

Pandemic Plan

Medford School District (MSD)

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Medford School District Pandemic Response Phases			
Federal Stages	Federal Government Response Stage	MSD Stages	Action Level
0	New domestic animal outbreak in at-risk country	0-4	Preparedness
1	Suspected human outbreak overseas		
2	Confirmed human outbreak overseas		
3	Widespread human outbreaks in multiple locations overseas		
4	First human case in North America		
5	Spread throughout United States	5	Response
6	Preparation For Subsequent Waves & Recovery	6	Recovery

Considerations

The Plan

- Establish a planning team with the appropriate skillsets, resources and authority
- The planning process is more important than the plan - The plan is a living document - It serves as the foundation for a response - It is best practice to refine the plan based on the current situation and lessons learned
- Collaboration with other organizations who have experienced or are experiencing a similar situation is encouraged
- Do not put anything in the plan that you do not intend to do or consider as a viable option
- Keep it simple - Lean toward clarity

School and District Impact and Issues

- Potential for school/district closings
- Large numbers of staff absent, difficult to maintain school operations/support functions
- Loss of services from suppliers (e.g. food services and transportation)
- Student absenteeism elevated above normal trends
- Parents who choose to keep children at home
- Methods of continued instruction should schools close

Community Impacts

- Large percentages of the population may be unable to work for days/weeks/months
- Parents may be unable to work during large-scale, prolonged school closures
- Parents/Teachers may be working remotely with kids at home doing distance learning
- Significant numbers of people and expertise may be unavailable
- Emergency and essential services such as fire, police, and medical may be diminished
- School operations may be affected significantly
- Financial and social impacts of prolonged school closures
- Supply chain disruptions - high demand, low supply, increased lead times and prices

Priorities of Work During a Pandemic Type Event

- Limit illness, the spread of illness, and emotional trauma/stigma
- Establish a network of partnerships
- Effective communication – clear, concise and timely
- Proactive Preparation
- Education of the issue
- Promote a calm and graduated response

Priorities of Work During a Pandemic Type Event (Continued)

- Preserve continuity of essential functions
- Minimize social and educational disruption
- Minimize instructional loss
- Be a community resource

Access Control

- Follow visitor and volunteer policies that enable school administrators to control access to the buildings.
- Each school should have a plan to lock out certain entrances and exits and to monitor others, if necessary.
- When necessary, identify a main entrance and an indoor screening area at each school where students and staff can be screened prior to moving to classrooms or other areas of the building.

Other Considerations

Federal, State, local, tribal, and territorial laws, regulations, and policies regarding student dismissal from schools, school closures, funding mechanisms, and educational requirements should be taken into account throughout pandemic planning, preparation, response and recovery.

Oregon Health Authority (OHA), other medical professionals, City, County and State authorities, and the Center for Disease Control (CDC) are the subject matter professionals in these situations. They will be publishing guidelines, directives and providing resources that we should nest in our preparation, response and recovery within this plan.

According to experts, the most severe pandemic events can last weeks to months, which would have significant educational impacts for students. Alternative methods of home based instruction is a significant undertaking. In the event, we anticipate a prolonged closure; we will explore feasible options for alternative delivery methods. Proactive planning for prolonged school closures and/or “operations other than normal” will increase the readiness and capacity of the Medford School District to provide opportunities for continued instruction and other assistance to students and staff. Television, radio, mail, internet, phones and other media are all potential options toward a non-standard solution.

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. It will strengthen our community’s resiliency to an event of this nature.

Closing schools should be a measure of last resort. A decision of this magnitude would be made with input and recommendations from health authorities.

Important Definitions

Communication is one of the most important functions we need to leverage throughout any incident. It is critical to healthy organizational behavior and a high performing culture. Effective communication builds trust and credibility.

As part of this effort, we need to ensure we are speaking the same language throughout our organization and with our partner organizations. It is important that we familiarize ourselves with the terms and references specific to this incident.

