**Colorado Department
of Public Health
and Environment**

**Guidelines for Education:
Planning for Pandemic Readiness**

January 2007

http://www.cdphe.state.co.us/bt/public/educationpanready.pdf

Abstract: This document is provided to Colorado's education communities and others who have responsibility for readiness planning in their organizations. This document provides general information about planning for a pandemic. It will be reviewed regularly and updated as necessary.

Table of Contents

Guidelines for Education:
Planning For Pandemic Readiness

INTRODUCTION
This document is designed to be a resource to educational institutions in planning for emergency disruptions, including but not limited to an influenza pandemic. Student, staff and community safety is always paramount. Remember to involve school or campus resource personnel, as well as external stakeholders, throughout the planning process. These guidelines are intended to assist you with your internal plan and to supplement other planning guides you already may have received.

IF YOU HAVE PRINTED THIS DOCUMENT, YOU CAN FIND THE WEBSITE ADDRESSES REFERENCED IN IT IN SECTION 6, RESOURCES.

ASSUMPTIONS
The following assumptions are provided for consideration when planning for a pandemic.
- Officials and experts do not know how long a pandemic could last. Communities may be affected in waves lasting between six and eight weeks that may continue for up to 18 months.
- In a mobile society infection will spread rapidly.
- State and federal laws **may** be modified, suspended or enacted in response to a pandemic.
- Healthcare resources likely will be stretched beyond capacity.
- Up to 40 percent of your workforce may be absent at one time.
- Social and economic disruption is likely.
- If infected, people may be ill for approximately two weeks.
- Susceptibility to the outbreak is universal.

SECTION 1: PLANNING AND COORDINATION
A critical element of preparing to respond to any crisis situation is to identify the key positions within your organization that will make decisions during planning and throughout an event. It is essential that you develop a Planning Team. They will prepare your pandemic response and continuity plan, define the roles key positions will have in executing your plan, and work in communication and coordination with outside entities and key stakeholders. It also will be essential for you to define the scope for your planning, establish dates for completion, and develop guidelines for use by departments or schools in refining their own site-specific plans. Obtain buy-in from board or highest levels to support planning efforts.

Planning Team: The make-up of your internal planning team depends on your available resources. Among others, this team should include, but not be limited to:
- Board representative
- Chancellor/Superintendent's office
- Chief financial officer/controller
- Chief operations officer
- Environmental Health & Safety manager
- IT
- Legal advisor
- Nursing/health services
- Plant manager
- Public information officer/communications
- Risk manager
- Security
- Dining/housing/transportation
- Student/teacher/researcher/parent representative

<u>**Collaboration/Planning:**</u>
Communication and coordination with local, regional and state emergency planning partners is essential. The following is a list of key stakeholders, potential resources and considerations.
- Your planning team should coordinate with other entities involved in emergency planning and pandemic response:
  - ➢ Citizen Corps and other volunteer organizations
  - ➢ Local public health (see the listing of local public health and environmental health agencies in Colorado http://www.cdphe.state.co.us/as/locallist.asp)
  - ➢ Colorado Office of Emergency Preparedness (for state colleges)
  - ➢ Regional Emergency Management and Public Health representatives
    - ▪ See **Attachment 1, Colorado All-Hazards Coordinator Contact List.**
    - ▪ Link to local emergency managers and Colorado Department of Emergency Management field staff http://www.dola.state.co.us/oem/localem.htm
  - ➢ Local and county emergency planning groups:
    - ▪ Fire department
    - ▪ Law enforcement
    - ▪ Local Emergency Planning Committee (LEPC)
- Involve your organization's financial institutions.
- Develop a relationship with local medical providers and hospitals.
- Develop and maintain a current list of contact numbers for essential internal and external partners.
- Review and understand existing mutual aid agreements and local emergency operations plans (contact county emergency manager). Explore the need for additional mutual aid agreements, such as with Red Cross, volunteer organizations, volunteer fire department, transportation, etc.
- Review and/or define contracts and agreements with vendors and contractors to provide services during emergencies.
- Review school district or campus policies on disease control and response.
- Review/revise district/campus crisis management plans to include the pandemic response strategy.
- Train staff on the use of Incident Command System (ICS) and the National Incident Management System (NIMS), systems used in disaster response. http://www.nimsonline.com/
- Exercise emergency operations center activation/coordination, either your own or your county's.
- Identify information resources.
- Conduct exercises and exercise your plans.

