



U.S. Department of Education
Office of Safe and Drug-Free Schools



Business Not as Usual: Preparing for Pandemic Influenza

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Presentation Goals

Prevention-Mitigation

- A. Introduction to pandemic influenza
- B. Life during a pandemic
- C. Considerations for social distancing
community mitigation

Preparedness

Considerations for creating a pandemic response plan

Response

An example of the benefits of planning

Recovery

- A. Returning to school
- B. Restoring the learning environment

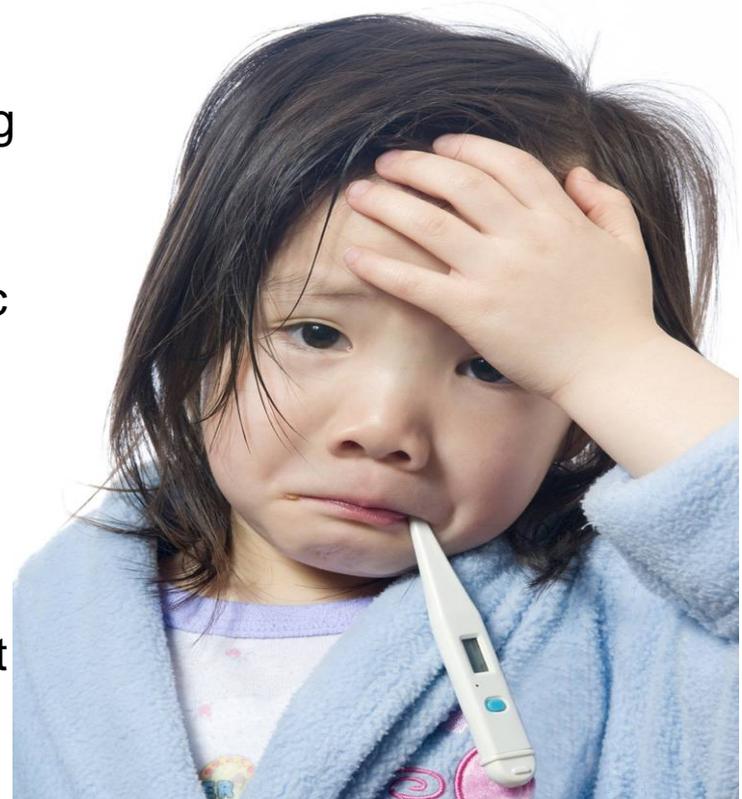


Photo Source: Microsoft product screen shot(s) reprinted with permission from Microsoft Corporation.”





Presentation Goals

Prevention-Mitigation

A. Introduction to pandemic influenza





I.A. Introduction to Pandemic Influenza

A pandemic occurs when:

- Novel subtype, with universal susceptibility; AND
- Causes severe illness in humans; AND
- Sustained human-to-human transmission.



