



CABRILLO UNIFIED SCHOOL DISTRICT
Robert Gaskill, Superintendent

PANDEMIC INFLUENZA RESPONSE PLAN

**CABRILLO UNIFIED
SCHOOL DISTRICT**

2009 - 2010

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SECTION 1 INTRODUCTION

Overview

The Cabrillo Unified School District recognizes that an influenza pandemic has the potential to cause significant illness and death. During the 20th century, three pandemics occurred that spread worldwide within a year. The “Spanish Flu” of 1918, considered to be one of the worst natural disasters of modern times, caused 20 million deaths worldwide, including over 500,000 in the United States. If a pandemic flu virus with virulence similar to the 1918 strain emerged today, it is estimated that 1.9 million Americans could die and five times that number could be hospitalized over the course of a year or more. Although the timing, nature, and severity of the next pandemic cannot be predicted with certainty, preparedness planning is essential to minimizing its impact.

The table below provides local estimates of the impacts of a pandemic on San Mateo County, based upon data from the Center for Disease Control and Prevention (CDC) and the San Mateo County Health Department.

Table 1

Potential Impacts of a Pandemic on California and San Mateo County			
Assumptions	Rate	California	San Mateo County
Population	N/A	35 million	750,000
Infection Rate	35%	12.25 million	262,500
Hospitalization Rate of Those Infected	3.8%	465,500	10,000
Mortality Rate of Those Infected	1.9%	232,750	5,000

Definition of Influenza

For purposes of this plan, the district will use the Centers for Disease Control and Prevention’s definition of influenza being an illness that has the symptoms shown below:

- fever of 100° degrees Fahrenheit or higher and one or more of the following:
- cough
- sore throat
- headache
- muscle ache

The district requires that any student with flu-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If a student meets the case definition as described above, he/she must be excluded from school until free of symptoms.

Schools will record the names of all students excluded from school for this reason, along with the dates on which they left and returned. (See forms in Section VI, Surveillance) Staff should also be screened and sent home, if ill.

Need for Planning

Uncertainty about the severity or magnitude of the next pandemic mandates planning for a severe pandemic influenza occurrence. The ubiquitous nature of an influenza pandemic compels school districts to learn about, prepare for, and collaborate in efforts to slow, respond to, mitigate, and recover from a potential pandemic. The development, refinement, and exercise of a pandemic influenza plan are critical components of preparedness.

Purpose

The purpose of this plan is to direct and coordinate actions by the district to achieve the following goals:

- Limit the number of illnesses and deaths
- Preserve the continuity of essential school functions
- Minimize educational and social disruption
- Minimize economic and academic losses

The plan will be coordinated with other local response and support agencies in our community.

Planning Assumptions

Whether schools will be closed, classes dismissed, or for how long is impossible to say in advance, since all pandemics are different in their scope and severity. However, it is well established that infectious disease outbreaks often start in schools, so school closings may happen early in a severe pandemic event. The duration of school closings can only be determined at the time of the event based on the characteristics of the pandemic, but it is unlikely that schools will be closed for less than 1 to 2 weeks (based on the incubation period of the disease and the length of time people are contagious) and could be as long as 12 weeks or even longer.

Some of the characteristics of an influenza pandemic and how they might affect school-aged children that were considered as the district developed its plan included:

- The ability of the virus to spread rapidly.
- The ability of the virus to cause severe illness.
- The fact that people may be asymptomatic while infectious.
- There will be a need for heightened surveillance of flu symptoms and infection rates.
- Antiviral medications may be in short supply, and need to be prioritized for several months following the emergence of a novel virus.
- There could be significant disruption of public and privately owned critical infrastructure including transportation, commerce, utilities, public safety, and communications.
- The clinical attack rate (the percentage of people who will become so sick they will not be able to go to work or school) could be 30-60% in the overall population. Illness rates will be highest among school-aged children and decline with age.
- Children will shed the greatest amount of virus (they are more contagious than adults) and therefore are likely to pose the greatest risk for transmission.
- It is anticipated that the school district will need to plan to function with a 30-60% work force absentee rate.
- On average, about 2 secondary infections will occur as a result of transmission from someone who is ill.
- In an average community, a pandemic outbreak will last 6 to 8 weeks. At least two pandemic disease waves are possible.
- Social distancing strategies aimed at reducing the spread of infection, such as closing schools, community centers, and other public gather points and canceling public events may be implemented during a pandemic.
- The general public, health care partners, response agencies, elected officials and schools will need continuous updates on the status of the pandemic outbreak, and the steps the school district is taking to address it.
- Severity of the attack (death rate, demographic).

Phases of Severe Pandemic Flu in San Mateo County

The San Mateo County Health Department's Pandemic Influenza Plan uses the following system to categorize the severity of an outbreak in San Mateo County:

1. **GREEN** – little or no transmission
2. **YELLOW** – limited to moderate transmission
3. **RED** – extensive transmission
4. **BLACK** – uncontrolled and uncontrollable transmission

Based on a model provided by the San Mateo County Health Department, the table on the next page depicts how the district will adjust its operations to the Alert Stage declared by the San Mateo County Health Department.

Table 2

Alert Stage	San Mateo County Health Department Overview of Recommended School District's Activities
1. GREEN	<ul style="list-style-type: none"> • Participate in Avian/Pandemic Influenza Planning Team Meetings • Report/coordinate through Cabrillo Unified School District Superintendent or his/her designee • Establish necessary policies/procedures • Develop Pandemic Influenza Educational Continuity Plan • Inform and train employees • Register on San Mateo County Health Alert Network
2. YELLOW	<ul style="list-style-type: none"> • Follow Health Department's guidance • Manage essential operations • Provide regular information updates to staff, parents and students • Activate infection control measures • Track employees and students who report being ill • Prepare to perform essential services only • Increase use of telecommuting and social distancing strategies • Deploy PPE (masks) to assigned personnel • Communicate change in status to all staff, parents and students • Implement phased public health legal strategies, e.g. individually based isolation/quarantine orders, selected school and business closures, limitation of public gatherings • Encourage use of surgical masks, basic respiratory hygiene strategies, and social distancing
3. RED	<ul style="list-style-type: none"> • Follow Health Department's guidance • Perform essential services only • Maximize telecommuting and distance learning options
4. BLACK	<ul style="list-style-type: none"> • Follow Health Department's guidance • Perform essential services only • Maximize telecommuting and distance learning options • Ensure staff and students understand self-protection strategies • Minimal, if any, government service will be available • People are, for the most part, on their own and should not expect any outside assistance • Only austere medical care will be available

SECTION II LEGAL ASPECTS OF DISEASE CONTROL AND PREVENTION

A Pandemic Flu outbreak could well create conditions that have unusual consequences for school districts. Two of the most significant of these are addressed below.

Authority of the Health Officer

The law provides that County Health Officers have general authority “to take measures as may be necessary to prevent the spread of disease or the occurrence of additional cases.” The Health Officer is required to observe and enforce (1) local orders and ordinances pertaining to public health; (2) orders of the California State Department of Public Health; and (3) statutes relating to public health.

The general authorization to prevent the spread of communicable disease gives the Health Office broad powers, including the following that are of particular interest to school districts:

1. Collecting data on the numbers of students who are ill with a given disease.
2. Imposing isolation or quarantine of individuals.
3. Restricting or prohibiting public gatherings, which, in practice, can mean closing schools and determining when they may reopen.
4. Declaring a state of emergency, which could then lead to the designation of school employees as Disaster Service Workers (see below).

Actions taken by Health Officers who are exercising their authority appropriately are regarded by the courts as an exercise of police power. The violation of a Health Officer’s legitimate order is a serious matter.

The Cabrillo Unified School District recognizes the authority of the Health Officer in matters related to a Pandemic Flu outbreak and will work cooperatively with the Health Officer to prevent, mitigate, and respond to Pandemic Flu cases.

The district will take the following steps to ensure compliance with orders of the Health Officer:

1. Maintain communication with the San Mateo County Health Department.
2. Attend information meetings as scheduled by the San Mateo County Office of Education
3. Provide all requested data to the Health Officer in a timely fashion
4. Communicate information and directives to staff and parents by using templates from the CDC document *Preparing for The Flu (Including 2009 H1N1 Flu): A Communication Toolkit for Schools (Grades K-12)*.

Disaster Service Worker Status for All School Employees

California Government Code Section 3100 designates all public employees, including employees of school districts, as Disaster Service Workers. This means that under a national, state, or local emergency, school employees may be asked to assist other local agencies in their response efforts. (Note: the County Health Officer may declare a local emergency.)

The requirement to serve as a Disaster Service Worker is a legal obligation; the failure of school employees to serve in this role when asked could result in being charged with a misdemeanor and/or the loss of teaching credentials. School employees could be asked to serve by a variety of officials (not necessarily school officials) and could be called into service for a variety of functions (including non-educational duties).

The responsibility to serve as a Disaster Service Worker is incurred when employees take and subscribe to the oath or affirmation at the time of hiring.

The Cabrillo Unified School District recognizes that employees may not be aware of their potential responsibilities as Disaster Service Workers. The district will therefore take the following steps to help prepare employees for designation as Disaster Service Workers in the event of a Pandemic Flu:

1. Inform all staff of their obligation to serve as Disaster Service Workers annually via the inclusion of a statement regarding this requirement in the Employee Compliance Packet.
2. Respond to employee questions and concerns at work site and school staff meetings, provide information in regular and special staff updates, and use the all-call telephone system when appropriate

SECTION III CONCEPT OF OPERATIONS

The Cabrillo Unified School District recognizes that the San Mateo County Health Department and its Health Officer, will be the lead parties in coordinating the local health and medical responses to a Pandemic Flu outbreak.

The Health Department will disseminate general information on the Pandemic Flu to the San Mateo County Office of Education, which in turn will provide that information to local districts for their use.

The district assumes the following responsibilities:

- Develop capabilities to implement non-medical measures to decrease the spread of disease throughout the school community as guided by the epidemiology of the pandemic and the San Mateo County Health Department.
Person Responsible: Superintendent

- Identify a chain of command and succession in case key personnel are ill, with a minimum of two back-ups for key roles.
Person Responsible: Superintendent

- Communicate regularly with individual schools about the status of the situation and provide guidance throughout the duration of the pandemic outbreak.
Person Responsible: Superintendent

- Develop and implement a business continuity plan aimed at maintaining the provision of essential non-instructional services and limiting the spread of disease throughout the duration of the pandemic outbreak.
Person Responsible: Superintendent

- Review its sick leave policies and make adjustments as necessary to ensure non-punitive policies are in place.
Person Responsible: Director Pupil Services/Personnel

- Review its policies and procedures regarding quarantines and pay continuation and make adjustments as necessary.
Person Responsible: Director Pupil Services/Personnel

- Communicate with and educate the school community about approved public health practices and what each person can do to prepare or respond to minimize health risks.
Person Responsible: Superintendent
- Develop and implement Continuity of Instruction Plans for students who are isolated or quarantined and for all students in the event of school closure.
Person Responsible: Assistant Superintendent Curriculum & Instruction
- Document all actions taken.
Person Responsible: Superintendent
- Identify a chain of command in case of illness with a minimum of two back-ups for key administrators, following School's Emergency Operations Plan.
Person Responsible: Site Principals and Work Area Supervisor
- Review best practices for respiratory hygiene and universal precautions and train all school staff, volunteers, and students.
Person Responsible: Director Pupil Services/Personnel
- Review procedures for sending ill individuals home and make adjustments if necessary.
Person Responsible: Director Pupil Services/Personnel or Superintendent
- If required, report absent staff and students.
Person Responsible: Site Principal
- Update staff and provide information on extent of infection at school site and potential changes that might take place at school.
Person Responsible: Site Principal and Work Area Supervisor
- Maintain communications with District Office to update on the status of the situation at individual schools.
Person Responsible: Principals/Lead teacher and/or site secretary as appropriate
- Document all actions taken at site-level.
Person Responsible: Principal and/or site secretary

