



# PANDEMIC INFLUENZA SCHOOL PLANNING WORKBOOK

**For Orange County Schools**

**Version 1.0**

*Provided by:*  
**Orange County Department of Education  
Orange County Health Care Agency**

## Using the Workbook

The pandemic influenza school planning workbook was developed by the Orange County Health Care Agency in collaboration with the Orange County Department of Education to assist local schools in working through critical issues related to pandemic influenza and to create comprehensive plans to address these needs. While specifically drafted to address the school impacts caused by a pandemic, in this case influenza, this workbook is useful in addressing all-hazards disaster planning.

The content within the workbook is designed to establish a planning framework within your district and/or school; it will be necessary to adapt the text to create a final document that accurately represents your district and/or school. Start by modifying the content within brackets, filling out the tables, printing/copying sample letters, and attaching the required information as you go through the workbook. As you move through the workbook you may find that certain issues important to your district and/or school's ability to function are not addressed and you may wish to add sections or subsections to the template. Or, you may need to delete sections that are not applicable to your district and/or school.

You will also see "Tips", things to "Consider", and other guidance information. These notes are to assist you in developing your plan and can be easily erased by highlighting the text and pressing delete.

This document and other influenza preparedness information can be found online ([HealthDisasterOC.org/Flu](http://HealthDisasterOC.org/Flu) and [ochealthinfo.com](http://ochealthinfo.com)) in Adobe PDF and Microsoft Word formats and may be updated periodically.

## Disclaimer and Copyright

This document is not subject to copyright protection and may be reproduced or modified free of charge in any format or media without requiring specific permission. Portions of this document were developed by the Orange County Department of Education, the County of Santa Clara Public Health Department, the San Francisco Department of Public Health and the Orange County Health Care Agency. Information within this document has been adapted by the Orange County Health Care Agency and will be updated as needed. If the material is being published or distributed to others, all aforementioned entities should be acknowledged.

The **Pandemic Influenza School Planning Workbook** provides general guidance for districts and/or schools to assist with pandemic influenza response planning. The information in this document should not be relied upon without reference to legal, occupational health and safety, infection control, and public health expertise tailored to your specific workplace.

## Acknowledgements

Orange County Health Care Agency  
Orange County Department of Education  
County of Santa Clara Public Health Department  
San Francisco Department of Public Health

# Table of Contents

## 1. Overview & Context

- Purpose and Objectives
- Pandemic Overview
- Role of OCHCA
- Role of the Districts
- Planning Assumptions

## 2. Prepare

- Authority & Protocol
- Operations Assessments & Continuity of Services
- Job Functions
- Pandemic Policies
- Communication Systems
- Infection Control & Prevention Measures

## 3. Respond

- Activation & Command
- Operations
- Job Functions
- Pandemic Policies
- Communication
- Infection Control & Reporting
- Monitor Federal, State and Local Resources & Activities

## 4. Recover

- Activation
- Process Assessment
- Operations Assessment
- Communication

## 5. Glossary

## 6. Section Resources

## 7. References

# 1. OVERVIEW & CONTEXT

---



## 1.1 PURPOSE & OBJECTIVES

The primary purpose of the Pandemic Influenza School Planning Workbook is to enable districts and schools within Orange County to effectively prepare for and respond to an influenza pandemic in order to ensure that educational continuity is maintained.

The objectives during a local pandemic influenza event or outbreak are the following:

1. Reduce transmission of the pandemic virus strain among faculty, staff, students, parents, and other partners.
2. Minimize illness among faculty, staff and students.
3. Maintain mission-critical operations and services.
4. Minimize social disruptions and the economic impact of a pandemic.

## 1.2 PANDEMIC OVERVIEW

Severe influenza pandemics represent one of the greatest potential threats to the public's health. Pandemics are distinct from seasonal influenza epidemics that happen nearly every year, causing an average of 36,000 deaths annually in the United States. Seasonal influenza epidemics are caused by influenza viruses which circulate globally in humans. Over time, people develop some degree of immunity to these viruses, and vaccines are developed annually to help protect people from serious illness.

Pandemic influenza refers to a worldwide epidemic due to a new, dramatically different strain of influenza virus, to which there is no immunity. The new virus strain may spread rapidly from person to person and, if severe, may cause high levels of disease and death around the world. The Centers for Disease Control and Prevention (CDC) estimates that in the U.S. alone, an influenza pandemic could cause illness in up to 90 million people and cause upwards of 2 million deaths.

The World Health Organization uses a series of six phases of pandemic alert, including post peak and post pandemic phases, as a system for informing the world of the seriousness of the threat and of the need to launch progressively more intense preparedness activities. The designation of phases, including decisions on when to move from one phase to another, is made by the Director-General of the World Health Organization (see Figure 1).

Changes from one phase to another are triggered by several factors, which include the epidemiological behavior of the disease and the characteristics of circulating viruses. It is important for school officials to designate someone to monitor influenza surveillance systems and help gather and disseminate information as needed to staff, students, and parents.

To help school officials address the different phases of this alert system the Orange County Health Care Agency developed this workbook to provide general actions for schools to take that coincide with each color-coded pandemic phase level. In the event that the World Health Organization changes from one phase to another, school districts may or may not need to take specific protective actions.

Although many officials believe it is inevitable that future influenza pandemics will occur, it is impossible to predict the exact timing of their arrival. It is also difficult to predict the severity of the next pandemic.

# 1. Overview & Context

**Figure 1 - WHO Pandemic Phases**

<b>Inter-pandemic Phase</b>  New virus in animals, no human cases	<b>Low risk of human cases</b>	<b>1</b>
	<b>Higher risk of human cases</b>	<b>2</b>
<b>Pandemic Alert</b>  New virus, causes human cases	<b>No, or very limited, human-to-human transmission</b>	<b>3</b>
	<b>Evidence of increased human-to-human transmission</b>	<b>4</b>
<b>PANDEMIC</b>	<b>Evidence of significant human-to-human transmission</b>	<b>5</b>
	<b>Efficient and sustained human-to-human transmission</b>	<b>6</b>
<b>POST PEAK</b>	<b>Pandemic disease levels drop below peak observed levels</b>	
<b>POST PANDEMIC</b>	<b>Influenza disease activity will have returned to levels normally seen for seasonal influenza</b>	

## 1.3 ROLE OF THE ORANGE COUNTY HEALTH CARE AGENCY

The Orange County Health Care Agency and the Orange County Public Health Officer have broad powers to address a pandemic influenza emergency. Under California law, a local health officer who believes an infectious disease exists within the territory under his or her jurisdiction “shall take measures as may be necessary to prevent the spread of the disease or occurrence of additional cases” and to protect the public’s health (California Health and Safety Code Section 120175).

The Orange County Health Care Agency will be the lead agency in coordinating countywide public health and emergency medical response and may activate its Health Strategic Operations Center (HSOC) and Health Emergency Operations Center

(HEOC) and request the activation of the county-wide Operational Area Emergency Operations Center (OA EOC) when a unified response is necessary.

The epidemiology of the new influenza virus strain and the current situation will influence the Health Care Agency’s response. Specific guidance and policies, based on up-to-date intelligence, will be provided throughout each alert phase. Table 1 outlines the phases of the County’s pandemic influenza management strategy and possible activities.

## 1.4 ROLE OF THE ORANGE COUNTY DEPARTMENT OF EDUCATION

The Orange County Department of Education plays an integral role in protecting the health and safety of the county school district’s staff and students.

Assisting local schools and school districts in the development and implementation of procedures to prepare for and respond to an influenza pandemic is an important part of this role. The development of a sound response plan will allow schools to meet the challenge that a pandemic influenza emergency will bring.

Building a strong relationship with the Orange County Health Care Agency is critical for developing and implementing a meaningful pandemic plan. The Orange County Department of Education, in collaboration with the Health Care Agency, is pleased to offer the Pandemic Influenza School Planning Workbook, a set of guidelines that will help schools to plan for a pandemic event.

**Table 1. Pandemic Phase Activities**  
*Overview of Possible Pandemic Management Activities*

Alert Phase*	Health Care Agency	Role of Districts
<b>PREPARE (World Health Organization Phases 1-3)</b>	1. No new influenza virus subtypes have been detected in humans. An influenza virus subtype that has caused human infection may be present in animals. If present in animals, the risk of human disease is considered to be low.	<ul style="list-style-type: none"> <li>• Implement health and hygiene program for all staff and students.</li> <li>• Develop specific pandemic response procedures and update existing plans.</li> <li>• Conduct routine inventories of first aid and medical supplies.</li> <li>• Verify that illnesses are properly monitored at each school site.</li> <li>• Increase pandemic influenza awareness and training for staff.</li> <li>• Establish an internal planning team and review/update school emergency plans; include pandemic response procedures.</li> <li>• Review current communication plan to notify parents in times of emergency.</li> <li>• Remind parents to keep sick children at home and remind staff members to stay home when they are sick.</li> <li>• Communicate the current phase level to all staff members and train them in pandemic response plans.</li> <li>• Monitor government sources &amp; updates.</li> <li>• Gather and disseminate information to students and staff.</li> <li>• Identify who will make the decision to dismiss and possible triggers.</li> <li>• Plan for student and staff absenteeism.</li> </ul>
	2. No new influenza virus subtypes have been detected in humans. However, a circulating animal influenza virus subtype poses a substantial risk of human disease.	
	3. Human infections with a new sub-type, but no human to human spread, or at most, rare instances of spread to a close contact.	

# 1. Overview & Context

**Table 1. Pandemic Phase Activities**  
*Overview of Possible Pandemic Management Activities*

Alert Phase*		Health Care Agency	Role of Districts
RESPOND (World Health Organization Phases 4-6)	4. Small cluster(s) with limited human-to-human transmission but spread is highly localized, suggesting that the virus is not well adapted to humans.	<ul style="list-style-type: none"> <li>Initiate County emergency response system</li> <li>Activate the Health Emergency Operations Center(s) as needed</li> <li>Share real-time accurate information with County agencies, Operational Area partners, cities, and the public</li> <li>Send Health Alert with clinical care guidance to clinicians</li> </ul>	<ul style="list-style-type: none"> <li>Communicate the increase in phase level to all staff members.</li> <li>Monitor information systems for the current characterization of the virus.</li> <li>Implement recommended social distancing measures.</li> <li>Encourage students and staff members who become ill to stay home.</li> </ul>
	5. Larger cluster(s) but human to human spread still localized, suggesting that the virus is becoming increasingly better adapted to humans, but may not yet be fully transmissible (substantial pandemic risk).	<ul style="list-style-type: none"> <li>Carry out disease surveillance and control activities</li> <li>Provide infection control guidance (e.g. isolation, quarantine, social distancing)</li> <li>Coordinate the distribution and dispensing of medicines and/or vaccines as available.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate your chain of command and identify key decision makers.</li> <li>Assess school events and take additional precautions, if necessary.</li> <li>Consider assigning mental health counselors for students and staff members, if needed.</li> <li>Discuss student's fears concerning a pandemic and offer available resources.</li> <li>Evaluate recommendations from health officials related to school dismissal orders.</li> </ul>
	6. PANDEMIC: Increased and sustained transmission in general population.		<ul style="list-style-type: none"> <li>Consider canceling special events.</li> <li>Mobilize Crisis Response Teams to meet the mental health needs of students and staff members, if needed.</li> <li>Report an increase in student and staff illness to the Orange County Health Care Agency Epidemiology Department at (714) 834-8180.</li> </ul>
RECOVER (WHO Post peak/Pandemic Phase)	Post-pandemic phase which includes recovery and preparation for subsequent waves of illness.	<ul style="list-style-type: none"> <li>Resume routine operations, as able based on staffing</li> <li>Assist employees and community in recovery</li> <li>Evaluate response and update plans for possible subsequent waves of illness.</li> </ul>	

\* Material resources required to carry out local operations could be limited at any phase due to international and national production shortages and disruptions in distribution systems (e.g. truck, train, aircraft).

