

## REGIONAL SCHOOL UNIT 19

TO: RSU 19 Board of Directors  
FR: Robin McNeil / Mike Hammer  
DT: March 25, 2020  
RE: **Policy Committee Virtual Meeting Agenda**



DAY: Tuesday  
DATE: **March 31, 2020**  
TIME: 6:30 PM  
PLACE: Join Zoom Meeting

<https://zoom.us/j/994661335?pwd=M0ordlBZOHUzcHp1WmFid3U0N2xpQT09>

Meeting ID: 994 661 335

Password: 008897

One tap mobile

+16465588656,,994661335# US (New York)

### AGENDA

#### I. Public Comment

#### II. Policies

##### A. Policy Review

1. IKF Graduation Requirements

##### B. New Policies

*Nurses suggested changes to the documents that were originally presented*

1. JICDB Administration of Naloxone in Schools (Nurses made  
JLCDB-R Narcan Administration Protocol

#### III. Pandemic Plan

#### IV. Other

#### V. Adjournment

**A.D.A. Notice:** If you have a special need that must be met to allow you to fully participate in this meeting, please contact the Office of the Superintendent at least two (2) days prior to this meeting.

## GRADUATION REQUIREMENTS

Before entering high school, students need to know the standards for attaining a high school diploma in order to plan an appropriate, sequential, educational program to meet that goal.

Nokomis Regional High has adopted a proficiency-based system of learning consistent with Maine law, which means that after January 1, 2019, the awarding of a diploma will be contingent on the demonstration of proficiency in the content areas and Guiding Principles of the Learning Results.

To be awarded a high school diploma from the RSU #19 schools, students graduating in the Class of 2019 and beyond must demonstrate proficiency in the content areas identified in Maine's system of Learning Results, meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results, and fulfill all additional graduation requirements set by the Board.

Students graduating in the Classes of 2014-2018 must meet the credit and other graduation requirements specified in this policy.

A student who would have graduated with the Class of 2018 and have been awarded a diploma at commencement but for his/her failure to earn sufficient credits or meet other requirements set by Board policy will have until December 31, 2018 to fulfill the graduation requirements applicable to the Class of 2018.

The Superintendent, through the high school principal or other designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth grade school year. A copy of this policy will be disseminated to all incoming ninth grade students at the time of course selection. This policy will also be included in every edition of the high school student handbook.

The Board has approved the following schedule of minimum requirements for graduation, which includes minimum requirements specified by the State of Maine. The Board is aware that current law and regulations are subject to change.

The Board expects the Superintendent/designee to inform students and parents as soon as practicable of any additional State-imposed standards that must be met before students may be awarded a high school diploma.

**I. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASSES OF 2014, 2015, 2016, 2017, OR 2018**

In order to graduate from Nokomis Regional High School, a student must:

- A. Meet or exceed the standards in the following content areas and required courses or the equivalent as determined by a review team;
- B. Accumulate 22 credits including these required courses (or approved equivalent) and elective courses;
- C. Complete state assessment requirements; and
- D. Demonstrate meeting the Guiding Principles of the Maine Learning Results.

Home School students enrolling at Nokomis must be enrolled during their senior year and complete at least 13 of the 17.5 required courses at Nokomis, in addition to meeting all other graduation requirements to be awarded a Nokomis Diploma.

Minimum Credits Required For A Diploma:

22 Total Credits / 17.5 Required Courses and 4.5 Electives

<b>English 4</b>	<b>Math 3</b>
<b>Science 3</b>	<b>Social Studies 3</b>
<b>Fine Arts 1</b>	<b>Career Pathways 2</b>
<b>Health &amp; Phys. Ed. 1.5</b>	<b>Electives 4.5</b>

Required Course of Study: Below is the course of study required to earn a Nokomis diploma. All students will be expected to complete the courses listed below. Consideration will be made for the following students:

- Students receiving Special Services may be registered in equivalent courses to meet graduation requirements as identified in their Individual Education Program (IEP).
- Transcripts of students transferring to Nokomis will be evaluated by Guidance Counselors and approved by the Principal to identify and verify equivalent courses that match our required courses.



- Under special circumstances, a student may request that an alternative, but equivalent course, be accepted and recognized as a graduation requirement. The Principal must approve requests.
- Awarding of high school diplomas to Veterans of World War II and the Korean Conflict is permitted under Policy IKFD.

Content Area Required Courses:

1. **English Language Arts**, 4 credits: English 9, English 10, English 11, English 12/Applied English
2. **Social Studies**, 3 Credits: 3 semesters (1.5 credits) of World Based Social Study and 3 semesters (1.5 credits) of American Based Social Study to include US History
3. **Mathematics**, 3 Credits: \*Algebra I, Geometry, Algebra II  
\*Students completing Algebra I prior to high school will not be issued HS credit. Algebra I completion will be noted on the transcript, but students must take a minimum of 3 math credits during their high school career.
4. **Science**, 3 Credits: Physical Science, Biology, Chemistry
5. **Health and Physical Education**. 1.5 Credits: ½ Health and \*1 Physical Education . \*1 semester of PE will include successful completion of Project Adventure
6. **Visual and Performing Arts**, 1 Credit: See course guide for courses that meet Fine Arts Requirements
7. **Career Pathways**, 2 Credits: .5 credit during Grade 9, 10, 11 of a Pathway course or a pre-approved alternative such as TCTC or JMG and .5 credit for successful completion of Senior Project and documentation of 20 hours of Community Service
8. **Electives**, 4.5 Credits: Students will take a minimum of 4.5 elective credits, which may be additional credits in the core subject areas or any of the available elective credits. See course guide.

Persons who may question or want to challenge a portion of Nokomis curriculum should see Policy IMB-R Procedures For Objection To Curriculum Topic Or Material, Policy IJJ-E, Challenge Of Instructional Materials Form, and/or Policy IMBB, Exemption From Required Instruction. Policies are available at [www.RSU19.org](http://www.RSU19.org).

The Nokomis Curriculum Supports the Guiding Principles of Maine's Learning Results. It is our goal that each student leave school as a:

1. Clear and Effective Communicator;
2. Self-Directed and Life-Long Learner;
3. Creative and Practical Problem Solver;
4. Responsible and Involved Citizen;
5. Collaborative and Quality Worker; and an
6. Integrative and Informed Thinker.

## **II. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2019 AND BEYOND**

In accordance with Maine law and Nokomis Regional High's proficiency-based system of learning, after January 1, 2019, the awarding of a diploma from Nokomis Regional High schools will be contingent on the demonstration of proficiency in the content areas of Maine's system of Learning Results and meeting the cross-content performance standards of the Guiding Principles of the Learning Results. The student must also fulfill any other requirements specified in this policy.

Students who anticipate graduating in the Classes of 2019 and beyond must meet the following requirements in order to be awarded a high school diploma:

Demonstrate proficiency in meeting standards in the following content areas of the Learning Results. Meeting the standards entails demonstrating proficiency for each standard within each content area. The following diploma requirements will be phased in from the 2018 – 2021 school year to the 2021 - 2022 school year:

For a student graduating in the graduating class of 2019 - 2021, certify that the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, social studies, health education and physical education, visual and performing arts, and career and education development.

For a student graduating in the graduating class of 2022, and for each subsequent graduating class, certify that the student has demonstrated proficiency in meeting the state standards in all content areas.

English Language Arts  
 Mathematics  
 Science and Technology  
 Social Studies  
 Health Education and Physical Education  
 Visual and Performing Arts  
 World Languages  
 Career and Education Development

- B. Meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results. A student graduating from RSU 19 schools is expected to be a:

Clear and effective communicator;  
 Self-directed and life-long learner;  
 Creative and analytical problem solver;  
 Responsible and involved citizen; and an  
 Integrative and informed thinker.

- C. Successful completion of a senior project.
- D. Complete a portfolio to include an Individual Graduation Plan, evidence of learning, and an application to a post-secondary educational institution, training program or other experience that provides an opportunity for further growth.
- E. The student must also complete the following non-academic requirements: 20 hours of Community Service.

### **MULTIPLE PATHWAYS TO THE AWARDING OF A PROFICIENCY-BASED DIPLOMA**

RSU 19's high school educational program is designed to enable students to satisfy graduation requirements in four years through a sequence of educational (learning) experiences/courses providing opportunities to gain and demonstrate proficiency in all of the content areas of the Learning Results and in the cross-content Guiding Principles of the Learning Results.

Students following a traditional pathway will:

- A. Engage in educational experiences in the content areas of English Language Arts, Mathematics, and Science and Technology in each year of their high school program.

[NOTE: The requirement in “A” above is for the purpose of alignment with Maine law and the adoption of Common Core and national science standards.]

- B. Engage in at least three or educational experiences in the content area of social studies during their high school program.
- C. Engage in at least one educational experience in each of the content areas of visual and performing arts during their high school program.
- D. Engage in at least two educational experiences in world languages throughout the 7-12 educational programming in RSU #19.
- E. Engage in at least one health and two physical education experiences during their high school program.
- F. Engage in at least three educational experiences that integrate career and education development into other content areas of the Learning Results.