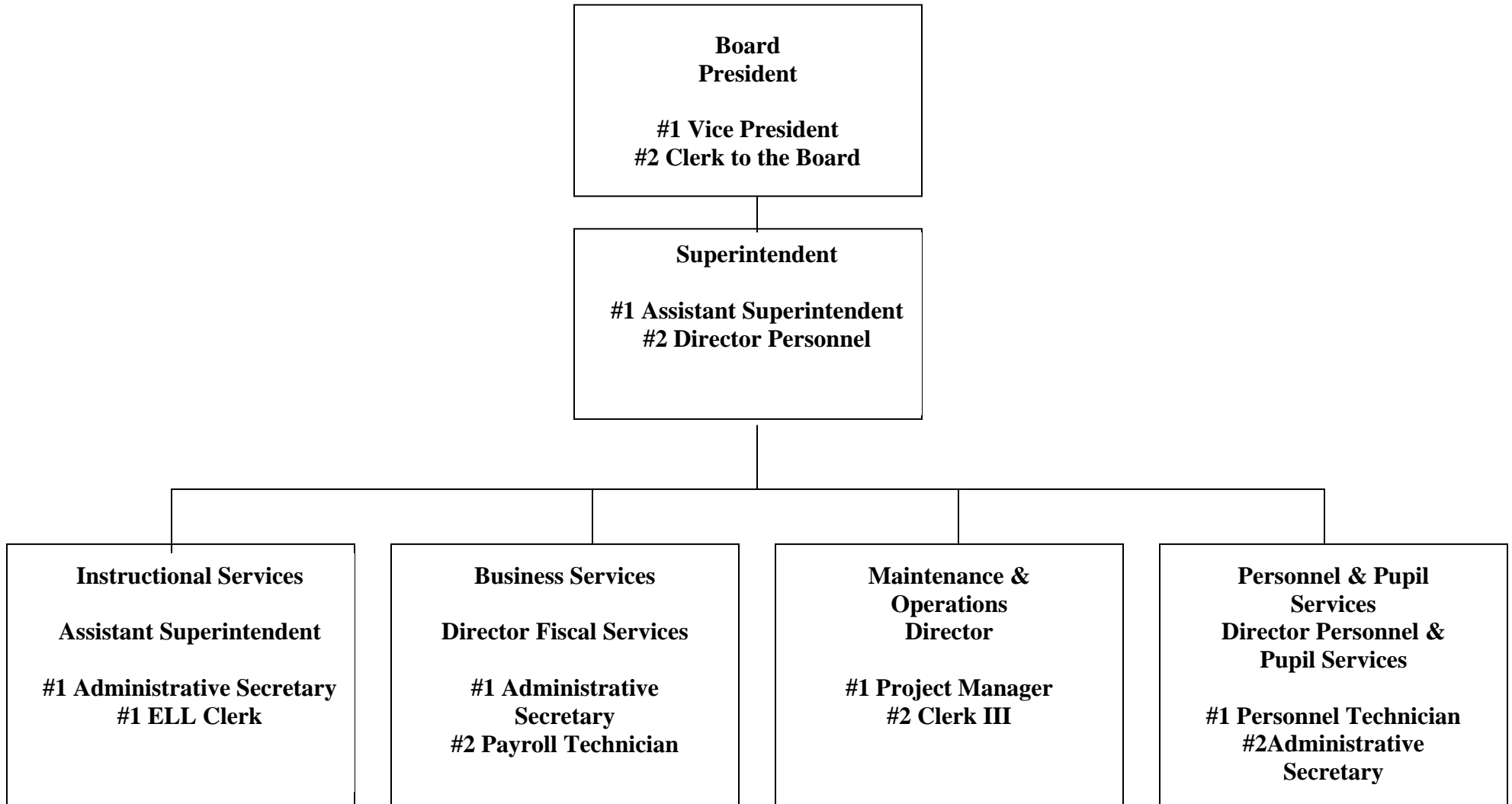
Chain of Command and Succession

The district recognizes the possibility that, in the event of a Pandemic Flu outbreak, key administrative staff may be ill and that it therefore must have a chain of command and succession in place in advance of the need to utilize it. Good planning dictates that two replacements be identified for each position, both because illness may be widespread and because individuals within the command structure may be moved to higher levels as replacements for others who are ill.

The chart on the following page presents the model the district will follow, followed by a roster with contact information.

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DISTRICT CHAIN OF COMMAND/SUCCESSION



DISTRICT ROSTER FOR CHAIN OF COMMAND/SUCCESSION

Board President Name: Dr. Kirk Riemer Email: riemer_k@stanford.edu Office Phone: 650-723-8958 Cell Phone: 650-703-3169 Home Phone:
#1 Name: Dwight Wilson, Vice President Email: Dwight45@aol.com Office Phone: 650-554-1000 Cell Phone: 650-743-7997 Home Phone: 650-728-7861
#2 Name: Jolanda Schreurs, Clerk to the Board Email: cusdtrustee@comcast.net Office Phone: N/A Cell Phone: 415-519-6585 Home Phone: 650-728-5144

Superintendent Name: Rob Gaskill Email: gaskillr@cabrillo.k12.ca.us Office Phone: 650-712-7112 Cell Phone: 650-504-9275 Home Phone: 831-685-9149
#1 Name: Dr. Elizabeth Schuck Email: schucke@cabrillo.k12.ca.us Office Phone: 650-712-7107 Cell Phone: 650-759-4438 Home Phone: 650-712-1335
#2 Name: John Corry Email: corryj@cabrillo.k12.ca.us Office Phone: 650-712-7109 Cell Phone: 415-756-8183 Home Phone: N/A

ROSTER FOR CHAIN OF COMMAND IN FUNCTIONAL AREAS

<p>Name of Area: Instruction</p> <p>Name: Elizabeth Schuck</p> <p>Email: schucke@cabrillo.k12.ca.us</p> <p>Office Phone: 650-712-7107</p> <p>Cell Phone: 650-759-4438</p> <p>Home Phone: 650-712-1335</p>
<p>#1</p> <p>Name: Maggie Van Horbek</p> <p>Email vanhorbekm@cabrillo.k12.ca.us</p> <p>Office Phone: 650-712-7107</p> <p>Home Phone: 650-563-9961</p> <p>Cell Phone: 650-766-9031</p>
<p>#2</p> <p>Name: Tanya Goldberg</p> <p>Email: goldbergt@cabrillo.k12.ca.us</p> <p>Office Phone: 650-712-7142</p> <p>Home Phone: 650-726-1368</p> <p>Cell Phone: 650-759-9759</p>

<p>Name of Area: Personnel/Pupil Services</p> <p>Name: John Corry</p> <p>Email: corryj@cabrillo.k12.ca.us</p> <p>Office Phone: 650-712-7109</p> <p>Cell Phone: 415-756-8183</p> <p>Home Phone: N/A</p>
<p>#1</p> <p>Name : Suzette Hallett</p> <p>Email: halletts@cabrillo.k12.ca.us</p> <p>Office Phone: 650-712-7114</p> <p>Cell Phone: 650-704-5829</p> <p>Home Phone: 650-712-0164</p>
<p>#2</p> <p>Name: Kim Bright</p> <p>Email: brightk@cabrillo.k12.ca.us</p> <p>Office Phone : 650-712-7109</p> <p>Cell Phone: 650-703-4134</p> <p>Home Phone: N/A</p>

ROSTER FOR CHAIN OF COMMAND IN FUNCTIONAL AREAS

<p>Name of Area: Maintenance & Operations</p> <p>Name: James Tjogas Email: tjogasj@cabrillo.k12.ca.us Office Phone: 650-712-7103 Cell Phone: 650-576-5448 Home Phone: 650-726-5220</p>
<p>#1</p> <p>Name Ed Watkins Email watkinse@cabrillo.k12.ca.us Office Phone 650-560-9736 Cell Phone 650-619-0788 Home Phone 650-728-7057</p>
<p>#2</p> <p>Name: Laura Torre Email: torrel@cabrillo.k12.ca.us Office Phone: 650-712-7103 Cell Phone: N/A Home Phone: 650-726-9649</p>

<p>Name of Area: Business Services</p> <p>Name: Diane Stupi Email: stupi@cabrillo.k12.ca.us Office Phone: 650-712-7123 Cell Phone: 650-224-9415 Home Phone: 650-728-3748</p>
<p>#1</p> <p>Name : Lynn Harter Email: harterl@cabrillo.k12.ca.us Office Phone: 650-712-7116 Cell Phone: N/A Home Phone: 650-366-3097</p>
<p>#2</p> <p>Name: Janice Olson Email: olsonj@cabrillo.k12.ca.us Office Phone : 650-712-7123 Cell Phone: 650-207-5711 Home Phone: 650-560-9791</p>

SCHOOL ROSTER FOR CHAIN OF COMMAND/SUCCESSION

School Name: FARALLONE VIEW ELEMENTARY SCHOOL

<p>Principal</p> <p>Name: Katie Berger Email: bergerc@cabrillo.k12.ca.us Office Phone: 650-712-7170 Cell Phone : 415-595-6585 Home Phone: N/A</p>	<p>Other Key Roles: Custodian</p> <p>Name: Steve Evans Email: evanss@cabrillo.k12.ca.us Office Phone: 650-712-7170 Cell Phone: N/A Home Phone: 650-712-8011</p>
<p>#1 Lead Teacher</p> <p>Name : Diana Purucker Email : puruckerd@cabrillo.k12.ca.us Office Phone : 650-712-7170 Cell Phone: N/A Home Phone: 650-728-7445</p>	
<p>#2 School Secretary</p> <p>Name : Christine Prentice Email: prenticec@cabrillo.k12.ca.us Office Phone: 650-712-7171 Cell Phone N/A Home Phone: 650-726-3627</p>	

SCHOOL ROSTER FOR CHAIN OF COMMAND/SUCCESSION

School Name: EL GRANADA ELEMENTARY SCHOOL

<p>Principal</p> <p>Name: Carrie Betti Email: betic@cabrillo.k12.ca.us Office Phone: 650-712-7153 Cell Phone : 415-260-3839 Home Phone: 415- 665-5308</p>	<p>Other Key Roles: Custodian</p> <p>Name: Dave Stewart Email: stewartd@cabrillo.k12.ca.us Office Phone: 650-712-7150 Cell Phone: 650-868-7450 Home Phone: 650-726-1199</p>
<p>#1 Lead Teacher</p> <p>Name : Martha Ladd Email : laddm@cabrillo.k12.ca.us Office Phone : 650-712-7245 Cell Phone: 650-773-8455 Home Phone: 650-728-7642</p>	
<p>#2 School Secretary</p> <p>Name : Tonya Lemberg Email: lemberg@cabrillo.k12.ca.us Office Phone: 650-712-7150 Cell Phone 650-302-1107 Home Phone: 650-563-9450</p>	

SCHOOL ROSTER FOR CHAIN OF COMMAND/SUCCESSION

School Name: ALVIN S. HATCH ELEMENTARY SCHOOL

<p>Principal</p> <p>Name: Mark Loos Email: loosm@cabrillo.k12.ca.us Office Phone: 650-712-7163 Cell Phone : N/A Home Phone: 650-712-9415</p>	<p>Other Key Roles: Custodian</p> <p>Name: Bill Moyer Email: moyerw@cabrillo.k12.ca.us Office Phone: 650-712-7160 Cell Phone: 650-477- Home Phone: 650-726-2363</p>
<p>#1 Lead Teacher</p> <p>Name : Robin Inglis-Arkell Email : ingliss-arkellr@cabrillo.k12.ca.us Office Phone : 650-712-7160 Cell Phone: N/A Home Phone: 650-728-5877</p>	
<p>#2 School Secretary</p> <p>Name : Chris Beffa Email: beffac@cabrillo.k12.ca.us Office Phone: 650-712-7160 Cell Phone N/A Home Phone: 650-726-6208</p>	

SCHOOL ROSTER FOR CHAIN OF COMMAND/SUCCESSION

School Name: KINGS MOUNTAIN ELEMENTARY SCHOOL

<p>Principal</p> <p>Name: John Corry Email: corryj@cabrillo.k12.ca.us Office Phone: 650-712-7109 Cell Phone : 415-756-8183 Home Phone: N/A</p>	<p>Other Key Roles: Custodian</p> <p>Name: Regino Soto Cifuentes Email: None Office Phone: 650-712-7180 Cell Phone: N/A Home Phone</p>
<p>#1 Lead Teacher</p> <p>Name : Lauren Newington Email : laruennewington@comcast.net Office Phone : 650-712-7181 Cell Phone: N/A Home Phone: 650-726-2892</p>	
<p>#2 School Secretary</p> <p>Name : Patricia Perrick Email: perrickp@cabrillo.k12.ca.us Office Phone: 650-712-7180 Cell Phone N/A Home Phone: 650-726-9953</p>	

SCHOOL ROSTER FOR CHAIN OF COMMAND/SUCCESSION

School Name: CUNHA INTERMEDIATE SCHOOL

<p>Principal</p> <p>Name: Michael Andrews Email: andrewsm@cabrillo.k12.ca.us Office Phone: 650-712-7194 Cell Phone : 650-867-0444 Home Phone: 650-570-6517</p>	<p>Other Key Roles: Custodian</p> <p>Name: Joel Altamirano Email: altamiranoj@cabrillo.k12.ca.us Office Phone: 650-712-7190 Cell Phone: 650-454-6328 Home Phone: 650-726-6794</p>
<p>#1 Assistant Principal</p> <p>Name : John Nazar Email : nazarj@cabrillo.k12.ca.us Office Phone : 650-712-7190 Cell Phone: 650-315-7703 Home Phone: 650-712-7703</p>	
<p>#2 School Secretary</p> <p>Name : Patricia Serrano Email: serranop@cabrillo.k12.ca.us Office Phone: 650-712-7194 Cell Phone 650-576-0810 Home Phone: 650-726-4998</p>	

