

Pandemic Flu Response Checklist

The checklist that follows is divided into subject areas of Mitigation and Prevention, Preparedness, Response, and Recovery. Each subject area is subdivided into General Church Organization Considerations with points that follow specific to Schools and Child Care and Preschools.

MITIGATION AND PREVENTION

General Church Organization Considerations

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Encourage yearly influenza vaccination for staff, members, and persons in the communities that you serve.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Distribute materials with basic information about pandemic influenza: signs and symptoms, how it is spread, ways to protect yourself and your family (e.g. respiratory hygiene and cough etiquette), family preparedness plans, and how to care for ill persons at home.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evaluate your organizations' usual activities and services (including rites and religious practices if applicable) to identify those that may facilitate virus spread from person to person. Set up policies to modify these activities to prevent the spread of pandemic influenza (e.g. guidance for respiratory hygiene and cough etiquette, and instructions for persons with influenza symptoms to stay home rather than visit in person.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consider determining the amount of supplies needed to promote respiratory hygiene and cough etiquette and how they will be obtained.

Additional School Considerations

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with local health department to implement effective infection prevention policies and procedures that help limit the spread of influenza at schools in the public school district (e.g. promotion of hand hygiene, cough/sneeze etiquette).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide sufficient and accessible infection prevention supplies, such as soap, alcohol-based/waterless hand hygiene products (containing at least 60% alcohol), tissues, and receptacles for their disposal.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information from public health sources covering routine infection control (e.g. hand hygiene, cough/sneeze etiquette), pandemic influenza fundamentals (e.g. signs and symptoms of influenza, modes of transmission) as well as personal and family protection and response strategies (e.g. guidance for the at-home care of ill students and family members).

Additional Child Care and Preschool Considerations

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Give special attention to teaching staff, children, and their parents on how to limit the spread of infection. (For example, use good hand washing; cover the mouth when coughing or sneezing; clean toys frequently.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Keep a good supply of things you will need to help control the spread of infection. (For example, keep on hand plenty of soap,



paper towels, and tissues.)

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| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Tell families that experts recommend yearly flu shots for all children 6 months to 5 years old and for anyone who cares of children in that age range. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Tell parents to let your program know if their child (ren) are sick. Keep accurate records of when children or staff are absent. Include a record of the kind of illness that caused the absence (e.g. diarrhea/vomiting, coughing/breathing problems, rash, or other). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Teach staff a standard set of steps for checking children and adults each day as they arrive to see if they are sick. Make it clear that any child or adult who is ill will not be admitted. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Give staff and students' families reliable information on the issues listed below in their languages and at their reading levels: <ul style="list-style-type: none"> ○ How to help control the spread of flu by hand washing / cleansing, and covering the mouth when coughing or sneezing. ○ How to recognize a person that may have the flu, and what to do if they think they have the flu. ○ How to care for ill family members. ○ How to develop a family plan for dealing with a flu pandemic. |

PREPAREDNESS

General Church Organization Considerations

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assign key staff with the authority to develop, maintain, and act upon an influenza pandemic preparedness and response plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Determine the potential impact of a pandemic on your organization's usual activities and services. Plan for situations likely to require increasing, decreasing, or altering the services your organization delivers.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Determine the potential impact of a pandemic on outside resources that your organization depends on to deliver its services (e.g. supplies, travel, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Outline what the organizational structure will be during an emergency and revise periodically. The outline should identify key contacts with multiple back-ups, role and responsibilities, and who is supposed to report to whom.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify and train essential staff (including full-time, part-time, and unpaid or volunteer staff) needed to carry on your organization's work during a pandemic. Include back-up plans, cross-train staff in other jobs so that if staff are sick, others are ready to come in to carry on the work.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Test your response and preparedness plan using an exercise or drill, and review and revise your plan as needed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Plan for staff absences during a pandemic due to personal and/or family illnesses, quarantines, and school, business, and public transportation closures. Staff may include full-time, part-time, and volunteer personnel.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evaluate access to mental health and social services during a pandemic for your staff, members, and persons in the communities that you serve.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify persons with special needs (e.g. elderly, disabled, limited English speakers) and be sure to include their needs in your response and preparedness plan.



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| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Develop tools to communicate information about pandemic status and your organization’s actions. This might include websites, flyers, local newspaper announcements, pre-recorded widely distributed phone messages, etc. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Set up policies for non-penalized staff leave for personal illness or care for sick family members during a pandemic. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Set up mandatory sick-leave policies for staff suspected to be ill, or who become ill at the worksite. Employees should remain at home until their symptoms resolve and they are physically ready to return to duty (Know how to check up-to-date CDC recommendations). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Set up policies for flexible work hours and working from home. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Set procedures for activating your organization’s response plan when an influenza pandemic is declared by public health authorities and altering your organization’s operations accordingly. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Consider focusing your organization’s efforts during a pandemic to providing services that are most needed during the emergency (e.g. mental/spiritual health or social services). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Understand the roles of federal, state, and local public health agencies and emergency responders and what to expect and what not to expect from each in the event of a pandemic. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Assign a point of contact to maximize communication between your organization and your state and local public health systems. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Work together with other Faith-Based and Community Organizations in your local area and through networks (e.g. denominations, associations, etc.) to help your communities prepare for pandemic influenza. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Develop a plan for the backing up of church records. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Investigate whether you are adequately insured against all disasters. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Develop a plan to have adequate financial reserves to help our employees (or our churches) should our revenue stream immediately end for an extended time. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Share information about your pandemic preparedness and response plan with staff, members, and persons in the communities that you serve. |

