



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 7/22/2020

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	
Name of School, District or Program	Coquille School District: Coquille Valley Elementary School
Key Contact Person for this Plan	Geoff Wetherell
Phone Number of this Person	541-396-2914
Email Address of this Person	gwetherell@coquille.k12.or.us
Sectors and position titles of those who informed the plan	Tim Sweeney, superintendent Geoff Wetherell, principal Maureen March, vice principal Director of special programs, transportation, maintenance, food service
Local public health office(s) or officers(s)	Coos County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Geoff Wetherell
Intended Effective Dates for this Plan	August 2020 – June 2021

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.

ESD Region	South Coast ESD
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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.

3. Indicate which instructional model will be used.

Select One:

- 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 3-16 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 17, 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.

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.

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.

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
<input type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting.	Signs Promote good hygiene: handwashing, face masks/shields Hand sanitizers throughout building Social distancing Large shields at office area Staff and student training Communicate protocols with families Work with school nurse to develop safety protocols
<input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.	Geoff Wetherell, principal
<input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.	Students will be visually screened by a trained staff member for cough, fever, chills, shortness of breath, and difficulty breathing. Families can share a student's health status if the student is unable to do so. Students will follow hygiene procedures upon entering the building.
<input type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school	Students exhibiting or complaining of symptoms will be placed in the isolation room. The predetermined isolation room (locker-room)

<p>policies and plans. Review relevant local, state, and national evidence to inform plan.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. <input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> 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. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. <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. <input type="checkbox"/> Required components of individual daily student/cohort logs include: <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 <input type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <input type="checkbox"/> Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week 	<p>includes adequate space for the sick individual and a staff member to be six feet apart. Room includes masks, gown, gloves and other PPE to maintain safety. The school nurse or other staff will notify family and the local health authority if needed. Students will remain in the isolation room until a determination is made.</p> <p>Seating charts and entrance/exit routes with logs will exist for each cohort. Logs will be submitted to the office and filed daily.</p> <p>Daily logs will be completed by supervising teacher of each cohort. Classified staff will complete daily logs when students are outside of the classroom cohort. All logs will be submitted to the office daily and kept on file.</p>
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history of their time in each school building and who they were in contact with at each site.

- 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.
- Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 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><input type="checkbox"/> 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> <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. <p><input type="checkbox"/> 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 	<p>Students- in high-risk populations will receive options for attending school on site, through a distance learning model, or a combination of both. Students in high-risk populations on site will be closely monitored.</p> <p>The school nurse will conduct a review of all IEPs and 504 plans that address medical needs. The nurse will screen to determine if possible supports may be needed, and/or bring them to the IEP or 504 plan teams.</p> <p>The school nurse, and members of planning teams will meet to address the needs of individual students.</p> <p>Staff- will identify as vulnerable or part of a vulnerable household will report to their union first. The Certified Union will then report staff members to Human Resources Department. All leave options will be considered for employee. Classified employees will report directly to the Human Resources Department and all leave options will be considered for the employee.</p>

- 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.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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. This also applies for professional development and staff gatherings.	Measuring spaces and calculated usable space has determined a capacity for each room in the building. Capacity signs will be posted outside of each room, along with the count of people currently occupying the space. Furniture, seating, and plexiglass will be arranged to maintain 35 square feet per person.
<input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible.	Students will remain in one learning space for most daily activities, including instruction and meals. During recess, students and staff on the playground will be assigned designated areas that allow for social distancing, and maintain the integrity of cohorts.
<input type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.	All common traffic areas in the building will be marked with arrows for one-way traffic flow, and markers to maintain social distance. Cohorts will move locations only when necessary, and will use outside routes when possible.
<input type="checkbox"/> 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).	Cohorts will be one half of a regular classroom. A cohort will attend class in person for one week, and then attend remotely from another location inside the building or from home. Transition times will be staggered, and routes predetermined to avoid contact. Students will be entering and exiting the buildings closest to their assigned learning space. Lockers and personal hooks in the hallway will not be used.
<input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.	As a PBIS school, our positive behavior support system is already in place. Students will be rewarded for positive behavior, including those who maintain physical distancing requirements. Additional behavior supports (Tier II, Tier III) will be implemented for students, such as CICOs, when needed.
<input type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	Staff meetings will occur in person within spaces that allow for capacity, and maintain social distancing. Meetings will be web-based (Google Meet) whenever possible. All conferences with families will be restricted to phone or web-based platforms (Google Meet, Zoom, etc.).