1. **Pandemic** – A disease prevalent over a whole country or the world.
2. **Isolation** – separating those with confirmed infections from other people, so that they can get better without infecting anyone else.
3. **Quarantine** – restricting the movement of, or isolating, people who might have been exposed to an infection but who are not yet sick.
4. **Social Distancing** – refers to a slew of tactics meant to keep people from congregating in large crowds, to slow the spread of a virus.
5. **Public Spacing** – An example of public spacing would be continuing with a sporting event, but having no public present.

Acronyms

AAR – After Action Review

BPT – Be Prepare To

CDC – Center For Disease Control

EOC – Emergency Operations Center

EOP – Emergency Operations Plan

FAQ – Frequently Asked Questions

HVAC – Heating, Ventilation and Air Conditioning

IT – Information Technology

NTS – Network Telecom Services

ODE – Oregon Department of Education

OHA – Oregon Health Authority

PMCS – Preventative Maintenance Checks and

PPE – Personal Protective Equipment

SDS – Safety Data Sheets

TTPs – Tactics, Techniques and Procedures

Preparedness (Stages 0-4)

Begins following the first indications of an outbreak in the United States (U.S.) or when an outbreak overseas initiates with the potential to spread worldwide:

Action Steps:

Athletic Directors

Encourage athletes not to share equipment and drinks. Emphasize cleanliness and personal hygiene.

Review plans/options for cancelling or “public spacing” of athletic events scheduled in public spaces.

Communication Department

Start messaging via the website and other mediums of communication at the District’s disposal. Make sure all updates are verified for accuracy.

Provide information to staff, students and community members on best practices in how to stop the spread of infectious disease through hand washing, cough and sneeze etiquette, not touching your face, utilization of sick time, flu shots and recognizing the signs and symptoms of a sickness/outbreak. Caution individuals to the danger of over washing their hands to the point where they are dry, cracked, and more susceptible to germs.

Provide information to staff and parents on preparation, response and recovery readiness.

Encourage parents to keep all sick children at home and encourage staff to remain at home if they become ill.

Encourage parents to generate options for alternative child-care plans.

Establish initial communication with all stakeholders/partners immediately.

Identify public health department contacts (including 24/7 contact information).
Start developing a comprehensive Frequently Asked Questions (FAQ) reference. Make sure all messaging is in Spanish as well.
Identify any local or state reporting requirements.
Track international, national, regional, and local trends utilizing the local health department resources.
Prepare to establish an information hotline.
Develop information sharing systems.
Consider how to handle symbolic type events (Stadium Lightings, Proms, Graduations, etc.)

District Office
Identify a team to be responsible for surveillance, communication and infection control. <i>(Director of Facilities, Security and Emergency Management, Communications Specialist and Nursing Supervisor in collaboration with any other necessary subject matter experts)</i>
Prepare to provide executive level leadership and support throughout the incident.
Develop plans for operating with a reduced workforce.
Plan for a full school closure or a partial school closures (i.e., some but not all schools are closed, or students are dismissed, but staff works with local agencies to assist families).
Establish a leadership succession plan and levels of decision-making authority protocol.
Develop information sharing systems.
Plan for continuation of childcare services at district sites throughout a shutdown.

Plan to establish feeding sites during shutdown.
Consider how to handle symbolic type events (Stadium Lightings, Proms, Graduations, Parades, etc.)
Prepare a plan for potential Chromebook distribution.
Plan to transition education from brick and mortar instruction to a distance learning alternative via a Learning Management System (LMS)

Facilities Department
Ensure custodial staff have appropriate plan, training and resources for effectively cleaning and disinfecting teaching, learning, shared spaces and play areas.
Inventory supplies and tools (cleaning agents, soaps, bottles, microfiber cloths, Safety Data Sheet (SDS) labels, hand sanitizers, paper towels, Clorox wipes, gloves, masks, etc.)
Check with suppliers on current availability, order quantity/frequency restrictions, lead times and prices. Monitor consumption rates. Adjust on-hand inventory levels as necessary.
Make sure schools and departments have adequate resources on site (soaps, hand sanitizers, paper towels, etc.) and that they are being replenished on a regular basis.
Inventory and do Preventative Maintenance Checks and Services (PMCS) on deep cleaning equipment (floor machines, hand held and back pack electrostatic sprayers, etc.).
Ensure custodial staff are trained on the proper use of the deep cleaning equipment.
Be prepared To (BPT) rotate deep cleaning equipment around sites based on priority.
Emphasize and increase cleaning of high contact surfaces throughout the district. Make sure this is visible action seen during the day shifts as well.

