118      Ralph.Errico@edison.k12.nj.us
Patrick Kissane	Director of School Safety & Security	732-452-4988/732-947-7501      Patrick.Kissane@edison.k12.nj.us
Daniel Michaud	Business Administrator/Board Secretary	732-452-4972/732-259-2065      Daniel.Michaud@edison.k12.nj.us
Carol Martinez	Head School Nurse	732-452-2940 x 31008/732-841-4466      Carol.Martinez@edison.k12.nj.us
Baninder Mahabir	Chief Academic Officer/ Elementary Administrator	732-452-4986/732-768-1974      Baninder.Mahabir@edison.k12.nj.us
Gail Pawlikowski	Chief Academic Officer/ Secondary Administrator	732-452-4980/732-310-1524      Gail.Pawlikowski@edison.k12.nj.us
Dr. Christopher Conklin	Assistant Superintendent of Pupil Special Services	732-452-4983/732-662-8318      Christopher.Conklin@edison.k12.nj.us
Ralph Barca	Chief Information Technology Officer	732-452-4949/732-609-9856      Ralph.Barca@edison.k12.nj.us

Richard Benedict	Manager of Enrollment & Data Systems	732-452-4574/908-903-2804	Richard.Benedict@edison.k12.nj.us
Jay Elliot	Health Director/Edison Township Health Department	732-248-7476	
Kenneth Taylor	Director of Buildings/Grounds	732-452-4549/732-589-3046	Kenneth.Taylor@edison.k12.nj.us
Patricia Allegretto	Director of Dining Services (Onsite Director)	732-452-2851 /973-931-8344	

## Training and Support

- Annual training for staff members may be conducted as needed each year. The following topics may be discussed (Appendices A and A1)
  - o Prevention
  - o Preparation
  - o Symptom Recognition and Action
  - o Communication
  - o Communication for Staff
  - o Plan Distribution
  - o Continuation of Instruction Development
  - o Grading Expectations
  - o Work Related Responsibilities During School Closure
  - o Student Expectation Communication/Rubrics

## Communication

- Building principals will ensure that Appendices A and A1 are included in the teacher handbook and Appendix A information will be included on the district website. They will also ensure that all handbooks outline the specific calling out procedures to identify pandemic related symptoms in staff and students.
- The Assistant Superintendent of Pupil Special Services will serve as the contact person for addressing questions and concerns related to the topic of pandemic planning; the primary contact information is as follows: phone 732-452-4948 and email [christopher.conklin@edison.k12.nj.us](mailto:christopher.conklin@edison.k12.nj.us).
- Staff and student contact details will be annually updated into the Genesis student data management system for the purpose of accurate communication.
- An electronic system will be used to communicate updates and information to all stakeholders in various formats (text, email, call, etc.).

## Mitigation and Prevention

- Each school nurse will disseminate messages about preventive hygiene and conduct respiratory etiquette programs (cough in your sleeve). Dissemination techniques will include, but not be limited to, classroom presentations, press releases, school-wide posters, videos and training to staff via in-services or faculty meetings, hand washing signs in all bathrooms. Teachers will be trained in symptom identification via the annual mandatory universal precautions training completed through the district's online professional development portal.
- The Supervisor of Buildings and Grounds will ensure that all building bathrooms are continually stocked with soap and paper towels.
- The Supervisor of Buildings and Grounds will ensure that all student contact spaces are sanitized on a frequent and regular basis; hand washing signs will be posted.
- Teachers, building staff, and administrators will remind students to cover their coughs and sneezes.

- School nurses will encourage staff and students to obtain (on their own) flu shot vaccinations.
- District health professionals are encouraged to obtain flu shot vaccinations annually.

## Readiness

### Monitoring and Management

#### A. Standard Monitoring

No COVID-19 activity reported in the community

- Monitor daily attendance for increased reports of absence.
- Do not report absences to the Health Department *unless greater than 10%*.

#### B. Heightened Monitoring

COVID-19 activity reported in the community (less than 10% school absenteeism due to COVID-19 illness)

- Monitor daily attendance for COVID-19 illness/absences.
- Begin morning “COVID-19” first hour of school; report those who test positive for symptoms.
- Log absences due to COVID-19 illness. (Appendix B)
- Send weekly absence report (via fax) to health Department. (Appendix C & D)

#### C. Intensive Monitoring

High number of COVID-19 illness reported in the community (10% or greater school absentee-ism due to COVID-19 illness)

- Monitor daily attendance and log absences on log sheet.
- Continue morning “COVID-19 check.” (Appendix B)
- Send daily absence report (via fax) to Health Care Agency (Appendix C & D)
- Begin preparation for potential school closure.

The following processes and procedures are to be practiced by individual schools within the district to continually report the absentee rates for staff and students in collaboration with local health departments once a pandemic has been confirmed as present in New Jersey or once such information has been requested by the Health Department and/or County Superintendent’s Office:

- The school nurse will authorize individual student and staff dismissal due to identified and pandemic related symptoms; any students and/or staff members with these symptoms will be sent home immediately and required to remain at home for the infectious period or clearance from a physician. Students awaiting parents/guardians due to illness will be held in a separate area in the Nurse's Office or another designated location until pick up.
- The building secretary responsible for attendance reporting will forward, on a daily basis, the names of **students** who are absent due to pandemic related symptoms to the school nurse (Appendix B); the school nurse will document and monitor medically based absentee rates internally looking for increased reports of absence due to pandemic related illness (Appendix C & D). Absentee rates will not be reported to the Health Department unless greater than 15% of the population or unless requested by the Health Department and/or County Superintendent's Office.
- Central office will forward the names of **staff** who are absent due to pandemic related illness to the appropriate school nurse (Appendix B) on a daily basis; the school nurse will document and track medically based absentee rates internally looking for increased reports of absence due to pandemic related illness (Appendix C & D). Absentee rates will not be reported to the Health Department unless greater than 15% of the population or unless requested by the Health Department and/or County Superintendent's Office.
- Staff will be reminded to send sick students to the Nurse's Office.

## Communication, Direction, and Mitigation

- The CSA will provide updates and the latest research information to staff, students, and parents via TV36, the district website, and e-Ram.
- Building principals will cancel and announce cancellation of all large group activities including sporting events if directed to do so by the NJ Health Department and/or County Superintendent's office.
- Student seating will reflect social distancing to the fullest extent possible; student desks will be separated if directed to do so by the NJ Health Department and/or County Superintendent's office.
- Each school nurse will disseminate messages about preventive hygiene and conduct respiratory etiquette programs (sneeze and cough in your sleeve). Dissemination techniques will include, but not be limited to, classroom presentations, press releases, school-wide posters, videos and training to staff via in-services or faculty meetings, hand washing signs in all bathrooms. Teachers will be trained in pandemic related symptom identification.
- The Supervisor of Buildings and Grounds will ensure that all building bathrooms are continually stocked with soap and paper towels; hand washing signs will be posted.

- The Supervisor of Buildings and Grounds will ensure that all student contact spaces are sanitized on a daily basis; hand washing signs will be posted.
- Teachers, building staff, and administrators will remind students to cover their coughs and sneezes.
- Informational literature will be shared with parents and the community identifying the protocols parents should use to keep kids home (Appendix A).
- District health professionals will be encouraged to obtain flu shot vaccinations.
- Building administration will share information with parents and guardians on the following topics (Appendix A).
  - 1) Prevention
  - 2) Preparation
  - 3) Pandemic Symptom Recognition and Action
  - 4) Communication
- Building administration will remind staff to review this plan.

### Remote Learning Home Bound Instruction Plan

<b>Grade(s)</b>	<b>Instructional Approach</b>	<b>Suggested Technology Use (Web-based sites, apps, platforms, programs, etc.)</b>
Preschool	<p>Online lessons provided to students to watch (i.e., recorded videos by teachers, links to online videos, lessons through specific instructional platforms).</p> <p>Follow up practice activities and assignments provided through Google Classroom, email, teacher websites, etc.</p> <p>Reading/text assignments and project based learning assignments provided to students.</p> <p>Accountability and assessment procedures assigned (i.e., video of student responses, completed worksheets, written responses submitted, anecdotal notes provided by parent, etc.)</p> <p><i>Modifications and accommodations appropriate per IEPs and 504 plans along with ELL status.</i></p>	<p>Email</p> <p>Google (classroom and meeting/hangout)</p> <p>Remote learning software or apps (e.g. Go To Meeting, Discord, Skype, You Tube, MindPlay, Lexia, etc.)</p>



<p>Kindergarten – 2<sup>nd</sup></p>	<p>Online lessons provided to students to watch (i.e., recorded videos by teachers, links to online videos, lessons through specific instructional platforms).</p> <p>Follow up practice activities and assignments provided through Google Classroom, Seesaw, Zoom, email, teacher websites, etc.</p> <p>Reading/text assignments and project based learning assignments provided to students.</p> <p>Accountability and assessment procedures assigned (i.e., video of student responses, completed worksheets, written responses submitted, anecdotal notes provided by parent, etc.)</p> <p>In Class Resource Teachers should collaborate with their general education colleagues regarding the planning of appropriate modifications and instructional activities for students with IEPs through remote learning software or apps (Special Educators should provide distance learning opportunities that address the goals and objectives of the IEP.)</p> <p><i>Modifications and accommodations appropriate per IEPs and 504 plans along with ELL status.</i></p>	<p>Email</p> <p>Google and Seesaw (classroom and meeting/hangout)</p> <p>Remote learning software or apps (e.g. Go To Meeting, Study Island, Exact Path, Skype, You Tube, MindPlay, Lexia, Brain pop etc.)</p>
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<p>3<sup>rd</sup> – 5<sup>th</sup> Grades</p>	<p>Online lessons provided to students to watch (i.e., recorded videos by teachers, links to online videos, lessons through specific instructional platforms).  Follow up practice activities and assignments provided through Google Classroom, email, teacher websites, etc.  Reading/text assignments and project based learning assignments provided to students.  Accountability and assessment procedures assigned (i.e., video of student responses, completed worksheets, written responses submitted, anecdotal notes provided by parent, etc.)  In Class Resource Teachers should collaborate with their general education colleagues regarding the planning of appropriate modifications and instructional activities for students with IEPs through remote learning software or apps (Special Educators should provide distance learning opportunities that address the goals and objectives of the IEP.)  <i>Modifications and accommodations appropriate per IEPs and 504 plans along with ELL status.</i></p>	<p>Email</p> <p>Google (classroom and meeting/hangout)</p> <p>Remote learning software or apps (e.g. Go To Meeting, Study Island, Exact Path, Skype, You Tube, MindPlay, Lexia, BrainPop etc.)</p>
<p>6<sup>th</sup> - 8<sup>th</sup> Grades Core Content Areas</p>		