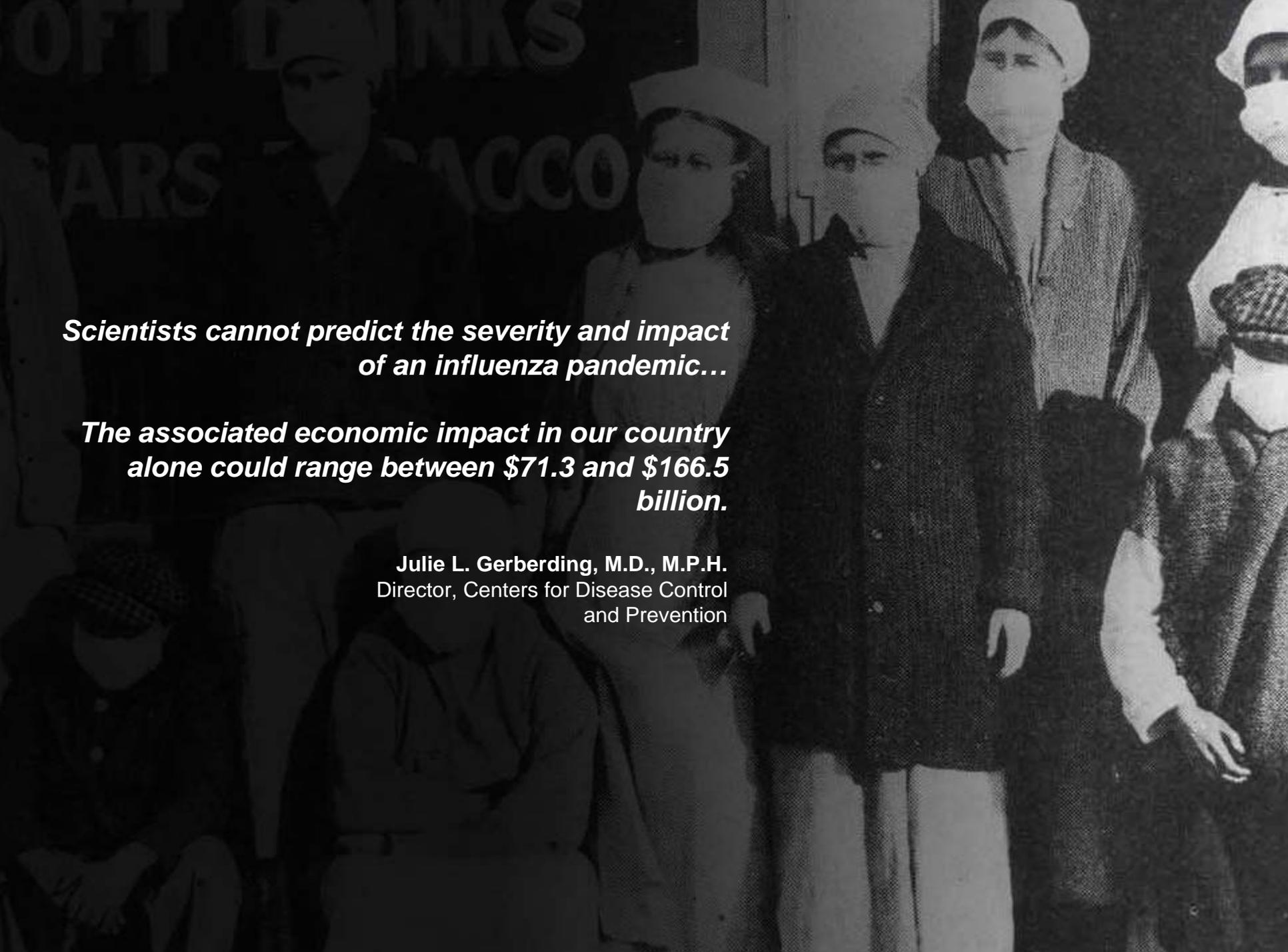


I.A. Introduction to Pandemic Influenza (Cont'd.)

Historic Pandemics

- 1918: Spanish Flu (~50 million deaths worldwide; 500,000–675,000 in the U.S.)
- 1957: Asian Flu (1–2 million deaths worldwide; 70,000 in the U.S.)
- 1968–69: Hong Kong Flu (700,000 deaths worldwide; 34,000 in the U.S.)





***Scientists cannot predict the severity and impact
of an influenza pandemic...***

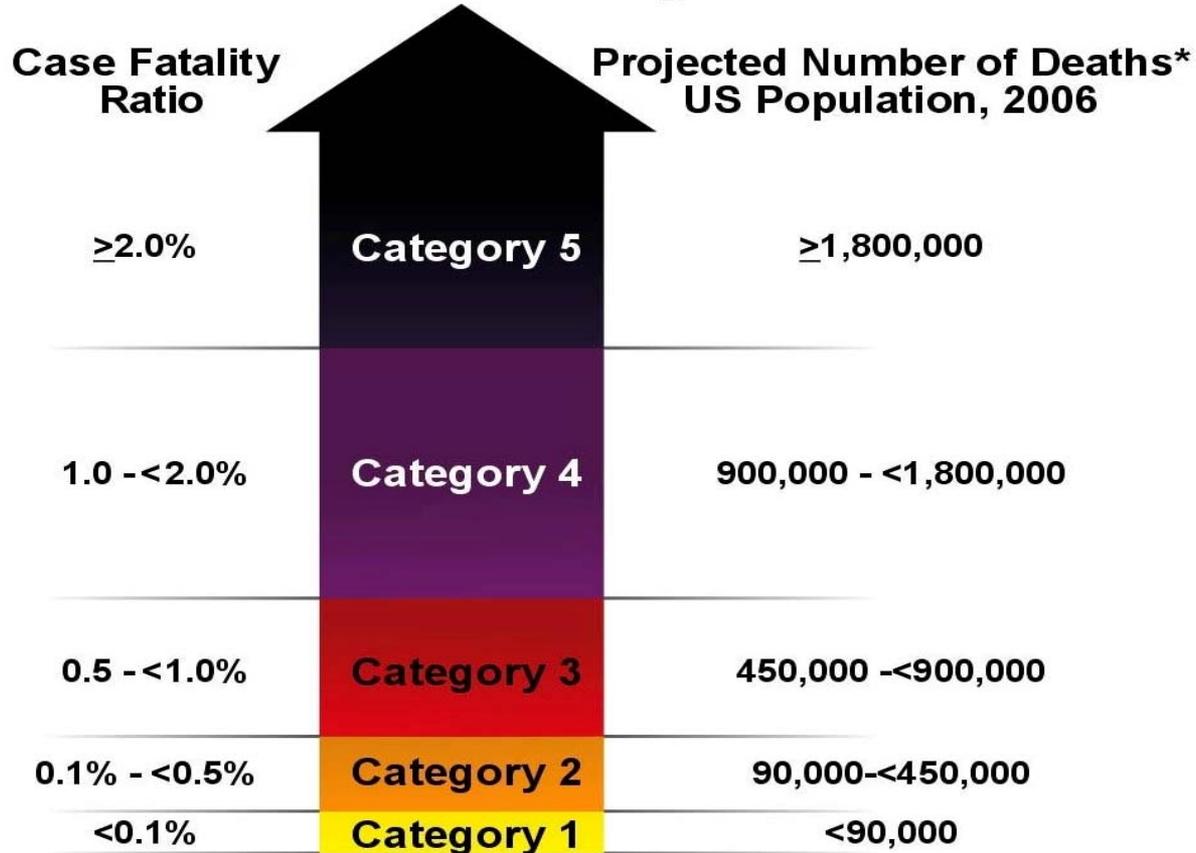
***The associated economic impact in our country
alone could range between \$71.3 and \$166.5
billion.***