SECTION 2: CONTINUITY OF OPERATIONS
- Conduct a Business Impact Analysis of a pandemic on school district/institution using a scenario such as a 40 percent absentee rate of students and staff.
  - ➢ Use business planning resources such as **Guidelines for Business Pandemic Readiness** http://www.cdphe.state.co.us/bt/public/businesspanready.pdf
- Conduct a Business Impact Analysis of a pandemic on each school and/or program (e.g., are data secure and accessible with a high rate of absenteeism? Are buildings and students secure?)
- Develop Continuity of Operations Plan (COOP) for entire district/institution based on the Business Impact Analysis.
  - ➢ Use business planning resources such as **Guidelines for Business Pandemic Readiness** http://www.cdphe.state.co.us/bt/public/businesspanready.pdf
- Develop COOPs for each school and/or program based on the Business Impact Analysis.
- Establish command structure/center to coordinate information and organize/request resources.
- Consider how to coordinate with public health should school closings be recommended.
- Consider how to involve mental health in your planning and communications strategies.
- Identify essential operational functions and tasks, particularly those that are not usually designated essential under existing policies, such as payroll personnel.
- Inform and involve parent organizations.
- Address how your organization will maintain teaching/learning/educational objectives. Consider that there may be more than one extended closure.
- Consider Free and Reduced-Lunch programs and food services.

- Establish call-in line for situational updates.
- Create and maintain up-to-date employee and student telephone trees, both electronic and hardcopy.
- Train staff and students on influenza and pandemic preparations.

Continuity of Learning/Curriculum
- Maintaining teaching/learning/educational objectives.
  - ➢ Consider amending the traditional class schedule and schedule of days. Plans may include extending the school day, having school days held on Saturdays, using previously scheduled vacation days, and/or extending the school year.
  - ➢ Consider developing a plan for alternate means of educating students in the event of prolonged school closings and/or extended absences. Plans may include providing students with assignments via mail, local access cable, television or the school district's website. Consider distance learning.
- Continuity of laboratory/research operations including animal care, experiment continuity and security.
- Security of and access to graduation/academic records.

Human Resources
Unlike the disasters that most organizations plan for, a pandemic will not affect equipment and facilities, but rather the people needed to sustain organizations. Additionally, the current assumptions about a pandemic's duration push the boundaries of most existing absence-from-work policies. Therefore, organizations must thoroughly examine their human resource management practices and policies, refining and/or implementing policies that address the long timeline of a pandemic event.
- Address volunteer issues ahead of time including training, confidentiality, supervision, coordination, liability, background checks and security for volunteers.
- Develop emergency human resources policies regarding telecommuting or web based class work, hazard pay, liberal leave time, workers compensation, FMLA, cross-training, and payroll.
- Review existing policies and laws.
- Establish policies that are coordinated with specific phases of pandemic, such those that would be implemented only when a pandemic reaches Colorado.
- In planning for a pandemic, organizations may want to consider defining and publishing guidelines/policies including:
  - ➢ Paid time off, sick leave, and vacation
    - ▪ Consider retaining existing procedures but extending timelines to address longer absences as may be required.
    - ▪ Devise and approve plans to accommodate leaves of absence and extended sick leave.
    - ▪ Encourage or enforce sick employees to not report to work.
    - ▪ Develop guidelines for sending employees home in the event of apparent illness.
    - ▪ Establish protocols for activating modified procedures.
  - ➢ Family Medical Leave Act (FMLA) A federal law that requires employers with 50 or more employees at a work site to grant eligible employees up to 12 work-weeks of unpaid leave for certain medical or family reasons. Check with your human resource and legal counsel to ensure your compliance.
    - ▪ Ensure that supervisors know when to recognize possible FMLA triggers (i.e., absent three calendar days).
    - ▪ Review state laws on additional FMLA requirements if applicable (not in Colorado).
    - ▪ Though not mandated by FMLA, consider providing compensation for a portion of the maximum three-month period, perhaps four to eight weeks.
  - ➢ Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA)
    - ▪ Review COBRA and Colorado Continuation of Group Health Coverage requirements.
  - ➢ Workers' Compensation
    - ▪ Consult with your workers' compensation provider for guidance related to pandemic issues.
  - ➢ Essential versus non-essential workers
    - ▪ Every employee is important to your business, but some employees, who support your most critical functions, are considered essential. Define what "essential" and "non-essential" workers are and if there are any additional considerations for each category in your policies.

