

**School Pandemic Influenza Training and Exercise
November 15, 2007**

**After Action Report and Improvement Plan
November 30, 2007**

Cover Page

Public Health Department

Santa Clara Valley Health & Hospital System



Administrative Handling Instructions

The After Action Report and Improvement Plan are intended to be distributed to all participants, including:

- Representative of elected Assemblyperson, California District 23
- Public Health Officer
- Public Health Pandemic Staff
- County Office of Education Superintendent
- County Office of Education Management Staff
- School District Superintendents
- School District Executive and Management Staff
- Labor association leaders
- Private/faith based school representatives
- School Nurses
- Teacher participants
- Classified employees participants
- Parent-Teacher Association or Parent, Teacher, Student Association leaders
- Public Safety Representatives
- Mental Health Representatives

The AAR/IP will be provided as a PDF. attachment via email circulation as well as being made available to the interested public on the Santa Clara County Public Health Office and Santa Clara County Office of Education Office websites. Individual districts, private/faith-based schools and labor associations may post the report on their websites as well.



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Executive Summary

In fiscal year 2006-2007, the Santa Clara County (SCC) Public Health Department received grant funding from the Centers for Disease Prevention and Control (CDC) to further local pandemic influenza preparedness efforts. Very high priority was placed on exercising response plans with various community partners during this grant cycle and was stipulated as a condition of the funding. Schools were identified as a first priority for a response exercise in Santa Clara County, in part because the CDC *Interim Pre-pandemic Planning Guidance: Community Strategy for Pandemic Influenza Mitigation in the United States* specifically notes that schools should be considered critical partners in pandemic planning and preparedness efforts.

The Public Health Department's first step was to convene a task force of school representatives to pre-plan the direction of the exercise. The group was primarily composed of school nurses, who immediately shared that schools lacked the resources, time and knowledge to prepare letters or news articles in prevention/mitigation, preparedness, response or recovery activities. More important, the group agreed that as the pandemic had not been the focus of news coverage, it would be a difficult "sell" given the almost singular educational emphasis on No Child Left Behind and mandated testing.

The Public Health Officer immediately realized that a *Pandemic Influenza School Planning Toolkit* with word documents that could be personalized, cut and pasted into memos, websites, newspapers and letters would be the most effective means of communicating the Public Health Department message. The Public Health Officer also recognized the need to engage a consultant who was familiar with all the entities within the education system – administrators, teachers and classified as well as the student and parent populations. The consultant group selected had over fifteen writers, including administrators, teachers and mental health workers from pre-school through twelfth grade levels. The resulting 134 page product, ***Pandemic Influenza School Planning Toolkit***, was provided to every school and district in Santa Clara County in both hard copy and on a flash drive. The document was also provided in English, Spanish and Vietnamese and was designed to be translated into other languages as necessary.

The Public Health Department realized that simply sending out the toolkit would likely end up with the document never being used and relegated to gathering dust on a forgotten shelf. The resultant plan was to bring a representative group of school leaders to a one to two day training so that they could develop a roll-out plan for the entire county. However, it was quickly realized that each of the school districts is essentially a stand-alone system with its own policies, procedures, management and labor associations. Three or four districts could not speak for the entire county. It was also learned that framing this exercise as a SEMS (Standardized Emergency Management System) approach or a solely focused pandemic topic would not motivate the required



audience. Motivating the 32 school districts, charter schools, private and faith-based schools and County Office of Education to participate in the exercise became the next hurdle.

Again, the Public Health Department turned to their education consultant, Code Red Training Associates, Inc. The consultant team included former educators, public safety officers and experts on community development and program evaluation. The group offered a number of suggestions from exercise logistics and design strategies to evaluation. The resultant exercise targeted school leaders at the cabinet level, labor association presidents, leaders from the County Office of Education, private/faith based school directors, and parent leaders from PTA/PTSA. Also included were leaders from California Public Health, Public Safety, Mental Health and the California State Legislature.

The exercise itself was designed specifically for the education audience. The pandemic plan for Santa Clara County was translated into “*educationese*” and framed to address the immediate capacities and challenges of the education audience. The exercise facilitators and trainers were all from public education or public safety. The moderator brought a 40 year history in public safety and is a retired police chief; the lead trainer was in education for over 25 years, in the classroom and as a safety director.

The exercise was comprised of four major components:

- **Pandemic Overview** by Health Officer Dr. Marty Fenstersheib
- **Prevention**, followed by a Prevention Work Session
- **Home Preparedness**, followed by a Home Preparedness Work Session
- **School Preparedness**, followed by a School Preparedness Work Session

The exercise was followed by an informal question and answer session with subject matter experts.

Immediate lessons learned were that health issues, including a pandemic, simply have to be re-framed to match the culture of the targeted system, in this case, education. If appropriately framed for the intended audience, with suitable support materials, the prevention/mitigation and preparedness tasks could be easily launched.

The larger challenge was creating the foundation for designing and implementing county-wide strategies for **Continuity of Operations** and **Continuity of Education**. Cross-district teams are now in place and have actual meeting dates set; two adjoining small school districts, recognizing immediately that they lacked the depth of resources, agreed to form a joint Emergency Operations Center and have already set time aside for a tabletop exercise to begin framing the new EOC. In conjunction with Assistant Superintendents for Human Resources, Labor Associations have agreed to take the lead in working with public safety labor associations to establish support systems for families and employees should administrators, teachers or classified employees be called as Disaster Service Workers.



Section I: Exercise Summary

Exercise Name: Santa Clara County Public Health Department School Pandemic Influenza Training and Exercise

Type of Exercise: Workshop, Tabletop Exercise

Exercise Start Date: November 15, 2007

Exercise End Date: November 15, 2007

Duration: 4 hours

Location: Santa Clara County Convention Center, Santa Clara, California

Sponsor: US Center for Disease Prevention and Control (CDC)

Program: Pandemic Influenza Prevention Program

Funding Recipient: Santa Clara County Public Health Department

Mission: Prevention/Mitigation, Preparedness, Response, Recovery

Capabilities:

1. Educate Staff, Students & Families: Pandemic Influenza Prevention/Mitigation
2. Educate Staff & Families: Pandemic Influenza Home Preparedness
3. School Preparedness:
 - Continuity of Education Plans
 - Continuity of Operations Plans
4. Link with Santa Clara County Public Health
5. Link with Public Safety
6. Link with Santa Clara County Mental Health

Scenario: Biological: Pandemic Influenza

Exercise Planning Team:

Dr. Marty Fenstersheib, MD, MPH, Santa Clara County Public Health
Janie Burkhart, MPH, Santa Clara County Public Health
Sal Murillo, Santa Clara County Public Health
Carla Holtzclaw, Consultant, Code Red Training Associates, Inc.
Patrick Dwyer, Consultant, Code Red Training Associates, Inc.



