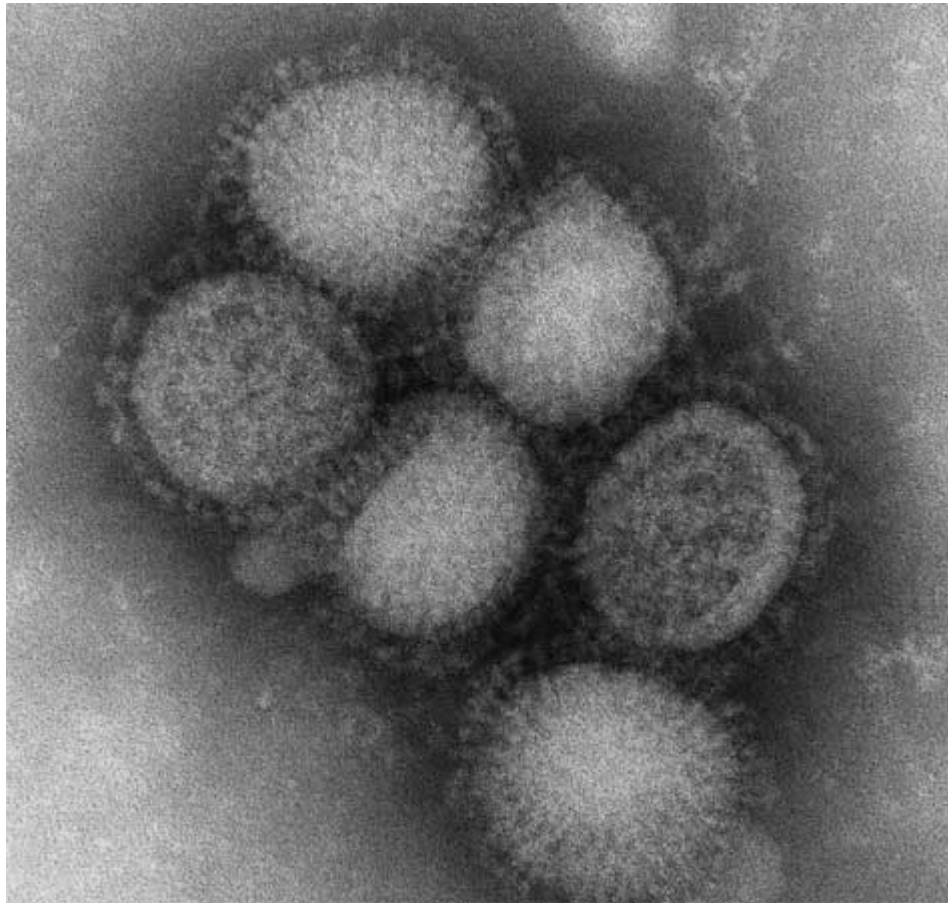

Bureau of Indian Education Interactive Television (ITV) Workshop

Swine Flu and You!

What You Need to Know About H1N1

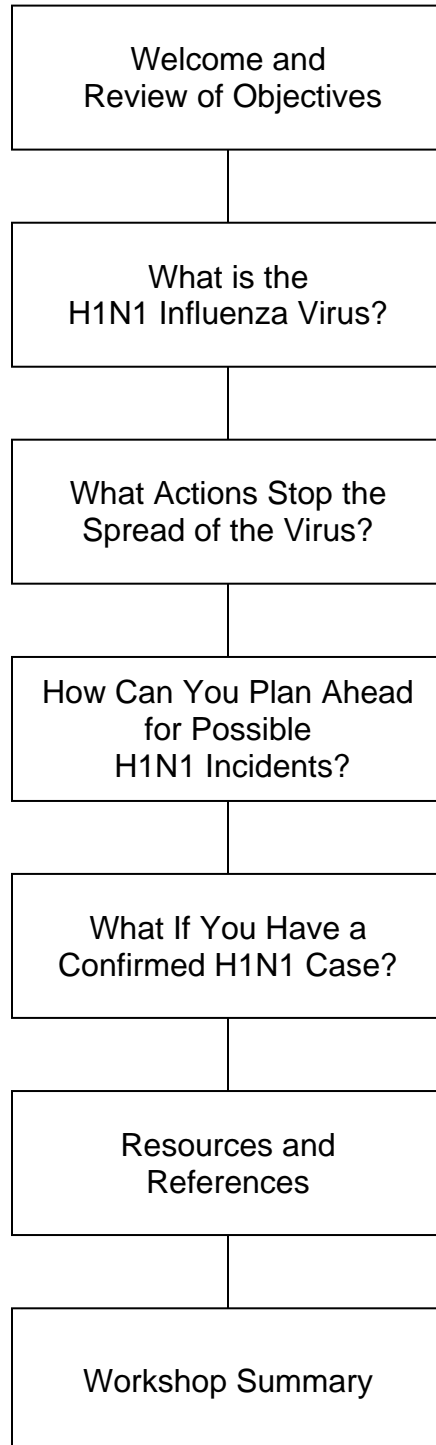


ELKNet ITV Participant's Guide

Prepared by National Indian Programs Training Center

Revised October 19, 2009

Swine Flu and You! What You Need to Know About H1N1 Course Map



How to Interact with the Instructor

We encourage you to ask questions and share your comments with the instructors throughout this interactive television (ITV) course.

