



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Reedsport School District

Blueprint Framework Updated 8/13/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

| SCHOOL/DISTRICT/PROGRAM INFORMATION | |
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| Name of School, District or Program | Reedsport SD |
| Key Contact Person for this Plan | Jon Zwemke |
| Phone Number of this Person | (541) 271-3656 |
| Email Address of this Person | jzwemke@reedsport.k12.or.us |
| Sectors and position titles of those who informed the plan | Local District Team Members: District Head Custodian - Dan Drennon; Lewis Transportation - Don Kessler; Highland Principal - Amanda O'Brien; Highland Licensed - Dan Smith, Katie Corcoran, Jennifer Wright, Stacey Schaffer; Highland Classified - Amber Foster, Delana Corcoran, Viki Harlon; RCCS Principal - Jerry Uhling; RCCS Licensed - Ron Frakes, Susie Chaney, Community Partners: Douglas Public Health Network, Executive Director, Robert Dannenhoffer; Cow Creek Band of Umpqua Indian Tribes, Education Department - Sandy Henry; |

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

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| | Douglas ESD, Deputy Superintendent of Special Education, Bryan Hinson; Douglas ESD, School Nurses, Barbara Hofford, Douglas ESD Reopening Advisors - Debbie Price and Jeneen Hartley, South Coast ESD Superintendent - Tenneal Weatherall |
| Local public health office(s) or officers(s) | Douglas Public Health Network, Executive Director, Robert Dannenhoffer; Kathy Cooley kathy.cooley@chw.coos.or.us |
| Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements | Jon Zwemke |
| Intended Effective Dates for this Plan | August 15, 2020 - June 30, 2021 |
| ESD Region | South Coast ESD |

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

The ESD convened a workgroup to help construct a framework for the district's blueprint. The members of this workgroup included local school district staff, the Douglas Public Health Network representatives, an educational representative from Cow Creek Band of Local Umpqua Indian Tribes, Deputy Superintendent of Special Education for Douglas ESD.

3. Indicate which instructional model will be used.

Select One: *HYBRID LEARNING*

☐ On-Site Learning ☐ Hybrid Learning ☐ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the *Ready Schools, Safe Learners* guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

The state COVID numbers are dictating at this time that all students will start online. If the numbers reach a level for both state and county levels we will then move into our Hybrid model.

Describe how your school's model aligns to the Comprehensive Distance Learning Guidance. In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

We have followed all guidelines sent out by the state to date and will update following the August 11th update. We will have inservice trainings for staff prior to the start of school outlining the increased expectations of the state through their CDL guidelines.

Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

When the state and county numbers dictate that we may utilize our Hybrid model we will initiate a communication to our community of the expected date of return Reedsports School District school buildings.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

This section must be completed by any school that is providing instruction through On-Site or Hybrid Instructional Models.

Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section.



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| 1. Implement measures to limit the spreads of COVID-19 within the school setting. | 1. The Reedsport School District follows the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority. |
| 2. Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. | 2. The Reedsport School District also follows School Board |

3. Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with the **Ready Schools, Safe Learners** guidance and other guidance from OHA.
 4. Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.
 5. Process and procedures established to train all staff in sections 1 - 3 of the **Ready Schools, Safe Learners** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.
 6. Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.
 7. Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.
 8. Process to report to the LPHA any cluster of any illness among staff or students.
 9. Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.
 - 10 Protocol for screening students and staff for symptoms (see section 1f of the **Ready Schools, Safe Learners** guidance).
 - 11 Protocol to isolate any ill or exposed persons from physical contact with others.
- Policies GBEB
3. Jon Zwemke
 4. **Local Health Experts & Partners**
 - a. **LPHA:** Dr. Bob Dannenhoffer
bob@DouglasPublicHealthNetwork.org
 - b. **Douglas ESD School Nurses:**
 - i. Barb Hofford RN
barb.hofford@douglasesd.k12.or.us
 - ii. Marcella Post RN
marcella.post@douglasesd.k12.or.us
 - iii. Anita Ogden RN
anita.ogden@douglasesd.k12.or.us
 - iv. Meg Steele RN
meg.steele@scsd.k12.or.us
 5. **Link to slide deck for training -**
 6. LPHA will establish a contact for county school districts.
 - a. Dr. Bob Dannenhoffer
bob@DouglasPublicHealthNetwork.org will be contacted if a student is a confirmed COVID-19 case. LPHA will notify school of confirmed cases in schools.
 7. Per LPHA, normal cleaning routines of daily surface disinfection will be adequate for disinfections procedures with increased frequency. [Follow current CDC recommendations](#)
 8. At time of writing, the reporting rules pending, presumably when a student(s) test positive the school will be notified and the family will be encouraged to quarantine through LPHA. Clusters of 2 or more will be reported to LPHA contact. There is a LPHA protocol already and this information will be shared.
 9. Cohort tracking logs will be shared with LPHA contact requested or of potential cases.
 10. Eyes on, visual screening--Is this something that is different than normal for this child/person?
 - a. Recommended best effort is spent teaching families how to recognize and not send students to school sick. Emphasis on the responsibilities of the families. (Don't travel and wear a mask.)
 - b. Symptoms of note
 - i. Chills
 - ii. Fever (coloring of cheeks/skin)
 - iii. Cough
 - iv. Shortness of breath/difficulty breathing
 - v. Congestion/runny nose
 - vi. Nausea/vomiting
 - vii. Diarrhea
 - c. Screening logistics
 - i. Bus
 1. Train bus driver or have IA present for screening
 2. Siblings sit together
 - ii. Upon arrival at school
 1. Line protocols--6 ft distance
 - iii. Staff--self report & log upon arrival at designated entry points. (Idea to have staff do it from computer or phone--Google or Alma?)
 - iv. Document & log
 - d. Staff will check in each day to verify no contact and no symptoms. Staff will not report and communicate with supervisors if displaying symptoms or has had contact with a potential case.
 11. Ill or exposed students will be removed to a Health and Wellness room on campus and monitored with PPE in place.