Section 2: Exercise Design Summary

The Santa Clara County Public Health Department School Pandemic Influenza Training and Exercise was designed to bring together representatives from Public Health, Public Safety, Mental Health and Education to address the following issues:

- Implementation of incident command integration with partner agencies and coordination
- Evaluate capacity and develop strategies for community mitigation of pandemic influenza using non-pharmacological, including home isolation of patients and quarantine of household contact, social distancing measures such as closure of schools and workplaces, reduced public transport, and cancellation of mass gatherings, and public education on hygiene measures such as hand and respiratory hygiene
- Evaluate capacity and demonstrate procedures for making decisions associated with school closure and the use of other non-pharmacologic interventions
- Evaluate capacity and demonstrate strategies for the implementation of social distancing measures to address school and workplace closures and cancellation of public gatherings
- Exercise the amount of time necessary for public health officials to recommend school closure when pre-established triggers are reached
- Exercise the procedures and legal authorities for implementing and enforcing these containment measures.
- Evaluate capacity and demonstrate strategies for continuity of operations and continuity of education in case of school closures.

The exercise was designed to include training, structured group discussions, planning problem solving and distribution of related materials including the Santa Clara County Public Health Department *Pandemic Influenza School Planning Toolkit*.

Following an overview of the pandemic influenza, training presentations focused on three areas:

- **Prevention/Mitigation**
- **Home Preparedness**
- **School Preparedness**, specifically focusing on Continuity of Operations and Continuity of Education



Following each presentation, facilitated groups completed structured exercises with planning activities and timelines:

- Prevention and Home Preparedness worksheets were completed by district-based groups;
- Continuity plans were completed by inter-district, functionally divided groups: Leadership (Superintendent, Board of Trustees, Labor Associations; Parents), Nurses, Business/Risk Management, Communications, Disaster Service Workers, Operations/Facilities, Human Resources, Recovery, Vulnerable Populations, Curriculum (K-5, 6-8, 9-12 grade levels), Curriculum Delivery (internet, media) and Curriculum Logistics (graduation, testing, college entrance requirements).

Timelines for implementation for each identified Prevention or Home Preparedness Activity were provided by each district/private/faith based school. Follow-up meetings were scheduled by each functional group. Copies of the worksheets are included in *Appendix E*.

The 4 hour session concluded with closing remarks, the evaluation and an informal discussion/Q & A by a panel of experts from public health, public safety, mental health, education and the CA state legislature.



Section 3: Analysis of Capabilities

1. Prevention/Mitigation: Educate Staff, Students & Families

Activity: Presentation, Facilitated Group by School District(s), Worksheet

Observation: Districts self-assessed their strengths and areas of improvement with results self-reported:

Strengths

Most Frequently Identified Strengths:

- a. *Pandemic Influenza School Planning Toolkit*
- b. Inter and Intra Communication Systems for communicating with staff and parents
- c. Role of educators in emergency/disaster response
- d. Leadership and dedication of administrators, labor associations and staff

Frequently Identified Strengths:

- a. Collaboration with parents, PTSA, city, county, community-based organizations and other school districts and schools.

Identified Strengths:

- a. Emergency Supplies, materials and equipment in place
- b. Nurses in the School District

Analysis:

It was clear that most participants were unaware of the role they already played in saving lives by disseminating disaster prevention information, such as *drop, cover, hold* in earthquakes, *evacuation* in fires and *lockdown procedures*. Likewise, before the exercise, most school districts were unaware of the potential of their own existing communication systems (Parent Connect, Email, Web Pages, News Letters) as resources for prevention activities specifically related to pandemics. After the exercise, most districts and schools recognized the true potential of their existing communication systems.

Leadership and dedication of administrators, labor associations and staff was the second most mentioned strength. Most of the respondents recognized that without



leadership and dedication, as well as collaboration among the team members, the proposed activities would not occur regardless of how critical the need may be.

Recommendation(s):

It is recommended that

- a. Districts and schools utilize the identified strengths as a foundation point in commencing prevention/mitigation activities.
- b. Districts and schools establish timelines for implementation.
- c. Improved countywide leadership, funding, planning and accountability at all levels

Areas for Improvement

Most Frequently Identified:

- a. The need for funding to underwrite resources, planning time and supplies was the most identified weakness.
- b. Current workloads in Districts and Schools
- c. The current lack of staff or parent awareness of the problems relating to the pandemic,

Frequently Identified:

- a. Challenges in communicating with parents due to lack of internet, language, cultural and/or mobility barriers.
- b. Apathy, resulting from lack of knowledge, buy-in, or a “talking the problem to death without taking action” approach.
- c. The lack of coordination/collaboration with surrounding school districts, public and private agencies, and government agencies at all levels.
- d. The lack of supplies, including waterless sanitizers, for prevention and/or response activities

Identified:

- a. No procedures in place for sending ill students home and/or isolating ill students
- b. The role of School Nurses, or the lack of school nurses; the need for school nurses in leadership roles and/or need to identify the role of school nurses.

Analysis:

Throughout Santa Clara County, District Offices have been cut to the bone with most administrators taking on multiple responsibilities. Funding beyond minimal levels will be necessary to underwrite planning and implementation activities as



well as staff training. A major concern voiced by participants was the ability to effectively train staff and students, assuming they could be moved beyond apathy, given the challenge of high staff turnovers and student mobility rates. Large districts were concerned about distances and the ability to standardize the activities. This also included the probability of principals at the various sites not owning the process and simply opting out without accountability. Smaller districts voiced concern that they lacked the depth of resources to effectively manage the activities.

Recommendation(s):

In recognizing that schools staffing, resources and finances are stretched, it is recommended:

- a. Districts work together, sharing expertise, as opposed to re-inventing the wheel for each district or private/faith-based site.
- b. Districts utilize the *School Pandemic Toolkit* , a complete cut and paste reference resource so that most of the communication, trainings and lesson plans are already complete and easily accessible.
- c. Districts and school nurses identify the role and responsibilities of school nurses in a pandemic.
- d. Community partnerships be formed in order to help underwrite waterless hand sanitizers for classrooms



2. Home Preparedness: Educate Staff & Families

Activity: Presentation, Facilitated Group by School District(s), Worksheet

Observation: Districts self-accessed their strengths and areas of improvement with results self-reported:

Strengths

Most Frequently Identified Strengths:

- a. Inter and Intra Communication Systems in place
- b. Leadership and Dedication of administrators, labor associations and staff
- c. *Pandemic Influenza School Planning Toolkit*

Frequently Identified Strengths:

- b. Collaboration with parents, PTSA, city, county, community-based organizations and other school districts and schools.

