

Pandemic Influenza

Prefatory Statement:

The World Health Organization (WHO) and the Department of Health and Human Services (HHS) assert a pandemic influenza outbreak is not a question of "if," but of "when." Pandemics are so named because of their global reach and effect. In a pandemic, a virus specific to another life form (such as birds) is contracted by humans. Human-specific viruses within the infected humans recombine with the "alien" virus in the exposed individuals, creating a new virus which can be easily spread from human to human and to which humans have no previously acquired immunity.

A pandemic flu outbreak differs from a seasonal flu outbreak in that a pandemic flu is caused by a virus to which humans have not had previous exposure and thus have virtually no immunity, either naturally or artificially through vaccination. Consequently, it is expected that the next pandemic could match or exceed the virulence of the most recent pandemics in 1918, 1957, and 1968. The "Great Influenza" of 1918 (erroneously called "Spanish Flu" but now believed to be an avian flu) probably infected 30% to 40% of the world's population, and estimates of mortality now range from 50 to 100 million worldwide with approximately half a million deaths in the United States (out of a population of approximately 105 million people). Experts anticipate similar rates of infection in the next pandemic, which at current population levels, could mean 35,000 or more deaths in State alone.

Pandemic flu will characteristically strike various areas of the nation in "waves," with each wave lasting six to eight weeks. Such outbreaks could be virtually simultaneous all over the nation due to the advanced state of our transportation system (especially compared to 1918) and the difficulty of detecting those most capable of spreading the flu virus. On average, an infected person is asymptomatic for the first 48 hours after infection; unfortunately, it is during this asymptomatic period that the infected person is most contagious to others. This is why most attempts at quarantine will be useless, while most attempts at containment can only hope to slow, but not completely stop, transmission. Indeed, the Federal government has tacitly admitted that slowing the spread of the flu is the "best case scenario," as it will minimize the number of affected persons while "buying time" for a specific vaccine to be developed and sufficiently produced over a period of about four to eight months. If, as predicted, outbreaks occur with near-simultaneity in diverse portions of the nation, the situation will be unlike any natural disaster the United States has faced. Because natural disasters strike relatively limited areas (even in extreme cases such as Hurricane Katrina), the rest of the nation can "surge" assistance to the affected area. However, in the event of pandemic flu, the surge capacity, as the Federal government readily admits even now, will be severely impacted, perhaps to the point of being minimal. This will be due to a number of factors, including, but not limited to:

---the loss of human resources due to illness;
---concomitant impact on the nation's ability to mobilize and transport aid;
---the need to practice containment in order to hinder further spread of the flu;
---and the breakdown of "just-in-time" delivery/inventory practices of U.S. businesses.

Herein lies the challenge. If struck by a fire or fallen aircraft, Sample Boarding School could anticipate substantial outside help within minutes; if struck by a natural disaster such as a major earthquake, the school could anticipate help within three to seven days. In the case of pandemic flu, the school could not anticipate significant help for as much as two months, meaning that school personnel must be trained and equipped in advance to meet the challenges which would ensue. Additionally, since the government anticipates that a pandemic would more closely resemble a prolonged economic crisis than a natural disaster, the school must be prepared as both a school *and as a business*. Most schools can simply declare themselves closed and send students to their respective nearby homes. As a residential school, Sample Boarding School would not have this option, for if State and/or City is/are affected areas, travel will largely be suspended, even if actual quarantines or isolation are not imposed. Given that local hospitals and care facilities will be overloaded with flu cases, the medical personnel at those facilities will perform triage that admits only the most serious cases. Consequently, Sample Boarding School will have to function, for lack of a better term, as its own "health care system" in many ways. This will necessitate prior training of all members of the school community (particularly those who live on campus) in diverse aspects of proper pandemic flu procedures as well as the prior stockpiling of adequate amounts of food, water, soap, disinfectants, medications, and so on. Attention will also have to be given to the handling of infectious materials, the cohorting/isolation of infected individuals, food service procedures and sanitation, and other areas detailed in the following pages.