If you were physically in the classroom with the instructor, you would raise your hand to let him know you had a question or comment. Then you would wait for the instructor to recognize you and ask for your question. We are all familiar with that “protocol” for asking questions or making comments.

With ITV courses there is also a “protocol” to follow to ensure you can easily ask questions and others can participate as well. It may seem a little strange at first asking a question of a TV monitor. Remember, it is the instructor you are interacting with and not the monitor. As you ask more questions and participate in more ITV courses, you will soon be focusing only on the content of your question and not the equipment you are using to ask it.

As part of the distance learning equipment at your location, there are several push to talk microphones. Depending on the number of students at your location, you may have one directly in front of you or you may be sharing one with other students at your table.

*When you have a question, press the push to talk button and say,
“Excuse me [instructor’s first name], this is [your first name]
at [your location]. I have a question (or I have a comment).”
Then release the push to talk button. This is important.
Until you release the button, you will not be able to hear the instructor.*

The instructor will acknowledge you and then ask for your question or comment. Stating your name and location not only helps the instructor, but also helps other students who are participating at different locations to get to know their classmates.

Workshop Instructor
Eric North

- Teacher
 - Hopi Jr/Sr High School
 - Nay Ah Shing School
 - *2000 Teacher of Excellence in Minnesota*
 - Dean of Students
 - Director of Higher Education
 - Principal
- School Safety Specialist-ADD West
 - 2009 Emergency Management Professional of the Year
- Contact Information
 - Office (505)563-5118
 - Cell (505)554-8073
 - eMail Eric.North@bie.edu



Get To Know Your Classmates...

Be prepared to introduce yourself to your classmates. Share –

- Your name
- Your position
- How long have you been at your school or agency?
- What do you hope to learn from participating in today's workshop?

Workshop Objectives

Notes

At the conclusion of this workshop, participants should be able to:

- Describe what H1N1 influenza is and how it compares to seasonal flu in terms of its severity and infection rates.
- Describe hygiene and cleaning precautions students and staff can take to help decrease the spread of a flu virus.
- List examples of actions a school can take to work together with parents, health officials and the community in preparing for a possible increase in flu severity.
- List recommended steps to take if a student or staff is diagnosed with the flu or H1N1 influenza.
- List resources and references available to schools wanting additional information about H1N1 influenza.



Brainstorm a Top Ten List!

Take 2 minutes to quickly brainstorm and create a top ten list for “The Top Ten Things We’ve Heard About Swine Flu (H1N1 Influenza)”

Write your list below and be prepared to share it.

What is H1N1 Influenza?

Notes

“Expectations must remain high. We are raising the level of accountability. EVERYONE plays a critical role in insuring student safety.”

- Bart Stevens
Deputy Director School Operations, BIE

What is the flu?

- Influenza virus
- Attacks respiratory system cells
- Annual outbreaks during “flu season”

The “seasonal flu” –

- Outbreaks usually during late fall through early spring
- Most people have natural immunity
- Typically 5 - 20% of population affected
- Approximately 36,000 flu related deaths each year!

What symptoms will a person with the seasonal flu have?

- Fever
- Coughing and/or sore throat
- Runny or stuffy nose
- Headaches and/or body aches
- Chills
- Fatigue

How is the flu spread?

- Infected person expels aerosol droplets containing the virus onto surfaces or directly on other people
 - Coughs
 - Sneezes
- Touching something with virus on it, then touching mouth or nose.
- Virus can remain viable on a surface for 2-8 hours.

What is H1N1 Influenza? (continued)

Notes

What is H1N1 Influenza?

2009 H1N1 (sometimes called “swine flu”) is a new influenza virus causing illness in people. This new virus was first detected in people in the United States in April 2009. This virus is spreading from person-to-person worldwide, probably in much the same way that regular seasonal influenza viruses spread. (CDC Web Site)

Symptoms	
Seasonal Flu	H1N1 Influenza
Fever Coughing and/or sore throat Runny or stuffy nose Headaches and/or body aches Chills Fatigue	Similar to seasonal flu, but symptoms may be more severe. There may be additional symptoms. A significant number of H1N1 flu cases include: <ul style="list-style-type: none"> • Vomiting • Diarrhea

Who might be at high risk of flu complications?

- Children under age 5
- Pregnant women
- People with chronic medical conditions including:
 - Diabetes
 - Asthma
 - Heart disease

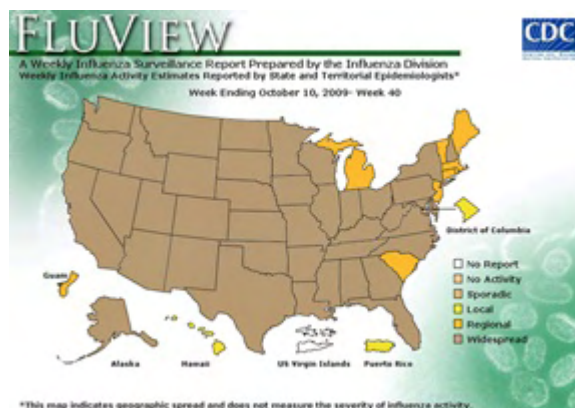
What is H1N1 Influenza? (continued)

Notes

When is a person contagious?

