Guilford County Schools

Pandemic Influenza Response Plan
I. INTRODUCTION

Influenza is a highly contagious respiratory virus resulting in approximately 200,000 hospitalizations and 36,000 deaths yearly. A pandemic influenza occurs when a new viral strain emerges in which people have virtually no immunity. If the illness is capable of person-to-person transmission, it can infect people worldwide in a very short period of time. Typically, vaccines are not readily available and antiviral medications are in short supply.

The world has already faced multiple influenza pandemics, each causing extensive mortality, morbidity, and economic hardship. The influenza outbreak in 1918 was quite virulent, resulting in 500,000 deaths in the United States alone and 20 to 40 million deaths worldwide. Subsequent pandemics in 1957 and 1968 resulted in tens of thousands of American deaths, and millions worldwide.

Today, we are facing a new threat, avian influenza or influenza A (H5N1). This influenza is a virus found predominantly in ducks and migratory birds throughout Asia and parts of Europe. It was first detected in a human host in Hong Kong in 1997. Since that time, over 200 cases of influenza A have been identified with a mortality rate nearing 50%. Currently the virus has infected humans only through direct contact with infected birds. It is speculated that this virus has the capacity to mutate and become a new, or novel virus with the ability to begin infecting by person-to-person transmission. This would allow the virus to spread quickly throughout the human population, attacking individuals who have little if any immunity or protection.

The Centers for Disease Control and Prevention (CDC) has already projected that as many as 200 million Americans may become infected, resulting in approximately 734,000 hospitalizations and 200,000 deaths. In North Carolina, the Department of Health and Human Services estimates that deaths could total over 4,000 with hospitalizations and outpatient visits numbering 19,000 and 900,000 respectively.

### Potential Impacts of a Pandemic on the United States and North Carolina

<table>
<thead>
<tr>
<th></th>
<th>Deaths</th>
<th>Hospitalizations</th>
<th>Outpatient Visits</th>
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</thead>
<tbody>
<tr>
<td>United States</td>
<td>100,000-200,000</td>
<td>314,000-734,000</td>
<td>18-42 million</td>
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<tr>
<td>North Carolina</td>
<td>4,441</td>
<td>19,610</td>
<td>915,163</td>
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</table>

The above statistics for North Carolina were calculated using FluAid 2.0 software available online at the National Vaccine Program website, www2.cdc.gov/od/fluaid/default.htm using a population of 8,541,263 and 20% gross attack rate.

There are multiple elements that make a pandemic influenza unique from any other public health emergency. First, it has the ability to infect a large number of people in
a short period of time causing overwhelming stress on our health care system. Accordingly, it also has the ability to halt essential community services by causing marked reductions in the workforce. This could cause interruptions in public services such as medical care, utilities, law enforcement, fire, and communication systems. Stress associated with a pandemic would also cause significant needs for mental and psychological services. Most importantly, a pandemic could continue for weeks or months.

**Summary of Preparedness and Response Principles**

In the event of a pandemic influenza the North Carolina Department of Health and Human Services, the Guilford County Department of Public Health, and Guilford County Schools will enact their Pandemic Influenza Response Plans to accomplish the following:

- To reduce the total number of illnesses and deaths
- Limit school disruption

Our plan will be enacted and coordinated with the North Carolina Department of Health and Human Services, the Guilford County Department of Public Health and other local federal and state agencies as deemed necessary.

I. **PLANNING ASSUMPTIONS**

The plan was produced with the following assumptions as delineated by the United States Health and Human Services Pandemic Influenza Plan:

- The clinical attack rate may be 30% or higher in the general population; with infection rates in children reaching 40% and declining with age.
- Children will likely shed the largest amount of virus and hence pose the greatest risk for transmission.
- The school district will need to prepare for a 30% reduction of the workforce.
- A pandemic may continue for 6 to 8 weeks with subsequent waves possible.

It cannot be determined in advance if schools will be closed, as all pandemics vary in their level of severity. However, infectious diseases are likely to occur in the school setting making school closure a possibility. Although the determination of a school closing can only be made at the time of the event, it is possible that schools could be closed as long as 8 weeks. Other planning assumptions are:

- State, county, and local agencies will work together for the best interest of the school and community.
- Multiple, simultaneous outbreaks may occur throughout the world and within our own state and community.
- There will be local surveillance of pandemic influenza symptoms, infection rates, and absenteeism.
• Antiviral medication will be in short supply resulting in prioritization of its distribution.
• Influenza vaccines will not be available until 6 to 8 months after the outbreak begins.
• Public and private services may be disrupted.
• Social distancing measures may need to be enacted to reduce the transmission and progression of the disease.
• Coordination of local, state, and federal agencies will be paramount.
• The general public and key partners in the community will need continual and accurate updates.