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| <p>12 Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance).</p> <p>13 Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official.</p> <ul style="list-style-type: none"> • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the Ready Schools, Safe Learners guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. <p>14 Required components of individual daily student/cohort logs include:</p> <ul style="list-style-type: none"> • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student <p>15 Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</p> <p>16 Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</p> <p>17 Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance).</p> | <p>Health and Wellness Room will be safe and private. Staff who are ill or exposed will leave campus immediately and/or self-report and communicate with supervisor(s) and not report to work until appropriate.</p> <ol style="list-style-type: none"> Cleaning protocols for when the space is vacated and put back into all-school rotation. <ol style="list-style-type: none"> Ideas based on school space <ol style="list-style-type: none"> Have a sign that denotes an isolation space to use as needed. Opposite side to note space is closed for cleaning. Ideal is a separate space where door can be closed. Accordion dividers to isolate a section of available space within the school. Synergized learning allows for families to more easily choose to stay home while maintaining learning momentum. <p>12. Any district cases will be reported as Douglas County Cases in the daily update. All cohort members/families will be notified that their cohort had a potential COVID-19 case. District is also considering regular, equitable communication with parents with updates through the regular communication channels to keep communication normalized, reducing panic and to keep parents informed.</p> <p>13. District will utilize a cohort tracking log with required components. Per LPHA, logs are not needed by LPHA unless there is an outbreak. Logs need to be ready immediately and shared with LPHA if an outbreak is reported. Logs will allow LPHA to trace who the COVID patient was in contact with.</p> <p>14. See section 1a.13</p> <p>15. See section 1a.13</p> <p>16.</p> <p>17. There is a LPHA protocol already and this information will be shared. Look to CDC guidance next week</p> <ol style="list-style-type: none"> Protocol--OHA will have to clear about this <ol style="list-style-type: none"> After symptoms present- <ol style="list-style-type: none"> Isolate the individual(s) to health and wellness room Contact family/guardians Student is checked If Reporting cohort tracking Cluster of illness Response team - <p>18. See Newberg Sample Language on page 3 of the sample</p> |
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1b. HIGH-RISK POPULATIONS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <p>18 Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p>19 All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:</p> | <p>19. Families of students who have been identified by school districts as Medically Fragile, Complex and Nursing-Dependent will be advised of current status of the disease in their local school community.</p> <ol style="list-style-type: none"> District will coordinate with families to meet student's educational needs based on current cohort status and status of the disease. |

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| <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <p>20 Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.' ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. | <p>20. Protocol provided by Barb Hofford RN (DESD/RSD)</p> <ol style="list-style-type: none"> a. District nurses will keep up to date on current trends of the COVID illness in the local community in cooperation with the LPHA. District nurses will keep current on best practices recommended by Oregon School Nursing Association and the Oregon Health Authority. b. District nurses will work with individual school health monitors as needed to help parents consider risks of returning to the school setting. Parents may want to talk with the nurse to decide if it is advisable to consider alternative learning models. c. Parents of Medically Fragile, Complex and Nursing-Dependent students are to be called immediately if there are any cases of Covid in the school. Likewise, parents should notify the school of any confirmed exposure to confirmed ill individuals outside the school setting that may cause the student to be quarantined. d. Coordinate with other health services provided to students in the school setting in addition to nursing. e. Staff and school administrators will partner with District nurses in contributing to modification of health management plans, Care Plans, IEPs, 504s and any other student-level medical plans to address current health care considerations. |
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1c. PHYSICAL DISTANCING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| 21 Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. | 21. YES 22. YES 23. YES 24. YES 25. YES |
| 22 Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. | HES: room size in sq ft/# of people |
| 23 Minimize time standing in lines and take steps to ensure that six feet | |

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| of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. | RCCS: Schedule intermittent breaks to keep distancing in the hallways |
| 24 Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). | RM 1- 875/25 RM 2- 875/25 RM 3- 875/25 RM 4- 875/25 RM 5- 875/25 RM 6- 875/25 RM 7- 800/22 RM 8- 800/22 RM 9- 800/22 RM 10- 800/22 RM 11- 800/22 RM 12- 800/22 RM 13- 736/21 RM 14- 800/22 RM 15- 850/24 RM 16- 850/24 RM 17- 850/24 RM 18- 875/25 RM 19- 875/24 RM 20- 850/24 RM 21- 475/13 RM 22- 800/22 RM 23- 800/22 RM 24- 800/22 RM 25- 850/24 RM 26- 850/24 RM 27-850/24 RM 28- 850/24 RM 29- 999/28 GYM- 3,984/113 21A- 168/4 21B- 132/3 Library Main- 1,040/29 Library Entry- 644/18 Library Cubby- 168/4 |
| 25 Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. | Size of cohorts will determine which classrooms they are assigned to; ie, larger cohorts will be in larger spaces. |

1d. COHORTING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| 26 Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. | 26. YES 27. <i>See section 1a.13</i> 28. YES 29. <i>See section 1a.7</i> 30. YES 31. YES |
| 27 Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). | Transportation: Families will be limited to riding one bus to/from school. Families picking students up at dismissal will remain in their cars and drive through the bus lane and through the pool pickup area after buses have departed. |
| 28 Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. | Title, Special Education, EL, TAG, etc. staff push into (possibly virtually) cohorts for service. To the extent possible, students receiving supports beyond core instruction will receive these |
| 29 Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. | |
| 30 Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade | |

- level learning standards, and peers.
- 31 Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.

supports within their grade level band cohort.

HES breakfast/lunch/snacks/Super Supper will happen in classrooms?

RCCS: Breakfast and Lunch will be available upon entering and leaving for the day.

RCCS will have designated bathrooms for grade levels for contract tracing

1e. PUBLIC HEALTH COMMUNICATION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| 32 Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <ul style="list-style-type: none"> Consider sharing school protocols themselves. | 32. DESD and SCESD Communications working on templates for this |
| 33 Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> Consult with your LPHA on what meets the definition of "close contact." | 33. DESD and SCESD Communications working on templates for this |
| 34 Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. | 34. DESD and SCESD Communications working on templates for this |
| 35 Provide all information in languages and formats accessible to the school community. | 35. DESD and SCESD Communications working on templates for this |

1f. ENTRY AND SCREENING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| 36 Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing. Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> Trouble breathing Persistent pain or pressure in the chest New confusion or inability to awaken Bluish lips or face Other severe symptoms | 36. Training Slide Deck and Communication on its way |
| 37 Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. <ul style="list-style-type: none"> Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <i>Ready Schools, Safe Learners</i> guidance) and sent home as soon as possible. They must remain home until 72 hours after fever is gone | <p>37. Bus Drivers visually screen as students board bus and will bring students to the school and students will be screened again on site. See Section 1a.10</p> <p>38. Follow LPHA protocols for isolation/quarantine.</p> <p>39. Follow LPHA protocols and refer to medically fragile section of blueprint See sections 1a.19-29</p> <p>40. YES</p> <p>HES: students will get dismissed from the bus one bus at a time and enter through the front doors. Students being dropped off (includes walkers) will enter with appropriate distancing. Students will wash hands upon arriving at the classroom for breakfast.</p> <p>A staff member will be stationed at the front doors for screening.</p> <p>RCCS: Students from the bus will enter at circle drive with appropriate distancing and will be checked in by staff member and wash hands. They will pick up their sack breakfast and head to their home room. Nonbus students will enter through the back parking lot by the gyms at proper distancing get checked in by staff member, wash hands. They will pick up their sack breakfast and her to their home room.</p> <p>Visitors will be checked in through a ring system and vetted before</p> |

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| (without use of fever reducing medicine) and other symptoms are improving. | allowed into the building. Anything needed to be dropped off will be placed on a table and we will retrieve it. Students needing to be picked up, parents can wait outside the building. |
| 38 Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days. | |
| 39 Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. | |
| 40 Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. | |