- People may move between "essential" and "non-essential" depending on the nature of the event. REQUIRE cross-training at least two to three deep and anticipate 40 percent absenteeism.
          - Consider policies for cross- training or moving essential employees from one work unit to another to fill in when staffing is depleted.
          - Consider how you will designate personnel to support critical functions.
          - Each job function could include an essential or non-essential designation.
          - Establish a procedure to formalize the process of cross-training.
     - Failure to report for work
          - Consider how you will address issues related to employees who refuse to come to work due to fear of imminent harm or the threat of becoming ill.
     - Temporary shut down ("hibernation")
          - Layoff or extended leave policy
          - Re-employment policy
- Develop procedures and provide training/guidance for management/supervisor response should an employee become ill.
- Compensation and benefits
     - Be aware of possible changes to employment taxes.
     - Be prepared to handle large volume of health and death insurance claims.
     - Encourage or require direct payroll deposits for all employees.
     - Review disability and death benefits coverage and payment levels. Consider solvency of your carrier to pay benefits.
     - Review existing severance pay guidelines.
     - Ensure that all employee insurance forms and beneficiaries are accurate and up-to-date before a pandemic occurs.

All of these issues should be considered and documented, as appropriate, in your organization's emergency human resources plan. These policies should be communicated to your employees often so that they understand the kind of resources available to them and what actions the organization will take during a pandemic.

Financial Considerations
- This hazard has little or no insurance coverage. Discuss this with chief financial officer, insurance broker, and other financial representatives.
     - Review insurance policies for coverage and exclusions.
- Review financial considerations for human resources, including payroll benefits, etc.
- Review revenue sources (enterprise/auxiliary programs) and potential impacts to these programs.
- Review contractual obligations, including unions, faculty and vendors.
- Review/develop fiscal policies for extended school closures:
     - Financial obligations including bonds, notes, ticket sales.
     - Regulatory compliance for financial aid and grants.
     - Impact on fund-raising for schools and programs.

Physical Resources
- Address custodial/housekeeping issues in advance.
- Address building maintenance in advance including electrical, water, and sewage utilities. Develop policies and procedures regarding infrastructure.
- Develop procedures to maintain buildings with limited staff and/or when school is not in session
- Review contracts with vendors and suppliers to see whether they have continuity of operations plans or if they will sign contracts that guarantee delivery during a pandemic.
- Order educational posters (i.e., cover cough, hand-washing), tissues and hand sanitizer/hand-washing supplies for all classrooms.
- Stockpile nonperishable supplies, such as personal protective equipment (PPE) and canned goods.
- Consider training essential employees on the use of PPE.
- Address transportation concerns.
- Address Food Services concerns.

- Does your organization provide utilities for any of your facilities such as water, wastewater treatment, power and/or heating? Review the minimum staff needed to maintain critical services to facilities.

SECTION 3: INTERNAL/EXTERNAL COMMUNICATION

It is vital that you establish reliable methods of communicating with employees, students, parents, your local communities, contractors, vendors/suppliers, government agencies and volunteer organizations. Consider that normal communication vehicles may be impaired. Employ valid risk communication techniques when providing information and be familiar with these techniques in advance.

