

## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Under ODE’s *Ready Schools, Safe Learners* guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> 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,<sup>3</sup> parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Grant County ESD
Key Contact Person for this Plan	Robert Waltenburg
Phone Number of this Person	541-575-1349
Email Address of this Person	<a href="mailto:waltenburg@grantesd.k12.or.us">waltenburg@grantesd.k12.or.us</a>
Sectors and position titles of those who informed the plan	Robert Waltenburg, Superintendent Stacie Holmstrom, Business Manager Donna Becker, Technology Specialist Wendy Burrell, Special Ed Director Shelley Myers, SLP Kristi Moore, Curriculum Specialist/SIA Liaison Bret Uptmor, Superintendent, John Day School District Kathryn Hedrick, Superintendent, Dayville School District Casey Hallgarth, Superintendent, Prairie City School District Laura Thomas, Superintendent, Monument School District
Local public health office(s) or officers(s)	Jessica Winegar, RN, Nurse Manager Grant County Health Dept Kimberly Lindsay, Local Public Health Authority, Grant County Health Department Director
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Robert Waltenburg, Superintendent
Intended Effective Dates for this Plan	July 1, 2020 - ?
ESD Region	Grant County 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.

We are relying on information gained by our component districts to determine reopening timelines and strategies. Because Grant ESD does not operate a school, we only serve students in component district buildings. We will follow the direction set forth in those buildings for dealing with students.

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

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

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

3. Indicate which instructional model will be used. This does not apply if you are an online school or virtual public charter school and had a virtual online instructional model already in place pre-COVID-19.

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 3-14 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) 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.

[Complete after June 30, 2020 when Comprehensive Distance Learning Guidance is released by ODE.] Describe how your school's model aligns to the Comprehensive Distance Learning Guidance.

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

[Complete after June 30, 2020 when Comprehensive Distance Learning Guidance is released by ODE.] Describe how your school's model aligns to the Comprehensive Distance Learning Guidance.

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

# ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



## 1. Public Health Protocols

### 1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting.	<ul style="list-style-type: none"> <li>• Pandemic Annex p. 9 details steps taken to mitigate and minimize the spread of COVID-19.</li> </ul>
<input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.	<ul style="list-style-type: none"> <li>• Communicable Disease Plan</li> </ul>
<input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.	<ul style="list-style-type: none"> <li>• Designated individual for physical distancing enforcement will be the Superintendent.</li> </ul>
<input checked="" type="checkbox"/> 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.	<ul style="list-style-type: none"> <li>• Names are included in the Pandemic Annex p. 8.</li> </ul>
<input checked="" type="checkbox"/> Process and procedures to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained.	<ul style="list-style-type: none"> <li>• Ready Schools, Safe Learners Sections 1-3 will be presented to all staff at the August 14<sup>th</sup> ESD staff inservice. This is a mandatory event for all staff.</li> </ul>
<input checked="" type="checkbox"/> Protocol to notify the local public health authority ( <a href="#">LPHA Directory by County</a> ) of any confirmed COVID-19 cases among students or staff.	<ul style="list-style-type: none"> <li>• Because schools cannot test for COVID, this is actually the other way around. The LPHA will notify the school of any positive cases and request contact logs.</li> </ul>
<input checked="" type="checkbox"/> Plans for systematic disinfection of offices, bathrooms and activity areas.	<ul style="list-style-type: none"> <li>• Cleaning is outlined in the Communicable Disease Plan p. 6 and the Pandemic Annex p. 11</li> </ul>
<input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.	<ul style="list-style-type: none"> <li>• The LPHA (Jessica Winegar) met with all superintendents/delegates to discuss reporting on June 11, 2020; The Pandemic Annex (pp. 11-12) also includes directives for contacting the LPHA if cohorts experience more than one symptomatic student per cohort.</li> </ul>
<input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.	<ul style="list-style-type: none"> <li>• As outlined in the Communicable Disease Plan p. 7, Grant ESD will provide all logs requested by the LPHA.</li> </ul>
<input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).	<ul style="list-style-type: none"> <li>• Screening protocols and logging sheets are defined in the Communicable Disease Plan p. 5 and Pandemic Annex p. 13. Appendices include log sheets.</li> </ul>
<input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.	<ul style="list-style-type: none"> <li>• As outlined in the Pandemic Annex pp.7, 11, and 13, isolation areas/rooms will be utilized when students exhibit symptoms of illness. These are defined by the local buildings.</li> </ul>
<input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).	<ul style="list-style-type: none"> <li>• All communication will be coordinated with the LPHA per the Communicable Disease Plan p. 7 and the Pandemic Annex p. 7</li> </ul>
	<ul style="list-style-type: none"> <li>• Daily logs will be maintained for contact tracing purposes, but will not be made available unless requested by the LPHA. These logs will be considered protected information. See Communicable Disease Plan Appendix B and Pandemic Annex Appendices A, B, and C.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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.               <ul style="list-style-type: none"> <li>• 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 <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>• If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> </li> <li>☒ Required components of individual daily student/cohort logs include:               <ul style="list-style-type: none"> <li>• Child’s name</li> <li>• Drop off/pick up time</li> <li>• Parent/guardian name and emergency contact information</li> <li>• All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> </li> <li>☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</li> <li>☒ 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.</li> <li>☒ Protocol to respond to potential outbreaks (see section 3 of the <b>Ready Schools, Safe Learners</b> guidance).</li> </ul>	<p>In addition, itinerant staff working in multiple settings per week will be required to maintain contact logs and provide these logs to the LPHA upon request.</p> <ul style="list-style-type: none"> <li>• See Section “Response to Outbreak” in the Communicable Disease Plan p. 8.</li> </ul>

### 1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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.</li> </ul> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <ul style="list-style-type: none"> <li>☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:               <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> </li> <li>☒ 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:</li> </ul>	<ul style="list-style-type: none"> <li>• See “Vulnerable Populations: in the Communicable Disease Plan pp. 3-4</li> <li>• Grant ESD relies upon the Grant County Health Department and the Strawberry Wilderness Family Clinic to assist with individual student nursing care needs. John Day School District does have a SBHC within its building, so John Day School District 3 students requiring nursing care are coordinated within the clinic. See Communicable Disease Plan pp. 3-4.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>• 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.</li> <li>• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>• 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.</li> <li>• Service provision should consider health and safety as well as legal standards.</li> <li>• Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>• High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>• Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ US 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.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ 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’.</li> <li>○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.</li> </ul> </li> </ul>	

### 1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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.</li> <li>☒ Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals.</li> <li>☒ 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.</li> <li>☒ 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).</li> </ul>	<ul style="list-style-type: none"> <li>• Grant County ESD does not serve students within its building. We will rely on local building plans for meeting this requirement. Our large conference room is able to hold 17 people (600 ft<sup>2</sup>) and our small conference room is able to hold seven people (240 ft<sup>2</sup>). See Communicable Disease Plan pp. 5-6 and Pandemic Annex p. 9.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.	

#### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> <li>The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> <input checked="" type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <b>Ready Schools, Safe Learners</b> guidance). <input checked="" type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input checked="" type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input checked="" type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. <input checked="" type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	

#### 1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" 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"> <li>Consider sharing school protocols themselves.</li> </ul> <input checked="" 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"> <li>Consult with your LPHA on what meets the definition of "close contact."</li> </ul> <input checked="" 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 checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community.	<ul style="list-style-type: none"> <li>Communication strategies and plans are outlined in the Communicable Disease Plan p. 7, the Communication Annex pp. 4-5, and the Pandemic Annex pp. 7, 8, and 12.</li> </ul>

#### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> <li>Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing.</li> <li>Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting,</li> </ul>	<ul style="list-style-type: none"> <li>Not only will these directives be discussed at our August 14<sup>th</sup> staff meeting, but they are also outlined in the Communicable Disease Plan p. 4 and Pandemic Annex p. 8.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>nasal congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</p> <ul style="list-style-type: none"> <li>• Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> <p><input checked="" 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"> <li>• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible.</li> <li>• They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.</li> </ul> <p><input checked="" 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 checked="" 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>	<ul style="list-style-type: none"> <li>• Grant ESD staff will be screened each day per the Communicable Disease Plan p. 5 and Pandemic Annex p. 13. Screenings will be documented on log sheets and available for four weeks at the ESD building.</li> </ul>

#### 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 local public health authority and <a href="#">CDC</a> guidelines.</p> <p><input checked="" type="checkbox"/> Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.</p>	<ul style="list-style-type: none"> <li>• Visitors will be limited to only those essential for work flows within the office. Essential visitors will be screened and logged. See Communicable Disease Plan p. 4 and Pandemic Annex pp. 5 and 9.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Face coverings or face shields for:</p> <ul style="list-style-type: none"> <li>• Staff who are regularly within six feet of students and/or staff <ul style="list-style-type: none"> <li>○ This can include staff who support personal care, feeding, or instruction requiring direct physical contact.</li> <li>○ Staff who will sustain close contact and interactions with students.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Grant ESD will make both face masks and face shields available for staff. Depending on duties assigned, these may or may not be required. For example, SLP/SLPA staff will require a face shield while front desk staff may choose to wear a mask. See Communicable Disease Plan p. 6.</li> </ul>



OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>Bus drivers.</li> <li>Staff preparing and/or serving meals.</li> </ul> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Face shields or clear plastic barriers for: <ul style="list-style-type: none"> <li>Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy.</li> <li>Front office staff.</li> </ul> </li> <li><input checked="" 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.</li> <li><input checked="" type="checkbox"/> <b>Students who choose not to wear face coverings must be provided access to instruction.</b></li> <li><input checked="" type="checkbox"/> <b>ADA accommodations:</b> 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.</li> </ul>	

### 1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" 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.</li> <li><input checked="" 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"> <li>Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated.</li> <li>Consider required physical arrangements to reduce risk of disease transmission.</li> <li>Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> </ul> </li> <li><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.</li> <li><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</li> <li><input checked="" 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"> <li>Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority.</li> <li>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,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>By "surveillance COVID-19 testing", we are assuming that ODE means screening and monitoring. See Communicable Disease Plan p. 5 and Pandemic Annex p. 7, 11, and 13.</li> <li>Outside the scope of school; parent will be notified and requested to pick child up from school. In the event of an emergency, 911 will be called.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>without use of fever reducing medicine, and other symptoms are improving.</p> <ul style="list-style-type: none"> <li>○ 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</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><input checked="" type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</p> <p><input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</p>	



## 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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Enroll all students following the standard Oregon Department of Education guidelines.</li> <li><input checked="" type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions:               <ul style="list-style-type: none"> <li>• Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or</li> <li>• Have COVID-19 symptoms for 10 consecutive school days or longer.</li> </ul> </li> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li>• Grant ESD is a service district that does not operate a school. Grant ESD does not enroll students with the Oregon Department of Education.</li> </ul>

### 2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>On-Site school students:</b> Full-time and part-time students follow normal reporting policy and procedures.</li> <li><input checked="" type="checkbox"/> <b>Full-Time Online and/or Hybrid school students:</b> Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting.               <ul style="list-style-type: none"> <li>• 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.</li> <li>• For the purposes of this section, please use the following definition and clarification: <b>Online and/or Hybrid Check-in:</b> 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.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Grant ESD is a service district that does not operate a school. Grant ESD does not enroll students with the Oregon Department of Education.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• The student must check-in <b>at least</b> twice a week with their teacher(s) of record on <b>at least</b> two separate weekdays in order to be counted as present for all five days of that week.</li> <li>• If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are 5 days scheduled in the week).</li> <li>• The student must be counted as absent for the entire week (5 days, if there are 5 days scheduled in the week) if they do not report in at all during the week.</li> <li>• Note: If a district schedule is based on a 4-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 (4 days) and once a week to be counted as present for half of the week (2 days).</li> <li>• 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).</li> </ul> <p>☒ <b>Part-time students receiving online and/or hybrid instruction (not college courses):</b> 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 1 hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student’s appropriately licensed teacher(s) of record at least two times (on different days) during the school week.</p>	

**2c. TECHNOLOGY**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Update procedures for district-owned devices to match cleaning requirements (see section 2d of the <b>Ready Schools, Safe Learners</b> guidance).</p> <p>☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</p>	<ul style="list-style-type: none"> <li>• Staff are provided devices that are for exclusive use by the staff member. There is no “sharing” of devices. When staff-issued devices are shared with students, devices will be disinfected between uses by the staff member. See Communicable Disease Plan pp. 5-6.</li> </ul>

**2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently.</p>	<ul style="list-style-type: none"> <li>• <b>Handwashing:</b> Communicable Disease Plan p.4</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.	<ul style="list-style-type: none"> <li>● <b>Equipment:</b> Communicable Disease Plan p. 5</li> <li>● <b>Events:</b> Communicable Disease Plan p. 8/Pandemic Annex p. 5</li> <li>● <b>Transitions/Hallways:</b> Pandemic Annex p. 9</li> <li>● <b>Personal Property:</b> Communicable Disease Plan p. 6</li> </ul>
<input checked="" type="checkbox"/> <b>Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.	
<input checked="" type="checkbox"/> <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.	
<input checked="" type="checkbox"/> <b>Personal Property:</b> 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.	