Identified Strengths:

- c. Emergency Supplies, materials and equipment in place
- d. Nurses in the School District

Analysis:

While most school districts had not envisioned the existing communication systems (Parent Connect, Email, Web Pages, New Letters) as resources for pandemic preparedness activities, most readily identified these systems as being in place and easily utilized.

Leadership and dedication of administrators, labor associations and staff was the second most mentioned strength. Most of the respondents recognized that without leadership and dedication, as well as collaboration among the team members, the proposed activities would not occur regardless of how critical the need may be.

Recommendation(s):

It is recommended that

- Districts and schools link Pandemic Preparedness with Earthquake Preparedness when presenting the checklists to the parent and staff communities
- The broader community (i.e., service organizations, faith-based groups) work with Districts and schools to promote home preparedness



Areas for Improvement

Most Frequently Identified:

- a. Need for funding to underwrite resources and planning time was the most identified weakness.
- b. Current workloads in Districts and Schools
- c. Lack of staff or parent awareness of the problems identified within the exercise as related to the pandemic was a primary weakness for Home Preparedness activities.
- d. Challenges in communicating with parents due to lack of internet, language, cultural and/or mobility barriers.
- e. Apathy, resulting from lack of knowledge, buy-in, or a “talking the problem to death without taking action” approach.
- f. No coordination/collaboration with surrounding school districts, public and private agencies, state departments

Identified:

- a. No plans for vulnerable populations
- b. No procedures in place for sending home and/or isolating ill students
- c. Role of School Nurses, including lack of school nurses; the need for school nurses in leadership roles and/or need to identify the role of school nurses.

Analysis:

Throughout Santa Clara County, District Offices are cut to the bone with most administrators taking on multiple responsibilities. Funding beyond survival levels is necessary to underwrite planning and implementation time as well as staff training. A major concern was the ability to effectively train staff and students, assuming they could be moved beyond apathy, given the challenge of high staff turnovers and student mobility rates. Large districts were concerned about distances and the ability to standardize the activities. This also included the probability of principals at the various sites not owning the process and simply opting out without accountability. Smaller districts voiced concern that they lacked the depth of resources to effectively manage the activities.

Recommendation(s):

It is recommended that County-wide action plans are developed for districts, private and faith based schools, including:

- a. Countywide Action Plans for vulnerable populations, including community partnerships to address at risk families.
- b. The media be engaged to re-enforce the Public Health and Education preparedness message



- c. Districts utilize the *School Pandemic Toolkit* is a complete cut and paste reference resource so that most of the communication, trainings and lesson plans are already complete and easily accessible.
- d. Districts hold site administrators accountable through including pandemic goals on the annual evaluations and quarterly reports to the Board of Trustees.



3. School Preparedness: Continuity Plans

Activity: Presentation, Facilitated Group by School District(s), Worksheet

Observation: Districts self-accessed their strengths and areas of improvement with results self-reported:

Strengths

Most Frequently Identified:

- a. Inter and Intra Communication Systems in Place was the most identified strength.
- b. Leadership and Dedication of administrators, labor associations and staff was the second most mentioned strength.
- c. Ongoing Emergency Preparedness Training
- d. School Safety/Emergency Response Plans in place.
- e. NIMS and ICS teams in place;

Identified:

- a. Simulations, Enhanced Drills and Functional Exercises

Analysis:

In large part these strengths were due to three federal Emergency Response and Crisis Management grants that funded training, safety/emergency response plans and tabletop and functional exercises for public, private and faith based schools in 23 of the 32 school districts.

Recommendation(s):

It is recommended that Districts

- Capitalize on existing foundation in emergency response and crisis management.
- Continue the work begun at the exercise with **identified inter-district functional teams – adding, as necessary, new members** – in order to streamline the process and develop a county-wide partnership in creating and/or implementing continuity plans.



Areas for Improvement

Most Frequently Identified:

- a. Lack of leadership coordination and accountability at the level of County and State Offices of Education
- b. The need for funding, resources, planning time and supplies
- c. The lack of Continuity of Education and/or Continuity of Operations Plans.
- d. The lack of staff or parent awareness of the problems related to the pandemic

Frequently Identified:

- a. The need for continuing technical training for teachers in order to effectively implement Continuity of Education modules.
- b. Disaster Service Worker Issues: awareness, funding, state assurances, expectations, support for employees or families
- c. Lack of coordination/collaboration with surrounding school districts, public and private agencies, state departments
- d. Lack of supplies, including waterless sanitizers, for prevention and/or preparedness activities

Identified:

- a. ICS and/or EOC not in place
- b. No plans for vulnerable populations
- c. No recovery or re-opening of school plans

Analysis:

Although the foundation is in place with NIMS, SEMS, ICS and emergency response plans for many schools and districts, continuity plans for more than a few days are not in place and there has simply not been adequate time or resources to address continuity issues. Districts that have not taken the time to implement SEMS and ICS management teams need to do so as soon as possible or risk the loss of reimbursement during a declared state of emergency.

Recommendation(s):

- It is imperative that the Santa Clara County Office of Education assume a leadership role in order to both drive the process and provide necessary resources. It is imperative that the Santa Clara County Office of Education assume a leadership role.
- The leadership role is not defined as doing the work, but in
 - holding the vision,
 - providing the necessary tools and training,



- providing supervision through motivation and guidance
 - providing continual improvement through celebration of successes and correction of weaknesses.
- It is essential that all stakeholders recognize that traditional operating models and relationships were not designed to address a major crisis such as a pandemic; therefore, new groups and planning efforts must be inclusive of ALL stakeholders.
- Functional groups must include expertise of staff members not in attendance at the exercise.
- Districts must also train and practice SEMS during their routine emergency drills.



Section 4: Conclusion

Despite the relatively short duration of four hours, the Santa Clara County School Pandemic Training and Exercise was a study in “firsts.”

- It was the first time that all the county’s public school districts joined with private and faith based schools to address any countywide issues of common concern.
- It was the first time, countywide, that district leadership, labor leadership and line staff joined together to address critical prevention/mitigation, preparedness, response and recovery issues.
- It was the first time that districts joined together to collaboratively plan for continuity of operations and continuity of education.

