

Iowa Department of Public Health
 Division of Acute Disease Prevention and Emergency Response

***Pandemic Flu Model Plan—
 Planning Tool for Schools**

Mitigation and Prevention				
Task	Responsible Person(s)	Existing Resources	Information Needed	Next Steps
Identify or create health and safety committee to provide guidance to school sites regarding pandemic flu preparations				
Review emergency response and communicable disease policies and procedure				
Determine if any additional policies/procedures need to be in place				
Develop communications plan for possible school closures				
Work with Human Resources regarding schools functioning with 30% of work force absent. Look at alternatives such as staggered school times, changes in bussing, and telecommunications				
Assess financial impact of alternate scheduling or school closures				
Identify school-based individual(s) to educate staff about pandemic flu				
Identify school-based individual(s) to educate students about hand washing, covering cough, and staying home when sick				
Identify individual(s) to educate families about pandemic flu and school plan ("Fact Sheet for Families" found at: www.idph.state.ia.us/pandemic)				

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Mitigation and Prevention (continued)				
Task	Person(s) Responsible	Existing Resources	Information Needed	Next Steps
Identify individual(s) to ensure each room has soap/water for hand washing or alcohol-based hand washing product				
Distribute and post in each classroom appropriate posters that can be found at www.idph.state.ia.us/pandemic				

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Preparedness				
Task	Responsible Person(s)	Existing Resources	Information Needed	Next Steps
The pandemic Committee/team will create or review district's pandemic flu plan				
Continue educating staff, families, and students on pandemic flu prevention and school plans				
Identify chain of command in case of illness. Establish a back-up chain of command				
Develop procedures for communicating with staff, students and families				
Identify information to be translated. Identify which languages are represented in student population				
Identify and recruit translators; translate information into template form so only minor changes will need to be made				
Develop procedures for communicating with your Local Public Health Department and the media during normal and emergency conditions				
Identify or review procedure for communicating possible school schedule changes, bussing changes, and as last resorts school closures				
Review procedures for sending ill students and staff home and make adjustments if necessary				

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Response				
Task	Responsible Person(s)	Existing Resources	Information Needed	Next Steps
Track the number of staff and students absent daily				
Develop guidance to parents from public health resources for the at-home care of ill students and family				
Develop procedures for reporting numbers of students absent to your local public health department if over 10% or as requested				
Have translators review information templates and finalize the information that will be provided to non-English speaking families				
Finalize the information that needs to be communicated to staff, students, and families				
Hold staff meeting to provide information on the extent of infection at school site and potential changes that may take place				
Conduct timely debriefings to identify lessons learned and make necessary changes to the response plan				

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Recovery				
Task	Responsible Person(s)	Existing Resources	Information Needed	Next Steps
Pre-planning for recovery: Identify and pre-screen health and grief service providers, develop template letters, and provide training for school staff regarding grief and possible health problems				
Mobilize the Crisis recovery Team that provides emotional-psychological support. If there is a loss of life in the school community establish location site or "Safe Room" for counseling services to be provided				
Hold staff meeting and provide information on extent of pandemic flu in the community and activities that may assist students; signs and symptoms to look out for and safe room function and location. Also announce counseling support services available to faculty and staff				
Announce counseling support services that are available to students				
Provide rest places for those that tire easily				
Make educational materials available to families and staff on topics such as how to support your student with their recovery from pandemic flu, common symptoms of loss and grief, and coping				
Follow-up with student referrals made to community agencies				

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Recovery (continued)				
Task	Responsible Person(s)	Existing Resources	Information Needed	Next Steps
Utilize Employee Assistance Programs for assistance with coping with loss and stress				
Identify students, families, and staff who may need long-term physical and mental health support or intervention and develop school and community resources to provide these services				
Monitor the effects of cumulative stress on caregivers such as office staff, school nurses, teachers, aides, school counselors, and other crisis team members				
Consider offering school-based health and mental health services if available by community, university, or public/non-profit mental health agencies and identify funding to support these services				
Modify work roles and responsibilities or add volunteer or support staff as needed				
Document "lessons learned" and revise plans and trainings				

Supporting Documents

Iowa Department of Public Health
www.idph.state.ia.us/pandemic

World Health Organization
www.who.int/csr/disease/avian_influenza/updates/en/

Centers for Disease Control and Prevention, Avian Flu
www.cdc.gov/flu/avian/

Centers for Disease Control and Prevention, Influenza
www.cdc.gov/flu/

Teachers Guidelines for Crisis Response, The American Academy of Experts in Traumatic Stress, (1999)

Helping Children Deal with Tragic Events in Unsettling Times Tips for Parents and Teachers, National Association of School Psychologist, (2001).
www.nasponline.org

Coping with a Traumatic Event, The Center for Disease Control

A Checklist for School Personnel to Evaluate and Implement the Mental Health Component of Your School Crisis and Emergency Plan. The National Center for Child Traumatic Stress.

The Institute for Trauma and Stress at The NYU Child Student Center: Caring for Kids After Trauma and Death: A guide for Parents and Professionals (2002) www.aboutourkids.org/aboutour/articles/crisis_guide02.pdf

Adapted with permission from: Public Health Seattle and King County and Tacoma Pierce County Health Department.

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