The school must also anticipate a second wave of flu striking some months after the first wave, as well as follow-on infections (such as pneumonia) which can strike flu survivors with weakened systems. While the very young (such as faculty children) and the very old are at greatest risk during seasonal flu outbreaks, even those in the prime of life can be severely affected by pandemic flu. Indeed, the pandemic of 1918 claimed its highest proportion of victims among those in their 20's and 30's.

In sum, Sample Boarding School must begin now to train and prepare for what WHO and HHS consider an inevitable situation. It is only a matter of time before some virus, perhaps H5N1 ("bird flu"), perhaps some other variation mutates into a form that can be passed directly from human to human. Indeed, on May 23-24, 2006, WHO investigated the deaths of six members of a family in Sumatra, as evidence suggested the flu was transmitted from person to person, the worst scenario for a mutation. While Sample Boarding School cannot expect to be

untouched in the event of pandemic flu, the school can and should be as prepared for this emergency scenario as for any other, prepared to meet the situation with the same commitment and dedication to excellence that marks its readiness for other emergency scenarios.

Prior Planning:

In order to prepare the school to address adequately the challenges of pandemic flu, both as a school and as a business, a number of aspects must be anticipated. In presenting anticipated scenarios or aspects thereof, other members of the school community can not only contribute their expertise to the planning effort, but they can also help produce a plan that meets Sample Boarding School's challenges as both an educational institution and as a business.

What follows is a list of issues which need careful planning, training, and implementation well in advance of the actual onset of a flu pandemic. It is emphasized in virtually all government training documents and plans that a pandemic flu situation will **not** resemble that of a natural disaster. In the event of a natural disaster, other areas of the country can almost immediately "surge" supplies and assistance to those affected. Given the nature of pandemic flu and its concomitant impacts on business, transportation, demands for assistance, etc., there will be virtually **no** surge capacity for outside assistance. Areas and institutions will be forced to rely on their own previously developed plans, supplies, and training.

For ease of reference and organization, the issues presented below are divided into two categories, material resources and human resources. These are further prioritized in terms of their relative importance within their category. The categories should not be seen as exclusive, i.e., that one must be completed before the other is begun, but rather as complementary. The best implementation will address the most important issues in both categories simultaneously.

Issues for Mitigation and Preparedness
Pandemic Influenza

A. Material Resource Issues

1A. Issue: Lack of access to necessary medical supplies during a pandemic crisis. This lack of access could be caused by production shortage, inventory interruptions, breakdowns in the business chain, or other factors, but must be anticipated.

Problem: Again, if approximately one-third of the individuals who live on campus are infected with flu, and the predication is 150 resident students plus 40 faculty, it is reasonable to assume that over 60 individuals could be infected. This will require significant amounts of protective equipment, medication, and sanitation supplies.

Action Needed: The school must begin to stockpile items which would be needed, including, but not limited to gloves, masks, alcohol, **aspirin**, ibuprofen, thermometers, Kleenex, toilet paper, bleach, plastic sheeting, cots/blankets, and other cleaning supplies.

Who Handles This Aspect: The Director and Assistant Director of Emergency Planning (DEP/ADEP) in conjunction with the nurses.

1B. Issue: Availability of sufficient quantities of individual prescription medications.

Problem: Many individuals have prescription medications which must be taken on a regular (usually daily) basis. These include, but are not limited to, medications related to allergies, asthma, diabetes, hypertension, cardiac conditions, depression, ADD/ADHD, and so on. In a 6-8 week pandemic flu wave, interruptions in pharmacy service, drug production, the transportation network, etc. could sever the supply of needed prescription drugs.

Action Needed: The school should make every effort to encourage all those who use prescription medications to maintain at least a one month (ideally two month) supply. In the case of students, the nurses could maintain the excess inventory in the Health Center.

Who Handles This Aspect: DEP and ADEP, Dean of Students, Assistant Director of Upper School for Students, Nurses?

2. Issue: Utensils in food service.

Problem: In a pandemic, extra care would be needed in use of silverware, plates, cups, glasses, etc. Current cleaning procedures, which still occasionally do not satisfactorily clean all utensils, pose a potential health threat.

Action Needed: To the greatest extent possible, the school should utilize one-use disposable plastic and paper plates, cups, flatware, etc. during a pandemic situation.