<p>Language Arts</p>	<p>Online lessons provided to students to watch (i.e., recorded videos by teachers, links to online videos, lessons through specific instructional platforms).  Follow up practice activities and assignments provided through Google Classroom, email, teacher websites, etc.  Reading/text assignments and project based learning assignments provided to students.  Accountability and assessment procedures assigned (i.e., video of student responses, completed worksheets, written responses submitted, anecdotal notes provided by parent, etc.)  In Class Resource Teachers should collaborate with their general education colleagues regarding the planning of appropriate modifications and instructional activities for students with IEPs through remote learning software or apps (Special Educators should provide distance learning opportunities that address the goals and objectives of the IEP.)  <i>Modifications and accommodations appropriate per IEPs and 504 plans along with ELL status.</i></p>	<p>Email</p> <p>Google (classroom and meeting/hangout)</p> <p>Remote learning software or apps (e.g. Go To Meeting, Discord, Skype, You Tube, MindPlay, Lexia, etc.)</p>
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<p>Math</p>	<p>Online lessons provided to students to watch (i.e., recorded videos by teachers, links to online videos, lessons through specific instructional platforms).  Follow up practice activities and assignments provided through Google Classroom, email, teacher websites, etc.  Reading/text assignments and project based learning assignments provided to students.  Accountability and assessment procedures assigned (i.e., video of student responses, completed worksheets, written responses submitted, anecdotal notes provided by parent, etc.)  In Class Resource Teachers should collaborate with their general education colleagues regarding the planning of appropriate modifications and instructional activities for students with IEPs through remote learning software or apps (Special Educators should provide distance learning opportunities that address the goals and objectives of the IEP.)  <i>Modifications and accommodations appropriate per IEPs and 504 plans along with ELL status.</i></p>	<p>Email</p> <p>Google (classroom and meeting/hangout)</p> <p>Remote learning software or apps (e.g. Go To Meeting, Discord, Skype, You Tube, MindPlay, Lexia, etc.)</p>
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<p>Social Studies</p>	<p>Online lessons provided to students to watch (i.e., recorded videos by teachers, links to online videos, lessons through specific instructional platforms).  Follow up practice activities and assignments provided through Google Classroom, email, teacher websites, etc.  Reading/text assignments and project based learning assignments provided to students.  Accountability and assessment procedures assigned (i.e., video of student responses, completed worksheets, written responses submitted, anecdotal notes provided by parent, etc.)  In Class Resource Teachers should collaborate with their general education colleagues regarding the planning of appropriate modifications and instructional activities for students with IEPs through remote learning software or apps (Special Educators should provide distance learning opportunities that address the goals and objectives of the IEP.)  <i>Modifications and accommodations appropriate per IEPs and 504 plans along with ELL status.</i></p>	<p>Email</p> <p>Google (classroom and meeting/hangout)</p> <p>Remote learning software or apps (e.g. Go To Meeting, Discord, Skype, You Tube, MindPlay, Lexia, etc.)</p>
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<p>Science</p>	<p>Online lessons provided to students to watch (i.e., recorded videos by teachers, links to online videos, lessons through specific instructional platforms).  Follow up practice activities and assignments provided through Google Classroom, email, teacher websites, etc.  Reading/text assignments and project based learning assignments provided to students.  Accountability and assessment procedures assigned (i.e., video of student responses, completed worksheets, written responses submitted, anecdotal notes provided by parent, etc.)  In Class Resource Teachers should collaborate with their general education colleagues regarding the planning of appropriate modifications and instructional activities for students with IEPs through remote learning software or apps (Special Educators should provide distance learning opportunities that address the goals and objectives of the IEP.)  <i>Modifications and accommodations appropriate per IEPs and 504 plans along with ELL status.</i></p>	<p>Email</p> <p>Google (classroom and meeting/hangout)</p> <p>Remote learning software or apps (e.g. Go To Meeting, Discord, Skype, You Tube, MindPlay, Lexia, etc.)</p>
<p>9<sup>th</sup> – 12<sup>th</sup> Grades Core Content Areas</p>		

<p>Language Arts</p>	<p>Online lessons provided to students to watch (i.e., recorded videos by teachers, links to online videos, lessons through specific instructional platforms).  Follow up practice activities and assignments provided through Google Classroom, email, teacher websites, etc.  Reading/text assignments and project based learning assignments provided to students.  Accountability and assessment procedures assigned (i.e., video of student responses, completed worksheets, written responses submitted, anecdotal notes provided by parent, etc.)  In Class Resource Teachers should collaborate with their general education colleagues regarding the planning of appropriate modifications and instructional activities for students with IEPs through remote learning software or apps (Special Educators should provide distance learning opportunities that address the goals and objectives of the IEP.)  <i>Modifications and accommodations appropriate per IEPs and 504 plans along with ELL status.</i></p>	<p>Email</p> <p>Google (classroom and meeting/hangout)</p> <p>Remote learning software or apps (e.g. Go To Meeting, Discord, Skype, You Tube, MindPlay, Lexia, etc.)</p>
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<p>Math</p>	<p>Online lessons provided to students to watch (i.e., recorded videos by teachers, links to online videos, lessons through specific instructional platforms).  Follow up practice activities and assignments provided through Google Classroom, email, teacher websites, etc.  Reading/text assignments and project based learning assignments provided to students.  Accountability and assessment procedures assigned (i.e., video of student responses, completed worksheets, written responses submitted, anecdotal notes provided by parent, etc.)  In Class Resource Teachers should collaborate with their general education colleagues regarding the planning of appropriate modifications and instructional activities for students with IEPs through remote learning software or apps (Special Educators should provide distance learning opportunities that address the goals and objectives of the IEP.)  <i>Modifications and accommodations appropriate per IEPs and 504 plans along with ELL status.</i></p>	<p>Email</p> <p>Google (classroom and meeting/hangout)</p> <p>Remote learning software or apps (e.g. Go To Meeting, Discord, Skype, You Tube, MindPlay, Lexia, etc.)</p>
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<p>Social Studies</p>	<p>Online lessons provided to students to watch (i.e., recorded videos by teachers, links to online videos, lessons through specific instructional platforms).  Follow up practice activities and assignments provided through Google Classroom, email, teacher websites, etc.  Reading/text assignments and project based learning assignments provided to students.  Accountability and assessment procedures assigned (i.e., video of student responses, completed worksheets, written responses submitted, anecdotal notes provided by parent, etc.)  In Class Resource Teachers should collaborate with their general education colleagues regarding the planning of appropriate modifications and instructional activities for students with IEPs through remote learning software or apps (Special Educators should provide distance learning opportunities that address the goals and objectives of the IEP.)  <i>Modifications and accommodations appropriate per IEPs and 504 plans along with ELL status.</i></p>	<p>Email</p> <p>Google (classroom and meeting/hangout)</p> <p>Remote learning software or apps (e.g. Go To Meeting, Discord, Skype, You Tube, MindPlay, Lexia, etc.)</p>
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Science	<p>Online lessons provided to students to watch (i.e., recorded videos by teachers, links to online videos, lessons through specific instructional platforms).</p> <p>Follow up practice activities and assignments provided through Google Classroom, email, teacher websites, etc.</p> <p>Reading/text assignments and project based learning assignments provided to students.</p> <p>Accountability and assessment procedures assigned (i.e., video of student responses, completed worksheets, written responses submitted, anecdotal notes provided by parent, etc.)</p> <p>In Class Resource Teachers should collaborate with their general education colleagues regarding the planning of appropriate modifications and instructional activities for students with IEPs through remote learning software or apps (Special Educators should provide distance learning opportunities that address the goals and objectives of the IEP.)</p> <p><i>Modifications and accommodations appropriate per IEPs and 504 plans along with ELL status.</i></p>	<p>Email</p> <p>Google (classroom and meeting/hangout)</p> <p>Remote learning software or apps (e.g. Go To Meeting, Discord, Skype, You Tube, MindPlay, Lexia, etc.)</p>
Specialty Area Teachers and World Language	<p>Online lessons provided to students to watch (i.e., recorded videos by teachers, links to online videos, lessons through specific instructional platforms).</p> <p>Follow up practice activities and assignments provided through Google Classroom, email, teacher websites, etc.</p> <p>Reading/text assignments and project based learning assignments provided to students.</p> <p>Accountability and assessment procedures assigned (i.e., video of student responses, completed worksheets, written responses submitted, anecdotal notes provided by parent, etc.)</p> <p><i>Modifications and accommodations appropriate per IEPs and 504 plans along with ELL status.</i></p>	<p>Email</p> <p>Google (classroom and meeting/hangout)</p> <p>Remote learning software or apps (e.g. Go To Meeting, Discord, Skype, You Tube, MindPlay, Lexia, etc.)</p>
Self Contained: Special Class Programs/Special Education	<p><b>Describe the delivery of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms.</b></p> <p>District is following the guidance provided by the USDOE on March 12, 2020 and March 21, 2020 along with the guidance provided by the NJDOE on April 3, 2020 (see link <a href="#">USDOE March 12, 2020</a>; <a href="#">USDOE March 21, 2020</a>; <a href="#">NJDOE April 3, 2020</a>)</p>	

Special education teachers provide specially designed instruction to special education students through online/remote learning modalities to address the goals and objectives as well as appropriate accommodations/modifications. In addition to instructional time and activities provided to all students (general education and special education students included), special education teachers establish additional direct instructional time (individual or small group) with students via an online platform such as Google Meet, Zoom, etc. (See below for minimum time requirements.)

