

Pandemic Influenza Plan Template Contents

Prevention	2
1.1 INFORM/EDUCATE ADMINISTRATION, TEACHERS AND STAFF.....	2
1.2 INFORM/EDUCATE PARENTS/GUARDIANS.....	2
1.3 EDUCATE STUDENTS.....	3
1.4 INFECTION PREVENTION PRACTICES.....	4
Preparedness	5
2.1 PANDEMIC INFLUENZA PLANNING COMMITTEE.....	5
2.2 INFORM/EDUCATE ADMINISTRATION, TEACHERS AND STAFF.....	6
2.3 INFORM/EDUCATE PARENTS/GUARDIANS.....	6
2.4 DEVELOP THE PANDEMIC COMPONENT OF YOUR EMERGENCY PLAN.....	7
2.5 DEVELOP THE PANDEMIC COMPONENT OF YOUR CONTINUITY OF OPERATIONS PLAN.....	11
2.6 DEVELOP THE PANDEMIC COMPONENT OF YOUR CONTINUITY OF INSTRUCTION PLAN.....	15
2.7 DEVELOP YOUR RECOVERY/SCHOOL REOPENING PLAN.....	20
2.8 PLAN YOUR PANDEMIC EMERGENCY TRAINING AND EXERCISES.....	21
2.9 PLAN FOR USE OF SCHOOL PERSONNEL OR FACILITIES IN A PANDEMIC OR OTHER EMERGENCY BY LOCAL EMERGENCY MANAGEMENT OR PUBLIC HEALTH.....	22
Response	23
3.1 MAINTAIN ONGOING COMMUNICATION WITH AUTHORITIES.....	23
3.2 WARNING PHASE.....	23
3.3 SCHOOL CLOSURE FOR STUDENTS.....	24
3.4 INFORM DISTRICT PERSONNEL OF DSW ROLE/USE OF SCHOOL FACILITY.....	25
Recovery	26
4.1 ACTIVATE RECOVERY PLAN.....	26
4.2 OPEN SCHOOLS—REBUILD SCHOOL COMMUNITY.....	28
4.3 EVALUATE YOUR SCHOOL'S RESPONSE.....	28

PANDEMIC INFLUENZA PLAN TEMPLATE

(name of school/district) Emergency/Crisis Management Plan
Pandemic Influenza Supplement

Prevention

The goal of prevention is to take action to increase awareness and reduce or eliminate risk.

The following prevention activities will help reduce student and staff absences during a normal influenza and cold season as well as during an influenza pandemic. Beyond creating a healthier environment, the benefit of reducing absenteeism will also be reflected in:

- Reduced need for substitute teachers.
- Increased average daily attendance.
- Improved test scores as a result of increased teacher-student interaction.

In the event of an influenza pandemic, these activities become critical.

Keep prevention a top priority!

1.1 INFORM/EDUCATE ADMINISTRATION, TEACHERS AND STAFF

Educate/inform administration, teachers, and staff (including before- and after-school program staff) on the following prevention topics:

- Hand Washing and Cough/Sneeze Etiquette
- Stay Home When Ill
- Importance of Annual Flu Vaccine

Communication Tools to Educate/Inform School Personnel (Place a check next to the tools you plan to use.)

PowerPoint Presentation

- Healthy Kids, Healthy Classrooms

Communications

- #1 Plan for a Healthy School Environment
- #3 Get Your Regular Flu Vaccine
- Other _____

Note: Communications can be repeated and communications from other emergency phases can also be sent at this time.

1.2 INFORM/EDUCATE PARENTS/GUARDIANS

Educate/inform parents/guardians on the following prevention topics:

- Basic Prevention (Hand Washing and Cough/Sneeze Etiquette)
- Keep Children Home When Ill
- Importance of Annual Flu Vaccine

Communication Tools to Educate/Inform Parents/Guardians (Place a check next to the tools you plan to use.)

Communications

- #2 (Insert name of school) Plan for a Healthy School Environment
- #4 Protect Your Family with a Regular Flu Vaccine
- Other _____

Note: Communications can be repeated and communications from other emergency phases can also be sent at this time.

1.3 EDUCATE STUDENTS

Influenza Curricula

Schools play a key role in the dissemination of preventive health information to students. Beginning in preschool and across the K-12 curriculum, students should receive grade-appropriate health education about communicable diseases and methods to interrupt disease spread (cover cough, wash hands, stay home when ill, etc).

Prevention curriculum related to pandemic influenza curriculum may stand alone or be integrated across the curriculum. For example,

- *A lesson on germs could be integrated into a life science unit in the elementary, middle, or high school level.*
- *A high school lesson describing and explaining influenza (seasonal and pandemic) might include an English class essay assignment to summarize learning or identify implications for a community.*
- *A middle school lesson on the potential number of people sick from a pandemic could integrate an estimation lesson in an 8th grade math class.*

Messages about communicable diseases and methods to interrupt disease spread can also be communicated by students as well as school personnel in morning announcements and in assemblies.

It is important to repeat prevention messages repeatedly to change behaviors and to encourage students to stay home when ill.

Review the lesson plan resources and sample lesson plans (see Influenza Curricula, Prevention Tools). Select curricula and/or describe how communicable diseases and health methods to interrupt disease spread will be integrated into existing curriculum and/or communicated to students. Complete the following template for your school.

Grade	Subject / Class	Pandemic Topic	Lesson Plan Source

Preventive Health Information Tools:

- Preventive Health Lesson Plans

INFECTION PREVENTION PRACTICES

Infection Prevention Practices

Give special attention to teaching school personnel, students, and their parents how to limit the spread of infection. Schools should already be teaching these things to build habits that protect students from disease (See www.cdc.gov/flu/school/ and www.healthykids.us/cleanliness.htm.)

Check yes or no to indicate if your school will incorporate this practice and specify where information is found on this practice in the right column.