Who Handles This Aspect: DEP and ADEP in conjunction with Diane Johnson.

3. Issue: Need for adequate non-medical supplies in the event of transportation breakdowns or interruptions in inventory chain during pandemic flu.

Problem: Even if school is cancelled, students and faculty remaining on campus will need food, soap, detergent, disinfectants, toothpaste, disinfectants, gasoline, cash, vitamins, protein supplements, bleach, etc.

Action Needed: School should begin building stockpiles, where possible, of such commodities, which could be in short supply during a flu pandemic.

Who Handles This Aspect: DEP and ADEP to supervise appropriate staff members (Diane Johnson for food, Kathleen Mason for soap, detergent, disinfectants, nurses for vitamins and protein supplements, and so on).

4. Issue: Handling of deliveries to campus, including food, other commodities, packages, and mail.

Problem: Those from off campus, as noted above, can bring infection to campus, or can bring infected objects to campus.

Action Needed: An interdiction of deliveries to campus, where possible, could help minimize risk of infection. Non-essential deliveries (mail, in most cases) can be "quarantined" for several days, then handled with extreme care (gloves, etc.). In the case of essential supplies, delivery personnel can be required to wash hands, don gloves, and wear masks while interacting with campus personnel.

Who Handles This Aspect: DEP and ADEP.

5. Issue: Ascertain whether HVAC (heating, ventilating, air conditioning) systems in campus buildings would serve to spread infection, and, if so, how use of alternate filters or other equipment could mitigate the problem.

Problem: If HVAC systems serve to spread infection, alterations or shut-downs would have to be made. Given that flu season is usually in the winter when heating systems are most needed, this could present a real challenge.

Action Needed: Determination of whether HVAC systems could serve as infection-spreading agencies.

Who Handles This Aspect: Maintenance Staff and Facilities Manager, in consultation with DEP and ADEP.

6. Issue: Need for care facilities beyond Health Center.

Problem: As noted, the number of infected individuals could quickly and greatly exceed the capacity of the Health Center. As a result, other areas which could be used as "auxiliaries" to the Health Center must be anticipated.

Action Needed: Identification of best areas (classrooms, gym, dance studio, etc.) for use as "auxiliary care centers" for the ill.

Who Handles This Aspect: DEP, ADEP, and Nurses

7. Issue: Handling/storage of bodies of deceased, if necessary.

Problem: Public agencies (such as the coroner) and private firms (mortuaries) may be overwhelmed in a pandemic. Consideration must be given to need to safely handle, move, and store bodies until proper entities can take charge.

Action Needed: Verification with public agencies as to desired procedures in such cases.

Who Handles This Aspect: DEP and ADEP.

8. Issue: Need to track and log symptoms, number of influenza cases, duration, fatalities, secondary infections, relapses, and the expected "second wave" of influenza."

Problem: To determine best courses of action at any given time, school must have accurate information on the infection "curve" at any given moment. It is additionally necessary to Sample Boarding School to function as a sort of "self-contained health care unit" in tracking and providing this information to assist public health agencies. This information will be critical not only to public health agencies but to school personnel trying to make informed decisions on a variety of topics.

Action Needed: Planning must include assignment of personnel to assist in maintaining records of this sort. Such individuals do not have to be trained in

actual health care, but should be able to function in an organized manner. Prior development of forms to help track the information will be necessary.

Who Handles This Aspect: DEP and ADEP, with Nurses.

9. Issue: Request from local authorities to use campus as an auxiliary hospital/care facility.

Problem: Local health care facilities could be swamped in the event of pandemic flu. Given that one of the emergency locations to be used for auxiliary health care is the nearby City County Fairgrounds, and given that Sample Boarding School has many beds, etc., it should be anticipated that a request to use the campus as a health care facility could be received.

Action Needed: Prior consideration must be given to identifying the conditions under which permission to so use the campus would be given. This must be weighed carefully, as it is likely there will be students and faculty on the campus. If this is the case, the risk of spreading infection is likely to be high.

Who Handles This Aspect: Leadership Team in conjunction with DEP, ADEP, and Nurses.