Given the increased awareness, enthusiasm and commitment shown by the 300-plus participants, this exercise has the potential to continue to be a model in “firsts.” Not only have districts, private and faith-based schools committed to an immediate November-December schedule in launching influenza prevention/mitigation activities, but they have also agreed to begin pandemic/earthquake home preparedness activities beginning second semester. Planning meetings for every functional area are scheduled to continue. With leadership, the collaborative work will continue so that schools, districts, employees, families and children will be protected to the maximum extent possible.



Appendix A: Improvement Plan

1. Prevention/Mitigation

Capability	Observation Title	Recommendation/ Corrective Action Description	Challenge Level	Capability Element	Primary Responsible Agency	Agency POC	Start Date	Completion Date
Prevention & Mitigation	1. Observation 1	1.1 Communicate Activities & Guidelines to Staff	Moderate	Prevention & Mitigation	School District, Private/Faith Based School	Per Following Prevention POC List	Nov 26, 2007 or shortly thereafter	Ongoing
		1.2 Communicate Prevention Guidelines to Parents	Moderate	Prevention & Mitigation	School District, Private/Faith Based School	Per Following Prevention POC List	Nov 26, 2007 or shortly thereafter	Ongoing
		1.3 Communicate Prevention Guidelines to Students	Moderate	Prevention & Mitigation	School District, Private/Faith Based School	Per Following Prevention POC List	Nov 26, 2007 or shortly thereafter	Ongoing
	2. Observation 2	2.1 Procedures for Sending Ill Students Home	Moderate	Prevention & Mitigation	School District, Private/Faith Based School	Per Following Prevention POC List	Nov 26, 2007 or shortly thereafter	Ongoing
	3. Observation 3	3.1 Communicate Updates from Santa Clara Public Health To Staff and Families	Moderate	Prevention & Mitigation	School District, Private/Faith Based School	Per Following Prevention POC List	Nov 26, 2007 or shortly thereafter	Ongoing

2. Home Preparedness

Capability	Observation Title	Recommendation /Corrective Action Description	Challenge Level	Capability Element	Primary Responsible Agency	Agency POC	Start Date	Completion Date
Home Preparedness	1. Observation 1	1.1 Communicate Activities & Guidelines to Staff	Moderate	Preparedness	School District, Private/Faith Based School	Per Following Prevention POC List	2 nd semester	Ongoing
		1.2 Communicate Prevention Guidelines to Parents	Moderate	Preparedness	School District, Private/Faith Based School	Per Following Prevention POC List	2 nd semester	Ongoing
		1.3 Communicate Prevention Guidelines to Students, Age Appropriate	Moderate	Preparedness	School District, Private/Faith Based School	Per Following Prevention POC List	2 nd semester	Ongoing
	2. Observation 2	2.1 Communicate Updates from Santa Clara Public Health To Staff and Families	Moderate	Preparedness	School District, Private/Faith Based School	Per Following Prevention POC List	2 nd semester	Ongoing



3. School Preparedness:

Leadership: Superintendents, Labor Association Presidents, Board of Trustees

Capability	Observation Title	Recommendation/Corrective Action Description	Priority Level/Challenge Level	Capability Element	Primary Responsible Agency	Agency POC	Start Date	Completion Date
Preparedness	1.0 Leadership: Superintendents, Labor Association Presidents, Board of Trustees	1.1 Communicate to stakeholder groups	High/Moderate	Preparedness	School Districts/CTA	See Below	Nov 26, 2007 & continuing	Ongoing
		1.2 ICS/SEMS/NIMS in place & functional	High/Major	Preparedness	School Districts	See Below	Nov 26, 2007 & continuing	Ongoing
		1.3 District Team to organize & assess sub-group progress	High/Moderate	Preparedness	School Districts	See Below	Nov 26, 2007 & continuing	Ongoing
		1.4 Check Emergency Supplies throughout district	Medium/Moderate	Preparedness	School Districts	See Below	Nov 26, 2007 & continuing	Ongoing
		1.5 Involve greater community organizations, outreach, business, service clubs	Medium/Moderate	Preparedness	School Districts/CTA	See Below	Nov 26, 2007 & continuing	Ongoing
		1.6 Help parents develop child care and back-up plan	Medium/Moderate	Preparedness	School Districts/CTA	See Below	Nov 26, 2007 & continuing	



Capability	Observation Title	Recommendation/ Corrective Action Description	Priority Level/ Challenge Level	Capability Element	Primary Responsible Agency	Agency POC	Start Date	Completion Date
Preparedness	1.0 Leadership: Superintendents, Labor Association Presidents, Board of Trustees	1.7 Politicians communicate importance of allowing parents to take care of ill children w/out losing jobs	High/ Moderate	Preparedness	School Districts/CTA	See Below	Nov 26, 2007 & continuing	Ongoing
		1.8 Districts need to get Connect-ed, instant e-mail, negotiate by groups	High/Major	Preparedness	School Districts	See Below	Nov 26, 2007 & continuing	Ongoing
		1.9 Answers to Staff Questions: pay, out of sick days, ADA, STRS impact	High/ Moderate	Preparedness	School Districts/CTA	See Below	Nov 26, 2007 & continuing	Ongoing
		1.10 Maintain as a High Priority Focus	High/ None	Preparedness	School Districts/CTA	See Below	Nov 26, 2007 & continuing	Ongoing
		<p>Points of Contact: Joe Fimiani – Santa Clara County Office of Education joe_fimiani@sccoe.org Manny Barbata/Don Iglesias – Superintendents mbarbara@ogsd.k12.ca.us / don_iglesias@sjusd.org KC Walsh - CTA/NEA Service Center Council ogeapres@sbcglobal.net</p> <p>Next Meetings: Next Regularly Scheduled Monthly Superintendents Meeting Next Regularly Scheduled CTA Service Center Council Meeting</p>						



Leadership: Parents

Capability	Observation Title	Recommendation /Corrective Action Description	Priority Level/ Challenge Level	Capability Element	Primary Responsible Agency	Agency POC	Start Date	Completion Date
Preparedness	2.0 Leadership: Parents	2.1 Lead on identifying home-based group leads during school closure	High/Major	Preparedness	PTA/PTSA	PTA Presidents See below	Follow district's lead	Ongoing
		2.2 Parent Committee to supports schools/SCCPH on Pandemic Flu Preparation	High/Major	Preparedness:	PTA/PTSA	PTA Presidents See below	Follow district's lead	Ongoing
		2.3 Fundraising for School Supplies (waterless sanitizers, etc.)	High/Moderate	Preparedness	PTA/PTSA	PTA Presidents See below	Follow district's lead	Ongoing
		2.4 Support Implementation of plan (getting posters, writing newsletters, holding poster contests)	Medium/Moderate	Preparedness	PTA/PTSA	PTA Presidents See below	Follow district's lead	Ongoing
		2.5 Host Health Week Presentations	High/Moderate	Preparedness	PTA/PTSA	PTA Presidents See below	Follow district's lead	
		2.6 Provide Info on Website	Medium/Moderate	Preparedness	PTS/PTSA	PTA Presidents See below	Follow district's lead	
		<p>Point of Contact: CFCPTA President: Suman Mitzaganapathy sumanmitzaganapathy@gmail.com</p> <p>Next meeting: Next Regularly Scheduled Monthly Meeting, Council of PTAs</p>						



