

Emerging Infectious Diseases/Pandemic Flu - Pandemic Response Matrix <http://www.state.gov/m/a/os/c17204.htm>

(Compiled from rubrics of American School in Japan, American School of Bucharest, Taiwan American School, International School of Prague, International School of Estonia, and others)
(Options in red indicate a different option suggested by some schools, and should be considered)

Levels are defined by the presence of the following within the school locality:	Communication (All Pandemic Crisis Team Only)	Campus Access	Educational Delivery	Co-Curricular Program	Community Gatherings/Events/Field Trips/Travel	Personnel	Emergency Care	School Provided Transport	School Operations/Canteen
Level One (Low Risk) - First pandemic flu case reported in country. - No reported cases in local community. - School community (employees, students, parents) requested to take temperature twice daily. If 38C or greater please stay home.	- Use of periodic email to community. Use of daily bulletin and or website to provide information. Primary sources of information: U.S. Embassy, host government, W.H.O.	- Access to campus as per normal school policy.	- Regular school program. - Daily homework provided by teachers for any student staying at home. - Continue expansion and integration of Virtual School program.	- All regularly scheduled activities allowed.	- Field trips allowed, as per normal school policy.	- Normal working conditions. - All school employees returning from affected areas have their health monitored for 10 days.	- See physician if temperature is over 38C. - Provide fly shots on campus, encourage hand-washing and healthy living.	- All bus routes run as usual.	- Normal cleaning and maintenance. - Continual disinfecting by cleaning personnel. - Review food handling procedures with staff.
Level Two (Moderate Risk) - First pandemic flu case reported in city. - Increasing number of cases reported in country. - School community (employees, students, parents) requested to take temperature twice daily. If 38C or greater please stay home.	- Daily updates to community on status of pandemic flu in country and impact on school program. - Updated recommended hospital list. - In-class instruction to ensure students understand protocol and proper hygiene.	- School open to staff, students, parents, only. ID required. - Anyone else by appointment only to minimize visitors. - School community with temp over 38C report to Health Center. - Visitors must report to Health Center to assess temperature.	- Regular school program. - Daily homework provided by teachers for any student staying at home. - Parent and student review and training for Virtual School program.	- All scheduled co-curricular programs allowed, except to affected areas, or visitors from affected areas.	- All events will be reviewed (Some schools rubrics advise that events be cancelled at this risk level).	- Normal working conditions. - All faculty and staff report to work after assessing temperature at home.	- Health Office will determine whether individual who has recovered from flu can return to school. - If temperature over 38C, individual must to home ASAP.	- All bus routes run as usual. - Bus access may be denied for those with temp over 38C.	- All Food Service workers must wear gloves/mask. - Continual disinfecting throughout the day. Full disinfection every three days.
Level Three (Medium Risk) - First pandemic case reported within school community. - Increased spread of pandemic flu in city with transfer in public places. - Take temperature twice daily. If 38C or over please stay home.	- Daily updates to faculty and community. - Daily classroom instruction to explain situation and to emphasize proper hygiene.	- Anyone with temp over 38C report to Health Center. - Visitors must report to Health Center to assess temperature. - Closed campus: nobody allowed off campus during the day. (No non-school visitors, no exceptions.)	- Daily homework provided by teacher for any student staying at home. - All students exit campus by 3:30. - Instruction to parents via email and web page on use of Virtual School program.	- Co-curricular programs suspended. Large gatherings not allowed.	- All special events, field trips, travel etc. discontinued. No large faculty or staff gatherings. Field trips discontinued.	- All faculty and staff report to work after assessing temps at home. Crisis response team meets to determine how best to continue school operation (voluntary departure of faculty allowed?).	- Health Office determines if individual who has recovered from flu can return to school. - If temp over 38C, individual must go home. - Use hospitals rated highly for pandemic fly prevention and containment.	- All bus routes run as usual. - Bus access may be denied for those with temp over 38C. (Bus service discontinued at this level)	- Some form of Food Services in place for staff and students who are attending school. - Continual disinfecting throughout the day. Full disinfection every three days.
Level Four (High Risk) - Spread of pandemic flu within the school community. - Government directs schools to close.	- Daily updates. Further communication using Virtual School delivery system.	- No classes held on campus. - School facility closed to all but essential personnel for indeterminate period of time. - School quarantine, no visitors.	- Full implementation of Virtual School or alternative delivery system with students and faculty members either in or out of country.	- Not applicable - school facility closed.	- Not applicable - school facility closed.	- Crisis Response Team reviews process of school closure and activation of Virtual School program.	- Not applicable - school facility closed. Use hospitals rated highly for pandemic fly prevention and containment.	- Not applicable - school facility closed.	- Necessary cleaning and maintenance.

Pandemic Flu Response – Action Checklist #3

- Identify the number of staff and students daily absent with pandemic flu.
- Report numbers absent to district office and the Local County Health Department if they are requesting this information.
- Have translators review information templates and finalize the information that will be provided to non-English speaking families.
- Activate your incident command management system if necessary.
- Establish the information that needs to be communicated to staff, students, and families.
- Hold faculty/staff meeting and provide information on extent of infection at school site and possible changes that may take place at the school.
- Document actions taken.
- Conduct timely debriefings to identify lessons learned and make necessary changes to the response plan.

