

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/1/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school has been directed to submit a plan to the district 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, 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:

Name of School, District or Program	Coquille School District: Winter Lakes Elementary School
Key Contact Person for this Plan	Sharon Nelson
Phone Number of this Person	541-396-2414
Email Address of this Person	snelson@coquille.k12.or.us
Sectors and position titles of those who informed the plan	Tim Sweeney, superintendent Tony Jones, director of Alt Ed & CTE Wayne Gallagher, special programs director Jennifer Sweeney, Winter Lakes HS principal
Local public health office(s) or officers(s)	
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Sharon Nelson
Intended Effective Dates for this Plan	August 2020 – June 2021
ESD Region	South Coast ESD

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

On July 14, Jennifer Sweeney, principal of Winter Lakes High School, emailed a letter to all K-12 Winter Lakes School System families enrolled at the end of the 2019-20 school year. The letter outlined their scheduling/attendance choices for the 2020-2021 school year and indicated that a school staff member would contact them the following week to discuss their choices. During the week of July 20, 2020, school secretaries contacted each WLSS family to discuss their thoughts regarding their attendance options for the 2020-21 school year. The information was tabulated for Jennifer Sweeney to begin planning staff and student schedules based on the needs of WLSS families.

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 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dfc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dfc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning. Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.

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

On July 28, 2020 at 1:30pm, Governor Kate Brown announced new metrics of the COVID-19 pandemic that effect whether or not an Oregon public school may open its physical campus to its students. At the submission of this blueprint to the Coquille School Board, Jennifer Sweeney and Sharon Nelson must be prepared for CDL and hybrid learning while hoping the latter will occur at some point in the school year.

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.

Winter Lakes School System already exists as a hybrid learning model with its curriculum focus primarily OdysseyWare. Because of this, WLSS learning specialists are adept at working with students in a comprehensive distance learning model and meet the CDL guidance.

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

On July 28, 2020 at 1:30pm, Governor Kate Brown announced new metrics of the COVID-19 pandemic that effect whether or not an Oregon public school may open its physical campus to its students. At the submission of this blueprint to the Coquille School Board, Jennifer Sweeney and Sharon Nelson are prepared for the Coquille School District superintendent to direct them to switch to a hybrid learning model when those metrics allow him to do so. Based on the CSD's proposed 2020-2021 calendar, Sharon Nelson and Jennifer Sweeney will have at least one week to survey parents' responses to their student's school attendance choices and write schedules that adhere to the described hybrid learning model blueprint.

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 checked="" type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting.	Communicable Disease Management Plan: Designated Person to Implement Plan: Sharon Nelson will implement measures to limit the spreads of COVID-19 within the school setting.
<input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.	
<input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with the <i>Ready Schools, Safe Learners</i> guidance and other guidance from OHA.	

- ☐ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.
- ☐ 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.
- ☐ Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.
- ☐ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.
- ☐ Process to report to the LPHA any cluster of any illness among staff or students.
- ☐ Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.
- ☐ Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance).
- ☐ Protocol to isolate any ill or exposed persons from physical contact with others.
- ☐ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance).
- ☒ 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.
 - 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.
- ☒ Required components of individual daily student/cohort logs include:
 - 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

Isolation: The current plan is to use the staff room on the stage as the designated Isolation room; occupancy max is 3. The room will be monitored when occupied. All occupants in the room will wear masks unless health conditions prohibit such use. Notification protocol will be immediately followed as students and staff sent home with possible symptoms.

Daily Logs: Daily logs for student cohorts shall be created and stored for each student cohort (transportation, class cohort, intervention cohort) via chromebook spreadsheet sign-ins; scanned logs kept on the Google Drive. Each teacher shall maintain contact logs used for attendance, small groups, intervention groups, student check-in/out logs on a daily basis. All such contact tracing logs will be maintained in the online storage system to be made available to LPHA as needed for contact tracing purposes.

shall include:

- Child's name
- Drop off/pick up time
- Parent/guardian name and emergency contact information shall be maintained and accessed via TylerSIS.
- All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers shall be logged along with their cohort interactions.