Leadership: School Nurses

Capability	Observation Title	Recommendation /Corrective Action Description	Priority Level/ Challenge Level	Capability Element	Primary Responsible Agency	Agency POC	Start Date	Completion Date
Prevention & Mitigation/ Preparedness, Recovery	3.0 Leadership: Role of School Nurses	3.1 Need to work w/ SCCPH and individual District cabinets to develop roles and responsibilities for school nurses regarding prevention activities, home preparedness activities, re-entry/recovery activities	High/high	Prevention/ Mitigation/ Preparedness/ Recovery	Districts	District Nurse	Nov 26, 2007 & continuing	Ongoing
		<p>Point of Contact: Lois Grant President, Bay Coast Section for CSNO lgrant52@aol.com</p> <p>Next Meeting: December 11, 1:30, SJUSD</p>						



Continuity of Operations: Facilities

Capability	Observation Title	Recommendation /Corrective Action Description	Priority Level/ Challenge Level	Capability Element	Primary Responsible Agency	Agency POC	Start Date	Completion Date
Preparedness	4.0 Operations: Facilities	4.1 Trash Cans outside of doors	Not stated	Preparedness	School District, Private/Faith Based School	Operations Manager/ See Below	Nov 26, 2007 & continuing	Ongoing
		4.2 Supplies: Tissue, gloves, masks, waterless sanitizers, air purification filters	Not stated	Preparedness:	School District, Private/Faith Based School	Operations Manager/ See Below	Nov 26, 2007 & continuing	Ongoing
		4.3 W/ MOU's – maintenance & care of facility if used for shelters	Not stated	Preparedness	School District, Private/Faith Based School	Operations Manager/ See Below	Nov 26, 2007 & continuing	Ongoing
		4.4 Providing communication services to supplement/back-up local ones	Not stated	Preparedness	School District, Private/Faith Based School	Operations Manager/ See Below	Nov 26, 2007 & continuing	Ongoing
		4.5 Providing security during closures	Not stated	Preparedness	School District, Private/Faith Based School	Operations Manager/ See Below	Nov 26, 2007 & continuing	Ongoing
		4.6 Food Service for low income students during closures	Not Stated	Preparedness	School District	Operations Manager/ See Below	Nov 26, 2007 & continuing	Ongoing
		4.7 Transportation: availability of drivers and minimal fuel levels	Not Stated	Preparedness	School District	Operations Manager/ See Below	Nov 26, 2007 & continuing	Ongoing
		Point of Contact: Toby A Smith smith_toby@cupertino.k12.ca.us Next meeting: December 6, 2007, SCCOE 10:00 AM						



Continuity of Operations: Communications

Capability	Observation Title	Recommendation /Corrective Action Description	Priority Level/ Challenge Level	Capability Element	Primary Responsible Agency	Agency POC	Start Date	Completion Date
Preparedness	5.0 Communications	5.1 Sustainability as events occur	Not stated	Preparedness	School District, Private/Faith Based School	District PIOs/ See Below	Nov 26, 2007 & continuing	Ongoing
		5.2 Current Updates	Not stated	Preparedness	School District, Private/Faith Based School	District PIOs/ See Below	Nov 26, 2007 & continuing	Ongoing
		5.3 Uniformity in message	Not stated	Preparedness	School District, Private/Faith Based School	District PIOs/ See Below	Nov 26, 2007 & continuing	Ongoing
		5.4 Making the message persuasive	Not stated	Preparedness	School District, Private/Faith Based School	District PIOs/ See Below	Nov 26, 2007 & continuing	Ongoing
		5.5 Acclimating parents & community to additional sources of information	Not stated	Preparedness	School District, Private/Faith Based School	District PIOs/ See Below	Nov 26, 2007 & continuing	
		5.6 Identify web alternative such as local cable	Not stated	Preparedness	School District, Private/Faith Based School	District PIOs/ See Below	Nov 26, 2007 & continuing	Ongoing
		Point of Contact: Larry Slonaker SCCOE larry_slonaker@sccoe.org Next meeting: Next regularly scheduled PIO Meeting						



Continuity of Operations: Business

Capability	Observation Title	Recommendation /Corrective Action Description	Priority Level/ Challenge Level	Capability Element	Primary Responsible Agency	Agency POC	Start Date	Completion Date
Preparedness	6.0 Business	6.1 Payroll Distribution: direct deposit	High/ Major	Preparedness	School District, Private/Faith Based School	District CBO	Nov 26, 2007 & continuing	Ongoing
		6.2 IT: remove firewalls for those who need to work remotely; software and equipment; instructional piece; communication; ISP backbone	Not stated	Preparedness	School District, Private/Faith Based School	District CBO	Nov 26, 2007 & continuing	Ongoing
		6.3 Facilities: Communications, phones, lock system Honeywell, deploy custodians, shutdown procedures vs. closed sites	Not stated	Preparedness	School District, Private/Faith Based School	District CBO	Nov 26, 2007 & continuing	Ongoing
		6.4 Routine Security sweeps	Not stated	Preparedness	School District, Private/Faith Based School	District CBO	Nov 26, 2007 & continuing	Ongoing
		6.5 Cross-training	Not stated	Preparedness	School District, Private/Faith Based School	District CBO	Nov 26, 2007 & continuing	
		Point of Contact: Cathy Grovenburg SCCOE cathy_grovenburg@sccoe.org Next Meeting: Next Regularly Scheduled CBO monthly meeting						