- Identify your Public Information Officer (PIO) and alternative personnel for this role. Ensure these personnel understand their role within an Incident Command System and that they make contact with other PIOs within response agencies and stakeholder groups (see Section 1, Collaboration/Planning).
- Identify a Spokesperson and other key staff that might be called on to communicate with media, community, parents, or students and provide them with training on risk communication techniques and your plans and policies.
- Review and revise internal emergency communication plans and crisis management communication policies and procedures.
  - Include a comprehensive pandemic communications plan that identifies the methods for communicating timely information (e.g., exposures, school closures and student hygiene) to the public, parents, staff and students.
- Assess communications plans as related to reading levels of recipients.
- Ensure that the internal school community understands how information will be delivered to the public.
- Establish a system to report absenteeism rates and symptom information to the local health department.
- Identify how timely information will be *received* as well as communicated to government and response agencies.
- Devise more than one means of communicating information quickly with the entire school community since normal communication channels may be impaired or inundated.
- Provide situational updates as the need arises. Let the public know when and how often these updates will be provided (e.g., e-mail, web sites, listserv, news releases).
- Information about potential exposure to illness should be shared with all school community including employees, students, parents, visitors, contractors and suppliers.
- Create a campaign that encourages good hygiene habits, such as cough and sneeze etiquette, hand washing, infection control, flu shots, etc. Execute this campaign *now*.
- Provide information on pandemic and seasonal influenza and its treatment. Prepare to define related terminology (see **SECTION 6: RESOURCES**).
- Work with school district, campus, or public health agency to add a pandemic or health section to school newsletters or other informational sources such as web sites that are made available to the community.
- Make information readily available regarding home preparation for influenza, school policies and travel.
- Provide links to external informational resources on your web sites.
- Age appropriate student communications may require multiple messages (i.e., secondary and elementary).
- Assess all communications for reading level.
- Some communications may need to be provided in various languages and with an understanding of cultural communication differences. Each school/department should understand their community and related cultural considerations.
- Maintain updated contact information for key positions and outside entities and develop call trees.
- Convey to employees that their duties, functions and roles may change throughout the pandemic.
- If exposures occur, suggest that employees contact their healthcare providers, but do not give details about sources (persons) of exposure – confidentiality is key. Follow your human resources emergency plan recommendations.
- Inform key stakeholders of your pandemic plans.
- Update employees about your organization's preparedness plans.

SECTION 4: PROTECTIVE HEALTH MEASURES

- Encourage seasonal influenza vaccinations.
- Develop personal protective equipment (PPE) procedures and policies for staff, bus drivers, facilities personnel, custodial staff, etc. based on a Job Safety/Hazard Assessment.
  - ➢ What is a Job Safety Assessment?
    http://www.dep.state.fl.us/admin/Safety/JSA.htm
    http://www.dep.state.fl.us/admin/Safety/Presentations/JSA.ppt
  - ➢ OSHA e-tool for job site hazard assessment:
    http://www.osha.gov/SLTC/etools/safetyhealth/form33ii.html
  - ➢ Sample Job Hazard Analysis
    http://www.du.edu/risk/OccupationalHealthSafety.html
- Plan for and train on PPE use. Activate these plans based on pandemic phase.
  - ➢ OSHA Publications on PPE including information on hazard assessments:
    http://www.osha.gov/Publications/osha3151.html
- Educate staff to screen potentially sick students and staff. Send those identified as ill home. Establish procedures for isolating students for whom transportation cannot be arranged.
- Review and/or implement infection control policies and guidelines, along with guidelines for keeping students home.
- Review school health program objectives.
- Discourage policies that reward perfect attendance during a pandemic.
- Consider ways to promote infection control and prevention at school, on campus and at home. See SECTION 6: RESOURCES.
  - ➢ Patient Education Materials
    http://www.cdc.gov/flu/professionals/flugallery/posters.htm#healthyhabits
  - ➢ Infection Control Information: Cover Your Cough
    http://www.cdc.gov/flu/protect/covercough.htm
  - ➢ Healthy Schools, Healthy Youth
    http://www.cdc.gov/HealthyYouth/index.htm