10. Issue: Energy needs in the event of power interruptions.

Problem: Power for some lighting, cooking, heating, and computer systems (such as for continuance of website for parents, noted above) must be available, even if PG & E has difficulties. Backup systems are needed in this regard.

Action Needed: Backup power needs must be ascertained, and plans developed to meet those needs through generators, batteries, or other systems.

Who Handles This Aspect: DEP, ADEP, Maintenance staff, Facilities Manager.

11. Issue: Possibility of sustaining learning with day students through use of computer-based distance learning.

Problem: The duration (likely 6-8 weeks) of a pandemic wave could wreak havoc on students' educations, but modern technology could offer a way to limit the damage to students' learning.

Action Needed: Investigation of possibilities regarding distance education via computers. This could also involve some additional training of faculty.

Who Handles This Aspect: Tech staff and Leadership Team, with input from faculty representatives such as the Upper School's Department Chairs Committee.

12. Issue: Financial impact of extended suspension of school and/or loss of significant numbers of staff and/or faculty.

Problem: Given that all government models indicate that a pandemic flu would more closely resemble an economic crisis rather than a simple natural disaster, financial stability of school could be substantially harmed in such a scenario, due to enrollment decline. Furthermore, the school could anticipate a decline in fund-raising programs, and a downturn in financial markets could affect operating income of the School. In such scenarios, would some faculty and staff be placed on leave or terminated, or would they be kept so that experienced individuals could resume their functions when enrollment and fund-raising return to normal levels?

Action Needed: Review of financial reserves, development of plan for retention of faculty/staff or subsequent recruitment of new faculty/staff, development of alternate budgeting guidelines, and so on.

Who Handles This Aspect: Leadership Team and Trustees.

13. Issue: Summer Camp's continuance and/or loss of enrollment.

Problem: Again, in a pandemic situation, the enrollment or even continuance of Summer Camp could be drastically effected. Parents may be reluctant to send children to camp, or children may fear to leave home; travel to visit campus may be impacted; desirability of holding camp could be affected by need to clean campus thoroughly or to ensure campers and/or camp staff from infected areas do not bring a greater threat to campus.

Action Needed: Summer Camp personnel must consider this issue in conjunction with Admissions personnel and Leadership Team so as to develop plans well in advance of need. Anticipation of possible alternatives could prevent significant substantial loss or loss of goodwill for school.

Who Handles This Aspect: Camp directors, Admissions personnel, Leadership Team.

B. Human Resource Issues

1A. Issue: Primary and secondary care for the ill.

Problem: The school employs only three nurses, which could be insufficient, even if all three could be on duty at once. Additionally, it must be anticipated that the regular nurses might be unavailable due to their own illness, that of family members, or other circumstances which prevent their arrival on campus. If approximately one-third of the individuals who live on campus are infected with flu, and the predication is 150 resident students plus 40 faculty, it is reasonable to assume that over 60 individuals could be afflicted, which would be well beyond the capacity of even all three nurses to handle effectively.

Action Needed: The school should consider two complementary courses of action in this regard. First, consideration should be given to having a "chief nurse" or "director of health services" who would essentially function as the "department head" of the Health Center and live on campus. This would not only streamline the operation of the Health Center in routine circumstances, it would also ensure the presence of a trained health care professional on the campus in the event of a situation such as earthquake, pandemic flu, etc. Secondly, other school personnel must be adequately trained to provide "auxiliary medical care." Logically, these would be faculty who live on campus. The school should thus move beyond the basic first aid course required of campus residents and arrange to train them to provide specialized care for those with the flu. However, this cannot be mandated across the board for all campus residents and should be originally solicited on a volunteer basis. Consideration must also be given to exempting those with small children or who are themselves over 55 years of age. Should individuals with such circumstances choose to volunteer to be trained, that would be most helpful, but it should not be required. Should there be an insufficient number of volunteers, the school should consider such additional training as a contract item for appropriate campus residents.

Who Handles This Aspect: For the first item in this area, establishment of a resident "chief nurse" or "director of health services" would reside with the Leadership Team and the Board of Trustees. In the second realm, presumably, the Red Cross or other medical personnel could offer this training, and the responsibility for providing the training would reside with the Leadership Team.

