

Pandemic Influenza School Planning Toolkit

- ▶ Prevention & Mitigation
- ▶ Preparedness
- ▶ Response
- ▶ Recovery

Introductory Letter from Public Health Officer and Superintendent, COE

Dear Superintendent:

This Pandemic Guide and Toolkit is designed to provide you with the information that your district, each of your schools and staff members will need in preparing for an influenza pandemic.

There is now an avian/bird influenza (H5N1) virus circulating in several countries. It is not yet in the United States. The presence of the virus in birds does not mean there will automatically be human cases. However, at some point, whether it is the H5N1 virus or another virus, health experts project that there will be a new virus that will spread easily among people. People will have no immunity against this new virus strain and as with any new virus it will take 6-8 months to manufacture an effective vaccine. When this virus begins spreading easily from person to person, we will have a global influenza pandemic. The pandemic will come in multiple waves over months to years.

In Santa Clara County, we estimate that 30 to 40 percent of the population will be clinically ill and that we may have as many as 22,000 deaths over the course of the pandemic. In a normal year, an estimated 5 to 10% of the population becomes ill and approximately 200 people in our county die from flu related causes. Needless to say, children are a critical consideration, both in terms of preventing the spread of the disease and keeping children healthy. We need your active engagement and partnership in preparing schools and families for a pandemic. Ongoing communication between the Santa Clara County Public Health Department and school districts will be a critical factor as events change and unfold.

Santa Clara County has identified three response levels that align with local school practices:

LEVEL III:	STANDBY: SCHOOLS OPEN
LEVEL II:	ALERT: SCHOOLS PREPARE FOR CLOSURE
LEVEL I:	ACTIVATE: SCHOOLS CLOSE FOR TWO TO TWELVE WEEKS
LEVEL III:	RECOVERY: SCHOOLS REOPEN/STANDBY

The Santa Clara County Public Health Department has developed the Influenza Planning Guide and Toolkit for use by school districts in developing your own plan for prevention, continuity of operations, continuity of education and recovery in the event of an influenza pandemic.

The Santa Clara County Office of Education will be available to assist in developing at-home curriculum packets and web-based learning tools.

Please feel free to contact the Health Department at (408) 792-5040 if you have any questions regarding pandemic influenza. Thank you for your participation in this critical preparation.

Sincerely,



Martin Fenstersheib, MD, MPH
Public Health Officer
County of Santa Clara



Joe Fimiani
Acting Superintendent of Schools
Santa Clara County Office of Education

Letter from Public Health Officer and Chair, County Police Chiefs Association

Dear Superintendent:

The Santa Clara County Public Health Department and the Santa Clara County Police Chiefs Association have identified that, in the event of school closures, there must be on-going educational activities and assignments.

We fully understand this may become a difficult balancing act. With potentially 30 to 40% of the population becoming clinically ill, there will be an impact on most families in terms of those who become ill and those who take on the role of caregivers. This will, of course, include students' families, teachers as well as public safety officers.

Students, however, need sufficient academic activities to keep them busy. There are a number of issues to consider:

- **Academic:** We need to ensure that students do not lose an entire academic year.
- **Public Health:** We need to minimize the potential of bored students re-congregating and accelerating transmission of the influenza virus.
- **Public Safety:** We need to minimize the numbers of bored and roaming students causing problems or engaging in criminal activity.
- **Social Stability:** We need to maintain the normal routine for students in order to provide a stabilizing anchor for children and guarantee the continuity of our social fabric.

Simply stated, we need your help in having a plan in place for continuing educational activities for students in spite of illness and/or school closure. Please meet with your site administrators, teacher leaders and labor associations to prepare for this event.

We appreciate your District's partnership, support and contribution to the community's well-being. Thank you very much.

Sincerely,



Martin Fenstersheib, MD, MPH
Public Health Officer
County of Santa Clara



Lynne Johnson
Chief of Police, Palo Alto
Chair, Santa Clara County Police Chiefs Association



Legal Authority of the Santa Clara County Health Officer

The Chief Medical Officer for the County of Santa Clara, the Health Officer, has duties that include the enforcement of public health laws and regulations as well as controlling disease and other threats to the public's health. The common connection within all of public health activities is the prevention of injury or illness from all causes, in all age groups and within all cultures and ethnic backgrounds.

In an emergency, the Health Officer has broad authorities that allow him/her to take actions to fulfill these duties. During an influenza pandemic, social distancing measures to limit the spread of the disease will include limited public gathering, cancelling public events and closing public gathering places including malls, schools, child care and pre-school programs.

THE FOLLOWING CALIFORNIA HEALTH AND SAFETY CODES DESCRIBE THE RANGE OF AUTHORITY OF THE COUNTY HEALTH OFFICER:

California Health and Safety Code Sections Pertaining to Local Authorities: Sections 101000, 101025, 101030: Establishes the authority of county health officers to preserve and protect the public health by enforcing county orders, ordinances and statutes pertaining to public health.

Sections 101375, 101400, 101405, 101415, 101450, 101460 and 101470:

Establishes authority of cities to consent or contract with the county to provide performance of public health functions and statute enforcement. In the absence of consents or contracts with the county, authorizes cities to appoint a health officer to enforce and observe all orders, ordinances, quarantines, regulations and statutes relating to public health.

By agreement, the Santa Clara County Health Officer serves as Health Officer for all cities within Santa Clara County.

Sections 101040, 101475: Authorizes County and city health officers to take preventive measures during an emergency. Preventative activities may include isolation, quarantine, and social distancing measures such as closing schools and public gatherings (sporting events, concerts, etc.).

Section 120175: Authorizes the local health officer to take measures necessary to control the spread of communicable disease.

Preface

The *Pandemic Influenza School Planning Toolkit* is a recommended outgrowth of the work completed by the Santa Clara County Pandemic Influenza School Planning Workgroup in drafting the *Pandemic Influenza School Planning Guide*.

The planning guide illustrates the concerns surrounding a possible pandemic influenza, that may or may not result from the current spread of influenza (avian) in wild and domestic birds. Also included is information on the County of Santa Clara's planning assumptions that have driven the development of the Public Health Department's Pandemic Influenza Preparedness and Response Plan. Legal authority of the Santa Clara County Health Officer is also cited as it pertains to the enactment of measures to control and contain a communicable disease outbreak, such as an influenza pandemic.

The planning guide also includes recommends for schools within Santa Clara County.

This guidance has been assembled from both a search of best practices and guidance provided at the federal and state level. The *Pandemic Influenza School Planning Guide* is included as an **Appendix** at the end of this document.

We are indebted to the members of the workgroup whose work provided the framework for the *Pandemic Influenza School Planning Toolkit*



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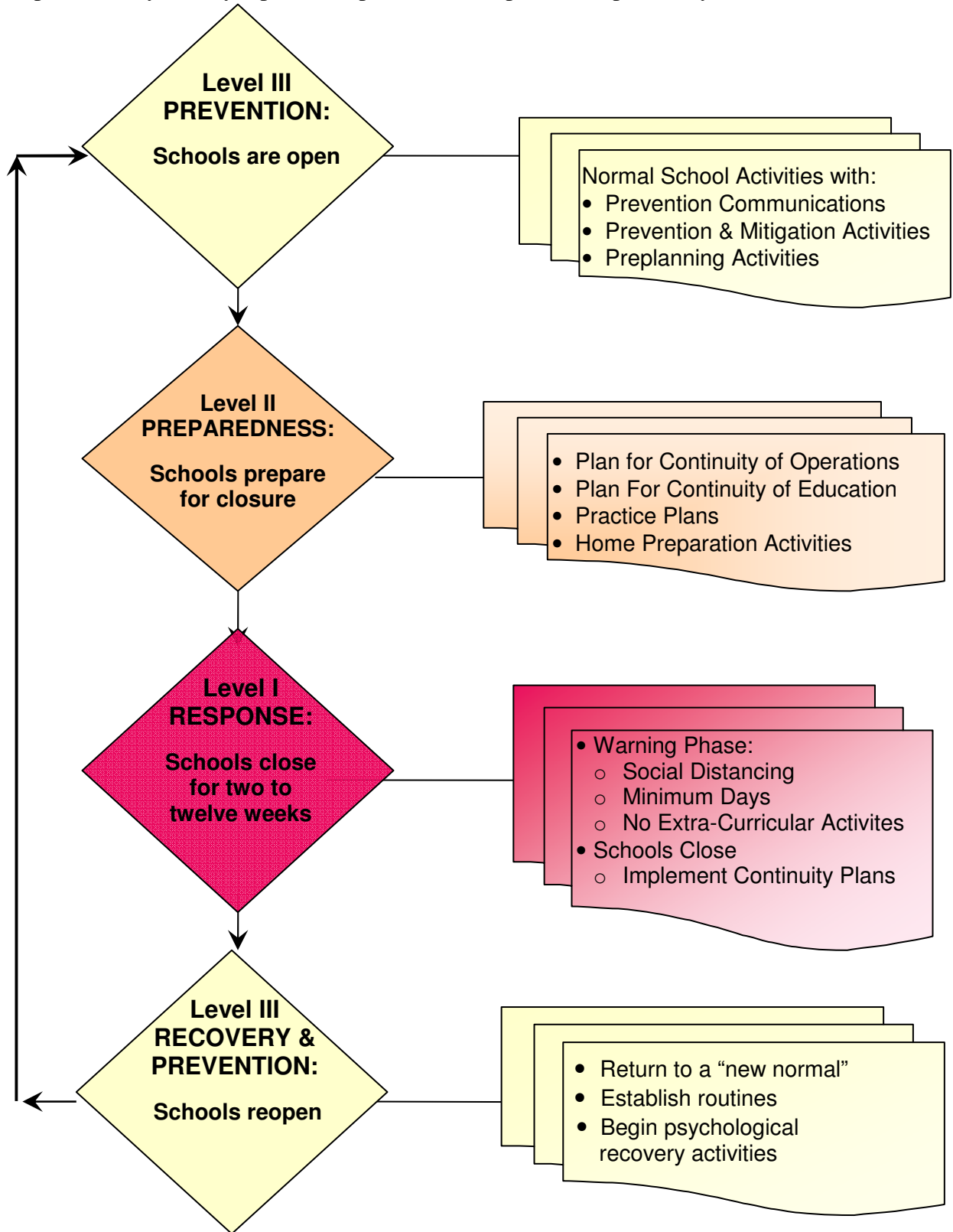


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Influenza Pandemic Cycle

The pandemic cycle may repeat multiple times for a period of up to two years.



PREVENTION MITIGATION

**Level III
PREVENTION:**

**Schools are
open**

Normal School Activities with:

- **Prevention Communications**
- **Prevention & Mitigation Activities**
- **Preplanning Activities**

The following checklists, letters, memos and activities are provided to use as templates to utilize with your own letterhead or as a beginning place to design your own memos, newsletters and presentations for staff, students and parents.

Even during a normal influenza and cold season, the suggested prevention activities might be well worth implementing in order to reduce student and staff absences. Beyond creating a healthier environment, the benefit of reducing absenteeism will also be reflected in:

- ✓ reduced need for substitute teachers
- ✓ increased ADA
- ✓ improved test scores as a result of increased teacher-student interaction.

In the event of an impending influenza pandemic, these activities become critical in reducing the potential impact of the disease.

LEVEL III: PREVENTION SCHOOLS ARE OPEN

BEGIN PREVENTION & MITIGATION ACTIVITIES

The Santa Clara County Health Officer will notify districts of the potential of a pandemic flu outbreak, and the following section is a chronological list of important step-by-step actions schools and districts should immediately begin.

Many of these Continuity of Operation and Continuity of Education action items should be in place as emergency management responses to major earthquakes, fires or other natural or manmade disasters.

Pandemic flu can have several cycles or waves so this list may need to be repeated.

Color-coded hyperlinks have been included in this toolkit:

[Control-Click on Green Hyperlinks](#) to go to the [Administrative Checklists](#)

[Control-Click on Plum Hyperlinks](#) to go to the [Administration Section](#)

[Control-Click on Blue Hyperlinks](#) to go to the [Staff Section](#)

[Control-Click on Red Hyperlinks](#) to go to the [Parent Section](#)

[Control-Click on Brown Hyperlinks](#) to go to the [Resource Section](#)

- ✓ **Create a pandemic flu plan.** Use the CDC School Pandemic Flu Planning Checklist, the CDE checklist, or the SCCPH District and Site Checklists in the Checklist section of the binder

- Distribute the [District Pandemic Checklist #1](#) in the Administration Checklist Section of this binder.
- Distribute the [Site Pandemic Checklist #2](#) in the Administration Checklist Section of this binder.

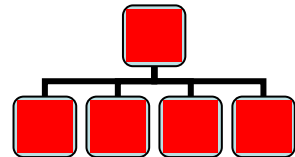


LEVEL III:

PREVENTION & MITIGATION

- ✓ **Work with local health officials** and emergency preparedness officials. They will want to use the schools as a way to disseminate information to families.
 - Distribute [Administration Memo #1 Communication](#) in the Administration Section of this binder.
- ✓ **Decide the roles and responsibilities of school staff**, including all ancillary staff, to prevent the spread of flu.

CAUTION: Use the Incident Command System or you may not qualify for state reimbursement in the event of a declared Public Health Emergency.



Show and discuss [Administrative Power Point #1](#) found in the Power Point Section of this binder at your All-Administrator Meeting.

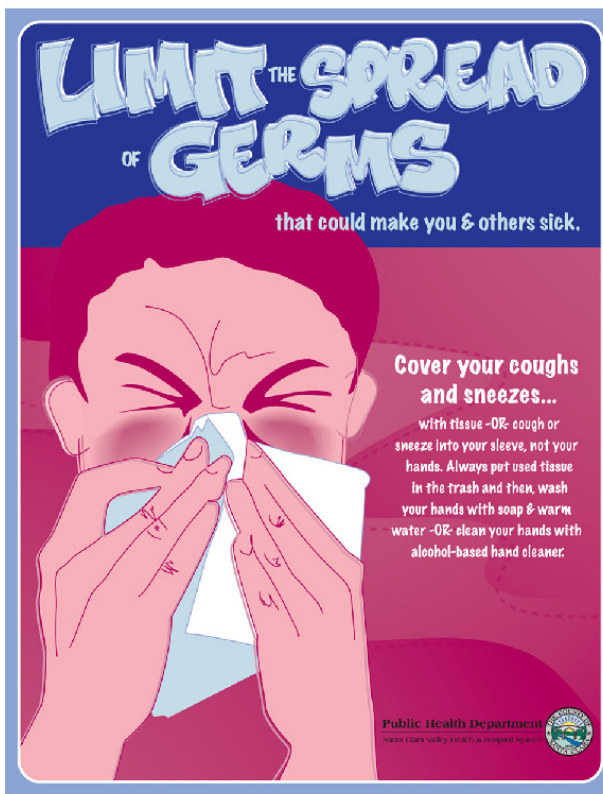
- Distribute [Administration Memo #2 Incident Command Teams](#) in Administrative Section of this binder.
 - Distribute [Administration ICS Chart #3](#) and [Administration ICS Chart #4](#) in the Administrative Section of this binder to site administrators for completion.
 - Distribute [Administration EOC Chart #5](#) and [Administration EOC Chart #6](#) in the Administrative Section in the Administrative to the District Office administrators for completion.
 - Distribute [Administrative Memo #3: Pandemic Influenza Characteristics & Challenges](#) found in the Administrative Section of this binder.
- ✓ **Determine policies and procedures for absenteeism, compensation**, communicable diseases and others as appropriate. Work with the Department of Education, the Santa Clara County Office of Education, the Santa Clara County Public Health Department and other school districts within Santa Clara County.
 - **Send a District-generated memo regarding absenteeism and compensation in light of a pandemic flu.**

LEVEL III:

PREVENTION & MITIGATION

Begin prevention activities

- Send [Staff Memo #1: Pandemic Introduction](#) found in the Staff Section of this binder. You may also want to include the Glossary of Terms found in the [Resource Section](#).
- Send [Parent Letter #1: Pandemic Introduction](#) found in the Parent Section of this binder. You may also want to include the Glossary of Terms found in the [Resource Section](#).
- Show [Health Tips for Staff Power Point Presentation #2](#) found in the Power Point Section of this binder at Staff Meetings.
- Show [Health Tips Parent Power Point Presentation #3](#) found in the Power Point Section of this binder at Back-to-School Nights and/or Orientation events.



✓ Cover your Cough.

Improve the hygiene of students and staff.

Implement simple non-medical methods to reduce the spread of flu.

- cough and sneeze etiquette
- clean hands
- clean work areas

See [Resource Section](#) of this binder for Posters in a wide variety of languages.

LEVEL III:

PREVENTION & MITIGATION

- ✓ **Keep prevention a top priority.** Address it repeatedly and remind your staff and parents to keep the topic in the forefront with their children!
 - Send [Staff Memo #2: Prevent the Spread of Germs](#) in the Staff Section of this binder
 - Send [Parent Letter #2: Prevent the Spread of Germs](#) in the Parent Section of this binder.
 - Follow-up with additional Prevention Memos. There are additional prevention reminder handouts in the [Staff Section](#) and [Parent Section](#) of this binder.
 - Send [Staff Memo #3: Plan for a Healthy School Environment](#) found in the Staff Section of this binder.
 - Send Staff [Grade-level appropriate Staff Memo: Prevention Lesson Plans Links](#) found in the Staff Section of this binder.
 - Download/Reproduce/Distribute Posters** in [Resource Section](#) of this binder. Post in offices and classrooms.

- ✓ **Germs and the school environment:** determine whether your schools should be cleaned differently or more frequently.

- ✓ **Educate staff, students and parents** about: the differences between seasonal flu, bird flu and pandemic flu; best hygienic practices to prevent any sort of flu; what could occur in a pandemic. (Use the information in the public information section of this binder).

- Send additional Prevention memos found in the Parent and Staff Sections of this binder to all staff and parents.



LEVEL III:

PREVENTION & MITIGATION

- ✓ **Train nurses and staff in flu-symptom recognition.** Remember that a person who is infected does not show symptoms right away. However, children who are getting ill may show different behavior than usual, such as eating less or being irritable.
 - Show [Power Point Presentation #4: Coping with the Flu](#) found in the Power Point Section of this binder to staff and parents (PTSA meetings, School Site Council, etc.)
 - Distribute [Staff Memo #4: Recognizing Flu Symptoms](#) found in the Staff Section of this binder.
 - Send [Parent Letter #3: Recognizing Flu Symptoms](#) found in the Parent Section of this binder.

- ✓ **Stay at home when ill.** Decide to what extent you will encourage or require children and staff to stay home when they are mildly ill.



- Send [Staff Memo #5: Plan for Being Absent](#) found in the Staff Section of this binder.
- Send all parents and staff [Parent Letter #4: Plan for Keeping Your Family Healthy and the attached Family Health Information Sheet](#) found in the Parent Section of this binder.

PREPAREDNESS

**Level II
PREPAREDNESS:**

**Schools plan for
possible closure**

- **Plan for Continuity of Operations**
- **Plan For Continuity of Education**
- **Practice Plans**
- **Home Preparation Activities**

**LEVEL II:
PREPAREDNESS**

**LEVEL II: PREPAREDNESS
SCHOOLS PLAN FOR CLOSURE**

INITIATE PREPAREDNESS ACTIVITIES

Preparedness can be addressed from a variety of non-threatening aspects: probably the easiest and most direct is to frame a preparedness campaign in terms of preparing for both a pandemic flu and major earthquake.

Both events require essentially the same home preparation, with medical needs being the additional component for a pandemic. In a region-wide state of emergency, with schools closed, districts and schools must be prepared with a Continuity of Operations Plan and a Continuity of Education Plan in order that the “heart” of any neighborhood – the school – can quickly bring the necessary stabilizing factor to our communities.

LEVEL II: PREPAREDNESS

If the District has not already done so, begin and complete the District Checklist and Site Checklists. Both Intra-District and Inter-District Committees need to be working on the tasks. Any major regional event will require a mutual assistance approach with Continuity of Education plans and possibly Continuity of Operations Plans.

- Review committee and staff assignments for both the [District Checklists](#) and [Site Checklists](#) found in the [Administration Checklist Section](#) of this binder.
 - Set deadlines for task completion.
 - Send [Staff Memo #6: Attendance Monitoring](#) found in the Staff Section of this binder.
-
- ✓ **Most vulnerable students.** Identify students who are most vulnerable to serious illness (immune system compromised, chronic illness, etc.).
 - ✓ Review the health needs of students. Some students may have a greater risk of infections. Encourage those families to talk to their health care provider. Some parents may need to be more cautious in keeping their children out of school and need to be contacted by support services.
 - ✓ Review the needs of vulnerable students. Some of these students will need additional support during school closures. Have a support system in place.



- Send [Psychological Support Services Staff Memo #7](#) found in the Staff Section of this binder.
- Send [Psychological Support Services Memo #8](#) found in the Staff Section of this binder.
- Work with Food Services to ensure that children on Free and Reduced Lunches are able to receive meals during school closures.

LEVEL II: PREPAREDNESS

- ✓ **Educate parents and staff as to home preparedness steps.**
Reinforce the SCCPH message.