## 1.5 PLANNING ASUMPTIONS

The following planning assumptions were used in the development of the Pandemic Influenza School Planning Workbook:

### Time Period

- There may be less than six weeks of warning from the time the pandemic is announced before it reaches Orange County.
- The pandemic may last as long as eighteen months in several waves with mortality and morbidity increasing and decreasing sporadically.
- Waves of severe disease may last 1 to 4 months.

### Prevention & Treatment

- A vaccine may not be available for at least 6 to 9 months or longer after an influenza pandemic begins and supplies will be limited.
- Antiviral medicines may not be effective to treat or protect against the pandemic influenza virus strain.
- Even if effective, antiviral medications [e.g. oseltamivir (Tamiflu®) or zanamivir (Relenza®)] may be in very limited supply and their distribution may occur in phases.
- Infection control (e.g. respiratory etiquette, hand hygiene) strategies will be used to slow the spread of disease.
- Social distancing strategies (e.g. postponing public gatherings, dismissing schools) may be used to control the spread of infection.
- Isolation of ill people will be recommended.
- Early in the pandemic, quarantine of healthy people exposed to ill people may be recommended to attempt to slow initial spread of the virus within the community.

### Staffing

- Up to 20-40% absenteeism from work amongst faculty, staff, students, vendors, and services within the community may occur.
- Absenteeism will be the result of workers becoming ill, staying home to care for children or family members, or refusing to go to work due to fear of infection.
- Every person who becomes ill is likely to miss a few days, or possibly weeks of work.
- Based on previous pandemics, 0.2% - 2% of workers who become ill may die.

### Vendors of Services/ Products

- Essential services will be stressed.
- Critical goods and services provided by contractors, consultants and vendors may be erratic.
- Orange County will not be able to rely on mutual aid resources from state or federal agencies to support local response efforts.

## 2. PREPARE: PHASE 1, 2, 3

NO NEW HUMAN-TO-HUMAN TRANSMISSIBLE VIRUS  
OR RARE INSTANCES OF SPREAD TO A CLOSE CONTACT

WHO PANDEMIC PHASE	TRANSMISSION	KEY ACTIVITIES
1	Low risk of human cases	<ul style="list-style-type: none"> <li>• Establish Pandemic Influenza Planning Team</li> <li>• Begin Continuity of Education Planning                             <ul style="list-style-type: none"> <li>○ Operations Assessment</li> <li>○ Essential Job Functions</li> <li>○ Policy and Procedures</li> </ul> </li> <li>• Develop Faculty and Parent Communication Plan</li> <li>• Practice Infection Control</li> </ul>
2	Higher risk of human cases	
3	No, or very limited, human-to-human transmission	
4	<i>Evidence of increased human-to-human transmission</i>	
5	<i>Evidence of significant human-to-human transmission</i>	
6	<i>Efficient and sustained human-to-human transmission</i>	
Recovery	<i>Pandemic peak and post pandemic recovery and preparation for possible subsequent waves</i>	

Many of the suggested pandemic preparedness activities are also applicable to seasonal influenza and may assist in reducing student and staff absences during influenza season.

## 2.1 AUTHORITY & PROTOCOLS

### 2.1.1

#### **Internal pandemic influenza planning team**

Identify an internal planning team and review/update school emergency plans; include pandemic response procedures, education continuity plans and identify a coordinator and/or team with defined roles and responsibilities for preparing the plan. Work with districts, similar organizations, partners, and vendors in planning to leverage skills and experience and ensure a coordinated response is maintained.

### Tip

A pandemic can affect many areas of your district and/or school. Consider including leaders from various sectors such as Parent Teacher Associations, teacher unions, school nurses, health and safety, security, communications and human resources to be part of your planning team. You may need to get input from others as well, including employees, legal and labor representatives, customers/clients, and vendors. Refer to the School Pandemic Flu checklists (<http://www.pandemicflu.gov/plan/school/index.html>) for further information.

### 2.1.2

#### **Internal Authority**

Set up authorities for activating and terminating the response plan, leadership succession, altering operations, communicating with internal and external groups, and other planning, response, and recovery activities.

## Consider

Which individuals in your district and/or school are authorized to make decisions to divert employees to essential services when absence rates threaten education continuity? Who can step in if key personnel are absent for lengthy periods? Have you included all ancillary staff in your planning and education?

### 2.1.3

#### **Procedures**

- Set up triggers and procedures for activating and terminating the response plan, altering operations, and other planning, response, and recovery activities.
- Identify the authority responsible for declaring a public health emergency at the state and local levels.
- Determine the policies and procedures for absenteeism and compensation. Work with the California Department of Education, the Orange County Department of Education and the Health Care Agency.
- See Section 2.4 for more information

### 2.1.4

#### **Administration and logistics**

Set up a mechanism to maintain complete and accurate records to ensure a more efficient emergency response and recovery.

### 2.1.5

#### **Test the plan**

Test the plan with key participants using a pandemic scenario and measurable objectives to ensure that the plan is effective and realistic. Make adjustments to the plan.

### Tip

Several types of tests, including a tabletop exercise or simulation exercise, can be conducted to find strengths and flaws in your plan.

# 2. Prepare: Phase 1, 2, 3

## WORKSHEET 2.1: PANDEMIC INFLUENZA PLANNING TEAM, AUTHORITY & PROTOCOLS

The pandemic influenza planning team responsible for developing the pandemic response plan is:

Role	Name	E-mail	Phone #	Emergency #
Plan Coordinator				
Public Information Officer				
Site Administrator				
Department/Grade Level Chairs				
Teacher Association Representative				
Legal Responsibilities				
Parent Association Representative				
Building Security				
Health and Safety Officer				
District/OCDE Administrator(s)				
OCHCA Representative				

Regular Meeting Times:

Plan Completion Date:

Plan Exercise Date:

The following sections outline the authority and procedures for activating and implementing the Pandemic Influenza School Response Plan.

## Tip

Your district and/or school may already have this information as part of their overall emergency response plan.

## LEADERSHIP SUCCESSION

During an influenza pandemic the following persons will manage the response and activation of the pandemic plan based on the order of succession shown below:

Leadership	Position Title	Name
1. Primary	_____	_____
2. Backup	_____	_____
3. Backup	_____	_____
4. Backup	_____	_____
5. Backup	_____	_____
6. Backup	_____	_____

If a designated individual is unavailable, authority will pass to the next individual on the list. “Unavailable” is defined as:

- The designated person is incapable of carrying out the assigned duties by reason of death, disability, or distance from/response time to the facility.
- The designated person is unable to be contacted within [#] minutes.
- The designated person has already been assigned to other emergency activities.

The designated individual retains all assigned obligations, duties, and responsibilities until officially relieved by an individual higher on the list.

## 2. Prepare: Phase 1, 2, 3

### DELEGATION OF AUTHORITY

Ensure that all designated backup personnel are trained and have been delegated appropriate authority to carry out the assigned tasks. The backup will perform:

- All operational tasks normally performed by the person they are replacing.
- Expenditure approval consistent with established organizational procedure.
- Personnel task and work assignments.
- Policy level authority and decision making.

### PLAN ACTIVATION

The Orange County Health Care Agency will provide updates online [www.ochealthinfo.com](http://www.ochealthinfo.com) on the status of the pandemic influenza strain, both internationally and locally. Updates on the spread of the virus in Orange County (a few local cases, clusters of cases, and widespread infection) will be made regularly.

Staff and faculty will be notified of the activation of a stage in the Pandemic Flu Response Plan. Notification will occur through the mechanisms outlined in Annex 8, Information Dissemination Plan.

[Insert additional procedures/protocols]

## 2.2 OPERATIONS ASSESSMENT & CONTINUITY OF SERVICES

### 2.2.1

#### **Assess essential operations and critical services**

Identify essential services and operations required to maintain them. Identify students who are most vulnerable to serious illness (immune system compromised, severe asthma, chronic illness, etc.).

### Consider

Remember to incorporate the functional needs populations (those with disabilities or special needs) into your preparedness plan. Some students may have a greater risk of infections. Some parents may need to be more cautious in keeping their children out of school and need to be contacted by support services. Some items to consider:

- Identify available resources to address need (i.e., working with school nurses, counselors, school psychologists, and social workers to establish supportive long-distance relationships with particularly vulnerable students via the phone, e-mail, or regular mail).
- Review the health needs of students and encourage those families to talk to their health care provider.
- Identify implementation plan.

### 2.2.2

#### **Assess critical inputs**

Identify critical inputs (e.g. raw materials, suppliers, sub-contractor services/products, and logistics) required to maintain education and business operations and review existing inventory.

### Consider

What inputs are used on a daily or monthly basis? How might shortages of supplies affect operations? Consider shortages of nationally and internationally produced goods. Work with Food Services to ensure that children on free and reduced lunches are able to receive meals during school dismissal periods.

### 2.2.3

#### **Assess demand changes**

Assess changes in faculty and staff demands (increases and decreases) for services/products that may occur during a pandemic.

### Tip

Behavior may change during a pandemic- people may limit their activities and choose to avoid gatherings, they may be fearful, or may be opportunistic. Your school should be prepared to meet these needs (e.g. provide services that can be accessed from home, increased security).

### 2.2.4

#### **Develop alternative instructional strategies**

If school dismissals are for a short duration, teachers and students may be able to keep up with lessons with the help of a buddy or team system. Additionally, depending upon the grade level and level of parent/guardian literacy, sites may develop take home/send home independent study packets. Identify alternative ways for students, parents and faculty to access the products and services (e.g. expand on-line and self service options, online or take home lesson plans, etc.).