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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. 	Student cohorts within the school will not exceed the determined capacities of spaces in the building. Once established, cohorts will remain as stable as possible.
<input type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.	All students will be grouped in a classroom cohort A or B, which will remain constant. Students with additional supports (intervention, SPED services) who require pull-out services will be placed in additional stable cohorts. Many of our students will be in transportation cohorts. Students will participate in as few cohorts as possible.
<input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance).	Seating charts and entrance/exit routes with logs will exist for each cohort. Daily logs will be completed by supervising staff of each cohort. Daily logs will be submitted to the office.

<ul style="list-style-type: none"> <input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. <input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>Students will remain in one learning space for most daily activities, including instruction and meals. During recess, students and staff on the playground will be assigned designated areas for their cohort that allow for social distancing, and maintain the integrity of cohorts. Transition times will be staggered, and routes of cohorts predetermined to avoid contact. Students will be entering and exiting the buildings closest to their assigned learning space. Cohorts will move locations only when necessary, and will use outside routes when possible. Students in different cohorts will not access any restroom simultaneously.</p> <p>Every effort will be made to limit the use of common surfaces (leaving the door open to avoid touching the handle, not sharing work spaces, eliminating “common areas” in learning spaces). Staff will wipe surfaces after each student use.</p> <p>To the extent possible, students receiving supports beyond core instruction (e.g., Title Services, Special Education and Related Services) will receive these supports within their grade band cohort.</p> <p>Staff will wash their hands, or use approved alcohol-based hand sanitizer or its equivalent upon entering any learning space.</p>
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1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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"> • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). <input type="checkbox"/> 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. <input type="checkbox"/> Provide all information in languages and formats accessible to the school community. 	<ul style="list-style-type: none"> • Develop a return to work protocol. • Letter to staff • Letter to families • Share protocols on School District Website

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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 (of greater than 100.4°F) 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. 	<p>CVE is closed to the general public.</p> <p>If a visitor needs access to the building, they will have to be screened at the covered front entrance area before entering. The designated screener will meet with the visitor outside the entrance and must give approval before that person may enter.</p> <p>If a CVE staff member is interacting with any member of the general public, the staff member will use social distancing measures whenever possible and will wear a mask or face shield.</p> <p>The screener will:</p> <ul style="list-style-type: none"> • Complete a visual screen. • Ask visitor screening questions. • If someone is demonstrating symptoms or reports that they could be ill, inform them they are unfortunately unable to enter the building.

<ul style="list-style-type: none"> ● 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 <p><input type="checkbox"/> 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. Staff members can self-screen and attest to their own health.</p> <ul style="list-style-type: none"> ● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. ● They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p>	<ul style="list-style-type: none"> ● The screener must complete the contact log and fill out all spaces provided. The screener will direct the visitor to utilize hand sanitizer available at the covered front entrance area before entrance. <p>Children younger than five years old are not required to wear a mask. People who have specific conditions that prevent them from wearing masks do not have to wear them.</p> <p>Students will enter the building at the east doors closest to their assigned classrooms. All staff and students will use an approved alcohol-based hand sanitizer or its equivalent upon entering their classrooms.</p>
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1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.</p> <p><input type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit.</p> <p><input type="checkbox"/> Visitors must wear face coverings in accordance with OHA and CDC guidelines.</p> <p><input type="checkbox"/> 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.</p>	<ul style="list-style-type: none"> ● Visitors and volunteers are not permitted inside the building. ● Vendors/essential visitors that must access the building will be required to wash or sanitize hands, wear face coverings, and be screened for symptoms by office staff.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings.</p> <p><input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings.</p> <p><input type="checkbox"/> If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must:</p> <p><input type="checkbox"/> 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.</p> <p>Protections under the ADA or IDEA</p> <p><input type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student's proximity to students and staff to the extent possible to</p>	<p>Facial Shields</p> <p>Facial shields are required and will be provided for:</p> <ul style="list-style-type: none"> ● Bus drivers - Shield must be in use when stopped but can be lifted while driving. When not using face shield, driver should be wearing an alternative face covering. <p>Protective Barriers or face shields</p> <ul style="list-style-type: none"> ● Front office staff ● Speech Language Pathologists Facial Coverings Facial coverings are not synonymous with facemasks. <p>Facial coverings are required and will be provided for:</p> <ul style="list-style-type: none"> ● Child Nutrition Program staff <p>Facial coverings are required for:</p> <ul style="list-style-type: none"> ● Staff providing 1:1 student support ● OT, PT, staff supporting personal care, staff where direction requires direct physical contact

minimize the possibility of exposure. Appropriate accommodations could include:

- Offering different types of face coverings and face shields that may meet the needs of the student.
- Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.
- Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;
- Additional instructional supports to effectively wear a face covering;

For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny access to On-Site instruction.

Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.

- If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
 2. Placement determinations cannot be made due solely to the inability to wear a face covering.
 3. Plans should include updates to accommodations and modifications to support students.
- Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
 2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
 - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
 - If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.

Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may

● Nurses or designated health services providers when administering medication or providing direct services Facial coverings are strongly encouraged for staff moving throughout campus, including but not limited to:

- Art teacher
- PE Teachers
- Counselors
- Title 1/Special Education staff

● Front Office Staff when working in areas other than the front office

● Administration Facial coverings are recommended for:

● All staff Facial covering are NOT recommended for:

- Children under the age of 12;
- Children of any age should not wear a face covering: If they have a medical condition that makes it difficult for them to breathe with a face covering; If they experience a disability that prevents them from wearing a face covering; They are unable to remove the face covering independently; or While sleeping.
- Face coverings cannot be required for use by children and should never prohibit or prevent access to instruction or activities

be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.

- 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
<ul style="list-style-type: none"> <input type="checkbox"/> 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 any time during the school day. <input type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <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. <input type="checkbox"/> 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. <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. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • 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. <input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. <input type="checkbox"/> 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. <ul style="list-style-type: none"> • Symptomatic staff or students should be evaluated and 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 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. 	<p>The predetermined isolation room at CVE will be the locker-room this will provide adequate space for the sick individual and a staff member to be six feet apart. Room includes masks, gown, gloves and other PPE to maintain safety. The school nurse or other staff will notify family and the local health authority if needed. Students will remain in the isolation room until a determination is made.</p> <ul style="list-style-type: none"> • Each school principal (or designee) will connect weekly with nurse on updates for plan and isolation measures taken to that point. • All students who become ill at school will remain at school supervised by staff until parents can pick them up in the designated isolation area. <p>Students will be provided a facial covering (if they can safely wear one). Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.</p> <ul style="list-style-type: none"> • While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family. • Staff will maintain student confidentiality as appropriate. • Daily logs must be maintained containing the following: Name of students sent home for illness, cause of illness, time of onset; and Name of students visiting the office for illness symptoms, even if not sent home. • Staff and students with known or suspected COVID-19, or displaying COVID-19 symptoms per current OHA guidance, CDC guidance, or LPHA guidance, cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before: the passage of 14 calendar days after exposure; and symptoms are improving

<ul style="list-style-type: none"> ● If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. ● If a clear alternative diagnosis is identified as the cause of the person’s illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. ● If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <p><input type="checkbox"/> 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><input type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</p>	
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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
<p><input type="checkbox"/> Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines.</p> <p><input type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions:</p> <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, or ● Have COVID-19 symptoms for 10 consecutive school days or longer. <p><input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</p>	<ul style="list-style-type: none"> ● All students will be enrolled following the ODE guidelines. ● Students will not be dropped for being identified as high-risk, or displaying COVID-19 symptoms for 10 days or longer. ● Students who do not attend in person will be required to engage daily. Evidence of engagement includes phone calls, submission of assignments, two-way exchanges via text/Dojo/email, or joining video streaming to classrooms. Evidence of engagement will count as present for a school day.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Grades K-5: Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning).</p> <p><input type="checkbox"/> Grades 6-12: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning).</p>	<p>Staff will continue to follow normal reporting policy using Tyler 360/SIS for students attending in person. Students who do not attend in person will be required to engage daily. Evidence of engagement includes phone calls, submission of assignments, two-way exchanges via text/Dojo/email, or joining video streaming to classrooms. Normal reporting policies will be used for hybrid students on their designated days/weeks/times of on-site learning. The engagement procedures for</p>

<input type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver’s work schedule, and mental/physical health.	<p>students not attending in person will be used for hybrid students on their designated days/weeks/times of off-site learning.</p> <p>Attendance and participation expectations will be communicated to families in writing, and available on the CVE website. The expectations will also be communicated by teachers in various modes (phone calls, emails, Dojo messages, etc.) frequently throughout the school year.</p>
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2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Update procedures for district-owned or <i>school-owned</i> devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	<ul style="list-style-type: none"> • Conduct family technology and connectivity survey • Inventory district technology and internet connectivity resources • Plan for technology support and replacement, including budget • Develop health protocols