SCHOOL ROSTER FOR CHAIN OF COMMAND/SUCCESSION

School Name: HALF MOON BAY HIGH SCHOOL

<p>Principal</p> <p>Name: Mary Streshly Email: streshlym@cabrillo.k12.ca.us Office Phone: 650-712-7200 ext. 5050 Cell Phone : 650-678-7516 Home Phone: N/A</p>	<p>Other Key Roles: Custodian</p> <p>Name: Jose Acosta Email: acostaj@cabrillo.k12.ca.us Office Phone: 650-712-7200 ext. 4400 Cell Phone: 650-201-6068 Home Phone: N/A</p>
<p>#1 Assistant Principal</p> <p>Name : Scott Biezad Email : biezads@cabrillo.k12.ca.us Office Phone : 650-712-7207 Cell Phone: 415-845-1311 Home Phone: N/A</p>	
<p>#2 School Secretary</p> <p>Name : Janet Vrba Email: vrbaj@cabrillo.k12.ca.us Office Phone: 650-712-7205 Cell Phone 650-440-1365 Home Phone: N/A</p>	

SCHOOL ROSTER FOR CHAIN OF COMMAND/SUCCESSION

School Name: PILARCITOS HIGH SCHOOL

<p>Principal</p> <p>Name: John Corry Email: corryj@cabrillo.k12.ca.us Office Phone: 650-712-7109 Cell Phone : 415-756-8183 Home Phone: N/A</p>	<p>Other Key Roles:</p> <p>Name: Theresa Callicott Email: callicottt@cabrillo.k12.ca.us Office Phone: 650-712-7139 Cell Phone: 415-871-1001 Home Phone: 650-591-6805</p>
<p>#1 Lead Teacher</p> <p>Name : Dudley Hughes Email : hughesd@cabrillo.k12.ca.us Office Phone : 650-712-7219 Cell Phone: 650-430-5978 Home Phone: 650-728-3755</p>	<p>#1</p> <p>Name : Michael Bachicha Email : bachicham@cabrillo.k12.ca.us Office Phone : 650-712-7140 Cell Phone : 650-740-5683 Home Phone : 728-2272</p>
<p>#2 School Secretary</p> <p>Name : Jackie Sullivan Email: sullivanj@cabrillo.k12.ca.us Office Phone: 650-712-7224 Cell Phone 650-703-8250 Home Phone: 726-3468</p>	

SECTION IV
DISTRICT ORGANIZATIONAL STRUCTURE FOR RESPONSE
TO PANDEMIC FLU EMERGENCIES

Leadership

In the event of a Pandemic Flu incident, such as a school closure ordered by the San Mateo County Health Department, the Superintendent will activate the district's Incident Command System (ICS) in accordance with the district's Emergency Plan.

Incident Commander Robert Gaskill

Title: SUPERINTENDENT

Public Information Officer Robert Gaskill

Title: SUPERINTENDENT

Liaison Officer: Robert Gaskill

Title: SUPERINTENDENT

Safety Officer: John Corry

Title: Director Personnel and Pupil Services

The basic responsibilities of each of the Cabrillo Unified School District's Command staff members in the event of a Pandemic Flu incident include the following:

Incident Commander

- Activate the ICS
- Brief team members
- Set specific objectives for the incident
- Assign responsibilities

Public Information Officer

- Prepare communications to parents
- Advise staff of developments
- Prepare communications to the Board
- Prepare media releases
- Post information on the district's website
- Respond to communications from the County Health Department
- Coordinate press conferences

Liaison Officer

- Consult with neighboring districts and the County Office of Education
- Implement the delivery of instructional services
- Assign agency representatives to the Health Dept DOC and the County EOC

Safety Officer

- Make plans for security of all closed school sites
- Ensure staff rotation and appropriate rest

SECTION V

PREVENTION AND MITIGATION STRATEGIES

The Cabrillo Unified School District has taken/will take the following steps in advance of a Pandemic Flu epidemic to prevent or lessen the impact of the disease on the district:

- Created this Pandemic Influenza Response Plan to guide district actions related to Pan Flu.
- Developed communications activities related to Pan Flu (see Section XI of this Plan).
- Organized district technologies to support the response to Pan Flu, such as hotlines, dedicated websites, phone trees, email systems (provide district-specific examples).
- Informed and prepared school sites and staff members to respond to an outbreak
- Directed all schools and other offices to post signs throughout the buildings, relating to prevention strategies such as hand-washing and covering coughs and sneezes. (See Appendix V for sample signs).
- Whenever the Pan Flu Alert reaches stage yellow or higher, the district has instructed schools and other district offices to implement more intensive strategies for surface cleaning and disinfecting “High Touch” areas and surfaces such as:

- Doorbells
 - Intercoms
 - Handrails
 - Door handles
 - Elevator buttons
 - Telephones
 - Keyboards
 - Steering wheels
 - Common controls (levers, buttons, etc)
 - Faucets, handles in sinks and restrooms

- Shared with school and district staff the latest Health Alert Update (August 13, 2009) from the California Department of Health on Pandemic (H1N1) 2009 Influenza. (See Appendix V or <http://www.cdc.gov/h1n1flu/guidance/exclusion.htm>)
- Made available to parents the following list of resources:

Agency	Phone Number
American Red Cross (San Mateo County Chapter)	650-259-1750
Animal Regulation (San Mateo County)	650-573-3726
CalTrans	800-427-7623
Highway Patrol Info Line	650-369-6261
Pacific Gas & Electric Company	800-743-5002
San Mateo County Schools Insurance Group	650-365-9180
Redwood City Fire Department	650-780-7400
School and College Legal Services	510-670-4135
San Mateo County Department of Emergency Services	650-363-4790
San Mateo County Office of Education	650-802-5300
San Mateo County Sheriff's Department	650-363-4000
San Mateo County Department of Health Services (Info)	650-573-2346
Health Services Communicable Disease Reporting	650-573-2346

Local Hospitals	Phone Number
El Camino Hospital, 2480 Grant Rd, Mountain View	940-7000
Kaiser Redwood City, 1150 Veterans Blvd, Redwood City	299-3170
Kaiser South San Francisco, 1200 El Camino Real, S.S.F.	742-2173
Lucile Packard Children's Hosp, 770 Welch Rd, Palo Alto	497-8000
Mills-Peninsula Health Services, 101 S. San Mateo Dr, San Mateo	344-6353
Mills-Peninsula Health Services, 1501 Trousdale Dr, Burlingame	696-5400
San Mateo Medical Center, 222 W. 39 th Ave, San Mateo	573-2222
Sequoia Hospital, 170 Alameda de las Pulgas, Redwood City	369-5811
Seton Medical Center, 1900 Sullivan Ave, Daly City	992-4000
Seton Medical Center – Coastside, 600 Marine Blvd, Moss Beach	563-7100
Stanford Hospital, 300 Pasteur Drive, Palo Alto	1-800-756-9000

SECTION VI SURVEILLANCE

During a Pandemic Flu outbreak, the Cabrillo Unified School District recognizes that the district and its schools will need to monitor the incidence and spread of the disease and, upon request, report the data it collects to the San Mateo County Health Department Public Health Division's Communicable Disease Programs.

Levels of Surveillance

The intensity of surveillance will depend upon the stage that the pandemic has reached. The chart on the next page shows the three levels of surveillance, the conditions that trigger that level, and the actions the district will take in response to the conditions. This chart follows the guidance of the San Mateo County Health Department.

The forms on the pages following the chart will be used by the schools and district to collect and report data on flu-like illnesses. Extra copies of the forms are found in Appendix VI.

The flow chart following the reporting forms provides an overview of the surveillance process.

LEVELS OF SURVEILLANCE

Table 3

LEVEL	CONDITION	DISTRICT ACTIONS
Level 1: Standard Surveillance	No flu activity reported in the community.	<ul style="list-style-type: none"> • Monitor daily attendance for increased absences due to flu-like symptoms
Level 2: Heightened Surveillance	Flu activity reported but absenteeism due to flu-like illness is less than 10%.	<ul style="list-style-type: none"> • Monitor daily attendance for flu-like illness/absences • Begin daily “flu check” in the first hour of school/work • Screen individuals who show symptoms • Log absences due to flu-like illness • Submit Weekly Absence Report to the Health Department if so requested
Level 3: Intensive Surveillance	High level of flu in the community – absences due to flu-like illness exceed 10%.	<ul style="list-style-type: none"> • Monitor daily attendance and log absences • Continue daily “flu check” • Send daily absence report to Health Department via FAX to 650-573-2919 if so requested • Begin preparation for school dismissal

**Cabrillo Unified School District
Heightened Surveillance
Weekly Pandemic Flu Census**

Once pandemic flu has been confirmed as present in San Mateo County, use this form to report weekly about the number of students absent with flu-like illness (matches the definition: fever of 101.5° degrees Fahrenheit or higher, and one of the following: cough, sore throat, headache, muscle ache).

Name of School: _____ Week ending: _____

Elementary: _____ Middle: _____ High School: _____

City: _____ School District: _____

Reporting Individual: _____ Phone: _____

Fax Number: _____ Email: _____

STUDENTS:

a. Number of students absent with flu-like illness this week _____

b. Total number of students enrolled in your school _____

c. % of students in attendance this week _____

STAFF/FACULTY:

a. Number of staff/faculty absent with flu-like illness this week _____

b. Total number of staff/faculty employed at your school _____

Assistance Needed/Comments:

Fax this form each Friday during the period of Heightened Surveillance to:

**Kim Bright
District Contact Person**

**726-0279
Fax Number**

**Cabrillo Unified School District
Intensive Surveillance
Daily Pandemic Flu Census**

Once pandemic flu has been confirmed as present in San Mateo County, use this form to report daily about the number of students absent with flu-like illness (matches the definition: fever of 101.5° degrees Fahrenheit or higher, and one of the following: cough, sore throat, headache, muscle ache).

Name of School: _____ Today's Date: _____

Elementary: _____ Middle: _____ High School: _____

City: _____ School District: _____

Reporting Individual: _____ Phone: _____

Fax Number: _____ Email: _____

STUDENTS:

a. Number of students absent with flu-like illness today _____

b. Total number of students enrolled in the school _____

c. % of students in attendance (a/G) _____

STAFF/FACULTY:

a. Number of staff/faculty absent with flu-like illness today _____

b. Total number of staff/faculty employed at your school _____

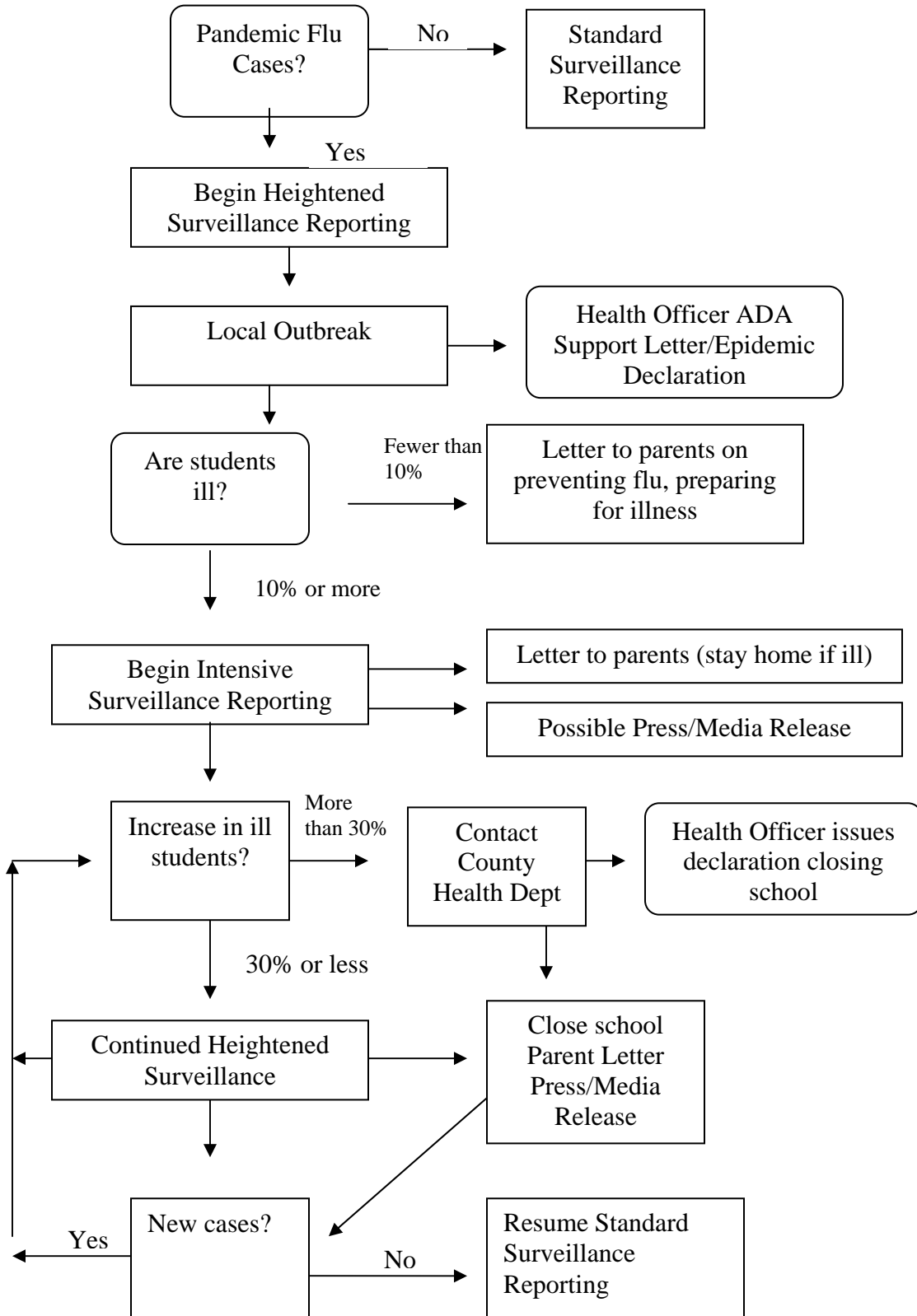
Assistance Needed/Comments:

Fax this form each Friday during the period of Intensive Surveillance to:

**Kim Bright
District Contact Person**

**726-0279
Fax Number**

Pandemic Flu Surveillance Process



SECTION VII SOCIAL DISTANCING

The Cabrillo Unified School District recognizes that influenza is a highly contagious disease that spreads rapidly and with relative ease. The district therefore will implement a number of social distancing strategies as part of its response to Pandemic Flu.