### 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.	<ul style="list-style-type: none"> <li>● Access to the Grant ESD building is currently limited to essential employees and essential visitors. Because Grant ESD does not serve students in the main office, we will focus on common areas, physical distancing, screening of staff and visitors, and logging in/out times.</li> </ul>
<input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times.	
<input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).	
<input type="checkbox"/> Develop sign-in/sign-out protocol to help facilitate contact tracing: <ul style="list-style-type: none"> <li>● Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>● Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul>	
<input type="checkbox"/> Install hand sanitizer dispensers near all entry doors and other high-traffic areas.	
<input type="checkbox"/> Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	

### 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> <b>Seating:</b> 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.	<ul style="list-style-type: none"> <li>● <b>Seating:</b> Grant ESD staff in the main office are isolated to individual office spaces. The technology department will maintain six feet physical distancing between desks/workspaces. Staff who are embedded in schools will follow the building guidelines for seating (min six feet distancing). When working with students and not able to maintain physical distancing, staff will wear face shields and/or masks as well as washing hands and use of hand sanitizer. Staff will disinfect work space between student services.</li> <li>● <b>Materials:</b> Commonly shared materials including the copier will be disinfected regularly throughout the day including before/after use. Staff will be responsible for disinfecting before and after use.</li> </ul>
<input type="checkbox"/> <b>Materials:</b> 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.	
<input type="checkbox"/> <b>Handwashing:</b> 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. <ul style="list-style-type: none"> <li>● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul>	

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> <li>• <b>Handwashing:</b> Staff will wash hands upon entry of the main office or the school setting. They will also wash hands prior to meals.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li><input type="checkbox"/> Students must wash hands before and after using playground equipment.</li> <li><input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use.</li> <li><input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li><input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li><input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li><input type="checkbox"/> Clean all outdoor equipment between cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>• Grant ESD does not maintain a playground. Staff embedded in school buildings will follow the local guidance.</li> </ul>

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry.</li> <li><input type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Students must wash hands before meals and should be encouraged to do so after.</li> <li><input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.</li> <li><input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li><input type="checkbox"/> Adequate cleaning of tables between meal periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Grant ESD does not provide nutrition services.</li> </ul>

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><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 <b>Ready Schools, Safe Learners</b> guidance).</li> <li><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"> <li>• 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. <ul style="list-style-type: none"> <li>○ If arriving at school, notify staff to begin isolation measures.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Grant ESD does not provide transportation services.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> <li>□ 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.</li> <li>□ Drivers wear face shields or face coverings.</li> <li>□ 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).</li> </ul>	

### 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>□ 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 (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li>□ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li>□ 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.</li> <li>□ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li>□ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</li> <li>□ Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a>).</li> </ul>	<ul style="list-style-type: none"> <li>• Grant ESD staff will: <ul style="list-style-type: none"> <li>○ Clean, sanitize, and disinfect frequently touched surfaces (e.g., 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 environments (<a href="#">CDC guidance</a>), including classrooms, and restrooms.</li> <li>○ Encourage staff to bring their own reusable water bottle and refill from the water fountain instead of drinking from the water fountain.</li> <li>○ Ensure safe and correct application of disinfectants and keep these products away from students following labeling direction as specified by the manufacturer.</li> <li>○ Ensure that ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and other methods. Do not use fans if they: <ul style="list-style-type: none"> <li>▪ Pose a safety or health risk, such as pollen allergies or exacerbating asthma symptoms.</li> <li>▪ Doors and windows are closed and the fans are recirculating the office/classroom air.</li> </ul> </li> </ul> </li> </ul>

### 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>□ 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.</li> <li>□ 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</li> </ul>	

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</p> <p><input type="checkbox"/> Prioritize immunizations and other needed health services for students, including behavioral health and reproductive health services.</p>	





### 3. Response to Outbreak

#### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</li> <li><input type="checkbox"/> Establish a specific emergency response framework with key stakeholders.</li> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li>• See Communicable Disease Plan p.7.</li> </ul>

#### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response.</li> <li><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.</li> <li><input type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.</li> <li><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.</li> <li><input type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA.</li> <li><input type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.</li> <li><input type="checkbox"/> Continue to provide meals for students.</li> <li><input type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate with the LPHA for any outbreak response.</li> <li>• If anyone who has been at the ESD building 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.</li> <li>• Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.</li> <li>• When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district.</li> <li>• Modify, postpone, or cancel large ESD events as coordinated with the LPHA.</li> <li>• See Pandemic Annex pp. 12-13.</li> </ul>

#### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning.</li> <li><input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li><input type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction.</li> <li><input type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction.           <ul style="list-style-type: none"> <li>• Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• See Pandemic Annex p. 15.</li> </ul>



## ASSURANCES

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

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

*This section does not apply to private schools.*

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



### 4. Equity



### 5. Instruction



### 6. Family and Community Engagement



### 7. Mental, Social, and Emotional Health



### 8. Staffing and Personnel

## Assurance Compliance and Timeline

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

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



# **Grant County ESD Communicable Disease Plan**

This Communicable Disease Plan includes procedures related to a virus outbreak and contact-tracing. This plan also includes preparations and procedures for Pandemic response planning.

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## Introduction

The Grant Education Service District in coordination with Oregon Department of Education (ODE) and the Oregon Health Authority (OHA), has created the **Communicable Disease Plan**. It is designed to support Oregon's Birth-22 educational settings in the planning and implementation of a variety of programming during a pandemic. While every educational setting operationalizes instructional programming based on community strengths and needs, specific elements require a shared approach to uphold physical distancing and public health requirements. Overall, this plan ensures all in-person instruction minimizes safety and public health risks while maximizing connection and learning.

This plan supports in-person instruction and/or summer programming.

This provides a framework for a common approach to instruction, health, and safety during a unique and challenging time.

## Overall Health and Safety Guidelines

### Ensuring Continued Public Health

This plan is built upon Governor Brown's framework for rebuilding a safe and strong Oregon and in partnership with Oregon Health Authority so that education and instruction ensure the public health of all Oregonians.

For school staff onsite, the responsibility to maintain public health includes both maintaining their own health and the health of those they come in contact with. They must both follow the guidance for their own health and as an example to help ensure students, families and other staff also follow the guidance for the protection of all Oregonians. The level of self-discipline and awareness needed to maintain and care for these responsibilities is high and comes with painful consequences if we lapse in judgment or consistency. All staff need encouragement, support and clear guidelines to meet what is outlined in this document. For instructional efforts to be successful we must make every effort to maintain the health of students and staff.