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. <input type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input type="checkbox"/> 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. <input type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input type="checkbox"/> 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.	<ul style="list-style-type: none"> • Handwashing: Students and staff will be advised to wash hands regularly. These times include, and are not limited to: <ul style="list-style-type: none"> ○ before and after using the restroom ○ before entering and upon exiting a learning environment ○ before and after eating ○ before and after accessing the playground ○ after using tissues • Equipment: All classroom supplies and PE equipment will be cleaned and sanitized before use of another student or cohort group. • Events: Field trips and other school-wide events that involve large gatherings are cancelled until state guidance is changed to permit them. Virtual assemblies and other events will be scheduled and conducted through Google Meet. • Transitions/Hallways: All common traffic areas in the building will be marked with arrows for one-way traffic flow, and markers to maintain social distance. Cohorts will move locations only when necessary, and will use outside routes when possible. Transition times will be staggered, and routes predetermined to avoid contact. • Personal Property: Students will keep all of their personal belongings in their bags. When they move to a new location, their bags will stay in their primary learning space. All student materials for learning (supplies, Chromebooks, workbooks, etc.) will remain in bags when not in use.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for	<p>Arrival- Students will arrive by bus, by personal vehicle, by walking, or by biking. Upon arrival, students will navigate to the east side entrance door of their grade level hallway. There they will be screened (see description of screening process below) and directed to their classroom using social distancing measures. Students will keep their backpacks with them and will take them from room to room. They will keep all of their personal belongings in their bags. When they move to a new location, their bags will stay in their primary learning space. Markers will be placed on the ground to designate safe 6 foot distancing. When students enter the building, they will promptly enter their</p>

entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.

- 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.

Ensure hand sanitizer dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.

designated classroom and use the hand sanitizer provided at the doorway dispenser we have in each classroom.

Screening students- A visual screen of each student will take place before entering the building, screening for cough, fever, chills, shortness of breath, or difficulty breathing. Parents and guardians may share the health status of the student if the student is unable to do so.

Students arriving to school later than their peers will enter the main doors and will be screened at that location before they are allowed entrance.

Dismissal- Each bus will let the office know when they are about to arrive. The office will announce what bus has arrived. The bus cohort will then leave the classroom, right after sanitizing their hands on the way out. With their bags, they will load onto the bus, keeping social distancing parameters to the extent possible.

Intermediate students who walk/ride bikes home will be excused five minutes before the first buses arrive. They will exit the side doors closest to their classroom location. For students who get picked up by a private vehicle, students will sit in the main lobby waiting for their ride, practicing social distancing to the extent possible.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Handwashing: Remind students (with signage and regular verbal 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 in a garbage can, then hands washed or sanitized immediately.</p> <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. 	<ul style="list-style-type: none"> ● Seating: All learning spaces have been arranged to allow 35 square feet, and maintain six feet between all individuals. Seating charts will be created and implemented, so that students remain in the same seat. Seating charts will be submitted with daily logs to assist in contact tracing. ● Materials: Students will keep all of their materials and personal belongings in their bags. When they move to a new location, their bags will stay in their primary learning space. All student materials for learning (supplies, Chromebooks, workbooks, etc.) will remain in bags when not in use. Materials that cannot be kept by individual students (additional Chromebooks, other teacher materials) will be cleaned after each use. Hand sanitizer and tissues are available in every learning space. ● Handwashing: Visual and verbal reminders will be used to promote hand hygiene and respiratory etiquette, specifically covering coughs and sneezes with elbows or tissues. Students and staff will be advised to wash hands regularly. This includes after using tissues. Hand sanitizer or sinks for handwashing are provided in every learning space.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 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).</p> <p><input type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.</p> <p><input type="checkbox"/> Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<p>CVE is closed to the general public. This includes the playground, blacktop/basketball hoops, covered play area, and lower field.</p> <p>Students and staff will be required to wash hands after using the restroom.</p> <p>Students will use approved alcohol-based hand sanitizer when leaving learning spaces and transitioning to the playground. Students will use hand sanitizer when they return to learning environments from the playground.</p> <p>Each classroom cohort will have a set of playground equipment that will be disinfected after each use. Cohorts will be assigned specific areas on the playground that will be cleaned after each use.</p>