- Send both parents and staff [Parent Letter #5: Learning the Facts](#) found in the Parent Section of this binder.
- Send both parents and staff [Parent Letter #6: Food](#) found in the Parent Section of this binder.
- Send both parents and staff [Parent Letter #7: Medications](#) found in the Parent Section of this binder.
- Send both parents and staff the Santa Clara County Public Health Pandemic Preparedness Checklists found in the [Resource Section](#) of this binder.



- ✓ **Plan ahead for child care.** *As advised by SCCPH*, inform parents of the anticipated pandemic responses (i.e., daycare/preschool closures) and when those would be called.

- Send [Staff Memo #9: Planning ahead for Childcare](#) found in the Staff Section of this binder.
- Send parents [Parent Letter #8: Planning Ahead for Childcare](#) found in the Parent Section of this binder.

LEVEL II: PREPAREDNESS

- ✓ Notify staff of responsibilities during a pandemic flu, earthquake or any state of emergency.

- Show [Staff Power Point #5: Disaster Service Worker](#) found in the Power Point Section of this binder.
- Distribute [Staff Memo #10 Disaster Service Worker](#) found in the Staff Section of this binder.
- Distribute [Staff Memo #11: Expectations for a Disaster Service Worker](#) found in the Staff Section of this binder.



Plan for school closure activities

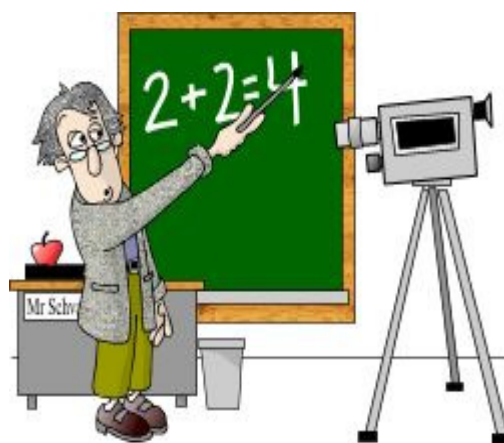
- Social Distancing: Review with staff the concepts found in [Staff Memo #12: Social Distancing](#) found in the Staff Section of this binder
- Extra Curricular Activities: Review with staff the concepts found in [Staff Memo #13: Extra Curricular Activities](#) found in the Staff Section of this binder
- School Use: Review with staff the concepts found in [Staff Memo #14: School Use](#) found in the Staff Section of this binder.

LEVEL II: PREPAREDNESS

- ✓ **Develop alternative instructional strategies.** If school closures are for a short duration, teachers and students may be able to keep up with lessons with 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.
- ✓ Healthy students will be able to meet in small groups of 5 or 6, so meeting at a home with a computer and internet access may facilitate distance learning opportunities.

- ✓ If the closures and the impact of the pandemic become more severe or for subjects that require teacher facilitated instruction, districts may want to collaborate in utilizing multiple distance learning avenues:

- www.kteh.org local public television Mission Community College telecourses/television courses 408.855.5180
- CTAP: California Technology Assistance Project.
Local Contact: Robert Shemwell robert_shemwell@sccoe.org
- <http://moodle.org/> is a free course management system.
- www.Webexone.com A virtual office or classroom that allows for meetings, exchange of documents (*homework assignments?*) as well as live and/or taped presentations that can be done from home. The site is owned by Cisco and offers discounts for non-profits. Contact: Christina Nault: 888.932.2660 x6744; Christina@webexone.com
- The New York Times* offers a lesson plan link:
<http://www.nytimes.com/learning/teachers/lessons/subscribe.html>
- Other resources that are currently being locally used and could be also utilized include www.schoolloop.net and www.edonestop.net .
- As your district and schools learn of other possible solutions, be sure to share them with others in our county.



LEVEL II: PREPAREDNESS

- ✓ **Plan for Recovery** when schools reopen. Develop support materials in the event they are needed in a recovery.
 - Use suggested materials found in the **Recovery Section** as beginning strategies.

RESPONSE

**Level I
RESPONSE:**

**Schools close
for two to
twelve weeks**

- **Warning Phase:**
 - **Social Distancing**
 - **Minimum Days**
 - **No Extra-Curricular Activities**
- **Schools Close**
 - **Implement Continuity Plans**

LEVEL I:

RESPONSE

**LEVEL I: RESPONSE
SCHOOLS CLOSE**

BEGIN ACTIVATION ACTIVITIES

The Santa Clara County Health Officer will announce the Level I Alert and notify districts that schools will prepare to close.

It is anticipated that this will occur in two increments:

- **A Two Week Warning Phase which will include:**
 - **Social Distancing Activities**
 - **Possible Minimum Days**
 - **No Extra-Curricular Activities**

- **School Closure for Students**
 - **Implement Continuity of Operations Plan**
 - **Implement Continuity of Education Plan**

Students will be sent home, although not all employees of the district or schools will necessarily be released.

LEVEL I:

RESPONSE

- ✓ **Remind parents and staff** to provide the necessary resources at home as well as provide emotional support for children.
 - Send all parents and staff **Parent Letter #9: Plan for being Home Preparedness** found in the Parent Section of this binder.
 - Send all parents and staff **Parent Letter #10: Helping Children Feel Secure** found in the Parent Section of this binder.
 - Send all parents and staff **Staff Memo #12: Social Distancing** found in the Staff Section of this binder.
 - Send all parents and staff **Staff Memo #13: Extra Curricular Activities** found in the Staff Section of this binder.
 - Resend all parents and staff the federal Pandemic Checklists found in the **Resource Section** of this binder.
 - If determined to be appropriate, institute minimum days during the warning phase of the Response Activities.

Close Schools

Open your Emergency Operations Center

- Implement Continuity of Operations Plan**
- Implement Continuity of Education Plan**

- Remain in contact with the Santa Clara County Public Health Department for further direction.**

RECOVERY

**Level III
RECOVERY &
PREVENTION:**

**Schools
reopen**

- **Return to a “new normal”**
- **Establish routines**
- **Begin psychological recovery activities**

**LEVEL III: RECOVERY & PREVENTION
SCHOOLS REOPEN**

**BEGIN RECOVERY ACTIVITIES
BEGIN PREVENTION ACTIVITIES**

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.

However, if the event has created a widespread loss, then everyone in the community has been touched and the recovery activities focus on a larger population. Schools can provide both the stabilizing routines in defining a “new normal” and access to necessary support services.

Plan for the worst and hope for the best. In all cases, remind yourself and your staff to take care of yourselves. As the airlines continually remind passengers: provide oxygen to yourself first before taking care of others...you need to take care of yourself in order to effectively take care of others. Keep reminding yourself and your staff of that tidbit of wisdom.

LEVEL III:

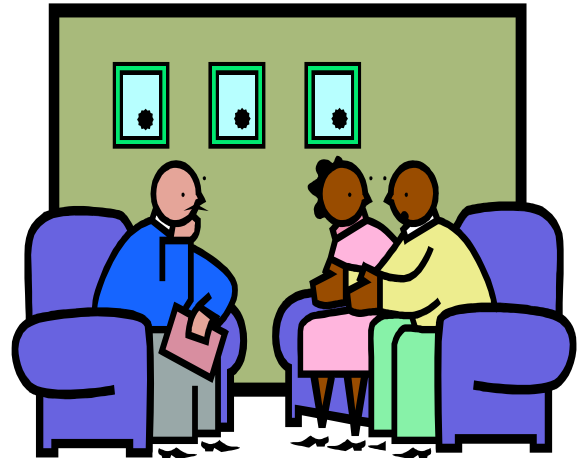
RECOVERY & PREVENTION

In preparing for the worst case scenario, it is worth reviewing the sample memos to staff and parents and adapting them to fit your district's situation. Santa Clara County Mental Health services may simply be overwhelmed.

If your district has an Employee Assistance Program or has the capacity to provide facilitated group sessions for staff, students, parents and/or families, it would help lessen the impact on county services.

In any wide spread disaster, most adults will find themselves in the role of providing support and comfort to one another as well as children. The following memos and letters are intended to serve as possible resources should your community require them.

- As appropriate, send [Staff Memo #15: Accessing Mental Health Services](#)
- As appropriate, send [Staff Memo #16: Disaster Counseling](#)
- As appropriate, send [Staff Memo #17: Tips for Teachers for Self Care](#)
- As appropriate, send [Elementary School Staff Memo #18, Middle School Staff Memo #19](#) or [High School Staff Memo #20: Tips for Helping Students](#)



Know in advance that you may need to fill in for teachers, support staff or administrators who simply need a bit of down time. Factor that need into your pre-planning. Students may also need a quiet space or someone to talk with in a confidential setting.

While it is important to give comfort and allow space for the grieving process, it is equally important to re-establish a routine within the school and within each classroom. Being able to count on a routine brings allows both children and adults to find some stability in the chaos and helps the healing process.

It will take time and a new normal will emerge.

Sample Checklist #1: District Pandemic Checklist

Pandemic Flu School District Santa Clara County Superintendent and Cabinet

The following checklist has been developed as a suggested start place in your district's planning for the Pandemic Flu.

In a normal flu year, 5 – 10% of the 1.8 million residents of Santa Clara County become ill and there are approximately 200 deaths from flu-related causes. The Santa Clara County Public Health Department estimates that over the course of a 12 to 24 month pandemic, 30 to 40% of the county's population will become clinically ill resulting in 22,500 deaths. These are figures that will overwhelm our health care system.

Basic services, such as health care, public safety, education, transportation and utilities could be disrupted, perhaps for weeks. It is anticipated that schools may have to close for periods of two to twelve weeks.

The following checklist has been assembled to assist in preparing for and managing the impact of an influenza pandemic on schools. At the suggestion of a number of superintendents, tasks have been divided in accordance with the mandated Incident Command System so that responsibilities can be shared and districts begin practicing the emergency management system that must be in place in the event of any emergency, including a pandemic influenza.

There are two over-arching goals:

- ✓ Reducing the spread of the virus within school facilities
- ✓ Sustaining educational functions during a pandemic flu outbreak

We each have a unique opportunity in reducing the potential impact of a pandemic flu by preplanning for the event and educating staff, students and families in prevention and preparedness measures.

Prevention and Preplanning:

Identify the authority responsible for declaring a public health emergency at the state and local levels.

- California: Dr. Mark Horton
- Santa Clara County: Dr. Martin Fenstersheib

Identify essential Pandemic Committee Members. The team may include:

- Superintendent
- Cabinet Member(s)
- Public Information Officer
- District Administrator(s)
- Site Administrator(s)
- Department/Grade Level Lead(s)
- ACSA representative(s)
- Teacher Association representative(s)
- Classified Association representative(s)
- Mental and physical health professionals
- Parent association representative(s)

Policies and Procedures

- Review the District’s communicable disease policies and procedures.
- Determine if any additional policies or procedures are needed.
- Determine additional support that sites might need.



District Pandemic Checklist

Communications:

- Develop procedures for communicating with local media during normal and emergency situations.
- Develop a communications plan, including possible school closures, for staff, students and parents.
- Develop procedures for communicating with the SCC Public Health Department
- 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/preschools are closed. Advise employees to plan for an extended period of up to 12 weeks in case of a severe pandemic.

Operations:

- Identify school-based individuals to educate staff, students and families about the pandemic flu.
- Develop an on-going campaign regarding prevention and preparedness activities, including hand washing, covering coughs and staying at home when sick.
- 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.
- 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 closure.
- Develop a plan for school operations at all levels of pandemic severity. Even if students are dismissed, schools may remain operational.

District Pandemic Checklist



Planning:

- 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 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.

Logistics:

- Identify in-house and community/county mental and social workers 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 closures (two to twelve weeks) and before/after school program closures.

- 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.

District Pandemic Checklist

Preparedness:

- Identify Incident Command System/Emergency Operations Center roles with backups identified.
- Test linkages between your ICS and the local Health Department 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).

Operations

- Identify information to be translated. 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).

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 and the SSC Health Department if over 10% or as requested.

District Pandemic Checklist

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)

Finance

- Identify and plan for continuity of financial operations.
 - Payroll
 - Accounts Payable/Receivable
 - Other _____



Sample Checklist #2: Site Pandemic Checklist

Pandemic Flu School Administrators and Staff Checklist

The following checklist has been developed as a possible start place for each school's planning for a pandemic flu outbreak.

According to the California Department of Health, a pandemic flu starts when a new flu virus develops. In a normal flu year, 5 – 10% of the 1.8 million residents of Santa Clara County become ill and there are approximately 200 deaths from flu-related causes.

When a pandemic occurs, there will likely be no vaccine for the first six months or more. The Santa Clara County Public Health Department estimates that over the course of a 12 to 24 month pandemic, 30 to 40% of the county's population will become clinically ill, resulting in 22,500 deaths. These are figures that will overwhelm our health care system.

Basic services such as health care, public safety, education, transportation and utilities could be disrupted, perhaps for weeks. It is anticipated that schools may have to close for periods of two to twelve weeks.

Preparations for a pandemic are being addressed at the district level. The following checklist has been assembled to assist school staff in preparing for and managing the impact of an influenza epidemic on school and their students and staff.

There are two overarching goals:

- ✓ Developing a plan so that school staff are prepared to deal with the influenza pandemic as it may affect themselves, their families and loved ones
- ✓ Developing a plan that will sustain students' education during a pandemic flu outbreak

We each have a unique opportunity in reducing the potential impact of a pandemic flu by preplanning for the event and educating staff, students and families in prevention and preparedness measures.

Prevention and Preplanning:

Prevention: At Home and With Your Families

Determine plans for households to cope with the possibility of an influenza pandemic. Involve family, friends and neighbors in the following:

- Plan for ill individuals in households to remain at home.
- Develop a support system among friends and family to care for individuals who are ill.
- Plan for childcare in the event that such services become unavailable.
- 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.).
- Implement good hygiene among household members.
- Create a list of supplies for families to stockpile.
- Establish a communication system among family and friends.
- Identify and publicize websites, television and radio stations that will broadcast information regarding how to deal with a flu pandemic (including www.pandemicflu.gov).

Preparedness:

- Distribute Santa Clara County Preparedness checklists found both in the [Appendix](#) of this document and at www.sccphd.org.

Site Pandemic Checklist

Site Responsibilities and Activities

Determine plans for the school to cope with the possibility of an influenza pandemic. School staff should consider doing the following:

Prevention: Implement Healthy Practices

- Encourage good hygiene practices with students and parents.
- Distribute and display “Stop the Spread of Germs” posters in each classroom. Posters are downloadable from the ***Resource Section*** of this binder or <http://www.cdc.gov/flu/protect/covercough.htm> or <http://www.cdc.gov/germstopper/materials.htm>.
- Provide information resources to staff, students in parents to keep them informed about dealing with the influenza epidemic.
- Identify a team of staff members who will ensure that each room has adequate supplies of soap/water/paper towels or hand sanitizer for hand washing and receptacles for disposal, and that basic hygiene supplies are replaced daily and trash is disposed of daily.
- Communicate stay-at-home illness procedures with parents and guardians.
- Determine and implement a procedure for isolating students who come to school and appear to be ill.
- Distribute district-generated absence policies to staff members. Re-enforce the stay-at-home illness procedures with staff.
- Determine and implement measures to support staff members who are ill or think they are ill so that they do not feel obligated to come to work.
- In lieu of face-to-face meetings, implement a plan to utilize the district’s/school’s email system in order to communicate with fellow employees. Consider using home email addresses as a back-up system.

Site Pandemic Checklist

Preplanning: Curriculum Planning

- ❑ 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.

Preparedness: Continuity of Education

- ❑ Establish a committee to identify critical jobs and plan for how to cover those jobs.
 - Members may include:
 - Labor Associate Representatives
 - Parent/PTA/School Site Council Representatives
 - Lead Teachers or Department Chairpersons
 - Site Administrators
- ❑ Implement a plan, including teacher planning time, for creating, and having available, packaged units of instruction in each subject area in the event that students/teachers will be absent from school.
- ❑ Make arrangements as departments, grade levels, Small Learning Communities or other configurations, to provide lessons and cover for absent staff.
- ❑ Consider a plan for regrouping pupils if teachers are absent.
- ❑ Consider using district or school email, auto-dialer, and other communication systems to post assignments for students in the event that school is cancelled.

SAMPLE
Administrative Memo #1: Communication

TO: Cabinet; All Principals; IT Director
FROM: Superintendent
RE: Pandemic: Communication

The --- District joins with the Santa Clara County Public Health Department and other school districts to ensure the following procedures are in place:

Any communication from the Santa Clara Public Health Department or the Superintendent's Office regarding the pandemic is to be distributed by multiple means to the appropriate audience. This may include teachers, classified, other administrators, parent and students.

Any communication must be shared in an expedient fashion.

Identify your means of communicating with these groups. This may include email, memos, newsletters, phone calls, phone trees, website postings and/or text messaging.

Thank you again for your support.



SAMPLE
Administrative Memo #2: Incident Command Teams

TO: Administrators at all sites
FROM: Superintendent
RE: Pandemic: Site Incident Command Teams

The --- District joins with the Santa Clara County Public Health Department and other school districts in addressing the need to pre-plan for the pandemic flu or any other emergency situation. Please identify leads, with backups, for your site Incident Command (ICS) Team and report their names and contact numbers to this office.

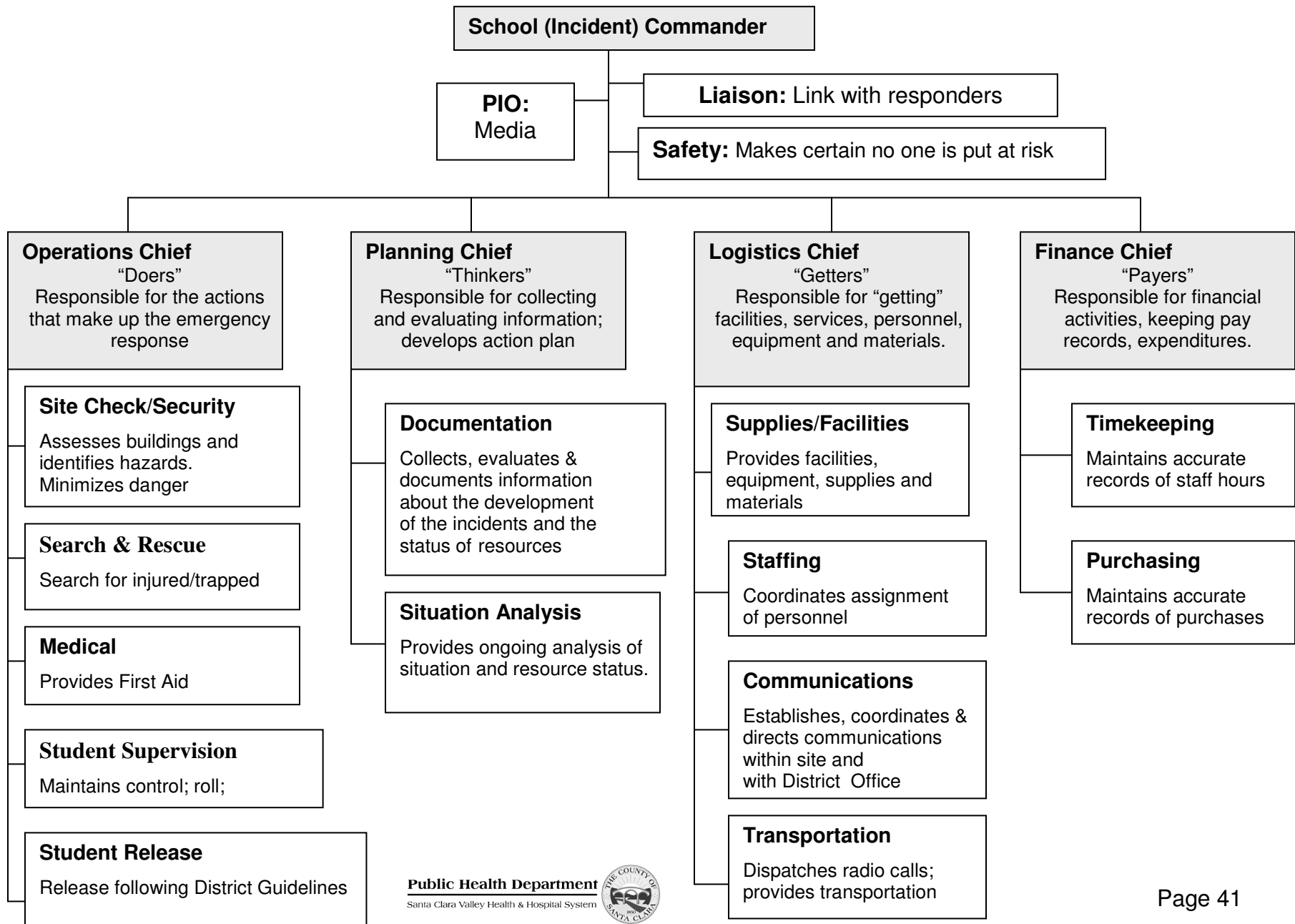
A standard ICS flowchart is attached to help with your pre-planning. Please remember, assignments are made based upon ability, not credential, and that ICS is mandated by both the federal government and California as the emergency response management system for any critical situation.

Thank you again for your support.



