

State of Georgia Pandemic Influenza Planning Kit for Schools



Prepared for
the
Georgia Division of Public Health
and the
Georgia Department of Education
by
Clarity Healthcare, Inc.

April 2007

Draft 4.3

Draft 4.3

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Suggested citation format:

Lysak, Kathleen H., Pandemic Influenza Planning Kit for Schools, prepared by Clarity Healthcare, Inc. under contract to the Georgia Department of Human Resources/Division of Public Health. April 2007.

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Pandemic Influenza Planning Kit for Schools

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Pandemic Influenza Planning Kit

Record of Changes

<u>Date</u>	<u>Description of Change</u>
January 2007	Deleted Authorities worksheet. Deleted worksheets for individual schools in favor of generic worksheet for both districts and individual schools. Deleted background information on county pandemic influenza planning from Appendix. Added Assessment. Expanded workplan. Revised Timelines. Included additional support material
April 2007	Preparing for the Next Pandemic section revised to include CDC Pandemic Severity Index (PSI) and Non-pharmaceutical Interventions; Performance Targets revised; Instructions revised to refer to modifying approach to address local circumstances; Teacher and Parent survey revised to include types of internet access.
June 2007	Corrected pagination and Table of Contents
	Draft 4.3

Introduction

Goals of this Planning Kit

In March 2006, the U.S. Department of Education first asked State and local education officials to make planning for an influenza pandemic a priority. The Centers for Disease Control and Prevention (CDC) has released a School District (K-12) Pandemic Influenza Planning Checklist to assist you in this effort. This planning kit was developed by the Georgia Division of Public Health to provide more specific guidance on how to accomplish the planning activities identified in the CDC Checklist.

We hope this kit will help you to do four things to prepare for a pandemic:

1. Help increase awareness of the threat of a pandemic and educate your staff, teachers, and students and their families about how they can prepare,
2. Plan how you will continue student learning and core operations during a pandemic, and
3. Plan how you will support your community in its response to a pandemic.
4. Plan how you will return to normal operations after the pandemic has passed.

How to Use this Planning Kit

You can use the background materials in this kit to become knowledgeable of what a pandemic is and how it may impact your community. You can also learn some of the basic principles of emergency planning and where to get additional information and training on this important subject. The Assessment section will help you to evaluate your school district or individual school's plans and resources for dealing with a pandemic. Finally, the workplan and worksheets will help you to develop those parts of your pandemic plan that are not yet completed.

Your comments on the usefulness of this kit, or suggestions for how it can be made more useful are welcome and should be sent to planningkits@clarityhealthcare.com.

What is a Pandemic?

A pandemic is a worldwide outbreak of a disease. An influenza (or flu) pandemic occurs when a new flu virus appears or “emerges” in the human population, causes serious illness, and then spreads easily from person to person worldwide.

Pandemics are different from seasonal outbreaks or “epidemics” of the flu.

- **Seasonal outbreaks** are caused by subtypes of flu viruses that already exist among people.
- **Pandemic outbreaks** are caused by new subtypes or by subtypes that have never circulated among people, or that have not circulated among people for a long time.

In a typical flu season, 36,000 people die of the flu in the United States, mostly the elderly. Past influenza pandemics have led to high levels of illness, death, social disruption, and economic loss.

Flu Pandemics During the 20th Century

During the 20th century, the emergence of new flu virus subtypes caused three pandemics, all of which spread around the world within 1 year of being detected.

- In 1918-19, the "**Spanish flu**," caused the highest number of known flu deaths. More than 500,000 people died in the United States. Up to 50 million people may have died worldwide. Many people died within the first few days after infection, and others died of complications later. Nearly half of those who died were young, healthy adults. For every 1,000 people who got the Spanish flu, 20 died.
- In 1957-58, "**Asian flu**," caused about 70,000 deaths in the United States. First identified in China in late February 1957, the Asian flu spread to the United States by June 1957.
- In 1968-69, "**Hong Kong flu**," caused about 34,000 deaths in the United States. This virus was first detected in Hong Kong in early 1968 and spread to the United States later that year. For every 1,000 people who got the Hong Kong flu, 5 died.

Both the Asian flu and the Hong Kong flu pandemics were caused by new viruses created when a human flu virus and an avian (bird) flu virus combined. It is now believed that the 1918-19 pandemic virus was also caused by an avian flu virus, with similarities to the H5N1 strain of the avian flu virus that is currently circulating in Asia and other parts of the world.

Introduction

Preparing for the Next Pandemic

Preparing for a pandemic involves taking steps to limit, as much as possible, the number of people who get sick, preparing to take care of possibly large numbers of people who do get sick, and planning how to minimize the disruption to society. Even a mild pandemic will challenge the ability of the health care system because demand will go up even as resources are limited by staff absenteeism due to illness and the need to care for ill family members. High absentee rates will also make it more difficult to maintain other essential services. Therefore, a cornerstone of the government's plan to minimize the impact of the pandemic is to limit the number of people who get sick.

Non-pharmaceutical interventions (NPIs) will be the primary strategies for limiting the number of people who get sick in the early stages of the pandemic because:

- A vaccine probably will not be available for several months,
- Antibiotics don't work against viruses,
- Antiviral medications will be in short supply, and may not work if the virus becomes resistant.

Non-pharmaceutical interventions include:

- Voluntary isolation of the sick,
- Voluntary quarantine of exposed individuals,
- Child social distancing, *including school closures*, and
- Adult social distancing.

How aggressively these interventions are implemented will depend on the severity of the pandemic as it unfolds. If, as expected, the pandemic begins overseas, we will have some information on how severe it will be as we are implementing our pandemic response.

The CDC has developed a Pandemic Severity Index that is based on the case fatality rate (the percentage of the people who get the disease who die). This Index is designed to facilitate the development of response plans that are contingent upon the severity of the pandemic. Table 1 below shows the expected impact on Georgia of pandemics of various severities using the Pandemic Severity Index. The numbers of deaths expected assumes a 30% illness rate during the pandemic. The three pandemics that occurred in the last century are shown for reference purposes.

The CDC Interim Pre-Pandemic Planning Guidance¹ uses a three-tiered strategy for planning for the dismissal of children from schools, colleges and universities, and childcare programs:

- No dismissal of students from schools or closure of childcare facilities in a Category 1 pandemic
- Short-term (up to 4 weeks) dismissal of students and closure of childcare facilities during a Category 2 or Category 3 pandemic
- Prolonged (up to 12 weeks) dismissal of students and closure of childcare facilities during a severe influenza pandemic (Category 4 or Category 5 pandemic)

¹ Interim Pre-pandemic Planning Guidance: Community Strategy for Pandemic Influenza Mitigation in the United States – Early, Targeted, Layered Use of Non-pharmaceutical Interventions, Centers for Disease Control and Prevention, February 2007

Table 1: Pandemic Severity Index

Category	Case Fatality Rate	Expected Number of Deaths in Georgia	20 th Century U.S. Experience
1	<0.1%	< 2,722	*
2	0.1 - <0.5%	2,722 - 13,609	1957, 1968
3	0.5 - <1.0%	13,609 - 27,218	None
4	1.0 - <2.0%	27,218 - 54,435	None
5	=> 2.0%	=> 54,435	1918 Pandemic

* Seasonal influenza has approximately this case fatality rate, but an illness rate of only 5 – 20% because of the existence of immunity in some individuals from prior exposure to the specific influenza virus circulating in any given year.

Research shows that it is important that these measures be implemented *before* extensive spread of the virus has occurred in a specific community. **It is not recommended that communities wait to implement school closures until a threshold level of absenteeism in the schools is reached.** In all but the mildest category of pandemic, it is expected that schools will be closed for some period of time. If schools are not closed, pandemic response activities will focus on infection control in the schools.

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The steps between recognition that a pandemic is imminent and the decision to activate specific response plans are critical. CDC has defined three response steps to reflect the escalation of response action given specific triggers:

- *Alert* includes notification of critical systems and personnel of the impending activation of response plans,
- *Standby* includes initiation of decision-making processes for imminent activation, including mobilization of resources and personnel, and
- *Activate* refers to implementation of the specified pandemic mitigation measures.

Table 2 shows what events trigger each of these response steps as it relates to implementation of school closures.

As part of your pandemic planning, we are asking you to identify what specific personnel should do during each of these response steps, what critical resources they will need, and the processes that they will follow, so that the transition time between *Alert*, *Standby*, and *Activate* can be minimized. Plans should be developed to address all pandemic severities.

Table 2: Triggers for Implementation of School Closures

Pandemic Severity Index	CDC Recommendation	Response Steps		
		Alert	Standby	Activate
		Notification of critical systems and personnel	Initiation of decision-making processes; mobilization of resources and personnel	Implementation
1	No dismissal of students from schools or closure of childcare facilities	Widespread human outbreaks in multiple locations overseas	First human case in North America	First laboratory confirmed cluster in a state or region*
2 and 3	Short-term (up to 4 weeks) dismissal of students and closure of childcare facilities	Widespread human outbreaks in multiple locations overseas	First human case in North America	First laboratory confirmed cluster in a state or region*
4 and 5	Prolonged (up to 12 weeks) dismissal of students and closure of childcare facilities	Confirmed human outbreak overseas	Widespread human outbreaks in multiple locations overseas	First laboratory confirmed cluster in a state or region* (may be the first human case in North America)

* In metropolitan areas that cross state boundaries, the first cluster in the region would trigger activation, even if the cluster is in another state encompassed by the metropolitan area.

Introduction

Georgia's Pandemic Flu Planning

Georgia's pandemic flu community preparedness activities have the following goals:

- Every resident of Georgia knows how to protect themselves and their families when a pandemic strikes.
- Every resident of Georgia knows who to call/where to go if someone in their family gets sick during the pandemic.
- Services and systems are in place to care for large numbers of flu patients.
- Essential services continue, with changes planned ahead to reduce the impact of the pandemic.
- Economic disruption is managed through pre-planning and community-wide cooperation

A Pandemic Flu Planning Committee is being formed in each county. You can find out more about the committee in your county by contacting the County Board of Health, your local Emergency Management Agency, or your County Commissioners. It is important to have representatives of each segment of the community on this committee. It is also important to have the broadest possible participation by members of the community. Planning kits are being provided by GDPH for organizations in each segment.

Each organization is being asked to do three things to prepare for a pandemic:

1. Help increase awareness of the threat of a pandemic and educate people about how they can prepare,
2. Plan how they will continue their most important activities, perhaps in a different way, during a pandemic, and
3. Plan how they will support their community in its response to a pandemic.

1. Awareness and Education

It is critical that every individual in Georgia know about the possibility of a pandemic, what to do to prepare themselves and their family, and what to do when the pandemic arrives. A well informed public can help to slow the spread of the pandemic. Materials are being developed by CDC and GDPH to inform the public about the pandemic threat.