Yes	No		Specify where practice/policy is located:
		Prevention Posters: <ul style="list-style-type: none"> ▪ Wash Your Hands ▪ Limit the Spread of Germs 	Posted in classrooms, bathrooms, hallways and offices.
		Keep a supply of things you need to help control the spread of infection. Store the supplies in easy-to-find places. <ul style="list-style-type: none"> ▪ Soap ▪ Paper towels ▪ Tissues ▪ Hand sanitizer ▪ Trash receptacles Identify a team of staff members who will ensure that each room has adequate supplies and that basic hygiene supplies are replaced daily and trash is disposed of daily.	
		Clean high contact areas. Pay extra attention to doorknobs, keyboards, etc. Determine whether your schools should be cleaned differently or more frequently and instruct staff on practice.	
		Inform school personnel and families of the importance of annual flu shots. Flu vaccines as the best way to protect against the flu. (See www.cdc.gov/flu/protect/preventing.htm .)	

Infection Prevention Tools:

Prevention Posters (Wash Your Hands and Limit the Spread of Germs). Both posters are available in English, Spanish and Vietnamese at: www.sccphd.org/panflu.

From the homepage you have to click on "Pandemic Information" and scroll to the middle of the page to get to the poster links.

Preparedness

The goal of preparedness is to plan for a rapid, coordinated, effective response for when a pandemic occurs.

2.1 PANDEMIC INFLUENZA PLANNING COMMITTEE

Identify the person(s) responsible for leading development of and maintaining the district's pandemic influenza supplement:

Create a district committee to guide pandemic influenza planning and to develop/enhance planning and coordination efforts for school closure/student dismissal and school reopening during a pandemic.

List the representative next to each category:

Title	Person's Name
Superintendent: Board of Education Representative: District Public Information Officer: District Administrators from Instructional Departments: District Emergency Planner: School Nurse/Health Services Administrator: District administrators from operations departments, e.g., Custodial Supervisor: Human Resources Director: Information Officer: Information Technology/Computer Specialist: Legal Advisor: Risk Manger: Transportation Director: School Site Administrators: Department/Grade Level Leads: Adult Education Director: Special Education Director: Food Services Director: Charter School Representative: Before- and After-School Program Providers: Mental Health Professional: Teachers: Parents: Teacher Association Representative: Classified Association Representative:	

2.2 INFORM/EDUCATE ADMINISTRATION, TEACHERS AND STAFF

Educate/inform administration, teachers, and staff (including before- and after-school program staff) on the following preparedness topics:

- Pandemic Influenza Information
- Planning for Being Absent
- Planning for Childcare during Pandemic
- Strategies to Limit Pandemic Impact: Social Distancing, Termination of Extra-Curricular Activities, School Closures, Isolation and Quarantine
- General Preparedness: Ensuring Adequate Food, Medications, and Supplies

Communication Tools to Educate/Inform School Personnel (Place a check next to the tools you plan to use.)

PowerPoint Presentation

- Pandemic Influenza Overview

Communications

- #5 Information about Pandemic Influenza (Flu)
- Pandemic Influenza Fact Sheet
 - Avian Influenza Fact Sheet
- #6 Your Guide to Preparing for Pandemic Flu (overview to include with back-to-school packets)
- #7 Plan for Being Absent
- #8 Plan to Keep Your Family Healthy
- #9 Plan Ahead for Childcare
- #10 Emergency Home Supplies Checklists
- General Emergency Supplies Checklist
 - Pandemic Flu Supplies Checklist
 - Food Supplies Checklist
- #11 Information about Social Distancing and Isolation and Quarantine
- Social Distancing Fact Sheet
 - Isolation & Quarantine Fact Sheet
- Other _____

Note: Send family communications below to school personnel, too. In addition, communications can be repeated and communications from other emergency phases can also be sent at this time.

2.3 INFORM/EDUCATE PARENTS/GUARDIANS

Educate/inform parents/guardians on the following preparedness topics:

- Pandemic Influenza Information
- Planning for Childcare during Pandemic
- Strategies to Limit Pandemic Impact: Social Distancing, Termination of Extra-Curricular Activities, School Closures, Isolation and Quarantine
- General Preparedness: Ensuring Adequate Food, Medications, and Supplies

Communication Tools to Educate/Inform Parents/Guardians (Place a check next to the tools you plan to use.)

PowerPoint Presentation

- Get Ready

Communications

- #6 Your Guide to Preparing for Pandemic Flu (overview to include with back-to-school packets)

Communication Tools to Educate/Inform Parents/Guardians (cont.)

- #8 Plan to Keep Your Family Healthy
- #9 Plan Ahead for Childcare
- #10 Emergency Home Supplies Checklists
 - General Emergency Supplies Checklist
 - Pandemic Flu Supplies Checklist
 - Food Supplies Checklist
- #11 Information about Social Distancing and Isolation and Quarantine
 - Social Distancing Fact Sheet
 - Isolation & Quarantine Fact Sheet
- Other _____

Note: These family communications should also be sent to district personnel. In addition, communications can be repeated and communications from other emergency phases can also be sent at this time.

2.4 DEVELOP THE PANDEMIC COMPONENT OF YOUR EMERGENCY PLAN

Why do you need to do pandemic influenza specific planning? An influenza pandemic is different from the other emergencies addressed in you school’s emergency plan.

- *A worst-case scenario influenza pandemic affects everyone.*
 - *Up to 30% of school personnel and students may be absent during pandemic peaks.*
 - *The health care system will be overwhelmed, critical infrastructure may not be fully functioning (transportation, commerce, utilities, public safety and communications). It is not an emergency that only impacts your school site.*
- *A pandemic will last for months, typically 12 to 24 months, and occur in several waves, rather than last for days or weeks like many other emergency events. Schools may be closed for 2 to 12 weeks several times.*
- *Unlike most emergencies that have no forewarning, there may be a short period of time to prepare for a pandemic emergency. Experts estimate that a pandemic influenza virus could spread around the world in 30 to 60 days. If the pandemic starts in another country and is detected immediately by the World Health Organization’s global surveillance network, we may receive notice of the impending pandemic. There may be a warning period prior to closing schools.*

Focus on planning for a worst-case scenario. When this entire plan template is complete, it can be an attachment or supplement to your school’s emergency/crisis plan. The Continuity of Operations Plan (COOP) section can stay as is or be attached to your school’s COOP.

If the information in this section is already in your school district’s emergency plan, indicate where it is located. There is not need to repeat information from your emergency plan here.