Dealing With Ill Students

Scenario:

- Students may come down with pandemic influenza like symptoms while at school.
- There may be a need to temporarily isolate ill students before sending them home to prevent the spread of disease.
- There may be a need to transport ill students home or to a medical facility if and when parents/guardians are unavailable.

Recommendations:

- Each school should use existing student sickness surveillance procedures or establish procedures for identifying and reporting students with pandemic influenza like illness.
- Develop emergency contact procedures to notify the ill student's parents or guardians and arrange to have the student sent home as soon as possible.
- Consider designating a school bus for transporting ill students if parents or guardians are unavailable.
- Establish procedures for sending ill students to a local hospital/clinic for diagnosis and treatment if necessary
- Establish procedures to minimize the spread of disease and to protect students and teachers from getting ill.
 - Discourage students from sharing food or utensils, especially with students who are ill.
 - Encourage all students and staff to wash their hands thoroughly with soap and water before eating and before touching their eyes, noses or mouths.
 - Advise ill students and staff to cough and sneeze into tissue or sleeves and not use their hands.
 - Advise all students and staff to stay home if they are sick.
 - Staff (such as school nurses) who must come within 3 feet of a sick student should consider wearing disposable facemasks.
 - Consider stockpiling alcohol based hand sanitizers, hand-washing soap, tissue and disposable facemasks.

DAILY PANDEMIC FLU CENSUS

Once pandemic flu has been confirmed as present in (COUNTY NAME) County, use this form to report daily to (HEALTH DEPARTMENT NAME) Communicable Disease Program about the number of students and staff absent with flu-like illness.

(Influenza is defined as):

1. **fever** of 100° degrees Fahrenheit or higher
2. **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 _____

Students

Number of students absent with flu-like illness today _____

Total number of students enrolled in your school _____

Staff/Faculty

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

Total number of staff/faculty employed in your school _____

Assistance Needed/Comments:

Fax this form daily during the period of Intensive Surveillance

To: (FAX NUMBER)

If you have questions regarding this form or disease reporting please call (HEALTH DEPARTMENT NAME AND CONTACT INFORMATION)

<http://www.kitsapcountyhealth.com>

How to Use a Surgical Mask During an Influenza Pandemic (Spokane County Influenza Pandemic Public School Subcommittee)

Surgical masks and other forms of personal protective equipment (PPE), such as surgical masks, N95 respirators, gowns, eye goggles, face shields, shoe covers and gloves, are used to help reduce the spread of disease between people. Use PPE along with these very important actions:

- Wash your hands often; wash your hands well.
- Cover your coughs and sneezes.
- Stay 3 feet away from others when you are sick or when those around you are sick.

You can buy surgical masks at most pharmacies. They are not the same as the painters dust masks that you often see people wearing when they are exposed to dust and construction debris. Surgical masks are cotton-like bands of material with ties that fasten behind your head to hold the mask in place, flat over your mouth and nose. They are usually worn by healthcare providers when caring for patients because the masks can prevent viruses and germs coughed or sneezed into the air from getting into another person's mouth or nose.

XXX recommends that people who are sick with the flu wear a surgical mask so they do not infect other people when they cough or sneeze. XXX also recommends that those who are caring for the sick wear masks, especially if they have to come close to the sick person (closer than 3 feet).

Surgical masks are only good for about 20 minutes of wear. Once the mask is moist from a person's breath, it is no longer effective and should be thrown away. Masks are not effective at all if you wash and dry them, or if you share them between people.

When you take your mask off, throw it straight into the garbage and then wash your hands with soap and warm water, or use a hand sanitizer, right away.

Mental Health Support During and After a Flu Pandemic

Why is mental health support important for people during and after a flu pandemic?

- A flu pandemic (a worldwide outbreak of flu) is outside the range of day to day experience and will be upsetting for people.
- A flu pandemic can upset daily routines. Children may be out of school and confined to their homes for extended periods. Adults may not be able to work due to workplace closures or sickness. In a worst case scenario, a family member or friend may die.
- Children are especially vulnerable because they have less capacity to calm and reassure themselves in stressful situations.
- Providing mental support to family members or friends can help them cope with disasters and prevent long term emotional or psychological problems.
- Below are some typical ways that children and adults may react to a flu pandemic along with suggested intervention strategies that all of us can use to help our family and friends.

Ages 1-5: What reactions would I most likely see?	
<p><i>Emotional reactions</i></p> <ul style="list-style-type: none"> • Irritability • Anxiety • Fear • Angry outbursts • Sadness <p><i>Behavioral reactions</i></p> <ul style="list-style-type: none"> • Resumption of bed-wetting, thumb sucking, clinging to parents • Fear of the dark • Avoidance of sleeping alone • Increased crying 	<p><i>Physical reactions</i></p> <ul style="list-style-type: none"> • Loss of appetite • Stomach aches • Nausea • Sleep problems, nightmares • Speech difficulties • Tics
What can I do to help?	
<ul style="list-style-type: none"> • Encourage expression regarding losses • Provide predictable bedtime routines • Avoid unnecessary separations • Permit the child to sleep in parents' room temporarily • Monitor media exposure to disaster trauma • Encourage expression through play activities 	

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Ages 6-11: What reactions would I most likely see?