# 2. Prepare: Phase 1, 2, 3

## Curriculum Preplanning

- Identify school-based individual(s) to educate all students, staff and parents about washing hands, cough etiquette, staying home when sick, etc.
- Select a team of teachers to create grade-appropriate lessons dealing with healthy lifestyles.
- Identify lead teachers in each department to prepare lessons dealing with the issues surrounding a flu pandemic (health, loss, rumor, recovery, etc.) that can be integrated into various curricula (e.g. posters re: prevention measures, study of historical pandemics, mock radio and TV ads to inform the public). Attempt to include parental participation (and therefore, information) in the homework assignments.
- Anticipate the potential fear and anxiety of staff and students due to rumors and plan communications to deal with “rumor” scenarios appropriately, depending upon grade level.

### 2.2.5

#### Assess financial process

Identify ways to expedite purchases that may be necessary and unforeseen during each stage. Identify special funding authorities that will apply.

### 2.2.6

#### Critical vendors

Identify vendors of critical products and services (e.g. raw materials, suppliers, sub-contractor services/products, and logistics) required to maintain essential operations and reassess regularly to maintain accuracy.

## Tip

Have your district and/or school’s supplier and service vendors’ contact information in one place so that any employee can initiate communication if necessary.

### 2.2.8

#### Vendor continuity

Discuss with product and service vendors their plan for ongoing services and/or shipments in the event of absences, shortages, or disruptions in transportation systems.

## Tip

Suppliers may also be experiencing staff shortages. This may cause disruptions in transportation systems (e.g. truck, train, etc), decreases in production, or inability of suppliers to meet demands.

### 2.2.9

#### Alternate vendors

Identify other businesses or districts and/or schools that can provide essential services and supplies if your regular vendor can not.

## Tip

Look for geographic dispersion of vendors as some regions may be experiencing waves of illness at different times.

## WORKSHEET 2.2: ESSENTIAL OPERATIONS, PRODUCT & SERVICE VENDORS

The information below details: 1) routine operations; 2) essential operations; 3) services that may be in high and low demand; 4) regulatory requirements and 5) vendor information.

The attached forms provide additional detail on each of the school's operations.

### ROUTINE OPERATIONS

The operations carried out by the school/district's departments on a routine basis include:

Department	Operation
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### ESSENTIAL OPERATIONS

The following operations are deemed essential for the school/district to maintain mission-critical operations and services at 20%, 30%, and 40% absenteeism or during a time period of school dismissal:

Department	Operation	Absenteeism		
		20%	30%	40%
_____	_____	<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"/>	<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. Prepare: Phase 1, 2, 3

The following operations can be suspended temporarily without causing immediate or irreparable damage to the school:

Department	Operation	Can be suspended for the following time period:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## DISTRICT AND SCHOOL OPERATIONS ACTIVITY CHECKLIST

### Site Management

- Identify Incident Command System/Emergency Operations Center roles with backups identified.
- Test linkages between your ICS and the Orange County Health Care Agency and California Department of Education Incident Command Systems.
- Identify site ICS leads and backups. Have phone numbers and contact information readily accessible.

### Communications:

- Draft language for anticipated events, including implementing social distancing activities and other measures to minimize close contact between employees (i.e., reducing handshaking, limiting face-to-face meetings, teleworking/commuting, liberal/unscheduled leave policies and staggered shifts) and between students.
- Develop procedures for communicating with local media during normal and emergency situations.
- Develop a communications plan, including possible school dismissals, for staff, students and parents.
- Develop procedures for communicating with the Orange County Health Care Agency
- Clearly communicate the policy on sick leave and employee compensation.
- Communicate the on-going campaign regarding prevention and preparedness activities.
- Develop clear communications encouraging ill persons to stay at home during a pandemic.
- Encourage employees who have children to make plans for childcare if their children's schools/pre-schools are closed. Advise employees to plan for an extended period of up to 12 weeks in case of a severe pandemic.
- Advise parents to make plans for childcare if schools/preschools are dismissed.

## **Operations:**

- Identify information to be translated in common languages. Include populations that are communicatively disabled (such as the blind or deaf).
- Develop an on-going campaign regarding prevention and preparedness activities, including hand washing, covering cough and staying at home when sick.
- Preplan for Recovery: Provide training for school staff regarding grief and possible health problems (with Logistics).
- Identify school-based individuals to educate staff, students and families about the pandemic flu.
- Identify special needs students (i.e., medically fragile, those who rely on the school food service for daily meals) and how to address their needs.
- Identify critical job functions and plan for alternative coverage during a pandemic (with Planning).
- Prepare for the possibility of schools functioning with up to 30 to 40% of school staff absent (with Planning).
- Work with sites and/or departments to address continuity of education during a pandemic.
- Establish policies for alternate or flexible worksite (e.g., videoconferencing/telecommuting, flexible work hours).
- Establish policies for grading/assessment of student work in the event of prolonged absences and/or school dismissal.
- Develop a plan for school operations at all levels of pandemic severity. Even if students are dismissed, schools may remain operational.

## **Planning:**

- Identify how the numbers of student and staff absences will be tracked on a daily basis.
- Identify how the absence figures will be reported to the District Office, the Orange County Department of Education and the Orange County Health Care Agency if over 10% or as requested.
- Review and analyze Federal, State and contractual employment laws that identify employer obligations and options for personnel (with Finance).
- Establish a clear policy on sick leave and employee compensation during a pandemic (with Finance).
- Develop a plan for faculty and support staff absences due to personal illness.
- Establish return-to-work and return-to-school policies after illness.
- Identify critical job functions and plan for alternative coverage during a pandemic (with Operations).
- Prepare for the possibility of schools functioning with up to 30 to 40% of school staff absent (with Operations).

## 2. Prepare: Phase 1, 2, 3

### **Logistics:**

- Identify and recruit translators.
- Preplan for Recovery: Identify and prescreen health and grief service providers, develop template letters and develop training for school staff (with Operations)
- Identify in-house and community/county mental and social worker resources.
- Work with mental/social health professions to provide psychosocial support services for school staff, students and families during and after a pandemic.

### **Finance**

- Review and analyze Federal, State and contractual employment laws that identify employer obligations and options for personnel (with Planning).
- Establish a clear policy on sick leave and employee compensation during a pandemic (with Planning).
- Assess the financial impact of alternative scheduling, school dismissals (two to twelve weeks) and before/after school program dismissals.
- Determine if schools must, may or cannot compensate, continue benefits and/or extend leave to employees who are not working during the pandemic and develop policy language addressing the issues.
- Identify and plan for continuity of financial operations.
  - Payroll
  - Accounts Payable/Receivable
  - Other \_\_\_\_\_

## STAFF, FACULTY AND PARENT DEMAND CHANGES

### Tip

Determine how the needs of your students and parents may change and plan to deliver on those needs. If some of the products or services you normally provide would be in low demand, find ways to re-deploy assets normally dedicated to providing those, to areas that experience increased demand.

The following services/operations may be in high demand during a pandemic:

---

---

---

The following services/operations may be in low demand during a pandemic:

---

---

---

## REGULATORY REQUIREMENTS

The following regulatory requirements may be difficult to fulfill during a pandemic:

---

---

---

The District and school site relies on a variety of products and services to maintain operations. Contact information for each of the product and service vendors, and their alternates, is attached. The table, Routine and Essential Products and Services Utilized, details the products and services required to perform routine and essential operations.

### Tip

Vendors may also be experiencing employee absences and product shortages. Think of the services and products that are received on a daily, weekly, and monthly basis. Remember to include maintenance contractors (e.g. copy machine), fuel companies, etc.

# 2. Prepare: Phase 1, 2, 3

## ROUTINE AND ESSENTIAL OPERATIONS

1. Daily operation: \_\_\_\_\_

2. Unit responsible for operation: \_\_\_\_\_

3. Description of operation: \_\_\_\_\_

4. Purpose of operation:

Customer/client Service

Internal Service (e.g. administrative, financial)

Partner Service

Other \_\_\_\_\_

5. Number of staff required to perform operation on a routine basis:

Required Staff	
Number	Job Level

6. Supplies required to perform operation:

\_\_\_\_\_  
\_\_\_\_\_

\* Detailed information attached in Annex 7, Product and Service Vendors

7. Is this an essential operation if workforce absenteeism equals:

20% \_\_\_\_\_

30% \_\_\_\_\_

40% \_\_\_\_\_

8. Changes in demand that may occur during a pandemic:

\_\_\_\_\_  
\_\_\_\_\_

9. Strategy for scaling back operation:

\_\_\_\_\_  
\_\_\_\_\_

10. Alternative ways to provide services that limit human-to-human contact:

\_\_\_\_\_  
\_\_\_\_\_

## PRODUCT/SERVICE VENDOR

**Company name:** \_\_\_\_\_  
**Address:** \_\_\_\_\_  
**Telephone:** \_\_\_\_\_  
**Fax:** \_\_\_\_\_  
**E-mail:** \_\_\_\_\_  
**Primary contact name:** \_\_\_\_\_  
**Alternate contact:** \_\_\_\_\_  
**Account/contract:** \_\_\_\_\_  
**Materials provided:** \_\_\_\_\_  
**Frequency of delivery:** \_\_\_\_\_  
**Notes:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If this company is unable to provide materials/services they can be obtained from the following district and/or school(s):

**Company name:** \_\_\_\_\_  
**Address:** \_\_\_\_\_  
**Telephone:** \_\_\_\_\_  
**Fax:** \_\_\_\_\_  
**E-mail:** \_\_\_\_\_  
**Primary contact name:** \_\_\_\_\_  
**Alternate contact:** \_\_\_\_\_  
**Notes:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## 2.3 JOB FUNCTIONS

### 2.3.1

#### Essential job functions

Identify essential job functions required to maintain operations during a pandemic if staff and/or student absenteeism equals 20-40%. This list should be updated quarterly. Clearly document expected job actions (e.g. job action sheets).

#### Consider

What are critical staff numbers and skills required to keep essential sectors of the department running– at what level do certain operations stop? What level of operations would be maintained if school was dismissed? What changes in staff will be needed for expanded or diminished demand of services? Have you informed staff of their responsibilities during a pandemic?

### 2.3.2

#### Primary and alternate staff

Assess skill needs and identify core and alternate staff to fill essential positions if absenteeism equals 20-40%. Ensure that contact information, including after hours and emergency numbers, is updated quarterly.

#### Consider

What other human resources (e.g. volunteers, retirees, substitutes) could be drawn on if there is a high level of absenteeism?

### 2.3.3

#### Telecommuting

Identify which job functions could be done remotely during a pandemic. Enable employees and their alternates to work from home with appropriate security and network applications. Ask designated employees to practice telecommuting to confirm operability.

### 2.3.4

#### Training

Train employees on how they will be expected to carry out the continuity plan. Cross-train employees so that they can fill essential job functions if needed. Train Nurses and Staff in flu symptom recognition.

#### Tip

- Make sure that the plan and other key operating and emergency management information is stored in known, accessible, and shared locations.
- Hold an exercise to ensure that key staff understands how implementation will occur.
- Remember that a person who is infected does not show symptoms right away. However, children who are becoming ill may show different behavior than usual, such as eating less or being irritable.