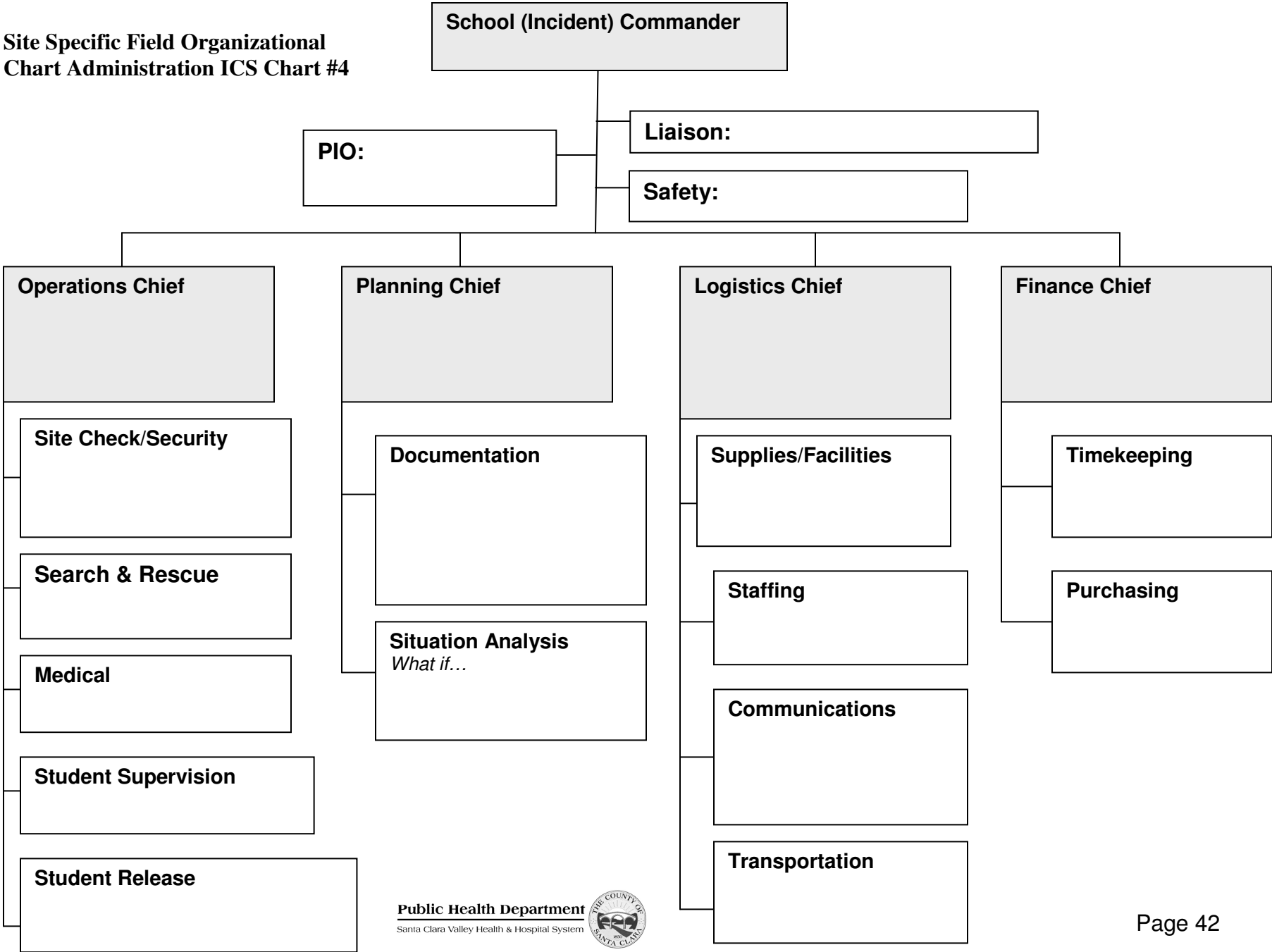
Incident Command System

Administration ICS Chart #3

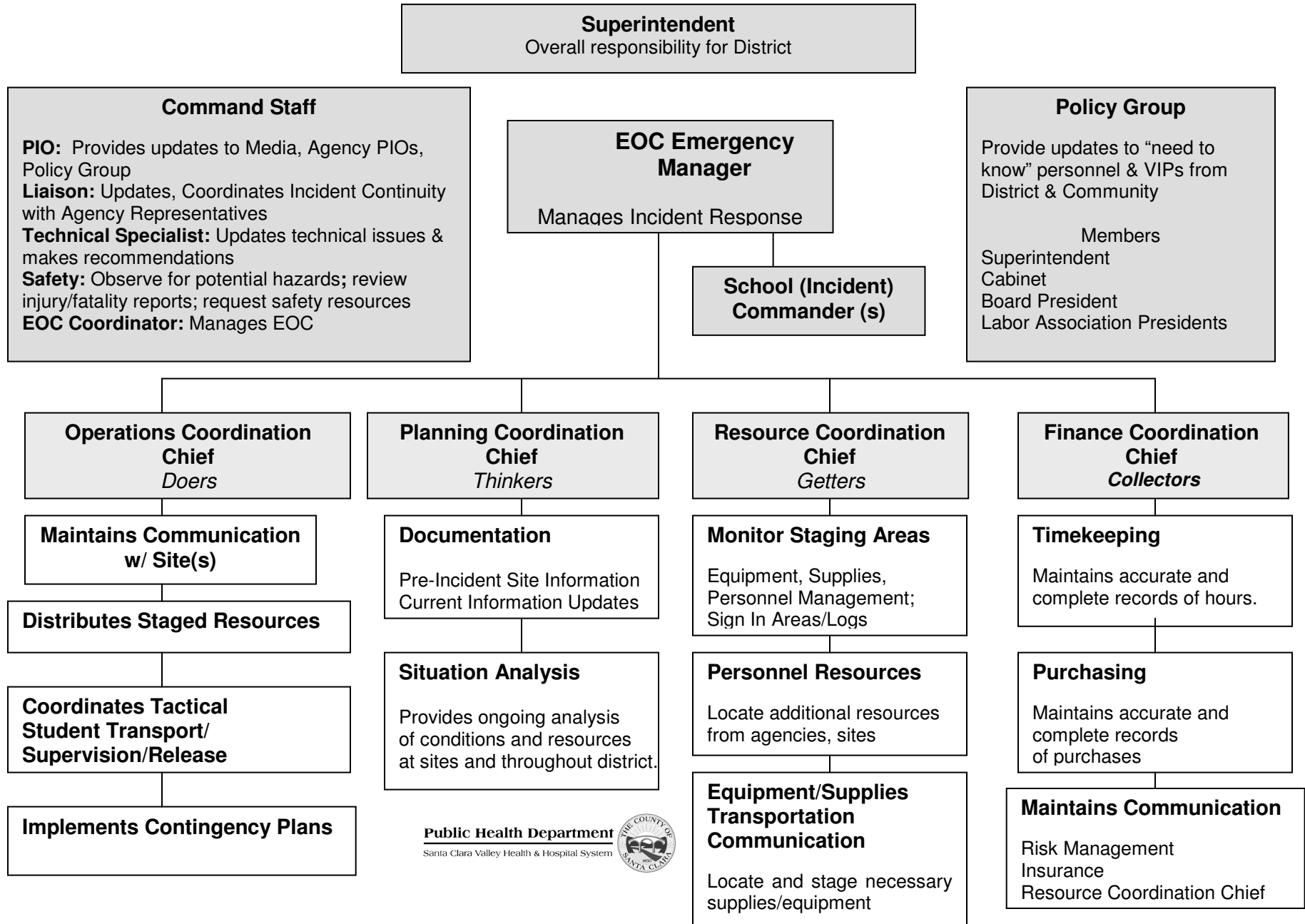


Incident Command System

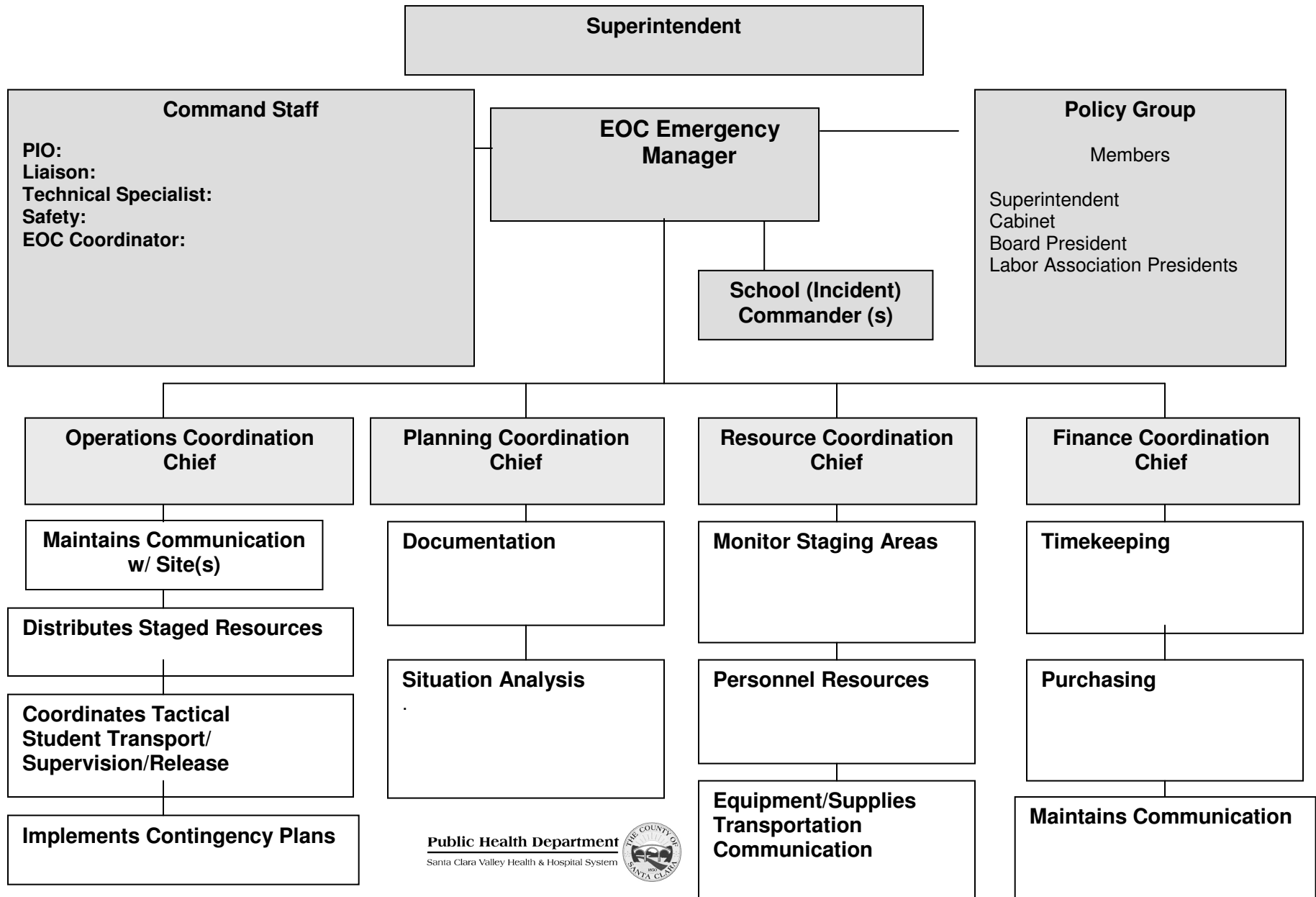
Site Specific Field Organizational Chart Administration ICS Chart #4



**District Office EOC Chart #5
Emergency Operations Center**



**District Office EOC Chart #6
Emergency Operations Center Staff**



Sample Administrative Memo #3: Pandemic Influenza: Characteristics & Challenges

A pandemic is a global disease outbreak. An influenza pandemic occurs when a new influenza virus emerges for which there is little or no immunity in the human population, then begins to cause serious illness and finally spreads easily person-to-person worldwide.

Historically, the 20th century saw three pandemics of influenza:

- 1918 influenza pandemic caused at least 500,000 U.S. deaths and up to 50 million deaths worldwide
- 1957 influenza pandemic caused at least 70,000 U.S. deaths and 1-2 million deaths worldwide
- 1968 influenza pandemic caused about 34,000 U.S. deaths and 700,000 deaths worldwide

Characteristics and Challenges in a Pandemic:

1. There Will Be Rapid Worldwide Spread

- When a pandemic influenza virus emerges, its global spread is considered inevitable.
- Preparedness activities should assume that the entire world population would be susceptible.
- Countries might, through measures such as border closures and travel restrictions, delay arrival of the virus, but cannot stop it.

2. Health Care Systems Will Be Overloaded

- Most people have little or no immunity to a pandemic virus. Infection and illness rates soar. A substantial percentage of the world's population will require some form of medical care.
- It is unlikely that nations will have the staff, facilities, equipment and hospital beds needed to cope with large numbers of people who suddenly fall ill.
- Death rates are high, largely determined by four factors: the number of people who become infected, the virulence of the virus, the underlying characteristics and vulnerability of affected populations and the effectiveness of preventive measures.
- Past pandemics have spread globally in two and sometimes three waves.

3. Medical Supplies Will Be Inadequate

- The need for vaccine is likely to outstrip supply.
- The need for antiviral drugs is also likely to be inadequate early in a pandemic.
- A pandemic can create a shortage of hospital beds, ventilators and other supplies. Surge capacity at non-traditional sites such as schools may be created to cope with demand.
- Difficult decisions will need to be made regarding who gets antiviral drugs and vaccines.

4. There Will Be Economic and Social Disruption

- Travel bans, closings of schools and businesses and cancellations of events could have major impact on communities and citizens.
- Care for sick family members and fear of exposure can result in significant worker absenteeism.

www.pandemicflu.gov



SAMPLE
Staff Memo #1: Pandemic Introduction

TO: All Staff
FROM: Superintendent
RE: Pandemic Influenza

The ----- School District is working with the Santa Clara County Public Health Department, the Santa Clara Office of Education and our neighboring school districts to address the critical issues raised should a pandemic flu outbreak occur in this area.

Scientists and health professionals are concerned that the current virus in birds (avian flu) may develop into the next human pandemic, for which there is little or no immunity in the human population. Currently, the World Health Organization (www.who.int) has classified the Avian Flu at Pandemic Alert 3, which means there has been bird to human infection, but no human-to-human spread.

If the infection spreads to human-to-human clusters of infection, it may be locally contained or the emergency will not be anything like we have ever faced before. A pandemic will last longer, make more people seriously ill and cause more deaths than any other health crisis in our time.

In a normal flu year, 5 – 10% of the 1.8 million residents of Santa Clara County become ill and approximately 200 die from flu-related causes. The Santa Clara County Public Health Department estimates that over the course of a 12 to 24 month pandemic, 30 to 40% of the county's population may become clinically ill, potentially resulting in 10,000 to 22,500 deaths. These are figures that will overwhelm our health care system.

Basic services, such as health care, public safety, education, transportation and utilities could be disrupted, perhaps for weeks. It is anticipated that schools may have to close for periods of two to twelve weeks. The Santa Clara County Health Officer will make that determination. While it is impossible to list all the factors that will go into that decision, the Santa Clara County Public Health Department will be rigorously pro-active in closing schools so that the spread of the influenza will be lessened.

With those estimates in mind, we all must work together to put in place prevention, preparedness, response and recovery modules. By working together, and in concert with other agencies, each of us will shoulder a small part of the responsibilities involved.

There are two over-arching goals:

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

We each have a unique opportunity in reducing the potential impact of a pandemic flu 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.

SAMPLE
Staff Memo #2: Prevent the Spread of Germs

TO: All Staff
FROM: Superintendent
RE: *Healthy Kids; Healthy Schools:* Prevent the Spread of Germs

The --- District and ----- School joins with the Santa Clara County Public Health Department and other school districts in launching *Healthy Kids, Healthy Schools* so that we can reduce the chances of getting sick and help limit the spread of germs.

Stop germs from spreading. By doing a few simple things, we can stop the spread of germs:

- ✓ **Wash your hands often using soap and water.**
- ✓ **Cover your mouth and nose with tissue when coughing and sneezing.**
- ✓ **Throw used tissues into the trash and then wash your hands.**
- ✓ **Cough into your sleeve.**
- ✓ **Stay home if you are sick and stay away from others as much as possible.**
- ✓ **Keep children home if they are sick.**
- ✓ **Avoid close contact with people who are sick.**

Spread the word. Tell family and friends about these simple measures.

By working together and following these simple guidelines, we can limit the spread of germs.

SAMPLE
Staff Memo: Additional Prevention Handout

Protecting Children From Flu

Information for Parents, Schools, and Childcare Providers

Educators, staff, and parents can help slow the spread of colds and flu. Always remind children to:

Cover their noses and mouths with tissue when they cough or sneeze—have them throw the tissue away after they use it.

Wash their hands often with soap and water, especially after they cough or sneeze. If water is not near, use an alcohol-based hand cleaner.

Remind them to not to touch their eyes, nose, or mouth. Germs often spread this way.

- ✓ Approximately 1/5 of the U.S. population attends or works in schools. (U.S. Dept of Ed, 1999).
- ✓ Some viruses and bacteria can live from 20 minutes up to 2 hours or more on surfaces like cafeteria tables, doorknobs, and desks. (Ansari, 1988; Scott and Bloomfield, 1989)
- ✓ Nearly 22 million school days are lost annually due to the common cold alone. (CDC, 1996)
- ✓ Addressing the spread of germs in schools is essential to the health of our youth, our schools, and our nation.
- ✓ Students need to get plenty of sleep and physical activity, drink water, and eat good food to help them stay healthy in the winter and all year.

SAMPLE
Staff Memo: Additional Prevention Handout

TO: All Staff
FROM: Administrators
RE: Pandemic Flu: Prevention
Stopping the Spread of Germs

Viruses spread rapidly in school environments where students are in close proximity. 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 as follows:

How to stop The Spread of Germs:

- Instruct students to cover their mouths and noses when they cough and/or sneeze.
- Instruct students to clean their hands often.
- Have hand sanitizers available in classroom for students.
- Instruct students to avoid sharing food and drinks.
- Instruct students to avoid sharing pens, pencils, etc.
- Instruct students in cleaning up their desk areas before they leave the classrooms (taking with them their pencils and pens, their tissues, etc.).



SAMPLE
Staff Memo: Additional Prevention Handout

Dear Parents and Staff,

There are ways that help prevent the spread of flu, as well as other illnesses such as colds. These illnesses are spread from person to person when a person who is sick coughs or sneezes; droplets from the nose and mouth can survive on surfaces such as desks, telephones, furniture, etc.

Below is a list of things you can do around your house to prevent the spread of the flu:

- ❑ Use disposable paper towels or sanitizer wipes to clean things. Don't let germs hang around on cleaning cloths or towels.
- ❑ Clean and disinfect the countertops and tables regularly—especially before and after meals.
- ❑ Clean bathroom sinks and toilet bowls regularly.
- ❑ Clean and disinfect electronic devices including: computer mouse, telephones and cell phones, TV remotes, etc.
- ❑ Wipe down doorknobs regularly.
- ❑ Be sure that each family member uses only his/her own toothbrush.
- ❑ Replace the toothbrushes of family members who have been ill with a cold or the flu.
- ❑ Instruct all family members to wash their hands well. They should wash for as long as it takes to sing “The Happy Birthday” song **TWO TIMES**.
- ❑ Instruct family members **NOT** to use the same glasses or forks or spoons to share food.

SAMPLE
Staff Memo: Additional Prevention Handout
Pandemic Influenza: Characteristics & Challenges

A pandemic is a global disease outbreak. An influenza pandemic occurs when a new influenza virus emerges for which there is little or no immunity in the human population, then begins to cause serious illness and finally spreads easily person-to-person worldwide.

Historically, the 20th century saw three pandemics of influenza:

- 1918 influenza pandemic caused at least 500,000 U.S. deaths and up to 50 million deaths worldwide
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- 1968 influenza pandemic caused about 34,000 U.S. deaths and 700,000 deaths worldwide

Characteristics and Challenges in a Pandemic:

There Will Be Rapid Worldwide Spread

- When a pandemic influenza virus emerges, its global spread is considered inevitable.
- Preparedness activities should assume that the entire world population would be susceptible.
- Countries might, through measures such as border closures and travel restrictions, delay arrival of the virus, but cannot stop it.

Health Care Systems Will Be Overloaded

- Most people have little or no immunity to a pandemic virus. Infection and illness rates soar. A substantial percentage of the world's population will require some form of medical care.
- It is unlikely that nations will have the staff, facilities, equipment and hospital beds needed to cope with large numbers of people who suddenly fall ill.
- Death rates are high, largely determined by four factors: the number of people who become infected, the virulence of the virus, the underlying characteristics and vulnerability of affected populations and the effectiveness of preventive measures.
- Past pandemics have spread globally in two and sometimes three waves.

Medical Supplies Will Be Inadequate

- The need for vaccine is likely to outstrip supply.
- The need for antiviral drugs is also likely to be inadequate early in a pandemic.
- A pandemic can create a shortage of hospital beds, ventilators and other supplies. Surge capacity at non-traditional sites such as schools may be created to cope with demand
- Difficult decisions will need to be made regarding who gets antiviral drugs and vaccines.