<b>Preschool Disabled Program</b>	<b>Student-Teacher Contact Time Minimums Per Class Per Week</b>
Full Day	12 hours
Half-Day and Integrated	6 hours
<b>Self-Contained Program</b>	<b>Direct Instruction Time Minimums Per Student Per Week</b>
Autism K-12	2 hours
Multiply Disabled (PreK-8)	1 hour
Multiply Disabled (9-12+)	30 minutes ELA/SS and 30 minutes Math/Sci
Language-Learning Disability (Elementary)	45 minutes
Language-Learning Disability (Secondary)	15 minutes per content area
<b>Resource Programs</b>	<b>Direct Instruction Time Minimums Per Student Per Week</b>
Pull-Out Resource	30 minutes
In-Class Resource	30 minutes

Their instructional approach has included but not limited to the following:

- Online lessons provided to students to watch (e.g., recorded videos by teachers, links to online videos, lessons through specific instructional platforms).
- Follow up practice activities and assignments (e.g. consumables and printables) provided through Google Classroom, email, teacher websites, etc.
- Reading/text assignments and project based learning assignments provided to students.
- Accountability and assessment procedures assigned (e.g., video of student responses, completed worksheets, written responses submitted, etc.)

Subject Area K-12+	Accessible Materials and Platforms	Specialized Programs
<b>Language Arts</b>	Google Suites Newsela Readworks Ck12.org Commonlit Lexia	MindPlay Wilson Reading Phonics First Learning Ally <u>Unique Learning System:</u> <ul style="list-style-type: none"> <li>● Intermediate Grade Band</li> <li>● Middle School Grade Band</li> <li>● Transition Grade Band</li> <li>● News2You</li> </ul> <u>Learning A-Z:</u> <ul style="list-style-type: none"> <li>● Reading A-Z</li> <li>● Raz Kids</li> <li>● Writing A-Z</li> </ul>
<b>Math</b>	Google Suites EdGems Investigations Math Moby Max Prodigy Math Games Gizmos Discovery Ed Delta Math	<u>Unique Learning System:</u> <ul style="list-style-type: none"> <li>● Intermediate Grade Band</li> <li>● Middle School Grade Band</li> <li>● Transition Grade Band</li> <li>● News2You</li> </ul>
<b>Science</b>	Google Suites Newsela Readworks Ck12.org Mystery Science Defined Stem Discovery Ed	<u>Unique Learning System:</u> <ul style="list-style-type: none"> <li>● Intermediate Grade Band</li> <li>● Middle School Grade Band</li> <li>● Transition Grade Band</li> <li>● News2You</li> </ul> <u>Learning A-Z:</u> <ul style="list-style-type: none"> <li>● Science A-Z</li> </ul>

<b>Social Studies</b>	Google Suites Nearpod Newsela Readworks ck12.org Discovery Ed	<u>Unique Learning System:</u> ● Intermediate Grade Band ● Middle School Grade Band ● Transition Grade Band ● News2You	
<b>Life and Social Skills</b>	Google Suites Life Centered Education (LCE)	ReThink Teach Town <u>Unique Learning System:</u> ● Intermediate Grade Band ● Middle School Grade Band ● Transition Grade Band ● News2You	
<b>Video Conferencing:</b>	Zoom Google Meet		
<b>ALL</b>	Virtual Learning Tools: Google Suite for Education including: Google Classroom, Google Meet, Google Chat, Google Docs, Gmail, Google Forms, Google Slides, Google Jamboard		
	Hyperdocs ScreenCastify Flipgrid Dotstorming Padlet Brainpop Kahoot Animoto	Quizlet Quizizz Edpuzzle Socrative Gimkit Formative Seesaw ClassDojo	Study Island Exact Path Discovery Tech Online Book Classlink Read&Write Google Chrome Extension

<p>Related Service Providers</p>	<p>Online lessons provided to students to watch (i.e., recorded videos by teachers, links to online videos, lessons through specific instructional platforms).  Follow up practice activities and assignments provided through Google Classroom, email, teacher websites, etc.  Reading/text assignments and project-based learning assignments provided to students.  Accountability and assessment procedures assigned (i.e., video of student responses, completed worksheets, written responses submitted, anecdotal notes provided by parent, etc.)  <i>Modifications and accommodations appropriate per IEPs and 504 plans along with ELL status.</i></p>	<p>Email</p> <p>Google (classroom and meeting/hangout)</p> <p>Remote learning software or apps (e.g. Go To Meeting, Discord, Skype, You Tube, MindPlay, Lexia, etc.)</p>
<p>Extended School Year (ESY)</p>	<p><b>ESY 2020</b> (3 Options)  30 Days, 3.5 Hours/Day over 7 weeks  7/6/20 - 8/19/20</p> <p><b><u>Option 1: In-Person</u></b>  Full-Day Programs (FD SC PSD, SC AU, SC MD, LLSS) per 6A:14 class size ratios  3.5 Hours Small Group Direct Instruction/Day  8:30 - 12:00  +1 Hour Teacher Prep (Teacher Hours 8:00 - 12:30)  Half Day Programs (HD SC PSD)  1.5 Hours Small Group Direction Instruction/Day per Session  Session A - 8:00-9:30 // Session B - 11:00-12:30  +1.5 Hours Teacher Prep (Teacher Hours 7:45 - 10:00 &amp; 10:30 - 12:45)</p> <p><i>Both synchronous and asynchronous instruction and related services provided by appropriately certified special education teachers and therapists</i></p>	<p><i>If remote:</i></p> <p><i>Email</i></p> <p><i>Google (classroom and meeting/hangout)</i></p> <p><i>Remote learning software or apps (e.g. Go To Meeting, Discord, Skype, You Tube, MindPlay, Lexia, etc.)</i></p>

*Paraprofessionals will be used to assist during instruction per 6A:14 class size ratios*

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**Option 2: Remote** \*

Full-Day Programs (FD SC PSD, SC AU, SC MD)per 6A:14 class size ratios

1.5 Hours Small Group Direct Instruction/Day

2 Hours of Independent Activities/Day

+1 Hour Teacher Prep

*Group 1 - 8:30 - 10:00*

*Group 2 - 10:30 - 12:00*

Half-Day Programs (HD SC PSD)

.75 Hour Small Group Direct Instruction/Day

.75 Independent Activities/Day

+1.5 Hours Teacher Prep

*Group 1: 8:30 - 9:15*

*Group 2: 9:30 - 10:15*

*Group 3: 10:30 - 11:15*

*Group 4: 11:30 - 12:15*

LLSS (K-8)

1.5 Hours Small Group Direct Instruction/Day

2 Hours of Independent Activities/Day

+1 Hour Teacher Prep

*Both synchronous and asynchronous instruction and related services provided by appropriately certified special education teachers and therapists*

**Option 3: Hybrid (Combination of In-Person/Remote)** \*

1.5 Hours Direct Instruction / 2 Hours Independent Activities

(July) - *see above Remote Option*

3.5 Hours Direct Instruction (August) - *see above In-Person Option*

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 All Related Services follow the same schedule regardless of the option selected and all providers will follow the directions outlined above for distance learning.  
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***\* Only provide in-person sessions if Governor allows in-person instruction in schools, if in-person plan is approved by the NJDOE, if adequate personal; protective equipment (PPE) is available for ALL staff and students per state health officials or CDC guidance, if the appropriate number of staff (e.g. teachers, related services providers, nurses, etc. ) are available., if social distancing guidelines allow for small group gatherings, and if the school district must be able to ensure transportation health guidelines are followed per state health officials or CDC guidance***

Proposed Calendar

ESY 2020 Session Days

	Week of 7/6	Week of 7/13	Week of 7/20	Week of 7/27	Week of 8/3	Week of 8/10	Week of 8/17
Mon	A	B	A	B	A	A	B
Tues	B	A	B	A	B	B	A
Wed	A	B	A	B	A	A	B
Thurs	B	A	B	A	B		
Fri	A	B	A	B			



Other related questions from the NJDOE

**Describe the methods used to document IEP implementation including the tracking of services, student progress as well as the provision of accommodations and modifications.**

The district uses each students' Goals and Objectives along with IEP Direct to monitor, measure, and report students' progress. The modifications and accommodation necessary to promote remote learning are implemented on an individual basis and the necessary technology applications are applied to support each student's individual needs. Student contact logs also document the delivery of services. Additionally the district uses student contact tracking logs to record direct instructional time is maintained by each teacher for each student and a related services tracking log is maintained by each provider for each student.

**Describe how case managers follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible.**

Case managers are continuing their communication with parents. They are reaching out to families regularly to ensure parents and families understand the services that are available and accessible to the students, to clarify the importance of the student's educational involvement and attendance, and to troubleshoot/support any socio-emotional, academic, behavioral, and/or technical difficulties students may be having in their homes. Case managers will communicate with all parents of students in out-of-district schools as well as service providers to ensure they receive all Edison Township Public Schools communications in their native language. This information can be provided via email, phone call, Genesis, IEP Direct, and/or an online video conference platform (e.g. Zoom, Google Meet, etc.). Case managers will stay in contact with the out-of-district schools to facilitate meetings, answer questions and address all concerns.

**Describe how the district conducts virtual IEP meetings, evaluation, and other meetings to identify, evaluate, and/or reevaluate students with disabilities**

Mandated notices and meetings per NJAC 6A:14: The district sends all notices electronically using email through Frontline Education; web-based application IEP. The district holds and completes all mandated meeting initial planning, revelations, eligibility (if feasible or appropriate), and IEP meetings using teleconferencing software (e.g. Google Meetings, Zoom, etc.). In reference to evaluations the district is following the federal and state guidance phone conference or ce and protocols. "IEP Teams are not required to meet in person while schools are closed. If an evaluation of a student with a disability requires a face-to-face assessment or observation, the evaluation would need to be delayed until school reopens. Evaluations and re-evaluations that do not require face-to-face assessments or observations may take place while schools are closed, so long as a student's parent or legal guardian consents. These same principles apply to similar activities conducted by appropriate personnel for a student with a disability who has a plan developed under Section 504, or who is being evaluated under Section 504" (USDOE, March 16, 2020).