*As students and staff return to school they will naturally fall into pre-closure routines and habits. Staff must consistently model, teach and reinforce social distancing and hygiene practices until they become an expected and accepted way of being at school.*

All educational settings must designate a person or officer to establish, implement and enforce social distancing requirements, consistent with this guidance and guidance from OHA. When in-person interactions are required, social distancing measures must be implemented and enforced to the maximum extent possible. The staff member responsible for this district: Robert Waltenburg.

### Vulnerable Populations – Students and Staff

Grant ESD stands ready to serve all students during communicable disease outbreaks. If a student is considered "high risk", steps will be taken to provide continuity of education in the safest possible way. High-risk individuals may meet criteria for exclusion during a local health crisis. Individual cases will be reviewed in partnership with school health providers and special education providers to determine the safest placement. Placement may be on-site, hybrid (on-site and comprehensive distance learning), or comprehensive distance learning. Vulnerable staff populations should continue to stay at home. Those at high-risk for severe illness from COVID-19 shall not be required to provide in-person instruction. These include:

- People 65 years and older;
- People with chronic lung disease or moderate to severe asthma;
- People who have serious heart conditions;
- People who are immunocompromised;

- Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications;
- People with severe obesity (body mass index [BMI] of 40 or higher);
- People with diabetes;
- People with chronic kidney disease undergoing dialysis;
- People with liver disease; and
- Any other underlying conditions identified by the OHA or CDC.

## Procedures, Planning and Logistics

### Planning for Safe In-Person Instruction

- Staff should not report to work and parents should not bring their students to school if the student or staff member has or recently had an illness with fever or cough. They should remain home for at least 10 days after illness onset and until 72 hours after fever is gone, without use of fever reducing medicine, and COVID-19 symptoms (fever, cough, shortness of breath, and/or diarrhea) are improving.
- Staff should not report to work and families should not bring children who have been exposed to a confirmed or presumptive case of COVID-19. The exposed individual needs to be quarantined for a minimum of 14 days after their last date of exposure to a known case.
- Staff or attendees who have a family member at home with symptoms of COVID-19 who has not been tested need to be monitored for symptoms carefully. The ill family or household member should be strongly encouraged to seek testing.
- All staff and students shall wash hands frequently (e.g., before and after meals, after coming inside, after using the restroom, after sneezing, blowing your nose, or coughing) with soap and water for at least 20 seconds ([CDC guidance](#)).
- Practice and safely promote the avoidance of touching one's face.
- Staff and students should be educated on the importance of respiratory etiquette:
  - Cover coughs and sneezes with a tissue or elbow;
  - Throw the tissue away immediately into a garbage receptacle; and
  - Clean hands after covering coughs and sneezes, and after throwing away used tissues.
- Provide easy access to soap and warm water for handwashing for all students and staff ([CDC guidance](#)).
- When appropriate and to minimize contact during drop-off and pick-up, parents/drivers shall remain outside of the building for sign-in and sign-out of their children.
- Facilities shall be restricted to essential visitors and volunteers. Non-essential visitors and families are not allowed to use facilities.
- Children over the age of 2 may wear face coverings if under close adult supervision.
- 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;
  - If 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.
- To the extent possible and when reasonable, it is requested that adult visitors wear face coverings, which will be available from the ESD.

### Screening for Symptoms

- The staff member who is working with a student or student group will be responsible for screening.

- Check for new cough and fever for anyone entering the ESD building or interacting with staff.
- If the parent/guardian cannot attest to temperature, school staff should check the temperature.
- Individuals with a fever over 100.4° F should not be allowed to enter.
  - COVID-19 does not always present with temperature or new cough. Symptoms of COVID-19 include fever and new cough, as well as shortness of breath or difficulty breathing; chills; muscle pain; sore throat; and new loss of taste or smell.
  - Individuals who have a cough that is not a new onset cough (e.g. asthma, allergies, etc.) do not need to be excluded from instruction.

### Physical Distancing

- Daily activities and curriculum should support physical distancing, striving to maintain at least six feet between individuals. Considerations to adjust programming for social distancing:

Activity	Adjustment for Physical-Distancing and Sharing
Room Set Up	<ul style="list-style-type: none"> <li>● Limit the number of students in each classroom to a stable cohort no larger than 25.</li> <li>● Space seating/desks to provide at least six feet between students.</li> </ul>
Instructional Activities	<ul style="list-style-type: none"> <li>● Plan activities that do not require close physical contact between multiple students.</li> </ul>
Item Sharing	<ul style="list-style-type: none"> <li>● Designate equipment solely for the use of a single cohort and sanitize between uses. If this is not feasible, change your planned approach. Avoid item sharing. If items must be shared, remind students to wash their hands (<a href="#">CDC guidance</a>) and not to touch their faces after using these items. Shared items should be sanitized between uses.</li> <li>● Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (art supplies, equipment etc. assigned to a single student) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.</li> </ul>
Visitors & Volunteers	<ul style="list-style-type: none"> <li>● Restrict all non-essential visitors and volunteers; this includes families visiting or volunteering in the school.</li> </ul>
Manage Students' Belongings	<ul style="list-style-type: none"> <li>● Keep each student's belongings separated from others' and in individually labeled containers, cubbies or areas.</li> </ul>

### Healthy Hygiene Practices

- Schools/school staff shall:
  - Reinforce protocols and provide handwashing and/or hand sanitizing facilities ([CDC guidance](#)), tissues and garbage receptacles that are easily accessible to both students and staff.
  - Reinforce covering coughs and sneezes among children and staff.
  - Reinforce use of cloth face coverings among all staff. Face coverings are most essential in times distancing is not possible. Staff should be frequently reminded not to touch the face covering.



Information should be provided to all staff on proper use, removal and washing of cloth face coverings.

- Have adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older students who can safely use hand sanitizer), tissues and no-touch trash cans.
- Post clear signs (available at [healthoregon.org/coronavirus](http://healthoregon.org/coronavirus)) on how to stop the spread of disease, particularly COVID-19, properly wash hands, promote everyday protective measures and properly wear a face covering.
- District shall provide PPE to all staff when requested. District will automatically provide face coverings or face shields to staff who are regularly within six feet of students, bus drivers, and staff who prepare meals.

## **Cleaning, Disinfection and Ventilation**

### **Schools Shall:**

- Clean, sanitize, and disinfect frequently touched surfaces (e.g., 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 environments ([CDC guidance](#)), including classrooms, and restrooms.
- Encourage students to bring their own reusable water bottle and refill from the water fountain instead of drinking from the water fountain.
- Ensure safe and correct application of disinfectants and keep these products away from students following labeling direction as specified by the manufacturer.
- Ensure that ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and other methods. Do not use fans if they:
  - Pose a safety or health risk, such as pollen allergies or exacerbating asthma symptoms.
  - Doors and windows are closed and the fans are recirculating the classroom air.
- Take steps to ensure that all water systems and features (e.g., drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.