1g. VISITORS/VOLUNTEERS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| 41 Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained. | 41. Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only. |
| 42 Visitors must wash or sanitize their hands upon entry and exit. | 42. Essential personnel and approved visitors will be screened upon entry and asked to sanitize or wash hands upon entry. |
| 43 Visitors must wear face coverings in accordance with OHA and CDC guidelines. | 43. All approved visitors will wear face coverings in accordance with current OHA and CDC guidelines. |
| 44 Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days. | 44. <i>See section 1g.42</i> |

1h. FACE COVERINGS, FACE SHIELDS, AND CLEAR PLASTIC BARRIERS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| 45 Face coverings or face shields for: <ul style="list-style-type: none"> Staff who are regularly within six feet of students and/or staff <ul style="list-style-type: none"> This can include staff who support personal care, feeding, or instruction requiring direct physical contact. Staff who will sustain close contact and interactions with students. Bus drivers. Staff preparing and/or serving meals. | 45. YES 46. YES 47. School nurses will wear appropriate PPE. 48. YES 49. YES |
| 46 Face shields, face coverings or clear plastic barriers for: <ul style="list-style-type: none"> Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy. Front office staff. | |
| 47 Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. | Students who choose not to wear face coverings will be provided access to instruction via comprehensive online learning. |
| 48 Students who choose not to wear face coverings must be provided access to instruction. | Face coverings are required for all staff and students |
| 49 ADA accommodations: If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure. | |

1i. ISOLATION MEASURES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| 50 Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at | 50. <i>See Section 1a.10</i> 51. Visual check of students by their teacher and/or other staff, as well as monitoring staff for symptoms, taking temperature |

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| <p>any time during the school day.</p> <p>51 Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</p> <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. <p>52 Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> • School nurse and health staff in close contact with symptomatic individuals (less than six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. <p>53 Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p>54 Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.</p> <ul style="list-style-type: none"> • Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <ul style="list-style-type: none"> ○ Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <p>55 Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</p> | <p>when symptoms warrant.</p> <p>52. Students and staff who develop symptoms must be isolated in designated areas, possibly using partitions if needed. Ideally the Health and Wellness space is enclosed with a door that can be closed. Schools will need to have designated staff to monitor anyone in isolation, using appropriate PPE including face shield or mask.</p> <p>53. YES</p> <p>54. Following LPHA guidance, staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.</p> <p>55. All staff and substitutes will receive training in recognizing COVID-19 symptoms and how to report to the appropriate school staff designee.</p> <p>56. YES</p> <p>HES: Nurse's office will be used solely for meds/minor first aid. Staff lounge will be used for student isolation.</p> <p>RCCS: Students will be isolated in the Brave Center and nursing station.</p> |
|---|--|

56 Record and monitor the students and staff being isolated or sent home for the LPHA review.



2. Facilities and School Operations

Some activities and areas will have a higher risk for spread (e.g., band, choir, science labs, locker rooms). When engaging in these activities within the school setting, schools will need to consider additional physical distancing or conduct the activities outside (where feasible). Additionally, schools should consider sharing explicit risk statements for higher risk activities (see section 5f of the **Ready Schools, Safe Learners** guidance).

2a. ENROLLMENT

(Note: Section 2a does not apply to private schools.)

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--------------------|
| 57 Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. | 57. Yes |
| 58 Do not disenroll students for non-attendance if they meet the following conditions: <ul style="list-style-type: none">Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, orHave COVID-19 symptoms for 10 consecutive school days or longer. | 58. Yes 59. Yes |
| 59 Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. | |

2b. ATTENDANCE

(Note: Section 2b does not apply to private schools.)

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--------------------|
| 60 On-Site school students: Full-time and part-time students follow normal reporting policy and procedures. | 60. Yes |
| 61 Full-Time Online and/or Hybrid school students: Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting. <ul style="list-style-type: none">Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect.For the purposes of this section, please use the following definition and clarification: Online and/or Hybrid Check-in: The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day.The student must check-in at least twice a week with their teacher(s) of record on at least two separate weekdays in order to be counted as present for all five days of that week.If the student only checks in once during the week, the student | 61. Yes 62. Yes |

| | |
|---|--|
| <p>must be counted as absent for half of the scheduled week (2.5 days, if there are five days scheduled in the week).</p> <ul style="list-style-type: none"> • The student must be counted as absent for the entire week (five days, if there are five days scheduled in the week) if they do not report in at all during the week. • Note: If a district schedule is based on a four-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (four days) and once a week to be counted as present for half of the week (two days). • Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary). | |
| <p>62 Part-time students receiving online and/or hybrid instruction (not college courses): Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to one hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student's appropriately licensed teacher(s) of record at least two times (on different days) during the school week.</p> | |

2c. TECHNOLOGY

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| <p>63 Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance).</p> <p>64 Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</p> | <p>63. Yes - especially consider school mics and headsets</p> <p>64. Yes</p> <p>HES Family tech training; tutorial videos will be posted on our district webpage, and 1:1 supports will be available to families. If possible, HES will hold an in-person training to support parents using our online platform and sites his/her children will be expected to use.</p> <p>RCCS will provide instructional videos for parents so they have access to learning about our online platform. We may also provide face to face training if possible in our building for those requiring more training.</p> |

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--|
| <p>65 Handwashing: All people on campus should be advised and encouraged to wash their hands frequently.</p> <p>66 Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</p> <p>67 Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.</p> <p>68 Transitions/Hallways: Limit transitions to the extent possible. Create</p> | <p>65. Handwashing: See section 1f.40 Yes</p> <p>66. Equipment: Yes</p> <p>67. Events: Yes</p> <p>68. Transitions/Hallways: Yes</p> <p>69. Personal Property: Yes</p> <p>Particularly remember recess and PE equipment, art and science labs,</p> |

| | |
|---|--|
| hallway procedures to promote physical distancing and minimize gatherings. | student cubbies, drinking fountains, light switches, pencil sharpeners, etc. |
| 69 Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner. | HES will require students to take home/return personal Chromebook each day. To the greatest extent, students will have their own supplies for in class work. |
| | students will use designated classroom bathrooms. |
| | Bathrooms will have 1-2 sinks open to allow for distancing. |
| | RCCS: In classrooms that will have to be more mobile ie science rooms for labs, students will wipe down rooms before exiting. |
| | RCCS: Students will follow flow of traffic signage to navigate hallways to ensure proper distancing. |

2e. ARRIVAL AND DISMISSAL

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--|
| 70 Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. | 70. Yes |
| 71 Create schedule(s) and communicate staggered arrival and/or dismissal times. | 71. Yes |
| 72 Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the Ready Schools, Safe Learners guidance). | 72. Yes |
| 73 Develop sign-in/sign-out protocol to help facilitate contact tracing: | 73. Yes |
| <ul style="list-style-type: none"> Eliminate shared pen and paper sign-in/sign-out sheets. Ensure hand sanitizer is available if signing children in or out on an electronic device. | 74. See Section 1f.40 Yes |
| 74 Install hand sanitizer dispensers near all entry doors and other high-traffic areas. | 75. Yes |
| 75 Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. | HES students will arrive and be dismissed one bus cohort at a time. For dismissal, students will be dismissed via intercom one classroom at a time for bus riders. All students being picked up (and walkers) will be dismissed after the buses have departed. Parents will remain in their cars and pick kids up in the bus lane and pool area. |
| | RCCS will have a staggered dismissal via the intercom by bus after bus students have been released, non-bus students will be released. |