People infected with the seasonal or H1N1 (Swine) flu shed virus may be able to infect others from 1 day before getting sick to 5 to 7 days after. This can be longer in some people, especially children or people with weakened immune systems.

People who are sick with an influenza-like illness (ILI) (fever plus at least cough or sore throat and possibly other symptoms like runny nose, body aches, headaches, chills, fatigue, vomiting and diarrhea) should stay home and minimize contact with others, including avoiding travel, for 7 days after their symptoms begin or until they have been symptom-free for 24 hours, whichever is longer.



Remember...

“This will be an EVOLVING situation.”

Sue Today

Education Specialist

Wisconsin Department of Public Instruction



Flu Fact or Made-Up Myth?

Read each of the statements below. Discuss each statement and decide whether it is a “flu fact” or a “made-up myth.”

Circle the answer and be prepared to participate in the group discussion following the exercise.

1. H1N1 influenza is of special concern because deaths have been reported from the illness. This is in stark contrast to the seasonal flu which results in very few deaths each year.

Flu Fact or Made-Up Myth

2. After an infected person coughs and expels droplets that contain seasonal flu or H1N1 influenza virus onto a surface, the virus on that surface may remain viable and able to be spread for 2-8 hours.

Flu Fact or Made-Up Myth

3. A person who has the seasonal flu or H1N1 influenza virus may be contagious before they ever feel any symptoms. They may remain contagious for a period even after they no longer feel sick from the illness.

Flu Fact or Made-Up Myth

4. H1N1 influenza is sometimes called “swine flu” because one of the most common ways it is contracted is when a person eats pork that has not been thoroughly cooked.

Flu Fact or Made-Up Myth

5. Information on the spread of the H1N1 influenza is constantly being updated by the Centers for Disease Control and Prevention. It is an evolving situation.

Flu Fact or Made-Up Myth

Stopping the Spread of the Flu Virus

Notes

“If it’s wet and not yours, leave it alone.”

Mary Pappas, RN, BSN
Nurse

St. Francis Preparatory School (NY)

What stops the spread of the influenza and H1N1 virus?

- Individuals practicing good hygiene habits
 - Students
 - Staff
- School staff cleaning frequently touched surfaces
- Separating students or staff who become sick at school

What can individuals do to stop the spread of the virus?

- Coughing and sneezing etiquette
- Good hand hygiene
- Stay home when sick. (Go home if you feel sick.)
- Get your flu shot - vaccination

When coughing or sneezing –

- Cover your mouth and nose with a tissue
- Throw the tissue away
- If you don’t have a tissue, cough or sneeze into your elbow or upper sleeve NOT your hands
- Wash or clean your hands afterwards

Good hand hygiene

- Wash your hands often with soap and water
- Wash your hands after coughing or sneezing
- If soap and water are not available, use an alcohol based cleaner (60-95%)

Stopping the Spread of the Flu Virus (continued)

Notes

Stay home when you are sick -

- If you feel sick - stay home
- Stay at home for recommended time period AFTER you no longer have any symptoms
- If you become sick at school - go home

Flu Vaccination

- Two vaccinations this season
 - Seasonal flu vaccination
 - H1N1 vaccination
- Both may be administered on same day
- Get them as soon as possible

Clean frequently touched surfaces, such as –

- Desks
- Door knobs
- Keyboards
- Pens
- Refrigerator door handles
- Microwaves

What cleaners should you use to clean surfaces?

- For hard surfaces, use a commercial product that cleans and disinfects
- For electronic items, like computers or remote controls, use a sanitizer cloth
- Appendix A has additional information on recommended cleaning practices

Stopping the Spread of the Flu Virus (continued)

Notes

If a student or staff becomes sick while at school -

- Move the person to a separate room
- Limit the number of staff who take care of the sick person
- Send them home as soon as possible
- Advise them to stay home for the recommended time period AFTER they no longer have symptoms

If you have laundry facilities at your location -

- Gently gather soiled clothing, bedding, and linens without creating a lot of motion or fluffing; for example, **do not shake sheets** when removing them from the bed.
- **Clean your hands** after handling soiled laundry items.
- Use washing machine cycles, detergents, and laundry additives (like softener) as you normally do.
- Dry the cleaned laundry items as you normally do.
- **Clean your hands before removing clean laundry from the washer or dryer**, especially if you have coughed or sneezed on your hands.



Stopping or Spreading the Virus?

Review each of the scenarios below. Decide whether the actions described are helping to stop the spread of the flu virus or are actually increasing the risk that it will be spread to other individuals.

If the actions are increasing the risk, then identify what should be done differently in that scenario.