II. AUTHORITIES

Within Guilford County, the Superintendent will work in conjunction with the Health Director of the Guilford County Department of Public Health to initiate social distancing by closing schools or facilities as deemed necessary. Steps will be made to ensure that communication is clear and consistent.

III. PHASES OF A PANDEMIC

The World Health Organization (WHO) has prepared a classification system to guide planning and responses during a pandemic influenza. This classification system consists of six phases. The WHO will declare the current global pandemic phase and adjust the phase level as needed. The WHO will notify the CDC, and in turn they will inform the North Carolina Division of Public Health (NCDPH). For each phase of the system, there are response measures that the WHO will take, and recommendations for countries throughout the world.

Phases of an Influenza Pandemic, World Health Organization, 2005

<table>
<thead>
<tr>
<th>Pandemic Phases</th>
<th>Guilford County Schools Goals</th>
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<tbody>
<tr>
<td><strong>Interpandemic Period</strong></td>
<td><strong>Ensure that staff and students wash their hands and cover their mouths when coughing.</strong></td>
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<tr>
<td><em>Phase 1</em> – No new influenza virus subtypes detected in humans. An influenza virus subtype that has caused human infection may be present in animals. If present in animals, the risk of human infection or disease is considered low.</td>
<td><em>Ensure that staff has reviewed and understands the Guilford County Schools Pandemic Influenza Response Plan (Appendix 1), and review reporting guidelines.</em></td>
</tr>
<tr>
<td><em>Phase 2</em> – No new influenza virus subtypes detected in humans. However, a circulating animal influenza virus subtype poses substantial risk of human disease.</td>
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</table>
Pandemic Alert Period

**Phase 3** – Human infection(s) are occurring with a new subtype, but no human-to-human spread, or at most rare instances of spread to a close contact.

**Phase 4** – Small cluster(s) of human infection with limited human-to-human transmission but spread is highly localized suggesting that the virus is not well adapted to humans.

**Phase 5** – Larger cluster(s) of human infection but human-to-human spread is localized, suggesting that the virus is becoming increasingly better adapted to humans, but may not yet be fully transmissible (substantial pandemic risk).

**Phase 6** – Pandemic is declared. Increased and sustained transmission in the general population.

IV. **CONCEPT OF OPERATIONS**

Throughout the process, Guilford County Schools will work closely with the Guilford County Department of Public Health to coordinate response measures. Together we will participate in disease surveillance, social distancing measures, and informing and educating students and staff.

Guilford County Schools assumes the following responsibilities:

- Implementation of various procedures to reduce the spread of disease in the school system as directed by the Health Director of the Guilford County Department of Public Health.
- Develop plans to continue educational services throughout the duration of the influenza pandemic.
- Identify a backup chain of command in case of illness.
- Review and implement hand washing and other disease prevention activities.
• Review procedures for allowing sick students to be dismissed.
• Review policies and procedures for allowing sick staff members to go home, and looking at their replacements or substitutes.
• Track and report the total number of absent staff and students to the Guilford County Department of Public Health.
• Provide current and accurate updates of disease progression to staff, students, and families.
• Review and update the Guilford County Schools Pandemic Influenza Response Plan as needed.

**Direction and Control**

The Guilford County Schools (GCS) will act in conjunction with the Guilford County Department of Public Health. The Health Director of the Guilford County Department of Public Health, Superintendent, Senior Staff, Pandemic Influenza Committee, and Cabinet officials will be key participants in executing the GCS Pandemic Influenza Response Plan. Throughout Pandemic Phases 1, 2, 3, 4, 5, and 6, the GCS will be responsive and act in accordance to those measures instituted by and directed by the Guilford County Department of Public Health and state agencies.

**Communications**

Communications with the Guilford County Department of Public Health will be crucial for managing and containing a pandemic influenza. Communication pathways will be reviewed and updated as needed. Throughout the process, Guilford County Schools will address rumors, inaccurate information, and misconceptions with staff, students, and families. During Pandemic Phases 1, 2, and 3 the specified Senior Staff members or their designee (Appendix 1) will:

- Assess the needs of the schools and student bodies.
- Increase education and preparation for the spread of the pandemic influenza.
- Ensure materials are translated into appropriate languages.
- Produce various media to educate staff, students, and families.