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| 76 Seating: Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times. | 76. Seating: Yes |
| 77 Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. | 77. Materials: Yes |
| 78 Handwashing: Remind students through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately. | 78. Handwashing: See Section 1f.40 Yes |
| <ul style="list-style-type: none"> Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. | HES: all classrooms and hallways will have visual aids to illustrate traffic flow, appropriate spacing, and assigned seating areas. |
| | RCCS: Will utilize space to best accommodate numbers of students for classroom purposes, such as mezzanine, cafeteria and small gym. |

2g. PLAYGROUNDS, FIELDS, RECESS, BREAKS, AND RESTROOMS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--|
| 79 Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). | 79. Yes |
| 80 After using the restroom students must wash hands with soap and | 80. See Section 1f.40 Yes Wash hands upon returning to classrooms regardless. |
| | 81. See Section 1f.40 - Yes Walk groups of student past bathrooms and stop for each person to use. |

| | |
|--|---|
| water for 20 seconds. | 82. Yes - classroom sets of equipment maintained by classroom |
| 81 Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before and after using playground equipment. | 83. See section 1a.7 Yes |
| 82 Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use. | 84. Yes |
| 83 Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). | 85. Yes |
| 84 Maintain physical distancing requirements, stable cohorts, and square footage requirements. | 86. Yes |
| 85 Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). | 87. Yes |
| 86 Design recess activities that allow for physical distancing and maintenance of stable cohorts. | Preference will be to use paper hall passes rather than laminated or reusable objects |
| 87 Clean all outdoor equipment between cohorts. | Playground equipment restrictions baked on playground A or B. |
| | Recess activities will be planned to support physical distancing and maintain stable cohorts. |
| | Classrooms will use his/her individual equipment bag for recess. |
| | PE will wipe down equipment between cohort use |

2h. MEAL SERVICE/NUTRITION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| 88 Include meal services/nutrition staff in planning for school reentry. | 88. Yes |
| 89 Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). | 89. All food service staff will wear appropriate PPE including face shields or face coverings. Yes |
| 90 Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. | 90. See Section 1f.40 - Hand sanitizer stations prior to utensil/tray service areas |
| 91 Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. | 91. See section 1a.7 Yes |
| 92 Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. | 92. See section 1a.7 Yes |
| 93 Adequate cleaning of tables between meal periods. | 93. See section 1a.7 Yes |
| | Consider no home lunches, consider no backpacks, adult serves salad bar items, consider lunch in classroom and teacher hands out |
| | HES students will eat breakfast and lunch in his/her classroom. Lunches served in mobile way; sack lunches, adults passing out food. Encouraging families to send disposable lunches from home. |
| | RCCS: Breakfast and Lunch will be sack style. Breakfast will be picked up as they enter and eaten in their homerooms. Lunch will be picked up as they exit the building. |

2i. TRANSPORTATION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| 94 Include transportation departments (and associated contracted providers, if used) in planning for return to service. | 94. Yes Transportation departments assisted in return to service planning and are part of ongoing planning/modifications. |
| 95 Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the Ready Schools, Safe Learners guidance). | 95. See section 1a.7 Yes |
| 96 Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. <ul style="list-style-type: none"> If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student. If arriving at school, notify staff to begin isolation measures. If transporting for dismissal and the student displays an onset of symptoms, notify the school. | 96. See section 1a.7 Yes |
| 97 Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. | 97. See sections 1b.19-20 Yes |
| | 98. Yes Drivers wear face shields or face coverings. Consider other barriers |
| | 99. See section 2e.75 Yes |
| | Consider survey what families will bring their own students to school during these times, consider students assigned to only one bus route, consider registration to gain information about bus needs, train family what entrance to use when bringing own student to school, buses will need more time to transport. |
| | HES: Transportation: Families will be limited to riding one bus to/from school. Families picking students up at dismissal will remain in their cars and drive through the bus lane and pool |

98 Drivers wear face shields or face coverings.

99 Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).

area after buses have departed?

2j. CLEANING, DISINFECTION, AND VENTILATION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| 100 Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings, restrooms, and playgrounds. | 100. See section 1a.7 Yes 101. See section 1a.7 Yes 102. Yes 103. Yes 104. Yes 105. See section 1a.7 Yes 106. Yes |
| 101 Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. | |
| 102 To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. | |
| 103 Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. | |
| 104 Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. | |
| 105 Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). | |
| 106 Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance). | |

2k. HEALTH SERVICES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| 107 OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. | 107. See Section 1a.11 Yes 108. Yes Consider systems for bus to building communication, consider "online" nursing check ins for some cases when appropriate to minimize movement through cohorts; communicate hotline numbers for necessary services to students through manners they will likely access - consider both state level and building specific contacts for these supports. |
| 108 Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). | |



3. Response to Outbreak

3a. PREVENTION AND PLANNING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| <p>109 Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</p> <p>110 Establish a specific emergency response framework with key stakeholders.</p> <p>111 When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.</p> | <p>109. Yes LPHA communicates regularly with district leadership and updates current status of disease. Douglas and South Coast ESD provides many services including nurses, therapists who are available as needed for collaboration. Main LPHA Contact: Dr. Bob Dannenhoffer -- bob@DouglasPublicHealthNetwork.org</p> <p>110. Yes See <i>Section 1a.17</i> and contact Main LPHA Contact: Dr. Bob Dannenhoffer -- bob@DouglasPublicHealthNetwork.org</p> <p>111. See <i>section 1a.17</i> Yes Consider procedure for screening room directly from bus and communication pathway from bus to nurse to office to teacher; consider early communication to families about what communication from district will look like so they know what to expect and don't worry about non-contact; consider students in health room as potential victims for bullying and preserve student mental health needs</p> |

3b. RESPONSE

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--|
| <p>112 Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response.</p> <p>113 If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure.</p> <p>114 Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.</p> <p>115 When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district.</p> <p>116 Modify, postpone, or cancel large school events as coordinated with the LPHA.</p> <p>117 If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.</p> <p>118 Continue to provide meals for students.</p> <p>119 Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.</p> | <p>112. See <i>section 1a.12</i> Yes</p> <p>113. See <i>section 1a.12</i> Yes</p> <p>114. See <i>section 1a.17</i> Yes</p> <p>115. Yes Response Team Members: Amanda O'Brien, Jerry Uhling, and Jon Zwemke</p> <p>116. Yes</p> <p>117. Yes</p> <p>118. Yes</p> <p>119. Yes</p> <p>Consider procedure for room closure?</p> |

3c. RECOVERY AND REENTRY

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <p>120 Plan instructional models that support all learners in Comprehensive Distance Learning.</p> <p>121 Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds.</p> <p>122 Communicate with families about options and efforts to support returning to On-Site instruction.</p> <p>123 Follow the LPHA guidance to begin bringing students back into On-Site instruction.</p> <ul style="list-style-type: none"> Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. | <p>120. See <i>section 1a.7</i> Yes</p> <p>121. Yes</p> <p>122. Yes</p> <p>123. Yes</p> |



ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models.

Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section.

This section does not apply to private schools.

- ☐ We affirm that our school plan has met the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the **Ready Schools, Safe Learners** guidance.
- ☐ We affirm that we cannot meet all of the ODE requirements for sections 4, 5, 6, 7 and/or 8 of the **Ready Schools, Safe Learners** guidance at this time. We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled "Assurance Compliance and Timeline" below.



4. Equity



5. Instruction



6. Family and Community Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

If a district/school cannot meet the requirements from the sections above, provide a plan and timeline to meet the requirement.

| List Requirement(s) Not Met | Provide a Plan and Timeline to Meet Requirements <i>Include how/why the school is currently unable to meet them</i> |
|-----------------------------|--|
| | |

*****DRAFT Version June 19, 2020*****

Next step – Meeting with Maintenance, Transportation, Food Services, Pool, Office Managers, and ESD contractors to review their involvement and check appropriateness of this draft prior to reviewing with local and county health agencies.

Reedsport School District 105

Emergency Operation Plan

Infectious Disease Annex

Infectious Disease Annex

Background:

The Emergency Operation Plan (EOP) is made up of several components. In order to ensure efficient and effective emergency management, the components of the EOP must be implemented in its entirety.

The purpose of an Infectious Disease Annex is to provide a general, comprehensive plan to help protect the whole school community (students, staff, and visitors) from new communicable diseases. This plan is not intended to build fear but to provide a thoughtful, measured response to help support health and safety in the school community.

There are some diseases that are *endemic*, such as the seasonal flu, which are expected to infect people at a general rate every year. According to the World Health Organization (WHO), a *pandemic* is the worldwide spread of a new disease. This can be concerning as the new disease and its impacts are not well known. For this annex we will assume the need for Pandemic response.

There is usually some warning, and therefore time, to prepare for a pandemic before it reaches the community. As a pandemic is the spread of new disease, disease-specific information for prevention, protection, mitigation, response and recovery from infection and community impact will become available as experts learn more about the disease. While disease-specific information may not always be known, there are general communicable disease prevention practices that can help protect people from infection.

Whether or not schools will be closed, or for how long, is impossible to say in advance since all pandemics are different in their scope and severity. However, it is well established that infectious disease outbreaks most often start in schools so the District may close schools early in an event. Any decision to close schools will be done at the recommendation of the Oregon Health Authority and Douglas County Health and Wellness.

There is the potential for great impact on general community and school functions in relation to pandemics. As such, the creation of this Infectious Disease Annex is intended to help prepare the District to support the school community (students, staff, and visitors) to be safe and healthy *before, during, and after* a pandemic.

General Outline:

This annex is broken down into three sections:

Before – This section details how the school will prepare and protect the school community before the new disease reaches the community.

During – This section details how the school will mitigate the impact of and respond to the disease if it reaches the school community.

After – This section details how the school will recover from and return to general operations once the disease is no longer present in the school community or has become endemic in the broader community.

Each section will have:

- *Goal(s)* – Broad general statements that indicate the desired outcome.

- *Objective(s)* – Specific, measurable actions that are necessary to achieve the goals.
- *Course(s) of Action* – Address the what, who, when, where, why, and how.

When appropriate, the Infectious Disease Annex will refer to *functional annexes*, such as the **Communications Annex and COOP annex** to support a thorough response.

Considerations in the Infectious Disease Annex Development:

Potential School Impact Issues Considered:

- Student absenteeism elevated above normal trends.
 - Parents who choose to keep children at home.
 - Cancellation of extracurricular activities (i.e. athletic events and dances).
 - Cancellation of field trip activities.
 - Large numbers of staff absent, difficult to maintain school operations.
 - Potential for schools closing; loss of teaching days.
 - Loss of services from supply and support services (i.e. food services and transportation).
 - Loss of ability to continue operations in support departments.
 - School operations could be affected by decreased community support capacities and critical infrastructures.
- Financial and social impacts of prolonged schools' closures.

Potential Community Impacts Considered:

- Large percentages of the population may be unable to work for days to weeks during the pandemic either due to illness or caring for ill dependents.
- Significant number of people and expertise would be unavailable.
- Emergency and essential services such as fire, police, and medical may be diminished.
- Large number of students/kids under quarantine protocols.
- Lack of consumable goods.
- Methods of continued instructions should schools' close.

Access Control on School District Property:

- Follow visitor and volunteer policies that enables school administrators to control access to the buildings.
- Each should have a plan to lock out certain entrances and exits and to monitor others, if necessary.

Essential Personnel is defined as current employees and students of the school district. All other people are **Non-essential Personnel** which includes family members, vendors, contractors, and other visitors

BEFORE a Public Health Emergency

Situation: The time before an identified infectious disease has begun spreading rapidly geographically

Goal: To Prepare the RSD community in mitigating and protecting its members from rapidly spreading infectious diseases

Objective 1: Develop a culture of good hygiene throughout the RSD community

| WHO IS RESPONSIBLE | COURSE OF ACTION | DUE DATE | FOLLOW-UP REQUIRED |
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| Administrators | All staff will be instructed in proper community hygiene to stop transmission including hand washing, respiratory etiquette, and avoiding touching the eyes, nose, and mouth. | Sept 1 | Inservice |
| Administrators | Staff will be instructed on health insurance and sick leave policies and encouraged to stay home when sick. | Sept 1 | Inservice |
| Administrators | Coordinate multiple flu shot clinics across the district and share dates and times with staff. | Sept 1 | Email Notice |
| Administrators | Identify a staff person to be responsible for surveillance and infection control. (Using contracted nursing to help with this) | Sept 1 | Admin Meetings |
| Administrators | Review staff contracts and Board policy regarding staff reporting expectations. | Sept 1 | Safe Schools |
| Administrators | Encourage staff to have alternative child-care plans. | Sept 1 | Inservice |
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| Maintenance | Public areas will be kept clear of all trash and clutter. | Daily | During Shift |
| Maintenance | Cleaning schedules and protocols will be prepared and reviewed to meet standard and incident appropriate levels. | Weekly | Maintenance Meetings |
| Maintenance | Hand Sanitizer, tissue and trash receptacles will be spaced within 10 ft. of all entrances and exits. | Daily | During Shift |
| Maintenance | Acquire foot traffic/social distancing signage | July 1 | Supply stored |
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| Administrators and Office Managers | Distribute communication on hand washing and infection control to schools, facilities and on school | Sept 1 | Handouts, Posters & Social Media |