There Will Be Economic and Social Disruption

- Travel bans, closings of schools and businesses and cancellations of events could have major impact on communities and citizens.
- Care for sick family members and fear of exposure can result in significant worker absenteeism.

www.pandemicflu.gov



SAMPLE

Staff Memo: Additional Prevention Handout Pandemic Flu – Glossary of Terms

Antiviral	A medication that may be used to treat people who have been infected by a virus to help limit the impact of some symptoms and reduce the potential for serious complications. People who are in high risk groups are often given antiviral drugs because of their increased potential to develop additional health issues.
Avian Influenza (bird flu)	Commonly known as bird flu, this strain of influenza virus is naturally occurring in birds. Wild birds can carry the virus and may not get sick from it; however, domestic birds may become infected by the virus and often die from it.
Epidemic	The rapid spread of a disease that infects some or many people in a community or region at the same time.
H5N1	<p>The scientific name for a subtype of the avian influenza (bird flu) virus that has spread from birds to humans.</p> <p>The scientific names for these subtypes are classified by different proteins on the virus. New subtypes naturally occur when the proteins change.</p>
Influenza (flu)	A contagious respiratory illness caused by particular strains of viruses.
Influenza Pandemic	A global outbreak of the influenza disease that occurs when a new influenza virus appears in the human population. Because people have little or no immunity to the new strain, serious illness can occur, and the virus can spread easily and rapidly from person to person with no vaccine immediately available.
Isolation	The physical separation of a person suffering from an infectious or contagious disease from others in a community.
Pandemic	An outbreak of a disease that affects large numbers of throughout the world.
Pandemic Influenza	A virulent influenza (flu) caused by a new flu virus strain to which humans have not been exposed. It is more serious than a typical seasonal flu because there is no natural resistance or immunity to it and it infects large numbers of people of different ages throughout the world, causing serious illness and possibly death.

- Quarantine** The physical separation of healthy people who have been exposed to an infectious disease—for a period of time—from those who have not been exposed.
- Seasonal Flu** A contagious respiratory illness caused by influenza (flu) viruses occurring every year. It affects an average of 5 to 20 percent of the U.S. population by causing mild to severe illness, and in some instances can lead to death. Most people have some immunity, and a vaccine is available.
- Social Distancing** A disease prevention strategy in which a community imposes limits on social (face-to-face) interaction to reduce exposure to and transmission of a disease. These limitations could include, but are not limited to, school and work closures, cancellation of public gatherings and closure or limited mass transportation.
- Vaccine** An injection, usually of an innocuous (weak or killed) form of the virus, that stimulates the production of antibodies by the immune system to help prevent or create resistance to an infection. Vaccines are usually given as a preventive measure.

SAMPLE
Staff Memo #3: Plan for a Healthy School Environment

TO: All Staff
FROM: Principal
RE: Plan for A Healthy School Environment

The --- District joins with the Santa Clara County Public Health Department and other school districts in encouraging all staff to do the following in their classrooms to prevent the spread of germs.

Display and review “Stop the Spread of Germs” posters in each classroom. Posters are downloadable at:

<http://www.sccphd.org>
<http://www.cdc.gov/flu/protect/covercough.htm>
<http://www.cdc.gov/germstopper/materials.htm>
(flyers and posters are available in multiple languages)

Establish healthy hygiene practices in your classroom with students:

- Proper coughing and sneezing etiquette (*Cover your Cough!*)**
- Washing hands frequently**
- Throwing trash into the proper receptacles**
- Avoiding the sharing of food and drinks**
- Avoiding sharing pens, pencils and other classroom tools**
- Not sharing make-up, especially eye make-up and lipstick**
- Using gloves when handling tissues left on the floor**
- Using anti-bacterial cleaner on student & teacher desks**

As it is deemed age and subject appropriate, integrate Pandemic Flu information regarding prevention, preparedness, response and recovery into the curriculum. As appropriate, have students work with parents/families to share the information.

Discuss with students why they should stay home if they feel ill.

Create teams of students to keep the classroom “germ free” by doing such things as wiping down tables and doorknobs with disinfectant wipes or disinfectant sprays and paper towels.

The District and site can provide: *District/site to complete*

If appropriate, request parents provide materials such as tissue and waterless hand sanitizers for the classroom or offer extra credit to students.

SAMPLE
Staff Memo #4: Recognizing Flu Symptoms

STAFF:

Below is a simple list of symptoms that will help you in determining whether any of your students has the flu. In the event that you believe that someone in your classroom has the flu, please send him/her immediately to the office for screening (symptom check and/or taking temperature).

Influenza Case Definition

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

Fever of 101.5° degrees Fahrenheit or higher
AND
ONE OF THE FOLLOWING:

- Cough***
- Sore throat***
- Headache***
- Muscle ache***

Until the student can be picked up by the parent or guardian, the following must occur:

- The student must be Isolated in a separate room.***
- The room must have an open window or proper ventilation.***
- Anyone entering the room should wear gloves and a hospital mask.***
- Both the child and any adult in the room should use cough etiquette and wash their hands.***
- Tissue and lined waste baskets must be available.***

If the student meets the definition as described above, he/she must be excluded from school for at least ten days and must be symptom free in order to be re-admitted to school.

Thank you for your attention to this matter.

SAMPLE
Staff Memo #5: Plan for Being Absent

TO: All Staff
FROM: Superintendent
RE: Pandemic: Plan for Being Absent

The --- District joins with the Santa Clara County Public Health Department in encouraging all employees to take the following precautionary measures:

1. Plan ahead for family and/or personal illnesses. Plan on ten days for the illness to run its course.
2. If ill, stay home for at least ten days. **DO NOT SPREAD THE GERM**
3. Be prepared to take care of yourself and/or family members without having to leave your home. Checklists will be provided and can also be found at www.sccphd.org.
4. Develop a buddy system at your school site. We know there will not be sufficient numbers of substitutes.
5. For the classroom, teachers may work together by grade level, subject matter, etc., to develop emergency lesson plans. Adapt current lesson plans that will allow instruction to continue.
6. By areas of expertise, classified personnel from 2 or 3 schools may need to work together to cover for absent co-workers. Essential services must continue.

Thank you again for your support.



SAMPLE
Staff Memo #6: Attendance Monitoring and Reporting

TO: District Attendance Administrator, Site Attendance Administrators, Attendance Clerks
FROM: Superintendent
RE: Pandemic: Attendance Monitoring and Reporting

The --- District joins with Santa Clara County Public Health and other school districts in addressing the need to pre-plan for monitoring absenteeism and reporting any substantial rise in student absenteeism to the Santa Clara County Public Health. Please form appropriate task force(s) to:

1. Identify how sites will monitor the absenteeism numbers among students. Identify who will be responsible for relaying the numbers to the District and who will be the designated backup.
2. Identify who will be the reporting agent for our district, and who will be designated as backup.
3. Determine how the information will be shared with SCC Public Health.

Please submit progress reports to -----, who will report to the Cabinet and Santa Clara County Public Health. Thank you again for your support.



SAMPLE
Staff Memo #7: Special Needs Students

TO: Directors: Special Education, Student Services, Food Services, Nurses
FROM: Superintendent
RE: Pandemic: Special Needs Students

The --- District joins with Santa Clara County Public Health and other school districts in addressing the need to pre-plan for Special Needs Students. Please form appropriate task force(s) from your departments to:

1. Identify Special Needs Students (Free and Reduced Lunch), emotionally fragile students and others as identified by your departments.
2. 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).
3. Identify implementation plan.

Please submit progress reports to -----, who will report to the Cabinet and Santa Clara County Public Health. Thank you again for your support.

SAMPLE
Staff Memo #8: Recovery and Psychosocial Support Services

TO: Directors: Special Education, Student Services
FROM: Superintendent
RE: Pandemic: Recovery and Psychosocial Support Services

The Santa Clara County Mental Health Department (SCCMHD) will take the lead in developing psychosocial support. This will be done in partnership with mental health experts in the public and private sectors, as well as with the leadership of the various departments of the Santa Clara Valley Health and Hospital System.

The --- District joins with the SCCMHD, and the Santa Clara County Public Health and other school districts in addressing the need to pre-plan for psychosocial support services. As upwards of 22,000 deaths in Santa Clara County are estimated, potentially every family will be touched by the loss of a loved one.

With this in mind, it is critical for our student support services to work with the SCCMHD, and the Santa Clara County Public Health to preplan for the anticipated necessary support that will be needed during the outbreak and in the recovery phrase. This would include providing support for staff, students and their families.

Please form appropriate task force(s) from your departments to:

1. Identify available resources both within and outside our school community.
2. Work with the SCCMHD, and the SCC Public Health to develop a plan for providing support both during an outbreak and during recovery.

Please submit progress reports to -----, who will report to the Cabinet. Thank you again for your support.

SAMPLE
Staff Memo #9: Planning Ahead for Childcare

TO: All Staff
FROM: Superintendent
RE: Pandemic: Plan Ahead for Childcare

In the event of a pandemic flu, schools may be closed for two to twelve weeks. Additionally, your preschool childcare provider may not be available. The --- District joins with Santa Clara County Public Health and other school districts in encouraging all employees with young children to take the following measures:

1. Plan ahead in the event that your child's childcare, preschool or school closes.
2. Preplan alternative childcare options. This may include teaming with other parents, family members or neighbors to provide care for groups of us to six children.
3. If you come up with creative solutions, please inform ----- so that we can share the ideas with others.

Thank you again for your support.

SAMPLE
Staff Handout #10: Disaster Service Worker

The Disaster Service Worker pdf. file, found on the Flash Drive, is formatted to be printed as a brochure and distributed to all staff members:



SAMPLE
Staff Handout #11: District Disaster Service Worker Expectations

TO: All Staff
FROM: Superintendent
RE: Disaster Service Worker Expectation

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.



SAMPLE
Staff Memo #12: Social Distancing

TO: All Staff and Parents
FROM: Superintendent
RE: Pandemic: Social Distancing

The --- District joins with Santa Clara County Public Health and other school districts in encouraging all employees to understand and when directed by the County Health Officer to 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. Eliminate handshaking.
4. Keep classroom keyboards, phones and other shared materials/equipment wiped down.
5. Limit face-to-face meetings; use email/instant message as an alternative.
6. As possible and appropriate, keep doors slightly ajar to allow air circulation.
7. Put distance between student desks.
8. Send ill children to the office to be sent home.

Thank you again for your support.

SAMPLE MEMO
Staff Memo #13: Extra Curricular Activities

TO: All Site Staff, Parents and Students
FROM: Principal
RE: Pandemic: Extra-Curricular School Activities

The --- District and ----- School joins with Santa Clara County Public Health and other school districts in preparing for the possibility of a pandemic influenza outbreak:

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

By working together and preplanning for the event, we can minimize the impact on our school and community.

Thank you.

SAMPLE
Staff Memo #14: School Use

TO: All Site Staff
FROM: Principal
RE: Pandemic: School Use

The --- District and ----- School joins with Santa Clara County Public Health and other school districts in preparing for the possibility of a pandemic influenza outbreak.

1. **School Use (this includes classrooms, gyms, food services and offices):** Our school may well be used during a pandemic, and we have no way of knowing in advance if, or how many of our classrooms, offices, gyms or food service areas will be needed.

2. **Preplan.** Many of us have brought in personal items that are kept in classrooms, offices and/or workspaces. It is no doubt prudent to begin preplanning for storage of these items or taking them home if appropriate.

By working together and preplanning for the event, we can mitigate the impact on our school and community.

Thank you.

SAMPLE
Staff Memo #15: Accessing Mental Health Services

TO: All Staff
FROM: Superintendent

Teachers tend to take care of everyone else before taking time for themselves. However, in this time of loss and attempting to find our new normal, it is important that each one of us takes care of ourselves as well.

If you have lost a family member or friend as a result of the pandemic, or if you are experiencing distressing feelings about the events and if you want to talk it over with a specialized mental health professional, please consider accessing the benefits and services that are available to you through our employee assistance program or health insurance carrier.

The local mental health center or school providers are also a possible avenue of support. Please do not hesitate to take advantage of these resources.



SAMPLE
Staff Memo #16: Disaster Counseling

DISASTER COUNSELING SKILLS

Disaster counseling involves both listening and guiding. Survivors typically benefit from both talking about their disaster experiences and being assisted with problem-solving and referral to resources. The following section provides "nuts-and-bolts" suggestions for workers.

ESTABLISHING RAPPORT

Survivors respond when workers offer caring eye contact, a calm presence, and are able to listen with their hearts. Rapport refers to the feelings of interest and understanding that develop when genuine concern is shown. Conveying respect and being nonjudgmental are necessary ingredients for building rapport.

ACTIVE LISTENING

Workers listen most effectively when they take in information through their ears, eyes, and "extrasensory radar" to better understand the survivor's situation and needs. Some tips for listening are:

Allow silence - Silence gives the survivor time to reflect and become aware of feelings. Silence can prompt the survivor to elaborate. Simply "being with" the survivor and their experience is supportive.

Attend nonverbally - Eye contact, head nodding, caring facial expressions, and occasional "uh-huhs" let the survivor know that the worker is in tune with them.

Paraphrase - When the worker repeats portions of what the survivor has said, understanding, interest, and empathy are conveyed. Paraphrasing also checks for accuracy, clarifies misunderstandings, and lets the survivor know that he or she is being heard. Good lead-ins are: "So you are saying that . . ." or "I have heard you say that .."

Reflect feelings - The worker may notice that the survivor's tone of voice or nonverbal gestures suggests anger, sadness, or fear. Possible responses are, "You sound angry, scared etc., does that fit for you?" This helps the survivor identify and articulate his or her emotions.

Allow expression of emotions - Expressing intense emotions through tears or angry venting is an important part of healing; it often helps the survivor work through feelings so that he or she can better engage in constructive problem-solving. Workers should stay relaxed, breathe, and let the survivor know that it is OK to feel.

SOME DO'S AND DON'T'S

DO SAY:

These are normal reactions to a disaster.

It is understandable that you feel this way.

You are not going crazy.

It wasn't your fault, you did the best you could.

Things may never be the same, but they will get better, and you will feel better.

DON'T SAY:

It could have been worse.

You can always get another pet/car/house.

It's best if you just stay busy.

I know just how you feel.

You need to get on with your life.

The human desire to try to fix the survivor's painful situation or make the survivor feel better often underlies the preceding "Don't say" list. However, as a result of receiving comments such as these, the survivor may feel discounted, not understood, or more alone. It is best when workers simply listen and acknowledge the expressed feelings.

SAMPLE
Staff Memo #17: Tips for Teachers for Self Care

What to expect from yourself:

Disasters can stir up many different feelings and thoughts. It is normal to experience fear concerning your safety or that of a loved one, shock, disbelief, anger and guilt. Memory problems, anxiety, and/or depression are also possible after experiencing a disaster. Many caregivers can have a delayed response, which serves them well in the beginning, but then can be surprising when feelings and reactions surface weeks or months later. The more stress you are under, the less you perceive stress; the brain drug released under stress numbs the victim. Experiencing a stress response is not weak. It is a natural human reaction. How you deal with stress (attitudes and actions) can make it worse or alleviate its symptoms.

As caregivers, we often think of others before ourselves. It is important to understand that we can most effectively help our students and community when we care for ourselves first.

What you can do to care for yourself:

- *Eat healthy meals regularly* - avoid skipping meals, overeating, excess sugar, caffeine, or alcohol, drink plenty of fluids
- *Exercise/Physical Fitness* - consistent exercise can help you work out stress, deal with anger, improve sleep and physically feel better.
- *Relaxation Exercises* - slow, deep breathing in a quiet place, progressive muscle relaxation, guided imagery and meditation.
- *Deal with overwhelming feelings* - talk to someone who will listen without judging or giving advice, write a journal of your feelings, paint, draw, write a poem, music that soothes you, make time to cry, learn about grief.
- *Coping with intense grief* - find a quiet place to do some slow, deep breathing, focus on getting through an hour at a time, prioritize what really needs to get done and let the rest go, be gentle with yourself - grieving is hard work.
- *Reach out to others* - identify relatives and friends who are sensitive and supportive, seek out people who are helping resources such as counselors and religious leaders.
- *Don't give up hope* - the ability to enjoy humor and laugh is helpful and relieves stress even in times of sadness and pain, remember that although you have no control over the loss you've experienced, you do have control over your response to it. Everyone's grief journey is unique and with some effort you will find what best helps you.
- *Recognize the signs that you may need professional help* - feeling sad, hopeless and depressed consistently, significant change in eating and sleeping habits, having hardly any energy and interest in life, withdrawing from friends and family; becoming isolated, any thought or plans of hurting yourself; seek professional help.

SAMPLE
Staff Memo #18: Tips for Elementary School Teachers
For Helping Your Students

As a teacher, you are in an excellent position to help your students following a disaster. Just as you help connect students with appropriate academic and counseling services under normal circumstances, you are in an excellent position to help your students return to school, stay in school, continue to learn, and return to their usual school-based activities after such an event.

*Compiled by Robin H. Gurwich, Ph.D., Jane F. Silovsky, Ph.D., Shelli Schultz, Ph.D.,
Michelle Kees, Ph.D., & Sarah Burlingame, B.A.
Department of Pediatrics
University of Oklahoma Health Sciences Center*

What to expect from your students:

- feelings of anxiety, fears, worries about safety of self and others (more clingy to teachers and parents)
- increased levels of distress (whiny, irritable, more "moody")
- changes in behavior: increased activity level, decreased concentration and/or attention, withdrawal, angry outbursts, aggression, absenteeism
- increased somatic complaints (e.g., headaches, stomachaches, aches and pains)
- changes in school performance
- statements and questions about death and dying

What you can do to help:

- Maintain a predictable class schedule and rules to provide support and consistency for the children.
- Listen to and tolerate your students retelling of events, as well as playing out the events. Schedule specific times for discussion and play during the school day to allow for opportunities to express their thoughts and feelings.
- Talk to your students about what is being done by the school and community to keep everyone safe from harm.
- Limit access to live television and the Internet that show disturbing scenes of the event.
- After any discussion, end the discussion with a focus on their current safety and a calming activity, such as taking deep breaths, working together on an art project, or holding hands and singing a quiet song.
- Encourage students to talk about confusing feelings, worries, daydreams, and disruptions of concentration by accepting feelings, listening carefully, and reminding students that these are normal reactions following a scary event.
- Young children, in trying to process the events, may ask questions that may be initially shocking to adults. Try to respond in a calm manner, answering questions in

- simple, direct terms and helping students to transition back to their activity.
- Use simple terms to describe what happened (is happening). Avoid terms designed to "soften" the information, which inadvertently further confuses children. For example, use "died," rather than "went to sleep."
 - Students may misunderstand information about the event as they are trying to make sense of what has happened (is happening). For example, they may blame themselves, believe things happened that did not happen, etc. Gently help students develop a realistic understanding of the event.
 - Students may ask the same types of questions repeatedly, which can be confusing and/or frustrating for teachers. Understand that students may need to hear the information multiple times before being able to integrate and understand it. Give the students time to cope with fears.
 - Expect some angry outbursts from the students. Try to catch students before they "act out," by taking them aside, and helping them calm down and regain control of their behavior.
 - Do classroom activities that will reinforce the message that one person can make a difference to help and heal. Activities can include drawing pictures and sending cards or class projects of collecting pennies or aluminum cans.
 - Encourage some distraction times, which would include doing schoolwork that does not require high levels of new learning, as well as enjoyable activities.
 - Expect some brief temporary declines in the students' school performance. Consider reducing the homework as the nation heals and the national routine is stabilized.
 - Provide reassurance to the students that feelings will get smaller and easier to handle over time.
 - Expect and understand students' regression (acting younger) and other difficult behaviors that are not typical of the students.
 - Maintain communication with other teachers, school personnel, and parents to monitor how the students are coping with the demands of school, home, and community activities.
 - Remain aware of your own reactions to students' trauma.

SAMPLE
Staff Memo #19: Tips for Middle School Teachers
For Helping Your Students

As a teacher, you are in an excellent position to help your students following a disaster.

Just as you help connect students with appropriate academic and counseling services under normal circumstances, you are in an excellent position to help your students return to school, stay in school, continue to learn, and return to their usual school-based activities after such an event.

*Compiled by Robin H. Gurwich, Ph.D., Jane F. Silovsky, Ph.D., Shelli Schultz, Ph.D.,
Michelle Kees, Ph.D., & Sarah Burlingame, B.A.
Department of Pediatrics
University of Oklahoma Health Sciences Center*

What to expect from your students:

- feelings of anxiety, fears, worries about safety of self and others
- changes in behavior: increased activity level, decreased concentration and/or attention, withdrawal, irritability with friends, teachers, events, angry outbursts, aggression, absenteeism
- increased somatic complaints (e.g., headaches, stomachaches, aches and pains)
- changes in school performance
- repetitive thoughts and comments about death and dying
- increased likelihood to discuss the gruesome details

What you can do to help:

- Maintain a predictable class schedule and rules to provide support and consistency for the students.
- Listen to and tolerate your students retelling of events, as well as playing out the events. Schedule specific times for discussion during the school day to allow for opportunities to express their thoughts and feelings. Set limits on scary talk.
- Talk to your students about what is being done by the school and community to keep everyone safe from harm.
- Limit access to live television and the Internet that show disturbing scenes of the event.
- After any discussion, end the discussion with a focus on their current safety and a calming activity, such as taking deep breaths, working together on an art project, or having a moment of quiet reflection.
- Encourage students to talk about confusing feelings, worries, daydreams, and disruptions of concentration by accepting feelings, listening carefully, and reminding students that these are normal reactions following a scary event.

