

# Basic Components of Pandemic Planning

## Every district should have an Emergency Management Plan that:



- Addresses all four phases of emergency management planning (Mitigation and Prevention, Preparedness, Response and Recovery.)
- Is flexible enough to address multiple hazards (be “all-hazard plans.”)
- Is practiced on a regular basis.
- Is developed in an interactive, cross-cutting manner, in collaboration with community partners and stakeholders.
- Is based upon sound data and information.
- Includes provisions for being continually reviewed and updated regularly.
- Is coordinated with community pandemic influenza planning efforts, as well as state policy and planning efforts.



### Pandemic Plan

This plan is built upon components in existing emergency management plans and would contain elements unique to an influenza pandemic.



### Communication Plan

- Identify audiences and key messages (students parents, staff, etc.)
- Focus on clear, accurate, consistent, and timely communications.
- Identify trusted spokesperson (also, identify who will be lead for health matters.)
- Identify trusted media partners.
- Establish redundant communications methods identified in advance (primary, secondary and tertiary methods identified and all parties are familiar with them.)



### Plan for continuity of learning or instruction

- Consider alternate learning strategies.
- Consider potential restructuring of school calendar.



### Identify stakeholders and partners Identify a contact within the local public health department

and collaborate with that entity to create complementary plans, coordinate with other partners, and communicate consistently with the public.

### Identify and coordinate with other key stakeholders

, such as law enforcement, school security personnel, local emergency management office, businesses, community and faith-based organizations.



### Review and refine policies and authorities

Review school district’s or school’s Continuity of Operations Plan (COOP) and Business Continuity Plans (BCP), which outline procedures for continued function during an extended emergency. Consider:

- Essential functions, goods, and services that must be maintained under a variety of conditions;
- Essential tasks that can be performed from other locations such as home, as well as technology support necessary to implement such measures;
- Essential people and material support;
- Delegations of authority and
- Personnel/Human Resources policies (leave, disability, payroll, potential high absenteeism).

**Identify legal authorities** for school closures, limitations on responsibilities and functions (such as school lunch provision), and school’s potential responsibilities and liabilities.

**Review and refine supply policies and contracts** including potentially ordering and warehousing items such as tissues, soap, or hand sanitizer.



### Initiate or expand prevention and education efforts

- Conduct preventive hand-washing and cough/sneezing etiquette campaigns.
- Encourage staff, faculty, and students to stay home when ill.
- Provide information to parents, staff and students about elements of pandemic plan.



### Create and implement a surveillance system

in partnership with state and/or local health departments to identify and track student absences due to illness, which would allow the rapid detection of unusual changes or trends in student health.



### Develop an Incident Command System (ICS)

specific to a pandemic, that identifies roles and responsibilities of educators, law enforcement, and health officials in advance of an incident.



### Consider and plan with community partners to address issues specific to your school environment,

- such as:
- Students with special needs, including those who are in special education, receiving supplemental services at school, English Language Learners, or have special health care needs;
  - Working with Child Nutrition Directors to help families identify sources for feeding programs for students who receive meals at school in the event of long-term school closures;
  - Potential social services needed during and after pandemic has ended;
  - Possible alternative uses of school buildings during a pandemic (such as for mass immunizations or hospitals);
  - Potential uses of school buses during pandemic and if/how this affects contracts;
  - Current alternative uses for schools and determine necessary policies/procedures under school closures;
  - Capacity to address requirements for cleaning the building if it was used for community health needs or if there were sick students;
  - Fiscal, academic, emotional and physical recovery issues, including;
    - Return to learning;
    - Ability of students, family, and staff to access available mental health supports, particularly during a crisis if schools are cancelled;
    - Bereavement needs; and
    - Availability of mental health service providers, including community and faith-based organizations.