School secretary will maintain all logs used for contact tracing for a minimum of four weeks to assist the LPHA as needed.

<input checked="" 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 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. <input type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance).	
---	--

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" 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. Medically Fragile, Complex and Nursing-Dependent Student Requirements <input checked="" 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: <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <input checked="" 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: <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. 	<p>Serving Students: All plans will be developed will be in conjunction with the Special Programs Director, Special Education teacher and identified learning specialists.</p> <ul style="list-style-type: none"> • All students identified as vulnerable (either by a physician or parent/guardian notification) or living with a vulnerable family member, may be able to select the online or on-site model service option that is most appropriate for their student. • Students who experience disability will continue to receive specially designed instruction and such services shall be delivered as designed by the IEP team. • A school team, including the nurse, shall be available for parent concerns regarding 504 plan needs or supports necessary for medically fragile or vulnerable students and/or family members. • Students with language services will continue to receive English Language Development.

<ul style="list-style-type: none"> • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> • U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. • ODE guidance updates for Special Education. Example from March 11, 2020. • OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.' • OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. 	
---	--

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☑ 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. ☑ Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. ☑ 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. ☑ 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). ☑ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. 	<p>Physical Distancing/Cohorts/Face Coverings:</p> <ul style="list-style-type: none"> • Face coverings or face shields are required for all students K-12 along with all staff. (See July 2020 ODE release on Face Coverings and CDC guidelines Face Coverings) • Visitor/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are generally limited to essential personnel only. All parents/guardians needing to be on campus while doing official school business must also wear face coverings. <p>Capacity for Winter Lakes Elementary School grades K-7:</p> <ul style="list-style-type: none"> • K-3 classroom: 10 people total • 4-5 classroom: 10 people total • 6-7 classroom (gym): 65 people total • Small group instruction room: 5 people total • Intervention/resource room: 4 people total • SLC room: 8 people total • Cafeteria/Gym converted to larger classroom: 65 people total • Students will eat all meals in designated cohort classrooms or outside depending on max. occupancy of location. • Covered walk-way area: 18 people total • Outdoor Swing Area: 27 people total • Outdoor chipped play area: 100 people total • Field/Playground: 640 people total

	<ul style="list-style-type: none"> • Office: 10 people total • All restrooms: 1 person at a time <p>Students in Need of Additional Support: In all circumstances, students shall receive grace when making mistakes regarding distancing and face coverings requirements. Staff will be trained in redirecting and retraining students with such needs.</p>
--	--

1d. COHORTING

CHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☑ 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. ☑ 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). ☑ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☑ Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☑ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. ☑ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>Transportation Cohort:</p> <ul style="list-style-type: none"> • Each AM/PM route is a stable cohort. • Attendance on each bus shall be taken per route. <p>Classroom Cohorts:</p> <ul style="list-style-type: none"> • Each teacher's classroom is a cohort: K-3, 4-5, 6-7 • Recesses and PE times will be scheduled per classroom cohort • All meals will be delivered and eaten in cohort classrooms or in designated outdoor areas. • Chromebook sign-ins for each classroom; prefer scanners when available <p>Special Education/Speech and Language Cohort:</p> <ul style="list-style-type: none"> • Stable group is maintained as much as possible. In the event the stable cohort is changed, the SPED teacher and/or SLP will update the contact log. • To the maximum extent possible, students receiving supports beyond core instruction (e.g. Title, Special Education) will receive support within their grade cohort. <ul style="list-style-type: none"> ○ When a student needs or administrative logistics require a student to be pulled from a grade band cohort to receive support, it creates a new cohort and additional contact tracing log requirements. <p>Stable cohorts will be maintained to the extent possible. Attendance for each class must be submitted promptly. For students not served by a class during any time during the day, a log must be kept by the service provider.</p> <p>Cleaning/Disinfecting: Disinfection shall occur daily in each classroom. Restrooms, doorknobs, and isolation room shall be cleaned multiple times per day and logs of cleaning will be maintained by custodial staff and assigned personnel. All health authority recommendations for cleaning and sanitizing</p>