Julie L. Gerberding, M.D., M.P.H.
Director, Centers for Disease Control
and Prevention



I.A. Introduction to Pandemic Influenza (Cont'd.)

Pandemic Severity Index



Source: <http://www.pandemicflu.gov>

* Assumes 30% Illness Rate





I.A. Introduction to Pandemic Influenza (Cont'd.)

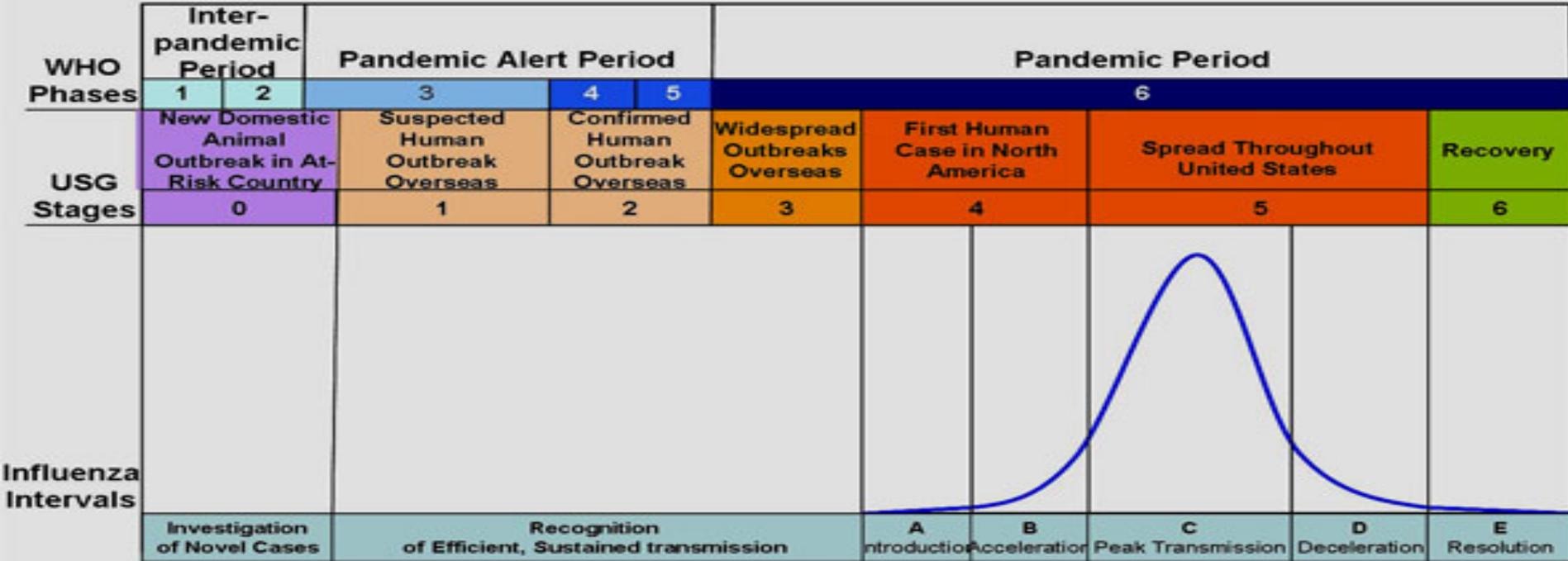
Phases of Pandemic Influenza

WHO Phase	Definition
1 and 2	Interpandemic Phase <ul style="list-style-type: none">▪ Low risk of human cases▪ New viruses in animals, no human cases
3	Pandemic Alert Period <ul style="list-style-type: none">▪ Human infections with a new subtype of virus▪ No human-to-human spread, or rare instances of spread to a close contact
4	Pandemic Alert Period <ul style="list-style-type: none">▪ Small clusters of virus, limited human-to-human transmission▪ Spread is highly localized
5	Pandemic Alert Period <ul style="list-style-type: none">▪ Larger clusters of virus, but human-to-human spread still localized▪ Virus becoming better adapted
6	Pandemic Period <ul style="list-style-type: none">▪ Increased and sustained transmission in general population





I.A. Introduction to Pandemic Influenza (Cont'd.)



Pre-pandemic Intervals

- Investigation
- Recognition

Pandemic Intervals

- A – Introduction
- B – Acceleration
- C – Peak Transmission
- D – Deceleration
- E – Resolution

Source: Centers for Disease Control and Prevention (reprinted with permission)





I.A. Introduction to Pandemic Influenza (Cont'd.)