“Social distancing” strategies are non-medical measures intended to reduce the spread of disease from person-to-person by discouraging or preventing people from coming into close contact with each other.

Authority of the County Health Department/County Health Officer

The district recognizes that the County Health Department has the power to limit the movement of individuals and groups when such action is necessary to prevent and control highly communicable diseases that threaten public health. This power includes the authority to close public schools immediately and to have them remain closed, even for extended periods, until the Health Department declares that they may reopen. Any such orders will come from the County Health Officer.

The district will comply with all such orders, as they are issued.

Reimbursement for Average Daily Attendance (ADA) Loss

The district recognizes that California Education Code Section 46392 allows schools whose ADA has been “materially decreased” due to various factors that include an epidemic to establish that fact to the satisfaction of the Superintendent of Public Instruction by affidavits of members of the district’s governing board and the County Superintendent of Schools. If the district can establish this to the Superintendent of Public Instruction’s satisfaction, then it can receive reimbursement for lost ADA revenue.

The district will take the following steps to prevent the loss of any funds:

- Seek legal advice regarding Education Code Section 46392
- Ensure that all schools keep accurate records of absences due to Pandemic Flu
- Inform the governing board about its actions to prevent financial losses due to absences or school closure

District Social Distancing Strategies

The district will take the following actions, as appropriate, to help reduce the spread of a Pandemic Flu:

- Increase respiratory hygiene education for staff, students and parents
- Suspending non-essential activities and events at which large numbers of people would congregate, such as sporting events, theater activities, Open Houses, etc.
- Informing parents to keep children home if they are sick
- Informing staff to stay away from work if ill
- Following guidance provided in CDC's *Preparing for the Flu (Including 2009 H1N1 Flu): A Communication Toolkit for Schools (Grades K-12)*.

SECTION VIII

CONTINUITY OF OPERATIONS: NON-INSTRUCTIONAL

The Cabrillo Unified School District recognizes that it will be vitally important to maintain essential operations during a Pandemic Flu. The district further understands that it will need to adjust its operations under what could be highly difficult conditions involving such things as the possibility that a significant percentage of its workforce could be absent due to illness, public services (mail delivery, transportation, utilities) might be disrupted and private vendors providing important goods and services might not be able to meet their commitments.

Mission Statement

The district's plan for continuity of operations is based upon its mission statement.

*The mission of the **Cabrillo Unified School District** - an exemplary learning community committed to valuing our distinct cultural identities - is to develop critical thinkers and socially responsible citizens who actively participate in their individual learning and development and are fully prepared to embrace their next challenge. We accomplish this by utilizing our unique natural resources and engaging the entire Coastside community and its partners in providing a rich and academically rigorous curriculum in a safe and nurturing environment.*

Critical Functions

Given its mission, the district believes that it will be most essential, during a Pandemic Flu, to:

- Preserve the lives and protect the health and safety of students and staff
- Protect and promote the general public health
- Provide, to the best of its ability, education to students in ways that are not detrimental to the health of students, staff, and their families
- Continue essential business services (payroll, data processing, etc)
- Maintain communication with its stakeholders
- Cooperate with the County Health Department

The district realizes that priorities will need to be established and that non-essential activities will be curtailed to a greater or lesser extent, depending upon the severity and length of the flu epidemic.

Priority Activities for the District Office

Based upon its Concept of Operations in Section III of this Plan, and the district’s Mission Statement and Critical Functions identified previously in this section, the district has identified below and on the following pages its priority activities for each of its major functional areas.

Note: See end of this section for sample priority activities.

<p>BOARD</p> <p>President</p> <p>Back-Up #1: Vice President</p> <p>Back-Up #2: Clerk to the Board</p>	
Activities	Person Responsible
1. Remain in regular contact with the District Superintendent	President
2. Schedule special/emergency Board Meeting re: Pan Flu, as needed.	President
3. Refer questions and concerns voiced by community members to the Superintendent or appropriate administrator.	Board Members

Superintendent's Office

Superintendent: Robert Gaskill

Back-Up #1: Elizabeth Schuck

Back-Up #2: John Corry

Activities	Person Responsible
1. Activate Incident Command System (ICS).	Superintendent
2. Brief ICS team members.	Superintendent
3. Review, assign responsibilities	Superintendent
4. Prepare and disseminate communications to Board, staff, parents, and media	Superintendent
5. Post updated information on the district website	Superintendent
6. Consult with neighboring districts and the San Mateo County Office of Education	Superintendent
7. Represent the district at County Health Department DOC and County EOC meetings	Superintendent

Instructional Services

Lead: Elizabeth Schuck

Back-Up #1: Administrative Secretary

Back-Up #2: ELL Clerk

Activities	Person Responsible
1. Develop educational support plans for isolated/quarantined students.	Assistant Superintendent
2. Utilize email for sending/receiving written assignments – homework, reports, etc.	Assistant Superintendent
3. Provide web-based learning experience.	Assistant Superintendent
4. Arrange for pick-up/drop off of student assignments at school.	Assistant Superintendent
5. Monitor and modify educational support plan proves as necessary.	Assistant Superintendent
6. Assist principals in developing staff development strategies for optimizing time when school are “dismissed”	Assistant Superintendent

Business Services

Lead: Diane Stupi

Back-Up #1: Payroll Technician

Back-Up #2: Administrative Secretary

Activities	Person Responsible
1. Implement plan to insure that payroll, AP/AR continue to operate.	CBO
2. Work with Superintendent and the Director of Maintenance and Operations to insure that all costs associated with the response effort are paid in a timely manner.	CBO
3. Perform other tasks as assigned by the Superintendent to support the emergency response effort	CBO

HR/Personnel

Lead: John Corry

Back-Up #1: Personnel Technician

Back-Up #2Administrative Secretary Pupil Services

Activities	Person Responsible
1. Maintain sick leave records.	HR Director
2. Inform staff of the requirement to come to work, even if schools are closed.	HR Director
3. Inform/remind staff that they may be required to provide Disaster Services.	HR Director
4. Review sick leave policies and make adjustment as necessary	HR Director
5. Review policies and procedures regarding quarantine and pay continuation	HR Director
5. Review best practices for respiratory hygiene and universal precautions and make certain that all staff, volunteers, and students receive appropriate training	HR Director
6. Review procedures for sending ill individuals home and make adjustments if necessary	HR Director

<p>Special Education/Student Services</p> <p>Lead: Director Special Programs</p> <p>Back-Up #1: Administrative Secretary</p> <p>Back-Up #2:</p>	
Activities	Person Responsible
1. Implement steps to ensure that IEPs of special needs students continue to be implemented.	Special Education Director
2. Perform other tasks as assigned by the Superintendent in support of the emergency response effort..	Special Education Director

<p>Maintenance/Operations/Transportation</p> <p>Lead: Director</p> <p>Back-Up #1:Project Manager</p> <p>Back-Up #2: Clerk III</p>	
Activities	Person Responsible
1. Implement security procedures for schools that are closed.	Director, Maintenance & Operations
2. Implement intensive strategies for surface cleaning and disinfecting “high touch” areas and surfaces if so directed	Director, Maintenance & Operations
3. Perform other tasks as assigned by the Superintendent in support of the emergency response effort	Director, Maintenance & Operations

School Priority Activities Form

Cabrillo Unified School District

ALL SCHOOLS AND WORK SITES

Activities	Person Responsible
1. Have on hand sufficient infection prevention supplies (soap, hand-hygiene products, etc.	Principal or Work Site Supervisor
2. Procedure for transporting ill students home from school.	Principal or Work Site Supervisor
3. Post flu-related poster/materials on site	Principal or Work Site Supervisor
4. Adjust daily routines to maximize social distancing.	Principal or Work Site Supervisor
5. Inventory school health/hygiene/first aid supplies..	Principal or Work Site Supervisor
6. Advise parents and community members about where to find flu-related information – e.g. County Health Department website, County Office of Education website, etc.	Principal or Work Site Supervisor
7. Disseminate information from public health sources covering routine infection control, pan flu symptoms, personal protection strategies, etc.	Principal or Work Site Supervisor
8. Perform other tasks as assigned by the Superintendent in support of the emergency response effort	Principal or Work Site Supervisor

SECTION IX CONTINUITY OF INSTRUCTION

The Cabrillo Unified School District recognizes that a Pandemic Flu could impact public education and the instruction of students in many different ways and that the specifics may include implications that have not yet been anticipated. Thus, planning for continuity of instruction involves consideration of a variety of scenarios and "what if" questions.

Providing support and infrastructure for continuity of instruction in an emergency is valuable on many levels. In addition to providing ongoing curriculum and instruction, it stimulates thinking and personal growth and provides constancy in the midst of possibly unsettled times. In this way, beyond fulfilling its mission to educate students, the district is providing a community service by sending a message of calm and organized response to an emergency situation.

“What if” Scenarios

In conducting its planning the district will consider the following possible scenarios and their implications for instruction.

- What if 5 percent of the students are not in attendance? 10 percent? 20 percent?
- What if some students are healthy, but parents are unwilling to send them to school out of fear of exposure to disease or other safety risk?
- What if teachers and other school staff are ill or unwilling to be on campus?
- What if the County Health Officer indicates that all students are dismissed from school immediately?
- What if dismissal lasts 3 weeks? 6 weeks? 12 weeks? Longer?
- What if all schools in the district are closed but some have no students who are sick?
- What if students are dismissed, but teachers are permitted to be on campus and hold consultation with students and parents?
- What if teachers and support staff are not allowed on campus, but are expected to maintain contact and support with students?
- What if teachers are able to support continuity of instruction by visiting homes?
- What if individuals are quarantined and no face-to-face interaction is an option?
- What if school classes are not in session, but the school is able to remain open as a resource center for students on independent study or other interventions for continuity of instruction?

- What if alternative implementations for continuity of instruction are not supported by parents?
- What if school closes at different times of year? A week before registration? During standardized testing? During a time when communication with parents may be more challenging (winter break, spring break, off-track).
- What if the school campus is designated as an emergency center with teachers and/or support staff asked to accomplish a variety of non-educational emergency functions?
- What if the Health Officer determines that it is safe to reopen schools, but a significant number of parents are hesitant to or refuse to send their children back to schools?

Basic Principles

The district has adopted the following set of basic principles to guide its continuity of instruction efforts.

- There is no single "one size fits all" solution to meeting the wide range of students' needs under many different scenarios. **Individual school sites will maintain written instructional contingency plans/procedures.**
- District staff will need to work collaboratively with their colleagues, both within the district and in other districts, to develop and share solutions to continuing instruction in a pandemic.
- A key component of the district's effort must be providing students with instructional resources in core curriculum areas that align with state standards, frameworks, and curriculum cycles.
- Specific instructional practices will vary across grade levels, curriculum areas, teachers, and students.
- The use of different technologies - television, the Internet, email, etc. - must be aligned with the varying access that students have in their homes and local communities.
- If students are absent or schools are closed, full sets of textbooks and other essential instructional materials will be taken home by students or picked up by their parents. This will allow students to continue to be involved in learning activities while they are away from school.

Instructional Strategies

The district will use the set of instructional strategies outlined below to ensure continuity of instruction in the event of a Pandemic Flu.