Communications with Legal Authority for School Closures during Influenza Pandemic

Identify the legal authority to close schools during a pandemic influenza at the state and local levels.

State-Level Contact:

Local Contact:

Local Public Health Agency Contact (if not the legal authority for school closure):

*If the legal authority is different **prior** to a declaration of state emergency and **during** an emergency, identify both authorities.*

Specify how, and under what conditions, the legal authority will notify your district of school closures and reopening during a pandemic.

The Santa Clara County Health Officer has the statutory authority for school dismissals during an influenza pandemic to limit the spread of disease. He will work closely with the State Health Officer to ensure optimal opportunity to disrupt transmission of the pandemic influenza virus.

“In Santa Clara County, we believe it is critical to close schools and day cares as early as possible. If there is one lesson the 1918 Pandemic taught us, it’s that early intervention strategies save lives. If we wait until there are actually cases in our local community, we’ve already lost the opportunity to delay the onset of the pandemic locally.”

“If we can send children home and keep them from congregating elsewhere before we have a full blown pandemic, we’ll be able save lives and reduce overall illness by spreading out the burden on the healthcare infrastructure.”

Martin Fenstersheib, MD, MPH, Health Officer for the County of Santa Clara, California

Identify the district representative and backup who will maintain communications with the legal authority and with your local public health agency (if different) during the pandemic.

Primary:

Backup 1:

Backup 2:

Backup 3:

Person(s) Responsible for Closing Schools and for Activating Your School’s Pandemic Emergency Plan

Specify who at the district will be responsible (with backup) for ordering the closing of schools:

Primary:

Backup 1:

Backup 2:

Backup 3:

Describe how notification will be made:

List steps for closing schools/dismissing students:

Specify who at the district will be responsible (with backup) for activating your school’s pandemic emergency plan (if different from person responsible for closing schools):

Backup 1:

Backup 2:

Backup 3:

Infection Control Policies

Communicable Disease Control Policies for Students

Review communicable disease control policies for students. Do policies exist:

Yes	No		Specify where policy is located:
		For monitoring health of students?	
		For when a student becomes ill at school?	
		For sending home/transporting ill students?	
		For isolating ill students?	
		For staying home when ill, including guidelines for determining when a student can return to school (e.g., minimum of 7-10 days for influenza or until they are well and can no longer spread infection)?	
		For staying home when a member of the household is ill with the flu, including guidelines for determining when a student can return to school (e.g., minimum of 7-10 days or until the ill household member is well and can no longer spread infection)?	
		For sick leave specific to a pandemic (extended absence)?	

If response is no, add/update policy.

Communicable Disease Control Policies for District Personnel

Review communicable disease control policies for district personnel. Do policies exist:

Yes	No		Specify where policy is located:
		For when teacher/staff become ill at school?	
		For sending home/transporting ill teachers/staff?	
		For isolating ill teachers/staff?	
		For staying home when ill, including guidelines for determining when an employee can return to school (e.g., minimum of 7-10 days for influenza or until they are well and can no longer spread infection)?	
		For staying home when a member of the household is ill with the flu, including guidelines for determining when an employee can return to school (e.g., minimum of 7-10 days for influenza or until the ill household member is well and can no longer spread infection)?	
		For sick leave policies specific to a pandemic (liberal/unscheduled leave)?	

If response is no, add/update policy.

Surveillance Plan

Consult with your local public health agency to determine if your school will have a role in pandemic surveillance, such as monitoring increases in absenteeism. Indicate surveillance system, being very specific, if applicable

*“Because we hope to dismiss students from school before the pandemic is entrenched in Santa Clara County, we don’t anticipate a significant role in surveillance for the schools.”
Martin Fenstersheib, MD, MPH, Health Officer for the County of Santa Clara, California*

Emergency Communications Plan

Identify and Assess Existing Communication Channels

Are existing systems adequate for timely communications with school personnel and parents/guardians?
 yes no
 If no, specify plans for improving communications channels/systems.

Identify the Communications Channels/Systems Your District Will Use during an Influenza Pandemic

Audiences			Communication Channels/Systems <i>For each channel that will be used, place a check under the targeted audience. Consider identifying primary and redundant/back-up systems for each audience.</i>
Admin	Teachers/ Staff	Parents/ Guardians	
			Letter
			Instant E-mail Name of Product:
			Instant voice mail/auto-dialer Name of Product:
			Phone (land line or cell phone)
			Telephone calling tree
			District Hotline
			District Web site
			School Web site
			Local Media
			Other

Identify Person(s) Responsible for Communications with the Local Public Health Agency

School Liaison to Local Health/Public Health Agency:
 Back-up School Liaison:
 Procedures for communicating with the Local Public Health Agency:

Identify Person(s) Responsible for Communications with the Media

School Liaison to Media
 Back-up School Media Liaison:
 Procedures for communicating with the media:

Identify Person(s) Responsible for Communications with School Personnel and Parents/Guardians		
Responsibility	Person(s) responsible for systematic emergency communications	Back-Up Personnel (minimum 3-5)
Communications to district administration:		
Communications to district teachers and staff:		
Communications to parents/guardians:		
<p>Communication Tools</p> <p><i>Examples of communications are provided as tools to use during prevention, preparedness, response, and recovery. These tools include memos; letters/e-mails/Web communications that can be used/modified for instant e-mails and voicemail/auto-dialer systems; handouts; fact sheets; checklists for emergency supplies, pandemic flu supplies, and food supplies; and PowerPoint presentations.</i></p> <p><i>These tools can also be posted on your district or school Web site. If pandemic influenza information is only posted on the district Web site, it is recommended that links be added to each school Web site so that families can reach the information easily. It may also be helpful to translate key messages ahead of time into the predominant languages spoken by your school community.</i></p> <p><i>As you communicate with district personnel and parents/guardians, anticipate their potential fear and anxiety due to rumors and misinformation and plan communications accordingly.</i></p>		
Plan to Ensure Language, Cultural, and Reading Level Appropriateness in Communications		
Translation Requirements		
Language	District Personnel/Resources	Back-Up Resources
<p>2.5 DEVELOP THE PANDEMIC COMPONENT OF YOUR CONTINUITY OF OPERATIONS PLAN</p> <p><i>Influenza pandemic specific continuity of operations planning augments your school's continuity of operations plan (COOP) to ensure that your school will be able to continue operating during the pandemic. The key COOP planning issues for a pandemic are:</i></p> <ul style="list-style-type: none"> ▪ <i>Functioning with up to 30% of school personnel/students absent during pandemic peaks,</i> ▪ <i>Protecting employees and students by limiting the spread of influenza, and</i> ▪ <i>Continuing education when schools are closed.</i> <p><i>For schools, continuity of operations during the pandemic, particularly during school closures, is the core of a school's pandemic emergency plan. Continued instruction during closures is important:</i></p> <ul style="list-style-type: none"> ▪ <i>To maintain learning.</i> ▪ <i>To engage students in constructive activities while they are not in school and provide a constructive outlet for interaction.</i> ▪ <i>To provide students and families with a sense of normalcy during a crisis situation.</i> <p><i>Maintaining routine or normal activities during crises has been found to be a positive coping measure that assists with recovery following a crisis.</i></p> <p><i>As the "heart" of the neighborhood, a school can serve as a stabilizing factor in its community during a pandemic. Aim to:</i></p> <ul style="list-style-type: none"> ▪ <i>Establish an instructional routine and</i> ▪ <i>Monitor psychosocial and mental health needs.</i> 		

Communication with Education Authorities

During planning and during a pandemic it is critical to maintain communications with the County Office of Education, the State Department of Education, and the U.S. Department of Education to ensure that planning and emergency operations are aligned with guidance.

Identify district representative and backups for communicating with/monitoring Local, State and Federal guidance for pandemic planning and operations.

Primary:

Backup 1:

Backup 2:

Backup 3:

Track the following issues during planning and school closures:

- Policies/Requirements regarding pay and benefits for employees and school funding during school closures
- Federal and State Waivers that impact education, such as:
 - Requirements for number of instruction days, amount of instruction time, and length of school day
 - Graduation/promotion requirements
 - Special Education requirements
 - Standardized testing requirements and deadlines
- Laws regarding suspension of contracts
- Influenza pandemic specific policies/procedures relevant to your school
- Other _____

Track the following issues during school reopening:

- Guidance regarding assessment of student levels with respect to state academic standards when schools reopen
- Guidance for screening and referring students to mental health services
- Guidance for assessing students with special needs in reviewing, revising, or creating Individual Education Plans (IEPs)
- Process and/or funding stream to support any necessary remediation, if school was used for emergency field operations
- Other _____

Note: In the event of a severe pandemic, the U.S. Department of Education intends to allow flexibility for federal K-12 requirements and deadlines to the degree allowed under current law. In cases for which there is no legal authority to grant flexibility, the Department intends to seek authority from Congress to grant waivers. For more information, see U.S. Department of Education Pan Flu Guidance at: <http://www.ed.gov/admins/lead/safety/emergencyplan/pandemic/guidance/pan-flu-guidance.pdf>

Core Operations/Essential Functions

Part of general continuity of operations planning is to identify your district's and each school's essential functions or core operations. The school personnel needed to carry out the core operations are considered essential personnel.

Core Operations

Identify core operations that are essential and must be carried out during the pandemic. Check all that apply.

- Payroll *(Consider a direct deposit payroll program to ensure timely payroll, if not currently using one.)*
- Communications
- Technology *(During a pandemic, expect to need significant surge capacity.)*
- Finance (accounts payable and receivable)
- Purchasing
- Human Resources
- Janitorial Services
- Security
- Facility Maintenance
- Transportation
- Curriculum
- Attendance
- Food Service
- Student Support/Guidance
- Other _____

Identify operations that are important, but not essential, that your school may cancel during a pandemic:

Management of Core Operations

Management of continuity of operations/instruction during school closures will be organized as follows:

- District will use existing management system and identify 3-5 backups for key management positions
- District will use the Incident Command System and identify 3-5 backups for key management positions

Backup personnel/lines of succession for key positions is located: _____

Note: the key issue for continuity of operations during a pandemic is to have a deeper reservoir of back-up personnel for key positions.

Continuity of Management Tools:

- *NIMS, ICS and Continuity of Operations Plans*
 - *Sample ICS for District Continuity of Operations during School Closure*

Staffing

- Plan for how staff for operations that will be cancelled will be reassigned (within district or available as disaster service workers).

Preliminary staff reassignments are located: _____

- Develop a substitute pool for all levels and types of district staff.

Substitute pool is located: _____

Consider developing a roster of retired district personnel who are willing to assist the district in an emergency.

Work Policies

Establish and clearly communicate pandemic-specific policies on sick leave and employee compensation.

Determine where employees will work during school closures:

work at school* work at home/telecommuting combination: work at home and at school

**Instruct employees not to bring their children to the workplace if childcare cannot be arranged.*

Social distancing procedures/strategies to minimize face-to-face contact at school include:

- Meeting by phone, conference call, videoconference, e-mail
- Flexible work hours and schedules (e.g., staggered shifts) to accommodate employee childcare needs due to school/childcare closure
- Other _____

Plans to provide lessons and/or for regrouping students when teachers/staff are absent:

Procedures to ensure employee accountability (e.g., lines of supervision, management oversight and monitoring mechanisms, reporting in and out mechanisms, productivity and performance measures):

Consider a Telecommuting/Work at Home Agreement that is signed by each employee and his/her supervisor.

Employee Protection and Support

Personal Protective Equipment (PPE)

If employees will continue working at the school during the pandemic when the school is closed, consider whether personal protective equipment (e.g., masks, gloves, etc.) will be needed and provided. Consult with your local public health agency. Resources include:

- *Guidance on Preparing Workplaces for an Influenza Pandemic, available at: <http://www.osha.gov/Publications/OSHA3327pandemic.pdf>*
- *CDC Features: What You Should Know about Using Facemasks and Respirators during a Pandemic, available at <http://www.cdc.gov/features/masksrespirators/>*
- *OSHA updates on appropriate work practices and precautions to protect employees from occupational exposure to influenza virus during a pandemic, available at www.pandemicflu.gov*

Psychosocial Support and Counseling

District personnel will be affected by the pandemic like everyone else. Consult with your district's employee assistance plan to determine the following:

Employee stress and emotional well-being will be monitored in the following way:

The following mental health support services will be available for employees and their families during school closure:

Information Technology

Plan for handling the expanded use of technology that will be needed to communicate with students and parents/guardians and for employees working at home.