	<p>will be followed and the plan will be revised accordingly as needed and directed.</p> <ul style="list-style-type: none"> Teachers, classroom assistants, and students will develop strong hand washing hygiene using soap and water and/or hand sanitizer as needed and especially as they enter a new room.. Surfaces will be wiped down during break time. Staff will have individual hand sanitizer bottles for their work space. Each classroom has a sink for hand washing, plus quick access to a restroom next to their classroom for hand washing. <p>Staff Working with Multiple Cohorts: Staff members interacting with multiple cohorts shall wear required face coverings (masks and/or shields) and shall wash and/or sanitize hands between cohorts.</p>
--	--

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<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. <ul style="list-style-type: none"> Consider sharing school protocols themselves. <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"> Consult with your LPHA on what meets the definition of "close contact." <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
<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:	<p>Upon Entering Campus: Students will enter through the main gate only and proceed to the initial screening site in the covered outdoor corridor. The screening staff member will give them a squirt of hand sanitizer before proceeding to their designated</p>

<ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> • Trouble breathing • Persistent pain or pressure in the chest • New confusion or inability to awaken • Bluish lips or face • Other severe symptoms <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.</p> <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <i>Ready Schools, Safe Learners</i> guidance) and sent home as soon as possible. • They must remain home until 72 hours after fever is gone (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 checked="" 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>	<p>classroom. Each classroom has a sink for hand washing plus access to a restroom next to their individual classrooms.</p>
---	---

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.</p> <p><input checked="" type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit.</p> <p><input checked="" type="checkbox"/> Visitors must wear face coverings in accordance with OHA and CDC guidelines.</p> <p><input checked="" type="checkbox"/> Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have</p>	<p>Visitors/Volunteers:</p> <ul style="list-style-type: none"> • Non-essential Visitor/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. • Adults in schools are generally limited to essential personnel only. • Essential visitors (i.e. parents/guardians) must wear face coverings.

<p>been exposed to COVID-19 within the preceding 14 calendar days.</p>	<ul style="list-style-type: none"> • Signs posted on doors requiring the use of face coverings and hand sanitizing before proceeding past the office. • Essential visitors will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic. • School secretary will maintain visitor logs via spreadsheets.
--	--

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Face coverings or face shields for: <ul style="list-style-type: none"> • Staff who are regularly within six feet of students and/or staff <ul style="list-style-type: none"> • This can include staff who support personal care, feeding, or instruction requiring direct physical contact. • Staff who will sustain close contact and interactions with students. • Bus drivers. • Staff preparing and/or serving meals. 	<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
<input type="checkbox"/> Face shields, face coverings or clear plastic barriers for: <ul style="list-style-type: none"> • Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy. • Front office staff. 	<ul style="list-style-type: none"> • 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
<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>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
<input type="checkbox"/> Students who choose not to wear face coverings must be provided access to instruction.	<ul style="list-style-type: none"> • 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:
<input type="checkbox"/> ADA accommodations: If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	<ul style="list-style-type: none"> • 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;

	<ul style="list-style-type: none"> • 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
--	--

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<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.	<p>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> <ul style="list-style-type: none"> • The current plan is to use the staff room on the stage as the designated Isolation room; occupancy max is 3. <ul style="list-style-type: none"> ○ Students will continue to wear their personal face covering or one will be provided for them to wear while in the isolation room (if they can safely wear one). ○ Staff should wear a medical-grade facial covering and maintain physical distancing, but never leave the child unattended. • 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: <ul style="list-style-type: none"> ○ 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.
<input type="checkbox"/> Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <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 checked="" 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, and hands washed after removing PPE. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. 	
<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 seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <ul style="list-style-type: none"> • Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. 	
<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).	
<input type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.	