Altering Classroom Instruction

The district will alter its regular classroom instructional program by:

- 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
- Postponing class trips
- Discouraging use of school buses and public transportation
- Dividing classes into smaller groups
- Moving desks farther apart
- Moving classes to larger spaces to allow more space between students

Independent Study

Independent study that can be accessed via the Internet will be one instructional approach. Materials already developed for students in independent study will be modified and used for other students who are confined at home and/or when schools themselves have been closed. The focus will be on planned independent study by students under the guidance or supervision of a classroom teacher or other adults. Staff will use the Internet to distribute materials to students whenever that is possible and make other arrangements for pick-up and delivery.

Independent study encourages students to take responsibility for the planning and pacing of their own learning and can be used alone or in conjunction with other methods.

Learning Contracts

When appropriate, the district will use learning contracts to provide a method of individualized instruction and to develop student responsibility. These permit individual pacing so that students may learn at the rate at which they are able to master the material, function at the academic levels most suitable to them, and work with resource materials containing concepts and knowledge that are appropriate to their abilities and experiences. Teachers will provide learning objectives, choices of resources and basic time parameters for projects. The contracts will require that students demonstrate the new learning in some meaningful way.

The Internet

Teachers will utilize the information technologies, documents, multimedia capabilities, authoring tools and other resources of the Internet to provide creative opportunities and challenges that enhance students' learning.

The Internet aligns effectively with "inquiry-based learning," an approach to instruction in which students interact with their environment by exploring and manipulating objects, wrestling with questions and controversies, and testing hypotheses to acquire concepts and knowledge.

Web-Based Resources

Teachers will utilize the following Web-based services to deliver instruction:

- District Website
- School Websites
- Google groups
- School Loop

E-Mail Communications

The district has the School Loop email system with current e-mail addresses of 75% of its 6th – 12th grade students and their parents. This system will be used to deliver and submit materials, assignments, and assessments.

Phone Dialer Communications

The district has an Auto Dialer system with access to all households having telephone service (in English and Spanish). This system will be utilized to deliver and submit materials, assignments, and assessments for Kindergarten – 5th grade students, as well as for any 6th – 12th grade students who don't have access to School Loop.

Other Forms of Communication

- PTO Parent Communications Coordinator
- School Office Postings
- Public Buildings Postings

Text Messaging

While text messaging is not an optimal means for conveying information related to instruction, teachers will use IT to communicate with students and parents when appropriate.

SECTION X SUPPORTING STAFF

The Cabrillo Unified School District realizes that during a Pandemic Flu incident its employees may experience high levels of stress. In order to produce a less stressful work environment that enables staff to function most effectively, the district will take the steps described below.

Pre-Pandemic Planning

The district will:

- Provide orientation for staff, including what to expect, what is safe, what is recommended and what to avoid.
- Ask for input and suggestions.
- Establish a clear chain of command and reporting relations.
- Limit emergency shifts to a maximum of 12 hours, followed by 12 hours off. (Mistakes and stress reactions increase the longer the hours).
- Encourage staff to be flexible as assignments will evolve and change.
- Suspend non-essential tasks and delegate remaining workloads so workers can devote their time and attention to the crisis assignment.
- Rotate workers between low and high stress jobs.
- Establish rest and recuperation areas away from view of work site.

Support during the Pandemic Period

During the pandemic the district will support staff by taking the following steps:

- Nurturing team support and providing praise.
- Offering support and mutual help in coping with stresses.
- Insisting on regular breaks and time away from work environment. Walking and deep breathing are good de-stressors.
- Providing healthy snacks. Discourage coffee, donuts and sugar intake; instead provide water, juice, fresh fruit, and veggies. (Sugar and caffeine contribute to stress reactions).
- Identifying and addressing staff issues, concerns, rumors, fears and anxiety.
- Encouraging staff to call home regularly and stay in contact with family and friends.

Support in the Post-Pandemic Period

After the pandemic incident ends, the district will support staff by:

- Summarizing the events that have occurred.
- Affirming the value of staff's contributions.
- Debriefing with staff and accepting input on how to improve the response to future incidents.
- Transitioning back to regular routines in phases, allowing time for employees to recover and re-adapt to their regular assignments.

SECTION XI COMMUNICATIONS STRATEGY

The Cabrillo Unified School District believes that the implementation of an effective communications strategy is essential when dealing with any emergency. An effective communications strategy entails common purposes/goals; clear consistent, accurate messages; identified stakeholders who are the targeted audiences; a variety of channels through which the messages are delivered to the audiences; and repeated delivery of messages to ensure that they are received and reinforced.

Details about each of these elements are provided below.

Purposes/Goals

The main goals of the district's communication strategy are to:

- Provide reassurance that the health and safety of students and staff are the district's top priority
- Advise people about the current state of the pandemic, based upon information from the Health Department
- Inform staff, parents, students, and the community about steps the district is taking to maintain its operations
- Project to students, parents, staff, and the community the image of a school district that is prepared and well organized to serve a role as a leader in the community during an emergency.

Clear, Consistent, Accurate Information

- The district has designated the Superintendent as its communications officer for any Pandemic Flu incident.
- The district will use information supplied by the San Mateo County Health Department to inform its stakeholders about health and disease matters
- The district will send communications in the following languages: English and Spanish

Key Audiences

The district's key target audiences are:

- Staff
- Parents
- Students
- General public in the community

Channels of Communication

The district will use the following methods to communicate:

- Board meetings and minutes
- Video-recorded Board meetings
- District newsletters
- School newsletters
- Postings on its website: www.cabrillo.k12.ca.us
- Packets sent home with students
- Automated telephone message system: Auto Dialer and School Loop
- Email system: District Website – www.cabrillo.k12.ca.us
- Press releases

**SECTION XII
BOARD POLICIES AND
ADMINISTRATION REGULATIONS (AR)**

The Board has reviewed/revised/adopted the following Policies/ARs:

- 3516(a) Emergencies and Disaster Preparedness Plan
- 5141.22(a) Infection Diseases

These policies can be accessed on the District website at <http://www.cabrillo.k12.ca.us>. Click on the “CUSD Governing Board” tab and then on “click here for Cabrillo Board Policies Online” link.

EMERGENCIES AND DISASTER PREPAREDNESS PLAN

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516.3 - Earthquake Emergency Procedure System)

The Superintendent or designee shall also develop and maintain emergency plans for each school site.

In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

(cf. 1330 - Use of School Facilities)

School employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)

(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)

Legal Reference:

EDUCATION CODE

32001 Fire alarms and drills

32040 Duty to equip school with first aid kit

32280-32289 School safety plans

32290 Safety devices

39834 Operating overloaded bus

46390-46392 Emergency average daily attendance in case of disaster

49505 Natural disaster; meals for homeless students; reimbursement

GOVERNMENT CODE

EMERGENCIES AND DISASTER PREPAREDNESS PLAN (continued)

3100 Public employees as disaster service workers
8607 Standardized emergency management system
CODE OF REGULATIONS, TITLE 5
550 Fire drills
560 Civil defense and disaster preparedness plans
CODE OF REGULATIONS, TITLE 19
2400-2450 Standardized emergency management system
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act

Management Resources:

CSBA PUBLICATIONS

Avian Influenza, Governance and Policy Services Fact Sheet, April 2006
911! A Manual for Schools and the Media During a Campus Crisis, 2001
CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
Pandemic Influenza Planning Checklist, 2006
CONTRA COSTA COUNTY OFFICE OF EDUCATION
Pandemic Flu School Action Kit, June 2006
GOVERNOR'S OFFICE OF EMERGENCY SERVICES
School Emergency Response: Using SEMS at Districts and Sites, June 1998
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003
WEB SITES

CSBA: <http://www.csba.org>

American Red Cross: <http://www.redcross.org>

California Department of Education, Crisis Preparedness: <http://www.cde.ca.gov/ls/ss/cp>

California Office of Emergency Services: <http://www.oes.ca.gov>

California Seismic Safety Commission: <http://www.seismic.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Contra Costa County Office of Education, Pandemic influenza resources:

http://www.cccoe.k12.ca.us/about/flu/resources_flu_action_kit

Federal Emergency Management Agency: <http://www.fema.gov>

U.S. Department of Education, Emergency Planning: <http://www.ed.gov/admins/lead/safety/emergencyplan>

U.S. Department of Homeland Security: <http://www.dhs.gov>

EMERGENCIES AND DISASTER PREPAREDNESS PLAN

Components of the Plan

The Superintendent or designee shall ensure that district and school site plans address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff
(cf. 3516.1 - Fire Drills and Fires)
2. Earthquake or other natural disasters
(cf. 3516.3 - Earthquake Emergency Procedure System)
3. Environmental hazards
(cf. 3514 - Environmental Safety)
(cf. 3514.2 - Integrated Pest Management)
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group
(cf. 3515 - Campus Security)
(cf. 3515.2 - Disruptions)
(cf. 5131.4 - Student Disturbances)
5. Bomb threat or actual detonation
(cf. 3516.2 - Bomb Threats)
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak
(cf. 5141.22 - Infectious Diseases)

The Superintendent or designee shall ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:

1. Regular inspection of school facilities and equipment and identification of risks
(cf. 3530 - Risk Management/Insurance)
2. Instruction and practice for students and employees regarding emergency plans, including:
 - a. Regular practice of emergency procedures by students and staff
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

EMERGENCIES AND DISASTER PREPAREDNESS PLAN (continued)

3. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
 - a. The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
 - b. Individuals responsible for specific duties
 - c. Designation of the principal for the overall control and supervision of activities at each school during the emergency, including authorization to use his/her discretion in situations, which do not permit execution of prearranged plans
 - d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
 - e. Assignment of responsibility for identification of injured persons and administration of first aid

4. Personal safety and security, including:
 - a. Identification of areas of responsibility for supervision of students
 - b. Procedures for evacuation of students and staff, including posting of evacuation routes
 - c. Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible
(cf. 5141 - Health Care and Emergencies)
(cf. 5142 - Safety)
 - d. Identification of transportation needs, including a plan, which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
(cf. 3543 - Transportation Safety and Emergencies)
 - e. Arrangements for students and staff with special needs
(cf. 4032 - Reasonable Accommodation)
(cf. 6159 - Individualized Education Program)
 - f. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease
(cf. 4161.1/4361.1 - Personal Illness/ Injury Leave)
(cf. 4261.1 - Personal Illness/Injury Leave)
(cf. 5113 - Absences and Excuses)
(cf. 6183 - Home and Hospital Instruction)

5. Closure of schools, including an analysis of:
 - a. The impact on student learning and methods to ensure continuity of instruction
 - b. How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians
(cf. 3516.5 - Emergency Schedules)

EMERGENCIES AND DISASTER PREPAREDNESS PLAN (continued)

6. Communication among staff, parents/guardians, the Governing Board, other governmental agencies, and the media during an emergency, including:
 - a. Identification of spokesperson(s)
(cf. 1112 - Media Relations)
 - b. Development and testing of communication platforms, such as hotlines, telephone trees, and web sites
(cf. 1113 - District and School Web Sites)
 - c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand
 - d. Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians

7. Cooperation with other state and local agencies, including:
 - a. Development of guidelines for law enforcement involvement and intervention
 - b. Collaboration with the local health department, including development of a tracking system to alert the local health department to a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease
(cf. 1400 - Relations between Other Governmental Agencies and the Schools)

8. Steps to be taken after the disaster or emergency, including:
 - a. Inspection of school facilities
 - b. Provision of mental health services for students and staff, as needed
(cf. 6164.2 - Guidance/Counseling Services)

INFECTIOUS DISEASES

The Governing Board desires to protect students from risks posed by exposure to infectious diseases while providing an appropriate education for all students. The Board recognizes that prevention and education are the most effective means of limiting the spread of infectious diseases.

Infectious Disease Prevention

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

(cf. 1020 - Youth Services)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

(cf. 5141.6 - Student Health and Social Services)

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of blood borne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff.

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. 6142.8 - Comprehensive Health Education)

Universal Precautions

Students and staff shall observe universal precautions in order to prevent exposure to blood borne pathogens and to prevent the spread of infectious diseases.

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Blood borne Pathogens)

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

The Superintendent or designee shall inform students of the precautions to be used in cases of exposure to blood or other body fluids through injury, accident, or classroom instruction.

(cf. 5141 - Health Care and Emergencies)

(cf. 6145.2 - Athletic Competition)

Students with Infectious Diseases

The Superintendent or designee shall exclude students only in accordance with law, Board policy, and administrative regulation. Because blood borne pathogens such as hepatitis B virus, hepatitis C virus, and human immunodeficiency virus (HIV) are not casually transmitted, the presence of infectious conditions of this type is not, by itself, sufficient reason to exclude students from attending school.