Students following a traditional pathway must be enrolled in the equivalent of six full year learning experiences/courses or integrated equivalents in each of their high school years.

Students may also opt to demonstrate proficiency toward a high school diploma through multiple additional pathways including:

- Early college/dual enrollment courses
- Career and technical education programming
- Online/virtual learning
- Apprenticeships, internships and/or field work
- Experiential/service learning
- Exchange programs
- Independent study
- Alternative education/“At Risk” programming
- Adult education

Each pathway must provide a quality learning experience comparable in rigor to the school unit's own educational experience (course) offerings.

In order to pursue one or more of the multiple/alternative pathways, a student must develop an Individual Graduation Plan detailing how the pathway will provide exposure to the content standards of the Learning Results and how the student will demonstrate proficiency in meeting the standards. The Individual Graduation Plan must be reviewed by the Guidance Counselor and Department Chair and approved by the Principal.

### **III. STUDENTS RECEIVING SPECIAL EDUCATION SERVICES**

Students who achieve proficiency in the content standards of the Learning Results and Guiding Principles, as specified in the goals and objectives of their Individualized Education Plans (IEP) will be awarded diplomas.

### **IV. ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF A DIPLOMA FROM NOKOMIS REGIONAL HIGH**

This section applies to all students, in all graduation classes.

#### **A. Transfer Students**

For students who transfer to Nokomis Regional High from another state or from an educational program that is not required to be aligned with the content standards of the system of Learning Results, the Nokomis Regional High Principal shall determine the value of the student's prior educational experience towards meeting graduation requirements.

#### **B. Home-schooled Students**

For home-schooled students wishing to receive a diploma from Nokomis Regional High, the Nokomis Regional High Principal shall determine the value of the student's prior educational experience toward meeting graduation requirements. A home-schooled student must have attended Nokomis Regional High for a minimum of one year in order to receive a Nokomis Regional High diploma.

C. Delayed Awarding of Diplomas

A student who leaves Nokomis Regional High to attend an accredited, degree-granting institution of higher education may upon satisfactory completion of the freshman year be awarded a high school diploma, provided that the student has notified the principal at the time of the early admission.

D. Early Awarding of Diplomas

A student who has met the State's and the Board's diploma requirements in fewer than four years of high school may be awarded a diploma.

E. Extended Study

Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young adult learners. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan.

F. Participation in Graduation Ceremony

A student must complete all Board requirements for a high school diploma in order to participate in graduation exercises.

Legal Reference: 20-A § 1001 (6); 6208 - 6209  
20-A M.R.S.A. § 253, 2902, 4502, 4701, 4704, 4706, 4711,  
4722, 4723, 4724, 13016  
Ch. 127 § 7 (Me. Dept. of Ed. Rule)

Cross Reference: IHEDA – Post-Secondary Enrollment Options  
IK – Student Achievement  
IKFA - Early Graduation

## ADMINISTRATION OF NALOXONE IN SCHOOLS

The RSU 19 Board is committed to preventing opioid-related deaths on school premises.

Naloxone, commonly known as Narcan or Evzio, is a medication that can reverse an overdose that is caused by an opioid drug. When administered during an overdose, naloxone blocks the effects of opioids on the brain and respiratory system in order to prevent death. Naloxone has no potential for abuse and is a non-narcotic and non-addiction prescription medication.

It is the policy of RSU19 that naloxone be available in all District schools for administration to any person in the event of a suspected opioid overdose in the school setting.

### **Authorization**

The Superintendent or designee shall be responsible for obtaining a standing order from the RSU's school physician/school health advisor to enable the school unit to acquire, store and administer naloxone in compliance with this policy. The original standing order shall be maintained in the Superintendent's office, with a copy kept in the Nurse's office in each of the District's schools.

### **Procurement**

The Superintendent or designee will be responsible for procurement of naloxone.

### **Training**

RSU 19 will provide training in the use of naloxone to all school employees.

Before any school employee may administer naloxone, s/he must have completed a training program on recognizing suspected overdose, the protocol for responding to a suspected overdose and administration of naloxone, and follow-up reporting requirements.

Any licensed healthcare professional working within the school may carry and administer naloxone on school property with a standing order from the school health advisor.

Any unlicensed staff member who has been trained in the administration of naloxone may administer naloxone to any person on school property.

### **Administration**

Staff members trained in accordance with this policy are expected to make every reasonable effort to revive the victim of any apparent opioid overdose following the protocols established in the naloxone training for school employees:

- Call 9-1-1 to notify EMS and law enforcement
- Administer rescue breathing

- Prepare and administer naloxone
- May repeat dose as necessary per standing order

*Note:* MRSA 4009 provides immunity for non-licensed school personnel who render first aid, emergency treatment or rescue assistance to a student during a school program.

### **Storage**

Naloxone will be clearly marked and stored in an unlocked storage cabinet ~~in the School Nurse's office and/or other designated area~~. The School Nurse will ensure that all staff are aware of the Naloxone storage location.

Naloxone will be stored in accordance with the manufacturer's instructions to avoid extreme cold, heat and direct sunlight.

### **Post Administration Follow-Up**

Following administration of naloxone, the person administering naloxone will follow the District's procedure for reporting incidents to the Building Principal.

The School Nurse ~~will~~ is able to provide substance abuse prevention resources to the overdose victim and family, as appropriate.

The Building Principal will notify the Superintendent of the incident.

### **Limitation**

Although the Board authorizes the acquisition of naloxone, it cannot and does not guarantee that a person trained in its use will be available at any particular school site at all time or at any school-sponsored event

Legal Reference: Governor's Executive Order No. 2, An Order to Implement Immediate Responses to Maine's Opioid Epidemic, February 6, 2019  
20-A MRSA 4009



**NALOXONE ADMINISTRATION PROTOCOL**

**RECOGNIZE**

Observe Individual for Signs and Symptoms of Opioid Overdose

Suspected or confirmed opioid overdose consists of:

- Respiratory depression evidenced by slow respirations or no breathing (apnea)
- Unresponsiveness to stimuli (such as calling name, shaking, sternal rub)

Suspicion of opioid overdose can be based on:

- Presenting symptoms
- History
- Report from bystanders
- School Nurse or staff prior knowledge of person
- Nearby medications, illicit drugs or drug paraphernalia

**Opioid High**

vs

**Opioid Overdose**

Relaxed muscles	Pale, clammy skin
Speech slowed, slurred, breathing	Speech infrequent, not breathing, very shallow breathing
Appears sleepy, nodding off	Deep snorting or gurgling
Responds to stimuli	Unresponsive to stimuli (calling name, shaking, sternal rub)
Normal heart beat / pulse	Slowed heart beat / pulse
Normal skin color	Cyanotic skin coloration (blue lips, fingertips)
Constricted Pupils	Pinpoint pupils

**RESPOND**

Immediately call for help - Dial 911

- Request Advanced Life Support

1<sup>st</sup> Reading:

Adopted:

## REVERSE

### Administer Naloxone via Intra-Nasal Narcan

- Tilt head back and given spray (4mg) into one nostril.
- If additional doses are needed, given in the other nostril.
- Place person in recovery position (lying on their side).
- Stay with the person until help arrives.
- Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with District protocols.

### ASSESS Breathing and perform Rescue Breathing if needed

- Place the person on their back;
- Tilt their chin up to open the airway;
- Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, checked Fentanyl patch:
  - ✓ If present, remove it.
- If using mask, place and hold mask over mouth and nose.
- If not using mask, pinch their nose with one hand and place your mouth over their mouth;
- Give 2 even, regular-sized breaths;
- Blow enough air into their lungs to make their chest rise.
  - ✓ If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the seal around the mouth and nose is secure.
  - ✓ If you are using a mask and don't see their chest rise, out of the corner of your eye, make sure you're pinching their nose.
- Breathe again.
- Give one breath every 5 seconds.

## REFER

- Have the individual transported to nearest medical facility, even if symptoms seem to get better.
- Contact parent/guardians per school protocol.
- Complete naloxone Administration Report form.
- Follow-up with treatment referral recommendations.