Conduct a staffing analysis of light duty personnel, substitute custodians, and overtime needs based on the potential need to increase custodial staffing numbers at the sites.
Find out what product the Oregon Health Authority (OHA) recommends for decontaminating a school site in the event it is necessary. Check on-hand inventory.
Monitor trends and tactics, techniques and procedures (TTPs) being used by other schools and districts throughout the state and across the nation.
Research outsourcing options for deep cleaning in the event large scale cleaning is required that current staffing levels cannot support.
Work with the communications specialist to inform staff, students and community members what is being done.
Make sure employees, students and visitors can wash their hands when entering and leaving a facility.
Consider adding additional mobile sinks where/when necessary.
Prepare for potential Incident Command Center protocol, location, equipment and personnel.
Plan and conduct a tabletop exercise.
Refine the plan as necessary.
Plan for custodial teams to support feeding sites during shutdown.
Plan to support the continuation of childcare services at district sites throughout a shutdown.

Food Services
Start planning to serve food at specified sites during closures (Hot meals, grab and go style, signage, etc.).

If necessary and feasible, consider delivery utilizing the buses.

Human Resources Department

Consider coordinating multiple flu shot clinics throughout the district.

Review staff contracts and Board policies regarding staff reporting expectations and pay.

Analyze options and considerations for working remotely.

Encourage employees to use Direct Deposit.

Develop and maintain employee emergency contact lists.

Conduct an analysis of mission essential staff with young children (because they are more likely to remain home during a widespread illness event) to determine if redundancy plans are necessary; develop a Fitness for Duty checklist to determine if an employee is ready to return to work and under what conditions.

Work with teaching and learning, the nurses and site/department leadership to identify administrative measures to accomplish **isolation, quarantine and social distancing.**

Information Technology (IT)/Network Telecom Services (NTS) Departments

Develop and maintain a tool for tracking daily attendance for students and staff district wide.

Develop and maintain a system for reporting daily attendance trends of staff and students.

Inventory of Chromebook availability throughout schools. Consider whether they need to be distributed after an unanticipated shutdown, whether students should take them home following a planned shutdown and/or keep them over summer months.

Inventory available hotspots and/or increase on hand numbers to provide for staff and families who may not have adequate connectivity for work/distance learning during a shutdown.

Prepare to provide WIFI access in school parking lots for families who may not have adequate access in their homes.

Prepare to stand up a customer service line to support students, staff and families with technology issues throughout the duration of a shutdown.

School Based Staff/Administration

Do not enroll any students without appropriate immunization records, based on immunization and other health guidelines provided by the local health department, the Jackson County Health Department and/or the United States Department of Health and Human Services.

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.

School Nurses

Provide input and subject matter expertise to the district communications specialist for messaging.

Be a resource at the sites by providing information to staff, students and community members on best practices in how to stop the spread of infectious disease through hand washing, cough and sneeze etiquette, not touching your face, utilization of sick time, flu shots and recognizing the signs and symptoms of a sickness/outbreak. Caution individuals to the danger of over washing hands to the point where they are dry, cracked, and more susceptible to germs.

Model correct behavior at the schools.
Keep lines of communication with the health department open as needed; however, the district communication specialist will serve as the direct link to the local health department and/or Incident Command staff. Nurses should channel questions to the district communications office as necessary.
Monitor trends in the schools and help provide clarity on the health situation(s) we are facing at the sites. Report observed trends to site leadership and the communications department.
Inventory supplies and first aid kits for personal protective equipment (PPE).
Establish procedures for screening to be utilized during pandemic type event.
Provide routine training about transmission, prevention and control measures.
Identify areas within the school facility that can be used for isolation and quarantine.