(cf. 5112.2 - Exclusions from Attendance)

(cf. 6164.6 - Identification and Education Under Section 504)

Parents/guardians are encouraged to inform the Superintendent or designee if their child has an infectious disease so that school staff may work cooperatively with the student's parents/guardians to minimize the child's exposure to other diseases in the school setting. The Superintendent or designee shall ensure that student confidentiality rights are strictly observed in accordance with law.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5022 - Student and Family Privacy Rights)

(cf. 5125 - Student Records)

Legal Reference:

EDUCATION CODE

48210-48216 *Persons excluded*

49073-49079 *Privacy of pupil records*

49403 *Cooperation in control of communicable disease and immunization of pupils*

49405 *Smallpox control*

49406 *Examination for tuberculosis (employees)*

49408 *Information of use in emergencies*

49602 *Confidentiality of student information*

51202 *Instruction in personal and public health and safety*

CALIFORNIA CONSTITUTION

Article 1, Section 1 *Right to Privacy*

CIVIL CODE

56-56.37 *Confidentiality of Medical Information Act*

1798-1798.76 *Information Practices Act*

HEALTH AND SAFETY CODE

120230 *Exclusion for communicable disease*

120325-120380 *Immunization against communicable diseases*

120875-120895 *AIDS information*

120975-121022 *Mandated blood testing and confidentiality to protect public health*

121475-121520 *Tuberculosis tests for pupils*

CODE OF REGULATIONS, TITLE 8

5193 *California blood borne pathogens standard*

CODE OF REGULATIONS, TITLE 17

2500-2511 *Communicable disease reporting requirements*

UNITED STATES CODE, TITLE 20

1232g *Family Educational and Privacy Rights Act*

1400-1482 *Individuals with Disabilities Education Act*

UNITED STATES CODE, TITLE 29

794 *Section 504 of the Rehabilitation Act of 1973*

CODE OF FEDERAL REGULATIONS, TITLE 45

[164.500-164.534](#) *Health Insurance Portability and Accountability Act (HIPAA)*

COURT DECISIONS

Thomas v. Atascadero Unified School District, (1987) 662 F.Supp. 376

Management Resources:

CSBA PUBLICATIONS

Saving Lives: AIDS Issues for California Schools 1994, rev. 2006

Avian Influenza, Governance and Policy Services Fact Sheet, April 2006

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Department of Health Services: <http://www.dhs.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Contra Costa County Office of Education, Pandemic Flu Resources:

http://www.cccoe.k12.ca.us/about/flu/resources_flu_action_kit

U.S. Government Pandemic Flu Information: <http://www.pandemicflu.gov>

Policy:
Approved: 12-11-08

CABRILLO UNIFIED SCHOOL DISTRICT

APPENDIX I

Prevention and Mitigation Materials

**Pandemic (H1N1) 2009 Influenza
Health Alert Update
August 13, 2009**

**Source: State of California – Health and Human Services Agency
California Department of Public Health**

This Health Alert Update provides information and recommendations regarding Pandemic (H1N1) 2009 influenza, including recommendations for schools and changes in local health department reporting of H1N1 cases.

A. CDPH Endorses CDC Updated Exclusion Recommendations

On August 5, 2009, the CDC released updated recommendations for the amount of time persons with influenza-like illness should be away from others. CDC recommends that people with influenza-like illness remain at home until at least 24 hours after they are free of fever (100° F [37.8°C]) or signs of a fever without the use of fever-reducing medications.

This is a change from the previous recommendation that ill persons stay home for 7 days after illness onset or until 24 hours after the resolution of symptoms, whichever was longer. The new recommendation applies to camps, schools, businesses, mass gatherings, and other community settings where the majority of people are not at increased risk for influenza complications. This guidance does not apply to healthcare settings where the exclusion period should be continued for 7 days from symptom onset or until the resolution of symptoms, whichever is longer.

More stringent guidelines and longer periods of exclusion – for example, until complete resolution of all symptoms – may be considered for people returning to a setting where large numbers of high-risk people may be exposed, such as a camp for children with asthma or a child care facility for children younger than 5 years old.

CDPH concurs with the CDC exclusion recommendation and feels that most prisons and jails can follow the new exclusion recommendations unless there are large numbers of high-risk people in these settings. Such situations should be evaluated on a case-by-case basis.

The complete recommendations can be accessed at:
<http://www.cdc.gov/h1n1flu/guidance/exclusion.htm>

B. CDPH Endorses the CDC Guidance for School (K-12) Responses to Influenza during the 2009-2010 School Year

CDPH endorses and encourages local health departments and school systems to implement the CDC's *Guidance for State and Local Public Health Officials and School Administrators for School (K-12) Responses to Influenza during the 2009-2010 School Year*, released on August 7, 2009. This guidance contains recommendations for management of seasonal and H1N1 Pandemic (H1N1) 2009 Health Alert Update August 13, 2009. This guidance contains

recommendations for management of seasonal and H1N1 influenza in the school environment and suggests that interventions be based on a balanced evaluation of specific public health benefits weighed against social and economic costs of recommended interventions.

CDPH will be collaborating with the California Department of Education, local health departments, and other partners on implementation strategies for the CDC recommendations.

The complete guidance can be accessed at: <http://www.cdc.gov/h1n1flu/schools/>

C. CDPH Recommendations for the Use of Alcohol-Based Hand Sanitizers by Students in California Schools

- The use of alcohol-based hand sanitizers (gels, foams, or wipes) containing at least 60% alcohol should be promoted in California schools because:
 - Alcohol-based hand sanitizers are very effective germicides against many viruses (including influenza) and bacteria (including methicillin-resistant and susceptible *Staphylococcus aureus* (MRSA/MSSA)).
 - Millions of school days are annually lost by students due to absenteeism caused by colds and other common illness that are primarily spread among students through contact with contaminated hands. There is increasing concern about MRSA, which is also spread among students primarily through contact with contaminated hands.
 - Pandemic (H1N1) 2009 influenza is still causing frequent infections in California. Approximately half of these infections occur in children under the age of 18 years, and transmission is common in settings where children gather. When California schools resume classes, transmission of influenza will put both students and the community at risk, unless high rates of vaccination can be achieved when vaccine becomes available.
 - Access to soap and water for hand-washing in schools may be limited, while alcohol-based hand sanitizers can be made easily available in every classroom.
 - Studies have shown that the use of alcohol-based hand sanitizers can decrease rates of illness and absenteeism among students and has the potential to reduce teacher absenteeism, school operating costs, healthcare costs and parental absenteeism. It is possible that effective use of alcohol-based hand sanitizers might reduce the need for student dismissals.
- Alcohol-based hand sanitizers can be used safely in the classroom with a few simple precautions. The use of these products by students is recommended if:
 - Students are taught about the importance of hand hygiene practices in the control of communicable disease.

- In elementary school classrooms, alcohol-based hand sanitizers are used under the direction of a teacher or other school employee.
- In secondary schools, alcohol-based hand sanitizers are available in wall dispensers that are readily visible to a teacher, convenient for use by students, and able to be secured after school hours.
- Students may use alcohol-based hand sanitizers periodically during each school day, in addition to hand washing with soap and water, after coughing or sneezing, toileting and before eating. This may be implemented by having students use the product each time they enter and leave the classroom.
- There is a procedure in place to monitor the occurrence of allergic reactions; if a student appears to develop an allergic reaction to an alcohol-based hand sanitizer, advise the student to discontinue using the product and instead wash hands with soap and water, and notify the school nurse and parent of the possible allergic reaction.
- All alcohol-based hand sanitizer products are kept away from contact with the eyes, mouth, and nose.
- Alcohol-based hand sanitizers are kept away from any type of open flame or where sparks could be generated; smokers should not light a cigarette until their hands are completely dry after use of an alcohol-based hand sanitizer.
- For additional information on hand hygiene and hand sanitizers, please visit the CDC website at <http://www.cdc.gov/features/handhygiene/>



Home Care for Pandemic Flu

Monitor Pandemic Flu Symptoms

Keep a care log. Write down the date, time, fever, symptoms, medicines given and dosage. Make a new entry at least every 4 hours or when the symptoms change. Call your healthcare professional again if your loved one has:

- > A high fever
 - Children and Adults:
Greater than 105°F (40.5°C)
 - Babies 3- to 24-months-old:
103°F (39.4°C) or higher.
 - Babies up to 3 months:
Rectal temperature of 100.4°F (38°C) or higher.
- > Shaking chills
- > Coughing that produces thick mucus
- > Dehydration (feeling of dry mouth or excessive thirst)
- > Worsening of an existing serious medical condition (for example: heart or lung disease, diabetes, HIV, cancer)

If you cannot reach your health-care professional, call 9-1-1 or local emergency number for any of the signs below:

- > Irritability and/or confusion
- > Difficult breathing or chest pain with each breath
- > Bluish skin
- > Stiff neck
- > Inability to move an arm or leg
- > First-time seizure

Prevent Dehydration

Dehydration occurs when the body loses too much water and it's not replaced quickly enough. It can be serious. Begin giving soothing drinks at the first signs of the flu and follow these tips:

- > In addition to plenty of liquids, give ice and light, easily digested foods, such as soup and broth.

- > If your loved one has diarrhea or vomiting, give fluids that contain electrolytes. These are available at your pharmacy or grocery store. Or you can make your own rehydration electrolyte drink for someone over the age of 12.

Electrolyte Drink:
1 quart water
½ tsp. baking soda
½ tsp. table salt
3 to 4 tbsp. sugar
¼ tsp. salt substitute
Mix well and flavor with lemon juice or sugar-free Kool-Aid®.

- > If drinking liquids makes nausea worse, give one sip at a time until your loved one can drink again.

Reduce Fever

To help reduce a fever, do the following:

- > Give plenty of fluids.
- > Give fever-reducing medication, such as acetaminophen, aspirin or ibuprofen, as directed on the container's label. Do not give aspirin to anyone younger than 20.
- > Keep a record of your loved one's temperature in your care log.
- > To relieve discomfort, give a sponge bath with lukewarm water.

After you have called your doctor or emergency number for a fever, continue to follow the home treatment recommendations above. If there is a delay in getting help, ask a health-care professional if you should start an additional dose of an alternate fever-reducing medication (acetaminophen, ibuprofen or aspirin) between the doses described on the label. Always continue to give plenty of fluids.

Prepare for a Flu Pandemic

Make a plan now for a flu pandemic. Figure out what you will do if members of your household have to stay home from work or school or stay separated from others for a period of time. Keep extra supplies of food, water, medications and your disaster supply kit on hand.

Pandemic Flu Caregiving Supplies:

- > Thermometer
- > Soap
- > Box of disposable gloves
- > Acetaminophen
- > Ibuprophen
- > Bleach
- > Alcohol-based hand sanitizer
- > Paper towels
- > Tissues
- > Surgical masks (one for each person)
- > Sugar, baking soda, salt, salt substitute

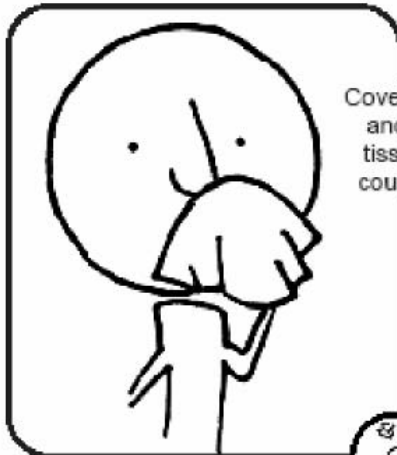
For more information, contact your local American Red Cross chapter, visit www.redcross.org or call 1-800-RED-CROSS.

Many of the recommendations in this brochure are from the U.S. Department of Health and Human Services. This information is not intended as a substitute for professional medical care or current public health advice. Seek advice from your health-care provider, the CDC and your local health department. Visit www.pandemicflu.gov.

As with all medications and treatments, there are side effects and potential complications. Seek professional advice from your health-care professional to make sure any medication or vaccination is appropriate to your health.

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.



You may be asked to put on a surgical mask to protect others.

Clean your Hands

after coughing or sneezing.



Wash with soap and water

or clean with alcohol-based hand cleaner.

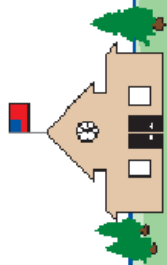


Mississippi Department of Health
717 SE Oklahoma Street
Mississippi, MS 39204
601-876-5414 or 1-877-676-5414
www.health.state.ms.us



Mississippi Antibiotic Resistance Collaborative





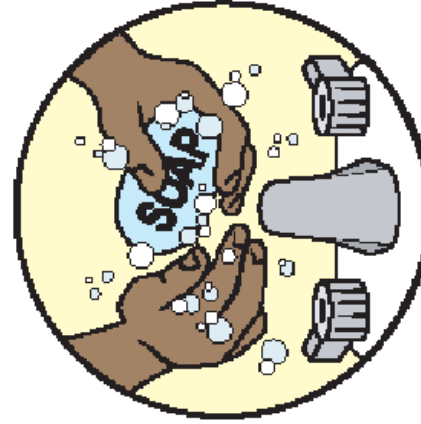
Germ-Free Zone



• Don't spread germs.



• Cover your cough.



• Wash your hands often.



COVER MOUTH AND NOSE



CLEAN HANDS

Cover Coughs and Sneezes. Clean Hands.

Be a germ stopper at school — and home. Cover your mouth and nose when you cough or sneeze. Use a tissue and throw it away.