# 2. Prepare: Phase 1, 2, 3

## WORKSHEET 2.3: ESSENTIAL JOB FUNCTIONS

### ESSENTIAL POSITIONS

The table below details the positions or job levels found within the school/department, number of individuals employed with this job level, the essential operations that rely on employees with these skills, and number of employees with this job level required to maintain essential services.

Position Type/ Job Levels	# of employees with this level	Essential operation(s) that require this level	# of employees required to maintain essential services

### JOB ACTION SHEETS

Sample Instructions/Job Action Sheets are included in Resources Section 2.3.

### CROSS TRAINING

Cross training of staff and faculty for essential job functions must occur to respond to a pandemic event. The trainings will take place on:

Date	Topic	Coordinator

## 2.4 PANDEMIC POLICIES

### 2.4.1

#### Disaster Service Workers

Discuss roles and responsibility of a Disaster Service Worker with faculty and staff, if applicable (see Resources Section 2.4).

#### Tip

Use the following suggestions as a starting point in developing district/school policy and procedure:

- Review the Department of Education's Pandemic Influenza response plan.
- Review the District's/school's communicable disease policies and procedures.
- Determine if any additional policies or procedures are needed.
- Determine additional support that sites might need.

### 2.4.2

#### Employee leave

Work with your human resources personnel regarding emergency personnel policies that allow for employee compensation during absences due to factors such as personal illness, family member illness, isolation, quarantine, and/or public transportation closures.

#### Consider

How will you deal with employees who have used all their vacation and sick leave? What policies will encourage the sick to stay home? How will you respond to employees who are too afraid to come to work?

### 2.4.3

#### Flexible work

Work with your human resources personnel regarding emergency policies that allow for flexible work-site (e.g. telecommuting) and flexible work hours (e.g. staggered shifts, extended shifts).

### 2.4.4

#### Health care

Work with your human resources personnel regarding employee access to healthcare services during a pandemic, and improve services as needed. Identify availability of medical and mental health consultation for emergency response.

### 2.4.5

#### Travel policies

Prepare travel policies for possible travel restrictions, if applicable.

### 2.4.6

#### Management of ill employees

Develop a policy on the management of employees who become ill (see Resources Section 2.4).

## Managing Ill Employees

- Notify employees they should not come to work if they are unwell, particularly if they are exhibiting any influenza symptoms.
- Post notices at all workplace/facility entry points advising students, staff and visitors not to enter if they have influenza symptoms.
- Advise employees to call District or school health and safety staff if they become ill at home or work (provide a designated phone number for reporting illness).
- Provide health and safety staff with protocol for employees who become ill (See Recourses Section 2.5).
- Provide OCHCA Quick reference sheet, Home Health Care Guide and influenza preparedness card (<http://HealthDisasterOC.org/Flu>).
- Ensure that ill employees have completed the required isolation period (guidance to be provided by the Orange County Health Care Agency, <http://ochealthinfo.com>) and are no longer infectious before allowing them to return to work.

*Note - Staff who have recovered from the pandemic influenza are less likely to be re-infected and should be encouraged to return to work.*

# 2. Prepare: Phase 1, 2, 3

## WORKSHEET 2.4: PANDEMIC INFLUENZA POLICIES

### Brainstorming Questions for Developing Pandemic Flu Policies

#### Employees Who Become Ill

1. The Orange County Health Care Agency may issue guidance during a pandemic for employees with influenza-like symptoms to stay home from work. For districts and/or schools following this guidance:
  - Will a doctor's note be required? What if that is not feasible?
  - Will employees be required to take sick or vacation days?
  - What if employees have used up all their sick and vacation days?
  - Will sick employees who are required to stay home be compensated if they do not have any sick or vacation time?
2. Will there be a special policy on returning to work after illness with an influenza-like illness? The health department may recommend that individuals with flu-like symptoms stay in home isolation for a certain number of days (e.g. 10 days) until they are recovered and no longer infectious.
  - Some employees may try to hide their symptoms because they do not want to use personal leave or take a leave of absence. How will you encourage people with symptoms to stay home?
  - Some employees may feel well enough to work before the isolation period is over and may not want to use their personal leave, may not have any personal leave, and/or may be concerned about loss of wages.
3. What will be the protocol for employees who become ill at work? (Example provided in Annex 6)
4. If an employee believes he/she was infected while on the job, is Workers' Compensation available? Can papers be processed if it is not possible to get a doctor's note?

#### Employees Who Do Not Report to Work

1. How will you deal with employees who stay home to care for ill family members?
  - Will they be required to take vacation or sick leave?
  - What if they have used up all their vacation and sick leave?
  - Will healthy employees who choose to stay home to care for someone be compensated if they do not have any personal leave time?
2. If public or private schools, adult day care centers, etc., are closed and employees must stay home to care for family members will they be asked to use personal leave time?
  - What if they have none? Will they be compensated?
3. How will you respond to employees who are too afraid to come to work because they think a co-worker, student, or a client will infect them?
  - Will healthy employees who choose to stay home due to safety concerns be compensated if they do not have any sick or vacation time?

4. What if an employee believes they have not been given the proper personal protective equipment (e.g. gloves, masks) to keep them from becoming infected and refuses to come to work?
5. What if the stockpile of personal protective equipment runs out? How will you cope with employees who do not want to work without it?

### **Flexible work**

1. Are there policies that allow for flexible worksites (e.g. telecommuting) and flexible work hours (e.g. staggered shifts, extended shifts)?
2. Is there a policy on how “non-essential workers” can be re-assigned for other “essential” duties in other departments? What about on how “non-essential workers” will be reassigned as Disaster Service Workers?
3. Will policies for “essential workers” differ from those for “non-essential workers”?
4. Will individuals who are more at risk (e.g. immuno-compromised) for severe illness or death from the flu have special assignments in non-direct contact areas that are different from workers who are not considered high risk groups?

### **Health care at work**

1. Will workers have access to medical and mental health services?

The following policies will be activated as part of the Pandemic Influenza School Response Plan and should be included within your plan. Please summarize the policies and procedures in the space below:

## **Tip**

Use the brainstorming questions to help develop comprehensive pandemic flu policies.

### **1. Employee Leave**

### **2. Flexible Work**

### **3. Health Care**

### **4. Travel Policies**

# 2. Prepare: Phase 1, 2, 3

## 2.5 COMMUNICATION SYSTEMS

### Faculty and Staff

#### 2.5.1

##### **Information dissemination system**

Establish a communication plan (with redundancy) for providing information to faculty and staff. Identify how urgent communications (e.g. work schedules) will be relayed as well as less timely information.

#### 2.5.2

##### **Communication systems**

Ensure that communication systems (e.g. teleconferencing abilities, telecommuting, facsimile services, laptops, radios) are operational, interoperable with other systems, secure, and robust enough to handle increased and constant use. Build in layers of redundancy so that if failure occurs other systems can take over. Test systems regularly.

### **Tip**

Face-to-face communication may not be desirable at certain pandemic stages and exclusive use of communication systems may be advised. Without the ability to communicate with stakeholders, partners, and employees coordination could become impossible.

#### 2.5.3

##### **Ongoing communication plan**

Develop a plan to provide regular updates to employees throughout a pandemic. Include mechanisms for developing and finalizing communications and authorizing dissemination. Plan to use multiple dissemination techniques to better ensure that employees hear the message.

### **Tip**

There may be a high level of fear, anxiety, rumors, and misinformation regarding a pandemic. Regularly sharing information is one way to reduce staff distress. Always ensure that communications are culturally and linguistically appropriate. Maintain contact with the Department of Education and Health Care Agency for situation updates.

#### 2.5.4

##### **Faculty and Staff Phase 1-3 Communication**

Communicate to employees the following information (See Resources Section 2.5):

- General pandemic influenza information
- Disaster service worker obligations (if applicable) – see Resources Section 2.4
- Components of the district's or school's pandemic influenza plan
- How to develop a personal/family emergency plan
- Infection control steps to take to protect the health and safety of employees should a pandemic occur (See Resources Section 2.6).

## **Parents and Students**

### **2.5.5**

#### **Parent and Student information dissemination plan**

Establish a plan for communicating with parents and students (and the general public, if applicable). Identify modalities that will be used to disseminate information (e.g. website, press releases, brochures). Include responsibility for developing and finalizing communications and authorizing dissemination.

### **2.5.6**

#### **Parent and Student Phase 1-3 (Prepare) communication**

Inform parents and students of the District's Continuity of Education Plan and how regular service may change during a pandemic.

#### **Tip**

Help parents minimize the impact of a pandemic influenza on their businesses and daily activities by letting them know that schools may be dismissed during a pandemic and that they should make plans for alternate child care arrangements.

### **2.5.7**

#### **Community**

Communicate with local organizations (e.g. Orange County Health Care Agency, Red Cross, community organizations, etc.) about collaborating during an influenza pandemic.

#### **Tip**

Share best practices with other districts, organizations, associations, and businesses in your community to improve community response efforts.

#### **Tools & Resources**

Pandemic influenza fact sheets and other materials are available at the U.S. Department of Health and Human Services website ([www.pandemicflu.gov](http://www.pandemicflu.gov).)

**See the Resources Section 2.5 for Sample Presentations and Letters for staff.**



## AUDIENCES

The district and school will be responsible for providing information to the following audiences:

- **Faculty** – Administrators, Department heads, administrative staff, etc.
- **Staff**
- **Product and service vendors.** See Section 2.3 for product and service vendors.
- **Students** - Special needs groups.
- **Parents**

See table: Modes for Communicating Pandemic Influenza to Primary Audiences.

## COMMUNICATION MESSAGES

The Department of Education will provide guidance to the districts in order for the schools to provide ongoing information to the faculty, staff, parents, students, the general public, suppliers and service vendors, and partners. Important communication messages during Phases 1-3 include:

### Phase 1-3 (Prepare)

- General influenza, pandemic influenza information
- Components of the district and/or school's continuity of education plan
- Infection control measures to practice every day and preparations taken by the district and/or school
- How to develop a personal/family disaster kit
- Where to get information during an emergency (e.g. website, telephone information line)

## MODES OF DISSEMINATION

Information will be disseminated to audiences throughout each pandemic stage using the modes of communication described below. Multiple strategies will be used to create redundancy and ensure that intended recipients receive messages.

- **Telephone Systems.** Internal agency information line [insert telephone number], external public information line, mass voice mail message, call center/phone bank, call-down tree
- **Electronic Systems\*.** Mass e-mail message, website posting [insert web address], intranet posting, on-line chat
- **Hard copy\*.** Mailing, interoffice mail, mass faxes, notice board postings, pay check mailing
- **In person.** Meeting, presentation, training
- **Media- TV, Radio, Newspaper.** Press releases, press conferences

\* Information may be packaged in the form of letters, memos, fact sheets, brochures, newsletters, etc.