## Assess

OND

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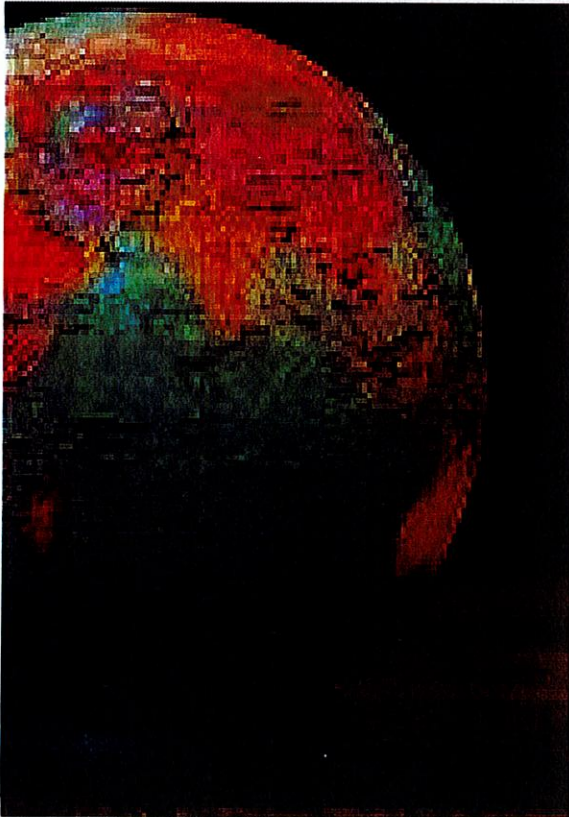
## REFER

- Have the individual transported to nearest medical facility, even if symptoms seem to get better.
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- Complete naloxone Administration Report form.
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# **PANDEMIC PLAN**

**For**

**REGIONAL SCHOOL UNIT 19**



Updated March  
2020

## INTRODUCTION

A pandemic is defined as an epidemic of infectious disease that has spread across a large region affecting humans that demonstrates sustained transmission from person to person. Pandemic influenza is a unique public health emergency or community disaster. A widespread endemic disease that is stable in terms of how many people are getting sick from it is not a pandemic. Types of Pandemics include, but are not limited to: *Cholera, Influenza, Typhus, Smallpox, Measles, Tuberculosis, Leprosy, Malaria, Yellow Fever, Unknown Causes (antibiotic resistance), SARS, etc.*

Pandemic infections are considered to be a relatively high probability event, even inevitable by many experts, yet no one knows when the next pandemic will occur. There may be very little warning. Most experts believe that we will have between one to six months between the identification of a novel virus and the time that widespread outbreaks begin to occur in the U.S. Pandemics generally exclude recurrences of seasonal flu.

Education regarding pandemic began in the winter of 2006. It included information on prevention, stopping the spread of germs, covering your cough, and proper hand washing.

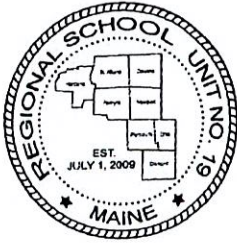
RSU 19 has declared that the CDC will be responsible for declaring a public health emergency state-wide, and the Superintendent of RSU 19 will be responsible at the local level. The decision to close and when to reopen schools will be made by guidance from the Maine Department of Education, the Maine Center for Disease Control, the RSU 19 School Board and the Superintendent of Schools.

Once a public health emergency has been declared, schools within the RSU will begin to work from their crisis plan. The municipalities will be notified. Close communication will be maintained with the Maine CDC, Doctor's offices, and hospitals in the area. Information regarding the closure of schools will be shared with these partners and will go home with each child.

It has been suggested that each school be manned with a secretary in order to disseminate information to the general public. The RSU 19 website [www.RSU19.org](http://www.RSU19.org) will post current information. Our electronic notification system will be used to send messages to our families. The Superintendent's Office will remain open and can be accessed as well.

Nokomis Regional High/Middle School will prepare meals that will be delivered via the bus routes for those in need of food.





# REGIONAL SCHOOL UNIT 19

*Corinna Dixmont Etna Hartland  
Newport Palmyra Plymouth St. Albans*

PO Box 40 (182 Moosehead Trail)  
Newport, ME 04953-0040

Telephone (207) 368-5091  
Fax (207) 368-2192

**Mr. Michael Hammer**, Superintendent of Schools  
[mhammer@rsu19.net](mailto:mhammer@rsu19.net)

## SAMPLE LETTER/MESSAGE TO PARENTS

DT: March 9, 2020

TO: Parent(s)/Guardian(s)  
FR: Mike Hammer, Superintendent  
RE: Information

RSU 19's Administrative Team, along with School Nurses, are working diligently to update our current Pandemic Plan to be prepared for any possible outbreak of Coronavirus Disease 2019 (COVID-19) or any other contagious infection in our community. We anticipate meeting with and coordinating our plans with area Emergency Response departments.

Information on the virus causing COVID-19 is constantly being conveyed by the media. The District's **Pandemic and Safety Plans can be accessed at [www.rsu19.org](http://www.rsu19.org)**, click on Menu, scroll down to District Policies; the Pandemic and Safety Plans are the last two policies on the list.

Correspondence from RSU 19 will be handled through our **Robo Call/Text System**.

- Check to be sure that **contact information is up-to-date with your child's school**.
  - If we don't have the correct number(s), we can't get in touch with you.
- Ensure you **have a plan to designate a caregiver**, such as a family member or neighbor, for a sick child(ren) if you can't stay home.

What you and your children can do now to help prevent the spread of this and any other viruses and illnesses within our schools:

- **Keep children home when they have a fever or are sick.**
- **Cover coughs and sneezes** with a tissue or elbow.
- **Wash hands with soap and water** (or use hand sanitizer) after touching your face, using the restroom and before eating.
- **Avoid touching mouth and nose** since that is how germs get into the body.
- **Clean frequently touched surfaces and objects** (everyday household disinfectants are fine)
  - Enhance cleaning of high touch surfaces like door knobs, toilet handles, and sink handles.

Because most people with COVID-19 have mild disease, the likelihood that we will be closing schools is very low, but not zero. If you have any questions or concerns, please don't hesitate to contact me.

## SAMPLE KEY MESSAGES FOR SCHOOL OFFICIALS SCHOOL CLOSURES

- Health/school officials have ordered the closure of schools as a result of the pandemic outbreak in our state.
- Schools may be closed for an extended period of time (for example, up to 6 weeks).
- We know that this is a difficult time for our community and our hearts go out to those who are ill. We are working closely with health officials to deal with the situation and will keep parents updated with any important information.
- Because a pandemic is easily spread from person-to-person, it is unsafe for large groups of people to gather and children should stay home. The purpose of closing schools is to decrease contact among children in order to decrease their risk of getting sick and to limit the spread of infection.
- During this time, children and adults should stay away from other people and groups, as much as possible. Health officials also advise people not to gather in other locations such as home, shopping malls, movie theaters or community centers.
- Parents can help protect their children and prevent the spread of a pandemic as they would colds and flu by taking the following precautions:

*Teach your children to wash hands frequently with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.*

*Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow.*

*Teach your children to stay at least three feet from people who are sick and stay home from work or school if you are sick.*

Recommendations may change during the course of a pandemic. We will make public announcements through the media. Information can be found on the RSU 19 Website at [www.RSU19.org](http://www.RSU19.org)

## Sample Parent Letter

### SCHOOL CLOSURE

*Use this letter/message to inform parents schools are closed*

Dear Parents,

RSU 19 has made the decision to close the schools as a result of the pandemic in the state of Maine. All schools are immediately closed until further notice and children should stay home.

Schools may be closed for days or even weeks to reduce contact among children and stop the spread of the pandemic.

We know that many students and their families are very sick. We know this is a hard time for our community and our hearts go out to those who are ill.

Because the pandemic is easily spread from person-to-person, it is not safe for large groups of people to gather. During this time, both children and adults should stay away from other people and groups as much as possible. They should not gather in other locations such as shopping malls, movie theaters or community centers.

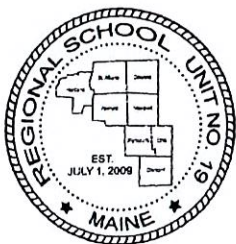
We know that it may be hard to get a doctor's appointment, go to a clinic or even be seen in a hospital emergency room. Here are some tips for helping those who are sick with the pandemic:

- Have them drink a lot of liquid (juice, water)
- Keep the sick person as comfortable as possible. Rest is important.
- For fever, sore throat and muscle aches, use ibuprofen (Motrin) or acetaminophen (Tylenol). Do not use aspirin with children or teenagers; it can cause Reye's syndrome, a life-threatening illness.
- Keep tissues and a trash bag within reach of the sick person.
- Be sure everyone in your home washes their hands frequently.
- Keep the people who are sick with the pandemic away from the people who are not sick.

**You can get more information from the RSU 19 website at [www.rsu19.org](http://www.rsu19.org)**

We will contact you as soon as we have information about when school will reopen.





# REGIONAL SCHOOL UNIT 19

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Fax (207) 368-2192

**Mr. Michael Hammer**, Superintendent of Schools  
mhammer@rsu19.net

## Sample Letter/Message

### Use this Letter to Inform Parents Schools are Reopened

Dear Parents,

RSU 19 has made the decision that the pandemic is under control. Our school will open again on \_\_\_\_\_ . At this time, students may safely return to class.

Even though school is opening, there are still some people who are sick from the virus. Health officials say that pandemic outbreaks sometimes happen in waves. This means more people could become sick again. If more people get sick, schools may need to close again. We will continue to give you any important information.

Because the pandemic can still be spread from person-to-person, please keep children who are sick at home. **Do not send them to school.**

We are looking forward to seeing your children again.

## Tips for Parents on Coping with a Pandemic

### Plan for an extended stay at home during a pandemic.

- Ask your employer about how business will continue during a pandemic.
- Ask your employer if you can work from home during a pandemic.
- Plan for a possible reduction or loss of income, if you are unable to work or your place of employment is closed.
- Check with your employer or union about leave policies.
- Plan home learning activities and exercises. Have materials, such as books, on hand.
- Plan recreational activities that your children can do at home.