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines.	<ul style="list-style-type: none"> • All students will be enrolled following the Oregon Department of Education guidelines.
<input checked="" type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions:	<ul style="list-style-type: none"> • No student will be dropped for non-attendance if they meet the following conditions:

<ul style="list-style-type: none"> • Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or • Have COVID-19 symptoms for 10 consecutive school days or longer. <p><input checked="" 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"> ○ Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19 ○ Have COVID-19 symptoms for the past 14 days. <p>Students are encouraged to attend face-to-face, onsite learning when possible. Students identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19 may be enrolled in fully online distance learning. Students may be moved in and out of online and on-site hybrid learning as needed for safety purposes.</p> <p>Winter Lakes current school attendance policies match this policy as we are already a hybrid school using online attendance policies.</p>
--	---

2b. ATTENDANCE

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

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

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

2c. TECHNOLOGY

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

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently.	

<p>☒ Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</p> <p>☒ Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.</p> <p>☒ Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</p> <p>☒ 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.</p>	<ul style="list-style-type: none"> • Handwashing: All students will have access to hand washing prior to meals. Frequent opportunities for hand washing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer. Hand washing signs and verbal reminders will be used. • Equipment: Sharing of supplies will be restricted when possible. All shared equipment will be cleaned/wiped down between users. • Events: Off-site field trips and events requiring visitors or volunteers have been canceled. In-school events will be modified to follow cohort and social distancing guidance. Use of the building by outside groups will not be allowed. • Transitions/Hallways: Hallways/breezeways will include one-way traffic markings to reduce contact. Transitions by grade-level cohort groups will be staggered to reduce contact. Student cohorts will remain in the classroom with adult transitions when possible. Cohort classrooms will be assigned access to a single restroom, drinking fountain and hand washing station throughout the school day. • Personal Property: All personal property brought to school will be carried by the student throughout the school day in their backpack/bag. Personal property must be labeled with a student name and will only be used by the student. • Restrooms: Restrooms will be assigned to each cohort. Visual reminders will be used in all restrooms to encourage hygienic practices including: handwashing techniques, covering coughs/sneezes, social distancing, facial coverings, and COVID-19 symptoms.
--	--

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</p> <p>☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.</p> <p>☒ 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).</p> <p>☐ Develop sign-in/sign-out protocol to help facilitate contact tracing:</p> <ul style="list-style-type: none"> • Eliminate shared pen and paper sign-in/sign-out sheets. • Ensure hand sanitizer is available if signing children in or out on an electronic device. <p>☒ Install hand sanitizer dispensers near all entry doors and other high-traffic areas.</p> <p>☒ Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</p>	<ul style="list-style-type: none"> • WLE K-7 will enter through the main entrance (gate), follow social distancing markers, and proceed to the visual screening location in the breezeway (covered corridor). • Schedules will be coordinated with the transportation department and parents. • All students must enter and exit through the main entrance being mindful of the social distancing markers.. • Chromebook sign-ins for the main office; prefer scanners. • Hand sanitizer dispensers and/or bottles are at all entry doors, restrooms, and high-traffic areas.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Seating: Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times.</p> <p>☒ 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>☒ Handwashing: Remind students through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately.</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"> Furniture: All soft fabric furniture will be removed from student spaces. Seating: Classroom computer counters, tables, and desks will be arranged with students being at least six feet apart to the maximum extent possible. Students will have assigned seats and will stay in their assigned seats throughout the day. Materials: Each classroom will limit sharing of community supplies when possible (e.g., scissors, markers, pencils, etc.) If needed to share, these items will be cleaned between each use. Hand sanitizer and tissues will be available for use by students and staff and sanitizing wipes will be available for staff. Students will be assigned to consistent work stations. During any transitions, workstations will be cleaned. Each room will have a hand sanitizer station. Handwashing: All students will wash or sanitize their hands upon building entry and exit and prior to meals. Additional hand washing opportunities will be provided throughout the school day. Signage at each sink/hand washing station will remind students and staff of effective handwashing practices.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ 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>☒ After using the restroom students must wash hands with soap and water for 20 seconds.</p> <p>☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before and after using playground equipment.</p> <p>☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use.</p> <p>☒ Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance).</p> <p>☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.</p> <p>☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</p> <p>☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.</p> <p>☒ Clean all outdoor equipment between cohorts.</p>	<ul style="list-style-type: none"> All school district playgrounds are closed to the public. All students/staff wash their hands after bathroom use. Recess activities will be supervised in a manner conducive to social distancing. Students will access recess in their cohorts. Students will wash or sanitize their hands before going to recess and before returning to the building/classroom. Playground equipment will be cleaned between cohorts. Playground times will be designated for specific cohorts. Additional duties for staff to clean playground equipment established.