Information Technology (IT) Support for Working at Home:

Will employees receive computer and Internet connectivity equipment? yes no

Will employees receive IT support at home? yes no

Will district firewalls impact ability to work at home? yes no

If yes, how will district firewalls be handled?

Can district and school Internet service provider(s), Web sites, and phone systems handle anticipated surge in traffic?

yes no

Plans to address needed improvements:

IT Personnel	Back-Up IT Personnel

2.6 DEVELOP THE PANDEMIC COMPONENT OF YOUR CONTINUITY OF INSTRUCTION PLAN

District Goal for Level of Continuity of Instruction

When planning for continuity of instruction, there are several levels of continuation and possible educational interventions. Begin by identifying your district's goal. When identifying the goal, consider the extent to which it ensures that students continue to receive instruction and academic credit during extended absences from school due to the pandemic.

Our district's goal for continuity of instruction during school closure is:

Exposure to Content:

Students will be able to view content that broadly relates to content areas, such as literacy and numeracy, but no focused skill development is expected. Materials used might include, depending on the grade level, books, textbooks, workbooks, worksheets, e-mail, television (e.g., VHS, DVD, cable and satellite) and Internet content (e.g., Web sites, games).

OR

Supplemental Content:

Students will be able to view and participate in activities that are directly related to grade-level skills, but there is no capacity for assessment or evaluation of work. Limited progress is expected. In addition to the materials listed above, more specific subject-matter could be provided through content download (e.g., using mp3 players, iPods, and cell phones) and communication by phone (e.g., conference calls, one-on-one calls).

OR

District Goal for Level of Continuity of Instruction (cont.)

Partial Continuation:

Students will be able to access grade-level and subject matter content. Continued learning is possible, if instructional support, including assessment and evaluation of work, is provided through another medium. Measurable student progress is possible. Materials and instructional methods used might include all those listed in the previous paragraphs as well as synchronous online learning (e.g., chat, streaming video, instant messaging, Web conferences).

Full Continuation:

Students will be able to access grade-level and subject matter content. Instructional support is provided, including assessment and evaluation of work. Measurable student progress is expected. Materials and instructional methods used might include all those listed above as well as asynchronous online learning with the capability for remote communication and assessment (e.g., e-mail, learning management systems).

Plan to Restructure School Calendar:

Students will attend school during summer and/or other school breaks to make up missed classes during closure(s).

Primary Responsibility for Planning Instruction

Determine who will have the primary responsibility for curriculum planning and content during school closure. Check as many as apply:

- Grade-Level Curriculum developed by District
- Grade-Level Curriculum developed by Grade Level Teams
- Curriculum developed by Class Teachers

Comments:

Note: Special Education Students and Students with Special Needs are addressed below.

Plan for Instruction during School Closure

Assess Technology Capability at Home

- Survey teachers and students to identify what technology they have in their homes to support continued student learning when schools are closed (see Tools)

Home Technology Assessment Tools:

- Questionnaire to Assess Teacher Resources for Working at Home
- Questionnaire to Assess Family Resources for Students to Learn at Home

Methods for Getting Assignments

Check the methods your school will use:

- Phone Message
- E-mail
- Telephone Trees
- School/Class Web Page
- Assignment Hotline that Students Can Call-In To Get Assignments
- Other _____

Methods for Home Learning

Identify the home learning methods and strategies that your school will use during school closures. Using multiple approaches or mediums for delivering continuing educational services, such as paper, computer, and video, may be valuable for all students and may help ensure that students with disabilities receive the communications, materials and instruction they need to be successful.

Check the methods your school will use:

Methods for Introducing Written Materials

- Textbook sent home with student
- Individual lessons/worksheets (E-mail, Fax, Postal service)
- Independent Study Packets (E-mail, Fax, Postal service)
- Virtual Classrooms
- Cable Broadcasting
- Internet Curriculum
- Televised Curriculum (PBS, Cable)
- Web sites*
- Other _____

Methods for Explaining Material

- Written tips from teacher for parent/guardian/home learning helper
- Phone (individual or conference calls) support from teacher for parent/guardian/home learning helper
- Cable TV Program Developed to Support Home Learning Program
- Webcast Open Circuit or Programming Developed to Support Home Learning Program
- Existing Educational Programming
- Other _____

Methods for Discussing Material (Higher Grades)

- Conference Calls
- Chat Rooms
- Online Discussion Forums
- Other _____

Methods for Practicing Material

- Worksheets obtained through one of methods identified above and returned completed by e-mail, fax, or postal service
- Web sites* with feedback
- Other _____

Methods for Assessing/Grading Students

- Completed assignments, worksheets and essays
- Test materials obtained through one of methods identified above and returned completed by e-mail, fax, or postal service
- Web sites* for feedback and grading
- Other _____

**The following Web sites have information on Web site modifications and information technology standards that support individuals with disabilities: <http://www.w3.org/WAI/>; <http://www.access-board.gov/sec508/preamble.htm>; <http://www.dbtac.vcu.edu/>; and <http://www.ada.gov>.*

