

Pandemic Flu Planning Checklist for Schools

✓ Mitigation and Prevention

| Task | Responsible Person(s) | Existing Resources | Information Needed | Next Steps |
|--|---|--|---|--|
| ✓ Identify or create district committee to provide guidance to school sites regarding pandemic flu preparations | <i>Example: Donna will contact Jim Jones, Chairman of Health and Safety Comm.</i> | <i>Health and Safety Comm. formed 2 years ago and group developed SARS plan.</i> | <i>When & how often does HSC meet? Who sits on HSC? Could group provide guidance on PanFlu?</i> | <i>Donna will discuss needs of PanFlu planning with Jim Jones from HSC and get info back to group via email within the week.</i> |
| ✓ Review district 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 | | | | |

| Task | Person(s) Responsible | Existing Resources | Information Needed | Next Steps |
|--|------------------------------|---------------------------|---------------------------|-------------------|
| ✓ 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.tpchd.org) | | | | |
| ✓ 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 "Stop the Spread of Germs" poster found at www.tpchd.org | | | | |

✓ **Preparedness**

| Task | Responsible Person(s) | Existing Resources | Information Needed | Next Steps |
|---|------------------------------|---------------------------|---------------------------|-------------------|
| ✓ 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 if necessary | | | | |
| ✓ 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 Tacoma-Pierce County Health Department and the media during normal and emergency conditions | | | | |

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| ✓ Identify or review procedure for communicating possible school schedule changes, bussing changes, and school closures | | | | |
| ✓ Review procedures for sending ill students and staff home and make adjustments if necessary | | | | |

✓ **Response**

| Task | Responsible Person(s) | Existing Resources | Information Needed | Next Steps |
|---|------------------------------|---------------------------|---------------------------|-------------------|
| ✓ Identify the number of staff and students absent daily with pandemic flu | | | | |
| ✓ Report numbers absent to district office and Tacoma-Pierce County Health Department if 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 | | | | |

✓ **Recovery**

| Task | Responsible Person(s) | Existing Resources | Information Needed | Next Steps |
|--|------------------------------|---------------------------|---------------------------|-------------------|
| <p>✓ 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</p> | | | | |
| <p>✓ 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</p> | | | | |
| <p>✓ 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</p> | | | | |

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| ✓ Announce counseling support services that are available to students | | | | |
| ✓ Provide rest places for those that tire easily | | | | |
| ✓ Provide physical assessments if needed or make appropriate community health referrals | | | | |
| ✓ 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 constructive ways to cope with stress | | | | |
| ✓ 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 | | | | |

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| ✓ 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 | | | | |
| ✓ Follow-up with student referrals made to community agencies | | | | |
| ✓ Conduct debriefings with Crisis Recovery Team | | | | |
| ✓ Document “lessons learned” and incorporate them into revisions and trainings | | | | |

Adapted with permission from