Emotional reactions

- School avoidance
- Withdrawal from friends, familiar activities
- Angry outbursts
- Obsessive preoccupation with disaster, safety

Behavioral reactions

- Decline in school performance
- Aggressive behavior at home or school
- Hyperactive or silly behavior
- Whining, clinging, acting like a younger child
- Increased competition with younger siblings for parents' attention

Physical reactions

- Loss of appetite
- Stomach aches
- Nausea
- Sleep problems, nightmares
- Speech difficulties
- Tics

What can I do to help?

- Give additional attention and consideration
- Relax expectations of performance at home and at school temporarily
- Set gentle but firm limits for acting out behavior
- Provide structured but undemanding home chores and activities
- Encourage verbal and play expression of thoughts and feelings
- Involve the child in preparation of family emergency kit, home drills
- Rehearse safety measures for future disasters

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Ages 12-18: What reactions would I most likely see?

Emotional reactions

- Loss of interest in peer social activities, hobbies, recreation
- Sadness or depression
- Resistance to authority
- Feelings of inadequacy and helplessness

Behavioral reactions

- Decline in academic performance
- Rebellion at home or school
- Decline in previous responsible behavior
- Agitation or decrease in energy level, apathy
- Delinquent behavior • Social withdrawal

Physical reactions

- Loss of appetite
- Headaches
- Gastrointestinal problems
- Sleep disorders
- Skin eruptions
- Complaints of vague aches and pains

What can I do to help?

- Give additional attention and consideration
- Relax expectations of performance at home and at school temporarily
- Encourage discussion of disaster experiences with peers, significant adults
- Avoid insistence on discussion of feelings with parents
- Encourage physical activities
- Rehearse family safety measures for future disasters
- Encourage resumption of social activities, athletics, clubs etc.
- Encourage participation in community rehabilitation and reclamation work

Mental Health Support During and After a Flu Pandemic

Adults: What reactions would I most likely see?

Emotional reactions

- Depression, sadness
 - Irritability, anger
 - Anxiety, fear
 - Despair, hopelessness
 - Guilt, self doubt
 - Mood swings
- ### *Behavioral reactions*
- Sleep problems
 - Avoidance of reminders
 - Excessive activity level
 - Crying easily
 - Increased conflicts with family
 - Hypervigilance
 - Isolation, withdrawal

Physical reactions

- Fatigue, exhaustion
- Gastrointestinal distress
- Appetite change
- Somatic complaints
- Worsening of chronic conditions

What can I do to help?

- Provide supportive listening and opportunity to talk in detail about disaster experiences
- Assist with prioritizing and problem solving
- Offer assistance for family members to facilitate communication and effective functioning
- Assess and refer when indicated
- Provide information on disaster stress and coping, children's reactions and families
- Provide information on referral resources

Mental Health Support During and After a Flu Pandemic

Older Adults: What reactions would I most likely see?

Emotional reactions

- Depression
- Despair about losses
- Apathy
- Confusion, disorientation
- Suspicion
- Agitation, anger
- Fears of institutionalization

Behavioral reactions

- Withdrawal and isolation
- Reluctance to leave home
- Mobility limitations
- Relocation adjustment problems

Physical reactions

- Worsening of chronic illnesses
- Sleep disorders
- Memory problems
- More susceptible to hypo and hyperthermia
- Physical and sensory limitations (sight, hearing) interfere with recovery

What can I do to help?

- Provide strong and persistent verbal assurance
- Provide orienting information
- Use multiple assessment methods as problems may be under reported
- Assist in obtaining medical and financial assistance
- Assist in reestablishing familial and social contacts
- Give special attention to suitable residential relocation
- Encourage discussion of disaster losses and expression of emotions
- Provide and facilitate referrals for disaster assistance
- Engage providers of transportation, chore services, meal programs, home health, and home visits as needed

Mental Health Support During and After a Flu Pandemic

When should someone be referred to mental health services?

If you notice any of the following more serious mental health problems in your family member or friend, call the person's primary care doctor or the crisis line right away.

- **Disorientation** – dazed, memory loss, inability to give date or time, state where he or she is, recall events of the past 24 hours or understand what is happening.
- **Depression** – pervasive feelings of hopelessness and despair, unshakable feelings of worthlessness and inadequacy, withdrawal from others, inability to engage in productive activity.
- **Anxiety** – constantly on edge, restless, agitated, inability to sleep, frequent frightening nightmares, flashbacks and intrusive thoughts, obsessive fears of another disaster, thinking all the time about the disaster.
- **Mental illness** – hearing voices, seeing visions, delusional thinking, excessive preoccupation with an idea or thought, pronounced pressure of speech.

Source: US Department of Health and Human Services, Substance Abuse and Mental Health Services Administration Center for Mental Health Services. Field Manual for Mental Health and Human Service Workers in Major Disasters.