How will you continue student learning for those students without access to technology at home?
Define teachers role in monitoring activities and directing curriculum.
Identify procedures to track student accountability (e.g. expectations for frequency of contact with teacher, etc.):
Develop a preliminary class-level continuity of student learning plan for all classes/grade levels. (see Tools) <input type="checkbox"/> Completed <i>Note: By focusing on methods to continue learning and on alternative instructional strategies, teachers will be prepared to continue instruction no matter where they are in the curriculum when school closes.</i>
Continuity of Instruction Tools: <ul style="list-style-type: none"> ▪ <i>Examples of Home Learning Methods and Alternative Instructional Strategies</i> ▪ <i>Class-Level Continuity of Student Learning Plan</i>
Student Support Services <i>Schools have a responsibility to ensure equal educational opportunities for all students and are required to provide special education and related services to students with disabilities during school closures if any educational services are provided for the general student population. This includes ensuring that, to the greatest extent possible, each student with a disability receives the special education and related services identified in the student’s individualized education program (IEP).</i> <i>For students with special needs who are unable to get needed support at home, it may be possible to schedule several short sessions for groups of less than six students with teachers/aids at the school site or meet with students at home (if this is a strategy used by the district). Studies suggest that childcare group size of less than six children may be associated with fewer respiratory infections. The extent that these strategies will be possible will depend on the severity of the pandemic. Check with your local public health agency to determine if this is a feasible solution for some students and the personal protective equipment (masks, gloves, etc.) that is required.</i>
Students with special needs that may impact continuity of education include: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income Students Who Depend on School Meals <input type="checkbox"/> Special Education Students <input type="checkbox"/> Medically Fragile/Chronically Ill Students (if not already included as Special Education Students) <input type="checkbox"/> Students and Parents/Guardians Who Do Not Speak English as Their Primary Language
Nutritional Assistance Strategies for providing nutrition assistance to children who normally would receive free meals: <i>Information is available at www.fns.usda.gov under the heading ‘Disaster Assistance: Pandemic Planning.’</i>
Special Education Students Strategies for Meeting Needs of Special Education Students during School Closures: <i>Add plan to student’s IEP or develop a student learning plan for each student. (see Tools below)</i>

IEP Team plan for continuing work with parents and students with disabilities:

- Conduct informal or formal assessments of the student based on student and/or parent surveys and reports
- Offer advice, as needed, to ensure that students do not regress
- Other _____

Medically Fragile/Chronically Ill Students

Strategies for Meeting Needs of Medically Fragile/Chronically Ill Students during Pandemic:

- Identify students who are most vulnerable to serious illness (immune system compromised, chronic illness, etc.)
- Review health needs of these students.
- Encourage parents/guardians of these students to talk to their health care provider.

Plan for providing additional support during absences and school closures.

Develop a student learning plan for each student. (see Tools below)

Strategies for Meeting Needs of Students and Parents/Guardians Who Do Not Speak English as Their Primary Language during School Closures—Meeting Multiple Language Needs:

Develop a student learning plan for each student as needed. (see Tools below)

Continuity of Instruction Tools:

- Individual Student Continuity of Learning Plan
- Examples of Home Learning Methods and Alternative Instructional Strategies

Counseling and Psychosocial Support

Person/position responsible for coordinating counseling and psychosocial support during pandemic
 Coordinator:
 Back-Up:

Specify how counseling and psychosocial support will be maintained during school closure (e.g., establishing relationships with particularly vulnerable students via the phone, e-mail, or regular mail).

2.7 DEVELOP YOUR RECOVERY/SCHOOL REOPENING PLAN

The recovery phase will be contingent on the event. However, there are strategies that can be defined now that will facilitate your school's recovery process. Plan for the worst and hope for the best.

Communicating the Reopening of Schools

Person responsible and method for informing district personnel:

Person responsible and method for informing students and their parents/guardians:

Plan for Reopening Schools

- Preparing facilities
- Resuming priority district/school operations
- Convening and checking-in with district personnel
- Recovery in-services for district personnel on self-care, warning signs, disaster mental health
- Identifying district personnel who will/will not be returning/need continued time off
- Identifying students who will/will not be returning/need continued time off
- Preparing for substitutes/class reassignments
- Preparing to resume food service operations
- Planning for assessment and reintegration of students with different levels of learning activities at home while school was closed
- For special education students, planning for making an individualized determination as to whether and to what extent the student's IEP needs to be changed and/or compensatory services (providing extended school year/summer services, extending the school day, providing tutoring before and after school, or providing additional services during regular school hours) are needed to help students regain skills that might have been lost during the school closure
- Other _____

Specify How You Will Welcome Students Back to School

Plan to Provide Psychosocial Support for School Personnel and Students

Role of Teachers/School Staff:

Role of Mental Health Professionals:

Mental Health Resources		
For District Personnel Only	For Students Only	For District Personnel & Students
District Employee Assistance Program		

Disaster Mental Health Resources:

CDC Emergency Preparedness and Response, Trauma and Disaster Mental Health Resources

- *Emergency Mental Health and Traumatic Stress, Tips for Teachers
The Role of Culture in Helping Children Recover from Disaster
<http://mentalhealth.samhsa.gov/cmhs/EmergencyServices/culture.asp>*
- *Emergency Mental Health and Traumatic Stress, Tips for Talking About Disasters
Tips for Teachers/For Children and Adolescents/For Adults/For Families/For Emergency and Disaster Response Workers/Español
<http://mentalhealth.samhsa.gov/cmhs/EmergencyServices/after.asp>*
- *Maintain a Healthy State of Mind
Parents and Caregivers, Middle School Students, High School Students, Adults, and Seniors
<http://emergency.cdc.gov/preparedness/mind/>*

*Psychological First Aid Field Operations Guide 2nd Edition, National Child Traumatic Stress Network and National Center for PTSD (2006) (Note: American Red Cross disaster mental health workers are trained in Psychological First Aid)
http://www.ncptsd.va.gov/ncmain/ncdocs/manuals/nc_manual_psyfirstaid.html*

*Best Practices in School Crisis Prevention and Intervention, SE Brock, PJ Lazarus & SR Jimerson (2002) (Note: recommended in U.S. Dept. of Education's "Practical Information on Crisis Planning: A Guide for Schools and Community")
<http://www.nasponline.org/publications/booksproducts/BPCPI.aspx>*

Maintain Communication with Authorities

- Maintain communications with legal authorities for school closure/public health emergencies and with education authorities.

2.8 PLAN YOUR PANDEMIC EMERGENCY TRAINING AND EXERCISES

Training and exercising an emergency plan is the best way to improve your school's response capability. A training and exercise plan does not need to be complicated. Schools should set realistic goals, audiences and timelines.

Develop a Training and Exercise Plan

Specify the training and exercise topics that are realistic for your school.