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| | and district websites. | | |
| Administrators and Office Managers | Provide information to schools, parents, and staff about how to stop the spread of flu and cold, cough and sneeze etiquette, signs and symptoms of influenza. | Sept 1 | Handouts, Posters & Social Media |
| Administrators and Office Managers | Provide information to staff and parents on emergency readiness (2-week plan). | Sept 1 | Handouts, Robocalls & Social Media |
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| FOOD SERVICE | | | |
| Transportation | | | |
| Extra-Curricular | | | |
| POOL | | | |
| Objective 2: Systems will be put in place to properly respond to a public health event | | | |
| WHO IS RESPONSIBLE | COURSE OF ACTION | DUE DATE | FOLLOW-UP REQUIRED |
| Superintendent | Develop Incident Command Center protocol, location, equipment and staff re-assignment. | Aug 15 | ODE Blueprint |
| Superintendent | Develop plans for operating with staff workforce reduction. | Aug 15 | ODE Blueprint |
| Superintendent | Develop plans to secure buildings, information technology, and finance. | Aug 15 | ODE Blueprint |
| Superintendent | Develop plans for educational continuity if schools close. | Aug 15 | ODE Blueprint |
| Superintendent | Local school superintendent should establish a command structure in the event that he or she is unable to continue work during the pandemic event or is unable to return to work during the recovery phase; develop central office teleconferencing protocol in the event that schools are closed. | Aug 15 | ODE Blueprint |
| Superintendent | Develop plans to conduct table-top exercises to practice and refine pandemic plan. | Aug 15 | ODE Blueprint |
| Superintendent | Apply all plans and procedures to after-school programs. | Aug 15 | ODE Blueprint |
| Superintendent | Plan for a full school closure or a partial school closure (i.e., some but not all schools are closed, or students are | Aug 15 | ODE Blueprint |

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| | dismissed but staff works with local agencies to assist families). | | |
| Superintendent/IT | Purchase Wi-Fi hotspots for buses and maintain service plan with carrier | Aug 15 | Hotspots installed on buses |
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| Business Office | Encourage employees to use Direct Deposit. | July 1 | Payroll |
| Business Office | Find out if vendors in the supply chain have a pandemic or emergency plan for continuity or recovery of supply deliveries. | July 1 | Quarterly review phone call/email |
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| Administrators and Office Manager | Prepare sample templates for news releases to public, staff, and parents (Consider ESD partnership) | Aug 15 | ODE Blueprint |
| Administrators and Office Manager | Establish and test emergency communication protocol, including robocall, text blast, email | Sept 1 | Every new hire |
| Administrators and Office Manager | Provide information to staff and parents on pandemic planning for families. | Aug 15 | ODE Blueprint |
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| Nursing Supervisor | <ul style="list-style-type: none"> Identify resources for influenza surveillance and control. Track international, national, regional, and local trends, utilizing the local health department resources. Identify and develop public health department contacts (including 24/7 contact information – See Appendix). Communicate with your local health department and discuss collaboration on pandemic preparedness. Identify any local or state reporting requirements for pandemic. Nursing Supervisor Monitor and report obvious trends by conducting surveillance of students, staff and visitors Establish procedures for screening to be utilized with pandemic. Identify administrative measures to accomplish “social distancing.” Identify areas within the school facility that can be used for isolation and quarantine. | Annually by Sept 1 | Weekly updates to building administrators |

| Principals and building staff | Develop and share alternative/remote delivery options: Online learning resources and/or virtual assignments | Aug 15 | ODE Blueprint and staff meetings |
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| Principals and building staff | Develop a plan for continuation of education. | Aug 15 | ODE Blueprint and staff meetings |
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| Maintenance Supervisor | Emphasize frequent cleaning and disinfection of high touch areas, i.e., door knobs, keys, telephones, etc. | Aug 15 | Weekly Meeting |
| Maintenance Supervisor | Ensure custodial staff has appropriate plan for proper cleaning and disinfecting teaching, learning, shared spaces and play areas. | Aug 15 | Weekly Meeting |
| Maintenance Supervisor | Inventory and replenish needed supplies biannually. | June 15/Dec 1 | Completed purchases |
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| FOOD SERVICE | | | |
| Transportation | | | |
| Extra-Curricular | | | |
| POOL | | | |
| <ul style="list-style-type: none"> Objective 3: Equipment and Supplies will be maintained at levels recommended for preparedness. | | | |
| WHO IS RESPONSIBLE | COURSE OF ACTION | DUE DATE | FOLLOW-UP REQUIRED |
| Maintenance Supervisor | At least two months inventory of cleaning and sanitation supplies will be maintained on site. | First of month | Complete purchasing |
| Maintenance Supervisor | Ensure schools and departments have adequate supplies (soaps, bottles, clean cloths, hand sanitizers, and paper towels). | First of month | Complete distribution |
| Maintenance Supervisor | Remind staff annually of opportunity to replace classroom/office cleaning bottle and microfiber towel | July 1 | Inservice |
| Maintenance Supervisor | Research and install UV filtration and Hepa Filters for all air handling systems | July 1 | Review with superintendent |
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| Nursing Supervisor | A supply of PPE will be maintained equal to 5 times the average number of staff in the building. | July 1 | Purchasing complete |
| Nursing Supervisor | Supplies sufficient to set up two isolation or quarantine | July 1 | Purchase |

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| | rooms will be stored in the building for emergency use. | | complete and Rooms supplied |
| Nursing Supervisor | Material for constructing signs and emergency tape will be stored with infectious disease monitoring equipment. | July 1 | Purchase complete and supplies stored |
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| FOOD SERVICE | Utensil and napkins dispensers are available for kitchen staff to provide on-site meals. Carts to deliver meals to classrooms are available. | July 1 | Purchase complete and supplies stored |
| Transportation | | | |
| Extra-Curricular | | | |
| POOL | | | |

DURING an Infectious Disease outbreak: School is still open.

Situation: Confirmed disease outbreaks are spreading or likely to spread to the area

Goal: Maintain educational functions with the lowest rate of infection spread

Objective 1: Effectively focus the attention of Staff, Students and Parents to mitigate the impact of any outbreak

| WHO IS RESPONSIBLE | COURSE OF ACTION |
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| RSD Superintendent | Conduct meeting/briefing with Incident Command Center staff to pre-stage full activation of Center. |
| RSD Superintendent | Maintain daily link to local health department and, if possible, to the State Emergency Operations Center and/or State Health Division via local agencies. |
| RSD Superintendent | Provide ongoing communication to key staff on their roles and responsibilities. |
| RSD Superintendent | Alert all principals of Response Plan Activation and remind them that the Event Level may escalate rapidly to the next Level or Levels. |
| RSD Superintendent | Gather ICS designated staff to review jobs and prepare for response options. |
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| Administrators and Office Managers | Develop continuous direct link to local health department; make plans with the local health department to establish daily communications if a widespread outbreak occurs. |
| Administrators and Office Managers | Provide ongoing communication to key staff on their roles and responsibilities. |