For Pandemic Phases 4, 5, and 6 the specified Senior Staff members or their designee (Appendix 1) will:

- Proceed with school closures if indicated by those policies already in place.
- Provide regular updates to direct reports, staff, and students.

**Mitigation**

Mitigation preparation is completed before the pandemic to reduce its impact. Mitigation preparations customarily are initiated during Phases 1, 2, or 3. The GCS is participating in mitigation activities in the following ways:
• Planning, revising, and coordinating the Pandemic Influenza Response Plan.
• Training and educating staff, students, and families about an influenza pandemic.
• Developing strategic communication plans with local, county, and state officials.

**Surveillance**

Influenza is not currently a mandated notifiable disease per the Guilford County Schools Crisis Management and Emergency Handbook. At the state level there is an Influenza Sentinel Surveillance Program in which certain sentinel physicians, health centers, hospitals and public health agencies report "influenza-like illness” (ILI) to the CDC. Our part in surveillance during an influenza pandemic will be to notify representatives at the Guilford County Department of Public Health, at their request, if 10% or more of the staff or student body is absent. The Guilford County Department of Public Health is then responsible for notifying any state or federal agencies per their protocol.

**Vaccine Management**

Guilford County Schools will act under the direction of the Guilford County Department of Public Health with regards to vaccine management. The Guilford County Department of Public Health will be responsible for vaccine storing and distribution. The Guilford County Department of Public Health, along with the North Carolina Department of Public Health will be responsible for vaccine allocation and administration.

**Social Distancing**

Social distancing measures are enacted to reduce the accessibility and spread of the pandemic influenza. These strategies may include, but are not limited to: closing schools, canceling certain functions, initiating different staffing plans, and canceling after school activities. These measures will be enacted by the Superintendent with consultation from the Guilford County Department of Public Health. During Pandemic Phases 1, 2, and 3 the Senior Staff members or their designee (Appendix 1) will:

- Discuss the impacts that functioning with a reduction in staff and students may have.
- Increase symptom and attendance monitoring.

Social distancing techniques for Pandemic Phases 4, 5, and 6 will include:

- Implementing specific social distancing initiatives per the recommendation of the Guilford County Department of Public Health.
- Suspending or canceling sporting events, parades, or concerts.
- Closing schools.
Isolation and Quarantine

The Guilford County Schools system will work in conjunction with the Guilford County Department of Public Health, state and federal agencies regarding any issues of isolation and quarantine.

V. MAINTENANCE OF ESSENTIAL SERVICES

Due to the nature of a pandemic influenza, there may be a reduction of the Guilford County Schools workforce by 30%. Because of this, reassignment of employees or substitutes may be necessary. Continuity plans will be reviewed and approved by appropriate personnel. A backup chain of command will also be compiled. During Pandemic Phases 1, 2, and 3 designated personnel (Appendix 1) will assess management of essential functions with a reduction of 30% of the workforce. For Pandemic Phases 4, 5, and 6 plans and assessments will be updated and recommendations made to the appropriate personnel. Key players such as the Superintendent and the Health Director of the Guilford County Department of Public Health will decide when to initiate such measures.

VI. RECOVERY

Planning for recovery begins in Pandemic Phases 1, 2, and 3. The Guilford County Schools system will act in accordance with the Guilford County Department of Public Health to enact steps to return Guilford County Schools to pre-event status. The Guilford County Schools system will assess the needs of its students and staff to provide appropriate educational, mental health, and psychological services. Feedback from this event will be evaluated and made into revisions for this and other communicable disease planning.
## APPENDIX 1
Pandemic Influenza Response Plan Model-
Planning Tool for Guilford County Schools