Continuity of Operations: Human Resources & Disaster Service Workers

Capability	Observation Title	Recommendation /Corrective Action Description	Priority Level/ Challenge Level	Capability Element	Primary Responsible Agency	Agency POC	Start Date	Completion Date
Preparedness	7.0 Human Resources & Disaster Service Workers	7.1 Review laws regarding suspension of contracts during state of emergencies	Not stated	Preparedness	School District, Private/Faith Based School	See Below	Nov 26, 2007 & continuing	Ongoing
		7.2 Identify critical issues for school closures: i.e., pay, critical staff, redundancy in staffing	Not stated	Preparedness	School District, Private/Faith Based School	See Below	Nov 26, 2007 & continuing	Ongoing
		7.3 Check w/other areas (i.e., those impacted by Katrina) to see how they re-opened	Not stated	Preparedness	School District, Private/Faith Based School	See Below	Nov 26, 2007 & continuing	Ongoing
		7.4 Work with surrounding districts/partners to share staff/maximize staffing	Not stated	Preparedness	School District, Private/Faith Based School	See Below	Nov 26, 2007 & continuing	Ongoing



Capability	Observation Title	Recommendation /Corrective Action Description	Priority Level/ Challenge Level	Capability Element	Primary Responsible Agency	Agency POC	Start Date	Completion Date
Preparedness	7.0 Human Resources/ Disaster Service Workers	7.5 Negotiate requirements & expectations for DWS status and support into CBAs.	High/ Moderate	Preparedness	School District, Labor Associations	See Below	Nov 26, 2007 & continuing	Ongoing
		7.6 Joint determination of release order of DSWs.	High/ Moderate	Preparedness	School District, Labor Associations	See Below	Nov 26, 2007 & continuing	Ongoing
		7.7 Include plans for compensation of those released/not released.	High/ Moderate	Preparedness	School District, Labor Associations	See Below	Nov 26, 2007 & continuing	Ongoing
		7.8 Train and maintain communication on expectations, coping w/stress and how families will be cared for	High/ Moderate	Preparedness	School District, Labor Associations	See Below	Nov 26, 2007 & continuing	Ongoing
Point of Contact: Laura Kidwiler SCCOE laura_kidwiler@sccoe.org Next meeting: December 5, 8:30 AM SCCOE								



Continuity of Operations: Human Resources/Disaster Service Worker Supports

Capability	Observation Title	Recommendation /Corrective Action Description	Priority Level/ Challenge Level	Capability Element	Primary Responsible Agency	Agency POC	Start Date	Completion Date
Preparedness	9.0 Disaster Service Worker Supports	9.1 Inform staff of DSW requirements.	Medium/ Moderate	Preparedness	School District, Labor Associations	See Below	Nov 26, 2007 & continuing	Ongoing
		9.2 "job description" and expectation of DSW.	High/ Moderate	Preparedness	School District, Labor Associations	See Below	Nov 26, 2007 & continuing	Ongoing
		9.3 Importance of employee's emergency family plan	Low/ Moderate	Preparedness	School District, Labor Associations	See Below	Nov 26, 2007 & continuing	Ongoing
		9.4 Establish Phone/message lines for families	Medium/ Moderate	Preparedness	School District, Labor Associations	See Below	Nov 26, 2007 & continuing	Ongoing
		9.5 Current info posted on Association/District /School websites	None Stated	Preparedness	School District, Labor Associations	See Below	Nov 26, 2007 & continuing	Ongoing
		9.6 Identify who/how will check in with DSW families and provide support if necessary	Moderate/ High	Preparedness	School District, Labor Associations	See Below	Nov 26, 2007 & continuing	Ongoing
		Point of Contact: KC Walsh Oak Grove Educators ogeapres@sbcglobal.net Next meeting: Integrated as a subcommittee to HR						



Continuity of Operations: Vulnerable Populations

Capability	Observation Title	Recommendation /Corrective Action Description	Priority Level/ Challenge Level	Capability Element	Primary Responsible Agency	Agency POC	Start Date	Completion Date
Preparedness	10.0 Vulnerable Populations	10.1 Distribution of pictorial materials and/or kit with simple messages	High/none	Preparedness	School District	See Below	Nov 26, 2007 & continuing	Ongoing
		10.2 For profoundly disabled students, use teaching techniques for simple messages based on student's mastery level	Medium/ Moderate	Preparedness	School District	See Below	Nov 26, 2007 & continuing	Ongoing
		10.3 PTA, Home and School Clubs to pull community into Community meetings	High/ Major	Preparedness	School District	See Below	Nov 26, 2007 & continuing	Ongoing
		10.4 Conservation Corp members are students and serve as first responders. EX: cannot rely on phone trees	None stated	Preparedness	School District	See Below	Nov 26, 2007 & continuing	Ongoing
		10.5 Risk Management: Next steps through SCCOE	High/ Major	Preparedness	School District	See Below	Nov 26, 2007 & continuing	Ongoing
		Point of Contact: Patty Perkins Mission College pattyp@pperkins.org						



Capability	Observation Title	Recommendation /Corrective Action Description	Priority Level/ Challenge Level	Capability Element	Primary Responsible Agency	Agency POC	Start Date	Completion Date
Preparedness	11.0 Recovery Preparedness	11.1 Assess opening requirements	High/ not stated	Preparedness	School District, Labor Associations	See Below	Nov 26, 2007 & continuing	Ongoing
		11.2 Identify appropriate personnel for recovery	High/ not stated	Preparedness	School District, Labor Associations	See Below	Nov 26, 2007 & continuing	Ongoing
		11.3 Identify deceased prior to reopening	High/ not stated	Preparedness	School District, Labor Associations	See Below	Nov 26, 2007 & continuing	Ongoing
		11.4 Establish Routines: Share what routines will be. Critical step	Not Stated	Preparedness	School District, Labor Associations	See Below	Nov 26, 2007 & continuing	Ongoing
		11.5 Break everything into phrases	Not Stated	Preparedness	School District, Labor Associations	See Below	Nov 26, 2007 & continuing	Ongoing
		11.6 Special Needs students and staff identified	Not Stated	Preparedness	School District, Labor Associations	See Below	Nov 26, 2007 & continuing	Ongoing
		11.7 Staff return first with recovery in-services: Topics: Self care, warning signs,	High/ not stated	Preparedness	School District, Labor Associations	See Below	Nov 26, 2007 & continuing	Ongoing



Capability	Observation Title	Recommendation /Corrective Action Description	Priority Level/ Challenge Level	Capability Element	Primary Responsible Agency	Agency POC	Start Date	Completion Date
Preparedness	11.0 Recovery Preparedness	11.8 Special Needs students and staff identified	Not stated	Preparedness	School District, Labor Associations	See Below	Nov 26, 2007 & continuing	Ongoing
		11.9 Staff return first: Topics: Self care, warning signs,	High/ not stated	Preparedness	School District, Labor Associations	See Below	Nov 26, 2007 & continuing	Ongoing
		11.10 Communications: share website for National Association of School Psychologists plus top 10 support resources	High/ Moderate	Preparedness	School District, Labor Associations	See Below	Nov 26, 2007 & continuing	Ongoing
		11.11 Grief Counselors for each school	Not stated	Preparedness	School District, Labor Associations	See Below	Nov 26, 2007 & continuing	Ongoing
		11.12 Team sharing information through public media	Not stated	Preparedness	School District,	See Below	Nov 26, 2007 & continuing	
Point of Contact: Don McCloskey, San Jose Unified School District donald_mccloskey@sjusd.org Next meeting: January 16, noon, Union School District								