1B. Issue: Communication with parents, before, during, and after flu crisis.

Problem: Keeping parents informed of and "on board" with school plans and procedures before, during, and after the event of pandemic flu will be critical to

maintaining the integrity and viability of the school community and the viability and credibility of the school after the pandemic. Furthermore, in a pandemic, it is highly likely that most of the resident students will be unable to travel home, thereby increasing the anxiety of their distant families. As is noted in virtually every government document, clear and accurate communications are needed to ensure public calm, support, and trust. In the 1918 pandemic, news of the situation was deliberately not communicated, and this must be avoided, for as historian John M. Barry has noted: "Uncertainty follows distrust, fear follows uncertainty, and, under conditions such as these, terror follows fear."

Action Needed: The school should establish two procedures which would allow for effective communication with all parents, but especially resident student parents, in the event of a pandemic. First, a dedicated phone line, with a constantly (at least daily) updated recorded message, should be available 24/7 to provide information. While it would be more consistent with the school's practices to have someone answering each call personally, the likelihood is that the number of calls (at all hours of the day and night) would only complicate matters at school, taking personnel away from student care to staff phones. The dedicated phone line should also have the capacity for parents to leave messages/ask questions, although parents should know that in the event of pandemic flu, our normally quick response time would be slowed. Recording messages (as opposed to handling them personally and immediately) would allow for prioritization of return calls. One person could be tasked to review all messages every two hours to determine if any call requires an immediate response. Secondly, the school should establish a location/link on the school website which would be updated at least every 24 hours so that parents could access information regularly and regardless of time zone differences. Ideally, parents should also have the ability to leave messages via e-mail, for later response. Consideration should be given to focusing these methods along the lines of Upper School residents, Upper School day students, and Lower School students.

Who Handles This Aspect: Business Office and Tech people, with oversight and input from DEP and ADEP, as well as Leadership Team.

1C. Issue: Parents wanting to come to campus to take students, visit students, serve as volunteers, etc.

Problem: Such individuals, if untrained, will not make effective volunteers, thus simply adding to the burden of logistics in terms of food, supplies, etc. These individuals also have potential to spread infection from other areas to the campus.

Action Needed: Through prior communication, as noted above, parents must be kept informed of expectations and discouraged from coming to campus, as is standard procedure in any significant campus emergency. The challenges

presented by the pandemic to travel will also contribute to resident student parents' inability to travel effectively, but if parents have confidence in school's preparation, they will be less inclined to risk themselves and their children by coming to campus. It is not likely that parents who are physicians, nurses, EMTs, etc. will be able to volunteer their services, since in an actual pandemic, the government plans a mobilization of medical personnel which would even include those in veterinary science. Additionally, parents will not be sufficiently trained in emergency procedures, thus likely draining human resources from more needed endeavors. In sum, the school should discourage parents from taking a role on campus during a pandemic.

Who Handles This Aspect: Communication to parents in this regard must clearly come from Head of School and Trustees.

2A. Issue: "Cough hygiene," "social distancing," and other sanitation measures to prevent spread of flu.

Problem: Flu is spread through transmission of disease in droplets via cough, sneeze, etc. Flu is also spread through contact, such as sharing drinking containers, touching, etc. Insufficient attention to regular, thorough cleansing of hands also contributes to spread of the flu in most situations. Without such effective containment measures, the number of those infected will approximately double about every three days.

Action Needed: As noted in numerous government studies and planning documents, students, faculty, and staff must be trained in hygiene methods well in advance of onset of pandemic flu. Not only must individuals be trained, but their training should be reinforced by availability and use of alcohol-based disinfectants (certainly in the dining room prior to eating, hopefully in all classrooms and other areas).

Who Handles This Aspect: DEP, ADEP, Nurses, Dean of Students, Assistant Director of Upper School for Students, Lower School Directors for respective student populations; DEP, ADEP, and Nurses for faculty at all levels; DEP, ADEP, Business Office, and Staff Department supervisors for staff.

2B. Issue: Mental health and stability of students, faculty, and staff, especially in the event of deaths in the school community.