## **Supporting Student Transportation**

- During limited in person contact with students, the ESD and its staff will not transport students.

## **Conducting Limited In-Person Instruction During Pandemics**

### ***Use of limited in-person instruction and small group instruction***

- *Limited in-person instruction and small group instruction* should be prioritized for students earning credit for on-time graduation, completion of a high school equivalency program, completion of Dual Credit or accelerated learning programs, or certification for career and technical education (CTE) or similar programs.
- *Limited in-person instruction and small group instruction* is to be used ***only*** when Distance Learning cannot support or approximate the requirements for required instruction or assessment, including, but not limited to:
  - A secure testing environment for a General Education Development (GED) exam;
  - Access to limited-engagement, small group instruction, where online and offline Distance Learning ***cannot*** be supported, as determined by the district (intended for small districts with families with no/limited internet/phone access).
  - Assessments for Special Education eligibility requirements that can be completed with the six foot physical distancing measures.

### **Communication and Planning for Contact Tracing**

- All communication with students, families and staff who have come into close contact with a confirmed case will be handled by the Local Public Health Authority, including initial contact and continued monitoring.
- Grant ESD will not release identifying information regarding any positive test results. We will rely on the Local Public Health Authority to provide information to students, families and staff. Information will be disseminated per the Communication Annex of the Grant County ESD Emergency Operation Plan.
- Staff will document via the Contact Log (Appendix B) all information necessary to provide Local Health Authority contact information necessary for Contact Tracing.
  - Part of reopening Oregon includes building the capacity of local county health departments to make contact tracing calls to people who may have come into contact with someone who tested positive for COVID-19. All information is strictly confidential and will be treated as a confidential public health record.
  - A contact tracer will ask:
    - For your name, date of birth and where you live
    - If you need an interpreter in a language other than English
    - For race, ethnicity, language and disability information
    - If you have any symptoms of COVID-19
    - If you need a place to stay or have other needs to help you stay at home
    - If they can contact you daily to monitor your symptoms and needs
    - If a contact tracer is unable to reach a person, they will leave a voicemail and request that the person call back. The voicemail will not contain any health information.

### **Safety Procedures & Supports for limited in-person instruction, small group instruction, Summer School, Extended School Year and Compensatory Education Programs**

In addition to the health and safety requirements outlined in the Ensuring Public Health Section of this plan, the following procedures must also be implemented for situations where limited in-person or small group instruction is warranted:

#### ***ESD Staff Responsibilities***

- Fill out Contact Log each time a student is served in the ESD building.
- Require student (if 16 or over) or parent read and sign Liability Statement each time a student is served in ESD building.

#### ***Supporting limited in-person instruction and small group instruction***

- *Limited in-person instruction and small group instruction* should be limited to one or few sessions, rather than daily or multiple sessions per week.
- Students and staff should only be together in the classroom space for the limited amount of time required for the activity (instruction, assessment, etc.).

**Response to outbreak**

- Coordinate with the LPHA for any outbreak response.
- If anyone who has been at the ESD building 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.
- Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.
- When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district.
- Modify, postpone, or cancel large ESD events as coordinated with the LPHA.
- If the ESD is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.

## Appendix A – Liability Statement

# Liability Statement

I attest that I do not have any of the following symptoms of COVID 19 (check all that apply):

Parent/Adult Volunteer or Guest

Yes	No	Symptom
		Fever 100.4 or above
		Cough - new
		Shortness of breath or difficulty breathing
		Chills
		Muscle Pain
		Sore Throat
		Loss of taste or smell

Student (if 16 or under, must be filled out by Parent/Guardian)

Yes	No	Symptom
		Fever 100.4 or above
		Cough - new
		Shortness of breath or difficulty breathing
		Chills
		Muscle Pain
		Sore Throat
		Loss of taste or smell

I understand that I will be asked to wear a mask while visiting the Grant ESD facility. If I do not have a mask, one will be provided to me. ESD staff meeting with students will maintain social distancing when doing so does not interfere with the ability to deliver service to your child. ESD staff meeting with students will wear masks when doing so does not interfere with the ability to deliver service to your child.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Appendix B – Contact Log

# Contact Log

Completed by ESD staff - Notify parent/student when mask cannot be worn or social distancing cannot be maintained.

Date	Student? Yes/No	Name	Phone	Time In	Time Out	Staff Member contact name(s)	Location

## ESD Staff Checklist

- Contact Log completed
- Liability Statement signed and dated
- Wear mask
- Offer mask to contact
- Sanitize station and all items after each contact
- Notify cleaning staff if additional cleaning/sanitizing is needed

GRANT COUNTY ESD  
Emergency Operation Plan

Pandemic Annex

## Background:

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

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

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, 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 GRANT COUNTY HEALTH DEPARTMENT (local Public Health Authority.) Please note that State and Federal mandates have the authority to supersede this Pandemic Annex.

There is the potential for great impact on general community and school functions in relation to pandemics. As such, the creation of this Pandemic 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 Pandemic Annex will refer to *functional annexes*, such as the Communications Annex, to support a thorough response.



## Considerations in the Pandemic Annex Development

### Potential School Impact Issues Considered:

- Potential for schools closing; loss of teaching days.
- Large numbers of staff absent, difficult to maintain school operations.
- Loss of services from supply and support services (i.e. food services and transportation).
- Student absenteeism elevated above normal trends.
- Parents who choose to keep children at home.
- Loss of ability to continue operations in support departments.
- Cancellation of extracurricular activities (i.e. athletic events and dances).
- Cancellation of fieldtrip activities.

### 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.
- School operations could be affected by decreased community support capacities and critical infrastructures.
- Financial and social impacts of prolonged schools' closures.
- Large number of students/kids under quarantine protocols.
- Lack of consumable goods such as cleaning supplies, hand sanitizer, paper sacks, etc.
- Methods of continued instructions should schools' close.

### Access Control on School District Property:

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

## Before a Pandemic

This is the point at which a new communicable disease has been identified somewhere in the world, and is spreading, but is not yet worldwide or impacting the community.