SECTION 5: RECOVERY

- Create a plan for obtaining an accurate count of which staff will be returning to work and possible changes in capacity.
- Develop procedures including cross training and remote access for certain functions to allow operations to resume.
- Identify general attendance level protocols for resuming limited or normal operations.
- Provide counseling services where needed. Work with local mental health providers to offer counseling and support.
- Work with your transportation department to change or revise bus routes as appropriate.
- Review and consider revising attendance policies.
- Create a plan for parents to contact the school to indicate if/when their child will be returning to class.
- Develop procedures to adjust the curriculum accordingly.
- Continue to stress the importance of infection control and good hygiene.
- Consult district or campus crisis procedures for guidance on recovery efforts (i.e. conduct follow-up meetings to debrief, review and learn from events; coordinate appropriate memorials and remembrances, handle media follow-up, etc.).

SECTION 6: RESOURCES

The following resources are provided to assist in planning efforts and information gathering. Consider sharing what you learn during your planning efforts with other institutions and Districts. To ensure your preparedness, your plans should be tested *before* they are needed. Conduct exercises of your response and communications plans to assess their effectiveness and test your assumptions. Invite outside stakeholders to participate in your planning exercises.

American Red Cross - Mile High Chapter - Non-profit organization whose mission is to provide relief to victims of disaster and help people prevent, prepare for and respond to emergencies.
http://www.denver-redcross.org

> **Specific items of interest from ARC-MHC:**
> **Denver Red Cross Community Preparedness** – brochures and other preparedness documents on pandemic flu.
> http://www.denver-redcross.org/site/PageServer?pagename=preparedness_pubs
> **Home Care for Pandemic Flu**
> http://www.denver-redcross.org/site/DocServer/RC_PandemicFluBrochure.pdf?docID=1381
> **Family Preparedness Fact Sheet**
> http://www.denver-redcross.org/site/DocServer/pan_flu_fam_prepared_fs.pdf?do
> **Preparing for a Flu Pandemic Fact Sheet** (Coping and Emotional Well-Being)
> http://www.denver-redcross.org/site/DocServer/pan_flu_coping_emotional_well-being.pdf?docID=2122

Association of Contingency Planners (ACP) - Non-profit trade association dedicated to fostering professional growth and development in effective Contingency & Business Resumption Planning.
http://www.acp-international.com/
Colorado Rocky Mountain Chapter
http://www.crmc-acp.org/

> **Specific items of interest from ACP:**
> **Pandemic/Avian Flu Planning Information and Tools** – a collection of websites, white papers and other resources to help in planning for a pandemic.
> http://www.acp-international.com/pandemic.html

Centers for Disease Control and Prevention (CDC) - Principal US Government agency charged with protecting the health and safety of all Americans.
http://www.cdc.gov/

> **Specific items of interest from CDC:**
> **Seasonal Influenza Information**
> http://www.cdc.gov/flu/
> **Site for Social Distancing**
> http://www.cdc.gov/ncidod/EID/vol12no11/06-0255.htm
> **Healthy Schools, Healthy Youth website**
> http://www.cdc.gov/HealthyYouth/index.htm
> **Emergency and Risk Communication**
> http://www.bt.cdc.gov/erc/
> **Infection Control Information:**
>> **Cover Your Cough**
>> http://www.cdc.gov/flu/protect/covercough.htm
>> **Flu Gallery—Patient Education Materials**
>> http://www.cdc.gov/flu/professionals/flugallery/posters.htm#healthyhabits

Colorado Association of Emergency Managers (CEMA) - A non-profit professional association representing emergency managers and others throughout the State of Colorado dedicated to the promotion of activities in the four phases of emergency management: preparedness, mitigation, response and recovery.
http://www.cemacolorado.com/