CST members, related services providers and teachers will participate in mandated meetings, when appropriate, using an on-line video conference platform or phone conference. In the event a required member of the IEP Team is not available, the case manager, in accordance with NJAC 6A: 14 will receive written consent to proceed with the meeting if the

	parent/guardian is in agreement. In the event the meeting can not be facilitated as noted above, the meeting will be rescheduled. All meetings are recorded in IEP Direct. Progress Indicators are provided to parents via IEP Direct in accordance with individual IEPs and NJAC 6A:14. District will continue to monitor and implement relevant guidance from the USDOE and NJDOE.	
ESL for ELL	<p>Online lessons provided to students to watch (i.e., recorded videos by teachers, links to online videos, lessons through specific instructional platforms).</p> <p>Follow up practice activities and assignments provided through Google Classroom, email, teacher websites, etc.</p> <p>Reading/text assignments and project-based learning assignments provided to students.</p> <p>Accountability and assessment procedures assigned (i.e., video of student responses, completed worksheets, written responses submitted, anecdotal notes provided by parent, etc.)</p> <p><i>If applicable, modifications and accommodations appropriate per IEPs and 504 plans.</i></p>	Email, Zoom or Google (classroom and meeting/hangout) Remote learning software or apps (e.g. Go To Meeting, Discord, Skype, You Tube, MindPlay, Lexia, etc.)
Counselors	<p>Coordinate services</p> <p>Consult with students and staff</p> <p>Write and facilitate 504s</p> <p>Provide direct services through phone and conferencing</p>	Email, Zoom or Google (classroom and meeting/hangout) Remote learning software or apps (e.g. Go To Meeting, Discord, Skype, You Tube, MindPlay, Lexia, etc.)
Child Study Team	<p>Coordinate services</p> <p>Write and facilitate IEPs</p> <p>Case manage in and OOD</p> <p>Consult with teachers</p> <p>Provide direct services through phone and conferencing</p>	Email Zoom or Google (classroom and meeting/hangout) IEP Direct Genesis Video conferencing
School Nurses	<p>Provide weekly lessons related to health and safety. Contact parents of all medically fragile students to ensure that they have enough medication to last through the school closure and advise parents to follow up with their child's physician with any immediate medical concerns or prescription refills. (Parents pick up student medication during a specified distribution day. Are</p>	Email, Telephone, Zoom or Google (classroom and meeting/hangout)

	available via email, phone, and online video conference platform to answer questions and/or concerns.	
Paraprofessionals	Provide input to your lead teachers on how to tailor distance learning activities to assigned student(s).	Email, Zoom, Google (classroom and meeting/hangout), or other web-based platforms
Out of District Placements	Special Services administrators will collect and compile copies of all OOD distance learning plans (If OOD schools are closed, OOD providers should provide distance learning opportunities or make up the days.) However, OOD students will attend school as long as the OOD schools are open and the bus companies are providing services.	As per OOD school's plan(s)
<p><b><u>Special Education and Related Services for Students with Disabilities</u></b></p> <ul style="list-style-type: none"> <li>• Related services therapeutic activities to target IEP goals and objectives will be provided through remote learning software or apps and the Special Services administrators will communicate with contracted vendors to arrange for remote services.</li> <li>• Any issues of compensatory educational services will be addressed, as necessary.</li> </ul> <p><b><u>Supplies, Materials, and Maintenance</u></b></p> <ul style="list-style-type: none"> <li>• The Supervisor of Buildings and Grounds will ensure ample storage of appropriate and adequate sanitation supplies such as soap and tissues in all bathrooms.</li> <li>• All classrooms will receive hand sanitizing gel for regular use.</li> <li>• The Director of Technology will monitor and maintain an offsite data file backup for all electronically stored data on a regular basis.</li> </ul>		

# ELL/Bilingual Plan

## 1. Describe the provision of ESL and bilingual education to meet the needs of ELLs.

- • **Elementary:** 60 minutes of ELA/ESL instruction on the appropriate days for each homeroom
  - • Daily Google Classroom lessons and Seesaw lessons
  - • Daily & Weekly Google Hangout sessions
  - • Weekly one-on-one Google Meets for Entering/Beginning students
  - • Emails/Phone calls
  - • Multimedia/multisensory approach for directions and attainable activities to help ELLs to be successful in completion of work
  - • Collaborating with classroom teachers to help with providing students attainable work in all subject areas (meeting with teachers to help modify work/plans via phone call or video conference)
  - • Providing additional activities on choice boards broken down by grade and proficiency level (as optional activities and additional resources for work that is attainable for our students)
  - • Google Hangout messages (in English and Spanish) for student support with work, questions and general communication
- 
- • **Middle School:** Two assignments posted in Google Classroom per week, according to building A/B schedule, differentiated assignments for POE students (BrainPopELL and Epic!), Google Meet (video chat) for 30-40 minutes per week per class, plus private Meets offered to at-risk students, class Google Hangout threads, ongoing individual feedback given through private channels (Google Classroom, Hangouts, student and parent emails, and phone calls), support given to mainstream teachers and Guidance counselors who serve ELLs via private emails and grade-level Team Zoom meetings
  - • Simplified texts in English with graphic organizers, differentiating instruction/assignments to meet the needs of all ELL levels, assignments that incorporate multiple intelligences and focus on reading, writing, listening, and speaking skills, providing effective feedback and assigning alternative assignments, video chats, and using Spanish, when necessary, to help students' comprehension of materials

- **High School:** ELLs are receiving a hybrid of English language instruction along with support in their content classes. Traditional scheduled class learning time is done in conjunction with individual and small group tutorials, depending on students' needs. Platforms used most often are Google Classroom, Zoom, and Hangouts. All students appear to have access to meals at the time, as the school is continuing the free lunch program through remote learning.

## 2. Describe how the district communicates with ELL families, including the translation of materials and directions.

### Elementary:

- Emails/Phone calls
- Class Dojo
- Seesaw App
- Google Classroom
- Google Hangouts and Meets
- District Remote Learning Site
- In-district translators, including our Bilingual teachers
- Translated documents
- Phone calls with families to assist with obtaining district WiFi, setting up technology (iPads and Chromebooks), getting usernames/passwords out to families to get students logged into apps necessary for remote learning (Seesaw, ClassLink, EasyBridge, Exact Path, Lexia, RazKids (Reading A-Z) Google Classroom, Google Meet, Zoom) Getting in touch with tech help to troubleshoot updates for iPads in order to help parents get the correct apps necessary for remote learning
- Translation of plans, directions, tutorials, websites, work, assignments, activities, description of apps/resources, etc.
- Administration (principal) emails to all students in the school (sent in English and Spanish)
- Phone calls to families from attendance officer to help with getting families connected to the Edison network
- ClassTag parent messages daily (ClassTag translates all announcements and messages in many different languages) Messages are also written in Spanish
- Twitter posts for parents to see updates and highlights of student learning throughout the week
- Virtual Field Trip/Activity Day Activities and Choice Boards translated in Spanish by ESL teachers to help parents understand directions

- · Screencastify tutorials for parents in Spanish and English explaining how to get onto specific apps/websites/resources/plans/etc.
- · Using Google Translate/Translate Document on Google Docs to create translated documents and messages for parents
- · Google Meet directly with parents to ask how everything has been going and asking for questions/comments/concerns/suggestions
  
- · **Middle School:** [ESL class](#), [school](#) and [district](#) websites; teacher and building emails; phone calls from teachers, Guidance counselors and administrators. Teachers have communicated with students and parents in Spanish, and are aware of our administrator using Gujarati with some students and families, but the majority of our communication is in English. They have just learned of [Google Voice](#) and plan to start using it to stay in touch with at-risk students and families
  
- · **High School:** Remote learning guide for parents/families in Spanish - <https://www.edison.k12.nj.us/curriculum/parents-remote-learning-information>
- · When students first arrive at the high school, they are paired with a student who speaks the same language and given a tour of the school to help navigate classes and schedule.

### **3. Describe how the district uses alternate methods of instruction, differentiation, access to technology, and strategies to troubleshoot ELL access challenges.**

- · Help Desk Tickets for devices
- · Differentiated materials delivered to students' homes
- · Free Altice/Optimum wireless network to Edison community
- · District has kept both high schools open for assistance with technology
- · Translated directions for activities on Seesaw and Google Classroom
- · Keeping structure of weekly activities consistent for students to be able to follow a familiar, continuous schedule
- · Differentiated work for students who are beginners/entering
- · Individualized Google Meets/plans/work
- · Resources provided for additional practice/help

- · Created videos for students to reference at their leisure to practice certain skills
- · Texts read aloud for students on videos so that they can listen
- · Using the voice comments on Seesaw to comment upon student work to give feedback
- · Using the voice recording on Seesaw to provide directions on how to complete an activity
- · Using Screencastify to explain directions in English and Spanish, as well as recorded mini-lessons on Screencastify for students to reference in English and Spanish
- · Modified instruction/work for students who started after the Remote Learning period began
- · **Middle School:** In mainstream classes, particularly science and social studies, instructional materials are offered to POE students in home language, and all students have the option of changing the language of their Google browser; mainstream assignments are usually modified for ESL students, but it depends on the assignment and the student. Students have 1:1 technology access, and universal basic wifi was offered by Edison internet provider. Google Voice will allow school personnel to leave voice and text messages simultaneously, from a non-personal number, allowing for better home contact during remote instruction
  
- · **High School:** All ELLs have their district-issued MacBooks, which significantly helps with differentiation. Students can use online translation tools to help them complete assignments and communicate more readily with their teachers and peers. Differentiation is done by scaffolding assignments more heavily for students at lower proficiency levels, while providing "challenge" options to engage students at higher proficiency levels. We also allow flexibility with due dates, and newcomer students, along with students who may have extenuating circumstances at home, are graded based on what they complete. In content classes, teachers of ELLs of all levels have the option to assign an 'N' grade if they feel a letter grade cannot be given. The school offers drop-off MacBook repair services and provides an immediate replacement.
- · ESL teachers are being added to content area classes so the ESL teacher can help support and guide ELLs in their mainstream class assignments.
- · For ESL 1 students, teachers have collaborated with teachers creating our own "ESL Support" Google Hangout Chat groups by subject area/teacher, ESL Teacher and the ELLs. Here students post questions about assignments. Many times the answers to the questions help all the students in the group. In addition, ESL Teachers break down instructions in simpler English, create example/model answers, and translate in Spanish.
- · Scholarship applications and college guidance
- · Zoom Meeting with ELLs, ESL Teacher, ESL Supervisor, College Counselor, and Director of ESL Department at Middlesex County College
- · Individual Google Meets with each student - once every two weeks (in Spanish, Urdu, Gujarati and Arabic when needed)
- · Welcome Google Meets call with new student and parent, and with new student and teachers
- · Edison High School created a Biology (ESL 3 Freshman) and US-History 1 (ESL1,2,3) class where most ELLs are placed.
- · For motivation we continue to have a student of the month, who receives a prize which allows students to have a sense of normalcy since we have done so throughout the school year.
- · Collaboration with seniors to help finish college requirements, how to register class, applying for financial aid, etc.