- As students try to process the events, they may ask questions that may be initially shocking to adults. Try to respond in a calm manner, answering questions in simple, direct terms and helping students to transition back to their activity.
- Use simple terms to describe what happened (is happening). Avoid terms designed to "soften" the information, which inadvertently further confuses children. For example, use "died," rather than "went to sleep."
- Students may misunderstand information about the event as they are trying to make sense of what has happened (is happening). For example, they may blame themselves, believe things happened that did not happen, etc. Gently help students develop a realistic understanding of the event.
- Students may ask the same types of questions repeatedly, which can be confusing and/or frustrating for teachers. Understand that students may need to hear the information multiple times before being able to integrate and understand it. Give the students time to cope with fears.
- Expect some angry outbursts from the students. Try to catch students before they "act out," by taking them aside, and helping them calm down and regain control of their behavior.
- Do classroom activities that will reinforce the message that one person can make a difference to help and heal. Activities can include drawing pictures and sending cards or class projects of collecting pennies or aluminum cans.
- Encourage some distraction times, which would include doing schoolwork that does not require high levels of new learning, as well as enjoyable activities. Help students do activities that allow them to experience mastery and build self-esteem.
- Expect some brief temporary declines in the students' school performance. Consider reducing the homework and testing as the nation heals and the national routine is stabilized.
- Provide reassurance to the students that feelings will get smaller and easier to handle over time.
- Expect and understand students' regression (acting younger) and other difficult behaviors that are not typical of the students.
- Maintain communication with other teachers, school personnel, and parents to monitor how the students are coping with the demands of school, home, and community activities.
- Remain aware of your own reactions to students' trauma. It is okay to express emotions to your students, such as "I am feeling sad about what happened (is happening)." However, if you are feeling overwhelmed with emotion, it is important to take care of yourself and to seek support from other teachers and staff.

SAMPLE
Staff Memo #20: Tips for High School Teachers
For Helping Your Students

As a teacher, you are in an excellent position to help your students following a disaster. Just as you help connect students with appropriate academic and counseling services under normal circumstances, you are in an excellent position to help your students return to school, stay in school, continue to learn, and return to their usual school-based activities after such an event.

*Compiled by Robin H. Gurwich, Ph.D., Jane F. Silovsky, Ph.D., Shelli Schultz, Ph.D.,
Michelle Kees, Ph.D., & Sarah Burlingame, B.A.
Department of Pediatrics
University of Oklahoma Health Sciences Center*

What to expect from your students:

- feelings of anxiety, fears, worries about safety of self and others
- discomfort with feelings of vulnerability
- changes in behavior: increased activity level, decreased concentration and/or attention, withdrawal, irritability with friends, teachers, events, angry outbursts, aggression, absenteeism
- changes in school performance
- increased risk for substance abuse
- repetitive thoughts and comments about death and dying (including suicidal thoughts)

What you can do to help:

- Reinforce ideas of safety and security, even though many high school students will not verbalize fears around these issues.
- Maintain a predictable class schedule and rules to provide support and consistency for the students.
- Listen to and tolerate your students retelling of events. Schedule specific times for discussion during the school day to allow for opportunities to express their thoughts and feelings. Set limits on scary talk.
- Talk to your students about what is being done by the school and community to keep everyone safe from harm.
- Limit access to live television and the Internet that show disturbing images of the event. Discuss students' perceptions of media descriptions of events.
- After any discussion, end the discussion with a focus on their current safety and a calming activity, such as taking deep breaths, or having a moment of quiet reflection.
- Encourage students to talk about confusing feelings, worries, daydreams, and disruptions of concentration by accepting feelings, listening carefully, and reminding students that these are normal reactions following a scary event.

- As students try to process the events, they may ask questions that may be initially shocking to adults. Try to respond in a calm manner, answering questions in simple, direct terms and helping students to transition back to their activity.
- Students may misunderstand information about the event as they are trying to make sense of what has happened (is happening). For example, they may blame themselves, believe things happened that did not happen, etc. Gently help students develop a realistic understanding of the event.
- Students may ask the same types of questions repeatedly, which can be confusing and/or frustrating for teachers. Understand that students may need to hear the information multiple times before being able to integrate and understand it. Give the students time to cope with fears.
- Expect some angry outbursts from the students. Try to catch students before they "act out," by taking them aside, and helping them calm down and regain control of their behavior.
- Do classroom activities that will reinforce the message that one person can make a difference to help and heal. Activities can include drawing pictures and sending cards or class projects of collecting pennies or aluminum cans.
- Encourage some distraction times, which would include doing schoolwork that does not require high levels of new learning, as well as enjoyable activities. Help students do activities that allow them to experience mastery and build self-esteem.
- Expect some brief temporary declines in the students' school performance. Consider reducing the homework and testing as the nation heals and the national routine is stabilized.
- Provide reassurance to the students that feelings will get smaller and easier to handle over time.
- Expect and understand students' regression (acting younger) and other difficult behaviors that are not typical of the students.
- Maintain communication with other teachers, school personnel, and parents to monitor how the students are coping with the demands of school, home, and community activities.
- Remain aware of your own reactions to students' trauma. It is okay to express emotions to your students, such as "I am feeling sad about what happened (is happening)." However, if you are feeling overwhelmed with emotion, it is important to take care of yourself and to seek support from other teachers and staff.

Preschool: Pandemic Lesson Plan Links

Skits

- ***Henry the Hand School Kit***
Skit for 2 adults to teach students about germs; includes links to *Henry the Hand video*, *theme song* and *Doin' the Handwash song*; pre-K – grade 3 (Henry the Hand Foundation)
- ***How to WHACK the Flu***
Skit for 2 adults (including high school or university students) to teach hand and respiratory hygiene; includes *a sticker*, *a poster*, and *a brochure* to send home with kids; pre-K – grade 2; 3 pages (City of Berkeley)
- ***How to WHACK the Flu***
Skit for 3 adults (including high school or university students) to teach hand and respiratory hygiene; includes *a sticker*, *a poster*, and *a brochure* to send home with kids; pre-K – grade 2; 3 pages (City of Berkeley)

Teaching exercises

- ***Did You Wash 'Em - Handwashing Teaching Module and Scientifically-Based Teaching Activities***
Education packet to teach disease prevention through handwashing; Use *order form* to purchase collateral materials; pre-K – grade 4; 11 pages (Kansas Department of Health and Environment)
- ***Gel-Mo on the Go***
Storybook to teach kids how to properly wash their hands; pre-K – grade 3; 4 pages (NSF International)
- ***Handwashing: Prevent Disease and Outbreak Intervention***
Curriculum to teach kids about germs; pre-K–grade 1; 3 pages (Minnesota Department of Health)
- ***Glitter Germs***
Terry Sayre: Learning about germs and the importance of washing hands.
- ***Happy to be Healthy***
Activity for students to learn about the flu and staying healthy, pre-K – K; 4 pages (Roche Laboratories)
- ***Healthy Hands, Healthy Kids: What Are Germs?***
Activities to teach kids about germs; pre-K – grade 2 (GOJO Industries)
- ***Squid Soap***
Description of special soap for teaching handwashing; pre-K–grade 3 (SquidSoap)
- ***Wash Your Hands***
Handwashing activities including a holiday jingle in *English* and *Spanish*, a fun *Santa clip*, and a *lesson plan*; pre-K – K (CDHS)
- ***Why, How, When to Wash Hands***
Handwashing curriculum; pre-K; 21pages (Minnesota Department of Health)

Tip sheets

- **Cleaning and Disinfection**
Tips on cleaning, sanitizing, and disinfecting in a childcare setting; 5 pages
(Hennepin County Community Health Department, Minnesota)
- **Diapering**
Tips on how to prevent the spread of infectious organisms when diapering babies; 3 pages
(Minnesota Child Care Health Consultants Group)
- **Protecting Against Influenza (Flu): Advice for Caregivers of Children
Less Than 2 Years Old** (CDC)



K-8 Lesson Pandemic Plan Links

Skits

Henry the Hand School Kit

Skit for 2 adults to teach students about germs; includes links to *Henry the Hand video*, *theme song* and *Doin' the Handwash song*; pre-K – grade 3
(Henry the Hand Foundation)

- **How to WHACK the Flu**
Skit for 2 adults (including high school or university students) to teach hand and respiratory hygiene; includes **a sticker**, **a poster**, and **a brochure** to send home with kids; pre-K – grade 2; 3 pages (City of Berkeley)
- **How to WHACK the Flu**
Skit for 3 adults (including high school or university students) to teach hand and respiratory hygiene; includes **a sticker**, **a poster**, and **a brochure** to send home with kids; pre-K – grade 2; 3 pages (City of Berkeley)

Teaching exercises

- **Did You Wash 'Em - Handwashing Teaching Module and Scientifically-Based Teaching Activities**
Education packet to teach disease prevention through handwashing;
Use **order form** to purchase collateral materials; pre-K – grade 4; 11 pages
(Kansas Department of Health and Environment)
- **Gel-Mo on the Go**
Storybook to teach kids how to properly wash their hands; pre-K – grade 3; 4 pages
(NSF International)
- **Handwashing: Prevent Disease and Outbreak Intervention**
Curriculum to teach kids about germs; pre-K–grade 1; 3 pages
(Minnesota Department of Health)
- **Germ Experiment**
Students observe growth of germs on three germ-covered potato slices and one controlled slice. Gary Hopkins
(Education World)
- **Happy to be Healthy**
Activity for students to learn about the flu and staying healthy, pre-K – K; 4 pages
(Roche Laboratories)
- **Healthy Hands, Healthy Kids: What Are Germs?**
Activities to teach kids about germs; pre-K – grade 2 (GOJO Industries)
- **Squid Soap**
Description of special soap for teaching handwashing; pre-K–grade 3 (SquidSoap)
- **Glitter Germs**
Terry Sayre: Learning about germs and the importance of washing hands.
- **Wash Your Hands**
Handwashing activities including a holiday jingle in **English** and **Spanish**, a fun **Santa clip**, and a **lesson plan**; pre-K – K (CDHS)
- **Why, How, When to Wash Hands**
Handwashing curriculum; pre-K; 21pages (Minnesota Department of Health)

High School Pandemic Lesson Plan Links

Skits

- ***Henry the Hand School Kit***
Skit for 2 older students to teach children (pre-K – grade 3) about germs; includes links to *Henry the Hand video*, *theme song* and *Doin' the Handwash song* (Henry the Hand Foundation)
- ***How to WHACK the Flu***
Skit for 2 older students to teach hand and respiratory hygiene to children (pre-K – grade 2); includes *a sticker*, *a poster*, and *a brochure* to send home with kids; 3 pages (City of Berkeley)
- ***How to WHACK the Flu***
Skit for 3 older students to teach hand and respiratory hygiene to children (pre-K – grade 2); includes *a sticker*, *a poster*, and *a brochure* to send home with kids; 3 pages (City of Berkeley)

Teaching Exercises

- ***Great Ideas for Hand Washing Educators***
Ideas on how to spread awareness on handwashing and illness prevention; Adults (Kansas Department of Health and Environment)
- ***Handwashing Laboratory Activities***
Lab experiment that teaches students about germs on their hands; grade 6 – grade 12 (National Health Museum)
- ***Handwashing: Prevent Disease and Outbreak Intervention***
Curriculum to teach older audiences about how to prevent illness; 10 pages; grade 9 – Adult (Minnesota Department of Health)
- ***Handwashing Project Ideas for Students***
Activities and project ideas for students; includes ideas for community outreach; grade 6 – Adult (Minnesota Department of Health)
- ***Great Ideas for Hand Washing Educators***
Ideas on how to spread awareness on handwashing and illness prevention; Adults (Kansas Department of Health and Environment)

Videos

- **Avian vs. Pandemic Flu**
Video that explains the differences between avian and pandemic flu
(County of Los Angeles Public Health)
- **Flu Bug U 30-second Video PSA**
Video that teaches how to prevent the flu. Video includes script; grade 7– adult; 30 sec.
(Kansas Department of Health and Environment)
- **Flu Bug U 60-second Video PSA (en Español)**
Video in Spanish that teaches how to prevent the flu. Video includes script; grade 7– adult; 60 sec. (Kansas Department of Health and Environment)
- **The Flu vs. the Cold**
Video that explains the differences between the cold and flu (County of Los Angeles Public Health)
- **The Sneeze: How Germs are Spread**
Ordering information for video that explains how germs are spread and the importance of handwashing (California Healthy Kids Resource Center)
- **Why Don't We Do It In Our Sleeves?**
Ordering information for video that demonstrates proper cough etiquette
(OtoRhinoLounsburology Productions)

SAMPLE
Parent Letter #1: Pandemic Introduction

TO: All Parents
FROM: Superintendent and/or Principal
RE: Pandemic: Plan for Keeping You and Your Family Healthy

The --- District and ----- School joins with the Santa Clara County Public Health Department and other school districts in encouraging everyone to become informed about the pandemic flu. This is the first in a series of informational memos that will be distributed to parent and staff members.

Scientists and health professionals are concerned that the current virus in birds (avian flu) may develop into the next human pandemic, for which there is little or no immunity in the human population. Currently, the World Health Organization (www.who.int) has classified the Avian Flu at Pandemic Alert 3, which means there has been bird to human infection, but no human-to-human spread.

If the infection spreads to human-to-human clusters of infection, it may be locally contained or the emergency will not be anything like we have ever faced before. A pandemic will last longer, make more people seriously ill and cause more deaths than any other health crisis in our time.

In a normal flu year, 5 – 10% of the 1.8 million residents of Santa Clara County become ill and approximately 200 die from flu-related causes. The Santa Clara County Department of Public Health estimates that over the course of a 12 to 24 month pandemic, 30 to 40% of the county's population will become clinically ill 10,000 to 22,500 deaths. These are figures that will overwhelm our health care system.

A long-lasting and widespread outbreak of the disease could mean changes in many areas of our lives. Schools may need to temporarily close. Public transportation could be limited and air flights may be cancelled. Because so many people will be ill, businesses may have to close or limit hours.

Basic services, such as health care, public safety, education, transportation and utilities could be disrupted, perhaps for weeks. The Santa Clara County Health Officer will make that determination to close schools. While it is impossible to list all the factors that will go into that decision, the Santa Clara County Public Health Department will be rigorously pro-active in closing schools so that the spread of the influenza will be lessened.

By working together we can minimize the spread of this disease and the impact on our families. Thank you.

SAMPLE
Parent Letter #2: Prevent the Spread of Germs

TO: Parents
FROM: Principal
RE: *Healthy Kids; Healthy Schools*: Prevent the Spread of Germs

The --- District and ----- School joins with the Santa Clara County Public Health Department and other school districts in launching *Healthy Kids, Healthy Schools* so that we can reduce the chances of getting sick and help limit the spread of germs.

Stop germs from spreading. By doing a few simple things, we can stop the spread of germs:

- Wash your hands often using soap and water.**
- Cover your mouth and nose with tissue when coughing and sneezing. Throw used tissues into the trash and then wash your hands.**
- Cough into your sleeve.**
- Stay home if you are sick and stay away from others as much as possible.**
- Keep children home if they are sick.**
- Avoid close contact with people who are sick.**

Spread the word. Tell family and friends about these simple measures.

By working together and following these simple guidelines, we can limit the spread of the disease.

SAMPLE
Parent Letter: Additional Prevention Handout

Protecting Children From Flu

Information for Parents, Schools, and Childcare Providers

Educators, staff, and parents can help slow the spread of colds and flu. Always remind children to:

Cover their noses and mouths with tissue when they cough or sneeze—have them throw the tissue away after they use it.

Wash their hands often with soap and water, especially after they cough or sneeze. If water is not near, use an alcohol-based hand cleaner.

Remind them to not to touch their eyes, nose, or mouth. Germs often spread this way

- ✓ Approximately 1/5 of the U.S. population attends or works in schools. (U.S. Dept of Ed, 1999).
- ✓ Some viruses and bacteria can live from 20 minutes up to 2 hours or more on surfaces like cafeteria tables, doorknobs, and desks. (Ansari, 1988; Scott and Bloomfield, 1989)
- ✓ Nearly 22 million school days are lost annually due to the common cold alone. (CDC, 1996)
- ✓ Addressing the spread of germs in schools is essential to the health of our youth, our schools, and our nation.
- ✓ Students need to get plenty of sleep and physical activity, drink water, and eat good food to help them stay healthy in the winter and all year.



SAMPLE
Parent Letter: Additional Prevention Handout

Dear Parents and Staff,

There are ways that help prevent the spread of flu, as well as other illnesses such as colds. These illnesses are spread from person to person when a person who is sick coughs or sneezes; droplets from the nose and mouth can survive on surfaces such as desks, telephones, furniture, etc.

Below is a list of things you can do around your house to prevent the spread of the flu:

- ❑ Use disposable paper towels or sanitizer wipes to clean things. Don't let germs hang around on cleaning cloths or towels.
- ❑ Clean and disinfect the countertops and tables regularly—especially before and after meals.
- ❑ Clean bathroom sinks and toilet bowls regularly.
- ❑ Clean and disinfect electronic devices including: computer mouse, telephones and cell phones, TV remotes, etc.
- ❑ Wipe down doorknobs regularly.
- ❑ Be sure that each family member uses only his/her own toothbrush.
- ❑ Replace the toothbrushes of family members who have been ill with a cold or the flu.
- ❑ Instruct all family members to wash their hands well. They should wash for as long as it takes to sing “The Happy Birthday” song **TWO TIMES**.
- ❑ Instruct family members **NOT** to use the same glasses or forks or spoons to share food.



SAMPLE
Parent Letter: Additional Prevention Handout
Pandemic Influenza: Characteristics & Challenges

A pandemic is a global disease outbreak. An influenza pandemic occurs when a new influenza virus emerges for which there is little or no immunity in the human population, then begins to cause serious illness and finally spreads easily person-to-person worldwide.

Historically, the 20th century saw three pandemics of influenza:

- 1918 influenza pandemic caused at least 500,000 U.S. deaths and up to 50 million deaths worldwide
- 1957 influenza pandemic caused at least 70,000 U.S. deaths and 1-2 million deaths worldwide
- 1968 influenza pandemic caused about 34,000 U.S. deaths and 700,000 deaths worldwide

Characteristics and Challenges in a Pandemic:

There Will Be Rapid Worldwide Spread

- When a pandemic influenza virus emerges, its global spread is considered inevitable.
- Preparedness activities should assume that the entire world population would be susceptible.
- Countries might, through measures such as border closures and travel restrictions, delay arrival of the virus, but cannot stop it.

Health Care Systems Will Be Overloaded

- Most people have little or no immunity to a pandemic virus. Infection and illness rates soar. A substantial percentage of the world's population will require some form of medical care.
- Nations unlikely to have the staff, facilities, equipment and hospital beds needed to cope with large numbers of people who suddenly fall ill.
- Death rates are high, largely determined by four factors: the number of people who become infected, the virulence of the virus, the underlying characteristics and vulnerability of affected populations and the effectiveness of preventive measures.
- Past pandemics have spread globally in two and sometimes three waves.

Medical Supplies Will Be Inadequate

- The need for vaccine is likely to outstrip supply.
- The need for antiviral drugs is also likely to be inadequate early in a pandemic.
- A pandemic can create a shortage of hospital beds, ventilators and other supplies. Surge capacity at non-traditional sites such as schools may be created to cope with demand
- Difficult decisions will need to be made regarding who gets antiviral drugs and vaccines.

There Will Be Economic and Social Disruption

- Travel bans, closings of schools and businesses and cancellations of events could have major impact on communities and citizens.
- Care for sick family members and fear of exposure can result in significant worker absenteeism.

www.pandemicflu.gov



SAMPLE

Parent Letter: Additional Prevention Handout Pandemic Flu – Glossary of Terms

Antiviral	A medication that may be used to treat people who have been infected by a virus to help limit the impact of some symptoms and reduce the potential for serious complications. People who are in high risk groups are often given antiviral drugs because of their increased potential to develop additional health issues.
Avian Influenza (bird flu)	Commonly known as bird flu, this strain of influenza virus is naturally occurring in birds. Wild birds can carry the virus and may not get sick from it; however, domestic birds may become infected by the virus and often die from it.
Epidemic	The rapid spread of a disease that infects some or many people in a community or region at the same time.
H5N1	<p>The scientific name for a subtype of the avian influenza (bird flu) virus that has spread from birds to humans.</p> <p>The scientific names for these subtypes are classified by different proteins on the virus. New subtypes naturally occur when the proteins change.</p>
Influenza (flu)	A contagious respiratory illness caused by particular strains of viruses.
Influenza Pandemic	A global outbreak of the influenza disease that occurs when a new influenza virus appears in the human population. Because people have little or no immunity to the new strain, serious illness can occur, and the virus can spread easily and rapidly from person to person with no vaccine immediately available.
Isolation	The physical separation of a person suffering from an infectious or contagious disease from others in a community.
Pandemic	An outbreak of a disease that affects large numbers of throughout the world.
Pandemic Influenza	A virulent influenza (flu) caused by a new flu virus strain to which humans have not been exposed. It is more serious than a typical seasonal flu because there is no natural resistance or immunity to it and it infects large numbers of people of different ages throughout the world, causing serious illness and possibly death.