2. Continuity of Activities/Purpose

Public health authorities will implement non-pharmaceutical interventions to slow the spread of the pandemic. Some of your activities may be canceled until the pandemic is over without actually closing schools. Or schools may be closed for as long as 12 weeks in each wave of the pandemic. This planning kit is designed to help you plan how you can continue student learning and core activities such as payroll, no matter what the level of interventions implemented.

3. Support of Your Community's Response

If schools are closed during a pandemic, school facilities, vehicles, and personnel may be used for other purposes. By working with your County Pandemic Influenza Planning Committee and the Schools Task Force, you can plan ahead how this will be accomplished. You can also identify what help you need from others in your community to continue student learning. This planning kit has been designed to help you with these tasks as well.

Pandemic Influenza Planning Kit for Schools

The Role of Schools

In March 2006, Margaret Spelling, Secretary of the U.S. Department of Education said,

In preparation for a pandemic, schools are uniquely equipped to disseminate preventative health information to teachers, students, parents and the local community.

Children are also known to be efficient transmitters of seasonal influenza and other respiratory illnesses. This is because these diseases are more easily transmitted in environments with higher social density (the number of people in a given space) and schools are among the most socially dense places in our society.

Finally, school facilities are located throughout our communities and are located to be easily accessible to residents of the community. These three factors combine to give schools a key role in any community's response to a pandemic.

The County Pandemic Influenza Planning Committee Kit describes the role of schools in preparing for a pandemic as follows:

Planning:

- ☐ Learn, teach and practice protecting behaviors
- ☐ Develop plan for implementing higher level infection control procedures during a Category 1, 2, or 3 pandemic using Pandemic Flu Planning Kit for Schools provided by the Division of Public Health
- ☐ Develop plan for continuing instruction during extended closure for a Category 2 - 5 pandemic using Pandemic Flu Planning Kit for Schools provided by the Division of Public Health
- ☐ Develop a plan for supporting the community response, through the Schools Segment Task Force of the County Pandemic Influenza Planning Committee
- ☐ Coordinate with public health and other segments of community

When Pandemic Arrives:

- ☐ Implement higher level infection control procedures
- ☐ Implement home instruction plan when schools are closed
- ☐ Implement plan for supporting the community response, through the Schools Segment Task Force of the County Pandemic Influenza Planning Committee
- ☐ Coordinate with public health and other segments of community

The most difficult of these tasks is continuing the educational mission of the schools during an extended closure. While this may seem an impossible task, it is crucial that our schools embrace planning for continuing student learning during school closures of up to 12 weeks. The decision to close schools is a difficult one for decision-makers because of the far-reaching effects of school closure on any community. Having preparations in place allows decision makers in your community to take the steps that research shows will have a significant impact on how well your communities fare in a pandemic. It is our goal to have preparations in place to minimize the disruptive effects of a school closure.

Pandemic Influenza Planning Kit for Schools

The Role of Schools

Results of mathematical modeling suggest a reduction of overall disease, especially when schools are closed early in the outbreak.¹ Two recent studies² comparing the experience of various cities during the 1918 Spanish flu pandemic found that the timing of containment measures, such as closing schools and banning public gatherings, had a significant impact on mortality rates.

Closing schools would certainly reduce the risk of infection and illness among children, which would be particularly important if the pandemic strain causes significant morbidity and mortality among children. Studies of the avian influenza virus that is currently of concern to scientists indicate that the virus disproportionately attacks school age children. More than 40% of the 291 human cases so far have occurred among individuals age 5 to 19 years of age. The highest case fatality rate has occurred among those aged 10–19 years.³

Pandemics usually occur in waves, each 8 to 12 weeks in duration. If school closures are to be used as a mitigation strategy, they need to occur early in each wave to be effective. Therefore, we are asking you to plan for a 4 to 12 week closure of schools, and possibly a second closure for a subsequent wave.

A Pandemic Influenza Planning Kit for Businesses is being developed to assist them in making their own preparations for a pandemic, including planning for the possibility that many of their employees may need to stay home with school age children.

It is important to remember that, whether or not schools are closed officially, many parents who are able may choose to keep their children home from school during a pandemic. Keeping these children engaged in school-directed learning will help to reintegrate them when the pandemic has passed.

¹ Timothy C. Germann, Kai Kadau, Ira M. Longini, Jr., and Catherine A. Macken, *Mitigation strategies for pandemic influenza in the United States*, Proceedings of the National Academy of Sciences, April 11, 2006, vol. 103, no. 15, pp. 5935-5940.

² Hatchett, R., et al. Public health interventions and epidemic intensity during the 1918 influenza pandemic. PNAS DOI: 10.1073/pnas.0610941104 (2007) and Bootsma, M. and N. Ferguson. The effect of public health measures on the 1918 influenza pandemic in US cities. PNAS DOI: 10.1073/pnas.0611071104 (2007).

³ World Health Organization, [Epidemiology of WHO-confirmed human cases of avian A\(H5N1\) infection](#), 30 June 2006, *Weekly Epidemiological Record* (WER) vol. 81, 26 pp. 249–260.

Pandemic Influenza Planning Kit for Schools

Instructions

County Pandemic Influenza Planning Committees are being formed throughout Georgia. They should have a Schools Segment Task Force to coordinate the planning activities of the schools in your community. It is best if you coordinate your pandemic planning activities with this group. However, you need not wait for this group if your planning effort is moving faster than theirs.

This planning kit was developed as a guide to assist Georgia's schools in preparing for a pandemic. The approach suggested may work better in some school districts than others. Please feel free to modify the approach to suit your local circumstances. The kit, which can be downloaded at www.health.state.ga.us/pandemicflu, includes the following tools to support your pandemic planning:

- ☐ Suggested timelines, deliverables and performance targets
- ☐ A workplan addressing the most complex of the pandemic planning tasks: planning for continuity of student learning and core operations, and planning for the recovery phase of the pandemic, when you transition back to normal operations.
- ☐ A self-assessment tool for you to use in evaluating your current emergency management plan and identify changes needed in order to be ready for a pandemic. "No" answers indicate areas that need to be addressed. Numbers in parentheses on the assessment refer to the CDC School District (K12) Pandemic Influenza Planning Checklist.
- ☐ Worksheets to assist you in developing specific components of your plan. Depending on the results of your self-assessment, you may choose to use some, all, or none of the worksheets. If your assessment indicates that you are not fully prepared, you may choose to add the necessary issues to your Emergency Management Plan in a different format than the worksheet provided in this kit.

The planning worksheets have been designed to eliminate the need to prepare extensive narrative reports of your emergency management plan. Key information is documented and maintained in an easy to read, reference-style format. The worksheets were formatted to facilitate their use during an event as resource catalogs. If you do choose to use these planning worksheets, they can be included as an appendix to your emergency management plan.

- ☐ Support Materials such as sample surveys, letters, and class and individual Continuity of Student Learning Plans.
- ☐ A Planning Kit Evaluation Form. Planning on the scale necessary for a pandemic has rarely, if ever, been undertaken before. This planning kit was designed to guide your pandemic planning activities, coordinate efforts across your community, and provide a means to report on your efforts with a minimal paper work burden. It is a work-in-progress. It will be improved by your experiences in using it. Your comments on the usefulness of the kit, or suggestions for its improvement are welcome, especially if you have made modifications to better meet your local needs. Comments should be sent to:

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OR

Performance Targets

Getting Organized:

School District Performance Targets

- ☐ District pandemic planning work group appointed and meeting regularly
- ☐ Responsibility for key pandemic planning roles assigned at the district level (See Work Groups worksheet for a list)
- ☐ Pandemic influenza awareness program conducted for members of district work group and school principals
- ☐ Contact established with county health department
- ☐ District staff active on County Pandemic Influenza Planning Committee (CPIPC)
- ☐ Staff active on CPIPC Schools Task Force (could be district or school staff)

Individual School Performance Targets

- ☐ School pandemic planning work groups have been appointed
- ☐ Responsibility for key pandemic planning roles assigned at the school level (See Work Groups worksheet for a list)
- ☐ Pandemic influenza awareness program conducted for members of school work groups
- ☐ Staff active on CPIPC Schools Task Force (could be district or school staff)
- ☐ Pandemic influenza awareness program conducted for all teachers

Developing Your Plan

Target Date for Completion of Initial Pandemic Influenza Plan: January 15, 2008

School District Performance Targets

- ☐ District pandemic planning work groups meets bi-weekly
- ☐ Pandemic influenza updates provided to members of work group and school principals
- ☐ District-level assessment completed
- ☐ “No” answers on assessment addressed by use of worksheets, amendment of plan, or by establishing contact with other community agencies (e.g., public health, emergency management, or your county pandemic planning group)
- ☐ District level incident command structures defined (if not previously in place)
- ☐ ICS training completed for personnel designated for key ICS roles
- ☐ Continuity of *Student Learning Framework* completed for Category 2/3 and 4/5 pandemics
- ☐ Continuity of *Core Operations Framework* completed for Category 2/3 and 4/5 pandemics
- ☐ Issues raised by school work groups are documented and a follow-up plan identified.

Individual School Performance Targets

- ☐ School pandemic planning work groups meets bi-weekly
- ☐ Pandemic influenza updates provided to members of work group and teachers
- ☐ Individual school assessment completed
- ☐ “No” answers on assessment addressed by use of worksheets, amendment of plan, or by establishing contact with other community agencies (e.g., public health, emergency management, or you county pandemic planning group)
- ☐ School level incident command structures defined (if not previously in place)
- ☐ ICS training completed for personnel designated for key ICS roles
- ☐ Teachers surveyed for availability of communications technology at home that could be used to continue student learning during a school closure.
- ☐ Pandemic influenza awareness program (including infection control practices) implemented for parents and students.
- ☐ Parents surveyed on availability of technology and other home learning resources *as part of new school year information collection.*
- ☐ Teachers begin development of Continuity of Student Learning Plan for their class(es) based on district framework
- ☐ Pandemic influenza awareness program (including infection control practices) implemented for volunteers.
- ☐ Volunteers surveyed on the availability of technology at home to support continued student learning during a school closure.
- ☐ Infection Control program implemented

Maintaining Your Plan

With the start of each new school year

District Performance Targets

- ☐ District pandemic planning work group meets prior to the start of the school year, after collection of information and updates at the beginning of the school year, and as needed thereafter
- ☐ Pandemic influenza updates provided to members of work groups and school principals, as needed
- ☐ Continuity of ***Student Learning*** Framework reviewed at least annually and revised, if necessary
- ☐ Continuity of ***Core Operations*** Framework reviewed at least annually and revised, if necessary
- ☐ Plans and contact lists updated to reflect personnel and other changes
- ☐ Revised copies of plans and contact information sent to response partners
- ☐ ICS training completed for any new personnel designated for key ICS roles
- ☐ Issues raised by school work groups are documented and a follow-up plan identified.