### Mitigation and Prevention

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible Person(s)</th>
<th>Existing Resources</th>
<th>Information Needed</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify district committee to provide guidance to school sites regarding pandemic influenza preparations</td>
<td>Senior Staff</td>
<td>Crisis Team format, the Guilford County Schools Crisis Management and Emergency Handbook</td>
<td>How often will team meet? Are roles clearly delineated?</td>
<td>Chief Information and Student Support Officer will plan a meeting for the committee to begin discussing the Pandemic Influenza Response Plan.</td>
</tr>
<tr>
<td>Review district emergency response and communicable disease policies and procedures</td>
<td>All Guilford County Schools staff</td>
<td>The current communicable disease policy, the North Carolina Pandemic Influenza Response Plan, the Guilford County Department of Public Health Pandemic Influenza General Operating Guidelines, and the Guilford County Schools Crisis Management and Emergency Handbook</td>
<td>Is the Crisis Management and Emergency Handbook and North Carolina Pandemic Influenza Response Plan available to all staff?</td>
<td>Have staff review the Guilford County Schools Crisis Management and Emergency Handbook and the North Carolina Pandemic Influenza Response Plan. Make the information available to all staff.</td>
</tr>
<tr>
<td>Task</td>
<td>Executive Officer or Staff</td>
<td>Review Material</td>
<td>Question</td>
<td>Action</td>
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<tr>
<td>Determine if any additional policies need to be in place</td>
<td>Executive Director for Student Services, Health Services Director, Chief Information and Student Support Officer, and Chief Human Resources Officer</td>
<td>Review current communicable disease policy, the North Carolina Pandemic Influenza Response Plan, the Guilford County Department of Public Health Pandemic Influenza General Operating Guidelines, and the Guilford County Schools Crisis Management and Emergency Handbook</td>
<td>Are the policies concise? Do any other procedures need to be initiated?</td>
<td>Generate any new policies or procedures that may need to be implemented. Review findings with the Pandemic Influenza Committee.</td>
</tr>
<tr>
<td>Develop communications plan for possible school closures</td>
<td>Executive Director of District Relations and other Guilford County Schools staff</td>
<td>Inclement weather policy</td>
<td>Review our current process. Is it adequate? Is there a better alternative?</td>
<td>After collaboration, discuss findings with Pandemic Influenza Committee and Senior Staff</td>
</tr>
<tr>
<td>Work with Human Resources regarding school operations if 30% of work force is absent. Look at alternatives such as staggered school times, changing the bus schedule, and telecommunications</td>
<td>Chief Human Resources Officer and Cabinet</td>
<td>Current staffing needs, substitutes</td>
<td>Study and discussion with other staff such as Director of Staffing, other Human Resources staff, and Director of Transportation.</td>
<td>Discuss this scenario. Report findings to Pandemic Influenza Committee and Senior Staff</td>
</tr>
<tr>
<td>Assess financial impact of alternate scheduling or school closures</td>
<td>Chief Finance Officer and Chief of Staff</td>
<td>Guilford County Department of Public Health, any proposed budgets</td>
<td>A cost analysis of hiring additional staff, an estimate of staffing numbers.</td>
<td>Inform Pandemic Influenza Committee and Senior Staff of results.</td>
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<tr>
<td>Identify school-based individual(s) to educate staff about pandemic influenza</td>
<td>Principals, school nurses, Director of Health Services, and the Technical Assistance Nurse</td>
<td>CDC, WHO, Pandemic Influenza, the North Carolina Department of Health and Human Services, and the Guilford County Department of Public Health websites and contact information</td>
<td>Gathering website information for distribution. Production of new handouts, reviewing of old.</td>
<td>Nurses to review information and give feedback to the Administrative Health Committee. Then share the information with principals, teachers and other staff. Produce new handouts as warranted.</td>
</tr>
<tr>
<td>Identify school-based individual(s) to educate students about hand washing, covering mouth when coughing, and staying home when sick</td>
<td>Principals, IIO’s, classroom teachers and school nurses</td>
<td>Standard Course of Study, focusing on hand washing (ex. Scrubby Bear Program) and disease prevention</td>
<td>Obtain posters and handouts to be displayed in classrooms.</td>
<td>Review with teachers, principals and other school staff. Produce posters and handouts as needed.</td>
</tr>
<tr>
<td>Identify individual(s) to educate families about pandemic influenza and school plan (“Fact Sheet for Families” found at <a href="http://www.tpchd.org/">www.tpchd.org/</a>)</td>
<td>Director of Health Services, Technical Assistance Nurse, Parent Outreach Supervisor, PTA President, Ministerial Leaders</td>
<td>Current handouts and educational modalities</td>
<td>Specific handouts about pandemic influenza.</td>
<td>Contact the state or Guilford County Department of Public Health. If they do not have handouts on pandemic influenza, create one using age-appropriate language. Distribute to children and families.</td>
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<tr>
<td>Identify individual(s) to ensure each room has soap/water for hand washing or other cleansing product</td>
<td>Principals, individual classroom teachers, custodial staff, Maintenance Department</td>
<td>Maintenance Department and custodial/school supplies</td>
<td>Does there need to be an expansion in the existing central office and site-based budget to cover these items?</td>