- Quarantine** The physical separation of healthy people who have been exposed to an infectious disease—for a period of time—from those who have not been exposed.
- Seasonal Flu** A contagious respiratory illness caused by influenza (flu) viruses occurring every year. It affects an average of 5 to 20 percent of the U.S. population by causing mild to severe illness, and in some instances can lead to death. Most people have some immunity, and a vaccine is available.
- Social Distancing** A disease prevention strategy in which a community imposes limits on social (face-to-face) interaction to reduce exposure to and transmission of a disease. These limitations could include, but are not limited to, school and work closures, cancellation of public gatherings and closure or limited mass transportation.
- Vaccine** An injection, usually of an innocuous (weak or killed) form of the virus, that stimulates the production of antibodies by the immune system to help prevent or create resistance to an infection. Vaccines are usually given as a preventive measure.

SAMPLE
Parent Letter #3: Recognizing Flu Symptoms

Dear Parents,

Below is a simple list of symptoms that will help you in determining whether you or one of your family members has the flu. In the event that someone in your household has the flu, please practice good prevention hygiene and be sure that the sick person stays home from work or school.

Influenza Case Definition

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

Fever of 101.5° degrees Fahrenheit or higher
AND
ONE OF THE FOLLOWING:

- Cough**
- Sore throat**
- Headache**
- Muscle ache**

If your child shows flu-like symptoms while at school, he or she will be sent to the office for screening (symptom check and/or taking temperature). If the student meets the definition as described above, he/she must be excluded from school until symptom free.

While Public Health guidelines for caring for sick family members will also be sent to all of our families, the information is also available at www.sccphd.org

By working together and following these simple guidelines, we can limit the spread of the disease. Thank you for your help.

SAMPLE
Parent Letter #4: Plan for Keeping Your Family Healthy

TO: All Parents and Staff
FROM: Superintendent
RE: Pandemic: Plan for Keeping Your Family Healthy

The --- District joins with the Santa Clara County Public Health Department and other school districts in encouraging all employees to take the following measures to cope with the possibility of an influenza pandemic at home. Involve family, friends and neighbors in the following:

- plan for ill individuals to remain at home
- develop a support system among friends and family to care for individuals who are ill
- plan for childcare in the event that such services become unavailable
- 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.)
- implement good hygiene among household members
- establish a communication system among family and friends
- identify and publicize websites, television and radio stations that will broadcast information regarding how to deal with a flu pandemic
- visit www.pandemicflu.gov and <http://www.sccgov.org/portal/site/scc> -- go to Public Health
- complete the attached Family Health Information Sheet and keep it handy.

By working together and following these simple guidelines, we can limit the spread of the disease. Thank you for your help.

Family Health Information Sheet

If there is a flu pandemic or other medical emergency, a list of health information about your family will be important. Fill in information for each family member in the space provided. Make copies for your home, your car(s), children's school(s) and your places of work.

1. Family Member Information

Home address _____ Phone # _____

Family Member	Allergies	Medical Conditions	Medication	Dosage



2. Emergency Contacts

Contacts	Name & Phone Number
Local personal emergency contact	
Out-of-town personal emergency contact	
Hospitals near: Home	
Work	
School(s)	
Family physician(s)	
Specialist(s) (including counselors)	
Pharmacy	
Employer(s) contact and emergency information	
School(s) contact and emergency information	
Religious/spiritual organization	
Veterinarian	
Santa Clara County Public Health	www.sccphyd.org 408.885.3980



SAMPLE

Parent Letter #5: Learning the Facts

Influenza, also known as the flu, is a contagious respiratory disease caused by viruses.

In the United States, there is a flu season that begins every fall and ends every spring. The type of flu people get during this season is called **seasonal flu**.

Sometimes, a new type of flu virus may emerge to which the general public has no resistance. The lack of immunity enables the virus to spread quickly and easily from person to person impacting communities around the world in a very short time, causing serious illness and death. This kind of flu is called **pandemic flu**.

The exact symptoms of pandemic flu are unknown. However, the CDC notes that symptoms are expected to be similar to those of seasonal flu, which include:

- Fever
- Sore throat
- Cough
- Runny or stuffy nose
- Extreme fatigue
- Headache
- Muscle aches and pains
- Stomach problems, such as nausea, vomiting and diarrhea (more common in children)

Research suggests that it may take two to seven days to show symptoms when a person catches the flu, and the symptoms may last for up to a week.

A person infected with the flu may transmit the flu for one to two days before they have symptoms, and for five to seven days after symptoms begin.

Why the concern over pandemic flu?

Pandemic flu is more serious than seasonal flu. Most people who get seasonal flu recover within a week or two and usually do not require medical treatment. Pandemic flu is different because more people who get it might not recover, even with medical treatment, and people of every age may be at risk of serious illness or death.

Who is more at risk?

The very young, the very old and the very sick are most likely to become seriously ill from any form of the flu virus.

What about a vaccine?

Unlike seasonal flu, there is no **vaccine** for pandemic flu until researchers and pharmaceutical companies are able to create one, which takes time. Even if a vaccine is developed for the pandemic flu, it will be a challenge to manufacture and dispense the vaccine to everyone in a timely manner.

When will this happen? Can I do something now?

Scientists cannot accurately predict whether the avian influenza virus (H5N1) will cause the next human pandemic flu or when the next pandemic will occur.

The best way to protect yourself and others is to practice healthy hygiene to keep you well now and during a flu pandemic. Practicing these actions now will make them easier to do later. These actions include washing your hands, covering your cough and staying home (or keeping your children home) when sick.

For further information, you can check the following website: www.pandemicflu.gov or www.sccphd.org

SAMPLE
Parent Letter #6: Planning Ahead for Food

TO: All Staff and Parents
FROM: Superintendent
RE: Pandemic: Plan for Keeping You and Your Family Healthy

The --- District joins with Santa Clara County Public Health and other school districts in encouraging all employees to take the following measures to cope with the possibility of an influenza pandemic at home. Involve family, friends and neighbors in the following:

It is very important that we all plan ahead in storing food, water, supplies and rehydration solutions:

- Two weeks worth of food for your family. This should be food that does not need to be refrigerated. Foods like canned meats and fish, beans, soups, fruits and dry goods like salt, flour and sugar are good choices.
- Water in sealed, unbreakable containers. If water service is disrupted, plan on one gallon of water per person per day for two weeks.
- Rehydration Solution, for example, Pedialyte for children and Gatorade for adults. It is highly recommended to have store-bought solutions for children, especially infants and toddlers.
- Rehydration Solution for adults and teens:

4 cups clean water 2 tablespoons sugar ½ teaspoon salt

Mix until sugar disappears

DO NOT BOIL

Drink at room temperature or cooled

- Cell phone and charger (a car charger as well in case there is no electricity)

By being prepared we can lessen the impact of the pandemic flu on our families. Thank you.

SAMPLE
Parent Letter #7: Planning Ahead for Medications

TO: All Staff and Parents
FROM: Superintendent
RE: Pandemic: Plan for Necessary Medications and Supplies

The --- District joins with Santa Clara County Public Health and other school districts in encouraging all employees to take the following measures to cope with the possibility of an influenza pandemic at home. Involve family, friends and neighbors in the following:

It is very important that we all plan ahead in storing necessary medications:

- Two weeks worth of prescription medicines
- Two weeks worth of ibuprofen or acetaminophen (Tylenol) for every person in your family
- Two weeks worth of cough medicine for every person in your family.
- Rehydration Solution, for example, Pedialyte for children and Gatorade for adults. It is highly recommended to have store-bought solutions for children, especially infants and toddlers.
- Rehydration Solution for adults and teens:
 - 4 cups clean water 2 tablespoons sugar ½ teaspoon salt
 - Mix until sugar disappears; drink at room temperature or cooled;
DO NOT BOIL
- Supply of face masks and plastic gloves (This will help prevent the spread of germs if you are caring for someone with the illness)
- Disinfectants and chlorine bleach.

By being prepared we can lessen the impact of the pandemic flu on our families. Thank you.

SAMPLE LETTER
Parent Letter #8: Plan Ahead for Childcare

TO: All Parents
FROM: Superintendent
RE: Pandemic: Plan Ahead for Childcare

In the event of a pandemic flu, schools may be closed for two to twelve weeks. Additionally, your preschool childcare provider may not be available. The --- District joins with Santa Clara County Public Health and other school districts in encouraging all employees with young children to take the following measures:

1. Plan ahead in the event that your child's childcare, preschool or school closes.
2. Preplan alternative childcare options. This may include teaming with other parents, family members or neighbors to provide care for groups of up to six children.
3. If you come up with creative solutions, please inform ----- so that we can share the ideas with others.

Thank you again for your support.



SAMPLE
Parent Letter #9: Home Preparedness

From: Superintendent
Re: SUPPLIES TO HAVE ON HAND IN A REGIONAL WIDE EMERGENCY

In the event of a flu pandemic or a major earthquake, experts predict that many businesses and shopping areas may be closed due to absenteeism or health risks. During a pandemic or major earthquake, if you cannot get to a store, or if shops are out of supplies, it will be important for you to have extra supplies on hand. Your actions can help teach your children the value of preparedness.

There are actions you can take to help lessen the impact of an influenza pandemic or an earthquake on you and your family. This checklist will help you in being prepared:

Checklist for Individuals and Families

Examples of food and non-perishables (plan for two weeks)

- Ready-to-eat canned meats, dried fruits, vegetables, and soups
- Protein or fruit bars
- Dry cereal or granola
- Peanut butter or nuts
- Dried fruit
- Crackers
- Canned juices
- Bottled water (one gallon per day per person)
- Canned or jarred baby food and formula
- Pet food

Examples of medical, health, and emergency supplies

- Prescribed medical supplies such as glucose and blood-pressure monitoring equipment
- Soap and water, or alcohol-based hand wash
- Medicines for fever, such as acetaminophen or ibuprofen (Tylenol)
- Thermometer
- Anti-diarrheal medication
- Vitamins
- Fluids with electrolytes (Pedialyte or Gatorade)
- Cleansing agent/soap
- Flashlight
- Batteries
- Portable radio
- Manual can opener
- Garbage bags
- Tissues, toilet paper, disposable diapers

For further information, you can check the following website: www.pandemicflu.gov or www.sccphd.org

SAMPLE
Parent Letter #10: Helping Children Feel Secure

TO: All Parents and Staff
FROM: Principal

We are all feeling the impact of this difficult time. Our children are feeling the same mix of emotions without the life skills that help us work through them. The following advice is adapted from *Helping Children Feel Secure During Uncertain Times* by Stanley I. Greenspan, M.D.

What can parents do to help their children feel safe?

Spend time together as a family. Children need to trust. That means they need enough time with you to feel the world is safe and he/she is protected. That begins with parents.

Express feelings. Help your children express their feelings and concerns. It will take time and patience. Listen and reflect back what they are saying. For all of us, it helps to know that someone hears what you are saying.

Provide reassurance. Children need to feel secure. The reassurance needs to be couched in realistic terms. Children will want to know what you are doing for them as a parent to make them feel protected, so it is important to go through the steps you are taking at home first. Then explain to them what the government is doing in terms they can understand. This will help children from being shocked, surprised, or confused by what changes they see.

Contribute and help others. We all benefit by helping others in need. Small and large efforts can make children feel more secure and not helpless. When children (and adults) are involved and doing something positive and constructive, everyone gains energy and confidence.

SAMPLE
Administrative PowerPoint #1: Pandemic Overview
(PowerPoint is found on DVD)

pandemic

Administrative Overview

Flu Terms Defined

- **Seasonal (or common) flu:** a respiratory illness transmitted person to person.
- **Avian (or bird) flu:** caused by viruses that occur in wild birds. One type can be transmitted from domestic birds to humans.
- **Pandemic flu:** causes a global outbreak, or pandemic, of serious illness. The disease can spread easily from person to person.
- **Currently, there is no pandemic flu.**

Pandemic Cycle

- Occurs in several waves
- Each wave may be weaker than last
- Waves may recur for up to two years

Three Response Levels

- **Level III PREVENTION:**
Schools open
- **Level II PREPAREDNESS:**
Schools plan for closure
- **Level I RESPONSE:**
Schools close for 2 to 12 weeks
- **Level III RECOVERY & PREVENTION:**
Schools reopen

**Level III PREVENTION:
Schools open**

- Normal School Activities with:
 - Preplanning Activities
 - Prevention Communications
 - Prevention Activities

**Level II PREPAREDNESS:
Schools plan for closure**

- Plan for Continuity of Operations
- Plan for Continuity of Education
- Prepare for providing emotional support for children
- Practice Plans
- Home Preparedness Activities

PREPAREDNESS ACTIVITIES

- Notify staff of responsibilities during a pandemic flu.
- Educate parents and staff as to home preparedness steps.
- Prepare for providing emotional support for children

**Level I RESPONSE:
Schools close for 2 to 12 weeks**

- Schools are closed
- Implement Continuity of Operations Plan
- Implement Continuity of Education Plan

**Level III RECOVERY & PREVENTION:
Schools reopen**

- Establish routines
- Begin psychological recovery activities
- Return to a "new normal"



SAMPLE
Staff PowerPoint #2: Health Tips for Staff
(PowerPoint is found on DVD)

Healthy Kids, Healthy Classrooms

Prevention and Preparation

Overview

- How germs are spread
- Tips to avoid spreading germs
- Supplies

How Flu Germs Are Spread

- Through the air in droplets from sneezes and coughs.
- From hand to hand.
- From hand to eyes, nose, and mouth.
- Flu germs are present before symptoms appear

Social Distancing to Avoid Germs

- Stay at least three feet away from people who are sick.
- Avoid places where large groups gather, like theaters or malls.
- Avoid shaking hands. Air kisses are definitely out!

Cover Your Cough!

- Cover mouth and nose with a tissue
- Cough or sneeze into your upper sleeve if no tissue is handy.
- Put used tissue in the waste basket.
- Wearing a surgical mask can help protect others.

Keep Clean!

- Disinfect door knobs, switches, handles, and other surfaces.
- Wash cleaning cloths in hot water.
- Throw paper towels into waste paper basket.

Wash Your Hands!

- Wash with liquid soap and warm water for 20 seconds after coughing or sneezing.
- Dry hands thoroughly with a paper towel and use it to turn off the faucet. A shared towel will spread germs.
- Always throw paper towels into the waste paper basket.
- **Alcohol-based hand cleaner works, too.**

Healthy Classrooms

- Sanitize hands regularly
- Separate desks
- Minimize sharing of materials
- Sanitize desks regularly
- Payoff: fewer absences, better learning, more ADA

Emergency Supplies

- Two weeks worth of food for each family member
- One gallon water per day for each family member
- Two weeks worth of medicine
 - Tylenol and cough medicine
 - Prescription medicines
- Rehydration solution
- Tissues, paper towels, face masks and plastic gloves
- Disinfectants and chlorine bleach
- Cell phone and charger

SAMPLE
Parent PowerPoint #3: Health Tips for Parents
(PowerPoint is found on DVD)

Get Ready!

Prevention and Preparation

Overview

- How germs are spread
- Tips to avoid spreading germs

How Flu Germs Are Spread

- Through the air in droplets from sneezes and coughs.
- From hand to hand.
- From hand to eyes, nose, and mouth.
- Flu germs are present before symptoms appear

Social Distancing to Avoid Germs

- Stay at least three feet away from people who are sick.
- Avoid places where large groups gather, like theaters or malls.
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Cover Your Cough!

- Cover mouth and nose with a tissue
- Cough or sneeze into your upper sleeve if no tissue is handy.
- Put used tissue in the waste basket.
- Wearing a surgical mask can help protect others.

Wash Your Hands!

- Wash with liquid soap and warm water for 20 seconds after coughing or sneezing.
- Dry hands thoroughly with a paper towel and use it to turn off the faucet. A shared towel will spread germs.
- Always throw paper towels into the waste paper basket.
- **Alcohol-based hand cleaner works, too.**

Keep Clean!

- Disinfect door knobs, switches, handles, and other surfaces.
- Wash cleaning cloths in hot water.
- Throw paper towels into waste paper basket.

Emergency Supplies

- Two weeks worth of food for each family member
- One gallon water per day per family member
- Two weeks worth of medicine
 - Tylenol and cough medicine
 - Prescription medicines
- Rehydration solution
- Tissues, paper towels, face masks and plastic gloves
- Disinfectants and chlorine bleach
- Cell phone and charger

SAMPLE
PowerPoint #4: Coping with the Flu
(PowerPoint is found on DVD)

Coping With Flu

Symptoms and Care

Overview

- Flu Symptoms
- Giving Care
- Preventing Spread of Disease at Home
- Supplies

Flu Symptoms

- Fever of 101.5° degrees Fahrenheit or higher
- AND ONE OF THE FOLLOWING
 - Cough
 - Sore throat
 - Headache
 - Muscle ache

Caring for Someone with Flu

- Keep ill person resting at home!
- Contact a doctor immediately
- Isolate ill person
- Offer plenty of liquids, including
 - Pedialite
 - Gatorade
 - Other rehydration solution
- Offer Tylenol for fever and body aches
ANTIBIOTICS WILL NOT CURE FLU

Caregiving, Part II

- The ill person should wear a mask when others are in the room
- Wear a mask when giving care
- Wear gloves when cleaning an area where the ill person has been
- Wash hands before and after giving care or handling the ill person's belongings

Preventing Spread of Disease at Home

- Clean surfaces and shared items daily with disinfectant
 - Doorknobs, refrigerator and cabinet handles
 - Faucets, light switches, phones, TV remotes, keyboards, toys
 - Toilet seats and handles
- 1/4 cup chlorine bleach mixed with 1 gallon water makes a disinfectant

SAMPLE
Staff PowerPoint #5: Disaster Service Worker
(PowerPoint is found on DVD)

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

Fact Sheets

PANDEMIC INFLUENZA

Santa Clara County Preparations

The Santa Clara County Public Health Department is working with other local, state and federal agencies to respond to pandemic influenza and to maintain essential health care and community services. In fact, governments all around the world are preparing for the possibility of a flu pandemic under the leadership of the Centers for Disease Control and Prevention (CDC) and the World Health Organization.

This information is being provided to help keep you informed about the possibility of a flu pandemic. If a pandemic happens, the Santa Clara County Public Health Department will be the local agency responsible for guiding local medical response and providing health related public information.

What is Pandemic Influenza?

Influenza (flu) viruses cause infections of the respiratory tract (breathing tubes and lungs). In some people, the complications of influenza can be severe, including pneumonia.

Pandemic flu is a worldwide outbreak of a new strain of influenza virus. Because this new virus has not been seen before, most if not all people will not have any immunity (protection) against it.

How is Pandemic Flu Different from Regular, Seasonal Flu?

A pandemic flu virus has little or nothing in common with the flu viruses we get every year. A pandemic flu would be a new strain of a potentially much more serious virus and would affect many more people. While there is a vaccine for seasonal flu, there is no vaccine currently available to protect you against a new pandemic flu.

Why is Pandemic Flu So Serious?

Most or all people would not have immunity to a new pandemic flu virus. Because of this, it is likely that large numbers of people around the world would be infected. Once a pandemic flu develops, it would quickly cause illness around the world. The CDC predicts that 25% to 30% of the US population could become ill.

Can Pandemic Flu be Prevented?

It is not possible to prevent or stop a pandemic once it begins. A person infected with the pandemic flu virus can be contagious for 24 hours before symptoms begin to show and for up to 14 days after. This makes it very easy for the virus to spread quickly to large numbers of people.

Although the federal government is stockpiling medical supplies and antiviral drugs, no country in the world has enough antiviral drugs to protect all their citizens. Antiviral drugs can be used to treat severe cases as long as the virus does not become resistant to the drugs. Antiviral drugs would be given first to health care workers and first responders such as emergency services personnel, fire and police. Once a vaccine is available, vaccinations of these workers would be a priority. This would be done because these people would be called upon to contain the spread of the disease, care for and transport patients, and provide essential services.

Other strategies for slowing the spread of flu pandemic could include temporarily closing schools, sports arenas, theaters, restaurants, taverns, and other public gathering places and facilities. These actions would be taken to stop the disease from spreading further.

(See other side)

Public Health Department
Santa Clara Valley Health & Hospital System



(Continued) **PANDEMIC INFLUENZA**

Why isn't there a Vaccine?

There currently is no vaccine to protect humans against a pandemic flu virus because the strain of pandemic flu virus is not yet known. However, vaccine development efforts are under way to protect humans against a pandemic flu virus that might evolve from the current bird flu in Asia.

When is an Influenza Pandemic Expected?

It is not possible to predict accurately when a pandemic flu will occur or how severe it may be. Flu pandemics occur naturally and there have been three (3) pandemics in the 20th century. The pandemic of 1918-19 was the most severe pandemic on record. More than 50 million people around the world died, including about 650,000 Americans.

The current outbreak of avian influenza in Asia has flu experts concerned that a pandemic is likely to happen and that it may be quite severe.

Why Does the Current Bird Flu Outbreak in Southeast Asia Pose Such a Risk?