<ul style="list-style-type: none"> <input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. <input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. <input type="checkbox"/> Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults. 	<p>(See section 2j)</p> <p>The CVE playground, covered area, and blacktop will be divided into cohort areas. Cohorts will not come into contact with each other and will remain in their areas. Students will access these areas on separate schedules. Each of the areas is large enough to maintain social distancing among each cohort.</p> <p>Signage to direct the flow of traffic, and modified playground rules will be posted. Each classroom cohort will have a set of playground equipment that will be disinfected after each use.</p> <p>Activities and organized games on the playground will be exclusive to cohorts. Examples of games that will be modified include kickball, HORSE, and relay races. Other games for recess will be researched and implemented by the CVE PE teacher.</p> <p>Outdoor equipment will be cleaned at least once daily. Playground equipment will be sanitized after the use of each cohort.</p> <p>Staff rooms, common staff lunch areas, and workspaces will be single person usage.</p>
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2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. <input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. <input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input type="checkbox"/> Adequate cleaning of tables between meal periods. <input type="checkbox"/> Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces. 	<p>Breakfast</p> <ul style="list-style-type: none"> • Breakfast will be prepared by the kitchen staff and transported to the classrooms in designated tubs. • Students will eat breakfast in their classroom with their grade level cohort maintaining 6 feet distance. • All extra food and garbage will be removed immediately after students are done eating. <p>Lunch</p> <ul style="list-style-type: none"> • Lunch will be prepared by the Kitchen staff and transported to the classrooms in designated tubs. • Students will eat breakfast in their classroom with their grade level cohort maintaining 6 feet distance. • All extra food and garbage will be removed immediately after students are done eating. • Grade level cohorts will go to recess together

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input type="checkbox"/> 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). 	<ul style="list-style-type: none"> • Bus drivers are required to use facial shields. Facial shields will be provided for drivers. Shield must be in use when stopped but can be lifted while driving. When not using face shield, the driver should be wearing an alternative face covering. Each bus driver/staff will be required to: Visually screen students for illness, follow entry and

- Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This can be done at the time of arrival and departure.
 - If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep 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.
- 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.
- Drivers wear face shields or face coverings when not actively driving and operating the bus.
- 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).
- Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines](#) applying the guidance in section 1h of the **Ready Schools, Safe Learners** guidance to transportation settings.

- screening procedures, and Maintain logs for contact-tracing using procedures from 1a above.
- Each bus will have: the recommend three (3) feet of physical distance between passengers, the recommended six (6) feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices); reinforce this requirement by cordoning off seats as appropriate.
 - Use visual cues (e.g., floor decals, colored tape or signs) to discourage students from standing and sitting within three (3) feet of other passengers, drivers and other transit employees on the bus.
 - Clean and sanitize buses between cohort routes.
 - Meet 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.
 - All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses by different cohorts, but not less than once daily.
 - Follow CDC guidelines for cleaning.
 - Ventilation systems will be checked and maintained monthly by maintenance staff.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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 and restrooms. <input type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. <input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input type="checkbox"/> 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. <input type="checkbox"/> 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. Consider running ventilation systems continuously and changing the filters more frequently. 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. <input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. 	<ul style="list-style-type: none"> • All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses by different cohorts, but not less than once daily. • Follow CDC guidelines for cleaning. • Ventilation systems will be checked and maintained monthly by maintenance staff.

- 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](#)).
- 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](#)).

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2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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). 	<p>The Coquille School District wide nurse will coordinate and maintain all prevention-oriented health services for all students. If needed, the predetermined isolation room (locker-room) will be used. This space has adequate space for the sick individual and a staff member to be six feet apart. Room includes masks, gown, gloves and other PPE to maintain safety.</p>

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> ● Contact tracing ● The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. ● Quarantine of exposed staff or students ● Isolation of infected staff or students ● Communication and designation of where the “household” or “family unit” applies to your residents and staff <input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing: <ul style="list-style-type: none"> ● Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible ● Ensure at least 64 square feet of room space per resident ● Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; ● Configure common spaces to maximize physical distancing; ● Provide enhanced cleaning; ● Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. 	<p>Not Applicable for the Coquille School District</p>



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. <input type="checkbox"/> Establish a specific emergency response framework with key stakeholders. <input type="checkbox"/> 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.	Follow our Communicable Disease Plan (attached)

