

EDUCATION SERVICES PLANNING GUIDE

Guide Information	<p>Local educational agencies play an integral role in protecting the health and safety of their district's staff, student and their families. Interruptions in educational services during an influenza outbreak may cause conflicts for working parents that could result in high absenteeism in the workplaces. Colleges and universities are also vulnerable to the cascading effects of a pandemic influenza, especially when dealing with students who reside on campus or commute.</p> <p>This guide attempts to identify significant issues which should be considered when planning for, responding to, and recovering from a pandemic event. It is highly recommended that each discipline collaborate on the development of their individual plans to assure that all potential actions are identified.</p>
MITIGATION/PREPAREDNESS ACTIONS	
	✓
✓ Designate a pandemic coordinator and establish a working group of employees, supply chain businesses, key supporting businesses and if appropriate, the public.	
✓ Develop continuity of operations plans with pandemic specific procedures to maintain delivery of essential goods and services despite significant and sustained worker absenteeism.	
✓ Develop contingency plans to address the lack of essential services or goods required to sustain operations.	
✓ Establish partnerships with other members of the education sector to provide mutual support and maintenance of essential services during a pandemic.	
<p>✓ Collaborate with human resource personnel regarding functioning with 40% of the work force absent.</p> <ul style="list-style-type: none"> • Are all employees cross-trained so that employees may fill in those positions which are determined to be critical? • Consider planning for those employees who are single parents or those who care for an elderly family member, to be included in the 40% absenteeism rate. • Consider retraining and updating recently retired essential and non-essential workers. 	
✓ Develop formal protocols for implementing delegations of authority and orders of succession.	
✓ Encourage parents of students to develop alternate plans for child care in the event schools are closed for an extended period of time.	
✓ Identify 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 as well as those who do not speak English as their primary language.	
✓ Identify surveillance methods to monitor substantial increases in student absenteeism. Determine a baseline percentage of students that are absent on a daily basis.	
✓ Identify and plan for, how the institution would deal with program closings, staff absences, and gaps in student learning that may occur during a pandemic.	
✓ Develop alternate methods for ensuring continuity of instruction (e.g., distance learning, telecommunications, etc.). Develop contingency lesson plans for a minimum of eight weeks to cover the anticipated length of a pandemic wave.	

✓ Develop contingency plans for those students who depend on student housing and food services (e.g., international students or students who live too far away to travel home).	
✓ Identify alternate dining services to avoid large gatherings of students and staff.	
✓ Identify methods of public information communication regarding the pandemic. Included with this method should be procedures for communicating with staff, students, and families. Identify which languages are represented in the student population and community and assure that all information is translated to those languages.	
✓ Identify the essential services, functions, and processes required to sustain essential services and operations (e.g., food services, instructional support). <ul style="list-style-type: none"> • How might normal services be adapted to support the community, region, or nation during a pandemic influenza? • How will classroom assignments be continued, completed and submitted for grading? 	
✓ Identify potential non-essential services, functions, and processes that can be suspended or adapted to other more essential uses (e.g., physical education, liberal arts, after school activities).	
✓ Prioritize the identified essential services, functions and processes given their value to staff and students (e.g., food services takes priority over educational technology).	
✓ Identify students who are most vulnerable to serious illness (immune compromised, chronic illness, etc.).	
✓ Identify critical supporting agencies to plan for ways to continue essential business operations.	
✓ Identify assets and equipment that must be operated continuously and/or at key periods to sustain essential functions. Ensure that potential single-point failures and cascading effects of these failures are also identified (e.g., plant and facility maintenance).	
✓ Identify materials and supplies to sustain essential functions and equipment for up to three months and determine the most effective ways to ensure an adequate supply of these essential materials. <ul style="list-style-type: none"> • Can these materials be stockpiled or do they have a minimal shelf life which would prohibit this action? • Collaborate with the vendors to ensure that plans are in place to provide these essential resources to their customers. 	
✓ Identify policies and procedures to ensure a safe workplace and minimize the transmission of disease among workers. <ul style="list-style-type: none"> • Emphasize basic personal hygiene and workplace infection control. • Consider developing a process to screen employees and visitors at the entrances to educational facilities. • Consider closing non-critical common areas such as break and lunchrooms. 	
✓ Identify policies and procedures to protect and sustain workers during an influenza pandemic. <ul style="list-style-type: none"> • Reduce demands on essential workers. • Consider implementing telecommuting procedures to allow employees to work from home. • Review current human resource policies to ensure compliance with the necessary actions which may be necessary during a pandemic (e.g., do policies address telecommuting procedures?). • Develop strategies to assist staff that have childcare or elder-care responsibilities or other special needs that might affect their ability to work during a pandemic. 	
✓ Plan for potential interruptions of essential government functions, like sanitation, water, and power, and disruptions of the food supply.	