<td>Evaluate current supply. Central Administration to look at possible budget expansion to cover cost if not currently underway.</td>
</tr>
<tr>
<td>Distribute and post in each classroom “Stop the Spread of Germs” poster found at <a href="http://www.tpchd.org">www.tpchd.org</a></td>
<td>Director of Health Services, Guilford County Department of Public Health, school nurses</td>
<td>Current poster production and distribution</td>
<td>Determine the cost of replicating the handouts and posters. Copy the information to disk.</td>
<td>Find appropriate posters. Have them saved to computer or disk so that they are readily available for duplication.</td>
</tr>
<tr>
<td>Task</td>
<td>Responsible Person(s)</td>
<td>Existing Resources</td>
<td>Information Needed</td>
<td>Next Steps</td>
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<tr>
<td>Review district’s Pandemic Influenza Response Plan</td>
<td>All staff, all levels</td>
<td>The North Carolina Pandemic Influenza Response Plan, and the Guilford County Department of Public Health Pandemic Influenza General Operating Guidelines</td>
<td>Can the staff have access to the North Carolina Pandemic Influenza Plan? Can we begin educating staff on pandemic influenza?</td>
<td>Review the Guilford County and state plan. Outline and review our involvement.</td>
</tr>
<tr>
<td>Continue educating staff, families, and students on pandemic influenza prevention and school plans</td>
<td>School nurses, PTA, and the Executive Director of District Relations</td>
<td>Current methods for conveying information such as handouts, emails, the Guilford County Schools website</td>
<td>Helpful tips and a finalized school system response plan.</td>
<td>Continue to review information with staff, students and families. Discuss website broadcast with the Chief Information and Student Support Officer and the Executive Director of District Relations.</td>
</tr>
<tr>
<td>Identify chain of command in case of illness. Establish a backup plan.</td>
<td>Superintendent and Senior Staff</td>
<td>Organizational chart and current chain of command</td>
<td>Sequence of events once a state of emergency has been declared. Outlining the Guilford County Department of Public Health and school roles and responsibilities.</td>
<td>Superintendent to discuss with Senior Staff. Identify back-up chain of command and share with Pandemic Influenza Committee.</td>
</tr>
<tr>
<td>Develop procedures for communicating with staff, students, and families</td>
<td>Executive Director of District Relations and Senior Staff</td>
<td>Severe weather advisories, Guilford County Schools website</td>
<td>Is there a quicker, more efficient way to convey information to staff, families, and students?</td>
<td>Review current methods, determine if information is being received by all parties. Introduce new suggestions and ideas.</td>
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<tr>
<td>Determine what information needs to be translated. Identify which languages are represented in the parent/student population</td>
<td>Executive Director of District Relations, ESOL Director</td>
<td>Existing translated information, translators in the schools, the availability of translators</td>
<td>Data collection of languages represented in the parent/student population. Distinguishing which schools need additional resources.</td>
<td>Gather information and determine which languages are represented in this district. Translate handouts accordingly.</td>
</tr>
<tr>
<td>Identify and recruit translators; translate information into template form so only minor changes will need to be made</td>
<td>Executive Director of District Relations, ESOL Director</td>
<td>ESOL database of translators in the schools and contract options</td>
<td>Do we have enough translators available? Do we have one for each needed language?</td>
<td>Identify translators to make handouts for specified languages with input from the ESOL Director.</td>
</tr>
<tr>
<td>Develop procedures for communicating with the Guilford County Department of Public Health and the media during normal and emergency conditions</td>
<td>Executive Director of District Relations, Director of the Guilford County Department of Public Health</td>
<td>Established mechanisms for communication, the Guilford County Schools Crisis Management and Emergency Handbook, and the Guilford County Department of Public Health Pandemic Influenza General Operating Guidelines</td>
<td>Is the existing policy for communicating with the media and the Guilford County Department of Public Health adequate? Should it be updated?</td>
<td>Review and update as necessary.</td>
</tr>
<tr>
<td>Identify or review procedure for communicating possible school schedule changes, bus schedule changes, and school closures</td>
<td>Executive Director of District Relations, Senior Staff, Director of Transportation</td>
<td>Existing methods for changing school schedules, bus schedules, and school closures</td>
<td>Would the current methods be suitable for multiple changes over a period of time?</td>
<td>Review, make necessary changes or recommendations. Report to Pandemic Influenza Committee.</td>
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<tr>
<td>Review procedures for sending ill students and staff home and make adjustments if necessary</td>
<td>Principals, IIO’s, and school nurses</td>
<td>Current policies and procedures</td>
<td>Is there a more efficient way to send home staff and students? Should different criteria be added? Will staff need to be replaced? What if there are not enough substitutes to cover staff absences?</td>
<td>Review and make any necessary adjustments.</td>
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<td><strong>Response</strong></td>
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<td><strong>Task</strong></td>
<td><strong>Responsible Person(s)</strong></td>
<td><strong>Existing Resources</strong></td>
<td><strong>Information Needed</strong></td>