1. The school nurse is treating a student who has an abrasion from a playground fall. Another student, Cheyenne, comes into the nurse's office coughing. She begins to cry and complains that her head hurts. She asks the nurse for one of the blankets because she feels cold. The nurse gives Cheyenne a blanket and asks her to sit down in a chair while she finishes taking care of the first student.
2. Mary Yellowhair is part of the school custodial staff. She asks that the school purchase several containers of surface wipes so each classroom has one. The principal quickly approves the purchase. He also has Mary take 5 minutes in a staff meeting to instruct teachers on which classroom surfaces should be wiped down throughout the day.
3. Ben Moves Camp is a high school math teacher who has been home sick with flu like symptoms including a high fever for three days. He has been taking an over the counter medication. Late last night, his fever broke and when he woke up this morning he did not feel sick. He decides to get dressed and head to school so he can help his students prepare for state testing scheduled the next week.
4. Several students have been absent due to flu like symptoms in the past two weeks. Teachers have noticed an increase in students still at school who are coughing and sneezing. To help respond to the problem, a 30 minute school assembly is held in the library where all students see a demonstration on coughing/sneezing etiquette as well as proper hand hygiene.
5. *Write Your Own!* In the space below, write a realistic scenario for your school that demonstrates actions that will stop the spread of a the flu virus.

Planning Ahead for Possible H1N1 Incidents

Notes

1. Planning is essential...partnering with health agency
2. Uniqueness of our schools and their resources
3. Communication particularly at the local level
4. Schools are about teaching and learning, how will the education process continue in a variety of situations?

*Points of Emphasis from -
William Modzeleski
Associate Assistant Deputy Secretary
Office of Safe and Drug Free Schools*

CDC Checklist (See back of this guide for copy)

Planning Ahead Should Include -

- Orientation for staff
- Designating room(s) for separating students or staff who become sick
- Increasing social distances at school
- Options for how education will continue
- Communication with parents, health officials, and the community

What are some ways to increase social distances?

- Rotate teachers
- Cancel classes that bring together multiple classrooms
- Postpone class trips
- Hold classes outdoors
- Reduce use of school buses and public transportation
- Divide classes into small groups
- Move desks farther apart
- Move classes to larger spaces

What are some options for continuing education?

- Technology
- Educational Television
- Learning Packets
- Family Learning

Planning Ahead for Possible H1N1 Incidents (continued)

Notes

Communication will be essential. When considering how you will communicate, remember –

- Information must be accurate and meaningful
- Communication with health officials
- Communication with parents

As part of planning ahead, schools should think through and review their dismissal policies.

- Plan ahead
- Not necessarily effective – i.e students gathering together when school is not in session.
- Consider the impacts on the community