School Performance Targets

- ☐ School pandemic planning work group meets prior to the start of the school year, after collection of information and updates at the beginning of the school year, and as needed thereafter
- ☐ Pandemic influenza updates provided to members of work groups, teachers and staff, as needed
- ☐ Teacher survey on availability of communications technology at home that could be used to continue student learning during a school closure updated
- ☐ Ongoing pandemic influenza awareness program for parents and students (including infection control practices) is reviewed and revised, if necessary
- ☐ Parents surveyed on availability of technology and other home learning resources as part of the new school year information collection
- ☐ Teachers review the Continuity of Student Learning Plan for their class(es) and revise, if necessary
- ☐ Ongoing pandemic influenza awareness program for volunteers (including infection control practices) is reviewed and revised, if necessary
- ☐ Volunteers surveyed on the availability of technology at home to support continued student learning during a school closure.
- ☐ ICS training completed for any new personnel designated for key ICS roles
- ☐ Plans and contact lists updated to reflect personnel and other changes for the new school year
- ☐ Revised copies of plans and contact information sent to response partners
- ☐ Issues raised by school work groups are documented and a follow-up plan identified.

Pandemic Response Steps

(keep in mind that the pandemic may begin before you have completed all of the above planning)

Alert

All Categories

- ☐ Notify ICS Key Roles of alert status
- ☐ Notify psychosocial service networks of alert status
- ☐ Notify volunteers of alert status
- ☐ Notify staff, teachers, students, and parents of alert status
- ☐ Review plans with response partners, County Pandemic Influenza Planning Committee, staff, and teachers.
- ☐ Test communications systems and methods
- ☐ Review infection control policies with staff, teachers, and parents

Category 1 pandemic

- ☐ Ensure sufficient infection control supplies are on hand
- ☐ Ensure sufficient food supplies for continuing school meal program; obtain additional deliveries, if necessary

Category 2/3 pandemic

- ☐ Teachers develop Continuity of Student Learning Plan for each student and send home to parents for review and feedback
- ☐ Ensure sufficient infection control supplies are on hand
- ☐ Ensure sufficient food supplies are on hand to continue school meal program for students on FRLP meals

Category 4/5 pandemic

- ☐ Teachers develop Continuity of Student Learning Plan for each student and send home to parents for review and feedback
- ☐ Ensure sufficient food supplies are on hand to continue school meal program for students on FRLP meals

Standby

All Categories

- ☐ Notify ICS Key Roles of standby status
- ☐ Notify psychosocial service networks of standby status
- ☐ Notify volunteers of standby status
- ☐ Notify staff, teachers, students, and parents of standby status
- ☐ Review infection control policies with staff, teachers, and parents

Category 1 pandemic

Category 2/3 pandemic

- ☐ Teachers incorporate parent/guardian feedback into Continuity of Student Learning Plan for each student
- ☐ Prepare course materials that will be sent home with children when schools are closed (copy syllabus, worksheets, lists of websites, cable TV stations, other resources)

Category 4/5 pandemic

- ☐ Teachers incorporate parent/guardian feedback into Continuity of Student Learning Plan for each student
- ☐ Prepare course materials that will be sent home with children when schools are closed (copy syllabus, worksheets, lists of websites, cable TV stations, other resources)

Activate

All Categories

- ☐ Notify ICS Key Roles of activation of pandemic flu plan
- ☐ Notify psychosocial service networks of activation of pandemic flu plan
- ☐ Notify volunteers of activation of pandemic flu plan
- ☐ Notify staff, teachers, students, and parents of activation of pandemic flu plan
- ☐ Review infection control policies with staff, teachers, and parents

Category 1 pandemic

- ☐ Stringent infection control practices implemented
- ☐ Screening of staff and students implemented?
- ☐ Implement social distancing procedures such as increased spacing within classrooms
- ☐ Implement Continuity of Core Operations Plan

Category 2/3 pandemic

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- ☐ Students dismissed with prepared course materials and a copy of their Continuity of Student Learning Plan
- ☐ Implement Continuity of Student Learning Plan
- ☐ Implement Continuity of Core Operations Plan

Category 4/5 pandemic

- ☐ Students dismissed with prepared course materials and a copy of their Continuity of Student Learning Plan
- ☐ Implement Continuity of Student Learning Plan
- ☐ Implement Continuity of Core Operations Plan
- ☐ Implement plan for home delivery of FRLP meals

Workplan for Pandemic Planning for K-12 Schools

<u>Task Number</u>	<u>Task</u>	<u>Responsibility</u>	<u>Target Date</u>
1.	Continuity of Student Learning		
1.1.	Survey teachers to identify what technology they have in their homes to support continued student learning if schools are closed for an extended period. (See sample in the Supporting Materials section.)	School pandemic planning work groups	
1.2.	Identify essential curriculum elements for each grade level. Determine how they might be grouped together for more efficiency in executing a plan for home learning during a pandemic.	District pandemic planning work group	
1.3.	Identify curriculum elements that are important, but not essential, that schools may continue during a pandemic if they are able.	District pandemic planning work group	
1.4.	Identify curriculum elements that will be cancelled and how staff will be reassigned.	District pandemic planning work group	
1.5.	Identify resources in the district (e.g., businesses, media, community organizations) that could help address the technology and resource gaps and challenges, coordinating with the Schools Task Force of the County Pandemic Influenza Planning Committee (CPIPC).	District pandemic planning work group	
1.6.	Develop and execute Memoranda of Understanding (MOUs) with the organizations that control those resources.	Superintendent	
1.7.	Work with the Schools Task Force to develop a plan for sharing resources, and identifying, training and utilizing volunteers.	District pandemic planning coordinator	
1.8.	Assign responsibility for coordination of volunteers at the district and school level.	District and school pandemic planning coordinators	
1.9.	Evaluate district policies (e.g., human resource policies or policies on moving school equipment to other sites) to determine whether they support or impede the Continuity of Student Learning plan.	District Superintendent	

Workplan for Pandemic Planning for K-12 Schools

<u>Task Number</u>	<u>Task</u>	<u>Responsibility</u>	<u>Target Date</u>
1.10.	Amend district policies, as appropriate	School Board	
1.11.	Develop a plan for reopening schools, possibly in stages as each wave of the pandemic passes.	District and school pandemic planning coordinators	
1.12.	Develop a plan for assessment and re-integration of students with different levels of learning activities during the pandemic.	District and school pandemic planning coordinators	
1.13.	Develop a plan for increasing social distance in the classroom during a Category 1 pandemic.	School pandemic planning work groups	
1.14.	Survey parents/students to identify what technology they have in their homes to support continued student learning during a Category 2/3 (4 week closure) or Category 4/5 pandemic (12 week closure). (See sample in the Supporting Materials section.)	School pandemic planning work groups	
1.15.	Develop a preliminary Pandemic Influenza Continuity of Student Learning (COSL) Plan (class level) for a Category 2/3 pandemic and a Category 4/5 pandemic. The Plan should identify what technology and other resources will be used, and the challenges that need to be addressed. (See sample in the Supporting Materials section.)	Teacher	
1.16.	Communicate technology and resource gaps and challenges in class COSL plans to the school pandemic planning work group. Specifically identify those relating to special needs students.	Teachers	
1.17.	Collate the technology and resource gaps and challenges identified by teachers and communicate to the district pandemic planning work group, along with any possible solutions proposed. Specifically identify those relating to special needs students.	School pandemic planning work groups	

Workplan for Pandemic Planning for K-12 Schools

<u>Task Number</u>	<u>Task</u>	<u>Responsibility</u>	<u>Target Date</u>
1.18.	Develop and implement a plan for addressing technology and resource gaps, in conjunction with the Schools Task Force of the County Pandemic Influenza Planning Committee. Specifically identify the parts of the plan relating to special needs students.	District and school pandemic planning work groups	
1.19.	Communicate to teachers what additional resources are being developed (e.g., technology, volunteers).	District and school pandemic planning work groups	
1.20.	Revise class plans based on additional resources being developed.	Teachers	
1.21.	Train staff in any new technologies introduced.	District and school technology coordinators	
1.22.	Test the readiness of the staff to use the technologies through drills and exercises.	District and school pandemic planning coordinators	
1.23.	Update your plan as needed, and provide the CPIPC Schools Task Force with any updates to the plan as it evolves.	District and school pandemic planning work groups	
1.24.	Develop a preliminary Pandemic Influenza Continuity of Student Learning (COSL) Plan <i>for each student</i> that identifies what technology and other resources will be used, and how challenges will be addressed. (See sample in the Supporting Materials section.)	Teachers	
1.25.	Send preliminary Pandemic Influenza Continuity of Student Learning (COSL) Plan for each student to parents/guardians for comments.	Teachers	
1.26.	Revise individual COSL plans based on parent/guardian comments.	Teachers	

Workplan for Pandemic Planning for K-12 Schools

Task Number	Task	Responsibility	Target Date
2.	Continuity of Core Operations		
2.1.	Identify essential core operations (e.g., payroll, communications, technology)	District and school pandemic planning work groups	
2.2.	Identify core operations that are important, but not essential, that schools may continue during a pandemic if they are able	District and school pandemic planning work groups	
2.3.	Identify core operations that will be cancelled and how staff will be reassigned	District and school pandemic planning work groups	
2.4.	Review before and after school and summer programs and determine how the implementation of social distancing measures will affect them (i.e., cancelled or continued in a different way)	District and school pandemic planning work groups	
2.5.	Develop a preliminary Continuity of Core Operations Plan that identifies the technology and other resources will be used, and the challenges that need to be addressed.	District and school pandemic planning work groups	
2.6.	Identify technology and resource gaps and challenges and communicate to the district pandemic planning work group.	School pandemic planning work group	
2.7.	Collate the technology and resource gaps and challenges identified by individual schools. Specifically identify those relating to special needs students.	District pandemic planning work group	
2.8.	Identify resources (e.g., businesses, media, community groups) in the district that could address the technology and resource gaps and challenges, coordinating with the Schools Task Force of the County Pandemic Influenza Planning Committee (CPIPC).	District pandemic planning work group	

Workplan for Pandemic Planning for K-12 Schools

Task Number	Task	Responsibility	Target Date
2.9.	Develop a plan for addressing technology and resource gaps, in conjunction with the Schools Task Force of the County Pandemic Influenza Planning Committee.	District pandemic planning work group	
2.10.	Train staff in any new technologies introduced.	District and school technology coordinators	
2.11.	Test the readiness of the staff to use the technologies through drills and exercises.	District and school pandemic planning coordinators	
2.12.	Update your plan as needed, and provide the CPIPC Schools Task Force any updates to the plan as it evolves.	District pandemic planning work group	

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Workplan for Pandemic Planning for K-12 Schools