<td><strong>Next Steps</strong></td>
</tr>
<tr>
<td>Track the number of staff and students absent daily</td>
<td>Principals, SIMS Department, Executive Director of District Relations, Chief Information and Student Support Officer, Guilford County Department of Public Health</td>
<td>Current methods of reporting communicable diseases, SIMS Department, Guilford County Department of Public Health Pandemic Influenza General Operating Guidelines</td>
<td>Appropriate ways to track, total, and notify the proper individuals.</td>
<td>Initiate lines of communication. Acquire contact person and number from the Guilford County Department of Public Health.</td>
</tr>
<tr>
<td>Report numbers of absences to district office and Guilford County Department of Public Health (if over 10% is requested)</td>
<td>Principals, SIMS Department, Executive Director of District Relations, Chief Information and Student Support Officer, Guilford County Department of Public Health</td>
<td>Existing methods of reporting communicable diseases and attendance data</td>
<td>Contact information for the representative at the Guilford County Department of Public Health and our central office.</td>
<td>Contact the Guilford County Department of Public Health and obtain the name and number of a contact person to report data to. Determine who is the contact person at our central office.</td>
</tr>
<tr>
<td>Have translators review information templates and finalize information that will be provided to non-English speaking families</td>
<td>Executive Director of District Relations, ESOL Director</td>
<td>Presently used and distributed translated information, translators in the schools</td>
<td>Who will finalize the templates? Who will review them?</td>
<td>Determine who completes translated information sheets currently for Guilford County Schools. Include the ESOL Director.</td>
</tr>
<tr>
<td>Task</td>
<td>Responsible Parties</td>
<td>Information Assimilated</td>
<td>How Will the Information Be Dispersed?</td>
<td>Notes</td>
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<tr>
<td>Finalize the information that needs to be communicated to staff,</td>
<td>Pandemic Influenza Committee, Senior Staff</td>
<td>Existing mechanism for distribution</td>
<td>How will the information be dispersed?</td>
<td>Print proofs, prepare to process and distribute.</td>
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<td>students, and families</td>
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<td>of material/information</td>
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<tr>
<td>Hold staff meetings to provide information on the extent of infection</td>
<td>Principals, Pandemic Influenza Committee, school nurses</td>
<td>Information assimilated</td>
<td>Who will need to be present? What information will be given, in what context?</td>
<td>Discuss who will attend the meetings, and the information that will be given.</td>
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<td>at school sites as well as central offices, and potential changes</td>
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<td>that may take place</td>
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<td>Conduct timely debriefings to identify lessons learned and make</td>
<td>Pandemic Influenza Committee, Senior Staff, Executive Director of District Relations</td>
<td>Senior Staff meetings</td>
<td>When, where and how often will meetings take place?</td>
<td>Identify meeting places and time schedule.</td>
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<td>necessary changes to the response plan</td>
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<tr>
<td>Task</td>
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<tr>
<td>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</td>
<td>Executive Director of Student Services, Supervisor Counseling Services, Supervisor Social Worker Services, Director Health Services, Technical Assistance Nurse, appropriate community agencies</td>
<td>Model used by Crisis Team</td>
<td>Are there current procedures and information that could be used? Can the Technical Assistance Nurse and school nurses develop a plan to train staff?</td>
<td>Review current literature. Update and make changes as necessary.</td>
</tr>
<tr>
<td>Mobilize the Crisis Team that provides emotional-psychological support. If there is a loss of life in the school community due to a influenza outbreak, establish a location site or “safe room” for counseling services to be provided</td>
<td>Executive Director of Student Services, Supervisor of Psychological Services, Supervisor of Counseling, Supervisor of Social Workers</td>
<td>Current activation of Crisis Team and protocols</td>
<td>Will there be enough staff on the Crisis Team? Will new members need to be recruited and trained to cope with the multiple sites that could be affected? Do all schools have a “safe room” area available?</td>
<td>Current Crisis Team will discuss if their team is able to meet this demand, and what changes may need to be made. Principals need to assess if their buildings have an area that could be designated as a “safe room.”</td>
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<tr>
<td>Hold staff meetings and provide information on extent of pandemic influenza in the community and activities that may assist students; signs and symptoms to look out for and “safe room” function and location. Also announce nursing and counseling support services available to faculty and staff</td>
<td>Principals, Executive Director of District Relations, Senior Staff</td>
<td>Existing policies and procedures for the Crisis Team</td>
<td>Who will choose location of the “safe room”? Is it already established? Nurses need to convey signs and symptoms of pandemic influenza accurately to principals and other staff. Is there enough staff to provide counseling services to staff? Any outside resources?</td>