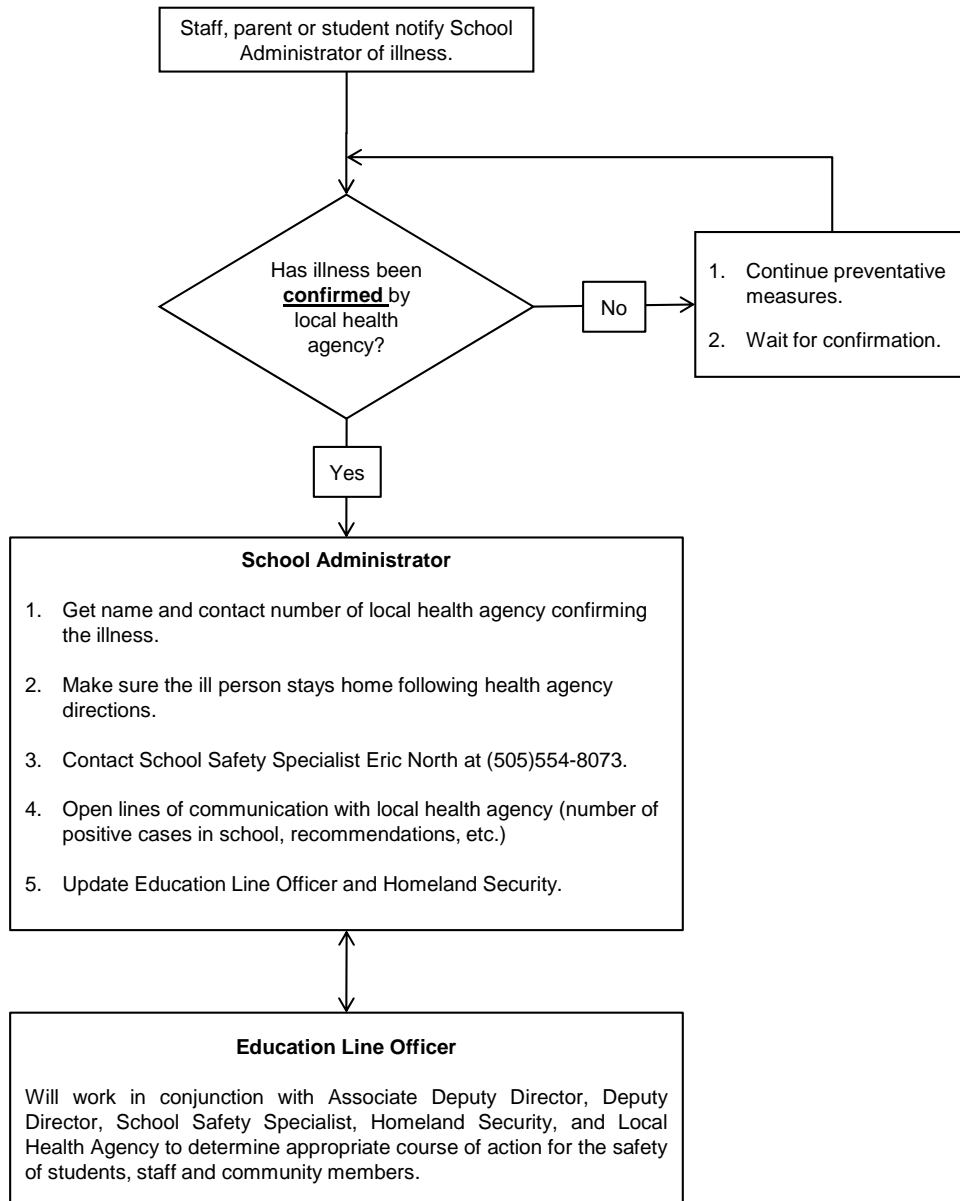
Planning Ahead at the Local Level

Write your answers to each of the questions below.

1. Who is your local health agency contact person?
2. What location have you designated for students to go to who are not feeling well, while they wait to be picked up by a parent?
3. How will your students receive educational material when they are home sick for a number of days?
4. How will the work be returned to the school when completed?
5. When was the last time your staff contact information was updated?

What If H1N1 is Here?

Protocol for Closing of School Due to H1N1 (Pandemic Virus) {July 7, 2009}



Resources and References

The following web sites are helpful resources –

Main Flu Site

www.flu.gov

CDC web site for schools

www.cdc.gov/h1n1flu/schools

Communication Toolkit for Schools

Web site above, click on link to toolkit

Do You Feel Sick? Posters

Available at Communication Toolkit for Schools web page

Cover Your Cough Poster

<http://www.cdc.gov/flu/protect/covercough.htm>

FluView Map Updates

<http://www.cdc.gov/h1n1flu/updates/us/>

Instructor Contact Information:

Eric North
School Safety Specialist
ADD-West

505-563-5118 office
505-554-8073 cell

Eric.North@bie.edu

Workshop Summary

Notes

Review the objectives found on page 4.

Did we accomplish those objectives? If you have any questions, please let the instructor know at this time.



We Need Your Help...

We need your help! We want to continuously improve our ITV workshops. Your input will help us to build upon the strengths of a workshop and identify possible areas for improvement.

Please take 2-3 minutes to complete the workshop evaluation found on pages 20-21.

Please take a few minutes after the workshop ends to:

- Fax the workshop evaluations to (505)563-5419.
- eMail a list of attendees rick_gividen@nbc.gov
- If there were any ELKNet equipment difficulties, call the ELKNet Help Desk at (866)243-4462 to open a trouble ticket.

Appendix A Additional Cleaning Guidance

Safety First! Remember...

- Follow label instructions carefully when using disinfectants and cleaners.
- Pay attention to any hazard warnings and instructions on the labels for using personal protective items (such as household gloves).
- Do not mix disinfectants and cleaners unless the labels indicate it is safe to do so.

When Cleaning...

- Keep **hard surfaces** like kitchen countertops, tabletops, desktops, and bathroom surfaces clean and disinfected.
- Clean the surface with a **commercial product that is both a detergent (cleans) and a disinfectant (kills germs)**. These products can be used when surfaces are not visibly dirty.
- For visibly dirty surfaces, wash the surface with a general household cleaner (soap or detergent), rinse with water, and follow with a disinfectant.
- If disinfectants are not available, use a chlorine bleach solution made by adding 1 tablespoon of bleach to a quart (4 cups) of water; use a cloth to apply this to surfaces and let stand for **3 – 5 minutes before rinsing with clean water**.
(For a larger supply of disinfectant, add ¼ cup of bleach to a gallon [16 cups] of water.)
- **Wear gloves** to protect your hands when working with strong bleach solutions.
- Use sanitizer cloths to wipe electronic items that are touched often, such as **phones, computers**, remote controls, hand-held games, car door handles, the steering wheel, and the gear shift.

Workshop Evaluation (Page 1 of 2)

Swine Flu and You! What You Need to Know About H1N1

Date: _____

1. Print your email address:

2. Where did you attend the training?

3. How much did you know about this topic before beginning the workshop?

Not much at all 1 2 3 4 5 A lot

4. How much more did you learn about the workshop topic?

Not much at all 1 2 3 4 5 A lot

5. How often do you expect to apply this knowledge in the next 60 days?

Not at all 1 2 3 4 5 Very often

6. Have you had any previous training on the workshop topic?

Yes No

7. How many other interactive television (ITV) courses have you previously participated in?

None 1 2 or 3 4 or 5 6 or more

For your job?

For your education?