The current bird flu outbreak in Asia, spread by wild birds to domestic chickens and ducks, is widespread. Human infections and deaths due to bird flu have occurred from direct contact with infected chickens. The virus has not yet developed the ability to easily pass from person-to-person. If the current bird flu changes so that it infects more humans and spreads easily from person-to-person, it will likely cause a worldwide pandemic of influenza in humans.

What Can I Do to be Prepared?

By preparing for a pandemic flu you can reduce your chances of getting sick and help limit the spread of disease.

Stay informed. Keep up-to-date on a possible flu pandemic by listening to radio & television, and reading news stories about pandemic flu. Visit the Web sites provided for updated information about pandemic flu.

Stop germs from spreading. By doing a few simple things you can stop the spread of germs and viruses:

- Wash your hands often using soap and water.
- Cover your mouth and nose with tissue when coughing or sneezing. Cough or sneeze into your sleeve. Put used tissues in the trash and then wash your hands.
- Stay home when you are sick and stay away from others as much as possible.
- Keep sick children home from school.
- Avoid close contact with people who are sick.

If you have general questions about pandemic influenza, please contact the Public Health Information Line at 408.885.3980. Public Health Department staff members are available to answer your questions Monday to Friday from 9 a.m. to 4 p.m.

Websites on Pandemic Influenza

- www.sccphd.org Santa Clara County Public Health Department for general information on pandemic flu.
- www.cdc.gov Centers for Disease Control and Prevention for general information about pandemic flu and other health related information.
- www.pandemicflu.gov U.S. Department of Health and Human Services for updates on national and international pandemic flu.

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(Bird Flu)

Avian Influenza

What is bird flu?

Bird flu is an infection caused by avian (bird) influenza (flu) viruses different from human flu viruses. These viruses occur naturally among birds. Wild birds worldwide carry the viruses in their intestines, but do not usually get sick. However, bird flu is very contagious among birds and can make some domesticated birds—chickens, ducks and turkeys—very sick and even kill them.

Does bird flu infect humans?

Bird flu viruses do not usually infect humans, but bird flu has been transmitted to humans primarily in Southeast Asian countries. It has not yet appeared in the United States.

How do humans get bird flu?

Humans get bird flu from contact with infected birds or contaminated surfaces. Infected birds shed the virus in saliva and droppings. A person can catch bird flu when an infected chicken coughs or sneezes onto a person's face, or when a person breathes bird dropping particles.

The virus may be passed to humans by eating uncooked poultry. The virus is not passed by eating cooked meat or eggs, so there is no danger in eating fully cooked chicken, duck or turkey.

The World Health Organization is still closely monitoring whether bird flu will spread easily from person-to-person.

What are the symptoms?

The time between exposure to bird flu and symptoms may be up to 10 days. Symptoms may include:

- Flu-like symptoms of fever, cough, sore throat and muscle aches
- Shortness of breath
- Eye infections

Severe cases of bird flu can cause serious breathing problems including pneumonia. Bird flu can cause death.

How is bird flu treated?

Treatment of people with bird flu will depend on their symptoms. Depending on how serious the symptoms, treatment may include supportive care, use of anti-viral medicines, and/or hospitalization.

Studies suggest that prescription medicines approved for human flu viruses may work in preventing bird flu in humans. However, flu viruses can become resistant to these drugs and may not always work.

Why is there so much concern?

The risk from bird flu is generally low for most people because the virus occurs mainly in domestic and wild birds. But during an outbreak of bird flu, there is a risk to people who have close contact with infected birds or surfaces that have been contaminated.

Because influenza viruses have the ability to change, scientists are concerned that the virus will one day infect people and spread easily from person-to-person. If the virus changes itself and were able to infect people and spread, an influenza pandemic—a worldwide outbreak of the disease—could begin.

No one can predict when a pandemic might occur. Experts from around the world are watching the situation very closely and are preparing for the possibility that the virus may begin to spread more easily and widely from person-to-person.

Is there a vaccine?

There is currently no vaccine available for humans, but a vaccine to protect birds is currently being used. Vaccine development efforts are under way and research to test a vaccine for humans began in April 2005.

If you have general questions about bird flu, please contact the Public Health Information Line at **408.885.3980**.

Websites on Bird Flu

- www.sccphd.org Santa Clara County Public Health Department for general information.
- www.pandemicflu.gov U.S. Department of Health & Human Services for updates.

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Health Officer Q&A

Questions & Answers with Dr. Martin Fenstersheib
 Santa Clara County Health Officer Issue #1 | Winter 2006

I'm getting a regular flu shot. Does it protect against the bird flu?

No, the regular flu shot will not protect against bird flu. Currently there is no bird flu vaccine available. An experimental bird flu vaccine has been made and is being used on chickens.

How do people get bird flu?

People get bird flu from having contact with infected birds or contaminated surfaces. Infected birds shed the virus in saliva and feces (droppings). A person can catch bird flu when an infected chicken coughs or sneezes onto a person's face, or when a person breathes in bird dropping particles.

What are the symptoms of bird flu?

First, remember there haven't been any birds in the U.S. with bird flu. If you were exposed to birds sick with bird flu in another country, you could have symptoms in up to 14 days. The illness has flu-like symptoms of fever, cough, sore throat, and muscle aches, shortness of breath and even eye infections. Serious cases of bird flu cause life-threatening breathing problems including pneumonia. The current bird flu has been very lethal when humans are infected.

Is it safe to eat chickens?

Again, there are no birds in the US with bird flu. If bird flu is discovered here, as long as chicken or any poultry has been fully cooked it is safe to eat. You may be able to get the virus by eating undercooked poultry. As a general practice, all poultry should be thoroughly cooked.

I have a trip next week to Asia, should I cancel?

There is no need to cancel your trip at this time. But it is important for anybody traveling to areas of the world that have bird flu outbreaks to avoid any contact with poultry. Stay away from sick birds. Stay away from live poultry markets where birds and people can be in close contact. It is also important to get your flu shot for seasonal flu.

So why is there so much talk about the bird flu, is the danger being overstated?

The reason it gets so much attention is that we simply don't know whether this virus will change and cause the next pandemic flu in humans. Pandemic influenza is a worldwide outbreak of a new influenza (flu) virus for which there is little or no immunity (protection) in the human population. Scientists and health professionals are concerned that the current virus in birds may develop into the next human pandemic flu strain, spread easily from person to person, causing serious illness and death.

Does the current flu vaccine help protect me against the pandemic flu?

No, the flu shot being offered this year does not protect against any pandemic flu strain, whether it's avian or another kind. But it is very important that people get flu shots to protect against regular, seasonal flu.

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Health Officer Q&A

Issue #1 (con't) | Winter 2006

Do you really think that this pandemic flu is likely to happen? What are the chances of it happening in the U.S. over the next couple of years?

There have been three pandemics of influenza in the last century. One of them in 1918-19, the Spanish flu pandemic, was disastrous. Right now, we do not have a pandemic. What we have is an avian influenza virus that has affected people who have had direct contact with infected chickens, and is not easily transmitted from one person to another.

One thing we know about flu viruses is that they are unpredictable and it's possible that this virus could change, become more contagious and set off the beginnings of a pandemic. We can't predict how likely that is. We can't predict whether the next pandemic will be because of this particular virus or some other strain of flu. What we do know is that we are past due for a worldwide pandemic and the steps that we are taking now to prepare will help protect our community whenever the next pandemic happens.

So if pandemic flu does happen, how bad could it be?

When new pandemic flu spreads it creates a public health emergency. This emergency will not be like anything we've faced before. A pandemic will last longer, make more people seriously ill and may cause more deaths than any other health crisis in our time. So we must be prepared in case this current bird flu changes and causes the next influenza pandemic. That is why federal, state and local authorities are increasing pandemic flu preparation efforts.

If it happens, is there anything I can do to stay healthy?

The influenza virus is usually spread in the air when people cough or sneeze. Some basic steps you can take to protect yourself and others will be:

- Stay healthy. Keep up your good health by eating a balanced diet, exercising daily, getting enough rest and drinking fluids.
- Wash hands frequently using soap and water.
- Cover coughs and sneezes with tissues. Cough and sneeze into your sleeves. Put used tissues in the trash and then wash your hands.
- If you get sick, stay home and away from others as much as possible. Keep sick children home from school.
- Avoid close contact with people who are sick.

Anything else?

It is up to each of us to learn about this potential threat and take the steps needed to be prepared.

Please go to the following sites for more information.

- www.cdc.gov for general health-related information
- www.redcross.org for emergency preparation plans
- www.pandemicflu.gov for pandemic influenza updates

Five Fast Facts

- 1) NO birds in the United States have shown signs of bird (avian) flu.
- 2) Humans can catch avian flu from infected birds and their droppings, but so far the disease does not seem to be transmitted between humans.
- 3) If the bird flu virus "learns" how to spread easily from person to person, it will be a new human virus strain and people will have little or no immunity (protection) against it.
- 4) At this time, we cannot predict if or when pandemic influenza may occur.
- 5) The best protection is to stay informed and stay healthy. Cover your cough with tissue, wash your hands frequently, and follow healthy food, sleep and exercise habits.

Information About Social Distancing

Introduction

Social distancing is a term applied to certain actions that are taken by health officials to stop or slow down the spread of a highly contagious disease. The Health Officer has the legal authority to order social distancing measures. Since these measures will have a huge impact on our community, any action to start social distancing measures would be done in line with other local agencies such as cities, police departments and schools, as well as with state and federal partners.

The Santa Clara County Health Officer and the Public Health Department are in charge of providing the public with information about social distancing measures. This information can help you understand what you may be asked to do if the Health Officer puts social distancing measures into practice.

What are social distancing measures?

Social distancing measures are taken to limit when and where people can gather to stop or slow the spread of contagious diseases. Social distancing measures include stopping large groups of people coming together, closing buildings, and canceling events.

Why would social distancing measures be used?

Today, social distancing measures are most often thought about as a way to slow the spread of pandemic influenza. Health experts have looked at past pandemics and found that during the 1957-58 pandemic, the spread of the disease followed public get-togethers such as conferences and festivals. During the 1957-58 pandemic, the highest rates of illness were seen in school children because they are so close together in classrooms. Health experts believe that stopping groups of people from coming together will be important in slowing the spread of pandemic influenza.

Since a pandemic cannot be stopped once it has started, when pandemic influenza is first found in our area social distancing measures will be used to slow the spread of the disease. Because health experts do not know how much warning there will be, slowing the spread of the disease will give our community some extra time we need to be better prepared.

Examples of social distancing measures that would be carried out during a pandemic include:

- Closing all public and private K-12 schools and facilities, as well as all childcare centers.
- Canceling all indoor and outdoor events that get large crowds. These events include sports events, concerts, parades and festivals.
- Closing community centers, malls and theaters, as well as postponing services at all places of worship.

During a pandemic, mass transit systems may also be temporarily closed or only be used for necessary travel. Other actions that would be taken include: public and private colleges delaying classes, going to web-based learning, and canceling all large campus meetings and gatherings; public and private libraries changing their operations and stopping people from gathering by only letting people come in to pick up books that have been reserved or requested on-line or by telephone; and businesses changing company practices, setting up flexible shift plans, having employees telecommute, and canceling any large meetings or conferences.

What other public health actions help limit the spread of disease?

Other public health actions that are used to limit the spread of a contagious disease include isolation and quarantine.

(continued)

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Information About Social Distancing

Isolation is used when a person is sick and has a contagious disease. The sick person is separated from people who are not sick. People who are isolated may be cared for in hospitals, other healthcare facilities, or in their own homes. In most cases isolation is voluntary, but federal, state and local health officials have the power to force the isolation of sick people to protect the general public's health.

When a person is placed in quarantine, they are also separated from others. Even though the person is not sick at the moment, they were exposed to a contagious disease, may still become infectious, and then spread the disease to others. Other quarantine measures include limiting the travel of those who have been exposed to a contagious disease, and stopping people coming or going into a specific area. States have the power to put into force quarantines within their borders.

Both isolation and quarantine may be used by health officials during an influenza pandemic to help slow the spread of the disease.

What can I do?

It is always important to avoid close contact with people who are sick. Health officials recommend that if you get sick, stay home and away from others as much as possible. Do not go to work sick and do not send sick children to school or day care. This will be even more important during a pandemic.

Even though it may seem simple, practicing good hygiene habits such as washing your hands and covering your cough will help stop or slow the spread of many diseases. The Santa Clara County Public Health Department Web site (www.sccphd.org) has 'Wash Your Hands' and 'Cover Your Cough' posters you can download and use.

During a pandemic, it will be critical to understand what you may be asked or required to do. It will be important to follow any social distancing instructions, or any other instructions or orders given by health officials. So please stay informed and plan ahead. The Web sites listed below can help you prepare for public health emergencies, including the possibility of pandemic influenza.

Please remember, while pandemic influenza is likely to be more serious than any other public health emergency, most people who get this disease will survive.

For health-related questions or concerns, please contact the **Santa Clara County Public Health Department** at **408.885.3980**.

For more information about health issues and emergency preparedness, please visit the following Web sites:

- www.cdc.gov
- www.sccphd.org
- www.pandemicflu.gov
- www.redcross.org
- www.who.int

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Information About Isolation & Quarantine

Introduction

Isolation and Quarantine are two actions that can be taken by health authorities to contain the spread of a contagious disease. The goal is to stop more people from becoming ill. Isolation and quarantine are different because **isolation** is for people who are known to have an illness or disease, and **quarantine** is for people who may have been exposed to an illness or disease but are not yet sick.

The Santa Clara County Public Health Department will be the local agency responsible for providing the public with information and isolation or quarantine instructions. This information is being provided to help you understand what you may be asked to do if the Public Health Department issues isolation or quarantine orders.

Isolation: For People Who Are Sick

When people are placed in isolation, they are sick and have an infection that makes it necessary to separate them from people who are not sick. Having a sick person isolated (separated from others) can help to slow or stop the spread of disease. When isolated, the sick person will still be treated for his or her illness while healthy people will have some protection from getting sick. Isolation is a standard procedure used in hospitals for patients with tuberculosis (TB) and other contagious diseases. People who are isolated may be cared for in hospitals, other healthcare facilities and in their own homes.

In most cases isolation is voluntary, but federal, state and local health officials have the power to require the isolation of sick people to protect the general public's health.

Quarantine: For People Exposed, But Who Are Not Sick

When people are placed in quarantine, they are also separated from others. Even though the person is not sick at the moment, he or she was exposed to a contagious disease, may still become infectious and then spread the disease to others. Quarantine can help to slow or stop the spread of a contagious disease and has been effective in protecting the public from disease.

Quarantine is often voluntary, particularly when home confinement is needed. Other quarantine measures include restricting travel for those who have been exposed to a contagious disease, and restrictions on people coming or going into a specific area. States have the power to enforce quarantines within their borders.

What Other Measures Can Be Used to Limit the Spread of Disease?

Other public health measures that may be used to limit the spread of disease include canceling any event where large groups of people would gather. Some examples are school events such as basketball games, and public events like San Jose Sharks games. Another measure that may be used would be to close places such as schools, movie theaters and shopping malls temporarily. Mass transit systems may also be temporarily closed.

(continued)

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Information About Isolation & Quarantine

These measures would be used in combination with other public health activities to help limit or slow the spread of disease. These activities include increased observation for the disease, monitoring people for symptoms, quick diagnosis of the disease, providing treatment for those who become ill, and preventive treatment for people who are quarantined. Depending on the type of disease, treatment could include medications or vaccination.

Have Isolation & Quarantine Recently Been Used?

During the 2003 global SARS outbreak, patients in the United States were isolated until they were no longer contagious. These patients were able to get the appropriate medical care, and isolation helped contain the spread of SARS. Seriously ill patients were cared for in hospitals, and people with mild illness were cared for at home. People at home were asked to avoid contact with other people and to remain at home until 10 days after their fever and other respiratory symptoms had stopped.

Since there was limited transmission of the disease in the United States, quarantine was not used. The CDC advised people who may have been exposed, but didn't have symptoms, to monitor themselves for symptoms. If symptoms appeared, they were instructed to isolate themselves voluntarily at home and to get a medical evaluation. Quarantine was used effectively in other countries where there was extensive transmission of the disease.

Isolation & Quarantine have been used to contain outbreaks of tuberculosis (TB) and other contagious diseases. As mentioned above, isolation is a standard procedure used in hospitals for patients with contagious diseases.

For health-related questions or concerns, please contact the **Santa Clara County Public Health Department** at **408.885.3980**.

For more information about health issues and emergency preparedness, please visit the following Web sites:

- www.cdc.gov
- www.sccphd.org
- www.pandemicflu.gov
- www.redcross.org
- www.who.int

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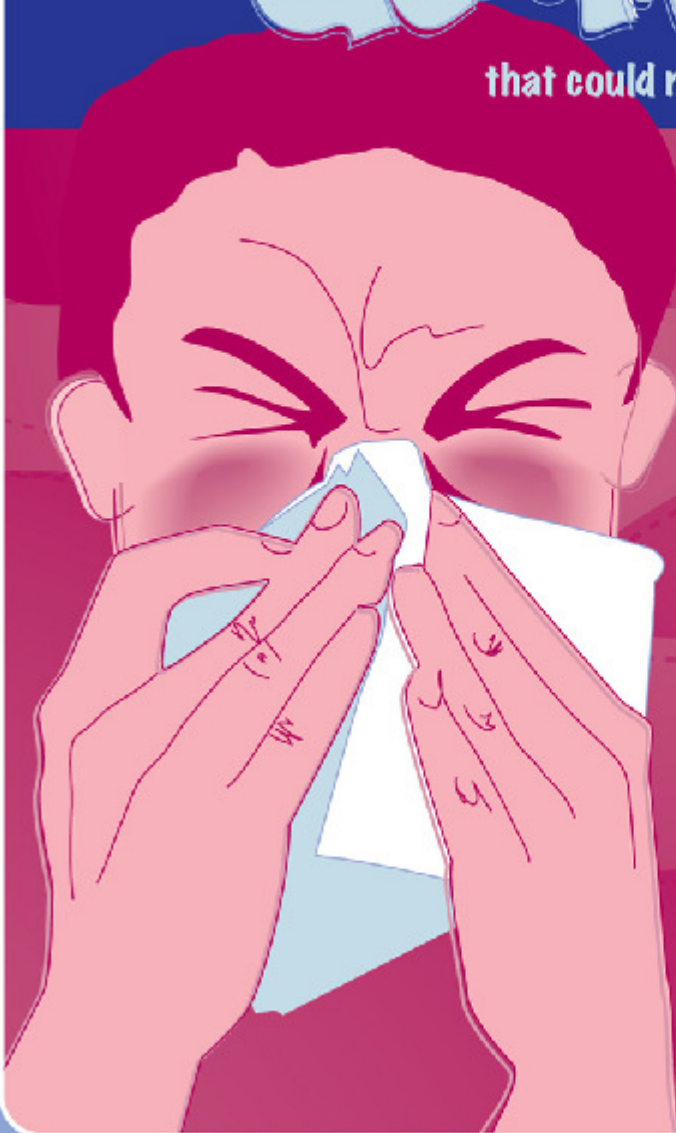


Posters



LIMIT THE SPREAD OF GERMS

that could make you & others sick.



Cover your coughs and sneezes...

with tissue -OR- cough or
sneeze into your sleeve, not your
hands. Always put used tissue
in the trash and then, wash
your hands with soap & warm
water -OR- clean your hands with
alcohol-based hand cleaner.

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Wash Your Hands

Washing your hands is important!
It keeps you from getting sick.



Wet your hands



Use lots of soap



Sing the ABCs while you wash



Rinse your hands with warm water



Dry your hands

When to wash your hands

- Before and after you eat
- After you cough, sneeze or use the bathroom
- Before you touch your eyes, nose or mouth
- After you touch dirty tissues or when your hands are dirty

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Limit ^{the} Spread of Germs

that could make you & others sick.



WASH YOUR HANDS:

- After you cough, sneeze or use the bathroom.
- Before you touch your eyes, nose & mouth.
- After you touch dirty tissues or dirty surfaces.
- Before you prepare food and before you eat.

Wash your hands **with soap & warm water** -OR- clean your hands **with alcohol-based hand cleaner**.

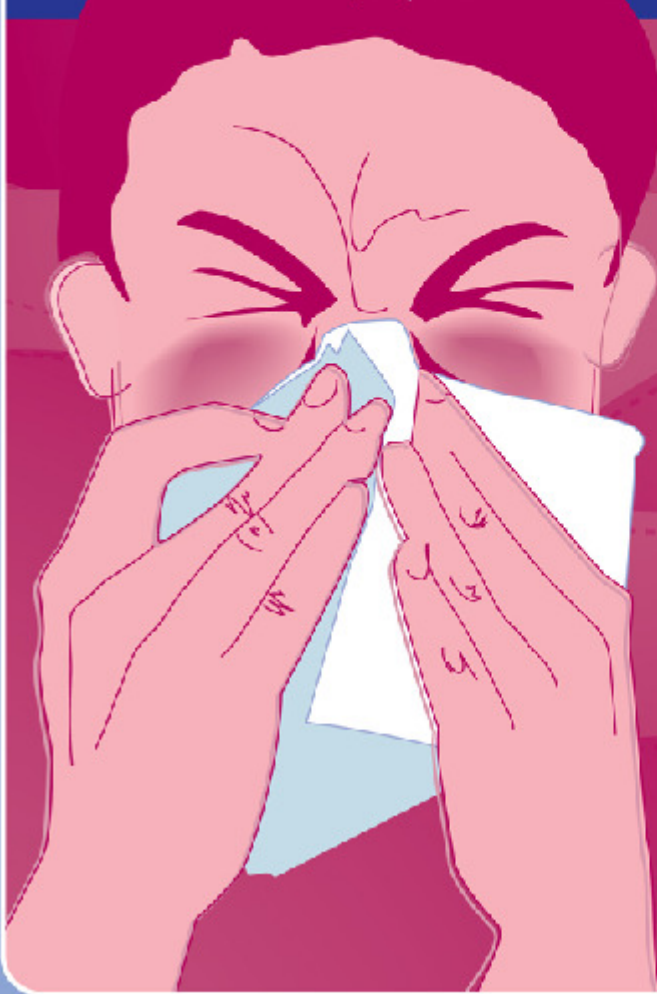
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ELIMINE LA PROPAGACIÓN DE GÉRMENES

que pudieran enfermarlo a usted y a los demás.