# Protocols

## ***Schools Remain Open***

When necessary, the Chief School Administrator (CSA) will initiate the response process:

### Central Office

- The CSA will send out message via any or all of the following systems: district's mass communication systems, parent portal, and the district website informing parents that some students are sick but schools remain open, encouraging the school community to refer to school website for additional information.
- The CSA will provide updates and the latest research information to staff, students, and parents via district's mass communication systems, parent portal, the district website, and social media platforms.

### School Nurse

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

### Teachers and Other School Personnel

- Reinforce student infection control procedures.
- Send students to the school nurse who appear ill.
- All school personnel should follow the protocols outlined in their contracts for reporting absences and follow recommendations made by the CDC.

### Building Administration

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

### Chief Technology Officer

- Send out messages and share relevant information as necessary on a regular basis.
- Regular update of relevant information will be disseminated via the district's mass communication systems, parent portal, and the district website.

### Custodial Staff

- Ensure ample supply of sanitizing supplies and daily sanitizations.
- Take appropriate actions to minimize the risk of viral transmission in school facilities to the greatest extent possible.
- Prepare all facilities for reliable functioning as part of community response efforts (e.g., a building used as an isolation facility).



- Prepare to restore facilities to their normal use.
- Assure the provision of power, telecommunications, heat and ventilation, water, sewer, janitorial services, etc. appropriate to facilities based on their classification during an event.

#### Secretarial Staff

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

#### School Counselors/ Child Study Team

- Promote students, faculty, and staff mental wellbeing during the event via in-services, individual and group counseling sessions.

#### **Addressing Stigma**

Stigma can affect people, places, or things. It occurs when people associate a risk with something specific—like a minority population group—and there is no evidence that the risk is greater in that group than in the general population. Stigmatization is especially common in disease outbreaks.

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

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

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

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

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

## *Schools Closed*

When necessary, the CSA will activate the response plan.

### Central Office

- CSA informs central staff and principals directing them to close some or all schools identified by the state; any non-academic events will be cancelled as well.
- The CSA will send out message via any or all of the following systems: district's mass communication systems, parent portal, and the district website informing parents that that schools are closed; encourage school community to refer to school website for additional information.
- The CSA will provide updates and the latest research information to staff, students, and parents via district's mass communication systems, parent portal, the district website, and social media platforms.

### School Nurse

- Check, monitor, and respond to voicemail and email messages on a daily basis.
- Provide health updates to district and building administration.

### Teachers and Other School Personnel

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

### Administration/Supervisors

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

### Chief Technology Officer

- Send out messages and share relevant information as necessary on a regular basis.

- Regular update of relevant information will be disseminated via the district’s mass communication systems, parent portal, and the district website.

#### Custodial Staff

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

#### School Counselors/ Child Study Team

- Counselors and child study team members will check, monitor, and respond to voicemail and email messages on a daily basis.
- Remote psychological first aid will be provided as necessary.

#### **Other Essential Operations**

##### Payroll

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

## **Food Service**

*(Policy #'s - 8500 Food Service; 8505 Wellness/Nutrient Standards for Meals and Other Foods; 8506 School Lunch Program; 8507 Breakfast Offer v. Service; 8540 Free and Reduced Rate Meals;)*

- The district’s food service agent, Chartwells Dining Services, will arrange for food distribution as required and non-perishable items will be made available to students who qualify for free and reduced meals.

The meals--both breakfast and lunch-- will be prepared by Chartwells and will be delivered and distributed at a dozen locations around town by school bus drivers and aides in Board of Education school buses. The buses will travel to the designated locations and park for two hours and the proper spacing for social distancing will be observed and enforced to protect township families and the people distributing food.

These are the locations and times for food distribution:

#### SOUTH END LOCATIONS

Edison Glen Apartments, (Front of Building \*)

Morning Stop: 10:00 am until 11:30 am; and

Afternoon Stop: 1:00 pm until 2:30 pm

Amandla Crossing, (100 Mitch Snyder Drive)

Afternoon Stop: 12:00 pm until 1:30 pm

Kilmer Homes, (115 Truman Drive)

Morning Stop: 10:00 am until 11:30 am; and

Afternoon Stop: 1:00 pm until 2:30 pm

Blueberry Village at Wildberry Court (Near the Rental Office)

Morning Stop: 10:00 am until 11:30 am; and

Afternoon Stop: 1:00 pm until 2:30 pm

Julius Engel Gardens, Willard Duhman Drive / Avenue C

Morning Stop: 10:00 am until 11:30 am; and

Afternoon Stop: 1:00 pm until 2:30 pm

#### Providing service for the following communities:

Julius Engel Gardens

Middlesex Interfaith Partners at Amandla Crossing and Imani Homes

Kilmer Homes

Ozanam Shelter

Blueberry Village

Imani Homes

Triple “C” Housing

#### NORTH END LOCATIONS

Minnie B Veal Community Center Parking Lot, (1070 Grove Avenue)

Morning Stop: 10:15 am until 11:30 am; and

Afternoon Stop: 1:00 pm until 2:30 pm

Hilltop Apartments – Dayton Drive & Warren Drive (Near Bldg 7)

Morning Stop: 10:00 am until 11:30 am; and

Afternoon Stop: 1:00 pm until 2:30 pm

Providing service for the following communities:

Greenwood Townhouses  
Hilltop/Trafalgar Gardens  
Beatrice Park Neighborhood  
Colonial Square Townhouse  
Robert Holmes Gardens  
Triple “C” Housing

\*\*\*\*\*

Grab-and-go breakfast and lunches also may be picked up between the hours of 9:30 and 11:30 am from TWO designated areas, which will be John P. Stevens High School and Edison High School. The meals will be available so that both breakfast and lunch meals can be picked up together. The meals will be bagged and ready for distribution so that you can just pick it up and go.

JOHN P. STEVENS HIGH SCHOOL	EDISON HIGH SCHOOL
Franklin D. Roosevelt School	Benjamin Franklin Elementary School
James Madison Intermediate School	Herbert Hoover Middle School
James Madison Primary School	Lincoln Elementary School
John Adams Middle School	Lindeneau Elementary School
Martin Luther King Elementary School	John Marshall Elementary School
Menlo Park Elementary School	James Monroe Elementary School
Woodbrook Elementary School	Thomas Jefferson Middle School
Woodrow Wilson Middle School	Washington Elementary School

## ATTENDANCE --District Regulation

### A. High School, Middle School and Elementary School Attendance

1. "Attendance" is a pupil's presence in school and in the classroom to which he/she is assigned at the times scheduled for instruction or other school activities.

a. A pupil will be considered to have attended school if he/she has been present at least four hours during the school day.

b. A Kindergarten pupil will be considered to have attended school if he/she has been present at least two and one-half hours during the Kindergarten session to which the pupil is assigned.

c. A pupil not present in school because of his/her participation in an approved school activity, such as a field trip, meeting, cooperative education assignment, or athletic competition will be considered to be in attendance.

2. "Excused absence" is a pupil's absence from school for a full day or a portion of a day for one or more of the following reasons:

a. The pupil's illness (doctor's note or verified by school nurse),

b. Family illness or death (with evidence submitted),

c. Educational opportunities,

d. Excused religious observances, pursuant to N.J.S.A. 18A:36-14 through 16,

e. Where appropriate, when consistent with Individualized Education Programs, the Individuals with Disabilities Act, accommodation plans under 29 U.S.C. §§794 and 705(20), and individualized health care plans pursuant to N.J.A.C. 6A:16-2.3,

f. The pupil's suspension from school,

g. The pupil's required attendance in court (with evidence submitted),

h. Examination for a driver's license,

i. Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day,

j. An absence for a reason not listed above, but deemed excused by the Principal, upon a written request by the pupil's parent or legal guardian to the Principal or designee stating the reason for the absence and requesting permission for the absence to be an excused absence,

### B. Notice to School of a Pupil's Absence

1. The parent(s) or legal guardian(s) or adult pupil is requested to notify the school before 9:00 a.m. of the morning of the pupil's absence.

2. The parent(s) or legal guardian(s) or adult pupil who anticipates a future absence or anticipates that an absence will be prolonged should notify the Principal or Guidance Office, who will assist in the arrangement of make-up work.

### C. Readmission to School After an Absence

1. A pupil returning from an absence of any length must present to the Principal or designee a written statement, dated and signed by the parent(s) or legal guardian(s) or adult pupil, of the reasons for the absence.

2. A note explaining a pupil's absence for noncommunicable illness for a period of more than three school days must be accompanied by a physician's statement of the pupil's illness.

3. A pupil who has been absent by reason of having or being suspected of having a communicable disease must present to the Principal or designee written evidence of being free of communicable disease, in accordance with Policy No. 8451.