Teaching and Learning Department
Establish a team to develop a plan for continuity of education delivery (on-line learning resources, virtual assignments, take home packets, remote work, etc.).
Establish a training plan for teachers and principals on alternative methods of education delivery.
Monitor options other districts are using throughout the state and nation for alternative education delivery methods.

Work with the communications specialist on messaging the alternative delivery method options when necessary.

Analyze substitute teacher pool, ratio of numbers available versus numbers needed.

Apply all plans and procedures to after-school programs and athletics.

Assess policy and guidelines for all out-of-country and in country, out of state field trips.

Work with site leadership to assess their needs and to make sure they are supporting and messaging the pandemic policies and actions.

Plan to transition education from brick and mortar instruction to a distance learning alternative via a Learning Management System (LMS)

Transportation

Review bus “routine” and “deep” cleaning procedures, resources and staffing capacity.

Consider plans for utilizing buses for food deliver during a shutdown.

Response (Stage 5)

Begins after a suspected pandemic case is diagnosed in a MSD school and/or when guidance is received from the Oregon Health Authority (OHA) and/or a State agency:

School operations may continue; however, in this phase, the Superintendent in consultation with local and/or state public health authorities may also order a partial closure of schools and/or a full shutdown of all schools, departments, and after-school activities.

They may all occur in different phases and on more than one occasion based on the evolving situation. **Closing schools should be a measure of last resort.** A decision of this magnitude would be made with input and recommendations from health authorities.

The State may declare a State of Emergency. The County may set up an Incident Command Post and the City may open their Emergency Operations Center (EOC) for 24/7 operations. We would need to be in close communication with all of these entities throughout the incident.

The response phase tasks build on the preparation phase tasks. Not all options have to be implemented, but they should be ready to execute in support of the current course of action at a moment's notice. We have moved from the preparation phase into the execution phase.

Action Steps:

Athletic Directors

Encourage athletes not to share equipment and drinks. Emphasize cleanliness and personal hygiene.

Implement plans/options for cancelling or “public spacing” of athletic events scheduled in public spaces when necessary.

Work closely with the Oregon School Activities Association (OSAA) to determine necessary actions.

Campus Monitors

Provide security personnel to limit access to the school buildings. Persons presenting influenza-like symptoms should not be allowed into the buildings. If a parent is at school to pick up his or her child before normal dismissal, the student should be brought to the parent outside the building. Each person cleared to enter the building will display their identification badge or school issued sticker.

If you observe an individual who warrants medical evaluation, notify health services staff.

Communication Department

Continue messaging via the website and other mediums of communication at the District's disposal. Make sure all updates are verified for accuracy.

Continue to provide information to staff, students and community members on best practices in how to stop the spread of infectious disease through hand washing, cough and sneeze etiquette, not touching your face, utilization of sick time, flu shots and recognizing the signs and symptoms of a sickness/outbreak. Caution individuals to the danger of over washing hands to the point where they are dry, cracked, and more susceptible to germs.

Encourage parents to keep all sick children at home and encourage staff to remain at home if they become ill.

Provide information to staff and parents on actions underway.

Continue to encourage parents to generate options for alternative child-care plans.

Maintain communication with all stakeholders/partners involved.
Keep public health department contacts up to date (including 24/7 contact information).
Complete all local and/or State reporting requirements for the pandemic.
Expand the FAQ with all relevant information. Make sure all messaging is in Spanish as well.
Track international, national, regional, and local trends utilizing the local health department resources.
Open the information hotline when necessary.
Discourage staff from setting up community use food areas (office snacks, break rooms, group - buffet style lunches, potlucks, etc.).
Maintain and expand information sharing systems.
Prepare to field request for symbolic type events (Stadium Lightings, Proms, Graduations, Parades, etc.)

District Office
Expand the team for surveillance, communication and infection control as necessary. (<i>Director of Facilities, Security and Emergency Management, Communications Specialist and Nursing Supervisor in collaboration with any other necessary subject matter experts</i>)
Provide executive level leadership and support throughout the incident. Interface with Oregon Department of Education (ODE), other Superintendents and the public as necessary.
Be Prepared To (BPT) to implement reduced workforce plans.
Plan for a full school closure or partial school closures, including after school programs and extracurricular activities. BPT to cancel all non-essential activities.
BPT to execute the leadership succession plan and levels of decision-making authority protocol.