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. <input type="checkbox"/> 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. <ul style="list-style-type: none"> ● Determination if exposures have occurred ● Cleaning and disinfection guidance ● Possible classroom or program closure <input type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. <input type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. <input type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA. <input type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. <input type="checkbox"/> Continue to provide meals for students. <input type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.	<p>Field trips and other school-wide events that involve large gatherings are cancelled until state guidance is changed to permit them. Virtual assemblies and other events will be scheduled and conducted through Google Meet.</p> <p>Activate Comprehensive Distance Learning if school closes.</p> <p>Follow state and LPHA guidelines for resuming on-site instruction. Criteria will be posted on CVE website, and sent to parents via mail and phone.</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning. <input type="checkbox"/> 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. <input type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction.	<p>The instructional model for CDL will support all learners. The model for on-site learning contains the heavy use of electronic programs/systems (on-line curricula components, Google Classroom, etc.), so that a smooth transition can be made to CDL if necessary, and to maintain consistency between students on and off site.</p> <ul style="list-style-type: none"> ● All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses by different cohorts, but not less than once daily. ● Follow CDC guidelines for cleaning. ● Ventilation systems will be checked and maintained monthly by maintenance staff.

- Follow the LPHA guidance to begin bringing students back into On-Site instruction.
 - Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.

Plans to return to on-site instruction will be communicated to families in writing, phone calls, and available on the CVE website.
All plans to reopen on-site instruction will be coordinated with the LPHA.



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, 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 Include how/why the school is currently unable to meet them
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Coquille School District #8
Emergency Operation Plan

Communicable Disease Annex

Communicable Disease Annex

Background:

The Coquille SD 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 a Communicable 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. The plan is intended to mindfully plan for an event such as a pandemic and what to do before, during, and after, an event.

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 Coos 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 Communicable 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 Communicable Disease Annex will refer to *functional annexes*, such as the Communications Annex and Continuity of Operations annex to support a thorough response.

Considerations in the Communicable 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 instruction should schools close.

Access Control on School District Property:

- Follow visitor and volunteer policies that allow 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.

TEMPLATE WORKSHEET

BEFORE a Public Health Emergency

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

Goal: To Prepare the Coquille SD community in mitigating and protecting its members from rapidly spreading communicable diseases

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

WHO IS RESPONSIBLE	COURSE OF ACTION	DUE DATE	FOLLOW-UP REQUIRED
Building Admin	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	Part of all staff orientation during in-service week
Human Resources	Staff will be instructed on health insurance and sick leave policies and encouraged to stay home when sick.	Sept 1	Part of all staff orientation during in-service week
Nurse	Coordinate multiple flu shot clinics across the district and share dates and times with staff.		
Building Admin	Identify a staff person to be responsible for surveillance and infection control. (Nursing Supervisor in collaboration with Director of Safety and Communications.)		
Building Admin	Review staff contracts and Board policy regarding staff reporting expectations.		
Maintenance Supervisor	Public areas will be kept clear of all trash and clutter.	daily	
Maintenance Supervisor	Cleaning schedules and protocols will be prepared and reviewed to meet standard and incident appropriate levels.		

Maintenance Supervisor	Hand Sanitizer, tissue and trash receptacles will be spaced within 10 ft. of all entrances and exits.		
Building Admin	Distribute communication on hand washing and infection control to schools, facilities and on school and district websites.		
Building Admin	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.		
Admin Team	Provide information to staff and parents on emergency readiness short-term Distance Learning.		
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.		
Human Resources	Develop plans for operating with staff workforce reduction.		
Leadership Team	Develop plans to secure buildings, information technology, and finance.		
Building Principal/ Superintendent	Develop plans for educational continuity if schools close.		
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.		
Admin and Leadership Teams	Develop plans to conduct table-top exercises to practice and refine pandemic plan.		
Admin Team	Apply all plans and procedures to after-school programs.		
Admin Team	Plan for a full school closure or a partial school closure (i.e., some but not all schools are closed, or students are dismissed but staff works with local agencies to assist families).		
Human Resources	Encourage employees to use Direct Deposit.		
Maintenance Supervisor	Find out if vendors in the supply chain have a pandemic or emergency plan for continuity or recovery of supply deliveries.		
Superintendent	Prepare sample templates for news releases to public, staff, and parents		
Technology Director	Establish and test emergency communication protocol, including an internal communication staff tree.		
Superintendent	Provide information to staff and parents on pandemic planning for families.		
Administration aligning to protocols	<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). 	Annually by Sept 1	