#### D. Instruction

1. Teachers are expected to cooperate in the preparation of home assignments for pupils who anticipate an excused absence of three school days duration. The parent(s) or legal guardian(s) or adult pupil must request such home assignments.

2. A pupil who anticipates an excused absence due to a temporary or chronic health condition may be eligible for home instruction in accordance with Policy No. 2412. The parent(s) or legal guardian(s) or adult pupil must request home instruction.

#### E. School District Response To Unexcused Absences During the School Year

1. For unexcused cumulative unexcused absences, the Principal or designee (teacher, counselor or other) shall:

a. Make a reasonable attempt to notify the pupil's parent or legal guardian of each unexcused absence prior to the start of the following school day;

b. Conduct an investigation of the cause of each unexcused absence, including contact with the pupil's parent or legal guardian;

c. Develop an action plan in consultation with the pupil's parent or legal guardian designed to address patterns of unexcused absences, if any, and to have the child return to school and maintain regular attendance;

d. Proceed in accordance with the provisions of N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-11, if a potentially missing or abused child abuse situation is detected; and

e. Cooperate with law enforcement and other authorities and agencies, as appropriate.

2. Extenuating Circumstances

Circumstances constituting an exception to the class attendance requirements outlined in 1. above shall be for the following reasons only:

a. Illness requiring hospitalization - all days deducted;

b. Illness will be deducted if illness is verified by a doctor's note on the day of return to school.

c. Illness of one or two day duration which is of a chronic or persistent nature and requires regularly scheduled medical treatment over a prolonged period (e.g., physical therapy). Specific medical verification is required. Such cases will be subject to periodic review by the school nurse or school doctor.

- d. Death in the immediate family (parents, grandparents, siblings) in such cases up to three days will not be charged against the six day absence allotment;
- e. Religious holidays as published annually by the State Board of Education will not be charged against the six day absence allotment;
- f. Required college visitations must be approved in advance by the Principal.

Verification from the college is requested and up to three days will not be charged against the six day absence allotment. It is expected that the great majority of college visits will be made during the preceding summer, school holidays, weekends or after school hours;

g. Take your son/daughter to work day - pupils between the ages of nine and fifteen will not be charged with an absence if, prior to the designated day, the parent(s) or legal guardian(s) provides a note verifying the work location to be visited.

h. For pupils with disabilities, the school district shall require the attendance plans and punitive and remedial measures in accordance with the pupils:

- (1) IEP, pursuant to USC 1400 et. seq., the IDEIA;
- (2) Procedural protections set forth in N.J.A.C. 6A:14;
- (3) Accommodation plans under 29 USC 794 and 705 (20);
- (4) Individualized health care plans, pursuant to N.J.A.C. 6A:16-2.362ix.

## Reclamation and Reunification

When necessary, the Chief School Administrator will initiate the recovery process. School closure days as a result of this pandemic will not result in an extended school year if permissible per NJDOE; ten-month staff will remain through June 30<sup>th</sup> to complete any unfinished work.

Those students who can document illness to self or a member of the immediate family will have one additional month to make up missed work; extenuating circumstances will also be taken into consideration.

### Central Office

- Identify healthy staff to determine the feasibility of reopening schools.



- The CSA will send out message via any or all of the following systems: district's mass communication systems, parent portal, and the district website informing parents that some students are sick but schools remain open, encouraging the school community to refer to handbooks, the school calendar, and school website for additional information.
- The CSA will provide updates and the latest research information to staff, students, and parents via district's mass communication systems, parent portal, the district website, and social media platforms.
- If appropriate, CSA will announce that Edison Township Public Schools are to reopen.

#### School Nurse

- The school nurse will continue with surveillance reporting procedures, conduct student as well as staff assessments, communicate with parents/guardians as well as provide updates to administration.
- The school nurse will serve as the primary authority for sending home sick staff and students. Students and staff deemed ill and having pandemic related symptoms will not remain at school and should return only after their symptoms resolve and they are physically ready to return to school; they will be required to remain at home for the infectious period.
- Student absences will be counted as excused.
- Students not reporting to school due to pandemic related symptoms and illness are only required to call once to report absence. In addition, parents can submit an attendance note via parent portal.
- Follow up with students who are deemed at high risk for pandemic related complications.
- Physical assessment and needs of students who made contact with school nurse during the response phase.

#### Teachers and Other School Personnel

- Reinforce student infection control procedures.
- Send students to the school nurse who appear ill.
- Each classroom teacher must maintain the structure of the class but have the class engage in a creative processing activity such as journal writing, discussion related to the event, tie in of content matter to event; this must happen for a minimum of one day.
- Each classroom teacher should acknowledge the loss and/or event.

#### Administration/Supervisors

- Support and endorse nursing decisions.
- Monitor and report absences to central office.
- Serve as the primary contact person and authorizing body for all activities.
- Maintain contact with parents/guardians as well as school community keeping them abreast of what the building is doing for the reestablishment of a positive school climate.
- Monitor grading and assist in the reestablishment of a positive school climate.

#### Custodial Staff

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

#### Secretarial Staff

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

#### School Counselors/ Child Study Team

- Promote students, faculty, and staff mental wellbeing during the event via in-services, individual and group counseling sessions.
- Assessment of functioning and needs of students via referral system.
- Follow up with referrals.
- Follow up with students who called in/made contact during school closure.
- Stabilization groups will be conducted for students who cannot cope in the classroom setting.
- Coping groups will be conducted for the purpose of preventing post-traumatic stress.
- Conduct seminars for parents related to support, information, and referral services.

#### Buildings and Grounds

- The school will be sanitized under the direction of the Supervisor of Buildings and Grounds.

#### **Reactions to Stress**

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

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

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

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

- Feeling helplessness
- Social withdrawal

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

- Get the facts. Stay informed. For further information, see the dedicated CDC website.

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

- Keep things in perspective. Limit worry and agitation by lessening the time you spend watching or listening to upsetting media coverage. Although you'll want to keep informed — especially if you have loved ones in affected countries — remember to take a break from watching the news and focus on the things that are positive in your life and things you have control over.
  - Be mindful of your assumptions about others. Someone who has a cough or a fever does not necessarily have coronavirus. Self-awareness is important in not stigmatizing others in our community.
  - Stay healthy. Adopting healthy hygienic habits such as washing your hands with soap and water or an approved hand sanitizer, frequently, and certainly after sneezing or before/after touching your face or a sick person. Cover your mouth and nose with a tissue or your sleeve (not your hands) when coughing or sneezing. Avoid touching your eyes, nose and mouth. Avoid contact with others who are sick and stay home while sick.
  - Keep connected. Maintaining social networks can help maintain a sense of normalcy, and provide valuable outlets for sharing feelings and relieving stress.
  - Seek additional help. Individuals who feel an overwhelming worry or anxiety can seek additional professional mental health support. You may call your school counselor (who will be available as usual when school is open and via phone and email if school is closed).
- [https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/talking-to-children-about-covid-19-\(coronavirus\)-a-parent-resource](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/talking-to-children-about-covid-19-(coronavirus)-a-parent-resource)

## Appendix A

### What is Pandemic?

A “pandemic” is a disease that spreads all over the world and affects a large number of people. If you are caring for a loved one during a pandemic, it’s important to take steps to protect yourself and others. Always follow the most current advice of the U.S. Department of Health and Human Services and your local Health Department.

### Prevention:

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

- Clean your hands often with soap and water or approved hand sanitizer.
- Cover your mouth and nose with a tissue when you cough or sneeze and clean your hands afterward. Put used tissues in a wastebasket.
- Cough or sneeze into your upper sleeve if you don’t have a tissue.
- Keep your hands away from your eyes, nose and mouth to prevent germs from entering your body. Also, a person with signs of the virus should stay home from work, school and errands and avoid contact with others.
- **Disinfectant:** Use FDA approved products.
- OBTAIN A FLU SHOT.

### To limit the spread of germs and prevent infection:

- Teach your children to wash hands frequently with soap and water and model the correct behavior.
- Teach your children to cover coughs and sneezes with tissues or to cough and sneeze into elbow and be sure to model that behavior.
- Teach your children to stay away from others as much as possible if they are sick.
- Stay home from work and school if sick.

Caregivers should always wash their hands before providing care. Afterward, wash again and apply approved hand sanitizer as well. Follow these steps for proper hand hygiene:

- Wet hands with warm, running water and apply liquid soap.
- Rub hands vigorously for 20 seconds, covering all surfaces and fingers.
- Scrub nails by rubbing them against the palms of your hands.
- Rinse your hands with water.
- Dry your hands thoroughly with a paper towel and use it to turn off the faucet. A shared towel will spread germs.

### Preparation:

You can prepare for a pandemic now. You should know both the magnitude of what can happen during a pandemic outbreak and what actions you can take to help lessen the impact of a pandemic on you and your family. This checklist will help you gather the information and resources you may need in case of a pandemic.

**Plan for an extended stay at home during a pandemic.**

- Ask your employer about how business will continue during a pandemic.
- Ask your employer if you can work from home during a pandemic.
- Plan for a possible reduction or loss of income, if you are unable to work or your place of employment is closed.
- Check with your employer or union about leave policies.
- Plan home learning activities and exercises. Have materials, such as books, on hand.
- Plan recreational activities that your children can do at home.

**Items to have on hand for an extended stay at home:** During a pandemic, if you cannot get to a store, or if stores are out of supplies, it will be important for you to have extra supplies on hand. This can be useful in other types of emergencies, such as power outages and disasters.

**Non-perishable foods**

- Ready to eat canned meats, fruits, vegetables, soups
- Protein or fruit bars
- Dry cereal or granola
- Peanut butter and jelly
- Dried fruit, nuts, trail mix
- Baby formula
- Crackers
- Canned juices
- Bottled water
- Canned or jarred baby food
- Pet food

**Health and emergency supplies**

- Prescribed medical supplies such as glucose and blood pressure monitoring
- Soap and water or approved hand wash
- Medicines for fever, such as acetaminophen (aspirin) or ibuprofen (Motrin)
- Thermometer
- Antidiarrheal medications
- Vitamins
- Fluids with electrolytes, such as Pedialyte®
- Flashlight with extra batteries
- Portable radio with extra batteries
- Manual can opener
- Garbage bags
- Tissues, toilet paper, disposable diapers

**To plan for a pandemic:**

- Ask your doctor and insurance company if you can get an extra supply of your regular prescription drugs.
- Talk with family members and loved ones about how they would be cared for if they got sick, or what will be needed to care for them in your home.
- Volunteer with local groups to prepare and assist with emergency response.
- Get involved in your community as it works to prepare for a pandemic.