<td>Distribute information to schools about pandemic influenza, and what signs and symptoms to look for. Executive Director for Student Services and the Supervisor for Counseling Services are to determine if enough staff is available within the system to help with counseling needs, and recommend other resources for help.</td>
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<tr>
<td>Announce counseling services that are available to students</td>
<td>Executive Director of District Relations, Senior Staff</td>
<td>Services already available</td>
<td>What services are available? What services will be available?</td>
<td>Notify appropriate personnel as to what services can be expected.</td>
</tr>
<tr>
<td>Designate areas for staff and students to be isolated</td>
<td>Principals with assistance from Senior Staff and Facilities Staff</td>
<td>Health rooms, unused rooms that can be converted into isolation rooms</td>
<td>Are there other areas? Any safety concerns?</td>
<td>Principals and Facilities Staff will begin searching now for rest and isolation places.</td>
</tr>
<tr>
<td>Provide physical assessments if needed or make appropriate community health referrals</td>
<td>Principals, school nurses, Guilford County Department of Public Health</td>
<td>Health Assessment and Immunization records</td>
<td>How will referrals be made? Who will be contacted and responsible for transporting the children?</td>
<td>Update student’s records with parent or legal guardian phone number and current physician.</td>
</tr>
<tr>
<td>Make education materials available to families and staff on topics such as how to support your student with their recovery from pandemic influenza, common symptoms of loss and grief, and constructive ways to cope with stress</td>
<td>Principals, Director of Health Services, Supervisor for Counseling Services, Executive Director of District Relations, Executive Director of Student Services</td>
<td>Pandemic influenza information already obtained, current handouts used by nursing and counseling staff</td>
<td>Are there resources already available? Should those resources be updated?</td>
<td>Gather current handouts. Update and revise as necessary. Review material with nursing and counseling staff.</td>
</tr>
<tr>
<td>Utilize Employee Assistance Programs for assistance with coping with loss and stress</td>
<td>Director of Benefits</td>
<td>Handouts, information sheets, and the Guilford County Schools website regarding current employee benefits and resources</td>
<td>Is the information provided currently?</td>
<td>Update any materials that are latent, discern the quickest route to inform employees of benefits and resources.</td>
</tr>
<tr>
<td>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</td>
<td>Executive Director for Student Services, Executive Director of District Relations, Supervisor for Counseling Services, Supervisor for Psychological Services, Supervisor for Social Workers, school nurses</td>
<td>Current student and employee support systems within the school system and in the community</td>
<td>Are there new or different resources available?</td>
<td>Review current resources. Explore new ones. Contact the Guilford County Department of Public Health for community sources.</td>
</tr>
<tr>
<td>Task</td>
<td>Responsible Party</td>
<td>Supporting Details</td>
<td>Actions/Notes</td>
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<tr>
<td>Monitor the effects of cumulative stress on caregivers such as office staff, school nurses, teachers, school counselors, and other crisis team members</td>
<td>Supervisors and co-workers at all levels, Senior Staff</td>
<td>Existing handouts on stress, information from Supervisor of Counseling Services and Supervisor of Psychological Services</td>
<td>Distribution of information such as signs and symptoms of stress and depression. Review current information on stress and depression. Update it as appropriate. Discuss means of distribution. Have support staff available.</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>Executive Director for Student Services, Student Services Staff</td>
<td>Current school-based health and mental health services, current community services</td>
<td>What other sources are available? Do we have the staff to handle the large number of potential clients. Review current services. Explore expanding services. Look to the community. Contact appropriate personnel for budget issues. Contact local colleges and universities for assistance.</td>
<td></td>
</tr>
<tr>
<td>Modify work roles and responsibilities or add volunteer or support staff as needed</td>
<td>Senior Staff</td>
<td>Current staffing needs and trends</td>
<td>How could roles be expanded or manipulated during this time? Are volunteers available? Consider changing staffing roles. Discuss with appropriate personnel.</td>
<td></td>
</tr>
<tr>
<td>Follow-up with student referrals made to community agencies</td>
<td>School nurses, counselors, psychologists, social workers</td>
<td>Current protocols and procedures for follow-up on communicable diseases, etc.</td>
<td>Current and accurate phone numbers of students and their respective primary care physicians. Update records.</td>
<td></td>
</tr>
<tr>
<td>Conduct debriefings with Crisis Team</td>
<td>Pandemic Influenza Committee, Senior Staff, Student Support Staff</td>
<td>Current communication pathway for Crisis Team</td>
<td>Who to notify with the county and state Health Departments. Research, and have appropriate contact names and numbers.</td>
<td></td>
</tr>
<tr>
<td>Document “lessons learned” and incorporate them into revisions and trainings</td>
<td>Pandemic Influenza Committee, Senior Staff, Office of Professional Development</td>
<td>Current feedback mechanisms</td>
<td>What could have been done more efficiently? More effectively?</td>
<td>Revise other policies such as bioterrorism, small pox, mumps.</td>
</tr>
</tbody>
</table>
Supporting Documents