**See the Resources Section 2.5 for Sample Memos and Letters for staff.**

# 2. Prepare: Phase 1, 2, 3

## MODES FOR COMMUNICATING PANDEMIC INFLUENZA INFORMATION TO PRIMARY AUDIENCES

Mode of Dissemination	Audience				Good for urgent communication	Strength/Weaknesses
	Staff & Faculty	Partners	Customers Clients	Vendors		
<b>Telephone System</b>						
Internal Organization Emergency Information Line	✓				Yes	A voice message can be pre-recorded and updated off site. Access to the voice message can be controlled by using a PIN provided to all employees. (Good for relaying instructions on reporting to work.)
External Information Line	✓	✓	✓	✓	Yes	
Mass Voice Mail Message	✓				Maybe	Some employees may not have a designated work phone with voice mail.
Call center/phone bank	✓	✓	✓	✓	Yes	Some individuals may prefer speaking to a live person vs. a recorded message.
Call-down tree	✓				Yes	A call-down tree can be used for relaying simple and short information by phone. Each person is designated to call another once they have received the message.
<b>Electronic</b>						
Mass E-mail Message*	✓				No	Some employees may not have a designated e-mail address or be able to access e-mail at home.
Website Posting*	✓	✓	✓	✓	Maybe	Not all people will have access to a computer.
Intranet Posting*	✓				No	Not all employees will have access to a computer.
On-line Chat			✓			Not all people will have access to a computer.
<b>Hard Copy</b>						
Mailing*	✓	✓	✓	✓	No	Delivery may take a few days. May be costly.
Interoffice Mail*	✓					Not all employees will have a mail box for receiving interoffice mail.
Mass Faxes*		✓		✓	Yes	Database with fax numbers and mass fax system required.
Notice Board Posting*	✓		✓		Maybe	
Pay Check Mailing*	✓				No	All employees will receive information.
<b>In Person</b>						
Meeting/Presentation	✓	✓	✓	✓	Maybe	During some stages it may not be advisable to hold gatherings.
Training	✓		✓		No	May take time to coordinate.
<b>Media- TV, Radio, Newspapers</b>						
Press Release*	✓	✓	✓	✓	Yes	
Press Conference	✓	✓	✓	✓	Yes	

## 2.6 INFECTION CONTROL & PREVENTION MEASURES

### 2.6.1

#### **Respiratory etiquette and hand hygiene**

Provide staff and faculty with informational materials detailing strategies for stopping the spread of disease (e.g. respiratory etiquette, hand hygiene). Maintain a supply of infection control products (e.g. tissues, liquid (not bar) soap, masks, paper towels, hand sanitizers), depending on plans for educational continuity during a pandemic. Assure adequate trash receptacles and handwashing facilities are available.

#### **Tip**

- Hold a training on recognizing flu symptoms, hygiene measures, what to do if you think you are sick, and how to keep your family healthy.
- Visit the Orange County Health Care Agency's Influenza Preparedness site ([HealthDisasterOC.org/Flu](http://HealthDisasterOC.org/Flu)).
- Print out free Cover your Cough/ Hand-Hygiene posters for use around the workplace (available at [www.cdc.gov/germstopper/materials.htm](http://www.cdc.gov/germstopper/materials.htm)).

### 2.6.2

#### **Social distancing**

Identify ways to modify the frequency and type of face-to-face contact (e.g. telecommuting, teleconferencing, no hand-shaking, limiting shared workstations) among employees and between employees and students. Practice these measures.

### 2.6.3

#### **Personal protective equipment (PPE)**

Identify personal protective equipment needs (e.g. hand-hygiene products, masks) and procure necessary items. Amount of supply would depend on type of school and plans for educational operations during a pandemic.

### 2.6.4

#### **Workplace cleaning**

Develop a protocol for cleaning work areas (standard cleaning and if someone becomes ill at the worksite) and classrooms, and stockpile necessary supplies.

### 2.6.5

#### **Education of Faculty, Staff and Students**

Provide training materials as needed to educate them on the importance of practicing infection control measures (See Resources Section 2.6)

## WORKSHEET 2.6: INFECTION CONTROL MEASURES

A variety of infection control measures, including heightened hygiene practices, social distancing, and personal protective equipment may be utilized to slow the spread of disease.

### HYGIENE CHECKLIST

Staff, faculty, and students should be educated and reminded of hygiene measures that help to limit the spread of disease. These include:

- Use respiratory etiquette (e.g. covering cough or sneeze with a tissue or cloth followed by hand hygiene).

[checklist continued on next page]

## 2. Prepare: Phase 1, 2, 3

- Properly clean hands with liquid soap and water or hand sanitizer regularly.
- Avoid direct skin-to-skin contact with others, such as shaking hands. Substitute hand shaking with alternatives like waving, smiling, nodding, and bowing.
- Keep work areas, classrooms, and home clean and disinfected.
- Stay home when ill and do not send ill children to school or day care.
- [Add additional hygiene messages as appropriate.]

### SOCIAL DISTANCING METHODOLOGIES

**Telecommuting.** The number of employees who have the technological capability to telecommute from home and can adequately perform their primary functions from home is [insert number].

**Teleconferences.** Teleconferences *can* be held within the following units: [insert unit names]. Teleconferences *can not* be held within the following units: [insert unit names].

**Staggered work shifts.** The number of employees who do not need to perform their work during the same time of the day and can be spread out in the 24 hours period are [insert number]. The number of employees who can work an extended number of hours in fewer days are [insert number].

**Face-to-face barriers.** The number of employees who have regular face-to-face contact with the public that can provide services behind a barrier, by telephone, etc. is [insert number]. Services that can be re-organized to be provided to the public without face-to-face contact are [insert number and type of service]. Systems that can be put in place to minimize direct face-to-face contact with the public are [insert systems].

### INFECTION CONTROL SUPPLIES

Increased use of infection control supplies may be advisable during an influenza pandemic. The following infection control supplies are regularly available and may be needed by employees during a pandemic.

Supplies	No. of Employees with Access	No. of employees who may need access during a pandemic
Liquid soap within bathrooms		
Liquid soap within kitchen areas		
Hand sanitizer (min. 60% alcohol content)		
Paper towels		
Tissues		
Garbage bags and trash cans		
Office cleaning supplies (details below)		
Personal protective equipment		
- Gloves		
- Surgical Masks		

## WORKPLACE CLEANING

During a pandemic thorough classroom cleaning measures will be required to minimize the transmission of influenza virus through hard surfaces (e.g. door knobs, sinks, handles, railings, objects, and counters). The influenza virus may live up to two days on such surfaces.

When a person with suspected influenza is identified and has left the workplace, it is important that their work area, along with any other known places they have been, are thoroughly cleaned and disinfected. Cleaning is the removal of visible dirt or soil. It is usually accomplished by physical scrubbing using detergent and water. To disinfect, after cleaning use any of the disinfectants listed in the table below and follow the manufacturer's recommendations.

Influenza viruses are inactivated by many EPA-approved disinfectants, including alcohol and chlorine. Surfaces that are frequently touched with hands should be cleaned and disinfected often, preferably daily. Clean the surface to remove dirt and soil with a cleaning agent, then disinfect following manufacturers' recommendations (see table below). The person cleaning and disinfecting should wear a mask and gloves and should discard them afterwards. Hands must be washed or sanitized at the completion of the procedure.

## RECOMMENDED WORKPLACE DISINFECTANTS

Disinfectants	Recommended Use	Precautions
<b>Sodium Hypochlorite (Household bleach)</b>  ¼ cup bleach in 1 gallon cool water.	<ul style="list-style-type: none"><li>Disinfection</li></ul>	<ul style="list-style-type: none"><li>Should be used in well-ventilated areas.</li><li>Utilize gloves while handling and using bleach solution.</li><li>Do not mix with strong acids to avoid release of chlorine gas.</li><li>Corrosive to metals and certain materials.</li></ul>
<b>Alcohol</b>  (e.g. Isopropyl 70%, ethyl alcohol 60%)	<ul style="list-style-type: none"><li>Disinfection</li><li>Smooth metal surfaces, tabletops and other surfaces on which bleach cannot be used.</li></ul>	<ul style="list-style-type: none"><li>Flammable and toxic. To be used in well-ventilated areas. Avoid inhalation.</li><li>Keep away from heat sources, electrical equipment, flames, and hot surfaces.</li><li>Allow it to dry completely.</li></ul>
<b>EPA-Approved Product</b>  (see product container for instructions)	<ul style="list-style-type: none"><li>Follow directions on label</li></ul>	<ul style="list-style-type: none"><li>Follow precautions on label.</li></ul>

# 3. RESPOND: PHASE 4, 5, 6

FEW LOCAL CASES, CLUSTERS OF CASES,  
WIDESPREAD INFECTION

WHO PANDEMIC PHASE	TRANSMISSION	KEY ACTIVITIES
1	<i>Low risk of human cases</i>	
2	<i>Higher risk of human cases</i>	
3	<i>No, or very limited, human-to-human transmission</i>	
4	<b><i>Evidence of increased human-to-human transmission</i></b>	<ul style="list-style-type: none"> <li>• <b>Implement Continuity of Education Plan</b></li> <li>• <b>Implement Communication Plan</b></li> <li>• <b>Implement Infection Control</b></li> <li>• <b>Monitor Health Alerts</b></li> <li>• <b>Monitor Policy Decisions and Guidelines issues</b></li> </ul>
5	<b><i>Evidence of significant human-to-human transmission</i></b>	
6	<b><i>Efficient and sustained human-to-human transmission</i></b>	
<i>Recovery</i>	<i>Pandemic peak and post pandemic recovery and preparation for possible subsequent waves</i>	

## 3.1 ACTIVATION AND COMMAND

### 3.1.1

#### **Activate Plan(s)**

Follow protocol for activating response plans based on pandemic phase. Alert pandemic leaders and staff of change in pandemic status and activation of the next phase of the Pandemic Influenza Continuity of Education Plan. Re-familiarize leaders and alternates of their duties.

### 3.1.2

#### **Internal briefings**

Conduct regular briefings.

### 3.1.3

#### **Review continuity of Education Plan**

Regularly review and update the continuity protocols and procedures to ensure that new issues are addressed.

## 3.2 OPERATIONS

### 3.2.1

#### **Assess operations**

Assess 1) the ability to provide regular services with available human and material resources; 2) increases and decreases in demand of existing services; and 3) the need for new or alternative services. Reference and update Section 2.2.

### 3.2.2

#### **Reallocate resources**

As needed, reallocate resources to provide services that are essential, in high demand, and/or are new or alternative. Reference and update Section 2.2.

### 3.2.3

#### **Essential operations**

Suspend non-essential operations as human resources become limited and/or material resources (e.g. gasoline) must be rationed. Reference and update Section 2.2.