Cold Symptoms	Flu Symptoms	COVID-19 Symptoms
Stuffy nose	Fever	Fever

Sneezing	Headache	Cough
Sore throat	Often and severe aches	Shortness of breath
Mild to moderate chest discomfort/cough	Extreme exhaustion	*Be mindful of recent travel or contact with people who recently traveled.
	Stuffy nose	
	Sneezing	
	Sore throat	

**Communication:**

If you have any questions, please contact your school nurse or healthcare provider, or tune to Edison School Network **Channel 118**. Information is also available from the following:

- District Website: [www.edison.k12.nj.us](http://www.edison.k12.nj.us)
- Edison Department of Health & Human Resources: 732-248-7290 [www.edisonnj.org](http://www.edisonnj.org)
- Middlesex County Public Health Department: 732-745-3101 [www.co.middlesex.nj.us/publichealth](http://www.co.middlesex.nj.us/publichealth)
- The American Red Cross: [www.redcross.org](http://www.redcross.org)
- Federal Government: <https://www.cdc.gov/coronavirus/index.html>

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

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

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

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

**Ways to Manage Fears & Anxieties:**

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



- Stay healthy. Adopting healthy hygienic habits such as washing your hands with soap and water or an approved hand sanitizer, frequently, and certainly after sneezing or before/after touching your face or a sick person. Cover your mouth and nose with a tissue or your sleeve (not your hands) when coughing or sneezing. Avoid touching your eyes, nose, and mouth. Avoid contact with others who are sick and stay home while sick.
- Keep connected. Maintaining social networks can help preserve a sense of normalcy and provide valuable outlets for sharing feelings and relieving stress.
- Seek additional help. Individuals who feel an overwhelming worry or anxiety can seek additional professional mental health support. You may call your school counselor (who will be available as usual when school is open and via phone and email if the school is closed).  
[https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/talking-to-children-about-covid-19-\(coronavirus\)-a-parent-resource](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/talking-to-children-about-covid-19-(coronavirus)-a-parent-resource)

### Appendix A1

Communication for Staff Members:	Staff members are not to communicate with the media; the following statement should be utilized when questions and/or concerns from the media and/or the public arise: <i>“The District is taking all necessary measures to protect students, staff, and provide a continuity of operations as required. Added information will be provided from the Superintendent’s office when it becomes available.”</i>
Plan Distribution:	Please store and keep this plan in a safe place where you can access it if and when necessary.
Grading Expectations:	Teachers are asked to grade assignments as they come in via email while schools are closed.
Work-Related Responsibilities During Extended School Closures:	Teachers are asked to maintain contact with students via email and/or phone while schools are closed; logs are to be maintained.
Student Expectation Communication/ Rubrics:	Teachers are required to communicate grading expectations for assignments in the case of an extended school closure.

## Appendix B

### Absentee Questionnaire for COVID-19

The Center for Disease Control and Prevention defines an influenza-like illness as having the following symptoms:

- Fever
- Cough
- Shortness of breath

A student with flu-like symptoms must be sent to the office for screening (symptom check and/or taking temperature).

If the student meets the case definition as described above, they must be excluded from school until symptom-free. Enter the name of the student on a tracking log, and report on the daily/weekly report form.

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

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_  
 Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Does the student:	Yes	No
• have a fever	<input type="checkbox"/>	Temperature: <input type="checkbox"/>
• have a cough	<input type="checkbox"/>	<input type="checkbox"/>
• have shortness of breath	<input type="checkbox"/>	<input type="checkbox"/>
Is the student:		
• under care of doctor	<input type="checkbox"/>	<input type="checkbox"/>
Did the student:		
• travelled out of the country	<input type="checkbox"/>	Where: <input type="checkbox"/>
• contact with people who traveled out of the country	<input type="checkbox"/>	<input type="checkbox"/>
Please forward it to the school nurse each day one hour after taking attendance.		

### Appendix C

#### Daily Pandemic Census Log

Once the COVID-19 has been confirmed as present in Middlesex County, use the attached forms to report weekly to the Edison Health Department about the number of students absent with flu-like illness.

School \_\_\_\_\_ Date \_\_\_\_\_ Patient Category: Staff \_\_\_\_\_ Student \_\_\_\_\_

Once pandemic has been confirmed as present in Middlesex County, use this form to log student absences.

Name	Symptoms	Absent: Yes/No

TOTALS		

**Appendix D**

Edison Township Public Schools  
Weekly Pandemic Census

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

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

Primary \_\_\_\_\_ Elementary \_\_\_\_\_ Middle \_\_\_\_\_ High \_\_\_\_\_

City: Edison School District: Edison Township (1290)

Reporting Individual \_\_\_\_\_ Phone \_\_\_\_\_

**Students**

Number of students absent with flu-like illness this week	
Total number of students enrolled in your school	
ADA for the week	

**Staff/Faculty**

Number of staff/faculty absent with flu-like illness this week	
Total number of staff/faculty employed in your school	
Assistance Needed/Comments:	

**Fax this form each Friday during the period of Heightened Surveillance  
to NJ LINCS Agency**

## **SAMPLE KEY MESSAGES FOR SCHOOL OFFICIALS - OUTBREAK**

- We know this is an anxious time for our community, and our hearts go out to those who are ill. We are working closely with local health officials to deal with the situation and will keep parents updated with any relevant information.
- At this time, under the guidance of the County Health Department, we believe students can safely attend classes, and schools will remain open. Our thoughts are with all of our families and children who are affected.
- If the COVID-19 pandemic continues to spread and more students become ill, health officials may need to close schools for an extended period (for example, up to 6 weeks).
- The purpose of closing schools will be to decrease contact among children to reduce their risk of getting sick and to limit the spread of infection. If schools are closed, children should stay at home.
- We urge parents to plan now for the possibility of schools closing. Arrange daycare and homeschooling.
- Parents can help protect their children and prevent the spread of a COVID-19 as they would colds and other flu by taking the following precautions:
  - Teach your children to wash their hands frequently with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.
  - Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow.
  - Teach your children to stay away from people who are sick and stay home from work or school if you are sick.

**SAMPLE PRESS RELEASES AND KEY MESSAGES  
FOR SCHOOL ADMINISTRATORS**

**SCHOOLS REMAIN OPEN**

To announce that schools remain open:

For Release (DATE)

Contact (PIO Name & Number)

District Name **SCHOOLS ARE OPEN, BUT PARENTS SHOULD PREPARE**

\_\_\_\_\_ Schools remain open despite the COVID-19 outbreak in the county, but parents are asked to prepare for possible closures if the virus continues to spread.

School and county health officials are working together to monitor the situation, and parents will be updated with any relevant information.

If the COVID-19 virus continues to spread, and more students become ill, health officials say they may need to order schools to be closed. They urged parents to begin planning now for childcare in their home.

Health officials say parents can help protect their children and prevent to spread of COVID-19\_as they would colds and other flu by taking the following precautions:

- Teach your children to **WASH HANDS OFTEN WITH SOAP AND WATER FOR 20 SECONDS**. Be sure to set a good example by doing this yourself.
- Teach your children to **COVER COUGHS AND SNEEZES WITH TISSUES OR BY COUGHING INTO THE INSIDE OF THE ELBOW**. Be sure to set a good example by doing this yourself.
- Teach your children to **stay at least three (3) feet away from people who are sick**.
- People who are sick should **stay home from work or school and avoid other people** until they are **FEVER FREE FOR A MINIMUM OF 24 HOURS**, and illness symptoms are dramatically improved.



Health officials point out that recommendations may change during the course of a pandemic. For school updates, parents may call the school district's hotline at (732)\_\_\_\_\_, visit the district website at [www.edison.k12.nj.us](http://www.edison.k12.nj.us) or tune in to Edison School Network Channel 118.

More information on COVID-19 is available through the following:

- Edison Department of Health & Human Resources: 732-248-7290, [www.edisonnj.org](http://www.edisonnj.org)
- Middlesex County Public Health Department: 732-745-3101 [co.middlesex.nj.us/publichealth](http://co.middlesex.nj.us/publichealth)
- The American Red Cross: <http://www.redcross.org>
- Novel Coronavirus COVID-2019 <https://www.nj.gov/health/cd/topics/ncov.shtml>
- Federal Government: <https://www.cdc.gov/coronavirus/index.html>

## **SCHOOLS ARE CLOSED**

To announce school closures, a similar press release will be issued when school reopens.

For Immediate Release (DATE)

Contact: (PIO name & number)

## **HEALTH OFFICIALS ORDER CLOSURE OF SCHOOLS IN MIDDLESEX COUNTY**

Middlesex County Health Officials have ordered the closure of schools as a result of the COVID-19 outbreak in the county.

Schools may be closed for several days or even weeks. Because the virus is easily spread from person to person, the Middlesex County Health Care Agency has also ordered colleges, daycare centers and preschools to close. Because it is unsafe for large groups of people to gather, health officials warn people to stay away from shopping malls, community centers, and other places where germs can be spread.

According to (LOCAL HEALTH OFFICIAL), the purpose of closing schools is to limit contact among children to decrease their risk of getting sick, and to limit the spread of infection.

Because so many people are sick with the COVID-19, health officials acknowledge that it may be hard to get a doctor's appointment, go to a clinic, or even be seen in a hospital emergency room. They provided some tips for residents to care for the sick at home:

- Have them drink a lot of liquid (juice, water).
- Keep the sick person as comfortable as possible. **Rest is important.**
- For fever, sore throat, and muscle aches **in adults**, use ibuprofen (Advil) or acetaminophen (Tylenol).