Provide communication to key staff on their roles and responsibilities and the preferred course of action.
Alert all principals of potential response plan activation and remind them that the situation may escalate rapidly to the next level or higher.
Activate procedures to isolate students and staff that present influenza-like symptoms.
Identify mission essential personnel to operate through school closures.
BPT activate educational continuity plan.
Communicate all closures with Oregon Department of Education (ODE)
Maintain and expand information sharing systems.
When necessary, execute continuation of childcare services at district sites throughout a shutdown.
When necessary, establish feeding sites during shutdown.
Prepare to field requests for symbolic type events (Stadium Lightings, Proms, Graduations, Parades, etc.)
If necessary, implement a Chromebook distribution plan.
If necessary, transition education from brick and mortar instruction to a distance learning alternative via a Learning Management System (LMS)

Facilities Department
Ensure custodial staff have appropriate plan, training and resources for effectively cleaning and disinfecting teaching, learning, shared spaces and play areas.

<p>Monitor inventory levels for supplies and tools (cleaning agents, soaps, bottles, microfiber cloths, SDS labels, hand sanitizers, paper towels, Clorox wipes, gloves, masks, etc.).</p>
<p>Check with suppliers on current availability, order quantity/frequency restrictions, lead times and prices. Monitor consumption rates. Adjust on-hand inventory levels as necessary.</p>
<p>Make sure schools and departments have adequate resources on site (soaps, hand sanitizers, paper towels, etc.) and that they are being replenished. Move additional supplies to the schools as necessary. Drop off Clorox wipes to front offices and extra spray bottles with microfiber cloths to sites.</p>
<p>Monitor operational readiness of deep cleaning equipment (floor machines, handheld and backpack electrostatic sprayers, etc.).</p>
<p>Ensure all new custodial staff are trained on the proper use of the deep cleaning equipment.</p>
<p>Rotate deep cleaning equipment around sites based on priority.</p>
<p>Emphasize and increase cleaning of high contact surfaces throughout the district. Make sure this is visible action seen during the day shifts as well.</p>
<p>Conduct a staffing analysis of light duty personnel, substitute custodians, and overtime needs based on the need to increase custodial staffing numbers at high priority sites.</p>
<p>Assist campus safety personnel in securing all buildings.</p>
<p>Monitor trends and tactics, techniques and procedures (TTPs) being used by other schools and districts throughout the state and across the nation.</p>
<p>BPT to utilize outsourcing options for deep cleaning in the event large scale cleaning is required that current staffing levels cannot support.</p>
<p>Work with the communications specialist to inform staff, students and community members what is being done throughout the incident.</p>
<p>Make sure employees, students and visitors can continue to wash their hands when entering and leaving a facility.</p>
<p>Prepare for potential Incident Command Center protocol, location, equipment and personnel.</p>

Rehearse courses of action before execution – walk through, talk through.
Ensure all sanitation procedures are in conjunction with public health advisory recommendations.
During the day, where operationally possible, increase ventilation and/or fresh air intake to the facility to decrease the spread of disease. Following each school day, the school should be thoroughly ventilated and cleaned: opening all doors and windows and/or turning the Heating, Ventilation and Air Conditioning (HVAC) systems up and/or consider running them for extended hours (24/7). HVAC filters should be changed regularly.
Check all buildings and establish periodic patrols during school closure periods.
Mobilize deep cleaning teams with electrostatic sprayers for high priority schools.
Establish an inspection team to thoroughly inspect sites prior to reopening after a closure.
Disinfect all work areas, counters, restrooms, doorknobs, 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).
Consider adding additional mobile sinks where/when necessary.
The school health office and holding areas for ill children and staff should be cleaned several times each day.
Refine the plan as necessary.
When necessary, provide custodial teams to support feeding sites during shutdown.
When necessary, support the continuation of childcare services at district sites throughout a shutdown.
Encourage staff to prop open interior doors that do not need to be opened and closed (touched) repeatedly.
BPT increase security measures throughout the District to address increased criminal activity.