### Items to have on hand for an extended stay at home:

#### *Examples:*

#### Non-Perishable Foods

- ~ Ready to eat canned meats, fruits, vegetables, soups
- ~ Protein or fruit bars
- ~ Dry cereal or granola
- ~ Peanut butter and jelly
- ~ Dried fruit, nuts, trail mix
- ~ Crackers
- ~ Canned juices
- ~ Bottled water
- ~ Canned or jarred baby food
- ~ Baby formula
- ~ Pet food

#### Health and Emergency Supplies

- ~ Prescribed medical supplies such as glucose and blood pressure monitoring
- ~ Soap and water or alcohol based hand wash
- ~ Medicines for fever, such as acetaminophen (Tylenol) or ibuprofen (Motrin)
- ~ Thermometer
- ~ Vitamins
- ~ Fluids with electrolytes, such as Pedialyte®
- ~ Flashlight with extra batteries
- ~ Portable radio with extra batteries
- ~ Manual can opener
- ~ Garbage bags
- ~ Tissues, toilet paper, disposable diapers

### If someone in your home develops flu-like symptoms (fever, cough, muscle aches):

- ❖ Encourage plenty of fluids to drink.
- ❖ Keep the ill person as comfortable as possible. Rest is important.
- ❖ For adults with fever, sore throat and muscle aches, use ibuprofen (Motrin) or acetaminophen (Tylenol).
- ❖ Do not use aspirin in children or teenagers; it can cause Reye's syndrome, a life threatening illness.
- ❖ Sponging with tepid (wrist-temperature) water lowers fever only during the period of sponging. Do not sponge with alcohol.
- ❖ Keep tissues and a trash bag for their disposal within reach of the patient.
- ❖ All members of the household should wash their hands frequently.
- ❖ Keep other family members and visitors away from the person who is ill.
- ❖ Contact a healthcare provider for further advice. If the ill person is having difficulty breathing or is getting worse, contact the healthcare provider right away.

## **Public Health Instructions during a Pandemic**

Throughout a pandemic, people may be asked or required to do things to help hold back the spread of the disease in our community.

Here are some examples of what the general public may be asked to do:

### **STAY HOME**

People who are sick should stay home. Children should not go to school if they are sick. Staying home will be absolutely necessary during a pandemic to limit the spread of the disease.

### **AVOID LARGE GROUPS**

People – even those who are well – should stay away from gatherings of people such as sporting events, movies and festivals. During a pandemic these kinds of events could be cancelled because large gatherings of people help spread the virus. Isolation and Quarantine are public health actions used to contain the spread of a contagious disease. If asked, it will be important to follow Isolation and/or Quarantine instructions.

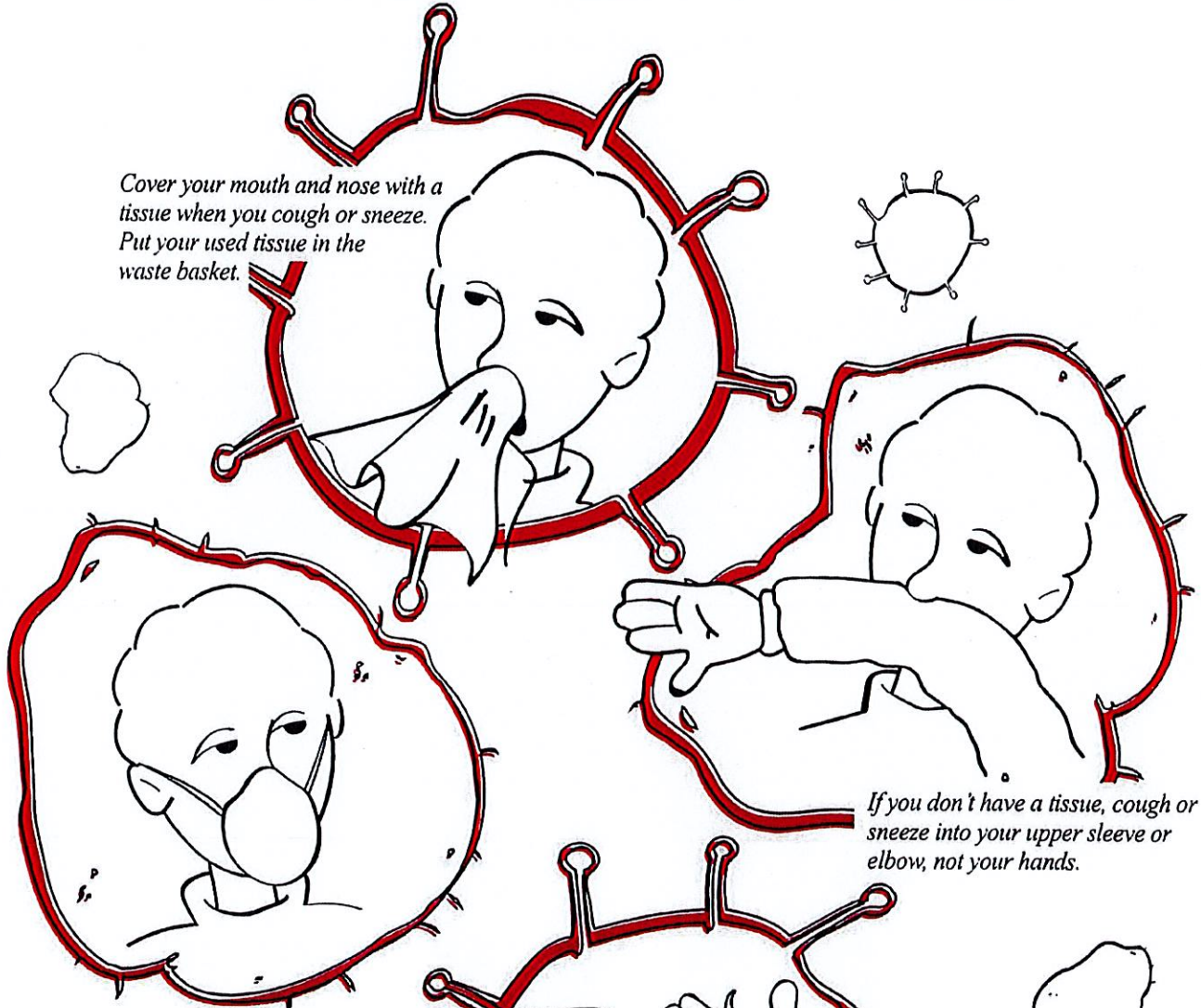
**ISOLATION** is for people who are already ill. When someone is isolated, they are separated from people who are healthy. Having the sick person isolated (separated from others) can help to slow or stop the spread of disease. People who are isolated can be cared for in their homes, in hospitals, or other healthcare facilities. Isolation is usually voluntary, but local, state and federal government have the power to require the isolation of sick people to protect the public.

**QUARANTINE** is for people who have been exposed to the disease but are not sick. When someone is placed in quarantine, they are also separated from others. Even though the person is not sick at the moment, they were exposed to the disease and may still become infectious and then spread the disease to others. Quarantine can help to slow or stop this from happening. States generally have the power to enforce quarantines within their borders.

# Cover Cough

— Stop the spread of germs that can make you and others sick! —

Cover your mouth and nose with a tissue when you cough or sneeze. Put your used tissue in the waste basket.

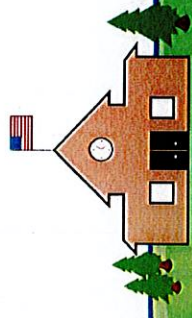


If you don't have a tissue, cough or sneeze into your upper sleeve or elbow, not your hands.

You may be asked to put on a facemask to protect others.

Wash hands often with soap and warm water for 20 seconds. If soap and water are not available, use an alcohol-based hand rub.





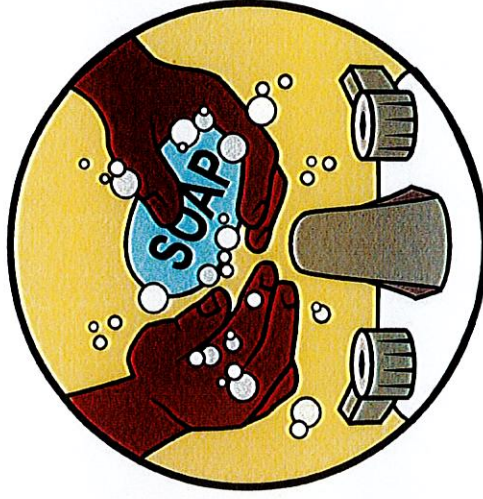
# Germ-Free Zone



• Don't spread germs.



• Cover your cough.



• Wash your hands often.