Additional School Considerations

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| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Become familiar with the Incident Command System by taking the free “Introduction to ICS for Schools” online course and exam at the following link: http://training.fema.gov/EMIWeb/IS/IS100SCA.asp . An Incident Command System, or ICS, is a standardized organization structure that follows the National Incident Management System (NIMS) guidelines and establishes a line of authority and common terminology and procedures to be followed in response to an incident. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Delineate accountability and responsibility as well as resources for key stakeholders engaged in planning and executing specific components of the operational plan. Assure that the plan includes timelines, deliverables, and performance measures. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Incorporate into the pandemic influenza plan the requirements of students with special needs (e.g. low income students who rely on the school food service for daily meals), those in special facilities (e.g., juvenile justice facilities) as well as those who do not speak |



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| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | English as their first language. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Implement an exercise/drill to test your pandemic plan and revise it periodically. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identify the authority responsible for declaring a public health emergency at the state and local levels and for officially activating the public school district's pandemic influenza response plan. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identify for all stakeholders the legal authorities responsible for executing the community operational plan, especially those authorities responsible for case identification, isolation, quarantine, movement restriction, and healthcare services. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Work with your local and/or state health department and state education agencies to coordinate with their pandemic plans. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Participate in exercises of the community's pandemic plan. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Consider provision of psychosocial support services for the staff, students, and their families during and after a pandemic. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Consider contacting the local health department to request a surveillance system that would alert them to a substantial increase in absenteeism among students. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Develop scenarios describing the potential impact of a pandemic on student learning (e.g. student and staff absences), school closings, and extracurricular activities based on having various levels of illness among students and staff. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Develop alternative procedures to assure continuity of instruction (e.g. web-based distance instruction, telephone trees, mailed lessons and assignments, instruction via local radio or television stations) in the event of public school district closures. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Develop a continuity of operations plan for essential central office functions including payroll and ongoing communication with students and parents. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g. non-punitive, liberal leave). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Establish policies for transporting ill students. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Assess readiness to meet communication needs in preparation for an influenza pandemic, including regular review, testing, and updating of communication plans. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Develop a dissemination plan for communication with staff, students, and families, including lead spokespersons and links to other communication networks. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ensure language, culture, and reading level appropriateness in communications. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Develop and test platforms (e.g. hotlines, telephone trees, dedicated websites, and local radio or TV stations) for communicating pandemic status and actions to school district staff, students, and families. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Develop and maintain up-to-date communications contacts of key public health and education stakeholders to provide regular updates as the influenza pandemic unfolds. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Assure the provision of redundant communication systems/channels that allow for the expedited transmission and receipt of information. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Anticipate the potential fear and anxiety of staff, students, and families as a result of rumors and misinformation and plan communications accordingly. |



Additional Child Care and Preschool Considerations

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Form a committee of staff members and parents to produce a plan for dealing with a flu pandemic. Include members from all different groups your program serves.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Learn who in your area has legal authority to close child care programs if there is a flu emergency.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Learn whether the local/state health departments and agencies that regulate child care have plans. Be sure your flu plan is in line with their plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Encourage parents to have a “Plan B” for finding care for their children if the program is closed during a flu pandemic.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Talk to other child care and preschool programs in your area to share information that could make your plan better.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Plan ways to help families continue their child’s learning if your child care program or preschool is closed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Make sure staff and families have seen and understand your flu pandemic plan. Explain why you need to have a plan. Give them a chance to ask questions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assign one person to identify reliable sources of information and watch for public health warnings about flu, school closings, and other actions taken to prevent the spread of flu.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have a plan for keeping children who become sick at your program away from other children until the family arrives, such as a fixed place for a sick room.

RESPONSE

General Church Organization Considerations

- Find up-to-date, reliable pandemic information and other public health advisories from state and local health departments, emergency management agencies, and CDC. Make this information available to your organization and others.
- When appropriate, include basic information about pandemic influenza in public meetings (e.g. sermons, classes, trainings, small group meetings, and announcements).
- Ensure that what you communicate is appropriate for the cultures, languages, and reading levels of your staff, members, and persons in the communities that you serve.
- Follow CDC travel recommendations during an influenza pandemic. Recommendations may include restricting travel to affected domestic and international sites, recalling non-essential staff working in or near an affected site when an outbreak begins, and distributing health information to persons who are returning from affected areas.
- Advise staff, members, and persons in the communities you serve to follow information provided by public health authorities – state and local health departments, emergency management agencies, and CDC.

Additional Child Care and Preschool Considerations

- Require staff members to stay home if they think they might be sick. If they become sick while at the program, require them to go home and stay home. Give staff paid sick leave so they can stay home without losing wages.
- Require ill staff and students to stay at home until their flu symptoms are gone and they feel ready to come back to work.



RECOVERY

- Assemble the Crisis Intervention Team (also known as Critical Incident Stress Debriefing)
- Return to normal operations as quickly as possible.
- Schools and churches need to keep students, families, and the media informed.
- Focus on the building, as well as people, during recovery.
- Provide assessment of emotional needs of staff, students, families, and responders.
- Remember anniversaries of crises.
- Evaluate. Evaluating recovery efforts will help prepare for the next crisis.