<u>Task Number</u>	<u>Task</u>	<u>Responsibility</u>	<u>Target Date</u>
3.	Recovery		
3.1.	<i>Transition to Recovery Phase</i>		
3.1.1.	Review your emergency plan to ensure that it identifies how the transition to the recovery phase will be initiated.	District and school pandemic administrative personnel	
3.2.	<i>Communications</i>		
3.2.1.	Determine how you will contact employees to determine their health status and availability to return to work	District and school pandemic administrative personnel	
3.2.2.	Determine how you will communicate with employees regarding your plans for re-opening schools	District and school pandemic administrative personnel	
3.2.3.	Determine how you will communicate with students and their families regarding your plans for re-opening schools	District and school pandemic planning work groups	
3.2.4.	Develop communications materials, in advance, that cover the possible re-opening scenarios, including phased and/or regional re-opening.	District and school pandemic planning work groups	
3.2.5.	Ensure that you have the communications technology to implement your plans.	District and school pandemic administrative personnel	

Workplan for Pandemic Planning for K-12 Schools

<u>Task Number</u>	<u>Task</u>	<u>Responsibility</u>	<u>Target Date</u>
3.3.	<i>Facilities and Vehicles</i>		
3.4.	Work with the local health and fire departments, and other appropriate agencies, to determine what types of inspections will be required for school buildings and buses, taking into consideration whether these resources will have been used during the pandemic for community purposes. Identify in your recovery plan who is responsible for initiating, participating in, and documenting these inspections.	District and school pandemic administrative personnel	
3.5.	Work with the local health department to develop procedures for disinfecting school facilities and buses, depending on whether/how they were used during the pandemic. Include these procedures in your recovery plan.	District and school pandemic administrative personnel	
3.6.	<i>Operations</i>		
3.6.1.	Develop priorities for resumption of school district/school operations.	District and school pandemic administrative personnel	
3.6.2.	Develop a plan for re-opening schools on a modified schedule or on a regional basis, until all schools can be fully staffed.	District and school pandemic administrative personnel	
3.6.3.	Determine the level of staff required for resumption of operations; including modified or regionalized operations.	District and school pandemic administrative personnel	
3.6.4.	Develop a plan for assessment and re-integration of students with different levels of learning activities during the pandemic.	District and school pandemic planning work groups	
3.6.5.	Develop a plan for re-starting food service operations, including cleaning facilities and equipment, inspecting inventory and replenishing supplies.	District and school pandemic administrative personnel	

Workplan for Pandemic Planning for K-12 Schools

<u>Task Number</u>	<u>Task</u>	<u>Responsibility</u>	<u>Target Date</u>
3.6.6.	Develop a plan for providing psychosocial support services to returning staff and students.	District and school pandemic planning work groups	
3.6.7.	Plan for modifications to the curriculum when school operations resume that will allow students to process their experience of the pandemic in the context of their regular classes.	District and school pandemic planning work groups	
3.6.8.	Work with the local health department to develop procedures for monitoring student absenteeism to assist public health in detecting a possible second wave of influenza.	District and school pandemic administrative personnel	

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Self-Assessment

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Organization Name:		District:	
Person Completing this Form			
Name:		Phone:	
Title:		Email:	
	Section 1 - Emergency Management Plan and Pandemic Planning		
1	Do you have a written Emergency Management Plan (EMP)?	Yes	No
2	Does your Emergency Management Plan identify who is responsible for declaring a health emergency and the legal authorities for doing so? (1.1, 1.2)	Yes	No
3	Do you have a Continuity of Operations Plan for events in which your facility is directly affected, or your employees are unable to get to work, either as part of your EMP, or as a separate document?	Yes	No
4	Does your organization have identified in its Emergency Response Plan the agencies you will notify, as appropriate, based on type and magnitude of emergency?	Yes	No
5	Has your organization communicated to your response partners the appropriate department/personnel that should be notified of a significant event that may impact school operations, and the means by which this department/personnel may be contacted?	Yes	No
6	Has your organization reviewed and shared your emergency response plans with broader response community partners (e.g., EMS providers, your local EMA, police, etc.)?	Yes	No
7	Does your Emergency Management Plan describe the steps that need to occur to restore school operations to normal after an emergency has passed?	Yes	No
8	Does your Emergency Management Plan address pandemic influenza? (1.3)	Yes	No
9	Do you have an active pandemic influenza planning committee? (1.3) (See Work Groups worksheet.)	Yes	No
10	Have you specified who is responsible for what pandemic planning tasks? (1.5) (See Work Groups worksheet.)	Yes	No
11	Have you given them timelines, deliverables, and performance targets? (1.5) (See Suggested Timelines, Deliverables and Performance Targets.)	Yes	No
12	Does your district/school participate in your County Pandemic Influenza Planning Committee and/or the Schools Task Force of that committee (or county pandemic influenza planning being conducted under different names)? (1.6, 1.14)	Yes	No
13	If no, does your school receive information on the efforts of your County Pandemic Influenza Planning Committee and/or the Schools Task Force of that committee (or county pandemic influenza planning being conducted under different names) from others in your school district that do participate? (1.6, 1.14)	Yes	No
14	Does your school provide input to your County Pandemic Influenza Planning Committee and/or the Schools Task Force of that committee (or county pandemic influenza planning being conducted under different names) through those in your school district that do participate? (1.6, 1.14)	Yes	No

Organization Name:		School District:		Public Health District:	
Person Completing this Form					
Name:				Phone:	
Title:				Email:	
Section 2 - Incident Command System (ICS) (1.4 and 1.7)					
1	Is there someone in your organization who is familiar with the Incident Command System (ICS)? If no, skip to Section 3.				Yes No
2	Does your Emergency Management Plan (EMP) include an Incident Command structure? (1.4) (If no, skip to Section 3 of the assessment and use the Incident Command System worksheets or other resources to develop your ICS structure.)				Yes No
	For each ICS Role, indicate whether your emergency management plan (EMP) identifies (by title or position) who has been designated and trained to assume that role in an emergency, and whether the responsibilities of that position are clearly defined. (If you answer no in any of the columns in question 3 - 9, you can use the Incident Command System worksheets to more completely define your ICS structure.	Designee Included in EMP?	Backup Included in EMP?	Responsibilities Defined?	
3	Incident Commander (overall management of response)	Yes No	Yes No	Yes No	
4	Public Information Officer (lead spokesperson)	Yes No	Yes No	Yes No	
5	Operations Officer (care of students and staff)	Yes No	Yes No	Yes No	
6	Planning / Intelligence Officer (documenting the event and planning next steps)	Yes No	Yes No	Yes No	
7	Liaison Officer (public health, local EOC, public safety)	Yes No	Yes No	Yes No	
8	Logistics Officer (supplies and staffing)	Yes No	Yes No	Yes No	
9	Safety Officer	Yes No	Yes No	Yes No	
10	Have those designated to assume key roles in your incident command structure received training on the Incident Command System (e.g., by taking FEMA's online courses)?				Yes No
11	Does your organization exercise the ICS component of your response plan during drills and exercises?				Yes No
12	Does your EMP describe how your ICS structure integrates with the ICS structure of other response partners in your community (EMS, EMA, police, public health etc.)? If no, appoint a Liaison Officer on the ICS structure diagram in the ICS worksheets. (1.4)				Yes No
13	Have you provided a copy of your ICS organization structure and contact list to your district public health office and your local Emergency Management Agency (EMA)? (1.4)				Yes No
14	Has your organization exercised the linkages between your ICS structure and your community's ICS structure? (1.7)				Yes No

Organization Name:		District:	
Person Completing this Form			
Name:		Phone:	
Title:		Email:	
Section 3 - Communications (4.1)			
1	Do you have a written plan for Emergency communications? (If no, skip to question 9 and use the Communications worksheet or other resources to develop your emergency communications plan.)	Yes	No
2	Does your plan identify who is responsible for maintaining your emergency communications systems in a state of readiness? (See Communications worksheet.)	Yes	No
3	Does your plan identify a Lead Spokesperson(s)? (4.2) (See Communications worksheet.)	Yes	No
	Does your plan identify how you will communicate with each of the following during a pandemic? (4.2, 4.5) (See Communications worksheet.)		
4	Public Health	Yes	No
5	Staff	Yes	No
6	Teachers	Yes	No
7	Parents	Yes	No
8	Students	Yes	No
9	Do you maintain up-to-date contact information on all of the above groups? (4.5)	Yes	No
10	Do you have a back-up method of communication with each group in case the first method fails? (4.6) (See Communications worksheet.)	Yes	No
11	Has your organization conducted training on the use of the communications technology that you will use to keep the above groups informed during a pandemic?	Yes	No
12	Has your organization participated in exercises during which this communications technology has been tested?	Yes	No
13	Do you involve representatives of cultural and language minorities in developing communications materials to ensure their appropriateness for these groups? (4.3)	Yes	No
14	Are your communications materials written at an appropriate reading level? (4.3)	Yes	No
15	Do your materials anticipate the potential for fear and anxiety among staff, students, and families as a result of rumors and misinformation? (4.10)	Yes	No
16	Has your communications plan for a pandemic been reviewed to ensure that it takes into consideration the psychosocial needs of staff, students, and families? (4.10)	Yes	No
17	Do you have a written plan for using communications technology to support remote learning as part of a Continuity of Student Learning Plan for a pandemic? (2.2)	Yes	No
18	Have you reviewed your communications technology to determine whether it will be sufficient to support this plan?	Yes	No
19	Has your organization conducted training on the use of the communications technology you will use to support Continuity of Student Learning?	Yes	No
20	Has your organization participated in exercises during which this communications technology has been tested?	Yes	No
	Have you conducted awareness and education activities on pandemic influenza for the following groups, including reference to federal, state, and local public health sources for up-to-date information, the details of your pandemic influenza plan, cough and sneeze etiquette, symptoms of the flu and how it's transmitted, and how to care for ill family members at home? (4.7, 4.8, 4.9)		
21	Staff	Yes	No
22	Teachers	Yes	No
23	Parents	Yes	No
24	Students	Yes	No