Pandemic Severity Index	WHO Phase 6, U.S. Government Stage 3*	WHO Phase 6, U.S. Government Stage 4† and First human case in United States	WHO Phase 6, U.S. Government Stage 5§ and First laboratory- confirmed cluster in State or region¶
	1	Alert	Standby
2 and 3	Alert	Standby	Activate
4 and 5	Standby**	Standby/Activate ¶¶	Activate

Source: Community Strategy for Pandemic Mitigation; Center for Disease Control; WWW.PANDEMICFLU.GOV





I.A. Introduction to Pandemic Influenza (Cont'd.)

Key to chart on previous slide

- Alert: Notification of critical systems and personnel of impending activation.
- Standby: Initiate decision-making processes for imminent activation, including mobilization of resources and personnel.
- Activate: Implementation of the community mitigation strategy.
- *Widespread human outbreaks in multiple locations overseas.
- †First human case in North America.
- §Spread throughout the United States.
- ¶Recommendations for regional planning acknowledge the tight linkages that may exist between cities and metropolitan areas that are not encompassed within state boundaries.
- **Standby applies. However, Alert actions for Categories 4 and 5 should occur during WHO Phase 5, which corresponds to U.S. Government Stage 2.
- ††Standby/Activate Standby applies unless the laboratory-confirmed case cluster and community transmission occurs within a given jurisdiction, in which case that jurisdiction should proceed directly to activation of community interventions.





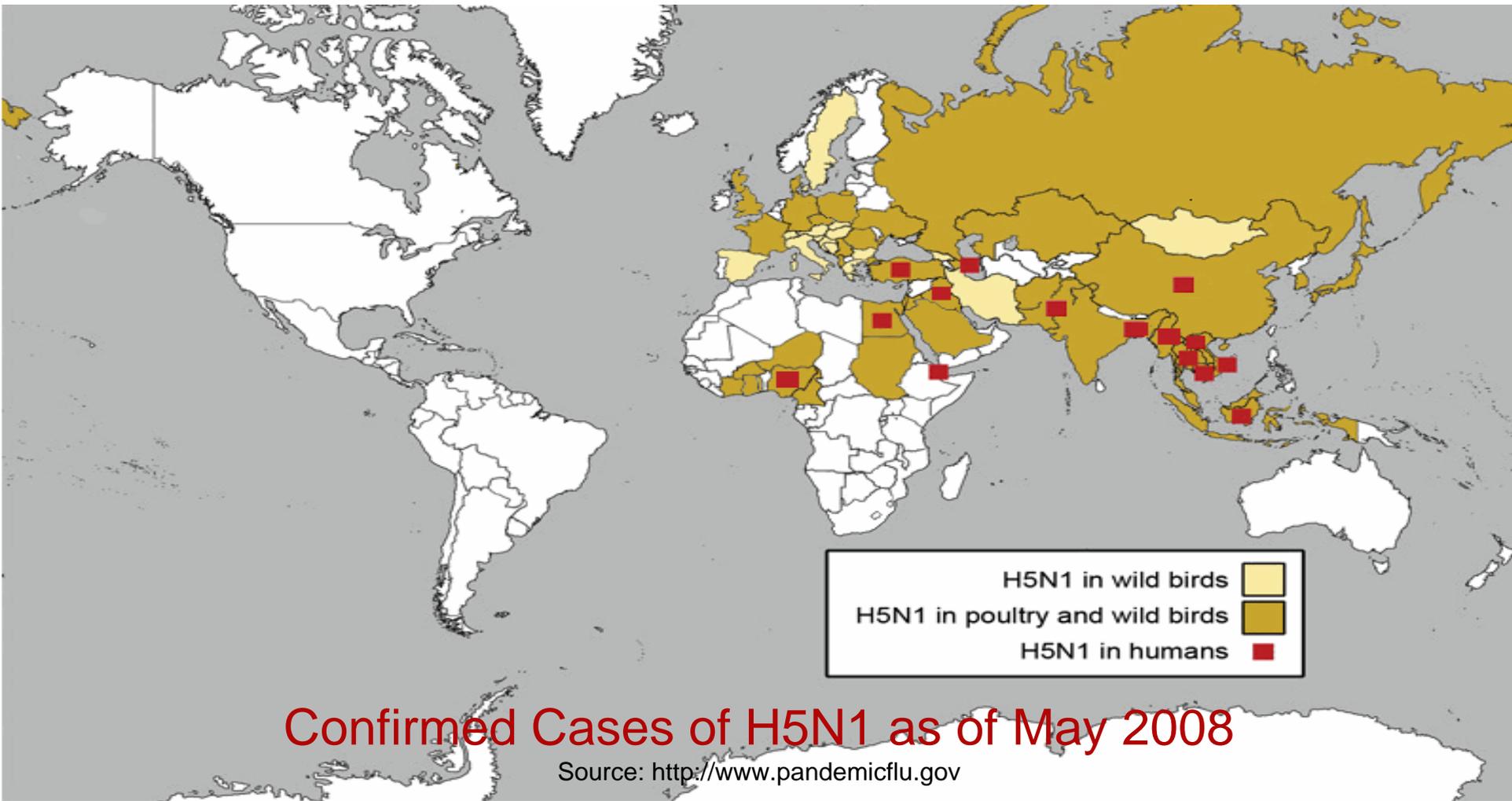
I.A. Introduction to Pandemic Influenza (Cont'd.)