Colorado Department of Education - Administrative arm of the Colorado State Board of Education.
http://www.cde.state.co.us

Colorado Department of Human Services - Division of Mental Health (CDMH) - State agency division whose mission is to ensure culturally competent, comprehensive care that promotes individual, family, and community resiliency and recovery through providing to the public mental health system expertise in policy, program development, evaluation, quality improvement, training, consultation and resource acquisition.
www.cdhs.state.co.us/dmh
> **Specific items of interest from CDMH:**
> **CDMH's Disaster Preparedness and Response Department** has a website that carries useful information for pandemic planning and behavioral health issues (note the underscore between the word disaster and home).
> http://www.cdhs.state.co.us/dmh/disaster_home.htm

Colorado Department of Local Affairs (DOLA) provides financial and technical assistance to local governments throughout Colorado.
http://www.dola.state.co.us/
> **Specific items of interest from DOLA:**
> Link to local emergency managers and Colorado Department of Emergency Management field staff
> http://www.dola.state.co.us/oem/localem.htm

Colorado Department of Public Health and Environment (CDPHE) - State agency committed to protecting and preserving the health and environment of the people of Colorado.
http://www.cdphe.state.co.us
> **Specific items of interest from CDPHE:**
> **Pandemic Influenza Planning -** fact sheets, information and planning tools.
> http://www.cdphe.state.co.us/bt/panflu.html
> **Listing of local public health and environmental health agencies in Colorado**.
> http://www.cdphe.state.co.us/as/locallist.asp
> **Pandemic Influenza Q & A**
> http://www.cdphe.state.co.us/dc/Influenza/avian/panflu%5Ffact.pdf
> **Avian Influenza Q & A**
> http://www.cdphe.state.co.us/dc/Influenza/avian/avianflu%5Ffact.pdf
> **CDPHE Disease Control and Environmental Epidemiology Division Influenza Website -** Colorado Influenza Statistics (weekly surveillance update)
> http://www.cdphe.state.co.us/dc/Influenza/index.html
> **Guidelines for Business Pandemic Readiness**
> http://www.cdphe.state.co.us/bt/public/businesspanready.pdf

Denver Regional Council of Governments (DRCOG) - Non-profit association of 52 local governments in the nine-county Denver region; offers information and other resources on a variety of topics including teleworking.
http://www.drcog.com/

Federal Emergency Management Agency (FEMA) - Emergency management information in nearly 30 categories; directory of contacts, disaster reports, education and links.
http://www.fema.gov/
> **Specific items of interest at FEMA:**
> **Online, independent study course to design and conduct a disaster recovery exercise.**
> http://training.fema.gov/EMIWeb/IS/is139.asp
> **Information for use in emergency planning and response**.
> http://www.fema.gov/emergency/reports/index.shtm
> **Resources for parents and teachers.**
> http://www.fema.gov/kids/teacher.htm
> **Preparedness and Training.**
> http://www.fema.gov/government/prepare.shtm

National Association of School Nurses (NASN) offers an online toolkit to educate parents and students about the flu.
http://www.nasn.org/Default.aspx?tabid=366

Pan American Heath Organization - Information and updates about pandemic influenza and planning.
http://www.paho.org/english/ad/dpc/cd/flu-pan.htm

Pandemic Flu.gov - One stop access to U.S. government avian and pandemic flu information.
http://www.pandemicflu.gov/
> **Specific items of interest from pandemicflu.gov:**
> **National Strategy** – U.S. Government plan and strategy overview.
> http://www.pandemicflu.gov/plan/tab1.html#national

READYColorado.org and **Ready.Gov** are designed to help every Coloradoan become prepared to respond to and recover from a wide array of disasters ... both natural and human-caused. Here, you'll find disaster planning and response tools, checklists, strategies and information.
http://www.readycolorado.org/
Homeland Security Preparedness & Training http://www.ready.gov/