Problem: Even if there are no deaths, disruption of the regular routine, separation from families at a time of crisis, the stress of dealing with the situation, and other aspects of life under such circumstances can have diverse psychological effects.

The school has witnessed some of these circumstances in prior emergencies, such as the Earthquake of 1989, the death of a student in 1993, the closing of school during the floods of February, 1998, and in the wake of the terrorist attacks of September 11, 2001. It must be assumed that some members of the school community will need some form of assistance to endure the mental and psychological demands of a pandemic.

Action Needed: Mental health professionals and agencies must be consulted in advance for assistance. Furthermore, it will likely be necessary for some members of the on-campus faculty to be trained in aiding others with coping skills during a time such as a pandemic, so this training should be facilitated by the school well in advance of a crisis.

Who Handles This Aspect: Assistant Director of Upper School for Students, Dean of Students, Campus Minister (if any), and Nurses.

3A. Issue: Food service.

Problem: During a flu crisis, it is likely that a significant number of Bon Appetit employees will be unavailable to work due to illness, thereby impacting the ability to feed those who live on the campus.

Action Needed: Among those who live on campus, some should be prepared to assist or take over in the kitchen.

Who Handles This Aspect: DEP and ADEP in conjunction with Bon Appetit manager Diane Johnson.

3B. Issue: Training of Bon Appetit workers in safe food handling during a pandemic.

Problem: In a pandemic, extra precautions would have to be taken in the handling and preparation of food. For example, Bon Appetit employees would have to make more extensive use of alcohol-based disinfectants to keep their hands clean; they would additionally be expected to wear masks and gloves. Additionally, greater care in the cleaning of the dining room after meals and elimination of current practices such as the salad bar and other self-serve aspects of food service would have to take place. All of these issues would require training, which in many cases would have to surmount a language barrier.

Action Needed: In conjunction with the "Food Service" item noted above, greater training of Bon Appetit employees would be needed, and replacements for certain current food service practices would have to be developed.

Who Handles This Aspect: DEP and ADEP in conjunction with Diane Johnson.

4A. Issue: Handling/cleaning/disposal of infectious materials.

Problem: Continuing laundry service for those who are ill can become critical. Clean bedclothes, bed apparel, etc. will be necessary, but such items must be handled carefully to prevent the spread of infection. They must also be laundered properly to ensure proper cleaning. Items which should be disposed after a single use (masks, gloves, Kleenex, etc.) must also be handled correctly to ensure non-transmission of infection.

Action Needed: Campus faculty and resident students as well as Laundry/Housekeeping staffs need to be trained in the handling and cleaning of such materials.

Who Handles This Aspect: Training for staff should be carried out through normal training channels in Business Office. Training for faculty and students should be carried out by Nurses, DEP, and ADEP.

4B. Issue: Expectations for faculty/staff in pandemic flu outbreak situation.

Problem: As noted, campus resident faculty would be expected to remain on campus to care for students. What expectations would exist for off-campus faculty/staff? This must be identified well in advance. Authorities recommend developing lists of "essential/non-essential" personnel to facilitate this process. It must additionally be noted that persons coming to campus from off-campus can heighten risk of introducing infection to the campus.

Action Needed: Development of list of "essential/non-essential" school personnel in the event of a pandemic.

Who Handles This Aspect: DEP and ADEP, with reference to Leadership Team.

5A. Issue: Continuation/suspension of off-campus permissions (both local and distance) in the event of an impending pandemic episode.

Problem: It is necessary for campus residents to leave the campus for personal errands, recreation, medical/dental appointments, etc., but at some point in the impending arrival of a pandemic episode, these permissions will have to be suspended and individuals kept on campus in the interests of not heightening the risk of infection being introduced to the school population. This is made more problematic by the fact that individuals with the flu are most contagious during the first 48 hours of the illness, during which time they are usually asymptomatic.

Action Needed: Prior consideration needs to be given as to what situations will make a closure of campus "automatic," such as identification of a pandemic flu within North America, the U.S., State, or the City/ area. This could also include the issuance of official alerts at the local, state, or national levels.