- Avian Flu (“Bird Flu”): H5N1 Strain
- There is no influenza pandemic at this time but planning ahead is crucial!
- H5N1 is a concern but may or may not cause the next pandemic.
- There is no sustained human-to-human transmission (only a few isolated clusters).
- There is a high fatality rate (> 50%).
- The vast majority of those infected had direct contact with infected birds.





I.A. Introduction to Pandemic Influenza (Cont'd.)





Presentation Goals

Prevention-Mitigation

- A. Introduction to pandemic influenza
- B. Life during a pandemic





I.B. Life During a Pandemic

Planning Assumptions

- Worst case scenario assumed: 1918-like pandemic, some community mitigation strategies in place.
- Spread likely will be rapid and unpredictable.
- Each wave of the virus may affect a community for six to eight weeks at a time.





I.B. Life During a Pandemic (Cont'd.)

Planning Assumptions

Absentee rates:

- 15%–30% of adults will be sick, may be as high as 40%.
- 40% of children will be sick.
- Some will stay home as a protective step.
- Others will need to tend to children or sick family members.





I.B. Life During a Pandemic (Cont'd.)

Unique Challenges Related to Pandemic Influenza

- Major social disruption
- Multiple locations affected simultaneously so will not be able to shift resources geographically
- Health care sector overwhelmed
- Not enough vaccine or antiviral medication for the entire population





Prevention-Mitigation

- A. Introduction to pandemic influenza
- B. Life during a pandemic
- C. Considerations for social distancing and community mitigation





I.C. Social Distancing and Community Mitigation

Goals in a Pandemic

- Limit death and illness
- Preserve continuity of essential government and business functions
- Minimize social disruption
- Minimize economic losses





I.C. Social Distancing and Community Mitigation (Cont'd.)

Infection Control Strategies

- Hand hygiene
- Respiratory etiquette
- Social distancing
- Environmental controls





I.C. Social Distancing and Community Mitigation (Cont'd.)

- Voluntary home isolation of sick and treatment with antivirals
- Voluntary home quarantine of healthy household contacts of ill people
- Child social distancing: school closure/student dismissal
- Adult social distancing: workplace/community separation

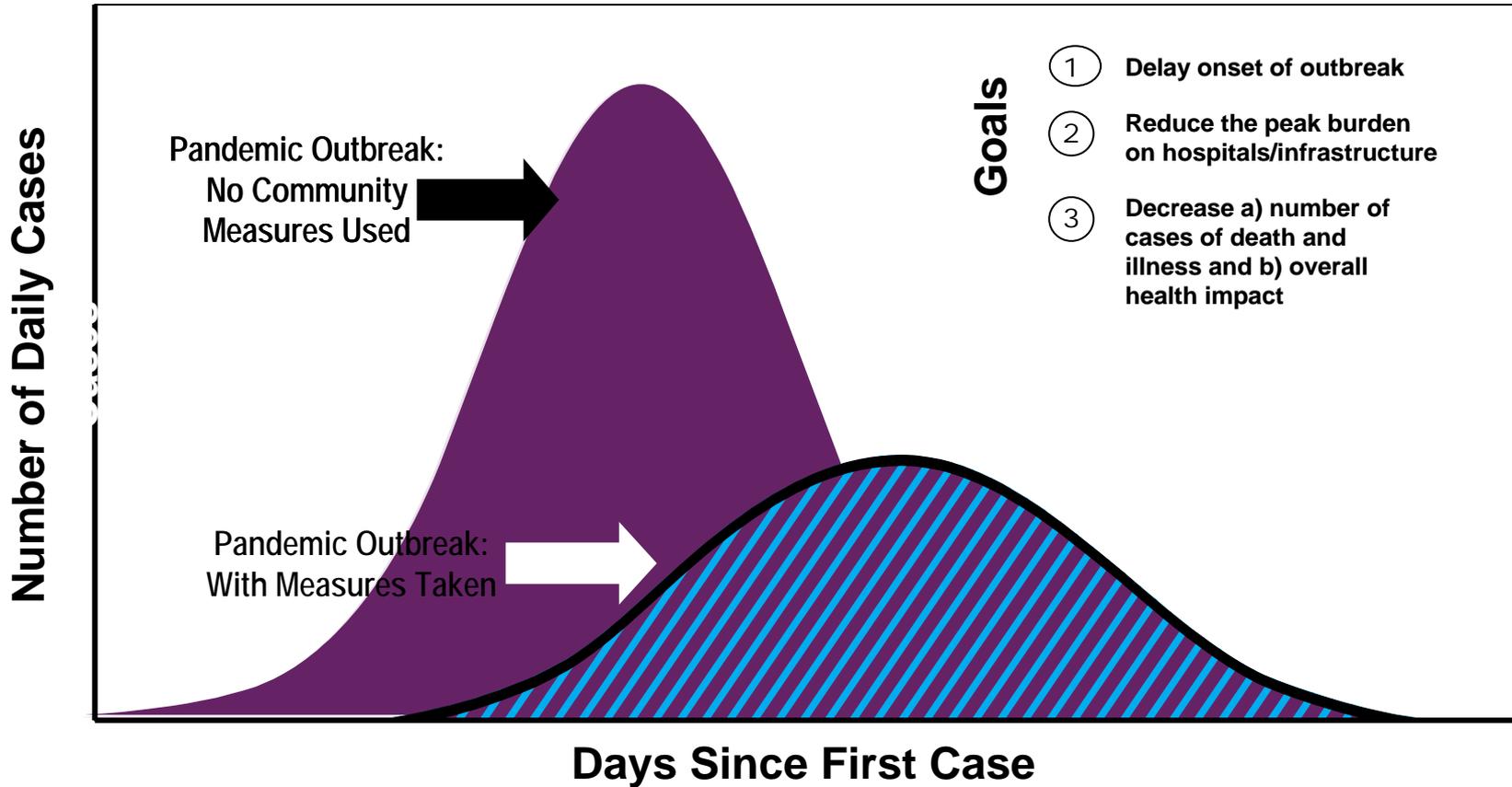
Source: Community Strategy for Pandemic Influenza Mitigation in the United States, www.pandemicflu.gov