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| Administrators and Office Managers | Keep staff and parents current with updates through communication channels; make certain that health-related information and infectious disease updates have been verified for accuracy by the local health department. Keep relevant groups informed (as appropriate) through e-mails, newsletters, fact sheets, social media, text alerts, robocall phone system, and websites. |
| Administrators and Office Managers | Inform the public and school district employees using appropriate communication channels; coordinate news release with public health and the Douglas, Coos, and Lane Department of Education. |
| Administrators and Office Managers | Inform the public and school district employees using appropriate communication channels; coordinate news release with public health and the Douglas, Coos, and Lane Department of Education. |
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| FOOD SERVICE | |
| Transportation | |
| Extra-Curricular | |
| POOL | |
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| Objective 2: Reduce the spread of infectious disease in the school population | |
| WHO IS RESPONSIBLE | COURSE OF ACTION |
| RSD Superintendent | Activate Incident Command Structure, Assign duties as per Infectious Disease Annex. |
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| Business Office | Track all expenses that are connected to the event. Fill out all required forms for reimbursement by state or federal agencies. |
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| Office Managers | Monitor student and staff attendance daily as needed. Report any escalation to Superintendent. |
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| Principals | Reinforce education regarding influenza infection control. Emphasize triad of good health habits: hand hygiene, respiratory etiquette, and not touching the eyes, nose and mouth. |
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| Office Managers | Review substitute teacher pool list. Place them on standby. |
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| Transportation Department | Sanitize buses daily, or as per local health department guidelines; implement sanitizing verification process. |
| Transportation Department | Monitor students getting on buses to include visual screening for students exhibiting symptoms. Do not accept students with infectious symptoms if parent is available, or quickly isolate and provide PPE to students with infectious symptoms if parent is not available |
| Transportation Department | Communicate with families needing additional support and when practical changes to transportation system occur. |
| Transportation Department | Maintain contact tracing logs and provide to schools at the end of each week. |
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| Maintenance Department | Ensure that sanitation procedures are in conjunction with public health advisories. |
| Maintenance Department | Post signs at entrances limiting access as directed by administration. Exterior signs for parking and pickup may be necessary to limit exposure. |
| Maintenance Department | Increase environmental cleaning of “high touch” surfaces, e.g., door knobs, keys, telephones. Disinfect all work areas, counters, restrooms, door knobs, and stair railings several times daily; use other staff to assist, if necessary (specialized cleaning solutions are not essential; standard cleaning products can disinfect surfaces; the frequency of cleaning is most important). |
| Maintenance Department | During the day, where operationally possible, increase ventilation to the facility to decrease spread of disease. Following each school day, the school should be thoroughly ventilated and cleaned: opening all doors and windows or turning the air conditioning/heating systems up. |
| Maintenance Department | The school health office and isolation areas for ill children and staff should be cleaned several times each day. |
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| School Resource Officer | Provide security to limit access to the school building; persons presenting infectious symptoms will not be allowed into the building; if a parent is at school to pick up his or her child before normal dismissal, the student will be brought to the parent outside the building; each non-essential person cleared to enter the building will be given something to indicate that they are free to enter the building (e.g. a sticker, a card, a stamp on their hand). |
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| Nursing Supervisor | Educate employees and visitors not to come to the facility if they have infectious symptoms. |
| Nursing Supervisor | Initiate screening for infectious illness at front desk and nurses' offices and conduct active surveillance to look for infectious symptoms (i.e., review temperature logs, triage/sick call, hospitalizations, staff absences, unexplained deaths, etc.). Interview individuals with symptoms of infection for pandemic risk factors. |
| Nursing Supervisor | Activate designated infectious isolation and quarantine rooms. |
| Nursing Supervisor | Isolate and send home staff or students with infectious symptoms, utilizing supervised isolation areas in the school; access to this room should be strictly limited and monitored (i.e., parents picking up their ill children should remain outside the school and isolation area); a carefully monitored student checkout system should be activated. |
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| Principals and building staff | Review and implement possible measures to increase "social distancing." |
| Principals and building staff | Do not enroll any students without appropriate immunization records, based on immunization and other health guidelines provided by the local health department, the Oregon Division of Public Health and/or the United States Department of Health and Human Services. |
| Principals and building staff | Restrict non-essential school visitors using a consistent patterns for exclusion between buildings (parents, contractor, and vendors); be alert to parents or vendors with infectious symptoms. |
| Principals and building staff | Prohibit congregation in hallways and lunchrooms; if possible, serve box lunches in classrooms to avoid gathering of students in the cafeteria; if possible, stagger class changes to avoid large groups of students in the hallway; if possible, stagger dismissal for the same reason; if possible, cancel gym class, choir or other school activities that place individuals in close proximity. |
| Principals and building staff | Separate student desks as much as possible. |
| Principals and building staff | Regularly wipe down high touch areas including desks, door knobs, counter tops, etc. with school supplied clean cloth and disinfecting spray. |

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| School STAFF ?? | Monitor students getting off buses and out of vehicles for signs of infectious symptoms; do not accept students or staff with infectious symptoms if parent is available, or quickly isolate and provide PPE to students and staff with infectious symptoms if parent is not available. |
| School STAFF ?? | Persons presenting infectious symptoms will not be allowed into the building; if a parent is at school to pick up his or her child before normal dismissal, the student will be brought to the parent outside the building; each non-essential person cleared to enter the building will be given something to indicate that they are free to enter the building (e.g. a sticker, a card, a stamp on their hand). |
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| FOOD SERVICE | if possible, serve box lunches in classrooms to avoid gathering of students in the cafeteria; |
| | Use utensil and napkin dispensers to reduce likelihood of students contaminating more utensils than they need to touch. Trays or plates are distributed by staff practicing good hygiene techniques during service. |
| Maintenance/IT | Check functionality of WIFI in buildings |
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| Transportation | |
| Extra-Curricular | |
| POOL | |
| Objective 3: Plan and Prepare for a possible shut down of school | |
| WHO IS RESPONSIBLE | COURSE OF ACTION |
| Superintendent and Business Manager | Review workforce reduction plan. |
| Superintendent and Principals | Review distance learning plan. |
| Superintendent and Principals | Review continuity of operations plan |