## 3.3 JOB FUNCTIONS

### 3.3.1

#### **Absenteeism**

Identify absent staff and faculty and their critical job functions. Report absences (with job classification codes) to leadership and track when ill employees will be expected to return to work. (See Resource Section 2.4).

### 3.3.2

#### **Reassign employees**

Reassign personnel to essential or prioritized job functions and provide clear instructions for performing duties (e.g. job action sheets). Reference and update Section 2.3.

### 3.3.3

#### **Just-in-time training**

Provide just-in-time training or refreshers to alternate staff taking over new job functions.

## 3.4 PANDEMIC POLICIES

### 3.4.1

#### **Employee policies**

Activate applicable policies per procedure (i.e. employee leave, flexible work schedules, travel, health care, management of ill employees). Notify staff of policy changes and provide with necessary claim forms. Reference and update Section 2.4.

# 3. Respond: Phase 4, 5, 6

## 3.5 COMMUNICATION

### 3.5.1

#### Inform employees

Provide regular (e.g. daily, weekly, bi-weekly) updates to staff on pandemic status and any applicable policy changes, infection control measures, job reassignments, illness reporting etc. that apply during this period. Utilize Communications Section 2.5.

### Tip

Communicate regularly with staff to promote confidence in personal safety in the workplace. Throughout the event, updated information will be provided by the Orange County Health Care Agency on their website [www.ochealthinfo.com](http://www.ochealthinfo.com).

### 3.5.2

#### Inform product and service vendors

Inform suppliers and service vendors of change in pandemic phase and any changes that may create in supply/service needs. Utilize Section 2.2.

### 3.5.3

#### Inform parents and students

Inform parents and students of any changes to school services or activities. Utilize Section 2.5.

### 3.5.4

#### Communication system

Activate and ensure that communication systems (e.g. teleconferencing, telecommuting, facsimile services, radio, internet) are in working order.

## Tools & Resources

Pandemic influenza fact sheets and other materials are available at the U.S. Department of Health and Human Services website [www.pandemicflu.gov](http://www.pandemicflu.gov).

**See the Resources Section 3.5 for Sample Memos and Letters for staff.**

Throughout Phases 1-6 the district and the school will need to provide accurate and up-to-date information to key audiences. The information dissemination plan describes who will develop and authorize content, audiences, messages, and the information dissemination strategy.

## COMMUNICATION MESSAGES

The Department of Education will provide guidance to the districts in order for the schools to provide ongoing information to the faculty, staff, parents, students, the general public, suppliers and service vendors, and partners. Important communication messages during Phases 4-6 include:

### Phase 4-6 (Respond)

- Activation of Respond Stage
- Updates on the status of the pandemic
- Policy changes
- Infection measures to be utilized at school and home
- Illness reporting measures
- Job reassignments
- Vendor product/supply needs
- Services available to the public

## 3.6 INFECTION CONTROL & REPORTING

### 3.6.1

#### Infection control information

Disseminate information to staff on how to prevent infection at home and at work (e.g. hygiene measures, social distancing).

#### Tip

Post hygiene notices at entrances, washrooms, hand washing stations, and public areas.

### 3.6.2

#### Infection control products

Ensure that supplies of hygiene products (e.g. liquid soap and/or hand sanitizer, paper towels) are available.

### 3.6.3

#### Personal Protective Equipment (PPE)

Follow Orange County Health Care Agency guidance regarding PPE use. Employees that routinely use PPE to perform their everyday job should continue to do so until notified otherwise.

### 3.6.4

#### Social distancing

Follow Orange County Health Care Agency recommendations regarding activation of social distancing strategies (e.g. telecommuting, teleconferences).

### 3.6.5

#### Workplace cleaning

Arrange for routine office and classroom cleaning and disinfection and immediate disinfection of areas where staff/students report illness.

#### Tip

Gain staff, student and customer/client confidence by maintaining a healthy workplace.

### 3.6.6

#### Illness notification

Notify employees who they must inform if they become ill.

### 3.6.7

#### Illness reporting protocol

Follow the protocol for managing staff and students that become ill at school. Keep records of affected staff (see resource section 2.4) who do not attend school.

### 3.6.8

#### Surveillance and reporting

During all stages of a pandemic flu outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of influenza-like illness.

# 3. Respond: Phase 4, 5, 6

## WORKSHEET 3.6: INFECTION CONTROL & REPORTING

During a flu pandemic, the Orange County Health Care Agency's Epidemiology and Assessment Division will track number of students absent with flu-like illness and will provide case tracking forms at the time of the event. The following are sample forms used to track and report influenza like illness to the Health Care Agency.

### FORM 1 - SAMPLE FORM - Weekly Pandemic Influenza Census

Name of School \_\_\_\_\_ Week Ending \_\_\_\_\_

Elementary \_\_\_\_\_ Middle \_\_\_\_\_ High School \_\_\_\_\_

City \_\_\_\_\_ School District \_\_\_\_\_

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

#### Students

Number of students absent with influenza-like illness this week \_\_\_\_\_

Total number of students enrolled in your school \_\_\_\_\_

ADA for the week \_\_\_\_\_

#### Staff/Faculty

Number of staff/faculty absent with influenza-like illness this week \_\_\_\_\_

Total number of staff/faculty employed in your school \_\_\_\_\_

Assistance Needed/Comments:

**If requested by the Orange County Health Care Agency, fax this form each Friday during the period of Heightened Surveillance to (714) 834-8196**

**If you have questions regarding this form or disease reporting please call (714) 834-8180**

## FORM 2 - SAMPLE FORM - Daily Pandemic Influenza Census

Name of School \_\_\_\_\_ Today's Date \_\_\_\_\_

Elementary \_\_\_\_ Middle \_\_\_\_ High School \_\_\_\_

City \_\_\_\_\_ School District \_\_\_\_\_

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

### Students

Number of students absent with influenza-like illness today \_\_\_\_\_

Total number of students enrolled in your school \_\_\_\_\_

ADA for the day \_\_\_\_\_

### Staff/Faculty

Number of staff/faculty absent with influenza-like illness today \_\_\_\_\_

Total number of staff/faculty employed in your school \_\_\_\_\_

Assistance Needed/Comments:

**If requested, fax this form daily to the Orange County Health Care agency during the period of Intensive Surveillance to (714) 834-8196**

**If you have questions regarding this form or disease reporting please call (714) 834-8180**



## **3.7 MONITOR FEDERAL, STATE AND LOCAL RESOURCES & ACTIVITIES**

### **3.7.1**

#### **Monitor key resources and media outlets**

Check key sources for briefings on local, national, and international pandemic flu status including:

- 1) Orange County Health Care Agency Epidemiology website ([www.ochealthinfo.com/epi](http://www.ochealthinfo.com/epi));
- 2) Center for Disease Control and Prevention ([www.pandemicflu.gov](http://www.pandemicflu.gov));
- 3) World Health Organization ([www.who.int](http://www.who.int)).

### **3.7.2**

#### **Return to work**

Activate process for employees who have been ill to return to work.

# 4. RECOVER

## POST PANDEMIC RECOVERY AND PREPARATION FOR POSSIBLE SUBSEQUENT WAVES OF ILLNESS

WHO PANDEMIC PHASE	TRANSMISSION	KEY ACTIVITIES
1	<i>Low risk of human cases</i>	
2	<i>Higher risk of human cases</i>	
3	<i>No, or very limited, human-to-human transmission</i>	
4	<i>Evidence of increased human-to-human transmission</i>	
5	<i>Evidence of significant human-to-human transmission</i>	
6	<i>Efficient and sustained human-to-human transmission</i>	
<b>Recovery</b>	<b>Pandemic peak and post pandemic recovery and preparation for possible subsequent waves</b>	<ul style="list-style-type: none"> <li>• <b>Monitor HCA/OCDE for updates</b></li> <li>• <b>Return to “new” normal</b></li> <li>• <b>Re-establish Operations</b></li> <li>• <b>Implement Communication plan</b> <ul style="list-style-type: none"> <li>○ <b>Faculty and Staff</b></li> <li>○ <b>Students and Parents</b></li> </ul> </li> </ul>

The Recovery Phase is situational and contingent upon the events. If relatively few families have been impacted by the pandemic (or, realistically, any other major man-made or natural disaster), then recovery activities can be focused on a single school and the extended family and friends.

## 4.1 ACTIVATION

### 4.1.1

#### **Activate Post Pandemic Phase (Recovery)**

Follow protocol for activating the Post Pandemic Phase (Recovery). Alert leaders and staff to change in pandemic status and return to operations as normal.

#### **Tip**

Recovery from an influenza pandemic will begin when it is determined that adequate supplies, resources and response systems exist to manage standard ongoing activities without continued assistance from pandemic response systems.

## 4.2 PROCESS ASSESSMENT

### 4.2.1

#### **Conduct evaluation**

Conduct an internal after-action evaluation of the district and/or school's pandemic response.

### 4.2.2

#### **Update plans**

Update the Pandemic Influenza School Planning Workbook and other emergency response plans as appropriate.

## 4.3 OPERATIONS ASSESSMENT

### 4.3.1

#### **Assess operations**

Assess the impact of the pandemic on the district and/or school's operations, personnel, customers/clients, partners, and vendors.

### 4.3.2

#### **Normal operations**

Manage the return to routine operations as able based on human and material resources.

### 4.3.3

#### **Community & psychological recovery**

Identify community recovery needs and provide assistance.

## 4.4 COMMUNICATION

### 4.4.1

#### **Employee communication**

Notify employees about change in pandemic status, return to business as usual and any applicable policy changes.

#### **Tip**

Ensure that employees have access to mental health services well after disease has dissipated.

### 4.4.2

#### **Product and service vendor communication**

Notify product and service vendors of return to operations as usual.

### 4.4.3

#### **Faculty, student and parent communication**

Notify faculty, students, and parents of resumption of classes.