Food Services

When necessary, execute plans to serve food at specified sites during closures (Hot meals, grab and go style, signage, etc.).

If necessary and feasible, execute delivery of food utilizing the buses.

All perishable food items should be disposed of if the cafeteria is closed.

When school is in session, BPT to provide box lunches where necessary so that kids do not have to mass in cafeterias.

Human Resources Department

Message reporting expectations and pay protocols.

Consider options for staff to work remotely when necessary.

Monitor employee substitute pools; cross train and build redundancy where necessary.

Maintain employee emergency contact lists.

BPT to implement a Fitness for Duty checklist to determine if an employee is ready to return to work.

IT/NTS Departments

Maintain a tool for tracking daily attendance for students and staff district wide.

Maintain a system for reporting daily attendance trends of staff and students.

Monitor all alarms and surveillance systems during closures.

If necessary, issue Chromebooks. Consider whether they need to be distributed after an unanticipated shutdown, whether students should take them home following a planned shutdown and/or keep them over summer months.

If necessary issue hotspots based on priority and/or increase on hand numbers to provide for staff and families who may not have adequate connectivity for work/distance learning during a shutdown.

If necessary, provide WIFI access in school parking lots for families who may not have adequate access in their homes.

If necessary, stand up a customer service line to support students, staff and families with technology issues throughout the duration of a shutdown.

Mental Health

When possible, collaborate with local agencies to assist families as necessary.

School Based Staff/Administration

Do not enroll any students without appropriate immunization records, based on immunization and other health guidelines provided by the local health department, the Jackson County Health Department and/or the United States Department of Health and Human Services.

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.

Monitor student and staff attendance daily. Report critical shortages to HR.

Implement screening procedures to stop sick staff, students, and visitors from coming into the school.

Restrict school visitors to parents and vendors; be alert to parents or vendors with influenza-like symptoms.
Start to think about things you can do at your schools to minimize unnecessary contact. When necessary, prohibit congregation in hallways 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.
Determine minimum staffing level - the level at which you can no longer provide services to students. Send to Assistant Superintendent of Education.
Have kids wash hands throughout the day. One class we observed had them wash their hands 3 x times throughout the day and wiping their desks at the end of the day. This a best practice.
Consider stopping the practice of shared food when not necessary – buffet-style lunches, office food, break room food, classrooms events, potlucks, etc.
When necessary, do not allow non-essential visitors into the schools. Make sure approved essential visitors are healthy and wash their hands before entering.
When necessary, do not allow parents to congregate in the schools during drop off/pick up times. Students can be picked up outside. Staff can escort kids who need to leave during the day outside to their parents.
Increase screening of sick staff, visitors and students.
Communicate with your teams.

School Nurses
Provide input and subject matter expertise to the district communications specialist for messaging.
Be a resource at the sites by providing information to staff, students and community members on best practices in how to stop the spread of infectious disease through hand washing, cough and sneeze etiquette, not touching your face, utilization of sick time, flu shots and recognizing the signs and symptoms of a sickness/outbreak. Caution individuals to the danger of over washing hands to the point where they are dry, cracked, and more susceptible to germs.
Model correct behavior at the schools.

Keep lines of communication with the health department open as needed; however, the district communication specialist will serve as the direct link to the local health department and/or Incident Command staff. Nurses should channel questions to the district communications office as necessary.

Monitor trends in the schools and help provide clarity on the health situation(s) we are facing at the sites. Report observed trends to site leadership and the communications department.

Inventory supplies and first aid kits for personal protective equipment (PPE).

Implement screening procedures throughout pandemic event.

Activate procedures to isolate students and staff that present influenza-like symptoms; encourage parents to keep their children at home if they have symptoms and to let the school know about their child's symptoms; encourage staff to remain at home if they have influenza-like symptoms and to report these symptoms to the school.

Set up areas within the school facility for isolation and quarantine.

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.

Teachers

Do not allow students or staff into school who are presenting influenza-like symptoms; monitor students and staff closely for influenza-like symptoms.