*Guilford County Department of Public Health: Pandemic Influenza General Operating Guidelines (GOGs), Guilford County Department of Public Health, (2006).*

Guilford County Schools Pandemic Influenza Response Plan

**Case suspected in school**
- School employee notifies **SCHOOL PRINCIPAL**

**GUILFORD COUNTY DEPARTMENT OF PUBLIC HEALTH**
- **DIRECTOR OF HEALTH OR DESIGNEE**

**SUPERINTENDENT**
- **TERRY GRIER**
  - Review chain of command

**PANDEMIC FLU COMMITTEE**
- (Senior Staff/designated GCDPH representative)
  - Monitor developments
  - Finalize information

**EXECUTIVE DIRECTOR**
- **DISTRICT RELATIONS**
  - **SONYA CONWAY**

**DIRECT REPORTS**
- **EXECUTIVE DIRECTOR DISTRICT RELATIONS**
  - **SONYA CONWAY**

**CHIEF ORGANIZATIONAL DEVELOPMENT OFFICER**
- **KEVIN LEAR**

**CHIEF HUMAN RESOURCES OFFICER**
- **PEGGY THOMPSON**

**CHIEF FINANCE OFFICER**
- **SHARON OZMENT**

**CHIEF INFORMATION & STUDENT SUPPORT OFFICER**
- **TERRENCE YOUNG**

**CHIEF ACADEMIC OFFICER**
- **C. E. MCCARY**

**CHIEF HEARING OFFICER**
- **JOHN WRIGHT**

**CHIEF OPERATIONS OFFICER**
- **KEVIN LEAR**

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**DIRECT REPORTS**
- **EXECUTIVE DIRECTOR RELATIONS**
  - **SONYA CONWAY**

**SCHOOL PRINCIPALS**
- Track number of absent staff and students

**DIRECT REPORTS**
- **SCHOOL PRINCIPALS**
  - Begin to plan recovery
  - Review communication plans
  - Look into translating relevant material

**DIRECT REPORTS**
- **SCHOOL PRINCIPALS**
  - Begin to plan recovery
  - Look at facility availability

**DIRECT REPORTS**
- **SCHOOL PRINCIPALS**
  - Begin to plan recovery
  - Look at working with a 35% reduction of workforce
  - Review and update benefits

**DIRECT REPORTS**
- **SCHOOL PRINCIPALS**
  - Begin to plan recovery
  - Review financials
  - Discuss financial impact

**DIRECT REPORTS**
- **SCHOOL PRINCIPALS**
  - Begin to plan recovery
  - Look closely at counseling, social services, and nursing services
  - Look into translating relevant material

**DIRECT REPORTS**
- **SCHOOL PRINCIPALS**
  - Begin to plan recovery
  - Look at changing the bus schedule

**TEACHERS**
- Educate students
- Reinforce teaching to students
- Have soap/cleansers available
- Recommend if students should be sent home

**SCHOOL NURSES**
- Educate students
- Reinforce teaching to students
- Generate handouts
- Recommend if students should be sent home