Clean your hands a lot

- After you sneeze or cough
- After using the bathroom
- Before you eat
- Before you touch your eyes, mouth or nose

Washing hands with soap and water is best. Wash long enough to sing the "Happy Birthday" song twice. Or, use gels or wipes with alcohol in them. This alcohol kills germs!

Stop germs. And stop colds and flu.



www.cdc.gov/germstopper

Stopping the Flu is up to You!

The flu is spread from person-to-person when someone who has the flu sneezes, coughs or even talks. The flu virus is put into the air and may be inhaled by anyone close by. Occasionally a person may become infected by touching something with the virus on it and then touching their mouth or nose.



To protect yourself and your family from the flu:

Wash your hands often with soap and warm water.

Use tissue when you cough, sneeze or spit, and dispose of the tissue in a covered trash bin.

Keep hands away from your face.

Clean shared space more often such as phone receivers, keyboards, steering wheels and office equipment.

Do not share personal items such as forks, spoons, toothbrushes and towels.

Avoid crowds or people who are ill.

¡Parar la Gripe depende de Ti!

La gripe se pasa de persona-a-persona cuando alguien que tiene la gripe, tose, estornuda, o habla. El virus de la gripe entre al aire y puede ser inhalada por alguien que esta cerca. A veces las personas pueden ser infectadas con el virus cuando tocan algo contagiado con el virus y después se tocan la boca o nariz.



WASH YOUR HANDS
FREQUENTLY



Para protegerse usted y su familia contra la gripe:

Lávese las manos con frecuencia con jabón y agua tibia.

Use pañuelo desechable cuando tose, estornuda o escupe y échelo en un basurero con tapadera.

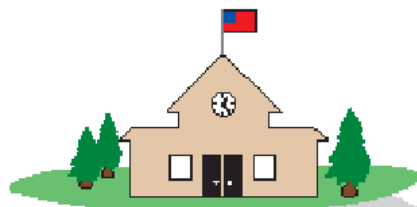
No se toque la cara.

Limpie los espacios compartidos con mas frecuencia, tales como los teléfonos, teclados, volantes, y equipo de oficina.

No comparta sus artículos personales tales como tenedores, cucharas, cepillo de dientes y toallas.

Evite lugares donde hay multitud de gente o a personas que están enfermas.

Keep Our School Healthy



Send sick kids home



- **Teach kids not to cough on others**



- **Teach kids to wash hands often, with soap.**



- **Teach kids to cover their coughs.**



HOW DOES SEASONAL FLU DIFFER FROM PANDEMIC FLU?

November 1, 2005

SEASONAL FLU

Outbreaks follow predictable seasonal patterns; occurs annually, usually in winter, in temperate climates

Usually some immunity built up from previous exposure

Healthy adults usually not at risk for serious complications (the very young, the elderly and those with certain underlying health conditions at increased risk for serious complications)

Health systems can usually meet public and patient needs

Vaccine developed based on known virus strains and available for annual flu season

Adequate supplies of antivirals are usually available

Average U.S. deaths approximately 36,000/yr

Symptoms: fever, cough, runny nose, muscle pain. Deaths often caused by complications, such as pneumonia.

Generally causes modest impact on society (e.g., some school closing, encouragement of people who are sick to stay home)

Manageable impact on domestic and world economy

PANDEMIC FLU

Occurs rarely (three times in 20th century - last in 1968)

No previous exposure; little or no pre-existing immunity

Healthy people may be at increased risk for serious complications

Health systems may be overwhelmed

Vaccine probably would not be available in the early stages of a pandemic

Effective antivirals may be in limited supply

Number of deaths could be quite high (e.g., U.S. 1918 death toll approximately 500,000)

Symptoms may be more severe and complications more frequent

May cause major impact on society (e.g. widespread restrictions on travel, closings of schools and businesses, cancellation of large public gatherings)

Potential for severe impact on domestic and world economy

For additional information visit: www.pandemicflu.gov

UNITED STATES DEPARTMENT OF HEALTH AND HUMAN SERVICES

APPENDIX II

Resources Related to Health and School Closure

***SAMPLE
HEALTH OFFICER SCHOOL CLOSURE DECLARATION***

To School Officials:

The health department is ordering all schools to close immediately due to the pandemic flu epidemic in our community. If you have any questions regarding this declaration, please call San Mateo County Health Department Communicable Disease Program at 650-573-2346.

Because the virus is spread easily from person-to-person, it is no longer safe for children to attend class. Colleges, day care centers, and preschools also have been ordered to close.

Please inform your students' parents and guardians immediately that school facilities will be closed to all activities, including sport and non-academic events, and may remain closed for an extended period of time (for example, up to 6 weeks).

The purpose of closing schools is to decrease contact among children, decrease their risk of getting sick, and limit the spread of infection.

The Health Department will keep school officials updated as the situation changes. A press release is being issued to inform the public of this declaration.

Scott Morrow, M.D.
San Mateo County Health Officer

Provided below are links to various resources.

Preparing for the Flu

<http://www.cdc.gov/h1n1flu/schools/toolkit>

CDC Guidance for State and Local Public Health Officials and School Administrators for School (K-12) Responses to Influenza during the 2009-10 School Year

<http://www.flu.gov/plan/school/schoolguidance.html>

Technical Report for State and Local Public Health Officials and School Administrators on CDC Guidance for School (K-12) Responses to Influenza during the 2009-10 School Year

<http://www.flu.gov/plan/school/k12techreport.html>

Novel H1N1 Vaccination Recommendations

<http://www.cdc.gov/h1n1flu/vaccination/acip.htm>

APPENDIX III

Continuity of Instruction Materials

Legal Requirements Related to Independent Study Options & ADA

Frequently Asked Questions

~Can districts place students on independent study on a large-scale basis in anticipation of the pandemic flu?

Independent study is a voluntary option and cannot be assigned. However, independent study agreements could be prepared in advance, and students, parents, and teachers can be properly informed to anticipate an emergency and to consider participation in independent study. Also note that Community Day School students are prohibited from participating in independent study.

~Who would qualify to supervise the students since teachers may not be available? Parents?

Teachers are required participants in the independent study agreement. In preparation for a pandemic, a corps of teachers could be established, including current, substitute, and retired teachers. However, since most teachers are not aware of local policies related to independent study agreements, they would have to be in-serviced. Parents can support their students with the assigned curriculum.

~Who would determine the granting of credits?

Only the supervising teacher may grant credits.

~Would ADA be earned due to the emergency situation?

As long as qualified supervising teachers perform their duties, schools would continue to generate ADA. Should the teacher become incapacitated due to illness, there might be delays in evaluating the work. However, a substitute teacher could be used. Districts should create policies to address such staffing changes.

~Whom can we contact for further information about independent study?

The California Department of Education can answer many of these questions. See their Web site:<http://www.cde.ca.gov/sp/eo/is> or call (916) 322-1849. Also refer to CDE's Independent Study Operations Manual.

Selected Codes Related to Independent Study and Attendance Accounting

Independent Study

Agreements	5CCR 11702	Written agreements
Appointment	EC 46300.7	Written permission of parent
Community Day Schools	EC 48663 (d)	No independent study use
Curriculum	EC 51745 et seq.	Authorized
Computing ADA	EC 46300(e)(1)	Five or more consecutive days
Definitions	5CCR 11700	General Provisions
District	5CCR 11701	District Responsibilities
Ratios	EC 51745.6	Pupil teacher ratio
Records	EC 51748	Apportionment
Rules	EC 51749.3	Purpose
Special Education	EC 51745(c)	As authorized by IEP

Attendance Accounting

Emergencies	5CCR 428	Material decrease in attendance
	EC 41422	Inability to maintain school for prescribed minimum fiscal year
	EC 46390 et seq.	Materially decreased

School Safety

School Safety Plans	EC 32281	Development of the plan
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Steps in Implementing Independent Study

1. Review local district policy and regulations on long-term independent study.
2. Determine what curriculum will be provided to students, and how the lessons will be delivered:
 - packets could be prepared in advance by current classroom teachers, similar to what they prepare for students on short-term independent study due to illnesses and other reasons.
 - districts could choose to deliver lessons prepared by teachers via television or cable systems.
 - other means
3. Establish how students and teachers will communicate on a periodic basis, in the event that they are subject to quarantine; how to evaluate the work and provide instruction and feedback:
 - telephone
 - cell phone/text messaging
 - e-mail
 - fax
4. Conduct in-service to teaching staff on the local district's independent study guidelines and master agreements and contracts.
5. Meet with students, parents, and teachers to sign the independent study agreements, which could be kept on file in the event of a pandemic flu outbreak

APPENDIX III.1

On-line Instructional Resources

Online Instructional Resources

The websites listed below will serve as useful resources for both teachers and parents when working with students in the content areas of language arts, mathematics, history and science. The websites cover grades kindergarten through high school. (Note: The URLs listed below were deemed accurate at the time of publication, but may have changed over time.)

GENERAL

<http://www.free.ed.gov> - Online resources from the U.S. Department of Education that are free subject and grade-specific and aligned with state standards.

<http://www.smithsonianeducation.org/educators/> - Online lessons available from the Smithsonian Institution.

<http://www.thinkfinity.org> - Search content partner sites by grade level for lessons, interactives, and reference materials in math, reading, social studies, science, and art.

<http://www.hippocampus.org> – Multimedia lessons for high school in Algebra, American Government, Biology, Calculus, Environmental Science, Physics, Psychology, Statistics, and US History. Lesson can be searched by topic and is correlated to many textbooks.

<http://www.starfall.com> – a learn to read website for grades K-2.

<http://www.ctap4.net/projects/middle-school-math.html> – links to technology resources for middle school mathematics.

<http://www.eduplace.com/activity/> - This website, developed by the Houghton Mifflin/Harcourt Company, provides free language arts and social studies lessons to teachers, grades K-8, that are somewhat correlated to their curriculum materials.

<http://www.internet4classrooms.com/lesson.htm> - This website offers free lessons in all of the content areas, grades K – 12.

<http://www.cde.ca.gov/ci/gs/em/> - There are a number of lesson plan ideas on the California Department of Education website. Type words like “Constitution”, “California”, “Cesar Chavez” in the search box, and a plethora of activities and resources become available.

LANGUAGE ARTS AND READING

<http://teams.lacoe.edu/welcome.html> - The Los Angeles County Office of Education developed this website for administrators, teachers, para-professionals and students. Educators and parents will find hundreds of resources to explore and use with their students/children here.

<http://writingfix.com/index.html> - Teachers of the Northern Nevada Writing Project offer interactive prompts designed to inspire students in grades K-3.

<http://www.fablevision.com/place/library/index.html> - A collection of contributions from Fablers and friends, featuring TeleFables™. No need for a library card to check out these stories.

http://www.preschooexpress.com/calendar_station.html - Here's a site with outstanding monthly activity calendars filled with a large variety of activities for parent and child to do together.

<http://www.arcademicskillbuilders.com/> - Online educational games that reinforce basic math, language arts, and thinking skills.

http://www.literacycenter.net/play_learn/index.html - This site provides online activities for students in English, Spanish, German and French that support learning letters, shapes, words, numbers, colors and keyboard.

http://www.tooter4kids.com/classroom/daily_writing_ideas.htm#Monday - Here's a bonanza of writing prompts for each day of the month (K-4).

<http://shakespeare.mit.edu/works.html> - Shakespeare K12 - This comprehensive resource includes a Shakespeare discussion area, chronological and alphabetical listing of plays, familiar quotations, and glossary.

<http://www.webenglishteacher.com/litmain.html> - Carla Beard, developer of the Web English Teacher Website, shares multiple links to biographical and critical information, e-texts and lesson plans related to 90+ specific authors.

<http://www.readingrockets.org/> - Teaching students to read and helping those who struggle – PBS, US Department of Education.

<http://www.readwritethink.org/> - Resources and practices in reading and language arts for educators and students - International Reading Association, National Council of Teachers of English.

<http://pbskids.org/> - Resources and activities from children's favorite programs such as *Reading Rainbow*, *Reading Between the Lions* - PBS Kids.

<http://www2.scholastic.com/> - Reading resources and activities for teachers, parents and students – Scholastic.

<http://www.adlit.org/> - All about adolescent literacy. Resources for parents and educators of kids in grades 4 - 12 – WETA.

<http://englishcompanion.ning.com/> - Where English teachers meet to help each other – Jim Burke, Burlingame HS teacher.

<http://www.sdcoe.net/cahsee.asp> - The San Diego County Office of Education offers online modules to help with 29 specific Language Arts and 37 Mathematics topics found on the CAHSEE.

<http://www.sdcoe.k12.ca.us/score/cy912.html> - The San Diego County Office of Education shares 40+ supplementary, standards-based, web-delivered units of instruction centered on core works of literature. Each CyberGuide includes a student and teacher edition, standards, a task and a process by which it may be completed, teacher-selected web sites and a rubric, based on California Language Arts Content Standards.