US Department of Agriculture provides helpful information for vet schools and animal research throughout the state. Heads the School Lunch and School Breakfast programs.
http://www.usda.gov/wps/portal/usdahome?navtype=SU&navid=AVIAN_INFLUENZA

US Department of Education (DOE) - Pandemic Planning resources http://www.ed.gov
> **Specific items of interest from DOE:**
> **Letter from Secretary Spellings**
> http://www.ed.gov/policy/elsec/guid/secletter/061017.html
> **Pandemic Flu: A Planning Guide for Educators PDF**
> http://www.ed.gov/admins/lead/safety/emergencyplan/pandemic/planning-guide/planning-guide.pdf
> **Basic Components of Pandemic Planning PDF**
> http://www.ed.gov/admins/lead/safety/emergencyplan/pandemic/planning-guide/index.html

US Department of Labor (DOL) – Information on labor and employment issues www.dol.gov
> **Specific items of interest from DOL:**
> **Family Medical Leave Act (FMLA)**
> http://www.dol.gov/esa/whd/fmla/
> **Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA)**
> http://www.dol.gov/dol/topic/health-plans/cobra.htm
> **Workers' Compensation**
> http://www.dol.gov/esa/owcp_org.htm

US Occupational Safety and Health Administration (OSHA) – a section of the Dept. of Labor www.osha.gov
> **Specific items of interest from OSHA:**
> **Avian influenza worker protection guidelines:**
> http://www.osha.gov/dsg/guidance/avian-flu.html
> **Health care worker protection:**
> http://www.osha.gov/OshDoc/data_AvianFlu/avian_flu_healthcare.pdf
> **Pan flu worker protection:**
> http://www.osha.gov/OshDoc/data_AvianFlu/avian_flu_guidance_english.pdf
> **Personal Protective Equipment Publications** including general information on
> hazard assessments for determining PPE needs:
> http://www.osha.gov/Publications/osha3151.html
> **Job site hazard assessment:** on line e-tool for assessing Health and Safety at job sites
> http://www.osha.gov/SLTC/etools/safetyhealth/form33ii.html

World Health Organization (WHO) - United Nations specialized agency for health whose objective is to promote complete physical, mental and social well-being for all people. http://www.who.int/en/

> **Specific items of interest from WHO:**
> **Avian Influenza** – background information, latest news, maps and situational archives. http://www.who.int/csr/disease/avian_influenza/en/index.html
> **Pandemic Preparedness** – information and documents on preparedness, including background information, guidelines, and checklists. http://www.who.int/csr/disease/influenza/pandemic/en/
> **Influenza pandemic threat - current situation -** information to help policy-makers and the public stay informed in a rapidly evolving situation. http://www.who.int/csr/disease/avian_influenza/pandemic/en/index.html
> **Influenza information, for everyone** http://www.who.it/flu/publications/200603241
> **Emergency Communication:** Seven Steps to Effective Media Communication During Public Health Emergencies http://www.who.int/csr/resources/publications/WHO_CDS_2005_31/en/

SECTION 7: BACKGROUND & CONTRIBUTIONS

In October 2005, the Colorado Department of Public Health and Environment (CDPHE), the Colorado Division of Emergency Management (CDEM), and the Colorado Department of Agriculture (CDA) established Colorado's Interagency Influenza Coordinating Committee (IICC) with the goal of enhancing interagency planning and emergency preparedness for avian and pandemic influenza in the state of Colorado. The IICC has continued to meet regularly for pandemic influenza planning and membership has expanded to include several local and state agencies, private businesses, and representatives from education.

Members of the IICC and other external partners have formed several subcommittees to accomplish specific tasks and objectives. One such subcommittee is the Education Subcommittee (EdS). It was formed to bring together representatives from K-12 and higher education, both public and private, to develop guidelines for how educators could support their employees and students and continue operating during a disaster. This document is a result of the work conducted by the Interagency Influenza Coordinating Committee' Education Subcommittee.

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ATTACHMENT 1

Colorado All-Hazards Coordinator CONTACT LIST

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*SOUTH CENTRAL REGION
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