Cubrase la boca al tosar o estornudar

con pañuelos -O- con las mangas
de su ropa, nunca con las manos.

Tire los pañuelos usados a
la basura y lávese las manos
con agua tibia y jabón

-O- utilice un desinfectante
para manos con base de alcohol.

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Elimine ^{la} Propagación de **Microbios**

que pudieran enfermarlo a usted y a los demás.



LÁVESE LAS MANOS:

- Después de toser, estornudar o ir al baño.
- Antes de tocarse los ojos, nariz o boca.
- Después de tocar pañuelos o superficies sucias.
- Antes de cocinar o comer.

Lávese las manos **con agua tibia y jabón** -O- utilice un **desinfectante para manos con base de alcohol.**

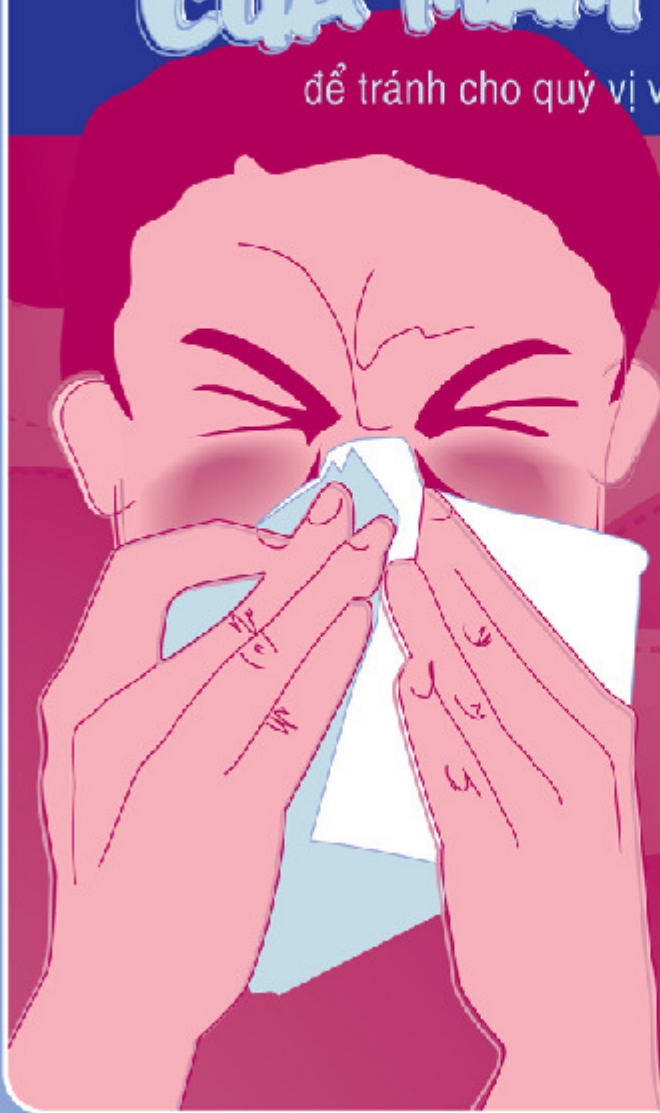
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GIỚI HẠN SỰ LAN TRUYỀN CỦA MÀM BỆNH

để tránh cho quý vị và người khác bị bệnh.



Che lại khi ho và
nhảy mũi...

với giấy chùi – HOẶC – ho hoặc nhảy mũi
vào cánh tay áo, đừng dùng bàn tay của
mình. Luôn luôn bỏ giấy chùi đúng nơi vào
thùng rác và sau đó, rửa tay với xà bông và
nước ấm – HOẶC – chà tay với kem
rửa tay có chất cồn.

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Giới Hạn Sự Lan Truyền Của Mầm Bệnh

để tránh cho quý vị và người khác bị bệnh.



RỬA TAY:

- Sau khi ho, nháy mũi hoặc dùng nhà vệ sinh.
- Trước khi sờ vào mắt, mũi và miệng của mình.
- Sau khi sờ giấy chùi đã dùng hoặc mặt phẳng dơ.
- Trước khi chuẩn bị thức ăn hoặc trước khi ăn.

Rửa tay với xà bông và nước ấm –
HOẶC - rửa tay với kem rửa tay có chất cồn.

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Santa Clara County Public Health Department Checklists



General Emergency Supplies Checklist

This checklist can be used to help you plan what emergency supplies you'll need and what quantities to buy for your household. It is a good idea to gradually buy items now so that you have at least a two-week supply of water and emergency supplies for each person in your home.

Two-Week Emergency Supply Checklist

Items	2 people	4 people	Your quantity	Check off
First aid kit and instructions	1 medium kit	1 large kit		
Emergency radio with batteries	1	1		
Lanterns, flashlights, candles	2 flashlights	4 flashlights		
Batteries	2 (12-packs)	4 (12-packs)		
Trash bags	20 bags	40 bags		
Barbeque pits, camping stove	as needed	as needed		
Lighter fluid and matches	2 containers/boxes	4 containers/boxes		
Fire extinguisher (A-B-C type)	2	2		
Manual can opener and knife	1	1		
Plastic food containers	10	20		
Zip lock bags, one-gallon size	100	200		
Paper/plastic eating utensils	100 sets	200 sets		
Warm blankets, sleeping bags	2 sets	4 sets		
Extra warm clothing and shoes	4 full sets	8 full sets		
Personal hygiene products	as needed	as needed		
Baby and/or pet supplies	as needed	as needed		
Toolkit with wrench, pliers, etc.	1	1		
Utility instructions, maps, etc.	2 copies	4 copies		
Copies of important documents	as needed	as needed		
If possible:	2 people	4 people	Your quantity	Check off
Cell phone with battery	1	1		
Emergency cash	\$200	\$400		
Number in family/group	Allow 14 gallons per person		Total water required	
	x 14 gallons		=	total gallons



Pandemic Flu Supplies Checklist

In addition to your regular emergency supplies, additional items should be added for Pandemic Flu Preparedness so that you are able to care for sick family members at home. This checklist can help you plan on what types of home care supplies you'll need in case of pandemic flu and what amounts to buy for your household. It is a good idea to gradually buy items now so that you have at least a two-week supply of home care supplies for each person in your home.

Two-Week Pandemic Flu Supply Checklist

Items	2 people	4 people	Your quantity	Check off
Thermometer	1	1		
Eye dropper	2	2		
Surgical or procedural masks	50 masks	100 masks		
Bleach	1/2 gallon	1 gallon		
Laundry detergent	1 lb	2 lbs		
Dishwashing detergent	1 bottle (250 ml)	2 bottles (500 ml)		
Soap	2 bars / 3 dispensers	4 bars / 6 dispensers		
Toilet paper	6 rolls	12 rolls		
Paper towels	4 rolls	8 rolls		
Tissues	3 boxes	6 boxes		
Alcohol-based hand sanitizer	2 (8 fl. oz) containers	4 (8 fl. oz) containers		
Drinks with electrolytes	48 (8 fl. oz) bottles	96 (8 fl. oz) bottles		
Prescription medicines	as needed	as needed		
Pain and fever medicines	1 large bottle	2 large bottles		
Cough medicines	2 bottles	4 bottles		
Liquid medicine for children	2 cups per child	2 cups per child		
Rubber gloves	1 pair	2 pairs		
Disposable gloves	100 pairs	200 pairs		
Antibacterial wipes/gel	1 box	2 boxes		

Food Supplies Checklist

This checklist can be used to help you plan what food supplies you'll need and what quantities to buy for your household. It is a good idea to gradually buy items now so that you have at least a two-week supply of food for each person in your home.

Foods That Will Not Spoil Easily

Food items	2 people	4 people	Your quantity	Check off
Flour	11 lbs	22 lbs		
Bread mix	11 lbs	22 lbs		
Sugar	1 lb	1 lb		
Salt (includes medical use)	2.5 lbs	5 lbs		
Cereal bars	28 bars	56 bars		
Milk powder	3 lbs	3 lbs		
Yeast, instant dried	3 oz	6 oz		
Corn meal	1 box	2 boxes		
Oatmeal	1 box	2 boxes		
Pasta	3 lbs	6 lbs		
Rice	2 lbs	4 lbs		
Beans/lentils	1-1.5 lbs	1-2 lbs		
Breakfast cereals	2 boxes	4 boxes		
Baking soda	1 box	1 box		

Comfort Foods

Food items	2 people	4 people	Your quantity	Check off
Chocolate and candies	as desired	as desired		
Honey	1 jar	2 jars		
Hot chocolate mix	as desired	as desired		
Fruit roll-ups and other snacks	as desired	as desired		
Packaged cookies	as desired	as desired		

Food Supplies Checklist

Foods That Last One Year

Food items	2 people	4 people	Your quantity	Check off
Canned vegetables	14 (14oz) cans	28 (14oz) cans		
Canned milk	4 (14oz) cans	8 (14 oz) cans		
Canned casseroles/meats	4 cans	8 cans		
Baked beans, spaghetti	4 (420g) cans	8 (420g) cans		
Canned soups	8 (420g) cans	16 (420g) cans		
Pasta sauce	2 jars	4 jars		
Canned fish	4 (200g) cans	8 (200g) cans		
Canned fruit	14 (400g) cans	28 (400g) cans		
Instant meals	as desired	as desired		
Instant puddings	as desired	as desired		
Dried fruit	2 lbs	4 lbs		
Dried vegetables	1 lb	2 lbs		
Soup mixes	6-8 packets	12-16 packets		

Use By Expiration Date

Food items	2 people	4 people	Your quantity	Check off
Crackers	7 packets	14 packets		
Energy bars/biscuits	4-6 packets	8-12 packets		
Nuts	2 lbs	4 lbs		
Soy milk	1 box	2 boxes		
Peanut butter	2 jars	4 jars		
Jelly	7 packets	14 packets		
Sports drinks	2 cases	4 cases		
Baby formula	as needed	as needed		
Baby food	as needed	as needed		
Pet food (if needed)	2-week supply	2-week supply		
Coffee (depends on usage)	1 medium jar	1-2 large jars		
Tea (depends on usage)	50-100 bags	100-200 bags		

RESOURCES

Additional Websites and Tools

Keep these websites handy for additional information, tools, ideas and support:

✓ **Lesson Plans, Checklists, audience specific materials**

California Department of Health Services and California Department of Education site for Pandemic Influenza School Preparedness

(CAUTION: *be certain anything you use aligns with Santa Clara County Procedures*)
www.ReadyCaSchools.org

✓ **Flyers and Poster in multiple languages:**

<http://www.cdc.gov/flu/protect/covercough.htm>
<http://www.cdc.gov/germstopper/materials.htm>

✓ **California: Pandemic Influenza preparedness for Schools Webcast**

http://cdlhn.com/phc_viewer_new.cfm?id=757&sku=PAN_070511_921&speed

✓ **The Santa Clara County Public Health Department:**

www.sccphd.org or 408.885.3980

Santa Clara County Public Health Department

Pandemic Influenza School Planning Guide

**Prepared by
The
Pandemic Influenza
School Preparedness Planning
Workgroup**

Pandemic Influenza School Planning Guide

Introduction: Description and History of a Pandemic

An influenza pandemic is a worldwide outbreak of disease that occurs when a new influenza virus appears or “emerges” in the human population, causes serious illness and then spreads easily from person to person. Pandemics are different from seasonal outbreaks of influenza. Seasonal outbreaks are caused by subtypes of influenza viruses that already circulate among people, whereas pandemic outbreaks are caused by entirely new subtypes to which the population has no immunity because the subtype has either never circulated among people, or has not circulated for a long time.

Influenza occurs routinely worldwide each year, causing an average of 36,000 deaths annually in the United States. Nearly 40 years have passed since the last influenza pandemic. Conditions worldwide are again favoring the appearance of a new pandemic strain of influenza. Planning at all levels of society must quickly begin to prepare for this very large-scale event.

Influenza viruses experience frequent, slight changes to their genetic structure. Occasionally, however, they undergo a major change in genetic composition. It is this major genetic “shift” that creates a “novel” virus and the potential for a pandemic. The creation of a novel virus means that most, if not all, people in the world will have never been exposed to the new strain and have no immunity. A new vaccine must be developed to protect the population from the new virus strain, a process that takes 6-9 months. During this time, many people are likely to become infected.

Over the last 400 years, there have been 12 influenza pandemics, three of them during the last century. The influenza pandemic of 1918 was especially virulent, killing a large number of young, otherwise healthy adults. The pandemic caused more than 500,000 deaths in the United States and more than 40 million deaths around the world. Subsequent pandemics in 1957-58 and 1968-69 caused far fewer fatalities in the U.S., 70,000 and 34,000 deaths respectively, but caused significant morbidity and mortality around the world.

Estimates of Local Morbidity and Mortality

Using estimates from the 1968-69 minor pandemic years, the Centers for Disease Control and Prevention (CDC) estimates that in the U.S. alone, an influenza pandemic could infect up to 200 million people and cause between 100,000 and 200,000 deaths. Scientists and health officials throughout the world predict that more influenza pandemics will occur in the 21st century.

To maximize our level of readiness in Santa Clara County, we are planning for a more serious scenario similar to the 1918 “major pandemic.” The Public Health Department is assuming that 25% of Santa Clara County’s 1.8 million population, or 450,000 people, will become clinically ill over the course of a 12 to 24-month pandemic. In a normal flu year, 5-10% of the population

will become ill, and of those who become ill, 12% to 24% will die. If we assume a case-fatality rate of 2.5% (consistent with the 1918 Spanish Flu), then we should expect 11,250 deaths.

Given the current greater than 50% case fatality rate of H5N1, we are including estimates up to a 5% case-fatality rate, or up to 22,500 deaths.

Table 1. Estimated number of Episodes of Illness, Hospitalizations and Deaths Associated with Pandemic Influenza Scenarios for US population and SCC (from SCCPHD Pandemic Plan, 2006)

Potential Impact of a 1918-like “major pandemic” Pandemic – U.S. and Santa Clara County				
	Population	Clinically Ill (15-35%)	Hospitalized (13.2-22%)	Deaths (2.5-5.0%)
U.S.	297.9 million	45-104 million	9.9 16.5 million	1.8-3.7 million
Santa Clara County	1.8 million	270,000-630,000	61,000 – 143,000	11,250 – 22,500

Several characteristics of an influenza pandemic differentiate it from other public health emergencies. First, it has the potential to cause illness in a very large number of people, overwhelming the health care system throughout the nation. A pandemic outbreak could also jeopardize essential community services by causing high levels of absenteeism in critical positions in every workforce. Basic services, such as health care, law enforcement, fire, emergency response, communications, transportation, and utilities could be disrupted during a pandemic. Finally, the pandemic, unlike many other emergency events, will last for months rather than days or weeks. Supply chains for essential items such as food, water, and other emergency provisions will be compromised. Therefore, it is critically important to have supplies purchased and stored ahead of time.

Phases of a Pandemic

WHO has defined six phases, occurring before and during a pandemic that are linked to the characteristics of a new influenza virus and its spread through the population.

Inter-Pandemic Period

Phase 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.

Phase 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.

Pandemic Alert Period

Phase 3: Human infection(s) with a new subtype, but no human-to-human spread, or at most rare instances of spread to a close contact.

Phase 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.

Phase 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).

Pandemic Period

Phase 6: Pandemic phase: increased and sustained transmission in general population. The WHO phases provide succinct statements about the global risk for a pandemic and provide benchmarks against which to measure global response capabilities. However, to describe the U.S. Government's approach to the pandemic response, it is more useful to characterize the stages of an outbreak in terms of the immediate and specific threat a pandemic virus poses to the U.S. population.

The following stages provide a framework for Federal Government actions:

Stage 0: New Domestic Animal Outbreak in At-Risk Country

Stage 1: Suspected Human Outbreak Overseas

Stage 2: Confirmed Human Outbreak Overseas

Stage 3: Widespread Human Outbreaks in Multiple Locations Overseas

Stage 4: First Human Case in North America

Stage 5: Spread throughout United States

Stage 6: Recovery and Preparation for Subsequent Waves

Planning Assumptions

Due to the uncertainty about the timing, trajectory and ultimate impact of a pandemic flu in Santa Clara County, the following assumptions underlie the contents of this preparedness and response plan. These assumptions include potential scenarios and impacts in the context of Santa Clara County.

1. An influenza pandemic will result in the rapid spread of infection with outbreaks throughout the world. Communities across the state and the country may be impacted simultaneously. Santa Clara County will not be able to rely on timely or effective mutual aid resources, State or Federal assistance to support local response efforts.

2. An influenza pandemic may occur in waves and last for 12 to 24 months.
3. Residents will be required to stay in their homes for a significant period during an influenza pandemic; thus, residents will need public information, education and tools so they are prepared to take responsibility for basic needs (food, water, prescription medications, over-the-counter medications, etc.). Antiviral medications will be in extremely short supply. Administration of local supplies of antiviral medications will be prioritized by Santa Clara County Public Health Department.
4. A vaccine for the pandemic influenza strain will likely not be available for 6 to 8 months following the emergence of a novel virus.
5. The number of ill people requiring outpatient medical care and hospitalization will overwhelm the local health care system. In other words, the normal amount and level of hospital care will not be available.
 - a. Hospitals and clinics will have to modify their operational structure to respond to high patient volumes and maintain functionality of critical systems.
 - b. The health care system will have to respond to increased demands for service while the medical workforce experiences 25-35% absenteeism due to illness or caring for ill family members.
 - c. Demand for inpatient beds and assisted ventilators could increase by ten fold or more and patients will need to be prioritized for services.
 - d. There will be tremendous demand for urgent care services.
Hospital infection control measures specific to management of large numbers of influenza patients will need to be developed and implemented.
 - e. The health system will need to develop alternative care sites to relieve demand at hospitals.
 - f. Emergency Medical Service responders will face extremely high call volumes, and may face 25% - 35% reduction in available staff.
 - g. The number of fatalities will overwhelm the resources of the Medical Examiner's Office, morgues and funeral homes.
 - h. The demand for home care and social services will increase dramatically.
6. There will likely be significant disruption of public and privately owned critical infrastructure including transportation, commerce, utilities, public safety and communications; thus, planning for continuity of operations is essential.



7. Social distancing strategies aimed at reducing the spread of infection such as closing schools, community centers, and other public gathering points and canceling public events will likely be implemented during a pandemic. (Schools tend to be affected by outbreaks more than other settings because their occupants—primarily children—easily transmit illnesses to one another as a result of their close proximity and their inefficiency at containing the droplets issued by their coughs and sneezes.)
8. Risk Communication will be critically important during all phases of planning and the response to Pandemic Influenza will operate under the Standardized Emergency Management System (SEMS).

Guide Purpose

The purpose of this guide is to assist in managing the impact of an influenza pandemic on schools based on two main strategies:

- Reducing spread of the virus within school facilities; and
- Sustaining educational functions

This guide provides the following recommendations to be included in the development of a Pandemic Influenza Toolkit for Education:

- Communication to schools from external sources regarding the pandemic virus, and internal communications within the school.
- Activities to reduce the spread of the virus
 - o Reducing risk of infected persons (students, staff, visitors) entering the facility
 - o Student spacing (reduce person to person interactions) i.e. postponing school events or activities. (also called “social distancing”)
 - o Cleaning and disinfecting of facilities.
 - o Educating parents/students/staff to address concerns.
 - o Handling students/employees who become ill at school and those who may have been exposed to the virus at school, including those that come to school ill.
- Prevention/Treatment, related information regarding provision of and use of:
 - o Influenza vaccine
 - o Anti-viral medication
 - o Antibiotics
- Maintenance of Essential School Functions
 - o Identification of essential staff and functions
 - o Planning for absenteeism of students and staff
 - o Communication with parents/guardians/students/staff
 - o Education for employees/students/parents/guardians

References:

1. Santa Clara County Department of Public Health, Pandemic Influenza, Preparedness and Response Plan.
2. The Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC), School District (K-12), Pandemic Influenza Planning Checklist.
3. U.S. Department of Health and Human Services, Center for Disease Control, Interim Pre-pandemic Planning Guidance: Community Strategy for Pandemic Influenza Mitigation in the United States. Appendix 6.
4. Iowa Department of Public Health, Pandemic Influenza Planning Guide for Iowa Schools, January 2006.