Organization Name:		District:	
Person Completing this Form			
Name:		Phone:	
Title:		Email:	
Section 4 - Infection Control			
1	Do you have procedures in place with your local health department for enhanced reporting of absentee rates at schools upon request by the health department?		Yes No
2	Do you work with your local health department on infection prevention policies and procedures to help limit the spread of influenza at schools in the district? (3.1)		Yes No
3	Is someone in your district/school responsible for promoting infection control practices such as cough etiquette and hand hygiene? (3.1)		Yes No
4	Do you have a program in place to promote cough/sneeze etiquette and hand hygiene? (3.1)		Yes No
5	Do your attendance policies require that students stay home when they are infectious?		Yes No
6	Do your personnel policies require that teachers and staff stay home when they are sick?		Yes No
7	Does each room in the school where people gather for classes or meetings have tissues, receptacles for their disposal and the means to clean hands after using and disposing of tissues (e.g., a sink with soap and a means to dry hands, or an alcohol-based/waterless hand hygiene product)? (3.2)		Yes No
	If schools remain open during a pandemic:		
8	Do your attendance policies address what standards will apply during a pandemic to ensure that children who are sick stay home? (3.3)		Yes No
9	Do your attendance policies address what will be done during a pandemic when a student is suspected to be ill or becomes ill at school? (3.4)		Yes No
10	Do you have policies for transporting ill students? (3.5)		
11	Do your personnel policies provide for more liberal leave policies for staff during a pandemic? (3.3)		Yes No
12	Do your personnel policies address what will be done during a pandemic when a teacher or staff member becomes ill at school? (3.4)		Yes No
13	Have each of your school-based health facilities been provided with a copy of the recommendations for infection control practices during a pandemic for outpatient healthcare settings? (3.6)		Yes No
14	Do all of your school-based health facilities have the supplies and equipment necessary to conform to those recommendations? (3.6)		Yes No
15	Have you taken steps to ensure that the staff in your school-based health facilities understands the recommendations for health care settings? (3.6)		Yes No
16	Have you described the steps that need to be taken at the end of each pandemic wave from an infection control standpoint to restore schools to normal operations?		Yes No

Organization Name:		District:	
Person Completing this Form			
Name:		Phone:	
Title:		Email:	
Section 5 - Continuity of Student Learning and Core Operations			
1	Do you have a written plan for Continuity of Operations during emergencies? (If no, skip to the next section.)	Yes	No
2	Does it include plans for continuing Student Learning and Core Operations during a pandemic? (2.1, 2.2, 2.3) (If no, skip to the next section.) (The worksheet section includes a workplan to help you develop your plan for a pandemic.)	Yes	No
3	Does your plan describe how you will use communications technology to support remote learning as part of a Continuity of Student Learning Plan for a pandemic? (2.2)	Yes	No
4	Does your plan describe how you will continue student learning for those students without access to technology at home? (2.2)	Yes	No
5	Does your plan describe how you will use technology to support Continuity of Core Operations during a pandemic? (2.2)	Yes	No
6	Have you reviewed your communications technology to determine whether it will be sufficient to support your plans?	Yes	No
7	Does your plan describe how you will return to normal operations at the end of each pandemic wave?	Yes	No
8	Has your organization conducted training on your Continuity of Student Learning and Core Operations Plan ?	Yes	No
9	Has your organization participated in exercises during which your Continuity of Student Learning and Core Operations Plan has been tested?	Yes	No

Organization Name:		District:	
Person Completing this Form			
Name:		Phone:	
Title:		Email:	
Section 6 - Psychosocial Support Services (See Psychosocial Support Services Worksheet)			
1	Do you have a written plan and protocols for providing counseling and other psychosocial support services when an emergency occurs?	Yes	No
2	Does your written plan describe how you will address the psychosocial needs of students and their families during a pandemic (i.e., for an extended period of time, and possibly while schools are closed)? (1.11)	Yes	No
3	Is the individual or position responsible for coordinating psychosocial services during an emergency identified in writing?	Yes	No
4	Is this individual aware of your plan and their role in it?	Yes	No
5	Do you maintain a roster of the staff that has received appropriate training (e.g., disaster mental health) for counseling staff, students and their families in an emergency?	Yes	No
6	Do you have arrangements with community organizations (e.g., Red Cross, faith-based organizations) to assist with the psychosocial needs of students and their families in an emergency?	Yes	No
7	Are these arrangements documented in writing?	Yes	No
8	Are you coordinating your plans for providing psychosocial services to staff, and students and their families with the efforts of the County Pandemic Influenza Planning Committee to provide for the psychosocial needs of the community at large during a pandemic?	Yes	No
9	Are your local response partners aware of your psychosocial services plans and the individual responsible for coordinating them?	Yes	No
10	Has your coordinator exchanged contact information with local response partners?	Yes	No
11	Has your organization participated in exercises in which your psychosocial support procedures have been tested?	Yes	No

Organization Name:		District:	
Person Completing this Form			
Name:		Phone:	
Title:		Email:	
Section 7 - Special Needs Populations (1.9) (See Special Needs worksheet for assistance in addressing these issues.)			
1	Do you have a written plan and procedures for addressing the needs of children with special needs during emergencies? (If no, skip to the next Section.)	Yes	No
2	Does your written plan address procedures for assisting special needs students during a pandemic? (1.9)	Yes	No
3	Does your written plan address low income students who rely on the school food service for their daily meals during a pandemic? (1.9)	Yes	No
4	Does your written plan address students in special facilities (e.g., juvenile justice) during a pandemic? (1.9)	Yes	No
5	Does your written plan address students who do not speak English as their first language during a pandemic? (1.9)	Yes	No
6	Does your plan identify the individuals responsible (by title or position) for implementing this part of the plan?	Yes	No
7	Are these individuals aware of the plan and their role in it?	Yes	No
8	Has your organization participated in <i>exercises</i> in which these procedures have been tested?	Yes	No

Organization Name:		District:	
Person Completing this Form			
Name:		Phone:	
Title:		Email:	
Section 8 - Community Support (1.8) (See Community Support Worksheet)			
1	Do your local emergency management or public health agencies plan to use school facilities or personnel in a pandemic or other emergency? (If no, skip to next section. If you check don't know, contact your local EMA and public health agency to determine what uses of school resources are included in their emergency management plans.)	Yes	No Don't Know
2	Does your emergency management plan identify how school facilities or personnel may be used by your local EMA or public health in a pandemic or other emergency? (If no, skip to the next section. You can use the Support of Community Response worksheet in the Worksheets section to document these plans.)	Yes	No
3	Does your plan identify how these plans will be activated?	Yes	No
4	Does your plan identify the responsibilities of school personnel (by position or title) when school facilities are used by community partners?	Yes	No
5	Does your plan include the procedures that school personnel should follow when school facilities are used by EMA or public health?	Yes	No
6	Have these individuals received training in the plan and their role in it?	Yes	No
7	Has your organization participated in exercises in which these procedures have been tested?	Yes	No

Organization Name:		District:
Person Completing this Form		
Name:		Phone:
Title:		Email:
Section 9 - Volunteers (See Volunteer Coordination worksheet for assistance in addressing these issues.)		
	Does your Emergency Management Plan:	
1	Identify who is responsible for coordinating volunteers during an emergency?	Yes No
2	Describe the types of volunteers you will need in a pandemic, the skills needed, and the tasks to be performed by volunteers?	Yes No
3	Describe the types of volunteers and other resources you can provide to other organizations in a pandemic?	Yes No
4	Describe the role of volunteers in the recovery phase of an emergency?	Yes No
5	Describe how you will coordinate volunteer services?	Yes No
6	Do you have someone who coordinates volunteer services during normal operations? This may be a member of your PTA/PTO.	Yes No
7	Do you have a plan for recruiting your normal volunteers to become pandemic volunteers?	Yes No
8	Have you conducted pandemic influenza awareness and education activities for your volunteers?	Yes No
9	Do you include in your pandemic influenza awareness and education activities for your staff, school administrators, students and their families a discussion of volunteer activities in the community during a pandemic?	Yes No

Organization Name:		District:	
Person Completing this Form			
Name:		Phone:	
Title:		Email:	
Section 10 - Recovery (See Recovery workplan for assistance in addressing these issues.)			
	Does your Emergency Management Plan:		
1	Describe the steps you will take to restore schools to normal operations after an emergency?		Yes No
2	Do these steps cover preparing the physical plant for the return of students?		Yes No
3	Do these steps include addressing the psychosocial needs of staff and students?		Yes No
4	Does your recovery plan address recovery steps for a pandemic or other long term disease outbreak?		Yes No

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	Organization Name:		District:	
	Person Completing this Form			
	Name:		Phone:	
	Title:		Email:	
	Section 11 - Exercises (1.10, 1,13)			
1	List each exercise you participated in during the last 12 months, the date and whether or not other organizations were involved in the exercise. Other educational organizations would include other public or private schools, colleges or universities, school district personnel, or educational policy, etc. Other community response partners include acute care hospitals, EMS, police, etc.)			
	Scenario and Capability Tested	Date	Check if other educational organizations were involved	Check if other community response partners were involved
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
2	Does your organization complete an After Action Report (AAR) within 60 days of participating in an exercise or responding to a real life event?			
3	Does your organization make modifications to your emergency response plan within 30 days of completion of an AAR, if called for in the AAR?			

Worksheets

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Pandemic Influenza Planning Work Group

[On the worksheet on the next page, list each person that will be involved in your pandemic influenza planning, along with their contact information. Then check the box in the columns to identify in which areas they will be involved, and what role(s) they will play.]

You should plan for at least one backup, in case the first individual is not able to continue. The planning areas listed below should be covered by your work group(s). Depending on the size of your district, you might want to name a different individual to coordinate planning in each area. Smaller districts may be able to coordinate all planning activities through a single work group with a single Pandemic Flu Planning Coordinator. You should include parent representatives on your pandemic flu work group(s), and someone to represent special needs populations and language or cultural minorities. You may also want to include other organizations in your community.

Your county should have a County Pandemic Influenza Planning Committee. This committee should have a Schools Segment Task Force. Your school district should have a representative on this group. You should provide the Schools Task Force with the names of the individuals responsible for pandemic planning for your district, and be sure that they know how to contact you when they need to.

The **Pandemic Influenza Planning Coordinator** leads your organization's effort to prepare for a pandemic, recruits people to serve in the other roles, etc.

The **Awareness and Education Coordinator** is responsible for making district staff and school administrators aware of the pandemic threat and the need to plan for it. They are also responsible for making sure that your staff and administrators are aware of your planning process and are familiar with your district plans and their role in them as they are developed. It is also their responsibility to monitor events relating to a pandemic and inform your staff and administrators of important new developments.

The **Continuity of Student Learning Coordinator** is responsible for coordinating your district's efforts to define the essential curriculum, secondary curriculum (defined as important, but not essential), and which components of the curriculum are neither. They also lead the effort to develop a plan for continuity of learning during an 8 to 12 week school closure. This would include developing an emergency organizational structure in case many key people are not able to continue their normal activities, either because they are sick, someone in their family is sick, or they are unable to reach the places that they need to be because of travel restrictions or transportation problems.

The **Continuity of Core Operations Coordinator** is responsible for coordinating your district's efforts to ensure that essential operations not directly related to student learning are continued in a pandemic or other emergency.

The **Coordinator for Support of Community Response** is responsible for coordinating your district's efforts to determine how you will support your community's response to a pandemic: in what types of activities you will participate, what resources you have to offer, etc.

The **Coordinator(s) of Volunteers** is responsible for recruiting outside volunteers to help within schools, or volunteers from among the district's non-essential personnel to help maintain essential services in the schools or in the community. This would include determining their interests and skills, and assigning them to an appropriate activity/volunteer pool. They may also be responsible for ensuring that each volunteer receives an overview on pandemic influenza and infection control procedures.