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| Superintendent | Maintain contact with Oregon Health, Douglas County Health and Wellness, Coos County Health and Wellness, Lane County Health and Wellness, and Oregon Dept. Education for guidance and timing of any school shutdown |
| Superintendent | Notify Principals of possible shut down of schools; consider after school and extra-curricular partners. |
| Superintendent | Confirm closure with the Oregon Department of Education. |
| Superintendent and Office Managers | Determine schedule and cancel or postpone meetings that cannot be done remotely. |
| Superintendent/IT | Secure information technology system and integrity. |
| Superintendent and Principals | Implement Continuity of Operations Plan |
| Superintendent and Principals | Communicate with staff regarding staffing needs, payroll, benefits, alternate ways of working. |
| Superintendent | Inform the public and school district employees using appropriate communication channels; coordinate news release with public health and the Oregon Department of Education. |
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| Maintenance | During the day, where operationally possible, increase ventilation to the facility to decrease spread of disease. Following each school day, the school should be thoroughly ventilated and cleaned: opening all doors and windows or turning the air conditioning/heating systems up. |
| Maintenance | Disinfect all work areas, counters, restrooms, door knobs, and stair railings several times daily; in areas still in use. Areas not in use should be cleaned and locked except for ventilating. |
| Maintenance | Assist School Resource Officer in securing all buildings. |
| Maintenance/IT | Check functionality of WIFI on buses |
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| School Resource Officer | Post directive signs on all entrances and parking lot |
| | Secure all buildings. Check all fire alarms and surveillance systems. |
| | Check all buildings and establish periodic patrols during the school closure period. |

| Transportation | Clean and secure all school buses and service vehicles. |
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| FOOD SERVICE | Off site meal delivery; publish drop sites; transport food |
| Transportation | Transport food service meals to remote drop sites; school curriculum packet delivery; park buses as wifi hubs |
| Extra-Curricular | |
| POOL | |
| <p align="center">AFTER an infectious disease outbreak</p> <p align="center">Goal: Transition to a model that comes closest to meeting educational and operational goals</p> <p align="center">Objective 1: Determine what the new normal may look like assuming the potential for future waves of illness.</p> | |
| WHO IS RESPONSIBLE | COURSE OF ACTION |
| Superintendent | Meet with stake holders and staff to evaluate current situation and develop a plan to achieve goals. |
| Superintendent | Communicate with OHA and ODE and county health to determine best and worst case scenarios for returning to building. |
| Superintendent | Communicate with OHA and county health to determine best and worst case scenarios for future infectious disease relapse. |
| Superintendent | Determine new standards for daily hygiene and cleanliness for staff, students and buildings. |
| Superintendent | Begin the process of compiling communication to indicate which staff members are ready to return to work, OR establish an Employee Hotline Phone Bank so employees can call in status (name; position; work location; health status; return to work date); use a pre-determined Fitness for Duty checklist to determine if an employee is ready to return to work and under what conditions. |
| Superintendent | Develop a status report for each staff category by school and department: teachers, administrators, custodians, bus drivers, etc. |
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| FOOD SERVICE | Reviewing changes to building/campus level protocols once buildings re-open |
| Transportation | |

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| Extra-Curricular | Reviewing changes to building/campus level protocols once buildings re-open |
| POOL | Reviewing changes to building/campus level protocols once buildings re-open |
| Objective 2: Scale back ICS as students and staff return to buildings and new normal educational experience | |
| WHO IS RESPONSIBLE | COURSE OF ACTION |
| Superintendent | Communicate with staff and public regarding plans to move forward using all available means of communication |
| | |
| Superintendent | Post information on school district website for parents regarding helping children cope with tragedies (i.e., Teaching Children How to Respond to Tragedies from the National Association of School Psychologists). |
| Principals | Work with staff to confirm plan, training, and tools to make plan work. |
| Principals | Develop an instructional reconstruction checklist (base on the length of school closure; if short-term, the checklist should be focused on make-up work and reorganizing the instructional calendar, benchmarks, testing, etc.; if the closure was long-term, the checklist may require restructuring of the current and following school year instructional and operational calendar and events) to guide staff, students, and parents when school reopens. The checklist should include anticipated instructional materials and supplies, as well as possible waivers from the Oregon Department of Education |
| Principals | Be prepared when schools re-open, to assist teachers with students who may still need homebound instruction. |
| Principals | When schools re-open, re-activate social distancing strategies and monitor any illnesses. |
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| Nursing Supervisor | Monitor staff and students regarding health and readiness to return to school. Set up monitoring protocol to insure any new cases are isolated immediately. Compile daily health reports for the Command Center. |
| Nursing Supervisor | Close or scale back isolation rooms |
| Nursing Supervisor | When possible, consider activating SCESD Crisis Management Team to meet needed mental health plans for students and staff, in conjunction with local mental health services staff, including Post-Traumatic Stress Syndrome counseling. |
| Nursing Supervisor | A mental health status report from the SCESD Crisis Management Team, based on guidelines provided by those counselors, should be provided to the Command Center |

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| | each day. This report should include the mental status of students and staff in order to determine if additional mental health services are needed. |
| Maintenance | Inspect all buildings, facilities, equipment, materials, etc. and determine status and needs for operations. Maintain a status update for facilities not ready for occupancy |
| Maintenance | Inspect all school cafeterias with the assistance of the local health department. |
| Maintenance | <ul style="list-style-type: none"> • Expand school cleaning routines by maintenance staff. • Disinfect all work areas, counters, restrooms, door knobs, and stair railings several times daily; use other staff to assist, if necessary (specialized cleaning solutions are not essential; standard cleaning products can disinfect surfaces; the frequency of cleaning is most important). • HVAC conditioning system filters should be cleaned and changed. • The school should be thoroughly ventilated and cleaned: opening all doors and windows or turning the air conditioning/heating systems up. |
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| Business Office | Collect and complete all forms documenting expenses that may be reimbursable by state or federal agencies. |
| Business Office | Survey supply vendors to determine when supply chain and delivery system will be partially or fully operational; provide vendors with supply needs. |
| Business Office | Finance department determines process for fast-tracking purchase orders for essential supplies. |
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| FOOD SERVICE | |
| Transportation | |
| Extra-Curricular | |
| POOL | |
| Objective 3: Prepare for future response to a similar situation. | |
| WHO IS RESPONSIBLE | COURSE OF ACTION |
| Superintendent and Principals | Evaluate the effectiveness of efforts. Review and adjust plan for future use. |

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| perintendent and Principals | Develop a schedule to drill on and evaluate Infectious Disease Plan |
| Nursing Supervisor | Inventory supplies and re-order as approved. |
| Maintenance | Inventory infection control and cleaning supplies to re-order as approved. |
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| FOOD SERVICE | |
| Transportation | |
| Extra-Curricular | |
| POOL | |

According to experts, in the most severe pandemic, the duration of these public health measures could be weeks to months, which would have educational implications for students. Planning now for a prolonged period of student dismissal will allow Douglas, Coos, and Lane Counties to be prepared as much as possible to provide opportunities for continued instruction and other assistance to students and staff.

If students are dismissed from school but schools remain open, school- and education-related assets, including school buildings, school kitchens, school buses, and staff, may continue to remain operational and potentially be of value to the community in many other ways. In addition, faculty and staff may be able to continue to provide lessons and other services to students by television, radio, mail, Internet, telephone, or other media.

Continued instruction is not only important for maintaining learning but also serves as a strategy to engage students in a constructive activity during the time that they are being asked to remain at home.

Finally, be prepared to activate the school district's crisis management plan for pandemic influenza that links the district's incident command system with the local and/or State health department/emergency management system's incident command system(s).