**Goal:** To protect the school community from the spread of new communicable diseases.

**Objective:** Prepare the school community with non-medical ways to limit the spread of illness.

### Courses of Action:

- The Superintendent will review the hand hygiene practices outlined by the Centers for Disease Control and Prevention (CDC) [found at the hyperlink here](#) and <https://www.cdc.gov/handwashing/index.html> with all members of the school community.
- The Superintendent will post handwashing health promotion materials from the CDC, [found at the hyperlink here](#) and <https://www.cdc.gov/handwashing/materials.html> in the common areas throughout each school building.

- The local Public Health Authority will create, or provide, a flier detailing information on infection symptoms and how to stop the spread of the pandemic. The District will communicate this information to families.
- The Oregon Health Authority (OHA) website, [hyperlink here](#), and at <https://www.oregon.gov/oha/pages/index.aspx>.
- The Superintendent to check district first aid and biohazard kits as needed.

**Objective:** Maintain a clean environment in all school buildings and transportation vehicles.

**Courses of Action:**

- The Deputy Clerk will find out if vendors in the food and cleaning supply chains have a pandemic or emergency plan for continuity or recovery of supply deliveries.
- Custodial staff will inventory hand washing, hand sanitizing, and cleaning supplies and notify the Supervisor of inventory counts and needs.
- Ensure custodial staff has appropriate training on proper cleaning and disinfecting of work and play areas.
- Custodial staff will clean and disinfect all high frequency touch surfaces such as doorknobs, tabletops, telephones, and computers per local Public Health Authority Guidelines.
- Ensure teaching and support staff have training on and access to proper disinfecting supplies.
- Teaching and support staff will use provided cleaning supplies to wipe down high touch surfaces during the school day.
- Ensure transportation support staff has appropriate training on proper cleaning of transportation vehicles.
- Transportation and support staff will use provided cleaning supplies to wipe down high touch surfaces during the school day.
- Sanitizing stations will be made available at the main entrances of each school building with signs instructing people to sanitize their hands upon entering the building.
- Sanitizing stations will be made available in the cafeteria of each school building with signs instructing people to sanitize, or wash, their hands prior to eating.
- Identify areas in school buildings that can be used for short-term isolation or quarantine in the case an infected individual is identified on school grounds to create separation from the general population prior to arrangements for their transportation off campus.

**Objective:** Maintain clear communications with students, staff, parents, and the community on school pandemic planning efforts.

**Courses of Action:**

- Make the Pandemic Annex available for access online by the general public via the District website.
- Link to information online, via the District website, regarding pandemic planning for families. If there are disease-specific recommendations available from the CDC or Oregon Health Authority (OHA) utilize those resources. If not, utilize the CDC published “Get Your Household Ready for Pandemic Flu April 2017” [which can be found at the hyperlink here](#) or at <https://www.cdc.gov/nonpharmaceutical-interventions/pdf/gr-pan-flu-ind-house.pdf>.
- The Superintendent will create a one-page information sheet detailing the steps being taken by the District to prepare for, protect from, limit and mitigate the impact of, and recover from the pandemic. The District will plan for communication to families sharing the steps being taken to protect the school community.
- Ensure that all communications are posted and available in both English and Spanish.
- Review and/or test emergency communications protocols.

- Establish a direct line of communication with the local Public Health Authority during normal business hours at 541-575-0429. Specific individuals include the Grant County Health Department Manager Kimberly Lindsay and RN Manager Jessica Winegar. Grant ESD will also work directly with the Grant County Emergency Operations Center.

**Objective:** Track student and staff attendance and absenteeism rates.

**Courses of Action:**

- Identify a staff person, and backup individual, to be responsible for tracking attendance and absenteeism rates of staff and students.
- Staff person to report weekly trends to District leadership individuals.
  - Deputy Clerk
- With District administration approval, redacted attendance and absenteeism rates to be shared with the local Public Health Authority.
- Encourage staff with potential symptoms to follow local Public Health Authority guidance on ill individuals.
- Staff and visitors who observe potential pandemic symptoms in themselves or others while on ESD grounds are to notify the front office or a supervisor.

**Objective:** Support mental well-being in school community.

**Courses of Action:**

- All staff will maintain calm, supervise, and reassure students of the efforts and monitoring being done by the District and local Public Health Authority to take appropriate actions relating to the potential pandemic.
- Staff may only share information related to the potential pandemic that has been verified by the local Public Health Authority as accurate and approved by the school for sharing within the school community. Approved information will be provided to school staff by District leadership.

## During a Pandemic

This is the point at which a new communicable disease has been declared a pandemic and is likely to impact the community.

**Goal:** To mitigate the impact of the spread of new communicable diseases on the school community.

**Objective:** Prepare the school community with non-medical ways to limit the spread of illness.

**Courses of Action:**

- Repeat all “Courses of Action” listed in the “Before a Pandemic” section as appropriate.
- Educate the school community on “physical distancing” practices which are things that can be done to reduce the spread of disease from person to person by discouraging people from coming into close contact with one another. Physical distancing may include, but is not limited to, the following examples:
  - Not holding hands.
  - Not sharing writing or eating utensils.
  - Not sharing beverages.
  - Document capacity of existing spaces to maintain 35 square feet per occupant including staff members.
  - Designate an individual responsible for educating staff and students, and when necessary, enforcing physical distancing requirements.

- Making sure to stay 6 feet or more away from other people.
  - Not shaking hands, hugging, or kissing.
  - Stopping non-essential functions in the school and administrative offices.
  - Encouraging students and staff to eat box lunches in the classroom instead of gathering together in the cafeteria.
  - Cancelling after school activities and fieldtrips.
  - Cancelling special functions such as dances, theater presentations, assemblies, etc.
  - Allowing only essential school visitors.
  - Prohibit congregation of students and staff in the hallways.
  - Stagger class changes to avoid gathering of students in the hallways.
  - Stagger daily dismissal to avoid gatherings of students.
  - Separate student desks and work areas when possible.
  - Closure of school buildings and/or the entire district.
- Grant ESD will designate one individual to establish, implement and enforce physical distancing requirements.
  - Staff will work to maintain calm, supervise, and reassure all students of the efforts the school is taking to support health and limit the spread of disease.
  - When possible, during the day when weather and operations permit, increase ventilation to the facility to decrease spread of disease.
  - When possible, following each school day, the school should be thoroughly ventilated opening all doors and windows or turning the air conditioning/heating systems up.
  - In the event a vaccine becomes available, the District will partner with the local Public Health Authority on vaccination availability.
  - Maintain cohorts and physical distancing to maximum extent possible upon arrival and departure.
  - Create staggered arrival/departure schedules

**Objective:** Prepare the school community for possible closure.

**Courses of Action:**

- Encourage parents to have alternative childcare plans in the event of a school building or district-wide closure. For parents who are employed, inform them of Oregon’s Family Leave Law which entitles them to 12 weeks unpaid leave within a 12-month period for care of a family member with a serious health condition. Please note, there is the potential for State and Federal changes to available protected leave time depending on the impact of the pandemic.
- Review the substitute teacher pool list and verify they are willing and able to work during the pandemic. Report findings to school and district leadership staff.
- Create a workforce reduction plan in the case of an increase in workforce absenteeism rates. Determine the point at which an administrative closure would be necessary.
- Inform the school community of the different kinds of potential closures:
  - Administrative closure – done in the event the school, or district, can no longer maintain staffing levels necessary to provide essential school functions and ensure student safety.
  - School Emergency Closure – done in the event a school in the school district comprised of more than one school is unsafe, unhealthy, inaccessible, or inoperable due to one or more unforeseen natural events, mechanical failures, or actions or inactions by one or more persons.