8. Please assign a rating on a scale from 1 to 5, where 1 represents "Poor" and 5 represents "Excellent", to each of the following areas:

	Poor 1	2	3	4	Excellent 5
Registration Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participant Guide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of the audio/video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accomplishment of Course Objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectiveness of the Instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to Ask Questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor Responsiveness to Questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of Course to Your Job Duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall Effectiveness of Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Complete this evaluation (both pages) and fax to (505)563-5419. No cover sheet required.

Workshop Evaluation (Page 2 of 2)

Swine Flu and You! What You Need to Know About H1N1

Date: _____

Your email address:

(Allows us to match pages 1 and 2 if they get separated)

9. How long did it take you to get from your workplace to the location where you participated in this ITV workshop?

- I participated at my workplace
- 5-15 minutes
- 16-30 minutes
- 31-59 minutes
- 1 hour or more

10. What parts of the course did you find most helpful?

11. What recommendations do you have for improving the course?

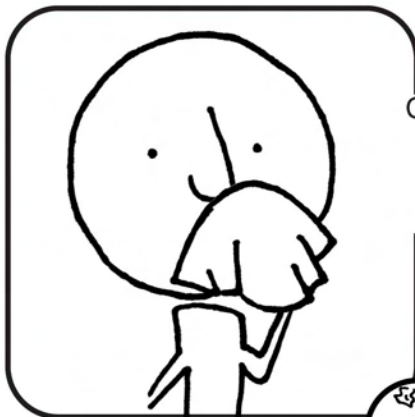
12. Please list the top 3 topics that you would like to see addressed in future training:

1. _____
2. _____
3. _____

Complete this evaluation (both pages) and fax to (505)563-5419. No cover sheet required.

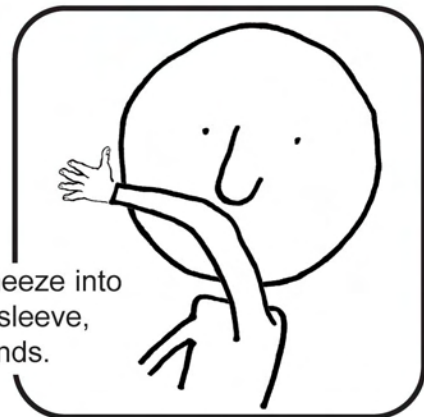
Stop the spread of germs that make you and others sick!

Cover your Cough



Cover your mouth and nose with a tissue when you cough or sneeze

or
cough or sneeze into your upper sleeve, not your hands.

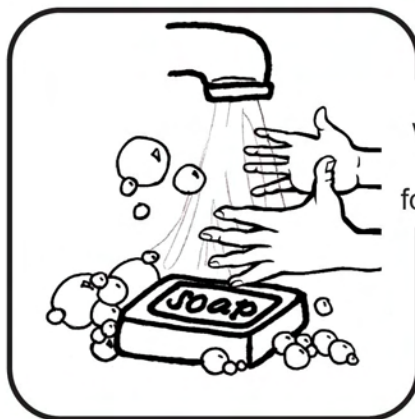


Put your used tissue in the waste basket.



Clean your Hands

after coughing or sneezing.



Wash hands with soap and warm water for 20 seconds

or
clean with alcohol-based hand cleaner.



Minnesota Department of Health
717 SE Delaware Street
Minneapolis, MN 55414
612-676-5414 or 1-877-676-5414
www.health.state.mn.us



Minnesota
Antibiotic
Resistance
Collaborative



SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



Local educational agencies (LEAs) play an integral role in protecting the health and safety of their district’s staff, students and their families. The Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) have developed the following checklist to assist LEAs in developing and/or improving plans to prepare for and respond to an influenza pandemic.

Building a strong relationship with the local health department is critical for developing a meaningful plan. The key planning activities in this checklist build upon existing contingency plans recommended for school districts by the U.S. Department of Education (Practical Information on Crisis Planning: A Guide For Schools and Communities <http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>).

Further information on pandemic influenza can be found at www.pandemicflu.gov.

1. Planning and Coordination:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify the authority responsible for declaring a public health emergency at the state and local levels and for officially activating the district’s pandemic influenza response plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify for all stakeholders the legal authorities responsible for executing the community operational plan, especially those authorities responsible for case identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	As part of the district’s crisis management plan, address pandemic influenza preparedness, involving all relevant stakeholders in the district (e.g., lead emergency response agency, district administrators, local public health representatives, school health and mental health professionals, teachers, food services director, and parent representatives). This committee is accountable for articulating strategic priorities and overseeing the development of the district’s operational pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with local and/or state health departments and other community partners to establish organizational structures, such as the Incident Command System, to manage the execution of the district’s pandemic flu plan. An Incident Command System, or ICS, is a standardized organization structure that establishes a line of authority and common terminology and procedures to be followed in response to an incident. Ensure compatibility between the district’s established ICS and the local/state health department’s and state education department’s ICS.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Delineate accountability and responsibility as well as resources for key stakeholders engaged in planning and executing specific components of the operational plan. Assure that the plan includes timelines, deliverables, and performance measures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with your local and/or state health department and state education agencies to coordinate with their pandemic plans. Assure that pandemic planning is coordinated with the community’s pandemic plan as well as the state department of education’s plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Test the linkages between the district’s Incident Command System and the local/state health department’s and state education department’s Incident Command System.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contribute to the local health department’s operational plan for surge capacity of healthcare and other services to meet the needs of the community (e.g., schools designated as contingency hospitals, schools feeding vulnerable populations, community utilizing LEA’s healthcare and mental health staff). In an affected community, at least two pandemic disease waves (about 6-8 weeks each) are likely over several months.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Incorporate into the pandemic influenza plan the requirements of students with special needs (e.g., low income students who rely on the school food service for daily meals), those in special facilities (e.g., juvenile justice facilities) as well as those who do not speak English as their first language.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participate in exercises of the community’s pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to address provision of psychosocial support services for the staff, students and their families during and after a pandemic.