Incident Command System

The Incident Command System, or ICS, is a standardized, on-scene, all-hazard incident management concept. ICS allows its users to adopt a temporary organizational structure that is appropriate for the type and size of the event, and includes all of the responding organizations. ICS consists of procedures for controlling personnel, facilities, equipment, and communications. It is a system designed to be used or applied from the time an incident occurs until the requirement for management and operations no longer exists.

All individuals within your organization who will assume leadership roles during emergency response should be familiar with the Incident Command System, and trained in its implementation. Online courses in the incident command system are available free of charge on the website of the Federal Emergency Management Agency (FEMA) www.fema.gov. If you are not familiar with the Incident Command System, you may wish to take ICS 100, An Introduction to the Incident Command System, before you fill out the worksheets in this section.

The first worksheet is a blank ICS organization chart, containing the key ICS roles that your organization may need to assign in an event. If you have not already done so, you should designate and train individuals to fill each of the ICS roles shown on the ICS organization chart. A brief description of the responsibilities of each ICS role is provided below.

Incident commander This person manages the entire incident and will very often be an emergency responder rather than a school administrator.

Public Information Officer This person is responsible for releasing information to families, community members, and the media during a crisis. The media can be a tremendous help in getting information to families and community members.

Liaison Officer This person is responsible for coordinating with all of the agencies that have responded to the crisis. It is critical that this person be a good communicator and able to convey important information both to responders about the situation or the school facility and to school staff about necessary actions.

Planning Officer This person is responsible for documenting the event, analyzing what has transpired thus far, and planning for possible further action.

Operations Officer This person manages student and staff care during a crisis. This includes physical (food and water), medical (CPR and first aid), and mental needs (psychological services), as well as student release.

Logistics officer This person manages the supply and staffing needs of the situation. The logistics officer focuses on acquiring the supplies needed to assist the emergency responders. The logistics officer's school staff logistics responsibilities will include long-term needs (beyond the first four hours) for things like food, water, and bathroom facilities, as well as transportation (if students need to be bused off campus). The logistics officer is also responsible for locating and assigning staff to fill various tasks for emergency situations. This could include finding staff to carry messages from the operations officer to those staff members directly managing students.

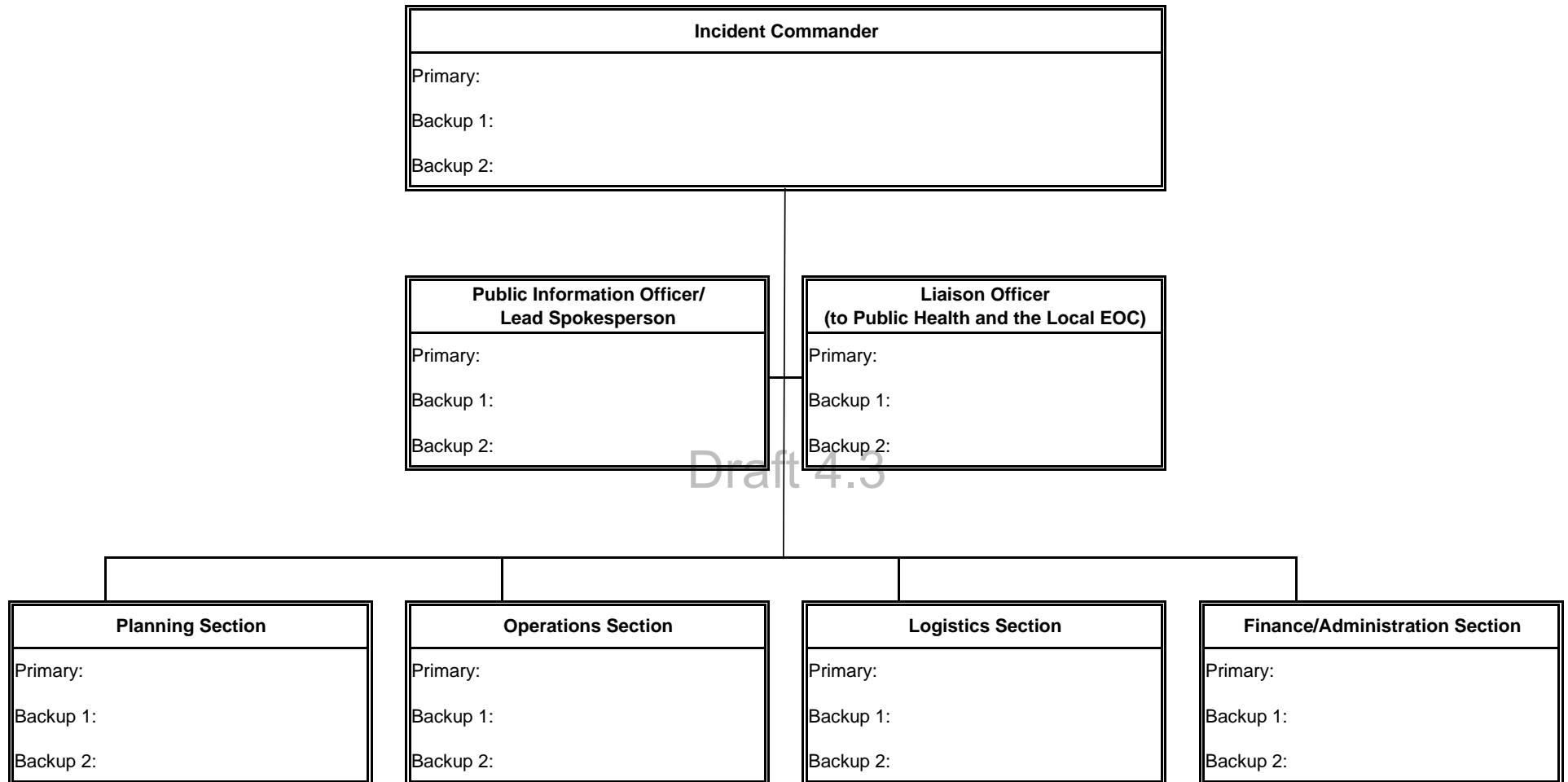
Finance/Administration Officer This person is responsible for keeping track of personnel hours and overtime, emergency purchases of supplies (if necessary), maintaining records of unusual expenses related to the event and filing the necessary documents if reimbursement is available.

You may want to add more levels to this organization chart, based on the more advanced knowledge of the Incident Command System that you can obtain from completing the more advanced ICS courses available from the FEMA website indicated above.

The second worksheet provides contact information for the individuals listed on the ICS organization chart. This information should be kept current at all times. The worksheet also includes information on what ICS training each of these individuals has completed.

The information on these two worksheets should be shared with your local response partners (local emergency management agency, police, etc.)

Incident Command Structure



Communications

[CDC Schools Checklist: 4.1, 4.4 - 4.6]

If you answered no to any of the questions in the Communications Section of the Assessment, you may use the following worksheet to document your plan. You may also use it to document your communication plans that are specific to a pandemic.

You should have a plan for how you will stay informed about new developments and pass that information along to your staff and administrators. The Schools Segment Task Force of your County Pandemic Influenza Planning Committee should be developing a plan for communicating with all of the schools in your county.

While you are preparing for a pandemic, and during the pandemic itself, you will need to get updated information from your local public health officials and from those leading your community planning effort. You will also need to ensure that your staff, administrators, students and families have up-to-date information during planning for a pandemic and during an actual pandemic. The purpose of this worksheet is to help you to document the methods you will use to ensure uninterrupted communication. Some of the methods you will undoubtedly be considering are meetings, newsletters, flyers, posters, and a website. During the actual pandemic, your communication methods may need to be different to accommodate social distancing measures and the need for updated information to be relayed more expeditiously. You may choose to use email notices, faxes or calling trees under those circumstances.

Compliance with social distancing measures will be a very important factor in how well communities fare in a pandemic. Ensuring that your communications are not only translated accurately, but are mindful of the attitudes of different cultures on matters related to health is very important.

During a pandemic you may need to communicate with groups with which you do not normally interact (e.g., volunteer groups, faith-based organizations, counseling groups). Be sure to include them in your operational communication plan.

Your local EMA likely has a plan for operational communications in the Local Emergency Operations Plan (LEOP). In addition, each segment task force of the County Pandemic Influenza Planning Committee has been asked to develop a plan for communicating with all of the organizations in its segment during planning for a pandemic and during an actual pandemic. You should coordinate with both of these groups to make sure that your systems will communicate with theirs.

Once you have determined what methods you will use, and developed whatever systems are needed to support those methods, you should test them periodically as you do other emergency communications systems.

The **Communications Officer's** responsibilities include developing and maintaining the communications systems that you use during emergencies.

1	District	School		
	Communications			
2	Who is responsible for maintaining your communications systems?	Contact	Phone Number	Pager
	Communications Officer			
	Backup			
3	How will you communicate with the following groups to ensure that you have updated information and are able to communicate that information to your stakeholders expeditiously?	During Planning	During Pandemic	Backup During Pandemic
	County and/or District Public Health Officials			
	Schools Segment Task Force of your County Pandemic Influenza Planning Committee			
	Pandemic Planning Work Groups at each school			
	District Staff			
	School Administrators			
	Teachers			
	Parents			
	Students			
	Volunteer/Service Organizations			
	Language Minorities (list)	Representative		MOU in place?
	Cultural Minorities (list)	Representative		MOU in place?
4	Last Updated	Date:	Name:	Signature:

Psychosocial Support Services

[CDC Schools Checklist: 4.10]

The purpose of this worksheet is to identify who is responsible for Psychosocial Support Services during a pandemic and how you will coordinate your efforts with the broader community effort.

Your Emergency Management Plan probably addresses how you provide psychosocial support services to your staff, teachers, and students and their families, after an event involving school violence, or an accident or natural disaster. The stress of a pandemic will affect the community broadly and will last at least eight to twelve weeks, possible longer if subsequent waves are as severe as the first. Social distancing measures will mean the psychosocial support services will need to take into consideration the need to limit face-to-face interactions between counselors and the individuals they are supporting.

Your County Pandemic Influenza Planning Committee is likely addressing the issue of providing psychosocial support services within your community during a pandemic. You should coordinate your planning effort with theirs.

If schools are closed and a home learning plan is in effect, teachers may become aware of families in need of assistance from the community support network established for the pandemic. Your plan should include ensuring that teachers know how to make a referral to these other services.

Draft 4.3

District	School

Psychosocial Services

In your **school district/school**, who is responsible for coordinating activities to address the psychosocial needs of staff, teachers, and students and their families during a pandemic or other emergency? (Attach a roster of staff trained to provide crisis counseling services)

Primary		Backup	
Position:		Position:	
Name:		Name:	
Email Address:		Email Address:	
Phone:		Phone:	
Cell Phone:		Cell Phone:	
Fax:		Fax:	

List here any **other organizations** with whom you have arrangements for assisting with the psychosocial needs of staff, teachers, and students and their families during a pandemic or other emergency? (Attach copies of any written agreements.)