I.C. Social Distancing and Community Mitigation (Cont'd.)

Goals of Community Mitigation Measures



Source: <http://www.pandemicflu.gov>





I.C. Social Distancing and Community Mitigation (Cont'd.)

- Layered Approaches
- No approach alone will be effective.
- Approaches used together will most effectively reduce illness and death.
- Approaches must be implemented early and maintained throughout the pandemic wave.





I.C. Social Distancing and Community Mitigation (Cont'd.)

Community Intervention Strategies for Various Settings by Pandemic Severity Index

Interventions by Setting	1	2 and 3	4 and 5
<p>Home</p> <ul style="list-style-type: none"> ▪ Voluntary isolation of ill at home (adults and children); combine with use of antiviral treatment as available and indicated ▪ Voluntary quarantine of household members in homes with ill persons (adults and children); consider combining with antiviral prophylaxis if effective, feasible, and quantities sufficient 	Recommend	Recommend	Recommend
	Generally not recommended	Consider	Recommend

Source: <http://www.pandemicflu.gov>





I.C. Social Distancing and Community Mitigation (Cont'd.)

Community Intervention Strategies for Various Settings by Pandemic Severity Index

Interventions by Setting	1	2 and 3	4 and 5
<p>School</p> <p>Child social distancing</p> <ul style="list-style-type: none"> ▪ Dismiss students from schools and school-based activities, and close child care programs ▪ Reduce out-of-school contacts and community mixing 	<p>Generally not recommended</p>	<p>Consider: ≤ 4 weeks</p>	<p>Recommend: ≤ 12 weeks</p>
	<p>Generally not recommended</p>	<p>Consider: ≤ 4 weeks</p>	<p>Recommend: ≤ 12 weeks</p>

Source: <http://www.pandemicflu.gov>





I.C. Social Distancing and Community Mitigation (Cont'd.)

Community Intervention Strategies for Various Settings by Pandemic Severity Index

Interventions by Setting	1	2 and 3	4 and 5
Workplace/Community <ul style="list-style-type: none"> ▪ Decrease number of social contacts (e.g., encourage teleconferences, alternatives to face-to-face meetings) ▪ Increase distance between persons (e.g., reduce density in public transit, workplace) ▪ Modify, postpone, or cancel selected public gatherings to promote social distancing (e.g., stadium events, theater performances) ▪ Modify workplace schedules and practices (e.g., telework, staggered shifts) 	Generally not recommended	Consider	Recommend
	Generally not recommended	Consider	Recommend
	Generally not recommended	Consider	Recommend
	Generally not recommended	Consider	Recommend

Source: <http://www.pandemicflu.gov>





I.C. Social Distancing and Community Mitigation (Cont'd.)

School Closures & Student Dismissal

- Supporting evidence for dismissing students as a viable strategy comes from several different modeling studies and historical analyses of the 1918 pandemic.
- Different entities may have authority to close schools depending on whether or not a “public health emergency” has been declared. Authorities may lie with a:
 - Superintendent; or
 - Mayor or governor; or
 - State or local health official.
- Identify these authorities now to avoid confusion during a pandemic.





I.C. Social Distancing and Community Mitigation (Cont'd.)

School Closures & Student Dismissal (Cont'd.)