- Overview of pandemic influenza
- Pandemic plan review for administrators, teachers, and staff, including ensuring central office functions (e.g., payroll, communications, etc.) and expected roles/actions for employees and others during plan implementation
- Pandemic plan review for parents/guardians, including what to expect and how instruction will be continued during school closure
- Strategy meetings to plan continuity of instruction
- Information technology assessment/testing re: working at home
- In-service training on disaster mental health (e.g., local Red Cross, Mental Health)
- Teacher in-service training on IT/technical skills/new technologies for continuity of instruction
- Other _____

2.9 PLAN FOR USE OF SCHOOL PERSONNEL OR FACILITIES IN A PANDEMIC OR OTHER EMERGENCY BY LOCAL EMERGENCY MANAGEMENT OR PUBLIC HEALTH

Educate District Personnel on Their Role as Disaster Service Workers

Non-essential district employees (employees that are not required for continuity of operations/instruction) may be needed to assist your local public health agency’s pandemic response.

California has a Disaster Service Worker (DSW) Program that includes all public employees (e.g., public school employees). If your state does not have a similar emergency response program that includes school district employees, you can delete the DSW section of this template.

Disaster Service Worker Education Plan

This section will have to be adapted for states other than California that have DSW-type programs.

- Maintain records of school employees that have taken or subscribed to the oath or affirmation.
- Determine how schools will be notified when personnel are needed as DSWs.
Specify notification process:

- Develop district DSW procedures. Specify procedures:

- Inform district employees of the DSW role.

Disaster Service Worker Tools:

In California, all public employees are disaster service workers. Check your state’s emergency legislation.

- *School Employees’ Role as Disaster Service Workers*
 - *Disaster Service Worker Brochure*
 - *Disaster Service Worker PowerPoint Presentation*
 - *Communication: Disaster Service Worker Emergency Plan*

Use of School Site for Public Health Response

Some school site buildings may be used for emergency response field operations during a pandemic (e.g., as a contingency hospital, to feed vulnerable populations, etc.). Discuss this with your local public health agency and emergency management agency so that you understand what may happen and how you will be informed if your school is needed.

If a district school is needed to support emergency response, the district will be notified in the following way:

District representative responsible for ensuring that the site is prepared to function in desired capacity, that school assets are protected, and that site is ‘returned to normal’ when emergency use is finished:

Primary:

Backup 1:

Backup 2:

Backup 3:

Response
<i>This is the time to follow your school's pandemic emergency plan and make use of your preparations.</i>
3.1 MAINTAIN ONGOING COMMUNICATION WITH AUTHORITIES
<input type="checkbox"/> Maintain Ongoing Communication with Authority Responsible for School Closure
<input type="checkbox"/> Maintain Ongoing Communication with Education Authorities
3.2 WARNING PHASE
Actions Directed by Legal Authority
<i>Place a check next to actions legal authority directs school to take during Warning Phase.</i>
<input type="checkbox"/> Social Distancing Activities <input type="checkbox"/> Minimum Days <input type="checkbox"/> No Extra-Curricular Activities <input type="checkbox"/> Other _____
Actions to Prepare for School Closure
Prepare district personnel: <input type="checkbox"/> Staff meetings to review continuity of instruction plans. <input type="checkbox"/> Other _____ Prepare students and parents/guardians: <input type="checkbox"/> Ensure students have textbooks/handouts/learning packets to take home. <input type="checkbox"/> Review how learning will continue at home with students and parents/guardians. <input type="checkbox"/> Other _____
Inform School Personnel and Parents/Guardians
Inform school personnel (including before- and after-school program staff) and parents/guardians on the following response topics: <ul style="list-style-type: none"> ▪ Preparedness Information (Reminder) ▪ Flu Symptom Recognition ▪ Limiting the Spread of Disease ▪ Social Distancing, Isolation & Quarantine (Reminder) ▪ Extra-Curricular Activities Suspended ▪ Plan for School Closing <i>Note: Communications can be repeated from previous emergency phases and be sent at this time.</i>

Warning Phase Communication Tools for School Personnel (Place a check next to the tools you plan to use.)

PowerPoint Presentation

- Coping with The Flu PowerPoint Presentation

Communication

- #12 Recognizing Pandemic Flu Symptoms
 Other _____

Note: this may also be a time to remind school personnel and parents/guardians of previous relevant communications.

Warning Phase Communication Tools for Parents/Guardians (Place a check next to the tools you plan to use.)

PowerPoint Presentation

- Coping with The Flu PowerPoint Presentation

Communication

- #13 Limit the Spread of Disease
 #14 Extra-Curricular Activities Suspended
 Other _____

Note: this may also be a time to remind school personnel and parents/guardians of previous relevant communications.

3.3 SCHOOL CLOSURE FOR STUDENTS

Actions: (Place a check next to actions you plan to take.)

- Continuity of Operations/Instruction Plans Activated
 Other _____

Inform/Educate School Personnel and Parents/Guardians:

Inform parents/guardians on the following response topics:

- When Schools Will Close and How They Will Be Informed of the Reopening
- How Education Will Be Continued—Impact on Promotion/Graduation
- Helping Children Feel Secure
- Pandemic Home Care
- Stress Management Strategies
- Take Teaching/Learning Seriously during School Closure
- TV/Computer Time (e.g., use TV to support learning, minimize children’s exposure to sensationalized news, and schedule quiet time—TV and computer off)

School Closure Phase Communication Tools for School Personnel (Place a check next to the tools you plan to use.)

- #17 Tips for Teachers for Self Care
 #18 Disaster Tips
 American Red Cross Brochure, “Home Care for Pandemic Flu,” available at:
http://www.cchealth.org/topics/pandemic_flu/school_action_kit/pandemic_home_care.pdf
 Other _____

Note: Communications can be repeated from previous emergency phases and be sent at this time.

School Closure Phase Communication Tools for Parents/Guardians (Place a check next to the tools you plan to use.)

- #15 Schools Close
- #16 Helping Children Feel Secure at Home
- American Red Cross Brochure, "Home Care for Pandemic Flu," available at: http://www.cchealth.org/topics/pandemic_flu/school_action_kit/pandemic_home_care.pdf
- Stress Management for Parents by the Center for the Study of Traumatic Stress, available at: http://www.centerforthestudyoftraumaticstress.org/downloads/CSTS_StressMgtParents.pdf
- Other _____

Note: Communications can be repeated from previous emergency phases and be sent at this time.