**COVER MOUTH AND NOSE**



**CLEAN HANDS**

## **Cover Coughs and Sneezes. Clean Hands.**

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

### **Clean your hands a lot**

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

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

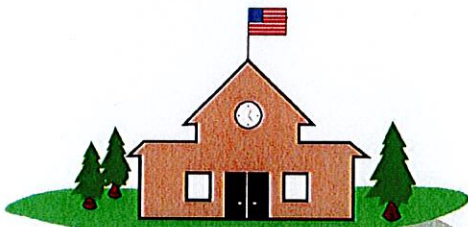
**Stop germs. And stop colds and flu.**



[www.cdc.gov/germstopper](http://www.cdc.gov/germstopper)



# Keep Our School Healthy



**Send  
sick kids  
home**



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



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



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



# Pandemic Influenza:

## CHARACTERISTICS & CHALLENGES

A pandemic is a global disease outbreak. An influenza pandemic occurs when a new influenza virus emerges for which there is little or no immunity in the human population, begins to cause serious illness and then spreads easily person-to-person worldwide.

### Historically, the 20th century saw three pandemics of influenza:

- 1918 influenza pandemic caused at least 500,000 U.S. deaths and up to 50 million deaths worldwide
- 1957 influenza pandemic caused at least 70,000 U.S. deaths and 1-2 million deaths worldwide
- 1968 influenza pandemic caused about 34,000 U.S. deaths and 700,000 deaths worldwide

### Characteristics and Challenges in a Pandemic:

#### 1. There Will Be Rapid Worldwide Spread

- When a pandemic influenza virus emerges, its global spread is considered inevitable.
- Preparedness activities should assume that the entire world population would be susceptible.
- Countries might, through measures such as border closures and travel restrictions, delay arrival of the virus, but cannot stop it.

#### 2. Health Care Systems Will Be Overloaded

- Most people have little or no immunity to a pandemic virus. Infection and illness rates soar. A substantial percentage of the world's population will require some form of medical care.
- Nations unlikely to have the staff, facilities, equipment and hospital beds needed to cope with large numbers of people who suddenly fall ill.
- Death rates are high, largely determined by four factors: the number of people who become infected, the virulence of the virus, the underlying characteristics and vulnerability of affected populations and the effectiveness of preventive measures.
- Past pandemics have spread globally in two and sometimes three waves.

#### 3. Medical Supplies Will Be Inadequate

- The need for vaccine is likely to outstrip supply.
- The need for antiviral drugs is also likely to be inadequate early in a pandemic.
- A pandemic can create a shortage of hospital beds, ventilators and other supplies. Surge capacity at non-traditional sites such as schools may be created to cope with demand
- Difficult decisions will need to be made regarding who gets antiviral drugs and vaccines.

#### 4. There Will Be Economic and Social Disruption

- Travel bans, closings of schools and businesses and cancellations of events could have major impact on communities and citizens.
- Care for sick family members and fear of exposure can result in significant worker absenteeism.





## Influenza (Flu)

# How Is Pandemic Flu Different from Seasonal Flu?

### Seasonal Flu vs. Pandemic Flu

#### How often does it happen?

**Seasonal Flu:** Happens annually and usually peaks between December and February

**Pandemic Flu:** Rarely happens (three times in 20th century)

#### Will most people be immune?

**Seasonal Flu:** Usually some immunity from previous exposures and influenza vaccination

**Pandemic Flu:** Most people have little or no immunity because they have no previous exposure to the virus or similar viruses

#### Who is at risk for complications?

**Seasonal Flu:** Certain people are at high-risk for serious complications (infants, elderly, pregnant women, extreme obesity and persons with certain chronic medical conditions)

**Pandemic Flu:** Healthy people also may be at high risk for serious complications

#### Where can I get medical care?

**Seasonal Flu:** Health care providers and hospitals can usually meet public and patient needs

**Pandemic Flu:** Health care providers and hospitals may be overwhelmed  
Alternate care sites may be available to meet public and patient needs

#### Will a vaccine be available?

**Seasonal Flu:** Vaccine available for annual flu season  
Usually, one dose of vaccine is needed for most people

**Pandemic Flu:** Although the US government maintains a limited stockpile of pandemic vaccine, vaccine may not be available in the early stages of a pandemic  
Two doses of vaccine may be needed

#### Will antivirals be available?

**Seasonal Flu:** Adequate supplies of antivirals are usually available

**Pandemic Flu:** Antiviral supply may not be adequate to meet demand

#### How many people could get sick and suffer complications?

**Seasonal Flu:** Rates of medical visits, complications, hospitalizations and death can vary from low to high  
CDC estimates that flu-related hospitalizations since 2010 ranged from 140,000 to 710,000, while flu-related deaths are estimated to have ranged from 12,000 to 56,000.

**Pandemic Flu:** Rates of medical visits, complications, hospitalizations and death can range from moderate to high  
Number of deaths could be much higher than seasonal flu (e.g. The estimated U.S. death toll during the 1918 pandemic was approximately 675,000)

#### What impact will it have on schools and workplaces?

**Seasonal Flu:** Usually causes minor impact on the general public, some schools may close and sick people are encouraged to stay home

Manageable impact on domestic and world economies

**Pandemic Flu:** May cause major impact on the general public, such as travel restrictions and school or business closings  
Potential for severe impact on domestic and world economies

## Infographic





WE REMEMBER WE PREPARE

# Seasonal Flu vs. Pandemic Flu

Influenza is one of the world's greatest infectious disease challenges. But did you know that seasonal flu and pandemic flu are not the same?

## What is seasonal flu?



Influenza (flu) is a contagious respiratory illness caused by influenza A and B viruses that infect the human respiratory tract. Annual flu epidemics occur among people worldwide.

## What is pandemic flu?



A flu pandemic is a global outbreak of a new flu A virus in people that is very different from current and recently circulating seasonal flu A viruses.

## How often do seasonal flu epidemics occur?



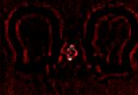
Epidemics of seasonal flu happen every year. Fall and winter is the time for flu in the United States.

## How often do flu pandemics occur?

Flu pandemics happen rarely. Four flu pandemics have happened in the past 100 years, but experts agree another one is inevitable.



## How do seasonal flu viruses spread?



Flu viruses are thought to spread mainly from person to person through droplets made when someone with flu coughs, sneezes, or talks near a person (within 6 feet).

## How do pandemic flu viruses spread?



Pandemic flu viruses would spread in the same way as seasonal flu, but a pandemic virus will likely infect more people because few people have immunity to the pandemic flu virus.

## Is there a vaccine for seasonal flu?



Seasonal flu vaccines are made each year to vaccinate people against seasonal flu. Everyone 6 months and older should get a flu vaccine every year. For most people, only one dose of vaccine is needed.

## Is there a vaccine for pandemic flu?

Although the U.S. government maintains a limited stockpile of some pre-pandemic flu vaccines, vaccine may not be widely available in the early stages of a pandemic. Two doses of pandemic flu vaccine will likely be needed.

## Are there medications to treat seasonal flu?



Prescription medications called antiviral drugs can treat seasonal flu. During a severe flu season, there can be spot shortages of these drugs.

## Are there medications to treat pandemic flu?

Flu antiviral medications may be used to treat pandemic flu if the virus is susceptible to these drugs. While a limited amount of flu antiviral drugs are stockpiled for use during a pandemic, supplies may not be enough to meet demand during a pandemic.

## Who is at risk for complications from seasonal flu?

Young children, people 65 years and older, pregnant women, and people with certain long-term medical conditions are more likely to have serious flu complications.

## Who is at risk for complications from pandemic flu?

Because this is a new virus not previously circulating in humans, it's not possible to predict who would be most at risk of severe complications in a future pandemic. In some past pandemics, healthy young adults were at high risk for developing severe flu complications.







## What is Pandemic Flu?

A "pandemic" is a disease that spreads all over the world and affects a large number of people. If you are caring for a loved one during a pandemic, it's important to take steps to protect yourself and others. Always follow the most current advice of the U.S. Department of Health and Human Services and your local health department.

## Prevent the Spread of Pandemic Flu

These healthy habits will help keep you and others from getting and passing on the virus.

- > Clean your hands often with soap and water or alcohol-based hand sanitizer.
- > Cover your mouth and nose with a tissue when you cough or sneeze and clean your hands afterward. Put used tissues in a wastebasket.
- > Cough or sneeze into your upper sleeve if you don't have a tissue.
- > Keep your hands away from your eyes, nose and mouth to prevent germs from entering your body.

Also, a person with signs of the flu should:

- > Stay home from work, school and errands and avoid contact with others.
- > Consider wearing a surgical mask when around others. There may be benefits.

## When a Household Member Is Sick

The flu virus is spread when contaminated droplets exit the mouth and nose of an infected person and the virus comes in contact with others. So, follow these tips to protect yourself and others in your home:

- > Keep everyone's personal items separate. All household members should avoid sharing computers, pens, papers, clothes, towels, sheets, blankets, food or eating utensils.
- > Disinfect door knobs, switches, handles, toys and other surfaces that are commonly touched around the home or workplace.

### Disinfectant:

1 gallon water  
¼ cup bleach  
Mix up a fresh batch every time you use it.

- > It is okay to wash everyone's dishes and clothes together. Use detergent and very hot water. Wash your hands after handling dirty laundry.
- > Wear disposable gloves when in contact with or cleaning up body fluids.
- > One person should be the caregiver. He or she may benefit by wearing a mask when giving care.