## COMMUNICATION MESSAGES

The Department of Education, in coordination with the Health Care Agency, will provide guidance to the districts in order for the schools to provide ongoing information to the faculty, staff, parents, students, the general public, suppliers and service vendors, and partners. Important communication messages during the Recovery Phase include:

#### **Recovery Phase**

- Updates on the status of the pandemic
- Job reassignments
- Policy changes

# 5. Glossary

<b>Avian influenza</b>	Avian influenza, also referred to as bird flu, is a disease of birds (e.g. ducks, chickens). Between 2003 and 2008 the H5N1 avian influenza virus has infected millions of birds. Although it is primarily a disease of birds, a small number of people have also been infected after having close contact with birds or bird products.
<b>Contact</b>	A contact is someone who has been in close proximity with an individual who is, or is suspected of being, infected with an infectious disease like influenza.
<b>Hand hygiene</b>	Hand hygiene is a term that applies to the cleaning of one's hands. This is usually done with soap and water, hand sanitizer, or hand wipes. To kill influenza viruses, hands must be washed with soap and water for 15 seconds or hand sanitizers or wipes must be used for 10 seconds and have an alcohol content of at least 60%.
<b>Human-to-human transmission</b>	Human-to-human transmission refers to the ability of an infectious disease to be passed from one person to another. Some viruses can be transmitted between animals (animal-to-animal), some can be transmitted from animal-to-human (and vice versa), and some can be transmitted from human-to-human.
<b>Infection control</b>	Infection control is a broad term used to describe a number of measures designed to detect, prevent, and contain the spread of infectious disease. Some measures include hand washing, respiratory etiquette, use of personal protective equipment (PPE), prophylaxis, isolation, and quarantine.
<b>Infectious disease</b>	An infectious disease, or communicable disease, is an illness that can be transmitted, or passed, by direct contact with an infected individual or their discharges (e.g. cough, wound drainage), or with an item contaminated by them.
<b>Influenza</b>	Influenza is a virus that causes high fever, sore throat, cough, and muscle aches. It usually affects the respiratory system but sometimes affects other organs. It is spread by infectious droplets that are coughed or sneezed into the air. These droplets can land on the mucous membranes of the eyes or mouth or be inhaled into the lungs of another person. Infection can also occur from contact with surfaces contaminated with infectious droplets and respiratory secretions.

<b>Isolation</b>	Isolation is when sick people are asked to remain in one place (e.g. home, hospital), away from the public, until they are no longer infectious.
<b>Pandemic influenza</b>	A pandemic influenza, or pandemic flu, occurs when a new subtype of influenza virus develops and: 1) there is little or no immunity (protection due to previous infection or vaccination) in the human population; 2) causes serious illness in humans; and 3) it is easily passed from human to human.
<b>Personal Protective Equipment (PPE)</b>	PPE is specialized clothing or equipment worn to protect someone against a hazard including an infectious disease. It can range from a mask or a pair of gloves to a combination of gear that might cover some or all of the body.
<b>Prophylaxis</b>	Prophylaxis is a preventive measure whereby medication, such as an antiviral medication, is taken by a healthy individual (e.g. household member, close contact, healthcare worker) to prevent illness before or after being exposed to an individual with an infectious disease (e.g. influenza).
<b>Respiratory etiquette</b>	Respiratory etiquette, or good coughing and sneezing manners, is one way of minimizing the spread of viruses which are passed from human-to-human in the tiny droplets that come out of the nose or mouth when coughing, sneezing, or talking. Healthy and sick people should cover their nose and mouth when sneezing, coughing, or blowing their nose, then put the used tissue in the trash to prevent the spread of germs, and then wash their hands.
<b>Seasonal influenza</b>	Seasonal influenza, commonly referred to as the flu, is an infectious disease. In the United States, flu season usually occurs between October and April. The influenza virus has the ability to change easily; however, there is usually enough similarity in the virus from one year to the next that the general population is partially immune from previous infection or vaccination. Each year experts monitor the influenza virus and create a new vaccine to address changes in the virus. For this reason people are encouraged to get a flu shot each year.
<b>Social distancing</b>	Social distancing is an infection control strategy that includes methods of reducing the frequency and closeness of contact between people to limit the spread of infectious diseases. Generally, social distancing refers to the avoidance of gatherings with many people.
<b>Swine Influenza</b>	Swine Influenza (swine flu) is a respiratory disease of pigs caused by type A influenza viruses that causes regular outbreaks in pigs. People do not normally get swine flu, but human infections can and do happen. Swine flu viruses have been reported to spread from person-to-person, but in the past, this transmission was limited and not sustained beyond three people.

# 6. Resources

## Section 2.3

### SAMPLE JOB ACTION SHEET/RESPONSIBILITIES

## PUBLIC INFORMATION OFFICER

### Position Checklist

<b>Report To</b>	
<b>Suggested Training</b>	
<b>Documents &amp; Equipment</b>	<input type="checkbox"/> Communication Source <input type="checkbox"/>
<b>Function (s)</b>	
<b>Duties</b>	
<input type="checkbox"/> Draft language for anticipated events, including implementing social distancing activities and other measures to minimize close contact between employees (i.e., reducing handshaking, limiting face-to-face meetings, teleworking/commuting, liberal/unscheduled leave policies and staggered shifts).	
<input type="checkbox"/> Develop procedures for communicating with local media during normal and emergency situations.	
<input type="checkbox"/> Develop a communications plan, including possible school dismissals, for staff, students and parents.	
<input type="checkbox"/> Develop procedures for communicating with the Orange County Health Care Agency	
<input type="checkbox"/> Clearly communicate the policy on sick leave and employee compensation.	
<input type="checkbox"/> Communicate the on-going campaign regarding prevention and preparedness activities.	
<input type="checkbox"/> Develop clear communications encouraging ill persons to stay at home during a pandemic.	
<input type="checkbox"/> Encourage employees who have children to make plans for childcare if their children's schools/preschools are closed. Advise employees to plan for an extended period of up to 12 weeks in case of a severe pandemic.	
<input type="checkbox"/> Encourage parents to make plans for childcare if their children's school/preschool is closed.	

## Section 2.4

### SAMPLE POWERPOINT & FOR TRAINING EMPLOYEES ON ROLES OF A DSW

**Disaster Service**  
Public Employee Responsibilities

**Overview**

- Definition
- Legal requirement
- Preparation
- Responsibilities

**A public health emergency is:**

- An occurrence or imminent threat of an illness, caused either naturally or by human action, that poses a serious risk of death or disability.
- Includes the result of earthquakes, floods, fires

**Legal Requirement**

- According to California Government Code Section 3100-3109, all public employees are required to be disaster service workers
- This includes all school staff

**Responsibilities**

- Tasks will be within your training, skill, or ability.
- Possible tasks may include:
  - Register people at a shelter or other service location
  - Translate for non-English speaking individuals
  - Act as a messenger at a designated site
  - Serve food to emergency staff
  - Answer phones

**Supplies to Keep On Hand**

- Cleaning supplies
  - Soap, bleach or other disinfectant
  - Paper towels, plastic bags
- Caregiver supplies
  - Tylenol or other non-aspirin pain reliever
  - Tissues
  - Masks, disposable gloves

### SAMPLE MEMO FOR EXPECTATIONS AS A DSW

In planning for our roles and responsibilities during any state of emergency, it is imperative that we plan for the well-being of our families, pets and home as a primary consideration. I encourage each of you to have plans in place should there be the need for you to assume duties as a disaster service worker.

We all understand this is an especially difficult topic and one that few of us have encountered, but by being prepared and working together, we can make a difference in this community.

Thank you.

# 6. Resources

## **SAMPLE PROTOCOL FOR EMPLOYEES WHO BECOME ILL**

Advise employees that if a person feels ill, or if someone observes that another person is exhibiting symptoms of influenza at work, they are to contact their manager or other designated person. Telephone communications are preferable.

Duties of health and safety staff:

1. Speak with the individual by phone.
2. Check if the employee has any influenza symptoms (the Orange County Health Care Agency will provide a list of symptoms).
  - If the employee does not have any symptoms they are unlikely to have influenza and should be reassured and advised to call again later or to call their doctor if they are still concerned.
  - If the employee has influenza symptoms they should be treated as a “suspect influenza case.”
3. Complete a Suspect Influenza Case Form (attached).
4. If the employee is at work provide him/her with a surgical mask and instruct them to put the mask on immediately. (This is to help protect other staff.).
  - Instruct employee to leave work. If possible, public transportation should be avoided. If public transportation is unavoidable, instruct the employee to keep the mask on and cough or sneeze into a tissue while traveling.
5. Advise the employee to contact a health professional. This may prove to be difficult in a pandemic, and may involve phoning the person’s normal doctor or a specially designated center to seek advice.
6. Advise the employee on how long to stay away from work (Orange County Health Care Agency will provide guidance) and to stay home (isolation).
7. Have the employee’s work station cleaned and disinfected as indicated in *Annex 10: Workplace Cleaning*.
8. Early in the pandemic, the Orange County Health Care Agency may ask employers to 1) identify contacts (once an employee is suspected to be infected); 2) advise contacts that they have been in contact with a person suspected of having influenza; and/or 3) ask contacts to go home, and stay home until advised otherwise (quarantine).
9. Advise supervisor and human resources of employee absence and need for coverage.
10. Check on the employee during his/her absence from work.
11. Encourage employees to return to work once they have recovered and are past the infectious period.

# SUSPECT INFLUENZA CASE FORM FOR STAFF WHO BECOME ILL AT WORK

*Details of affected employee*

<b>Name:</b>	<b>Date:</b>	<input type="checkbox"/> <b>Employee</b>	<b>Date of Birth:</b>
<b>Job Title:</b>	<b>Worksite:</b>	<b>Location of Isolation:</b>	
<b>Address:</b>			
<b>Telephone no:</b> _____ (Work) _____ (Home) _____ (Other)			
<b>Symptoms noticed:</b>			
<div style="border: 1px solid black; height: 80px; width: 100%;"></div>		<input type="checkbox"/> <b>Fever</b> <b>Time of fever onset :</b> _____ <b>Maximum temperature (deg F)</b> _____ <input type="checkbox"/> <b>Headache</b> <input type="checkbox"/> <b>Dry cough</b> <b>Time of isolation:</b> _____ <input type="checkbox"/> <b>Cold</b> <input type="checkbox"/> <b>Body aches</b> <input type="checkbox"/> <b>Fatigue</b> <input type="checkbox"/> <b>Other:</b> _____	
<b>Date expected to return to work :</b> _____			
<small>* List of symptoms and recommendations for isolation will be updated by the Orange County Health Care Agency (<a href="http://www.ochealthinfo.com/epi">www.ochealthinfo.com/epi</a>) as information becomes available following the emergence of a pandemic influenza virus strain.</small>			
<b>Where referred:</b>			
<b>Notes:</b>			

*Details of reporter*

<b>Name:</b>
<b>Job Title</b>
<b>Telephone no.:</b> _____ (Work) _____ (Home) _____ (Other)

# 6. Resources

## Section 2.5

### **SAMPLE PREPAREDNESS LETTER TO PARENTS**

Dear Parents,

The [District/School] and the Department of Education joins with the Orange County Health Care Agency in encouraging everyone to become informed about pandemic influenza. A long-lasting and widespread outbreak of the disease could mean changes in many areas of our lives. Since the spread of influenza in the community often is centered around children, schools and child care centers may be dismissed early in a pandemic to break the cycle of transmission. Schools may need to be dismissed for periods of up to 12 weeks or more and basic services such as health care, public safety, education, transportation and utilities may be disrupted.

The State Health Officer and Orange County Health Officer will make the determination as to when to dismiss schools. While it is impossible to list all the factors that will go into that decision, the Orange County Health Care Agency will work closely with the State in monitoring the pandemic situation with the goal of timing the dismissal of schools so that the spread of influenza will be curtailed with the least disruption to education and society.