	<ul style="list-style-type: none"> 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. 		
Admin and Leadership Teams	Develop and share alternative delivery options: Online learning resources Virtual assignments		
Building Admin	Develop a plan for continuation of education.		
Maintenance Supervisor	Emphasize frequent cleaning and disinfection of high touch areas, i.e., door knobs, keys, telephones, etc.		
Maintenance Supervisor	Ensure custodial staff has an appropriate plan for proper cleaning and disinfecting teaching, learning, shared spaces and play areas.		
Maintenance Supervisor	Safety committee will inventory and replenish needed supplies biannually.		
<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.		
Maintenance Supervisor	Ensure schools and departments have adequate supplies (soaps, bottles, towels, hand sanitizers, and paper towels).		
Maintenance Supervisor	Remind staff annually of opportunity to replace classroom/office cleaning bottle and towel		
Building Admin/Maintenance Supervisor	Supplies sufficient to set up two isolation or quarantine rooms will be stored in the building for emergency use.		
Maintenance Supervisor	Material for constructing signs and emergency tape will be stored with infectious disease monitoring equipment.		
<p>DURING a Communicable 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 communicable disease spreading</p>			
<p>Objective 1: Effectively focus the attention of Staff, Students and parents to mitigate the impact of any outbreak</p>			
WHO IS RESPONSIBLE	COURSE OF ACTION		
Superintendent	Conduct meeting/briefing with Incident Command Center staff to pre-stage full activation of Center.		

Superintendent	Maintain a daily link to the local health department and, if possible, to the State Emergency Operations Center and/or State Health Division via local agencies.
Admin/Leadership Teams	Provide ongoing communication to key staff on their roles and responsibilities.
Superintendent	Alert all principals of Response Plan Activation and remind them that the Event Level may escalate rapidly to the next Level or Levels.
Superintendent	Gather designated staff to review jobs and prepare for response options.
Superintendent	Develop a continuous direct link to local health department; make plans with the local health department to establish daily communications if a widespread outbreak occurs.
Admin/Leadership Teams	Provide ongoing communication to key staff on their roles and responsibilities.
Admin Team	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 emails, newsletters, fact sheets, social media, text alerts, on-demand phone system, and websites.
Superintendent	Inform the public and school district employees using appropriate communication channels; coordinate news release with public health and the Coos, Curry and Douglas Department of Education.
Superintendent	Inform the public and school district employees using appropriate communication channels; coordinate news release with public health and the Coos, Curry and Douglas Department of Education.
Objective 2: Reduce the spread of communicable disease in the school population	
WHO IS RESPONSIBLE	COURSE OF ACTION
Superintendent	Activate Incident Command Structure, Assign duties as per Infectious Disease Annex.
Business Office	Track all expenses that are connected to the event. Fill out all required forms for reimbursement by state or federal agencies.
Building attendance secretaries	Monitor student and staff attendance daily as needed. Report any escalation to Superintendent
Building Admin	Reinforce education regarding influenza infection control. Emphasize a triad of good health habits: hand hygiene, respiratory etiquette, and not touching the eyes, nose and mouth.
Human Resources	Review substitute teacher pool list. Place them on standby.
Transportation Supervisor	Sanitize schools and buses daily, or as per local health department guidelines; implement sanitizing verification process.
Building Admin	Monitor students getting off buses and out of vehicles for signs of influenza-like symptoms; do not accept students or staff with influenza-like symptoms, or quickly isolate students and staff with influenza-like symptoms.
Maintenance Supervisor	Ensure that sanitation procedures are in conjunction with public health advisories.
Maintenance Supervisor	Post signs at entrances limiting access as directed by administration. Exterior signs for parking and pickup may be necessary to limit exposure.