- District-wide Emergency Closure – done in the event that all school buildings in the school district are unsafe, unhealthy, inaccessible, or inoperable due to one or more unforeseen natural events, mechanical failures, or actions or inactions by one or more persons.
- The District will work in consultation with the local Public Health Authority in order to decide whether or not a school closure is necessary at any point in the pandemic.
- In the event someone tests positive for the infection and has been on school grounds the district will work with the local Public Health Authority to determine the process moving forward and whether or not a school, or district closure, will occur. Logs will be provided to the LPHA for use in contact tracing and to determine if clusters of infections exist.
- If, and when, possible the District will prepare the school community for distance education options in the event of a school closure.
- Essential personnel, in partnership with local Public Health Authority representatives, maintain regular contact via phone to stay up to date on pandemic status on any changes to the impact on school closure and functions.

**Objective:** Maintain a clean environment in all school buildings and transportation vehicles.

**Courses of Action:**

- Custodial staff will inventory hand washing, hand sanitizing, and cleaning supplies and notify the Supervisor of inventory counts and needs.
- Ensure custodial staff has appropriate training on proper cleaning and disinfecting of work and play areas.
- Custodial staff will clean and disinfect all high frequency touch surfaces such as doorknobs, tabletops, telephones, and computers daily.
- Ensure teaching and support staff have training on and access to proper disinfecting supplies.
- Teaching and support staff will use provided cleaning supplies to wipe down high touch surfaces during the school day.
- Ensure transportation support staff has appropriate training on proper cleaning and disinfection of transportation vehicles.
- Transportation and support staff will use provided cleaning supplies to wipe down high touch surfaces during the school day.
- Sanitizing stations will be made available at the main entrances of each school building with signs instructing people to sanitize their hands upon entering the building.
- Sanitizing stations will be made available in the cafeteria of each school building with signs instructing people to sanitize, or wash, their hands prior to eating.
- Identify areas in school buildings that can be used for short-term isolation or quarantine in the case an infected individual is identified on school grounds to create separation from the general population prior to arrangement of their transportation off campus.
  - If someone is in need of emergency services call 911.
  - If someone is identified with possible pandemic symptoms, and is not in need of emergency services, they are to be temporarily isolated from the rest of the school community and the parent notified to pick up the student. It is not the school's responsibility to test for or determine if the illness is COVID-19.
  - Notify the local Public Health Authority of the potential infection only if more than one student is symptomatic per cohort (cluster of illnesses).
  - Follow the directions of the local Public Health Authority on next steps.
  - Follow school protocols for parent notification.

- Staff and students will follow privacy guidelines and maintain anonymity of any individuals identified as having potential symptoms.
- Student may not return until fever is not present without fever reducing drugs for 72 hours and symptoms begin to subside.

**Objective:** Track student and staff attendance and absenteeism rates.

**Courses of Action:**

- Identify a staff person, and backup individual, to be responsible for tracking attendance and absenteeism rates of both students and staff.
- Staff person to report daily trends to District and School leadership individuals.
  - Deputy Clerk
- With District administration approval, redacted attendance and absenteeism rates to be shared with the local Public Health Authority.
- Encourage staff and students with potential symptoms to follow local Public Health Authority guidance on ill individuals.
- Staff, students, and visitors who observe potential pandemic symptoms in themselves or others while on school grounds are to notify the front office or a supervisor immediately.

**Objective:** Maintain clear communications with students, staff, parents, and the community on school pandemic response efforts.

**Courses of Action:**

- Ensure that all communications are posted and available in both English and Spanish.
- Provide information to the public regarding the Pandemic Annex and any changes in school functions.
- Maintain a direct line of communication with the local Public Health Authority during normal business hours at 541-575-0429.
- Establish a direct line of communication with County Emergency Response Incident Command Center at 541-575-0195.
- In the case of individual school(s) or district-wide closure, communicate with the public via available pathways. Include clear, concise information on:
  - Reason for closure.
  - Planned length of closure.
  - How the decision was made.
  - Agencies involved in the decision-making process.
  - Date it is anticipated school will restart.
  - Impact on student schoolwork, how students can obtain necessary materials, and plan for distance education options.
  - How updates will be communicated.

**Objective:** Monitor/screen all staff and students for visible signs and symptoms of virus infection.

**Courses of Action:**

- Maintain daily student/cohort logs (See Appendix B).
- Train transportation staff to inspect and record each student upon entering the vehicle (See Appendix A).

- Train individuals to be present at each building entrance each morning to monitor/screen and record each student, staff, and visitor condition upon entry on approved log sheets.
- Limit building access to single point of entry.
- Immediately isolate symptomatic students to designated isolation room(s). Immediately contact parent/guardian for removal from school grounds.

**Objective:** Support mental well-being in school community.

**Courses of Action:**

- When staffed, and if available, school-based Counselors will support student mental wellbeing. Any students displaying visible signs of distress or unease are to be given the option of connecting with a school Counselor.
- All staff will maintain calm, supervise, and reassure students of the efforts and monitoring being done by the District and local Public Health Authority to take appropriate actions relating to the pandemic.
- Staff may only share information related to the pandemic that has been verified by the local Public Health Authority as accurate and approved by the school for sharing within the school community. Approved information will be provided to school staff by District and/or school leadership.
- The District will contact the local Mental Health Authority for support services and resources.

## After a Pandemic

This is the point at which the community has either been declared free of the disease or the disease has become endemic in the population which means outbreaks are expected to continue occurring on a seasonal basis, similar to seasonal flu.