1. Planning and Coordination (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consider developing in concert with the local health department a surveillance system that would alert the local health department to a substantial increase in absenteeism among students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implement an exercise/drill to test your pandemic plan and revise it periodically.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Share what you have learned from developing your preparedness and response plan with other LEAs as well as private schools within the community to improve community response efforts.

2. Continuity of Student Learning and Core Operations:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop scenarios describing the potential impact of a pandemic on student learning (e.g., student and staff absences), school closings, and extracurricular activities based on having various levels of illness among students and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop alternative procedures to assure continuity of instruction (e.g., web-based distance instruction, telephone trees, mailed lessons and assignments, instruction via local radio or television stations) in the event of district school closures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a continuity of operations plan for essential central office functions including payroll and ongoing communication with students and parents.

3. Infection Control Policies and Procedures:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to implement effective infection prevention policies and procedures that help limit the spread of influenza at schools in the district (e.g. promotion of hand hygiene, cough/sneeze etiquette). Make good hygiene a habit now in order to help protect children from many infectious diseases such as flu.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide sufficient and accessible infection prevention supplies, such as soap, alcohol-based/waterless hand hygiene products (containing at least 60% alcohol), tissues, and receptacles for their disposal.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish sick leave policies for staff and students suspected to be ill or who become ill at school. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies for transporting ill students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings (Refer to www.hhs.gov/pandemicflu/plan).

4. Communications Planning:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assess readiness to meet communication needs in preparation for an influenza pandemic, including regular review, testing, and updating of communication plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a dissemination plan for communication with staff, students, and families, including lead spokespersons and links to other communication networks.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensure language, culture and reading level appropriateness in communications by including community leaders representing different language and/or ethnic groups on the planning committee, asking for their participation both in document planning and the dissemination of public health messages within their communities.

4. Communications Planning (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and test platforms (e.g., hotlines, telephone trees, dedicated websites, and local radio or TV stations) for communicating pandemic status and actions to school district staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and maintain up-to-date communications contacts of key public health and education stakeholders and use the network to provide regular updates as the influenza pandemic unfolds.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure the provision of redundant communication systems/channels that allow for the expedited transmission and receipt of information.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information about the LEA's pandemic influenza preparedness and response plan (e.g., continuity of instruction, community containment measures).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information from public health sources covering routine infection control (e.g., hand hygiene, cough/sneeze etiquette), pandemic influenza fundamentals (e.g., signs and symptoms of influenza, modes of transmission) as well as personal and family protection and response strategies (e.g., guidance for the at-home care of ill students and family members).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anticipate the potential fear and anxiety of staff, students, and families as a result of rumors and misinformation and plan communications accordingly.



Communication Tools About Flu for School Administrators

Template letter or email for parents about
Steps the school is taking during current flu conditions

Coordinate efforts with your local health department and county or state education agency prior to distributing this letter or email communication to ensure that all information is timely, relevant, and accurate. Visit www.flu.gov to download and adapt a Microsoft Word version of this letter and for more flu information to share with parents.

Dear Parent,

As you may know, flu can be easily spread from person to person. Therefore, we are taking steps to reduce the spread of flu in [School name]. We want to keep the school open to students and functioning in a normal manner during this flu season. **But, we need your help to do this.**

We are working closely with the [county/state education agency] and the [county/state] health department to monitor flu conditions and make decisions about the best steps to take concerning schools. We will keep you updated with new information as it becomes available.

If the flu becomes more severe, we may take additional steps to prevent the spread such as:

- conducting active fever and flu symptom screening of students and staff as they arrive at school,
- making changes to increase the space between people such as moving desks farther apart and postponing class trips, and
- dismissing students from school for at least 7 days if they become sick.

For now we are doing everything we can to keep our school functioning as usual. Here are a few things you can do to help.

- **Teach your children to wash their hands** often with soap and water or an alcohol-based hand rub. You can set a good example by doing this yourself.
- **Teach your children not to share personal items** like drinks, food or unwashed utensils, and to cover their coughs and sneezes with tissues. Covering up their coughs or sneezes using the elbow, arm or sleeve instead of the hand when a tissue is unavailable.
- **Know the signs and symptoms of the flu.** Symptoms of the flu include fever (100 degrees Fahrenheit, 37.8 degrees Celsius or greater), cough, sore throat, a runny or stuffy nose, body aches, headache, and feeling very tired. Some people may also vomit or have diarrhea.