Maintenance Supervisor	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 Supervisor	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 Supervisor	The school health office and isolation areas for ill children and staff should be cleaned several times each day.
Nursing supervisor	Educate employees and visitors not to come to the facility if they have influenza-like symptoms.
Building Admin	Initiate screening for influenza-like illness at front desk and nurses’ offices and conduct active surveillance to look for influenza cases (i.e., review temperature logs, triage/sick call, hospitalizations, staff absences, unexplained deaths, etc.). Interview influenza-like illness cases for pandemic risk factors.
Building Admin	Activate designated influenza isolation and quarantine rooms.
Building Admin/Nurse	Isolate and send home staff or students with influenza-like 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 be escorted to and from the isolation area); a carefully monitored student checkout system should be activated.
Building Admin	Review and implement possible measures to increase “social distancing.”
???? Need to discuss	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.
Need to discuss	Restrict school visitors to parents and vendors; be alert to parents or vendors with influenza-like symptoms.
Building Admin	Prohibit congregation in hall ways and lunchrooms; if possible, serve box lunches in classrooms to avoid gathering of students in the cafeteria; stagger class changes to avoid large groups of students in the hallway; stagger dismissal for the same reason; cancel gym class, choir or other school activities that place individuals in close proximity.
Building Admin	Separate student desks as much as possible.
	Regularly wipe down high touch areas including desks, door knobs, counter tops, etc. with school supplied cloth and spray.
Objective 3: Plan and Prepare for a possible shut down of school	
WHO IS RESPONSIBLE	COURSE OF ACTION
Superintendent/ Building Admin	Review workforce reduction plan.
Superintendent/ Building Admin	Review distance learning plan.
Admin/Leadership Teams	Review continuity of operations plan

Superintendent	Maintain contact with Oregon Health, Coos County Health and Wellness, and Oregon Dept. Ed. For guidance and timing of any school shutdown
Superintendent	Notify District Principals of possible shut down of schools
Superintendent	Confirm closure with the Oregon Department of Education.
Superintendent	Determine schedule and cancel or postpone meetings that cannot be done remotely.
Superintendent/ Technology Supervisor	Secure information technology system and integrity.
Admin/Leadership Team	Implement Continuity of Operations Plan
Admin/Leadership Team	Communicate with staff regarding staffing needs, payroll, benefits, alternate ways of working..
Admin/Leadership Team	Inform the public and school district employees using appropriate communication channels; coordinate news release with public health and the Oregon Department of Education.
Maintenance Supervisor	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 Supervisor	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 Supervisor	Post directive signs on all entrances and parking lot
Maintenance Supervisor	Check all buildings and establish periodic patrols during the school closure period.
Transportation Supervisor	Clean and secure all school buses and service vehicles.

AFTER an infectious disease outbreak

Goal: Transition to a model that comes closest to meeting educational and operational goals

Objective 1: Determine what the new normal may look like assuming the potential for future waves of illness.

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 county health to determine best and worst case scenarios for future infectious disease relapse.
Building Admin	Review new standards for daily hygiene and cleanliness for staff, students and buildings.

Human Resources	Human Resources will 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.
Human Resources	Human Resources will develop a status report for each staff category by school and department: teachers, administrators, custodians, bus drivers, etc
Objective 2: Scale back ICS as students and staff return to buildings and new normal educational experience	
WHO IS RESPONSIBLE	COURSE OF ACTION
Admin/Leadership Teams	Communicate with staff and public regarding plans to move forward using all available means of communication
Admin Team	Post information on the 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).
Admin/Leadership Teams	Work with staff to confirm plan, training and tools to make plan work.
Admin Team	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
Admin/Leadership Teams	Be prepared when schools reopen, to assist students who may still need homebound instruction.
Admin/Leadership Teams	When schools reopen, re-activate social distancing strategies and monitor any illnesses.
Building Admin	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.
Admin Team/ Counselors	When possible, the Crisis Management Team staff will meet to activate the mental health plan for students and staff, in conjunction with local mental health services staff, including Post-Traumatic Stress Syndrome counseling.
Admin Team/ Counselors	A mental health status report, based on guidelines provided by the counselors and the Crisis Management Team, should be provided to the Command Center 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 Supervisor	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/Food Service Supervisors	Inspect all school cafeterias with the assistance of the local health department.
Maintenance Supervisor	<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.
Business Office	Collect and complete all forms documenting expenses that may be reimbursable by state or federal agencies.

Maintenance Supervisor	Survey supply vendors to determine when the supply chain and delivery system will be partially or fully operational; provide vendors with supply needs.
Business Office	Finance department determines the process for fast-tracking purchase orders for essential supplies.
Objective 3: Prepare for future response to a similar situation.	
WHO IS RESPONSIBLE	COURSE OF ACTION
Admin/Leadership Teams	Evaluate the effectiveness of efforts. Adjust plan for future use.
Admin/Leadership Teams	Develop a schedule to drill on and evaluate Infectious disease plan
Special Program Director/Nurse	Inventory medical supplies and re-order as approved.
Maintenance Supervisor	Inventory infection control and cleaning supplies to re-order as approved.

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 Coos County 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).