## Practice Hand Hygiene

Caregivers should always wash their hands before providing care. Afterward, wash again and apply alcohol-based hand sanitizer as well. Follow these steps for proper hand hygiene:

1. Wet hands with warm, running water and apply liquid soap.
2. Rub hands vigorously for at least 15 seconds, covering all surfaces and fingers.
3. Scrub nails by rubbing them against the palms of your hands.
4. Rinse your hands with water.
5. Dry your hands thoroughly with a paper towel and use it to turn off the faucet. A shared towel will spread germs.

## Recognize Pandemic Flu Symptoms

Watch for these symptoms:

- > Fever
- > Cough
- > Runny nose
- > Muscle pain

Call your health-care professional at the first sign of the flu. Many symptoms can be treated by the health-care professional over the telephone.

## Care for a Loved One with the Flu

A person recovering from flu should have:

- > Rest and plenty of liquids
- > No alcohol or tobacco
- > Medications to relieve flu symptoms

In some cases, a health-care professional may prescribe antiviral drugs to treat the flu. Antibiotics (like penicillin) don't cure it.





**American  
Red Cross**

## Monitor Pandemic Flu Symptoms

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

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

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

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

## Prevent Dehydration

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

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

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

### Electrolyte Drink:

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

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

## Reduce Fever

To help reduce a fever, do the following:

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

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

## Home Care for Pandemic Flu

### Prepare for a Flu Pandemic

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

#### Pandemic Flu Caregiving Supplies:

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

For more information, contact your local American Red Cross chapter, visit [www.redcross.org](http://www.redcross.org) or call 1-800-RED-CROSS.

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

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





# Pandemic Flu Planning Checklist for Individuals & Families



You can prepare for an influenza pandemic now. You should know both the magnitude of what can happen during a pandemic outbreak and what actions you can take to help lessen the impact of an influenza pandemic on you and your family. This checklist will help you gather the information and resources you may need in case of a flu pandemic.

## *1. To plan for a pandemic:*

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- Store a two week supply of water and food. During a pandemic, if you cannot get to a store, or if stores are out of supplies, it will be important for you to have extra supplies on hand. This can be useful in other types of emergencies, such as power outages and disasters.
- Periodically check your regular prescription drugs to ensure a continuous supply in your home.
- Have nonprescription drugs and other health supplies on hand, including pain relievers, stomach remedies, cough and cold medicines, fluids with electrolytes, and vitamins.
- Talk with family members and loved ones about how they would be cared for if they got sick, or what will be needed to care for them in your home.
- Volunteer with local groups to prepare and assist with emergency response.
- Get involved in your community as it works to prepare for an influenza pandemic.

## *2. To limit the spread of germs and prevent infection:*

---

- Teach your children to wash hands frequently with soap and water, and model the current behavior.
- Teach your children to cover coughs and sneezes with tissues, and be sure to model that behavior.
- Teach your children to stay away from others as much as possible if they are sick. Stay home from work and school if sick.



### 3. Items to have on hand for an extended stay at home:

Examples of food and non-perishables	Examples of medical, health, and emergency supplies
<ul style="list-style-type: none"><li><input type="checkbox"/> Ready-to-eat canned meats, fish, fruits, vegetables, beans, and soups</li><li><input type="checkbox"/> Protein or fruit bars</li><li><input type="checkbox"/> Dry cereal or granola</li><li><input type="checkbox"/> Peanut butter or nuts</li><li><input type="checkbox"/> Dried Fruit</li><li><input type="checkbox"/> Crackers</li><li><input type="checkbox"/> Canned juices</li><li><input type="checkbox"/> Bottled water</li><li><input type="checkbox"/> Canned or jarred baby food and formula</li><li><input type="checkbox"/> Pet food</li><li><input type="checkbox"/> Other nonperishable foods</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Prescribed medical supplies such as glucose and blood-pressure monitoring equipment</li><li><input type="checkbox"/> Soap and water, or alcohol-based (60-95%) hand wash</li><li><input type="checkbox"/> Medicines for fever, such as acetaminophen or ibuprofen</li><li><input type="checkbox"/> Thermometer</li><li><input type="checkbox"/> Anti-diarrheal medication</li><li><input type="checkbox"/> Vitamins</li><li><input type="checkbox"/> Fluids with electrolytes</li><li><input type="checkbox"/> Cleansing agent/soap</li><li><input type="checkbox"/> Flashlight</li><li><input type="checkbox"/> Batteries</li><li><input type="checkbox"/> Portable radio</li><li><input type="checkbox"/> Manual can opener</li><li><input type="checkbox"/> Garbage bags</li><li><input type="checkbox"/> Tissues, toilet paper, disposable diapers</li></ul>

**PandemicFlu.gov**

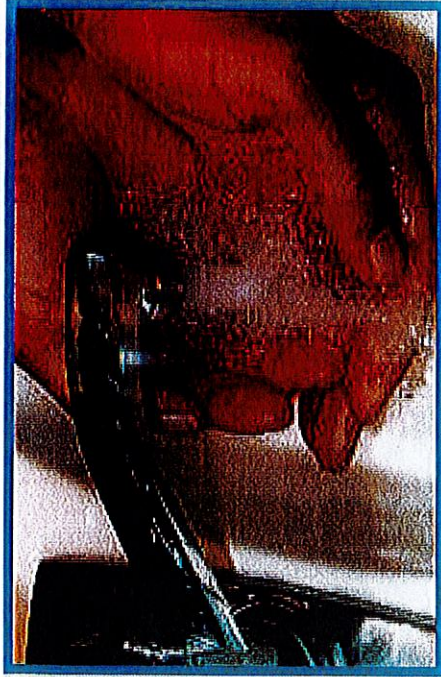


**AvianFlu.gov**



# Stopping the Flu is up to You!

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



To protect yourself and your family from the flu:

**Wash** your hands often with soap and warm water.

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

**Keep hands away** from your face.

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

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

**Avoid** crowds or people who are ill.



For more helpful information contact Contra Costa Health Services - 1-888-959-9911 - [cchealth.org](http://cchealth.org)



# Avian Flu Bird Flu)

## What is Avian Flu?

Avian Flu, also called bird flu, is a contagious respiratory disease that can infect humans as well as birds. It is caused by a flu-like virus. Avian Flu virus does not usually infect humans but a number of cases of human Avian Flu have occurred since 1997. As of March 2006, there are no human cases of Avian Flu in the U.S.

Chickens, ducks, geese and other wild water birds are especially at risk to get the disease. Avian flu can be deadly to both birds and humans.

## What are the symptoms of Avian Flu in humans?

They are similar to those of the seasonal flu.

- Fever, cough, sore throat, muscle aches
- Severe respiratory illness like pneumonia

Some persons may show other symptoms like diarrhea, coma, encephalitis, and eye infections.

## How is human Avian Flu spread?

Humans can get Avian Flu from contact with infected birds, contaminated surfaces, or standing pond water. Infected birds shed the virus in saliva and droppings. A person can catch the Avian Flu virus when an infected chicken coughs or sneezes onto the person's face, or by breathing in bird dropping particles.

The World Health Organization (WHO) is still looking into whether Avian Flu spreads from person to person. The virus is not spread by eating cooked meat or eggs so there is no danger in eating cooked chicken, duck or other poultry.

## What drugs are available for Avian Flu?

The effectiveness of antiviral drugs is unknown.

## Is there a vaccine against human Avian Flu?

No. However, health care providers may give regular flu vaccine to high-risk groups such as poultry workers, to lessen the risk that they may become infected with both the human and bird flu viruses at the same time.

## Why worry about getting both human and bird flu viruses at the same time?

The mixing of human and Avian Flu viruses could produce a new type of flu to which humans have no defenses. It is

possible that the new type would be easily passed from person to person, which could cause worldwide outbreak (pandemic) and even death.

### If Avian Flu is identified in the U.S., these are things you can do to protect yourself:

1. Always wash your hands after outdoor activities, such as after playing with standing water, after picnicking.
2. Always cover your cough.
3. Avoid ill people.
4. Stay home when ill.
5. Avoid contact with wild birds, especially water birds.
6. Do not enter bird cages & chicken pens.

## Bird Illness

### How do chickens or other birds get Avian Flu?

- From direct contact with the saliva or droppings of infected birds
  - From contaminated feed, water, cages, equipment or clothing, like shoes of poultry workers.
- Indoor birds are safe from Avian Flu.

### What are the symptoms of Avian Flu in birds?

- Lack of appetite and energy
- Swollen head, eyelids, comb, wattle and legs
- Purple wattle and comb
- Nasal discharge
- Sneezing and coughing
- Diarrhea
- Sudden death

### Things you can do to protect your bird from Avian Flu:

1. Do not mix birds of unknown origin with existing pet birds.
2. Keep your birds in cages, hen houses, or in a netted area to keep wild birds away.
3. Clean and disinfect your bird cage or hen house as necessary.

Visit our website at: <http://www.ccpublichealth.org> for information about Avian Flu or call the Health Emergency Information Line at (888) 959-9911 or the CCHS Public Health Division at (925) 313-6740. Visit the Department of Human and Health Services website at: [www.pandemicflu.gov](http://www.pandemicflu.gov) or the WHO website at: <http://www.who.int/en/> for up-to-date information on countries that have been affected by Avian Flu.