Continuity of Education: Preschools

Capability	Observation Title	Recommendation /Corrective Action Description	Priority Level/ Challenge Level	Capability Element	Primary Responsible Agency	Agency POC	Start Date	Completion Date
Preparedness	12.0 Preschools	12.1 Handling day care should preschools be closed	High/ Major	Preparedness	Preschools, School Districts	Preschool Directors	Nov 26, 2007 & continuing	Ongoing
		12.2 Communication among preschool programs throughout the county	High/ Major	Preparedness	Preschools, School Districts	Preschool Directors	Nov 26, 2007 & continuing	Ongoing
		12.3 Communications once schools are closed	High/ Major	Preparedness	Preschools, School Districts	Preschool Directors	Nov 26, 2007 & continuing	Ongoing
		Point of Contact: Sherry Trout sherry_trout@sccoe.org Next meeting: Feb 7, 2008 2:00 PM, SCCOE						



Continuity of Education: K-5 Curriculum

Capability	Observation Title	Recommendation /Corrective Action Description	Priority Level/ Challenge Level	Capability Element	Primary Responsible Agency	Agency POC	Start Date	Completion Date
Preparedness	13.0 K-5 Curriculum	13.1 Check Valley Christian telecasting instruction; KTEH divide by grade level	Medium/ Moderate	Preparedness	School District,	See Below	Nov 26, 2007 & continuing	Ongoing
		13.2 Cable broadcasting	High/ Moderate	Preparedness	School District, Labor	See Below	Nov 26, 2007 & continuing	Ongoing
		13.3 Web casting – open circuit	Low/ Moderate	Preparedness	School District,	See Below	Nov 26, 2007 & continuing	Ongoing
		13.4 Develop curriculum in multiple languages	Medium/ Moderate	Preparedness	School District,	See Below	Nov 26, 2007 & continuing	Ongoing
		13.5 Diversity of literacy levels of families creates challenges in curriculum execution	None Stated	Preparedness	School District,	See Below	Nov 26, 2007 & continuing	Ongoing
		13.6 Prepackaged curriculum from different publishers	Moderate/ High	Preparedness	School District,	See Below	Nov 26, 2007 & continuing	Ongoing
		13.7 Pay grade-level teams of teachers to develop curriculum	High/Major	Preparedness	School District,	See Below	Nov 26, 2007 & continuing	Ongoing



Capability	Observation Title	Recommendation /Corrective Action Description	Priority Level/ Challenge Level	Capability Element	Primary Responsible Agency	Agency POC	Start Date	Completion Date
Preparedness	13.0 K-5 Curriculum	13.8 Add feedback system to teachers	Medium/ none stated	Preparedness	School District,	See Below	Nov 26, 2007 & continuing	Ongoing
		13.9 Define teachers role in monitoring activities and directing curriculum	None stated	Preparedness	School District, Labor	See Below	Nov 26, 2007 & continuing	Ongoing
		13.10 Need teachers AND curriculum people	None Stated	Preparedness	School District,	See Below	Nov 26, 2007 & continuing	Ongoing
		Point of Contact:						
Next meeting:								



Continuity of Education: 6 - 8 Curriculum

Capability	Observation Title	Recommendation /Corrective Action Description	Priority Level/ Challenge Level	Capability Element	Primary Responsible Agency	Agency POC	Start Date	Completion Date
Preparedness	14.0 6 - 8 Curriculum	14.1 Create an inventory of distance learning delivery moves	Not stated	Preparedness	School District	See below	Nov 26, 2007 & continuing	Ongoing
		14.2 Connect w/providers to determine how to add K-12 to existing infrastructure, i.e., pod casts, itunes	Not stated	Preparedness	School District	See Below	Nov 26, 2007 & continuing	Ongoing
		14.3 Develop curriculum development teams by curricular areas or grades	Not stated	Preparedness	School District	See Below	Nov 26, 2007 & continuing	Ongoing
		14.4 Gap analysis of LPs	Not stated	Preparedness	School District	See Below	Nov 26, 2007 & continuing	Ongoing
		14.5 Teacher Training to deliver instruction	Not stated	Preparedness	School District	See Below	Nov 26, 2007 & continuing	Ongoing
		14.6 Teacher training to receive, grade and return lessons	Not stated	Preparedness	School District	See Below	Nov 26, 2007 & continuing	Ongoing
		14.7 Meeting Multiple Language Needs	Not stated	Preparedness	School District	See Below	Nov 26, 2007 & continuing	Ongoing
		Point of Contact: Dave Walters SCCOE david_walters@sccoe.org Next meeting: December 13, 2007 SCCOE						



Continuity of Education: 9 - 12 Curriculum

Capability	Observation Title	Recommendation /Corrective Action Description	Priority Level/ Challenge Level	Capability Element	Primary Responsible Agency	Agency POC	Start Date	Completion Date
Preparedness	15.0 9 - 12 Curriculum	15.1 Televised curriculum PBS, Cable,	None Stated	Preparedness	School District,	See Below	Nov 26, 2007 & continuing	Ongoing
		15.2 Tap into parents who home school to see what they do	None Stated	Preparedness	School District	See Below	Nov 26, 2007 & continuing	Ongoing
		15.3 College Board Directives/Working w/Cisco/other companies where kids may be able to check out laptops	None Stated	Preparedness	School District	See Below	Nov 26, 2007 & continuing	Ongoing
		15.4 Webcams. Create basic courses that any student, except Special Ed, can follow. i.e., junior year English; 4 academic areas	None Stated	Preparedness	School District	See Below	Nov 26, 2007 & continuing	Ongoing
		15.5 Teachers may be able to teach generic course in area they live; not travel to home school	None Stated	Preparedness	School District	See Below	Nov 26, 2007 & continuing	Ongoing