This letter will help you and your family prepare for an influenza pandemic. Here are some key ways to protect your family:

- Prepare your home to care for sick family members using the Orange County Health Care Agency's Home Care Guide located online at <http://HealthDisasterOC.org/Flu>
- Keep children who are sick at home. Don't send them to school.
- Teach your children to wash hands often with soap and water. Set a good example by doing this yourself.
- Teach your children to cover their coughs and sneezes with tissues or by coughing into the inside of the elbow. Be sure to set a good example by doing this yourself.
- Teach your children to stay at least three feet away from people who are sick.
- People who are sick should stay home from work or school and avoid other people until they are fever free and illness symptoms are dramatically improved.

Enclosed with this letter is an influenza preparedness fact sheet. Working together we can minimize the spread of this disease and the impact to our families. Thank you.

**You may receive more information on influenza and influenza preparedness online at:**

<http://www.ochealthinfo.com/epi/> or <http://HealthDisasterOC.org/Flu>.

.

## **SAMPLE LETTER - PANDEMIC OVERVIEW INFORMATION TO STAFF/FACULTY**

Dear District staff and faculty,

The [District], the Orange County Department of Education and the Orange County Health Care Agency are working together, and with our neighboring school districts, to address the critical issues raised should a pandemic influenza outbreak occur in Orange County.

The [District/School] and the Department of Education joins with the Orange County Health Care Agency in encouraging everyone to become informed about pandemic influenza. A long-lasting and widespread outbreak of the disease could mean changes in many areas of our lives. Since the spread of influenza in the community often is centered around children, schools and child care centers may be dismissed early in a pandemic to break the cycle of transmission. Schools may need to be dismissed for periods of up to 12 weeks or more and basic services such as health care, public safety, education, transportation and utilities may be disrupted.

The State Health Officer and Orange County Health Officer will make the determination as to when to dismiss schools. While it is impossible to list all the factors that will go into that decision, the Orange County Health Care Agency will work closely with the State in monitoring the pandemic situation with the goal of timing the dismissal of schools so that the spread of influenza will be curtailed with the least disruption to education and society.

Influenza can spread rapidly in school environments where students are in close proximity, may not have complete control of their respiratory secretions, and may have suboptimal respiratory etiquette and hand hygiene. Germs can be spread when students sneeze or cough and release viruses into the air. Some viruses also can survive on desktops and doorknobs for several hours. In order for our students to be healthy and safe, teachers can instruct students to:

- Cover their mouths and noses when they cough and/or sneeze
- Wash their hands often
- Use the hand sanitizers available in the classroom
- Avoid sharing food and drinks with other students
- Avoid sharing pens, pencils, etc with other students
- Instruct students to clean up their desk areas before they leave the classroom (taking with them their pencils and pens, their tissues, etc.)

There are two over-arching goals throughout this process:

- Reducing the spread of the virus
- Sustaining educational functions during a pandemic influenza outbreak

We each have a unique opportunity in reducing the potential impact of a pandemic influenza by preplanning for the event and educating students and families in prevention and preparedness measures. There will be on-going communications from this office as we begin to identify, design and implement our strategies.

Thank you in advance for your support and help in this endeavor.

# 6. Resources

## Section 2.6

### SAMPLE INFECTION CONTROL MESSAGES MEMO

TO: All Faculty, Staff and Parents  
FROM: [Issuer]  
RE: Pandemic Influenza: Practicing Infection Control Measures

Dear Faculty, Staff and Parents,

The District joins with the Orange County Health Care Agency and other school districts in encouraging all employees to take the following measures to cope with a potential influenza pandemic. Influenza spreads rapidly in school environments where students are in close proximity, may not have complete control of their respiratory secretions, and may have suboptimal respiratory etiquette and hand hygiene. Some viruses also can survive on desktops and doorknobs for several hours. Educators, staff, and parents can help slow the spread of colds and influenza by doing the following:

1. **Cover your nose and mouth** with tissue when you cough or sneeze. Throw the tissue away after use.
2. **Wash your hands often with soap and water**, especially after you cough or sneeze. If water is not near, use an alcohol-based hand cleaner. Have hand sanitizers available in the classroom for students.
3. **Do not touch your eyes, nose, or mouth.** Germs often spread this way. Clean and disinfect the countertops and tables regularly—especially before and after meals.
4. **Stay home if you are sick and stay away from others as much as possible and keep children home if they are sick.** Plan for ill individuals to remain at home and for childcare in the event that such services become unavailable.
5. **Avoid close contact with people who are sick.** Implement precautions to prevent the spread of the virus (e.g. reduce social contact with others, including hand shaking, face-to-face meetings, frequent trips to shopping areas, etc.).
6. **Recognize the Signs and Symptoms**
  - a. Sudden fever higher than 100.4 °F
  - b. Muscle aches or pain
  - c. Weakness, fatigue and/or exhaustion
  - d. Cough or sore throat
  - e. Runny or stuffy nose

Complete and reference the Orange County Health Care Agency's "Influenza Preparedness and You" card provided in the Attachments (section 7) or online at <http://HealthDisasterOC.org/Flu>. Store it and keep it handy. Thank you.

## Section 3.5

### **SAMPLE PLAN AHEAD FOR HOME HEALTH CARE LETTER**

TO: All Staff and Parents  
FROM: [Issuer]  
RE: Pandemic Influenza: Planning for Child Care Services

Dear District Staff and Parents,

In the event of a pandemic influenza, schools may be dismissed for a period of up to twelve weeks. Additionally, your preschool childcare provider may not be available. The District joins with Orange County Health Care Agency and other school districts in encouraging all employees with young children to take the following measures:

1. Plan ahead in the event that your childcare, preschool or school facility is dismissed.
2. Preplan alternative child care options.
3. Prepare your home to care for sick family members using the Orange County Health Care Agency's Home Care Guide located online at <http://HealthDisasterOC.org/Flu>.

Thank you again for your support.

# 6. Resources

## **SAMPLE CANCELLATION OF EXTRA CURRICULAR ACTIVITIES/SOCIAL DISTANCING LETTER**

TO: All Staff and Parents  
FROM: [Issuer]  
RE: Pandemic Influenza: Cancellation of Extra Curricular Activities – Social Distancing

Dear District Staff and Parents,

The District joins with Orange County Health Care Agency and other school districts in preparing for the possibility of a pandemic influenza outbreak and encouraging all employees and parents to understand and, when directed by the County Health Officer, to implement the following measures:

**Cancel all Extra Curricular Activities:** In order to minimize the spread of influenza, all extra curricular activities are immediately suspended until further notice. This affects all activities, including those scheduled during lunch and after school.

**Implement the following measures:**

1. Minimize close contact with others.
2. Do not schedule any large group events such as indoor assemblies or rallies.
3. Keep classroom keyboards, phones and other shared materials/equipment wiped down.
4. Limit face-to-face meetings and close contact; use email/instant message as an alternative.
5. Put distance between student desks.
6. Send ill children to the office to be sent home.

Thank you again for your support.

## SAMPLE SCHOOL DISMISSAL LETTER

TO: All Faculty Staff and Parents  
FROM: [Issuer]  
RE: Pandemic Influenza: Dismissal of all District schools

Dear District Staff and Parents,

The California Department of Public Health have ordered all schools in the County to dismiss students for a period of [TIME]. This order is a result of the current influenza pandemic occurring throughout the world and now being detected in California. Schools may be dismissed for a period of time, possibly 12 weeks or longer to reduce contact among children and thus limit the spread of the virus. Because the virus is easily spread from person-to-person in close environments, the Orange County Health Care Agency has ordered colleges, day care centers and preschools to close as well.

The purpose of dismissing students from school is to limit contact among children to decrease their risk of getting sick and to limit the spread of infection. Because so many people are sick with the influenza, health officials acknowledge that it may be hard to get a doctor's appointment, go to a clinic or even be seen in a hospital emergency room.

We encourage you to prepare your home to care for sick family members using the Orange County Health Care Agency's Home Care Guide located online at <http://www.healthdisasteroc.org/flu/schools.htm>.

More information on pandemic influenza is available on the Orange County Health Care Agency' website at <http://HealthDisasterOC.org/Flu> or <http://www.ochealthinfo.com/epi/> or by calling the Orange County Health Care Agency Department of Epidemiology and Assessment: (714) 834-8180.

While school is dismissed, we hope that you will continue your child's education by {DATE} (refer to Continuity of Education plan) so that he/she will not be behind when school resumes. We will contact you as soon as we have information about when school will reopen. Thank you for your support and understanding.

# 7. Reference Materials

## **Fact Sheets and Guidance Materials**

Available online at <http://HealthDisasterOC.org/Flu>

- 1 – Page quick reference sheet (HCA)
- Influenza Preparedness Card (HCA)
- School Dismissal Guidance (PDF)

## **Lesson Plans, Checklists, and Audience Specific Materials**

California Department of Public Health and California Department of Education site for Pandemic Influenza School Preparedness [www.ReadyCaSchools.org](http://www.ReadyCaSchools.org)

## **LINKS**

**Orange County Department of Education Emergency Preparedness**

<http://emergency.ocde.us/>

**Orange County Health Care Agency Pandemic Influenza Preparedness**

<http://HealthDisasterOC.org/Flu>

**Orange County Health Care Agency Influenza Information**

[www.ochealthinfo.com/epi/flu/general\\_info.htm](http://www.ochealthinfo.com/epi/flu/general_info.htm)

**Orange County Health Care Agency Avian Influenza Information**

[www.ochealthinfo.com/epi/af/index.htm](http://www.ochealthinfo.com/epi/af/index.htm)

**Orange County Health Care Agency Swine Influenza Information**

<http://www.ochealthinfo.com/epi/swine/index.htm>

**Orange County Health Care Agency AlertOC A Mass Notification System**

<http://bos.ocgov.com/alertoc/alertoc.asp>

**US Department of Health & Human Services Pandemic Influenza Website**

[www.pandemicflu.gov](http://www.pandemicflu.gov)

**Centers for Disease Control & Prevention Avian Influenza Information**

[www.cdc.gov/flu/avian/gen-info/index.htm](http://www.cdc.gov/flu/avian/gen-info/index.htm)

**Centers for Disease Control - Respiratory Hygiene Etiquette**

[www.cdc.gov/flu/professionals/pdf/resphygiene.pdf](http://www.cdc.gov/flu/professionals/pdf/resphygiene.pdf)

**School District (K-12) Pandemic Influenza Planning Checklist**

[www.pandemicflu.gov/plan/pdf/schoolchecklist.pdf](http://www.pandemicflu.gov/plan/pdf/schoolchecklist.pdf)

**World Health Organization – Avian Influenza Information**

[www.who.int/csr/disease/avian\\_influenza/en](http://www.who.int/csr/disease/avian_influenza/en)

**World Health Organization – Influenza A(H1N1) Information**

[www.who.int/csr/disease/avian\\_influenza/en](http://www.who.int/csr/disease/avian_influenza/en)

**Notes:**