## Influenza (Flu)

# How To Clean and Disinfect Schools To Help Slow the Spread of Flu

Cleaning and disinfecting are part of a broad approach to preventing infectious diseases in schools. To help slow the spread of influenza (flu), the first line of defense is getting vaccinated. Other measures include staying home when sick, covering coughs and sneezes, and washing hands often. Below are tips on how to slow the spread of flu specifically through cleaning and disinfecting.

### 1. Know the difference between cleaning, disinfecting, and sanitizing

**Cleaning** removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.

**Disinfecting** kills germs on surfaces or objects. Disinfecting works by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

**Sanitizing** lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

### 2. Clean and disinfect surfaces and objects that are touched often

Follow your school's standard procedures for routine cleaning and disinfecting. Typically, this means daily sanitizing surfaces and objects that are touched often, such as desks, countertops, doorknobs, computer keyboards, hands-on learning items, faucet handles, phones, and toys. Some schools may also require daily disinfecting these items. Standard procedures often call for disinfecting specific areas of the school, like bathrooms.

Immediately clean surfaces and objects that are visibly soiled. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

### 3. Simply do routine cleaning and disinfecting

It is important to match your cleaning and disinfecting activities to the types of germs you want to remove or kill. Most studies have shown that the flu virus can live and potentially infect a person for up to 48 hours after being deposited on a surface. However, it is not necessary to close schools to clean or disinfect every surface in the building to slow the spread of flu. Also, if students and staff are dismissed because the school cannot function normally (e.g., high absenteeism during a flu outbreak), it is not necessary to do extra cleaning and disinfecting.

Flu viruses are relatively fragile, so standard cleaning and disinfecting practices are sufficient to remove or kill them. Special cleaning and disinfecting processes, including wiping down walls and ceilings, frequently using room air deodorizers, and fumigating, are not necessary or recommended. These processes can irritate eyes, noses, throats, and skin; aggravate asthma; and cause other serious side effects.

### 4. Clean and disinfect correctly

Always follow label directions on cleaning products and disinfectants. Wash surfaces with a general household cleaner to remove germs. Rinse with water, and follow with an EPA-registered disinfectant to kill germs. Read the label to make sure it states that EPA has approved the product for effectiveness against influenza A virus.

It states that EPA has approved the product for effectiveness against influenza viruses.

If a surface is not visibly dirty, you can clean it with an EPA-registered product that both cleans (removes germs) and disinfects (kills germs) instead. Be sure to read the label directions carefully, as there may be a separate procedure for using the product as a cleaner or as a disinfectant. Disinfection usually requires the product to remain on the surface for a certain period of time (e.g., letting it stand for 3 to 5 minutes).

Use disinfecting wipes on electronic items that are touched often, such as phones and computers. Pay close attention to the directions for using disinfecting wipes. It may be necessary to use more than one wipe to keep the surface wet for the stated length of contact time. Make sure that the electronics can withstand the use of liquids for cleaning and disinfecting.

## 5. Use products safely

Pay close attention to hazard warnings and directions on product labels. Cleaning products and disinfectants often call for the use of gloves or eye protection. For example, gloves should always be worn to protect your hands when working with bleach solutions.






Do not mix cleaners and disinfectants unless the labels indicate it is safe to do so. Combining certain products (such as chlorine bleach and ammonia cleaners) can result in serious injury or death.

Ensure that custodial staff, teachers, and others who use cleaners and disinfectants read and understand all instruction labels and understand safe and appropriate use. This might require that instructional materials and training be provided in other languages.

## 6. Handle waste properly

Follow your school's standard procedures for handling waste, which may include wearing gloves. Place no-touch waste baskets where they are easy to use. Throw disposable items used to clean surfaces and items in the trash immediately after use. Avoid touching used tissues and other waste when emptying waste baskets. Wash your hands with soap and water after emptying waste baskets and touching used tissues and similar waste.

## 7. Learn more

- [CDC Says "Take 3" Actions to Fight the Flu](#)
- [Guidance for School Administrators to Help Reduce the Spread of Seasonal Influenza in K-12 Schools](#)
- [Antimicrobial Products Registered for Use Against the H1N1 Flu and Other Influenza A Viruses on Hard Surfaces](#) 
- [Green Clean Schools \(Healthy Schools Campaign\)](#) 
- [Interim Guidance on Environmental Management of Pandemic Influenza Virus \(HHS\)](#) 
- [Cleaning for Health \(NEA\)](#) 
- [National Clearinghouse for Educational Facilities \(NCEF\)](#) 

Page last reviewed: July 31, 2018



# Take Action to Help Slow the Spread of Flu and Illness

CDC has developed recommended actions for preventing the spread of flu in educational settings. Promote and reinforce the practice of *everyday preventive actions* at all times. Plan for and educate staff, students, and parents/guardians about additional community NPI actions that may be recommended by public health officials, if a flu pandemic occurs.

Work closely with your local public health department before a pandemic occurs to establish a flexible contingency plan that includes actions to take during a mild, moderate, severe, very severe, or extreme pandemic. Be prepared to take actions that are appropriate for the level of severity of the local pandemic outbreak. The **Before, During, and After** sections of this guide offer suggested actions to help you plan for and implement these recommendations.

## EVERYDAY PREVENTIVE ACTIONS

*Everyone should always practice good personal health habits to help prevent flu.*



**Stay home when you are sick.** Stay home for at least 24 hours after you no longer have a fever or signs of a fever without the use of fever-reducing medicines.



**Cover your coughs and sneezes with a tissue.**



**Wash your hands often with soap and water for at least 20 seconds.** Use at least a 60% alcohol-based hand sanitizer if soap and water are not available.



**Clean frequently touched surfaces and objects.**

## NPIs RESERVED FOR A FLU PANDEMIC

*Educators should be prepared to take these additional actions, if recommended by public health officials.\**



**Be prepared to allow your staff and students to stay home** if someone in their house is sick.



**Increase space between people at school** to at least 3 feet, as much as possible.



**Modify, postpone, or cancel large school events.**



**Temporarily dismiss students attending childcare facilities, K-12 schools, or institutions of higher education.**

\*These additional actions may be recommended for severe, very severe, or extreme flu pandemics.



### Create a culture of health in schools.

Plan workshops and trainings to educate staff and key partners and stakeholders about how to plan for pandemic flu and other emergencies.



### Connect to city and county public health officials.

<http://www.naccho.org/about/LHD/index.cfm>

### Connect to state and territorial public health officials.

<http://www.astho.org/Directory>

*Note: The following sections include CDC's recommended actions for preventing the spread of pandemic flu and suggested strategies for implementing these recommendations.*



# Share Facts About COVID-19

Know the facts about coronavirus disease 2019 (COVID-19) and help stop the spread of rumors.

**FACT  
1**

Diseases can make anyone sick regardless of their race or ethnicity.

Fear and anxiety about COVID-19 can cause people to avoid or reject others even though they are not at risk for spreading the virus.

**FACT  
2**

For most people, the immediate risk of becoming seriously ill from the virus that causes COVID-19 is thought to be low.

Older adults and people of any age with underlying health conditions, such as diabetes, lung disease, or heart disease, are at greater risk of severe illness from COVID-19.

**FACT  
3**

Someone who has completed quarantine or has been released from isolation does not pose a risk of infection to other people.

For up-to-date information, visit CDC's coronavirus disease 2019 web page.

**FACT  
4**

There are simple things you can do to help keep yourself and others healthy.

- Wash your hands often with soap and water for at least 20 seconds, especially after blowing your nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Stay home when you are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.

**FACT  
5**

You can help stop COVID-19 by knowing the signs and symptoms:

- Fever
  - Cough
  - Shortness of breath
- Seek medical advice if you
- Develop symptoms

AND

- Have been in close contact with a person known to have COVID-19 or if you live in or have recently been in an area with ongoing spread of COVID-19.