Capability	Observation Title	Recommendation /Corrective Action Description	Priority Level/ Challenge Level	Capability Element	Primary Responsible Agency	Agency POC	Start Date	Completion Date
		15.6 Teach skills to students so they can teach themselves	None Stated	Preparedness	School District	See Below	Nov 26, 2007 & continuing	Ongoing
		15.6 Flexible calendar	None Stated	Preparedness	School District	See Below	Nov 26, 2007 & continuing	Ongoing
Point of Contact: Rosalind Taylor East Side Union High School District taylorros@esuhsd.org Next meeting: January 10, 3:30 PM SCCOE								



Continuity of Education: Academic Logistics

Capability	Observation Title	Recommendation /Corrective Action Description	Priority Level/ Challenge Level	Capability Element	Primary Responsible Agency	Agency POC	Start Date	Completion Date
Preparedness	16.0 Academic Logistics	16.1 Coordinate w/colleges & testing services (postponement?)	High/Major	Preparedness	SCCOE, School District	See Below	Nov 26, 2007 & continuing	Ongoing
		16.2 CAHSEE/ graduation requirements: Board action in event of school closures	High/ Moderate	Preparedness	SCCOE, School District	See Below	Nov 26, 2007 & continuing	Ongoing
		16.3 Equal access/computer/ lessons (IT support)	High/Major	Preparedness	School District	See Below	Nov 26, 2007 & continuing	Ongoing
		16.4 Academic support/counseling support (phones?)	High/Major	Preparedness	School District	See Below	Nov 26, 2007 & continuing	Ongoing
		<p>Point of Contact: Catherine Vonnegut Mountain View-Los Altos High School District Catherine.vonnegut@mvla.net</p> <p>Next meeting: January 23, 10:00AM, SCCOE</p>						



Continuity of Education: Curriculum Delivery

Capability	Observation Title	Recommendation /Corrective Action Description	Priority Level/ Challenge Level	Capability Element	Primary Responsible Agency	Agency POC	Start Date	Completion Date
Preparedness	17.0 Curriculum Delivery	17.1 Standing agenda item for IT in Curriculum & Instruction	None Stated	Preparedness	SCCOE, School District	See Below	Nov 26, 2007 & continuing	Ongoing
		17.2 Subject area coordinators discuss	None Stated	Preparedness	SCCOE, School District	See Below	Nov 26, 2007 & continuing	Ongoing
		17.3 Define curriculum areas	None Stated	Preparedness	SCCOE, School District	See Below	Nov 26, 2007 & continuing	Ongoing
		17.4 Delivery Methods: Newspapers, I Pods, Internet, TV	None Stated	Preparedness	SCCOE, School District	See Below	Nov 26, 2007 & continuing	Ongoing
		17.5 Assessment: Hubs, Portfolios	None Stated	Preparedness	SCCOE, School District	See Below	Nov 26, 2007 & continuing	Ongoing
		17.6 32 areas of Instruction, ESL, Distance Learning	None Stated	Preparedness	SCCOE, School District	See Below	Nov 26, 2007 & continuing	Ongoing
		17.7 Use of Commercial Products; Need for MOUs	None Stated	Preparedness	SCCOE, School District	See Below	Nov 26, 2007 & continuing	Ongoing



Capability	Observation Title	Recommendation /Corrective Action Description	Priority Level/ Challenge Level	Capability Element	Primary Responsible Agency	Agency POC	Start Date	Completion Date
		17.8 Turn TV stations to Public Service for Curriculum Delivery	None Stated	Preparedness	SCCOE, School District	See Below	Nov 26, 2007 & continuing	Ongoing
		17.9 Various help lines needed	None Stated	Preparedness	SCCOE, School District	See Below	Nov 26, 2007 & continuing	Ongoing
<p>Point of Contact: Taura Anderson, SCCOE, taura_anderson@sccoe.org</p> <p>Next meeting: December 10, 3:30 SCCOE</p>								



Appendix B: Lessons Learned

1. Best Practices

Prevention/Mitigation Activities:

- *Pandemic Influenza School Planning Toolkit*
- Notify staff (email, enclosures in paychecks) of upcoming pandemic influenza activities prior to beginning campaign
- Notify parents through Parent Connect (phone) messages to home to watch for pandemic prevention activities
- Upgrade procedures for sending ill students home to policy level.
- Notify parents, staff and students of expectations for keeping ill students at home. Enforce procedures
- Utilize IT to convert word documents to PDF. files prior to sending them out as email attachments
- Post Public Health *Cover the Cough* and *Wash your Hands* posters in each classroom and restroom.
- Distribute press releases to local media
- Utilize high school students teaming with feeder elementary to conduct lessons
- Provide a dedicated corner on the district website

Home Preparedness Activities:

- *Pandemic Influenza School Planning Toolkit*
- Share information with neighboring Community Center
- Distribute press releases to local media
- Utilize local Cable TV spotlight
- Distribute home preparedness materials in January staff payroll distribution
- Encourage CERT training programs w/local OES/Fire/Police responsible agency
- Implement in a similar fashion to Fire Safety (use children to teach parents and make home plans)
- Team with District Committees: Second Language/DAC to reach second language communities
- Collaborate with Community Agencies to distribute information to second language communities
- Keep Board of Trustees in loop via updates
- Provide a dedicated corner on the district website

School Preparedness Activities:

- Inter-district/private/faith based schools focused on functional topic areas
- Inclusion of management, line staff and labor associations in functional topic groups
- Identifying the need to include IT expertise
- Identifying the need to include business partners and expertise
- Educational Labor Associations taking the lead in developing Disaster Service Worker supports for employees and their families
- Superintendents placing Pandemic activities as a high agenda item in cabinet and county-wide meetings



2. Good Stories & Comments

In no particular order:

Most attendees thought the pandemic influenza had simply not occurred and was no longer an issue as it had fallen off the news media radar. There was surprise that it is still an issue that needs to be addressed.

Thank you for the opportunity to connect with other Districts and Public Health.

Thank you for allowing us to speak and work jointly as a team (with teachers and administration) to address this issue...

Dividing groups into functional areas was productive.

Going into the session, we were not sure what type of health issues we would need to address, such as quarantine, administering meds, etc. It was comforting to know we can focus on prevention and (preparedness) activities at school and home.

Most frequent comments: *Thank you...excellent planning for this session...productive use of time...great toolkit – makes a lot of this possible!...got us thinking and planning...powerful! We need to continue these sessions on a semi-annual basis in order to keep things moving and share information...*

Three districts joined to create a shared EOC following this workshop, after recognizing they lacked the depth to adequately staff their individual EOCs.

Kudos to the federal *Emergency Response and Crisis Management* grants for providing NIMS implementation support to the participating districts and private/faith based schools in San Jose, Cupertino, Santa Clara, Sunnyvale, Mountain View, Los Altos and Los Altos Hills.