3.4 INFORM DISTRICT PERSONNEL OF DSW ROLE/USE OF SCHOOL FACILITY

Check appropriate boxes below.

- School personnel are not required as disaster service workers.
- School facilities are not required for emergency response field operations during a pandemic (e.g., as a contingency hospital, to feed vulnerable populations, etc.).
- District non-essential personnel (personnel who will not be required to continue operations/instruction during school closures) are required as disaster service workers.

Process to inform district non-essential personnel where they need to report as disaster service workers:

- School facility will be used by Emergency Management/Services or Public Health for emergency response field operations during a pandemic (e.g., as a contingency hospital, to feed vulnerable populations, etc.)

Process to inform personnel that school site will be used for emergency response field operations:

Communication Tool for District Personnel: (Only use this tool if your school will be used for response. Place a check in box if tool is used.)

- School Use for Pandemic Influenza Response

Recovery

During recovery, return to learning and restore the district and school site infrastructure as quickly as possible.

The Recovery Phase is situational and contingent upon events during the school closure. If relatively few families have been impacted by the pandemic, then recovery activities can be focused on a single school and the extended family and friends.

However, if the event has created 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.

Note: Since pandemics typically occur in waves, schools may close two to three times and the recovery process will need to be repeated each time the schools reopen.

4.1 ACTIVATE RECOVERY PLAN

Activate Needed Components of Recovery Plan *(Place a check in box if activated.)*

- Plan for reopening school
- Plan to welcome students back
- Plan to provide psychosocial support for district personnel and students
- Plan for maintaining communications with Education Authorities, Legal Authority for School Closure, and your local public health agency (if not the legal authority for school closure)
- Other _____

Convene Staff *(Place a check in box if action is taken.)*

- Assess needs of teachers and staff
- Inform teachers and staff of available support
- Remind teachers and staff to take care of themselves so that they can effectively take care of others (As the airlines continually remind passengers, provide oxygen to yourself first before taking care of others.)
- Prepare facilities for reopening
- Other _____

Inform/Educate School Personnel and Parents/Guardians

Inform school personnel (including before- and after-school program staff) and parents/guardians on the following recovery topics:

- Reopening of School
- Dealing with Stress/Grief and Supporting Children
- Stress Management
- Resources Available for Students and Families
- Accessing Mental Health Services

Note: Communications can be repeated and communications from other emergency phases can also be sent at this time.

School Personnel and Parent/Guardian Communication Tools (Place a check next to the tools you plan to use.)

Communications for School Personnel

- #19 Tips for Elementary School Teachers for Helping Your Students
- #20 Tips for Middle School Teachers for Helping Your Students
- #21 Tips for High School Teachers for Helping Your Students

Communications for Parents/Guardians

- #22 School Reopens

Additional Communication Resources

Psychological First Aid (http://www.ncptsd.va.gov/ncmain/ncdocs/manuals/nc_manual_psyfirstaid.html)

- Connecting with Others: Seeking Social Support (for adults and adolescents)*
- Connecting with Others: Giving Social Support (for adults and adolescents)*
- When Terrible Things Happen (for adults and adolescents)*
- Parent Tips for Helping Infants and Toddlers (for parents/caregivers)*
- Parent Tips for Helping Preschool-Age Children (for parents/caregivers)*
- Parent Tips for Helping School-Age Children (for parents/caregivers)*
- Parent Tips for Helping Adolescents (for parents/caregivers)*
- Tips for Adults (for adult survivors)*
- Basic Relaxation Techniques (for adults, adolescents, and children)*
- Alcohol and Drug Use after Disasters (for adults and adolescents)*

CDC Emergency Preparedness and Response, Trauma and Disaster Mental Health Resources

- Emergency Mental Health and Traumatic Stress, Tips for Teachers*
The Role of Culture in Helping Children Recover from Disaster
(<http://mentalhealth.samhsa.gov/cmhs/EmergencyServices/culture.asp>)
- Emergency Mental Health and Traumatic Stress, Tips for Talking About Disasters*
Tips for Teachers/For Children and Adolescents/For Adults/For Families/For Emergency and Disaster
Response Workers/Español (<http://mentalhealth.samhsa.gov/cmhs/EmergencyServices/after.asp>)
- Maintain a Healthy State of Mind*
Parents and Caregivers, Middle School Students, High School Students, Adults, and Seniors
(<http://emergency.cdc.gov/preparedness/mind/>)

- Other _____

Note: Communications can be repeated from previous emergency phases and be sent at this time.

Maintain communication, keep parents/guardians informed during the rebuilding of the school community.

4.2 OPEN SCHOOLS—REBUILD SCHOOL COMMUNITY

Returning to School

Actions (Place a check in box if action is taken.)

- Establish routine as soon as possible.
- Continue infection prevention practices.
- Incorporate student experiences into class discussions/provide psychosocial support.
- Delay tests and projects.
- Consider establishing safe rooms where staff/students can retreat.
- Monitor staff/students for the emotional impact of the pandemic.
- Seek out staff/students who may need additional assistance and link with assistance.
- Systematically recognize administrators, teachers, staff, and mental health support staff for their efforts and contributions.
- Other _____

Long-Term Recovery

Actions (Place a check in box if action is taken.)

- Involve teachers, staff and students in rebuilding the school community.
- Stay alert for any continuing changes in behavior over days and months.
- Link district personnel and students to resources as needed.
- Prepare for remembering benchmark dates.
- Other _____

Surveillance

Since pandemics typically occur in waves, consult with your local public health agency to determine if your school will have a role in surveillance in between pandemic waves, such as monitoring increases in absenteeism. Indicate surveillance system, being very specific, if applicable.

"It's possible that we might consider asking schools to monitor and report influenza illness during the period of time between active waves of a pandemic."

Martin Fenstersheib, MD, MPH, Health Officer for the County of Santa Clara, California

4.3 EVALUATE YOUR SCHOOL'S RESPONSE

- What worked? What didn't?
- Identify lessons learned.

After Action Report is located:

- Incorporate lessons learned into your school's emergency plan and future trainings.