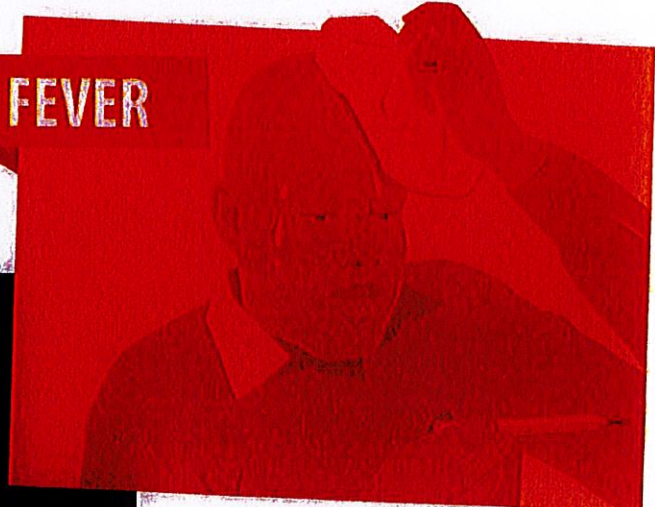
**COVID-19**  
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## SYMPTOMS OF CORONAVIRUS DISEASE 2019

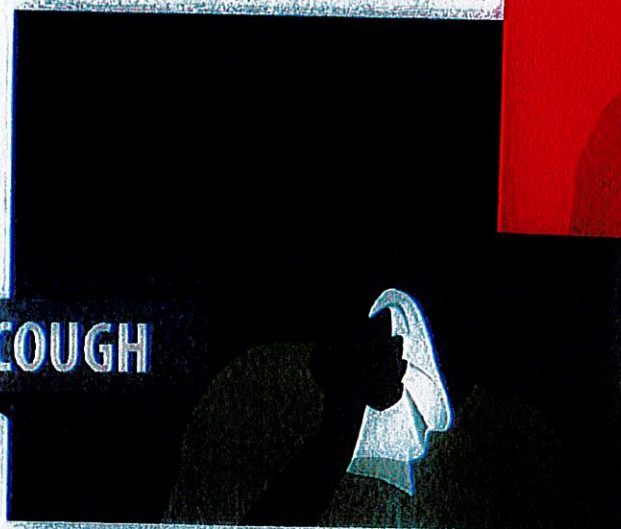
**Patients with COVID-19 have experienced mild to severe respiratory illness.**

**Symptoms\* can include**

**FEVER**

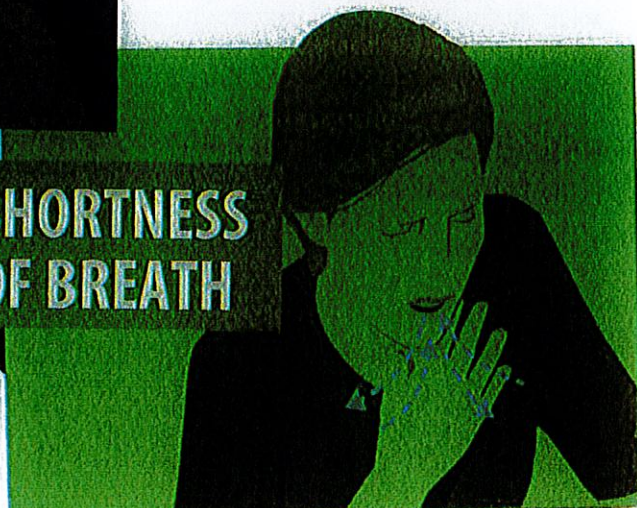


**COUGH**



**\*Symptoms may appear 2-14 days after exposure.**

**SHORTNESS OF BREATH**



**Seek medical advice if you develop symptoms, and have been in close contact with a person known to have COVID-19 or if you live in or have recently been in an area with ongoing spread of COVID-19.**



CS 315257-A 03/03/2020

For more information: [www.cdc.gov/COVID19-symptoms](http://www.cdc.gov/COVID19-symptoms)



# STOP THE SPREAD OF GERMS

Help prevent the spread of respiratory diseases like COVID-19.

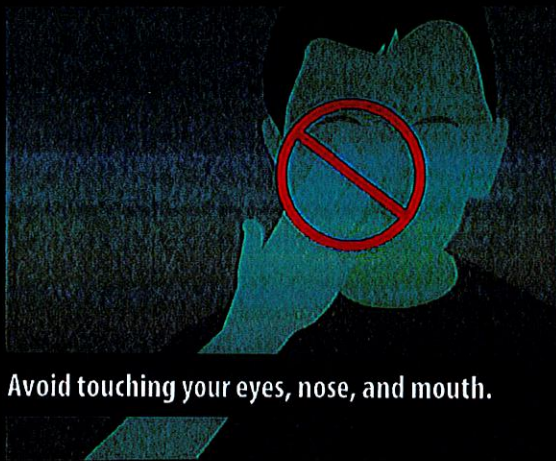
Avoid close contact with people who are sick.



Cover your cough or sneeze with a tissue, then throw the tissue in the trash.



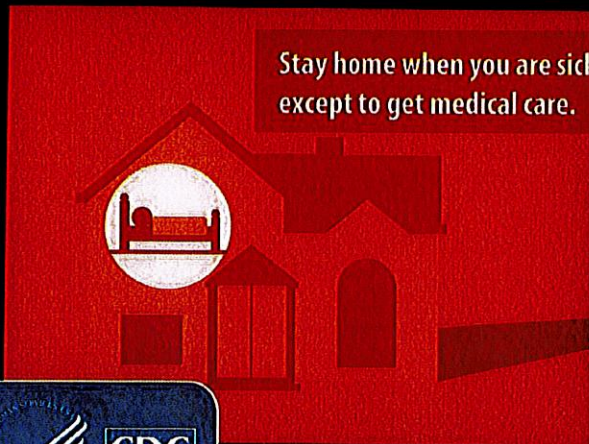
Avoid touching your eyes, nose, and mouth.



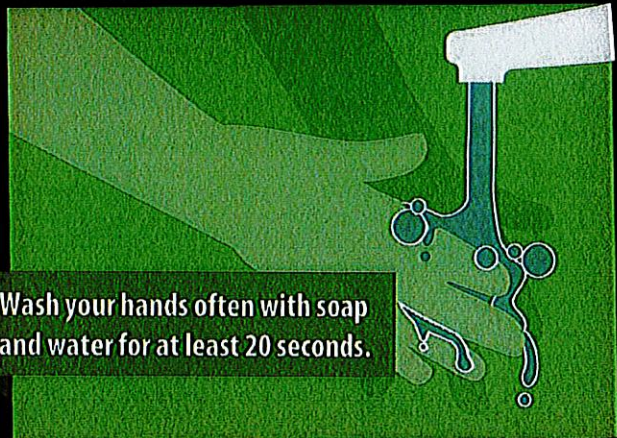
Clean and disinfect frequently touched objects and surfaces.



Stay home when you are sick, except to get medical care.



Wash your hands often with soap and water for at least 20 seconds.



For more information: [www.cdc.gov/COVID19](http://www.cdc.gov/COVID19)



# Coronavirus Disease 2019 (COVID-19)

## Schools and Childcare Programs

### Checklist for Teachers and Parents

#### Teachers: Get Your School Ready for Coronavirus Disease 2019

You can protect yourself and your students by practicing and promoting healthy habits during the school year. Use this checklist to plan and take action if a COVID-19 outbreak occurs in your community.

#### PLAN AND PREPARE



##### **Encourage students to stay home if sick**

If your student gets sick at school, keep the sick student away from well students until picked up. Encourage your student to stay home if they are sick with any illness.



##### **Clean and disinfect frequently touched surfaces and objects in the classroom**

Follow CDC's guidance for cleaning and disinfecting community facilities, such as schools.



##### **Monitor absenteeism**

Let administrators know if you see a large increase in absenteeism.



##### **Talk to your administrators about plans for teaching through digital and distance learning**

#### TAKE ACTION AS NEEDED

If your school is dismissed:



**Implement a plan to continue educating students through digital and distance learning** *(if applicable)*



**Seek guidance from your school administrator to determine when students and staff should return to schools**

Duration of school dismissals will be made on a case-by-case basis based on the most up-to-date information about COVID-19 and the specific situation in your community. Students and staff should be prepared for durations that could last several days. Administrators should work with their local health authorities to determine duration of dismissals.

**Parents: Get Your Children Ready for Coronavirus Disease 2019**

+

Page last reviewed: March 12, 2020



# Coronavirus Disease 2019 (COVID-19)

## Schools and Childcare Programs

### Checklist for Teachers and Parents

**Teachers: Get Your School Ready for Coronavirus Disease 2019** +

**Parents: Get Your Children Ready for Coronavirus Disease 2019** -

You can help protect your family from COVID-19 by practicing and promoting everyday healthy habits. If an outbreak occurs in your community, your school may dismiss students to prevent further spread of the virus. Use this checklist to plan and take action if a COVID-19 outbreak occurs in your community.

#### PLAN AND PREPARE



##### **Practice and reinforce good prevention habits with your family**

- Avoid close contact with people who are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.
- Wash hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol.



##### **Keep your child at home if sick with any illness**

If your child is sick, keep them at home and contact your healthcare provider. Talk with teachers about classroom assignments and activities they can do from home to keep up with their schoolwork.



##### ***Be prepared if your child's school or childcare facility is temporarily dismissed***

Talk with your employer about sick leave and telework options in case you need to stay home with your child. Consider planning for alternate childcare arrangements.

#### IF YOUR SCHOOL/CHILDCARE PROGRAM IS DISMISSED



**Keep track of school dismissal updates**

Read or watch local media sources that report school dismissals or stay in touch with your school.



**Talk to your school about options for digital and distance learning**



**Discourage children and teens from gathering in other public places while school is dismissed to help slow the spread of COVID-19 in the community**



**Seek guidance from your school administrator to determine when students and staff should return to schools**

Duration of school dismissals will be made on a case-by-case basis based on the most up-to-date information about COVID-19 and the specific situation in your community. Students and staff should be prepared for durations that could last several days. Administrators should work with their local health authorities to determine duration of dismissals.