<http://streamer3.lacoe.edu/cahsee/> - In an effort to help more students pass the English Language Arts and Mathematics portions of the California High School Exit Exam, the California Department of Education in collaboration with the University of California, Office of the President, is publishing two study guides for use by parents, students, and teachers. These documents will download as a PDF file.

<http://digitalgallery.nypl.org/nypldigital/index.cfm> - The New York Public Library offers free online access to over 520,000 digital images from primary sources. This well-organized site includes illuminated manuscripts, historical maps, vintage posters, rare prints and photographs, illustrated books, printed ephemera, and much more.

<http://www.collegeboard.com/student/apply/essay-skills/index.html> - CollegeBoard.com provides writing resources for high school students that include Sample College Essay Questions, Recipe for a Draft, and Three Steps to a Great College Essay.

<http://www.poetryfoundation.org/> - Visit the Poetry Foundation and learn about the world of poetry. The site features information on poets, poetry, children and reading guides. Also included are new dispatches about poetry, reviews of live readings journals, a gallery, book picks, and a well-organized archive of more than 3,000 contemporary and classic poems.

<http://www.smbdsd.org/page.cfm?p=35> - This is a well-known website often used by teachers using the Houghton Mifflin reading curriculum. K-6th grade lessons are shared along with a variety and multitude of support materials (for example vocabulary charts and pictures) that teachers can use in their classrooms (Santa Maria Bonita School District website).

MATHEMATICS

<http://www.calculus7.com> - Calculus animations, graphics and lecture notes for classroom use.

<http://www.mathopenref.com> - Math Open Reference – Definitions and examples of High School Math topics.

http://www.tsusmell.org/images/MELL_MathTerms.pdf - Spanish translations of some common math terms used in Middle and High School.

<http://mathforum.org> - Mathforum is a great site for teachers and students. Ask Dr. Math, Problems of the Week, Discussion Groups, and a library are some of the things at this site.

<http://www.mathsciencenetwork.org/products> - The National Network of Eisenhower: This is a new online compilation of math and science resources.

<http://www.ed.gov/free/index.html> - The Federal Resources for Educational Excellence: This free website makes it easy to find teaching resources on federal government web sites. It was developed with the cooperation of more than 35 federal agencies and is updated each week.

<http://nationsreportcard.gov> - Videos of teachers and students, data tools, and reference guides.

<http://www.acoe.org/acoe/EdServices/ProgramsandServices/Math/K12Resources> - For lessons on topics such as: fractions, factoring, graphs or linear and quadratic functions, and many others.

<http://dww.ed.gov> - Doing What Works brings online the recommendations outlined in *Encouraging Girls in Math and Science*, a previously released practice guide sponsored by the department's Institute of Education Sciences. The guide is available for download from http://dww.ed.gov/launcher.cfm?media/MathScience/Girls/TopicLevel/gms_practice_guide.pdf

<http://www.aleks.com> - This online math program provides targeted assessment and learning with standards-based content for grades 3-12. Through adaptive questioning, ALEKS accurately assesses a student's knowledge and then delivers targeted instruction.

<http://nw.pima.edu/dmeeks/spandict/> - This is an English-Spanish dictionary that lists English terms with their corresponding Spanish translations.

<http://convergence.mathdl.org> - Convergence is a resource and forum for mathematics teachers of high school classes and lower division college classes who want to use the history of mathematics to engage and motivate their students, and help them better understand the mathematical ideas. The magazine is currently free to all, although registration is required.

<http://www.nctm.org/resources/families.aspx> - This site offers brochures and other online materials that recommend practical ways for families to discuss and do math at home together.

<http://www.learner.org/> - Annenberg media programs and games. Try the Taxicab Treasure Hunt.

<http://nlvm.usu.edu/> - The National Library of Virtual Manipulatives is an NSF supported project that began in 1999 to develop a library of uniquely interactive, web-based virtual manipulatives or concept tutorials, for mathematics instruction (K-12). The project includes dissemination and extensive internal and external evaluation.

<http://www.funbasedlearning.com> - Algebra games and much more. Be sure to check out Graph Mole at different levels.

<http://www.321know.com/> - AAA Math features a comprehensive set of interactive arithmetic lessons. Unlimited practice is available on each topic which allows thorough mastery of the concepts. A wide range of lessons (K-8 grades) enables learning or review to occur at each individual's current level.

<http://standards.nctm.org/document/eexamples/index.htm> - Principles and Standards for School Mathematics shares electronic examples (interactive figures/virtual manipulatives) for Pre-K-12.

http://mathforum.org/ncsm/NCSMPublications/2000/pdf/CMTR_Elem_List.pdf - The National Council of Supervisors of Mathematics provides a list of tools to use to teach different concepts. Download list as a PDF file.

<http://mathforum.org/t2t/faq/faq.manipulatives.html> - Math Forum's Teacher2Teacher is a resource for teachers and parents who have questions about mathematics.

http://www.pbs.org/parents/earlymath/grades_games.html - Browse to find the games that interest your child. You can use the Parent Pointers and Hints sections for ways to help your child get the most enjoyment from them.

<http://www.pbs.org/teachers/> - Parents and student can use these online resources at home to support grade-level standard skills in mathematics, reading and language arts, science, social studies, art, and health and fitness.

<http://mathforum.org/pow/> - Here is the index to all of Math Forum's current and archived Problems of the Week. These non-routine challenges are for students in grades 3-8.

<http://www.nwrel.org/msec/mpm/> - The Northwest Regional Educational Laboratory provides resources for teaching and assessing open-ended problem-solving. Included on-site are the components of the problem-solving model, developing performance assessments, scoring student work, and using assessment to guide instruction.

<http://www.stfx.ca/special/mathproblems/> - These word problems are organized by grade levels. Each grade level has over 40 problems and answers. If needed, a hint is provided for each problem.

http://www.thefutureschannel.com/problem_solving.php - The Futures Channel produces quality multimedia content for educators to enliven curriculum and engage students. Resources include short video clips, activities, and lessons to connect mathematics, science, technology, and engineering to the real world of careers and achievement.

<http://www.bced.gov.bc.ca/careers/aa/lessons/math.htm> - How is math used in the real world? The Ministry of Education of the Government of British Columbia shares lessons that show how math is used in everyday applications.

<http://mathstar.lacoe.edu/lessonlinks/welcome.html> - The Los Angeles County Office of Education produced online student activities for Menu Math, Introducing Integers, Adding Integers, and Subtracting Integers. Students can independently use these online activities to test their math knowledge.

HISTORY

<http://academic.brooklyn.cuny.edu/geology/leveson/core/linksa/maptop.html> - This site offers online tutorial and quizzes for the basic features of a map, which include distance, scale, direction, latitude-longitude, and types of maps.

<http://www.loc.gov/exhibits/treasures/franklin-home.html> - The life of Benjamin Franklin is highlighted by the vast collections of the Library of Congress that focuses on his achievements as a writer, printer, inventor, scientist, politician, and statesman.

<http://www.digitalhistory.uh.edu/> - Digital History offers an interactive, multimedia history of the United States from the Revolution to the present.

<http://www.accd.edu/sac/history/keller/ACCDitg/SSCT.htm> - Alamo Community College District lists attributes of a critical thinker, defines seven critical reading strategies, and describes applying critical thinking to American History.

<http://k-12historysocialstudies.com/boals.html> - Numerous well-organized groups of links to history and education-related sites. Topics include: genealogy, geography, economics, general history, non-western history, European/Russian history, resources for writers, research/critical thinking and much more.

<http://www.pbs.org/history/> - PBS offers resources connected to their television series that include: a summary of each episode, interviews, timeline, glossary, weblinks and photos. Resources are organized by topics: Ancient World, United States, World History, Biographies, and War & Espionage.

SCIENCE

<http://biodidac.bio.uottawa.ca/> - Biodidac offers a bank of digital resources for teaching biology. The resources are organized into three groups: organismal biology, human biology and histology.

<http://titlev.fiu.edu/broller/index.html> - Dr. Barbra Roller from Florida International University shares this interactive glossary of prefixes, roots and suffixes to help understand biological terms. This module includes the glossary, examples and quiz.

<http://www.pubinfo.vcu.edu/secretsofthesequence/> - Virginia Commonwealth University shares the Secrets of Sequence Video Series that provides 50 of the best videos from public television series to help teachers in the application of genetic research across the biology curriculum.

<http://www.dnalc.org/ddnalc/resources/animations.html> - The Dolan DNA Learning Center shares 11 animations that include: How Embryonic Stem Cell Lines are Made, DNA Restriction, Gel Electrophoresis, DNA Transformation 1, DNA Transformation 2, Polymerase Chain Reaction, Sanger Sequencing, Cycle Sequencing, DNA Arrays, Gene Chip, and Model Organisms.

<http://www.cotf.edu/ete/> - This NASA-sponsored project is a series of interdisciplinary, problem-based learning modules for students in grades 7-12. These projects have student teams address real-world problems that scientists are working on today by analyzing remotely sensed satellite images. Teacher pages provide a comprehensive guide to the program by supporting, planning, facilitating, assessing, and, problem-based learning.

APPENDIX IV

Supporting Staff Materials

Common Responses to Stress During a Community Crisis

Most people recover very well from these. You may have some of these, you may not.

You may feel:

- Loss of emotional control or inappropriate emotional response
- Anxiety, apprehension, worry
- Irritability restlessness, agitation, grouchy
- Feelings of depression, moodiness, periods of crying
- Anger, blaming
- Feeling overwhelmed
- Less interest in usual activities
- Feelings of isolation, detachment, loneliness
- Feelings of guilt about surviving
- Denial or holding in feelings

You may experience:

- Headaches
- Upset stomach
- Soreness in muscles
- Hot or cold spells, sweating or chills
- Rapid heart rate
- Faintness or dizziness (seek medical evaluation)
- Numbness or tingling in parts of the body
- Feeling a “lump in the throat”
- Pains in chest, trouble breathing (seek medical evaluation)
- Easily startled
- Muscle shaking, twitching
- Feeling tired and weak
- Sleep problems
- Hyperactivity
- Outbursts of anger or frequent arguments
- Inability to express self verbally or in writing
- Withdrawal, wanting to be alone
- Increased use of alcohol, tobacco, other drugs
- Avoidance of activities or places that remind you of traumatic events
- Family problems
- Loss or increase in appetite

You may have trouble with:

- Staying on task
- Confusion
- Poor problem solving
- Slowness of thinking or difficulty paying attention

- Forgetfulness, memory problems
- Difficulty making decisions
- Nightmares
- Thinking about the same things over and over

MENU FOR SELF-CARE: WAYS TO HELP MANAGE YOUR STRESS

Basic Concepts and Suggestions:

- Maintain contact and connection with primary social supports.
- Talk about your thoughts and feelings that keep returning with someone who is a good listener. Discuss the difficult parts. This helps you “let the steam out,” integrate, and move on from the experience. Be gentle with yourself. There will always be things you could have done differently. Also remember to discuss the positive contribution you made and the good that will come from your participation.
- Nurture and pamper yourself. Get plenty of rest. Allow yourself downtime and don’t push yourself. Spend time with your support system of family and friends and dog or cat. Take a leisurely hot bath, get a massage. Plan extra time to do usual task; you may not be able to function as efficiently as usual. Allow others to help with your tasks; you’re not the only one who can do it.
- Remember what you did previously to cope with stress and practice it.
- Eat well and take your time. Avoid caffeine, fast foods, and sugar. Drink sufficient water. Avoid overeating.
- Accept whatever feeling you are having and recognize that others who were involved in the same incident may be on a different timetable of emotions. Be patient with yourself and others.
- Turn off your radio and television when the news is being broadcast. Too much trauma exposure just increases the unease, promotes feeling overwhelmed, and slows return to normal. This is also good advice if you have children. The younger they are the less they should watch of the news.
- Find some release for what is inside. Write down your thoughts and feelings in a journal, paint, draw, make music, or dance.
- Do some mild exercise – walking is great – be present, watch your breath, breathe deeply with long, slow exhalations. Let go and release tension and discomfort with each exhalation. See each inhalation as restoring yourself.
- If you are having trouble sleeping don’t stay in bed for too long trying to fall asleep as this may just increase restlessness, anxiety and rumination. Instead get up, read a book, listen to some soothing music, or watch an old favorite movie until you are sleepy.
- See a funny movie or play. Go to the theater. It is okay to laugh and enjoy yourself. Affirm life.
- Read an inspiring quote or religious passage. Maintain your spiritual practice.
- Don’t immediately make major changes in your life – give yourself some time first.
- Don’t try to self-medicate, numb out with ETOH or other agents. You will recover more quickly without them.
- Gradually resume your normal routine.
- Remember no one who responds to a mass casualty event is untouched by it.
- Profound sadness, grief, and anger are normal reactions to an abnormal event.
- Seek professional assistance if you feel you are getting stuck with repeated thoughts or emotions about the experience or are having difficulty returning to your normal routine. Ask for a debriefing or see someone through Employee Assistance. Don’t feel bad about asking for help; it is not uncommon to have some reaction after this type of experience and remember, it usually passes.