Who Handles This Aspect: DEP, ADEP, Dean of Students, Assistant Director of Upper School for Students.

5B. Issue: Continuation of athletic events, shows, assemblies, performances, Mass, graduations, and other group gatherings.

Problem: In group gatherings which bring dozens or more people together, the chance for the spread of infection increases enormously. In the 1918 pandemic, refusal to cancel a war loan drive in Philadelphia, despite warnings, led in a week to more people dying of influenza than of all other causes combined, with hundreds dying every day. Avoiding group settings is one of the paramount methods of preventing the spread of influenza.

Action Needed: Consideration must be give well in advance to what conditions would trigger cancellation of events. Certainly the presence of influenza in the City/ area should be considered a trigger, as should evidence of a widespread outbreak in State, given the home locations of the school's students.

Who Handles This Aspect: Leadership Team in conjunction with DEP, ADEP, and Nurses.

6. Issue: When to cancel school sessions.

Problem: Once the flu is in the area of the school, absenteeism of students, faculty, and necessary support staff could be impacted to the extent that continuing school is not feasible. Additionally, suspension of "mass gatherings," such as schools, is an early-use aspect of state and Federal flu planning, as it would help greatly in containment of the spread of the flu.

Action Needed: Order to suspend classes until further notice.

Who Handles This Aspect: DEP and ADEP with Leadership Team.

7. Issue: Need to secure campus from unauthorized outside contacts, as well as potential of civil disturbances.

Problem: One of the challenges which could emerge in a pandemic situation is a degree of breakdown in law enforcement due to illness among police as well as the need to have police guard hospitals, health clinics, and shipments of necessary food and medication. The need to secure the Sample Boarding School campus to prevent infection through unauthorized visitors will be substantial, but it must also be realized that the school could be the target of illegal activities.

Action Needed: Given that it may not be possible or desirable (from an infection standpoint) to obtain additional security personnel, use of school employees would be necessary. Fortunately, re-deployment of the gardening staff, for example, could help meet this exigency, as could use of some day faculty, where available. Presence of our UHF radios will further facilitate this shift.

Who Handles This Aspect: DEP and ADEP.

8. Issue: Faculty/staff absenteeism due to illness, illness of family members, etc.

Problem: In a situation where 30% to 40% of people will contract the flu, it must be anticipated that some school employees will be severely impacted either by their own illness or by the necessity of serving as a caregiver to a family member who is ill.

Action Needed: The school must give thought in advance to liberalization of sick leave, days off, personal days, etc. which might be needed by school employees in the event of a pandemic. This includes, of course, the issue of employees being paid while in an extended absence. If at all possible, good management would indicate employees be paid.

Who Handles This Aspect: Business Office, Leadership Team, Trustees.

9. Issue: Continuation of school's business systems during a pandemic.

Problem: Even during a pandemic, or perhaps especially during a pandemic, employees will expect to be paid, to have assistance with health insurance issues, etc. In addition, the school will most likely have to continue to pay vendors and others, as well as deal with possible shortfalls of income due to interruption in mail, banking services, etc. To the greatest extent possible, the school must be able to continue functioning as a business during a pandemic.

Action Needed: The school must give consideration in advance to backup systems and personnel (with cross-training where necessary) in the Business Office operation so as to ensure continuity.

Who Handles This Aspect: Business Office, Leadership Team, Trustees.

10. Issue: Impact of a pandemic on work of Admissions, both Upper and Lower Schools.

Problem: Obviously, in a pandemic situation, the normal recruitment activities of the Admissions personnel in both Upper and Lower Schools will be drastically impacted. Travel (both of visitors to campus and admissions personnel) could be severely curtailed, and school could face significant drop in enrollment in subsequent year,

Action Needed: Admissions personnel in both Upper and Lower Schools must develop alternate plans for how they would continue to recruit if many of their present methods were negatively impacted by a pandemic situation. Alternative methods (phone, Internet, etc.) may be necessary, but must be well thought-out and in place before any pandemic situation occurs. One possible strength to be utilized is excellence of Sample Boarding School's emergency planning and response systems.

Who Handles This Aspect: Admissions teams and Leadership Team.

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