- **Keep sick children at home** for at least 24 hours *after* they no longer have fever or do not have signs of fever, without using fever-reducing drugs. Keeping children with a fever at home will reduce the number of people who may get infected.
- **Do not send children to school if they are sick.** Any children who are determined to be sick while at school *will be sent home*.

For more information, [*see the attached flyer/additional information and*] and visit www.flu.gov, or call 1-800-CDC-INFO for the most current information about the flu. For more information about flu in our community and what our school is doing, visit [*school/health department website*] or call [*appropriate phone number*]. We will notify you of any additional changes to our school's strategy to prevent the spread of flu.

Sincerely,

[*School administrator's name and signature*]

Communication Tools About Flu for School Administrators

Template letter or email for parents on steps the school is taking during severe flu conditions

Coordinate with your local health department and county or state education agency prior to distributing this letter or email to ensure that all information is timely, relevant, and accurate. Be sure to visit www.flu.gov to download and adapt a Microsoft Word version of this letter and for more information to provide to parents.

Dear Parent,

As you may know flu is spreading easily from person to person and school-age children are among the groups most affected. We are taking steps to prevent the spread of flu in [*School name*]. Currently, flu conditions in [*name of county or area or in the United States*] have become more severe. We want to keep the school open and functioning as normal for as long as possible. **We need your help to do this.**

We are working closely with the [*county/state education agency*] and the [*county/state*] health department to monitor flu conditions and make decisions about the best steps to take. Since flu conditions have become more severe, we are now implementing the following steps to prevent the spread of flu within our school.

Choose which steps your school will take below and feel free to adapt as needed. Coordinate with your local health department and county or state education agency regarding which activities are appropriate for your school. Coordination with the local health department will ensure a consistent message to parents and the community at large.

- **Extending the time sick students or staff stay home** for at least 7 days, even if they feel better sooner. People who are still sick after 7 days should continue to stay home until at least 24 hours after their symptoms have gone away.
- **Allowing high risk students and staff to stay home.** Certain groups are at higher risk of developing serious complications from flu. These groups include children under the age of 5 years, pregnant women, people of any age who have chronic medical conditions (such as asthma, diabetes, or heart disease), and people age 65 years and older. These students and staff should consult their doctor to make the decision to stay home.
- **Conducting active fever and symptom screening** of students and staff upon arrival at school. School staff will ask students about symptoms suggestive of a respiratory infection such as fever, cough, sore throat, runny or stuffy nose, body aches and fatigue. Any student who has at least 2 of these symptoms will be separated from others, offered a surgical mask, and sent home as soon as possible.

- **Increasing social distances** (the space between people) at school. We will be rotating teachers between classrooms while keeping the same group of students in one classroom, canceling classes that bring students together from multiple classrooms, holding classes outdoors when possible, moving desks farther apart, dividing classes into smaller groups, discouraging use of school buses and public transit, moving classes to larger spaces to allow more space between students, and postponing class trips.
- **Dismissing students.** We will keep students home for [5-7] days and then reassess with the [county/state education agency] and the [county/state] health department. We will keep you informed of when students may return to school. During dismissal we will continue school work from home through [homework packets, web-based lessons, phone calls, etc.]. Staff will remain at school to develop and deliver lessons and materials and continue to provide [important services, school lunches, etc.]. We will also be [canceling, postponing] all school-related mass gatherings. This includes [sporting events, school dances, performances, rallies, commencement ceremonies, etc.].

Here are a few things you can do to help since flu conditions are now more severe.

- **Teach your children to wash their hands** often with soap and water. You can set a good example by doing this yourself.
- **Teach your children not to share personal items** like drinks, food or unwashed utensils, and to cover their coughs and sneezes with tissues. If they don't have a tissue, they should cough or sneeze into their upper sleeve, not their hands.
- **Know the signs and symptoms of the flu.** Symptoms of the flu include fever (100 degrees Fahrenheit, 37.8 degrees Celsius or greater), cough, sore throat, a runny or stuffy nose, body aches, headache, and feeling very tired. Some people may also vomit or have diarrhea.
- **Extend the time sick children stay home** for at least 7 days, even if they feel better sooner. People who are still sick after 7 days should continue to stay home until at least 24 hours after symptoms have gone away.
- **If a household member is sick, keep any school-aged brothers or sisters home for 5 days** from the time the household member became sick. Parents should monitor their health and the health of other school-aged children for fever and other symptoms of the flu.
- **Don't send children to school if they are sick.** Any children who are sick at school *will be sent home*. Staying home when sick will allow your children to rest and allows you to monitor their health closely. Keeping your sick child home is the responsible thing to do. It protects fellow students and school staff, especially those who are at higher risk of severe illness from the flu.

For more information, [*see the attached flyer/additional information and*] visit www.flu.gov, or call 1-800-CDC-INFO for the most current information about the flu. For more information about flu in our community and what our school is doing, visit [*school/health department website*] or call [*appropriate phone number*]. We will notify you of any additional changes to our school's strategy to prevent the spread of flu.

Sincerely,

[*School administrator's name and signature*]