- **DO NOT USE ASPIRIN WITH CHILDREN OR TEENAGERS; it** can cause Reye’s syndrome, a **life-threatening illness**.
- Keep tissues and a trash bag within reach of the sick person.
- Be sure everyone in your home **WASHES THEIR HANDS FREQUENTLY**.
- Keep the people who are sick with the COVID-19 away from the people who are not ill.

More information on COVID-19 is available through the following:

- Edison Department of Health & Human Resources: 732-248-7290, [www.edisonnj.org](http://www.edisonnj.org)
- Middlesex County Public Health Department: 732-745-3101 [co.middlesex.nj.us/publichealth](http://co.middlesex.nj.us/publichealth)
- The American Red Cross: <http://www.redcross.org>
- Novel Coronavirus COVID-2019 <https://www.nj.gov/health/cd/topics/ncov.shtml>
- Federal Government: <https://www.cdc.gov/coronavirus/index.html>

## SAMPLE KEY MESSAGES FOR SCHOOL OFFICIALS

### OUTBREAK

- We know this is an anxious time for our community, and our hearts go out to those who are ill. We are working closely with local health officials to deal with the situation and will keep parents updated with any relevant information.
- At this time, under the guidance of the county health department, we believe students can safely attend classes, and schools will remain open. Our thoughts are with all of our families and children who are affected.
- If COVID-19 continues to spread, and more students become ill, health officials may need to close schools for an extended time (e.g. up to 6 weeks).
- The purpose of closing schools will be to decrease contact among children to reduce their risk of getting sick and to limit the spread of infection. If schools are closed, children should stay at home.
- We urge parents to plan now for the possibility of schools closing. Arrange daycare and home instruction based on the school policy.
- Parents can help protect their children and prevent the spread of COVID-19 as they would colds and other flu by taking the following precautions:
  - Have them drink a lot of liquid (juice, water).
  - Keep the sick person as comfortable as possible. **Rest is important.**
  - For fever, sore throat and muscle aches

Recommendations may change during the course of the COVID-19. We will make public announcements through the media, as well as through the school district’s hotline (732- ) and Edison School Network Channel 118.

More information on COVID-19 is available through the following:

- Edison Department of Health & Human Resources: 732-248-7290, [www.edisonnj.org](http://www.edisonnj.org)
- Middlesex County Public Health Department: 732-745-3101 [co.middlesex.nj.us/publichealth](http://co.middlesex.nj.us/publichealth)
- The American Red Cross: <http://www.redcross.org>
- Novel Coronavirus COVID-2019 <https://www.nj.gov/health/cd/topics/ncov.shtml>
- Federal Government: <https://www.cdc.gov/coronavirus/index.html>

## 2. SCHOOL CLOSURES

Middlesex County health officials have ordered the closure of schools as a result of the COVID-19 outbreak in our county.

Schools may be closed for an extended time (e.g. up to 6 weeks).

We know this is a difficult time for our community, and our hearts go out to those who are ill. We are working closely with health officials to deal with the situation and will keep parents updated with any relevant information.

Because COVID-19 is easily spread from person to person, it is unsafe for large groups of people to gather, and children should stay home. The purpose of closing schools is to decrease contact among children to reduce their risk of getting sick and to limit the spread of infection.

During this time, children and adults should stay away from other people and groups, as much as possible. Health officials also advise that people not gather in other locations such as homes, shopping malls, movie theaters, or community centers.

Parents can help protect their children and prevent the spread of COVID-19 as they would colds and other flu by taking the following precautions:

- Teach your children to **WASH HANDS OFTEN** with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.
- Teach your children to **COVER COUGHS AND SNEEZES WITH TISSUES** or by **COUGHING INTO THE INSIDE OF THE ELBOW**. Be sure to set a good example by doing this yourself.
- Teach your children to **stay at least three (3) feet away from people who are sick** while at the same time remembering to stay home from work or school if you are sick.

Recommendations may change during the course of a pandemic. We will make public announcements through the media, as well as through the school district's hotline (732- ) and the Edison School Network Channel 118.

More information on COVID-19 is available through the following:

- Edison Department of Health & Human Resources: 732-248-7290, [www.edisonnj.org](http://www.edisonnj.org)
- Middlesex County Public Health Department: 732-745-3101 [co.middlesex.nj.us/publichealth](http://co.middlesex.nj.us/publichealth)
- The American Red Cross: <http://www.redcross.org>
- Novel Coronavirus COVID-2019 <https://www.nj.gov/health/cd/topics/ncov.shtml>
- Federal Government: <https://www.cdc.gov/coronavirus/index.html>

# Letters

# Insert Letterhead

Schools Remain Open

Date:

Dear Parents/Guardians:

We wrote to you recently to tell you about a COVID-19 outbreak in Middlesex County/Edison. Here is some new information: There are now even more students in our schools who are ill with this COVID-19 virus. Still, the county health department tells us that students who are not sick may continue to attend school. The schools will remain open. We will keep you updated with any relevant information.

(To keep the COVID-19 from spreading to more people, we ask you to **keep sick children home**. Any children who are sick in school will be sent home.)

Public health officials want you to protect yourself and your family against COVID-19. Here are some ways to stop the spread of germs and sickness and take care of your family:

- **Keep children who are sick at home. DO NOT send them to school.**
- If some of the people in your home are sick with the COVID-19, keep them away from the people who are not ill.
- If some of the people in your home are sick with the COVID-19, and you cannot see a healthcare provider, some things you can do to help them are:

- o Have them drink a lot of liquid (juice, water, etc.).
- o Keep the ill person as comfortable as possible. **Rest is important.**
- o **For fever, sore throat, and muscle aches in adults, use ibuprofen (Advil) or acetaminophen (Tylenol). DO NOT USE ASPIRIN WITH CHILDREN OR TEENAGERS; it can cause Reye's Syndrome, a life-threatening illness.**
- Keep tissues and a trash bag within reach of the sick person.
- Be sure everyone in your home **WASHES THEIR HANDS FREQUENTLY.**
- Contact a healthcare provider for further advice. If the ill person is having difficulty breathing or is getting worse, contact the healthcare provider right away.

Enclosed with this letter is a checklist to help families get ready for a COVID-19 outbreak. This information can also help your family be prepared for any kind of emergency.

If you have any questions, please contact your school nurse or healthcare provider, or tune to Edison School Network **Channel 118**. Information is also available from the following:

- District Website: [www.edison.k12.nj.us](http://www.edison.k12.nj.us)
- Edison Department of Health & Human Resources: 732-248-7290 [www.edisonnj.org](http://www.edisonnj.org)
- Middlesex County Public Health Department: 732-745-3101 [www.co.middlesex.nj.us/publichealth](http://www.co.middlesex.nj.us/publichealth)
- The American Red Cross: [www.redcross.org](http://www.redcross.org)
- Federal Government: <https://www.cdc.gov/coronavirus/index.html>

### **Insert Letterhead**

Schools Closed  
Date:

Dear Parents/Guardians:

Middlesex County Health Officials have ordered all schools in the County to close. This order is because of the COVID-19 situation here.

**ALL SCHOOLS ARE IMMEDIATELY CLOSED UNTIL FURTHER NOTICE, AND CHILDREN SHOULD STAY HOME!**

Schools may be closed for days or even weeks to reduce contact among children and stop the spread of the COVID-19.

We know that many students and their families are very sick. We know this is a hard time for our community, and our hearts go out to those who are ill.

Because the COVID-19 is spread easily from person to person, it is not safe for large groups of people to gather. During this time, both children and adults should stay away from other people and groups as much as possible. They should not gather in locations such as shopping malls, movie theaters, or community centers.

We know that it may be hard to get a doctor's appointment, go to a clinic, or even be seen in a hospital emergency room. Here are some tips for helping those who are sick with the COVID-19:

Public health officials want you to protect yourself and your family against COVID-19. Here are some ways to stop the spread of germs and sickness and take care of your family:

- **Keep children who are sick at home. DO NOT send them to school.**
- If some of the people in your home are sick with the COVID-19, keep them away from the people who are not ill.
- If some of the people in your home are sick with the COVID-19, and you cannot see a healthcare provider, some things you can do to help them are:
  - o Have them drink a lot of liquid (juice, water, etc.).
  - o Keep the ill person as comfortable as possible. **Rest is important.**
  - o **For fever, sore throat, and muscle aches in adults, use ibuprofen (Advil) or acetaminophen (Tylenol). DO NOT USE ASPIRIN WITH CHILDREN OR TEENAGERS; it can cause Reye's Syndrome, a *life-threatening illness*.**
- Keep tissues and a trash bag within reach of the sick person.
- Be sure everyone in your home **WASHES THEIR HANDS FREQUENTLY.**
- Keep the people who are sick with the COVID-19 away from the people who are not ill.

If you have any questions, please contact your school nurse or healthcare provider, or tune to Edison School Network **Channel 118**. Information is also available from the following:

- District Website: [www.edison.k12.nj.us](http://www.edison.k12.nj.us)
- Edison Department of Health & Human Resources: 732-248-7290 [www.edisonnj.org](http://www.edisonnj.org)
- Middlesex County Public Health Department: 732-745-3101 [www.co.middlesex.nj.us/publichealth](http://www.co.middlesex.nj.us/publichealth)
- The American Red Cross: [www.redcross.org](http://www.redcross.org)
- Federal Government: <https://www.cdc.gov/coronavirus/index.html>

# Insert Letterhead

Return to School

Date:

Dear Parents/Guardians:

Middlesex County Health Officials have declared the COVID-19 outbreak is under control.

Our schools will open again on \_\_\_\_\_.

At this time, students may safely return to class.

Even though schools are opening, there are still some people who are sick from the COVID-19 virus. Health officials say that pandemic outbreaks sometimes happen in waves. This means more people could become sick again soon. If more people get sick, schools may need to close again. We will continue to give you any relevant information.

Because the COVID-19 can still be spread from person to person, please **keep children who are sick at home. DO NOT SEND THEM TO SCHOOL!**

We are looking forward to seeing your children again.