--	--

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry.	All meals will be prepared at Coquille Junior Senior High School and transported to WLE.
<input type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the <i>Ready Schools, Safe Learners</i> guidance).	Meals will be individually wrapped and prepared for grab and go eating.
<input type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after.	Due to the limited enrollment at WLE students will be able to grab their meal and eat in the cafeteria while maintaining their social distancing.
<input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.	Outside courtyard will also be available for students to eat
<input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.	All surfaces and chairs will be cleaned after each meal.
<input type="checkbox"/> Adequate cleaning of tables between meal periods.	

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.	<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 screening procedures, and Maintain logs for contact-tracing using procedures from 1a above.
<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 <i>Ready Schools, Safe Learners</i> guidance).	<ul style="list-style-type: none"> • 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.
<input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. <ul style="list-style-type: none"> • If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student. • If arriving at school, notify staff to begin isolation measures. • If transporting for dismissal and the student displays an onset of symptoms, notify the school. 	<ul style="list-style-type: none"> • 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.
<input type="checkbox"/> 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.	<ul style="list-style-type: none"> • 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.
<input type="checkbox"/> Drivers wear face shields or face coverings.	<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.
<input type="checkbox"/> 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).	<ul style="list-style-type: none"> • Follow CDC guidelines for cleaning.

	<ul style="list-style-type: none"> Ventilation systems will be checked and maintained monthly by maintenance staff.
--	--

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<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, restrooms, and playgrounds.	<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.
<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. 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.	
<input type="checkbox"/> 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).	
<input type="checkbox"/> Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).	

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" 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.	<ul style="list-style-type: none"> All health plans will be developed collaboratively with the school district nurse and Coos County Health and Wellness. The current plan is to use the staff room on the stage as the designated Isolation room; occupancy max is 3. The room will be monitored when occupied. All occupants in

<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 room will wear masks unless health conditions prohibit such use. Notification protocol will be immediately followed as students and staff sent home with possible symptoms.</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.	Follow our Communicable Disease Plan (attached)
<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.	

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.	<ul style="list-style-type: none"> All large school events are currently canceled. If school closes, we alter our instruction to implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. Communication from CSD to families will take place via email, paper letter, and social media platforms.
<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.	
<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 checked="" type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA.	
<input checked="" 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 checked="" type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.	

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
----------------------	--------------------

<input checked="" 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 checked="" type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction. <input checked="" type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction. <ul style="list-style-type: none"> Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	<ul style="list-style-type: none"> Instructional models include: small group and individual instruction via Google Meets. As an already-established hybrid model, our families will continue to have choices between on-site and distance learning.
--	---

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). ● Communicate with your local health department and discuss collaboration on pandemic preparedness. ● Identify any local or state reporting requirements for pandemic. ● Nursing Supervisor/Monitor and report obvious trends by conducting surveillance of students, staff and visitors ● Establish procedures for screening to be utilized with pandemic. ● Identify administrative measures to accomplish “social distancing.” ● Identify areas within the school facility that can be used for isolation and quarantine. 	Annually by Sept 1	
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.		

● **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.		

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

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

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/	Secure information technology system and integrity.

Technology Supervisor	
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).