<ul style="list-style-type: none"> ✓ Coordinate with like sector businesses to consolidate essential functions and workers. <ul style="list-style-type: none"> ● Building external relationships with competitors and distributors during the preparedness phase will enhance collaboration and networking during the response phase. 	
<ul style="list-style-type: none"> ✓ Procure and store a sufficient amount of infection prevention supplies (e.g., soap, alcohol-based hand sanitizer, etc.). 	
<ul style="list-style-type: none"> ✓ Identify the interdependent relationships and take actions to sustain this essential support. <ul style="list-style-type: none"> ● What other industries does your organization rely on most for support and vice versa? ● Ensure that plans for these agencies are in consonance with your agency. 	
<ul style="list-style-type: none"> ✓ Establish internal surveillance protocols to monitor the health of workers and business stakeholders. 	
<ul style="list-style-type: none"> ✓ Ensure availability of medical consultation and advice for potentially ill workers and their families and for emergency response. 	
<ul style="list-style-type: none"> ✓ Develop a process to actively monitor and support potentially and confirmed ill employees and their families. 	
<ul style="list-style-type: none"> ✓ Ensure all employees are properly trained in the types and use of personal protective equipment, the proper methods of personal hygiene, and the recognition of signs and symptoms of influenza. 	
<ul style="list-style-type: none"> ✓ If the institution provides housing services, ensure adequate supplies are kept on hand for those students who may not be able to travel home (e.g., international students). 	
<ul style="list-style-type: none"> ✓ Develop training programs for all personnel on personal, workplace and family protection protocols, and actions to take for each phase of a pandemic. Exercises of the pandemic plan and COOP plan should also be conducted. 	
<ul style="list-style-type: none"> ✓ Review plans and procedures periodically (at least annually) to ensure that information is up-to-date. 	

RESPONSE ACTIONS	✓
✓ Implement the agency's all hazard emergency operations plan and continuity of operations plan.	
✓ Monitor regional/national/international pandemic threat levels for changes that will affect the business.	
✓ Implement specific strategies to protect employees from getting or spreading influenza on the job. <ul style="list-style-type: none"> • Require employees to stay home if they think they might be sick and require them to stay home until flu symptoms are gone. • Provide supplies of hand sanitizers and disinfectants at numerous locations. • Provide personal protective equipment to employees. 	
✓ Identify and assess implications for those at-risk workers and family members. <ul style="list-style-type: none"> • Individuals include pregnant women, individuals with compromised immune systems and individuals with underlying chronic conditions. 	
✓ Track the number of staff and students absent daily and be prepared to provide this information to the appropriate agency.	
✓ Identify the non-essential services of the agency, immediately cease those operations, and reassign available employees to assist with the essential functions identified.	
✓ Implement social distancing practices including increasing student desk space, closing cafeterias or auditoriums, discouraging prolonged congregation in hall ways, and suspend any activities which bring a large group of students together at one time (physical education, music, etc.)	
✓ For secondary education facilities, consider rotating teachers rather than the student population.	
✓ Consider cancelling classes, sporting events, after school activities and public events. Institutions of higher education should close campuses, student housing and/or public transportation.	
✓ Implement human resource policies which allow employees to work from home or another location.	
✓ Restrict or minimize workforce travel. Conduct business using teleconferencing, conference calls, or other means.	
✓ Consider modifying the school hours/days of operation (e.g., students with last names A-J come to school on Monday & Wednesday, students with last names K-Z come to school on Tuesday & Thursday).	
✓ Increase frequency of cleaning facilities and equipment, ensuring that surfaces which are touched are cleaned daily with soap and water or a detergent/disinfectant.	
✓ Monitor employee and employee's family social and psychological concerns. <ul style="list-style-type: none"> • Mental health and faith-based resources should be available to provide counseling to personnel during and after a pandemic. 	
✓ Preposition essential material and equipment on site. Ensure that each classroom has an adequate supply of soap and water for hand washing or alcohol-based hand sanitizer.	

✓ Confirm that essential suppliers have their material and personnel on-hand and are able to respond and support as planned.	
✓ Identify a main entrance and an indoor screening area where students, staff and visitors will be screened upon entering the building.	
✓ Identify an area where students who have fallen ill or are displaying symptoms of influenza can be kept away from other students until their family arrives to transport home.	
✓ As the pandemic mounts, closely monitor all essential functions to ensure sustained operations.	
✓ Monitor and forecast potential public and media relations issues. Keep all internal and external stakeholders informed in a timely manner.	
✓ Adjust business actions based on any unfolding economic and social disruptions.	
✓ Throughout the pandemic phase, maintain a situational awareness of how the incident is impacting your agency, and share pertinent information with student, staff and parents.	

RECOVERY ACTIONS	✓
✓ Assess the impact of the pandemic on the agency and begin to implement procedures to return to pre-pandemic conditions.	
✓ Monitor international and national health information sources for any updates on additional pandemic waves.	
✓ Assess and mitigate impacts from industries which terminated operations during the incident.	
✓ Ensure emotional & psychological support is available for students and faculty. <ul style="list-style-type: none"> • Mental health and faith-based resources should be available to provide counseling to personnel during and after a pandemic. 	
✓ Hold staff meetings to ensure accurate information is provided to staff members, including support services available to students, and signs and symptoms of psychological and emotional problems.	
✓ Encourage the use of Employee Assistance Programs for assistance with coping with loss and stress.	
✓ Identify students, families, and staff who may require long-term assistance (both physical and mental) and develop school and community programs to provide these services.	
✓ Perform an After Action Review, documenting strengths and weaknesses of the incident and ensure that these are addressed in the future revisions of the appropriate plans and procedures.	