- Each year, schools close for illnesses, including seasonal influenza or gastroenteritis, based on a high percentage of absent students or faculty.
- Given this, schools should plan for class cancellations of varying lengths, depending on the specifics of each instance. Typical times:
 - One week; or
 - One month; or
 - Three months.





Consequences of Student Dismissal

- *Education*: Guidance on issues related to *No Child Left Behind (NCLB)* during a prolonged school closure is available at: www.ed.gov/emergencyplan.
- *Workforce*: Teachers and staff will need to stay home and care for families.
- *Student support activities*: Schools will need to consider the suspension or reallocation of such supplemental services as school meals, mental health and other services





Presentation Goals

Prevention-Mitigation

- A. Introduction to pandemic influenza
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Preparedness

Considerations for creating a pandemic response plan





II. Preparedness—Creating a Pandemic Response Plan

Basic Plan	<i>Mission, Concept of Operations & Responsibilities</i>
Basic Plan Addenda	<i>Authorities, Definitions & Memorandums of Understanding</i>
Emergency Support Functions Annexes	<i>16 Broad Functional Tasks</i>
Functional Addenda	<i>The Incident Command System Details: Standard Operating Procedures, Maps & Checklists</i>
Incident Appendix	<i>Seven Broad Categories</i>





II. Preparedness—Creating a Pandemic Response Plan (Cont'd.)

- How different/similar to district's emergency management plan?
- Who should be at the table?
- What pandemic planning activities are ongoing at the state and/or local levels?
- Is the education sector represented on planning activities?





II. Preparedness—Creating a Pandemic Response Plan (Cont'd.)

Prevention-Mitigation

Preparedness

Considerations for creating a pandemic response plan

A. County government



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II. Preparedness—Creating a Pandemic Response Plan (Cont'd.)

Prevention-Mitigation

Preparedness

Considerations for creating a pandemic response plan

- A. County government
- B. Energy company

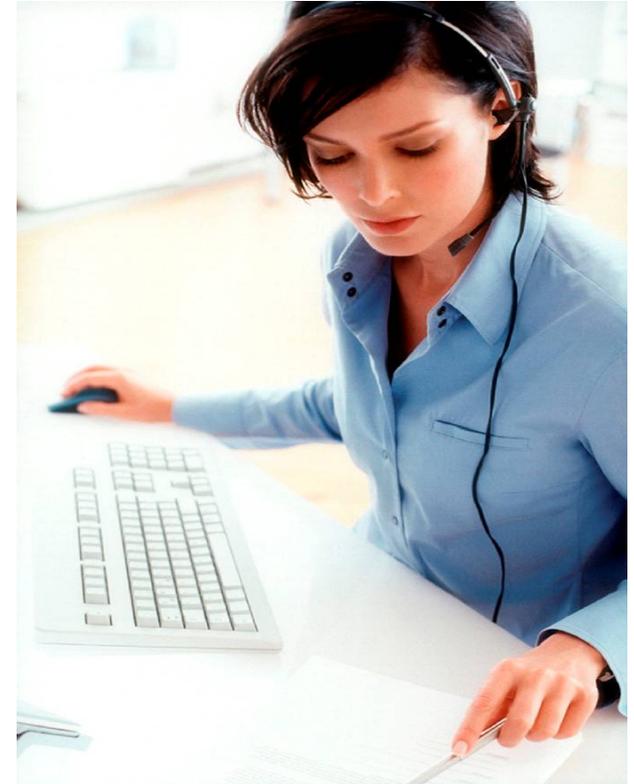


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II. Preparedness—Creating a Pandemic Response Plan (Cont'd.)

School-planning Considerations at the District Level

- **Review and refine policies and authorities**
 - Who has the authority to close or reopen schools? Does the authority change during an emergency vs. nonemergency?
 - Who owns the school facilities and assets, such as school buses?
 - Does the district have policies in place for supply purchasing, such as paper towels or soap?





II. Preparedness—Creating a Pandemic Response Plan (Cont'd.)

School-planning Considerations at the District Level

- **Review and update Continuity Of Operations (COOP) Plans and Business Continuity Plans (BCP)**
 - Will business continue?
 - What are essential functions? Who performs them?
 - Has the school district identified lines of succession and delegations of authority?
 - Have schools considered if/how they will pay staff during prolonged school closure?
 - Do any of the staff issues discussed require contract renegotiations? If so, what?
 - Can you place stipulations in the contract that only go into effect for a pandemic? If so, what might they be?





II. Preparedness—Creating a Pandemic Response Plan (Cont'd.)

Prevention-Mitigation

Preparedness

Considerations for creating a pandemic response plan

- A. County government
- B. Energy company
- C. Food distribution center



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II. Preparedness—Creating a Pandemic Response Plan (Cont'd.)

Prevention-Mitigation

Preparedness

Considerations for creating a pandemic response plan

- A. County government
- B. Energy company
- C. Food distribution center
- D. **Health care unit**



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II. Preparedness—Creating a Pandemic Response Plan (Cont'd.)