Organization:		Organization:	
Contact Name:		Contact Name:	
Position:		Position:	
Email Address:		Email Address:	
Phone:		Phone:	
Cell Phone:		Cell Phone:	
Fax:		Fax:	

On your **County Pandemic Influenza Planning Committee**, who is responsible for coordinating planning for the psychosocial needs of the community during a pandemic?

Primary		Backup	
Position:		Position:	
Name:		Name:	
Email Address:		Email Address:	
Phone:		Phone:	
Cell Phone:		Cell Phone:	
Fax:		Fax:	

Special Needs Populations

[CDC State and Local Government Checklist: 1.9]

The purpose of this worksheet is to identify who is responsible for and how you will meet the needs of special needs populations (including language minorities) during a pandemic. Your Local Emergency Operations Plan (LEOP) may cover special needs populations as part of Emergency Support Function 6 (ESF6).

A pandemic will likely require that you draw on resources in your community outside of government agencies and the handful of organizations that typically support a local emergency response. In this section you are asked to catalog the resources you have within your community that could assist with special needs populations and language minorities in a pandemic, or other health emergency.

Draft 4.3

District:	School:

Special Needs Students

In your **school district/school**, who is responsible for coordinating services for special needs students? Be sure to identify a back-up in case this person is unable to continue in a pandemic.

Primary		Backup	
Position:		Position:	
Name:		Name:	
Email Address:		Email Address:	
Phone:		Phone:	
Cell Phone:		Cell Phone:	
Fax:		Fax:	

List the categories of special needs students that you have in your district/school, the special challenges of continuing to serve them during a pandemic, and your plan for overcoming those challenges.

Challenges	Strategies/Plans
Children enrolled in the Free and Reduced Price Lunch Program	
Language and cultural minorities	
Students in special facilities (e.g., juvenile justice)	

Draft 4.3

District:	School:
Special Needs Students	
List the categories of special needs students that you have in your district/school, the special challenges of continuing to serve them during a pandemic, and your plan for overcoming those challenges.	
Challenges	Strategies/Plans
Children with profound or severe health (physical & mental) conditions such as autism, asthma, diabetes, allergies, especially those that can be life threatening.	
Draft 4.3	

Support of Community Response

Who is responsible for planning for coordinating with public health and local emergency management when school resources are needed to support your community's response in a pandemic or other emergency? They will coordinate this effort with the Schools Segment Task Force.

On the following page, list District resources that are included in public health or local emergency management plans. Indicate what those other uses are, and the district or school staff who is to be contacted when the alternate use plan is activated, who is responsible for working with public health or emergency management during the emergency, and who is responsible for getting the facility ready for normal use when the emergency has passed.

You should update this information at least annually by contacting your local public health and emergency management agencies.

Draft 4.3

District:		School:	
Support of Community Response			
Fill this worksheet out for each district/school resource that could be put to an alternate use in support of your community's response to an emergency. Examples or resources that may be used for community response are school buildings, vehicles, or staff.			
Resource:			
Alternate Use:			
List below the steps generally required when this resources is used for community response activities. The first step is activation. Examples of other steps are moving or setting up furniture/equipment, posting notices and/or signage, establishing security, etc. <i>The last step should be recovery</i> , i.e., what needs to be done to return the resource to its normal use.			
Step: Activation			
Contacts			
Primary		Backup	
Position:		Position:	
Name:		Name:	
Email Address:		Email Address:	
Phone:		Phone:	
Cell Phone:		Cell Phone:	
Fax:		Fax:	
Description of activity required to complete this step.			
Step:			
Responsibility			
Primary		Backup	
Position:		Position:	
Name:		Name:	
Email Address:		Email Address:	
Phone:		Phone:	
Cell Phone:		Cell Phone:	
Fax:		Fax:	
Description of activity required to complete this step.			
Step:			
Responsibility			
Primary		Backup	
Position:		Position:	
Name:		Name:	
Email Address:		Email Address:	
Phone:		Phone:	
Cell Phone:		Cell Phone:	
Fax:		Fax:	
Description of activity required to complete this step.			
Step:			
Responsibility			
Primary		Backup	
Position:		Position:	
Name:		Name:	
Email Address:		Email Address:	
Phone:		Phone:	
Cell Phone:		Cell Phone:	
Fax:		Fax:	
Description of activity required to complete this step.			

Resource:			
Alternate Use:			
Continued			
Step:			
		Responsibility	
Primary		Backup	
Position:		Position:	
Name:		Name:	
Email Address:		Email Address:	
Phone:		Phone:	
Cell Phone:		Cell Phone:	
Fax:		Fax:	
Description of activity required to complete this step.			
Step:			
		Responsibility	
Primary		Backup	
Position:		Position:	
Name:		Name:	
Email Address:		Email Address:	
Phone:		Phone:	
Cell Phone:		Cell Phone:	
Fax:		Fax:	
Description of activity required to complete this step.			
Step:			
		Responsibility	
Primary		Backup	
Position:		Position:	
Name:		Name:	
Email Address:		Email Address:	
Phone:		Phone:	
Cell Phone:		Cell Phone:	
Fax:		Fax:	
Description of activity required to complete this step.			
Step:			
		Responsibility	
Primary		Backup	
Position:		Position:	
Name:		Name:	
Email Address:		Email Address:	
Phone:		Phone:	
Cell Phone:		Cell Phone:	
Fax:		Fax:	
Description of activity required to complete this step.			
Step:			
		Responsibility	
Primary		Backup	
Position:		Position:	
Name:		Name:	
Email Address:		Email Address:	
Phone:		Phone:	
Cell Phone:		Cell Phone:	
Fax:		Fax:	
Description of activity required to complete this step.			
Step:			
		Responsibility	
Primary		Backup	
Position:		Position:	
Name:		Name:	
Email Address:		Email Address:	
Phone:		Phone:	
Cell Phone:		Cell Phone:	
Fax:		Fax:	
Description of activity required to complete this step.			

Volunteer Coordination

Your County Pandemic Influenza Planning Committee may be working with your local Emergency Management Agency (EMA) on a plan for coordinating volunteers during a pandemic. The Schools Segment Task Force may be developing a plan for recruitment and coordination of volunteers to help schools implement their Continuity of Instruction plans and should be coordinating these plans with the school district. They may also be developing a plan for recruiting volunteers from the schools to help with other essential services in your community.

On the worksheet on the next page, you should identify the type of volunteers and the specific skills you need, and the tasks that they will be performed. Volunteers can then be matched to the tasks most suitable for their skill set.

Draft 4.3

District:		School:	
Volunteer Coordination			
Who is your volunteer coordinator for normal school operations? (This individual may be a member of your PTA/PTO organization.)			
Primary		Backup	
Position:		Position:	
Name:		Name:	
Email Address:		Email Address:	
Phone:		Phone:	
Cell Phone:		Cell Phone:	
Fax:		Fax:	
Who is your volunteer coordinator during an emergency?			
Primary		Backup	
Position:		Position:	
Name:		Name:	
Email Address:		Email Address:	
Phone:		Phone:	
Cell Phone:		Cell Phone:	
Fax:		Fax:	
List below the specific ways in which you plan to use volunteers during a pandemic to support continuity of student learning or core operations. Indicate who is responsible for developing this part of your pandemic influenza plan. <i>Be sure to include ways that volunteers can be used during the Recovery phase, as you return to normal operations.</i>			
Volunteers can:			
Responsibility			
Primary		Backup	
Position:		Position:	
Name:		Name:	
Email Address:		Email Address:	
Phone:		Phone:	
Cell Phone:		Cell Phone:	
Fax:		Fax:	
Description of activity required to complete this step.			
Volunteers can:			
Responsibility			
Primary		Backup	
Position:		Position:	
Name:		Name:	
Email Address:		Email Address:	
Phone:		Phone:	
Cell Phone:		Cell Phone:	
Fax:		Fax:	
Description of activity required to complete this step.			
Volunteers can:			
Responsibility			
Primary		Backup	
Position:		Position:	
Name:		Name:	
Email Address:		Email Address:	
Phone:		Phone:	
Cell Phone:		Cell Phone:	
Fax:		Fax:	
Description of activity required to complete this step.			

Volunteers can:			
Responsibility			
Primary		Backup	
Position:		Position:	
Name:		Name:	
Email Address:		Email Address:	
Phone:		Phone:	
Cell Phone:		Cell Phone:	
Fax:		Fax:	
Description of activity required to complete this step.			
Volunteers can:			
Responsibility			
Primary		Backup	
Position:		Position:	
Name:		Name:	
Email Address:		Email Address:	
Phone:		Phone:	
Cell Phone:		Cell Phone:	
Fax:		Fax:	
Description of activity required to complete this step.			
Volunteers can:			
Responsibility			
Primary		Backup	
Position:		Position:	
Name:		Name:	
Email Address:		Email Address:	
Phone:		Phone:	
Cell Phone:		Cell Phone:	
Fax:		Fax:	
Description of activity required to complete this step.			
Volunteers can:			
Responsibility			
Primary		Backup	
Position:		Position:	
Name:		Name:	
Email Address:		Email Address:	
Phone:		Phone:	
Cell Phone:		Cell Phone:	
Fax:		Fax:	
Description of activity required to complete this step.			
Volunteers can:			
Responsibility			
Primary		Backup	
Position:		Position:	
Name:		Name:	
Email Address:		Email Address:	
Phone:		Phone:	
Cell Phone:		Cell Phone:	
Fax:		Fax:	
Description of activity required to complete this step.			

Support Materials

Draft 4.3

School	School District

Dear Teachers,

We are making a plan to continue instruction if schools are required to close for 4 to 12 weeks due to a disruption like a pandemic. In order to make our plan, we need to know what resources our teachers have at home for:

- ♦ getting lessons to your students,
- ♦ helping your students understand the lessons, if necessary, and
- ♦ receiving completed lessons from your students.

Please check the boxes that describe the resources you have at home that could be used to continue instruction in the event that the schools must close during a pandemic:

- | | | |
|--|----------------------------------|--|
| <input type="checkbox"/> Computer | Internet: | |
| <input type="checkbox"/> Email | <input type="checkbox"/> DSL | <input type="checkbox"/> Telephone or cell phone |
| <input type="checkbox"/> Internet camera | <input type="checkbox"/> Cable | <input type="checkbox"/> Fax machine |
| | <input type="checkbox"/> Dial-up | |

A similar survey will be sent home to parents in the fall to determine what resources students have in their homes. You will be asked to develop a Continuity of Student Learning Plan for your class(es) based on the resources that your students have available in their homes. The pandemic influenza planning coordinators for your school and school district will be working on identifying what resources are needed to implement Continuity of Student Learning Plans, and developing a plan to obtain those resources.