Help restrict school visitors to parents and vendors; be alert to parents or vendors with influenza-like symptoms.

Separate student desks as much as possible.

Regularly wipe down high touch areas including desks, door knobs, counter tops, etc. with school supplied microfiber cloth and spray.

BPT to execute the district's educational continuity plan.

Teaching and Learning Department

When necessary, execute a training plan for teachers and principals on alternative methods of education delivery (on-line learning resources, virtual assignments, take home packets, remote work, etc.).

Continue to monitor options other districts are using throughout the state and nation for alternative education delivery methods.

Work with the communications specialist on messaging the alternative delivery method options when necessary.

Analyze substitute teacher pool, ratio of numbers available versus numbers needed.

Apply all plans and procedures to after-school programs, athletics and extracurricular activities.

When necessary, screen/cancel all out-of-country and in-country, out of state field trips.

Work with site leadership to assess their needs and to make sure they are supporting and messaging the pandemic policies and actions.

Transportation

Conduct routine cleaning of buses daily, conduct deep cleaning of buses weekly or as per local health department guidelines; implement sanitizing verification process. Deep clean buses daily when a sick or suspected ill student rides the bus. Spot clean as necessary. BPT to move to deep cleaning daily if necessary.

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.

Recovery (Stage 6)

Begins when the initial wave has passed. There may be overlap in response and recovery depending on the situation and whether there are subsequent waves.

Previous pandemics have been associated with subsequent “waves” of influenza-like illnesses after an initial wave resolve. After an initial pandemic outbreak, subsequent outbreaks are likely. The recovery period will involve both recovering from the pandemic emergency, evaluating the response to it and preparing for subsequent waves of pandemic flu.

All recovery phase actions/options will remain in place until the pandemic has been resolved completely.

Communication Department

If a school or schools were closed, share a timeline for opening with staff, parents, community, and media.

Message what was done during the recovery effort.

If a school or schools had a confirmed case of a sickness, but did not close, consider holding a joint press conference with the superintendent, OHA, and any other pertinent medical staff to discuss the current situation, the rationale for the selected response strategy and the way forward.

District Office

If a school or schools had a confirmed case of sickness, but did not close, consider holding a joint press conference with the superintendent, OHA, and any other medical staff to discuss the current situation, the rationale for the selected response strategy and the way forward.

Establish a timeline and staffing threshold for opening schools and other buildings based on reports from Human Resources, building and bus inspections, and the local health department; determine which schools can open and if temporary consolidation of schools is appropriate. Include other agencies in the discussion about re-opening schools, public health, mental health, fire marshal, law enforcement, public transportation, etc.

Begin discussions on restructuring and resuming extra-curricular activities and after-school programs when necessary.

Facilities Department

Inspect all facilities, equipment, materials, etc. and determine status and needs for operations to resume. Maintain a status update for facilities not ready for occupancy.

When necessary, inspect all school cafeterias with the assistance of the local health department.

Evaluate the effectiveness of surveillance and infection-control measures during the pandemic flu and summarize observations.

Evaluate the remaining infection control supplies and restock as necessary.

Conduct a thorough after action review (AAR) of the incident, response, recovery. Update the emergency operation plan (EOP) and the infectious disease annex as necessary.

Mental Health

When necessary, the Crisis Management Team staff will activate a mental health plan for students and staff, in conjunction with local mental health services staff, including Post-Traumatic Stress Syndrome counseling.

When necessary, post information on school district website for parents regarding helping children cope with tragedies (i.e., Teaching Children How to Respond to Tragedies from the National Association of School Psychologists).

When necessary, a mental health status report, based on guidelines provided by the counselors and the Crisis Management Team, should be provided to district leadership each day. This report should include the mental status of students and staff in order to determine if additional mental health services are needed.

Teaching and Learning Department

Develop an instructional reconstruction checklist (based on the length of the 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 (ODE).

When schools reopen, many students may need homebound instruction or other alternative methods to help them strengthen skills diminished over a long absence.

Transportation

Inspect all buses to verify deep cleaning completion.