School-planning Considerations at the District Level

- **Identify and collaborate with stakeholders and partners**
 - Public health department
 - School nurses or other health professionals
 - Media, both for disseminating information as well as potentially for helping deliver educational content to students





II. Preparedness—Creating a Pandemic Response Plan (Cont'd.)

Prevention-Mitigation

Preparedness

Considerations for creating a pandemic response plan

- A. County government
- B. Energy company
- C. Food distribution center
- D. Health care unit
- E. Fire department



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II. Preparedness—Creating a Pandemic Response Plan (Cont'd.)

Prevention-Mitigation

Preparedness

Considerations for creating a pandemic response plan

- A. County government
- B. Energy company
- C. Food distribution center
- D. Health care unit
- E. Fire department
- F. **Financial institution**



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II. Preparedness—Creating a Pandemic Response Plan (Cont'd.)

School-planning Considerations at the District Level

- **Determine policies for continuing education.**
 - Consider community expectations and available resources for continuing education.
 - Consider class cancellation vs. calendar adjustment (one week, one month, three months?).
 - Discuss distance-learning issues, including delivery mechanisms for educational content, such as television, internet, phone.
 - Discuss desired education outcomes (testing, graduation, etc.).





II. Preparedness—Creating a Pandemic Response Plan (Cont'd.)

School-planning Considerations at the State Level

Edutainment
versus
Education & Meeting
Standards
versus
No Child Left Behind
Proficiencies



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II. Preparedness—Creating a Pandemic Response Plan (Cont'd.)

School-planning Considerations at the District Level

- **Consider other supplemental services provided to students at schools.**
 - Collaborate with child nutrition directors to help support students who receive free and reduced price meals.
 - Involve special education teachers to plan for special needs students and potentially meeting the needs of these students.
 - Identify mechanisms for providing ongoing information in other languages as necessary.
 - Engage parents and families in planning.





II. Preparedness—Creating a Pandemic Response Plan (Cont'd.)

Prevention-Mitigation

Preparedness

Considerations for creating a pandemic response plan

- A. County government
- B. Energy company
- C. Food distribution center
- D. Health care unit
- E. Fire department
- F. Financial institution
- G. **Information services center**



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Presentation Goals

Prevention-Mitigation

Preparedness

Response

A. An example of the benefits of planning





III. Response

School-planning Considerations at the District Level

- Develop a solid communications plan
 - District and staff administration should be the first source for information related to what decisions the school is making
 - Express empathy early
 - Show competency and expertise
 - Remain honest and open
- Identify communicators
- Establish multiple types of communications systems





Presentation Goals

Prevention-Mitigation

Preparedness

Response

Recovery

A. Returning to school





IV.A. Recovery—Returning to School

How many days would you need before students could return to classes?

- How would you assess the work-ability status of teachers and staff?
- What would actions do relevant staff need to take before reconvening students?
- How would you reconvene students and staff?



Photo Source: Microsoft product screen shot(s) reprinted with permission from Microsoft Corporation.”





Presentation Goals

Prevention-Mitigation

Preparedness

Response

Recovery

- A. Returning to school
- B. Restoring the learning environment





IV.B. Recovery—Restoring the Learning Environment

Consider potential mental health supports for students, families, and staff that may be necessary.

Identify potential partners for provision of mental health services for:

- Bereavement and loss; and
- Loss of stable environment.





IV.B. Recovery—Restoring the Learning Environment (Cont'd.)

Consider how the school will need to be prepared for the return of students, including:

- Remediating any facilities used for community purposes (hospital, drug or vaccine distribution); and
- Reactivating any systems in school, such as HVAC, water, etc.





IV.B. Recovery—Restoring the Learning Environment (Cont'd.)

Consider how to help students be ready to learn.

- Are supplemental educational services needed?
- How will education be re-started?
- Will curriculum need to be changed?
- Who will assess special education students to review their IEPs?





Source: NASA, The Visible Earth; http://visibleearth.nasa.gov/view_rec.php?id=2429

“A newly emerging influenza virus can wreak catastrophic damage worldwide in a matter of months.”

—Anthony S. Fauci, M.D.
Director, National Institute of Allergy
and Infectious Diseases

SOURCE:U.S. DHHS testimony to Committee on Foreign Relations; United States Senate; Nov. 5, 2005;
http://www3.niaid.nih.gov/about/directors/congress/2005/11-9-2005_pandemic_flu_testimony.pdf





“There are no problems we cannot solve together, and very few that we can solve by ourselves.”

- Lyndon Johnson,
- 36th President of the United States



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Centers for Disease Control and Prevention

<http://www.cdc.gov>

Department of Education

<http://www.ed.gov/emergencyplan/pandemic>

<http://rems.ed.gov>

Department of Homeland Security

<http://www.dhs.gov>

Federal pandemic influenza Web site

<http://www.pandemicflu.gov>

- Community Mitigation and Student Dismissal webinar
http://www.pandemicflu.gov/news/panflu_webinar3.html

World Health Organization

<http://www.who.int>





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Presentation Credits

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