When a pandemic is imminent, you will be asked to develop a Continuity of Student Learning Plan for each student based on the plan you have developed for your class(es).

School	School District

Dear Parents,

We are making a plan to continue instruction if schools are required to close for 4 to 12 weeks due to a disruption like a pandemic. In order to make our plan, we need to know what resources our families have at home for:

- ♦ getting lessons from the teacher,
- ♦ getting help in understanding the lessons, if necessary, and
- ♦ returning lessons to the teacher.

Please check the boxes that describe the resources you have at home that could be used to continue instruction in the event that the schools must close during a pandemic:

- | | | | |
|---------------------------------------|--|----------------------------------|--|
| <input type="checkbox"/> Television | <input type="checkbox"/> Computer | Internet: | |
| <input type="checkbox"/> Cable TV | <input type="checkbox"/> Email | <input type="checkbox"/> DSL | <input type="checkbox"/> Telephone or cell phone |
| <input type="checkbox"/> Satellite TV | <input type="checkbox"/> Internet camera | <input type="checkbox"/> Cable | <input type="checkbox"/> Fax machine |
| | | <input type="checkbox"/> Dial-up | |

If your children need help with their homework, will there be someone at home who can help them with work at their grade level? Your children's home learning helpers could be a parent, older sibling, or other relative that either lives in the home or nearby. (Transportation services may be limited during a pandemic.) It may also be possible for a relative or friend who does not live with you to help your child over the phone, if they are able to get copies of the lessons from the teacher. Please list your children and their home learning helpers below.

Child's Name	Grade	Teacher	Home Learning Helper

School	School District

Parents and Home Learning Helpers Contact Information

Name of Parent/Guardian:	
Phone #:	
Fax #:	
Email Address:	
Street Address, City, Zip Code:	
Name of Parent/Guardian:	
Phone #:	
Fax #:	
Email Address:	
Street Address, City, Zip Code:	
Name of Other Home Learning Helper:	
Phone #:	
Fax #:	
Email Address:	
Street Address, City, Zip Code:	
Name of Other Home Learning Helper:	
Phone #:	
Fax #:	
Email Address:	
Street Address, City, Zip Code:	

Pandemic Influenza Continuity of Student Learning Plan for

Name of Teacher:	
Phone #:	
Fax #:	
Email Address:	
Street Address, City, Zip Code:	

If schools are closed and learning must continue at home:

	Category 2/3 Pandemic (school closure ~ 4 weeks)	Category 4/5 Pandemic (school closure ~ 12 weeks)
The student will get their lessons via		
The teacher will communicate with the student via		
Discussion of material will take place using	Draft 4.3	
Students will be assessed in the following ways		
Expected challenges		
Planned strategies for addressing those challenges		

Dear Parents,

An influenza pandemic has begun overseas and we are on alert to implement our plan to close schools for a period of 4 to 12 weeks, depending on the severity of the pandemic.

Your child's teacher has developed the attached Continuity of Student Learning Plan for your child based on the information that you provided on the resources that you have at home. Please review the information in this plan and let your child's teacher know if you feel changes are necessary.

Draft 4.3

Pandemic Influenza Continuity of Student Learning Plan for

Name of Student:	
Phone #:	
Fax #:	
Email Address:	
Street Address, City, Zip Code:	

If schools are closed for an extended period and learning must continue at home,

The student will get their lessons via	
The teacher will communicate with the student via	
Discussion of material will take place using	
Expected challenges for this student	
Planned strategies for addressing those challenges	Draft 4.3

If your children need help with their schoolwork at home, the following people will help them with work at their grade level?

Name of Parent/Guardian:	
Phone #:	
Fax #:	
Email Address:	
Street Address, City, Zip Code:	
Name of Other Home Learning Helper:	
Phone #:	
Fax #:	
Email Address:	
Street Address, City, Zip Code:	

During a pandemic, you can contact the teacher in the following ways:

Name of Teacher:	
Phone #:	
Fax #:	
Email Address:	

Methods for introducing written material:

- ♦ Textbook to be sent home with student when schools are closed
- ♦ Individual lessons and /or worksheets to be sent home periodically via email, fax, postal service, or volunteer couriers
- ♦ Websites

Methods for explaining material:

- ♦ Home Learning Helper with written tips from teacher
- ♦ Home Learning Helper with phone support from teacher (individual or conference calls with groups of HLHs)
- ♦ Cable/public TV programming developed to support pandemic home learning program
- ♦ Webcast programming developed to support pandemic home learning program
- ♦ Existing educational programming

Methods for discussing material (higher grades):

- ♦ Conference calls
- ♦ Chat rooms
- ♦ Online discussion forums

Draft 4.3

Methods for practicing material:

- ♦ Worksheets obtained through one of methods indicated above and returned via email, fax, postal service, or volunteer couriers
- ♦ Websites with feedback and grading

Methods for evaluating/grading students

- ♦ Test materials obtained through one of methods indicated above and returned via email, fax, postal service, or volunteer couriers
- ♦ Websites with feedback and grading

Appendices

Draft 4.3

After Action Report A report completed by the various chiefs, describing in as much detail as possible, their actions during an event. This could include references to or synopsis of telephone calls, person-to-person discussions or emails. Should include as much information as possible, to include who, what, when, where, why, type of assistance requested, type of response offered or completed and duration of episode. This report will be used to assist in the After Action Review and it may be used as a legal document in a legal proceeding. Therefore, information has to be dated, timed and factual, unless stated to the contrary.

After Action Review Occurring shortly after an event, all of the principle participants will objectively review the event and their role. The AAR should be used in the Review. From the Review, changes or amendments to policies may be implemented.

Continuity of Operations Plan A document that outlines how you will continue to perform your most important functions when your facility is damaged, or staff is unable to get to work because of a disaster.

Disaster A disaster is a sudden calamitous event bringing great damage, loss, or destruction. Planning for disasters and emergencies comprises emergency management. These situations cause personnel to deviate from their day-to-day operations or require the use of resources outside of normal operations.

Emergency An emergency is any unique event that causes an urgent need for assistance or relief. It usually requires action but does not constitute a disaster, does not have communitywide impact, nor require extraordinary use of resources or procedures to bring conditions back to normal.

Emergency Management Emergency management is a structure used by organizations to prepare for and respond to both emergencies and disasters. The practice of emergency management is composed of four primary phases: preparedness, response, recovery, and mitigation. In the DPH EOP, the three phases are defined as: 1) Preparedness and Prevention, 2) Detection and Response, 3) Recovery and Mitigation.

Emergency Management Plan A document that describes how an organization will react in each of the phases of a disaster or emergency.

Health Alert Network (HAN) A national, integrated information and communications system for health professionals that distributes announcements released by local, state or federal public health authorities, meant to inform the health and medical services of likely or imminent dangers to the health of the community.

Hospital Community Organization (HCO) A term that includes hospitals, emergency medical services (EMS) providers and federally funded community health centers.

Incident Command System (ICS) Standardized emergency management construct specifically designed to serve as a method for command, control and management during an emergency or disaster.

Isolation The separation and restriction of movement or activities, for the period of communicability, of all infected persons who have a contagious disease, in such places and under such conditions as to prevent or limit the transmission of the infectious agent.

Mitigation Mitigation activities are those that either prevent the occurrence of an emergency or reduce the community's vulnerability to the adverse impacts of an emergency or disaster. Mitigation can be thought of as a potential solution to an identified problem.

Memorandum of Agreement/Memorandum of Understanding (MOA/MOU) The formal agreement recognizing that a mutual aid relationship exists between two organizations.

Mutual Aid Agreement The pre-arranged agreement that clarifies roles between two or more organizations that if either is in need of assistance because of some event (e.g., natural disaster, man-made emergency), the other(s) will provide support as outlined in the agreement.

Pandemic A pandemic is a worldwide outbreak of a disease. An influenza (or flu) pandemic occurs when a new flu virus appears or "emerges" in the human population, causes serious illness, and then spreads easily from person to person worldwide.

Planning To work cooperatively with others in advance of an emergency or disaster in order to prescribe actions taken during all phases of emergency management activities.

Preparedness Preparedness activities, programs, and systems are those implemented prior to an emergency or disaster that support and enhance response to an emergency or disaster. Planning, training, and exercises are among the activities conducted under this phase.

Public Health Emergency The occurrence or imminent threat of an illness or health condition that is reasonably believed to be caused by bioterrorism or the appearance of a novel or previously controlled or eradicated infectious agent or biological toxin and poses a high probability of any of the following harms: (A) A large number of deaths in the affected population; (B) A large number of serious or long-term disabilities in the affected population; or (C) Widespread exposure to an infectious or toxic agent that poses a significant risk of substantial future harm to a large number of people in the affected population.

Quarantine The separation and restriction of movement or activities of persons who are not ill but who are believed to have been exposed to infection from people, animals and plants, to prevent transmission during the incubation or early symptomatic period if infection should occur.

Recovery The phase of emergency management that involves the transition to normal operations. Short-term recovery actions are taken to assess damage and return vital life-support systems to minimum operating conditions. Long-term recovery actions may continue for years.

Response Activities and programs designed to address the immediate and short-term effects of an emergency or disaster, which reduce casualties and damage and promote recovery

Response Partner Various organizations within a community that work together to address an emergency or disaster. Typical response partners are public safety, public health, hospital community organizations, volunteer organizations, etc.

Name of kit being evaluated _____

Feel free to attach additional pages if more space is required.

1. How easy was the Planning Kit to use?

- ☐ Very easy
- ☐ Somewhat easy
- ☐ Neither easy nor difficult
- ☐ Somewhat difficult
- ☐ Quite difficult

Please describe the features that made it easy or difficult to use the kit.

2. How complete was the planning kit?

- ☐ Very complete
- ☐ Mostly complete, but a few minor issues were not covered well
- ☐ A good start, but significant issues still need fleshing out
- ☐ Significant issues not addressed at all

Please list issues or topics that you feel should have been covered that were not.

Draft 4.3

Please describe the areas that could be improved.

3. Were there areas in which the model presented in the kit did not work well in your community?

- ☐ Yes ☐ No If yes, please describe.

If you are willing to be contacted for further discussion on your comments, please complete the following:

Name _____

Organization _____

Email address _____

Phone number _____

Please return your completed evaluation to:

Dennis Jones
Georgia Division of Public Health
djones1@hr.state.ga.us
Fax: (404) 651-8036
Phone: (404) 463-0432

OR

Kathleen Hoza Lysak
Clarity Healthcare, Inc.
kathleen.lysak@clarityhealthcare.com
Fax: (770) 436-1811
Phone: (678) 469-1911

Draft 4.3

Please return your completed evaluation to:

Dennis Jones
Georgia Division of Public Health
dljones1@dhr.state.ga.us
Fax: (404) 651-8036
Phone: (404) 463-0432

OR

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