**Goal:** Return the school community to normal, daily functions.

**Objective:** Inventory and stock supplies needed for daily function.

**Courses of Action:**

- Custodial staff to inventory all cleaning and disinfecting materials and supplies making note of any products that need to be ordered. Inform supervisor of inventory numbers and needs.
- Custodial staff to inventory hand sanitizer supplies. Supervisors, in collaboration with school leadership and custodial staff, are to determine the necessary amount of hand sanitizer needed to be prepared for future pandemics. Product is to be ordered, stocked, and cycled through on a regular basis so as not to expire.
- Food services staff are to inventory all remaining perishable and non-perishable food items taking note of any foods or products that need to be ordered. Inform supervisor of inventory numbers and needs.

**Objective:** Maintain a clean environment in all school buildings and transportation vehicles.

**Courses of Action:**

- The District will consult with the local Public Health Authority to determine whether or not supplemental contracted custodial staff and/or specialized training is necessary to properly disinfect the school prior to returning to normal daily functions.
- Custodial staff will clean and disinfect all high frequency touch surfaces such as doorknobs, tabletops, telephones, and computers daily on an ongoing basis.
- Sanitizing stations will be made available at the main entrances of each school building with signs instructing people to sanitize their hands upon entering the building.
- Sanitizing stations will be made available in the cafeteria of each school building with signs instructing people to sanitize, or wash, their hands prior to eating.

**Objective:** Support the school community to return to the learning environment.

**Courses of Action:**

- The District will work with the Oregon Department of Education (ODE) to determine an appropriate course of action following school closures.
- School District Leadership is to document and share with the school community information on any waivers from the Oregon Department of Education.
- Continue working with the County Emergency Response Incident Command Center at 541-575-0195 on community recovery.

**Objective:** Continue messaging and education to the school community on non-medical ways to limit the spread of illness.

**Courses of Action:**

- The District will review the hand hygiene practices outlined by the Centers for Disease Control and Prevention (CDC) [found at the hyperlink here](#) and <https://www.cdc.gov/handwashing/index.html> with all members of the school community.
- The Superintendent will post handwashing health promotion materials from the CDC, [found at the hyperlink here](#) and <https://www.cdc.gov/handwashing/materials.html> in the common areas throughout each school building.
- The Superintendent to check district first aid and biohazard kits as needed.

**Objective:** Support mental wellbeing in school community.

**Courses of Action:**

- All staff will maintain calm, supervise, and reassure students of the efforts and monitoring being done by the District and local Public Health Authority to take appropriate actions relating to the pandemic.
- Staff may only share information related to the pandemic that has been verified by the local Public Health Authority as accurate and approved by the school for sharing within the school community. Approved information will be provided to school staff by District and/or school leadership.
- The District will contact the local Mental Health Authority for support services and resources.



## Appendix A – Student/Cohort Transportation Logs

Date \_\_\_\_\_

\* Student emergency contact information will be made available via the Student Information System and not recorded on this form. This form kept on file for minimum four weeks.

Student	Time on	Time off	Location picked up at...	Symptomatic? Y/N – if yes, describe symptoms	Assigned seat? Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N

## Appendix B – Student/Cohort Logs

Date: \_\_\_\_\_

Stable Cohort: \_\_\_\_\_

\* Student emergency contact information will be made available via the Student Information System and not recorded on this form. This form kept on file for minimum four weeks.

Child Name	IN	Entrance Screening completed (Y/N)	Destination/Interactions beyond cohort	Out	Symptoms and/or exposures
Staff/Adult Names in Contact with Cohort			Role/Title		

# Appendix C – Visitor Log

Date \_\_\_\_\_

\* This form kept on file for minimum four weeks.

IN	Name, Physical Address, Phone	Reason for entrance	Destination after entry	OUT

GRANT COUNTY ESD  
Emergency Operation Plan

**Communications Annex**

## Background

The GRANT COUNTY ESD (the District) 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 mission of the District is to develop, implement, and support comprehensive and academic programs that equip students with the necessary tools to compete in a 21st century world.. To accomplish this mission, the District must work towards clear, accessible communication with both the school and general community, especially in emergency situations.

This Communications Annex provides planning and guidance for communication functions regardless of threats and conditions. While the severity and length of an emergency cannot be predicted, planning for contingencies can help mitigate the impact on the Districts mission, the school community, and facilities.

The overall purpose of the Communications Annex is to support communications under all conditions. Potential threats and hazards whether they be natural, technological, biological, or human caused will require communication. While there is the understanding that it is not necessarily possible, or plausible, to plan for every single situation or condition, this document is designed in a way to support adaptation based on learnings and the specific challenge faced.

There is potential for great impact to both the school community (students, staff, family, and visitors) and general community in the event of a school-impacted emergency. This document helps to support District capabilities to communicate with or without warning *before, during, and after* emergency situations.

## General Outline

This annex is broken down into three sections:

- *Before an Emergency* – This section details how the school will prepare for communications prior to facing an emergency situation.
- *During an Emergency* – This section details how the school will communicate while facing an emergency situation.
- *After an Emergency* – This section details how the school will wrap-up communications and close-the-loop following an emergency situation.

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 Communications Annex will refer to other *functional annexes* as needed throughout the document.

Following the “After an Emergency” section of this document will be an Appendix with example communications documents that can be adapted as needed to different situations.

## **Considerations in the Communications Annex Development**

### Potential School Impact Issues Considered

- The Grant County ESD community needs to have clear expectations regarding how communications will occur during a crisis situation including how to receive communications.
- ESD staff and students will have clear communication and know steps to take in the event of a pandemic.

### Potential Community Impacts Considered

- Parents and community will be more comfortable if communication is clear and sent via multiple sources and outlets.
- Community members and families will need up to the moment information and direction during a pandemic
- The more informed a community becomes, the more effective the response to crisis. To that end, Grant County ESD is committed to working with partner districts, organizations, and emergency response entities.

## **Before**

**Goal:** Grant ESD will establish communication methods to send out to families and community members before a crisis occurs to reduce the number of communication decisions that are needed during an emergency. Grant ESD will establish communication templates, and or materials for use during a crisis with families and community members before a crisis occurs to reduce the number of communication decisions that are needed during an emergency.

**Objective:** Grant ESD will establish a system of communication that can be implemented quickly and efficiently during a crisis situation

### **Courses of Action:**

1. District will establish a single point of contact for all communication for messaging to and from families, the community and media (including social media).
2. District will establish a secondary point of contact should the first point of contact be unavailable for messaging to and from families, the community and media (including social media).
3. Templates with sample communications formats and content will be created and used to follow in the event of a crisis.
4. Communication channels including: District communication systems, media sources (including social media will be identified before an event occurs. This will allow the district to communicate as quickly and effectively as possible with people who need to know information first (e.g., students, parents, staff, board members, and the community etc.)
5. All staff needs to be informed regarding who is and is **not** allowed to communicate to the media or on social media platforms during a crisis. Staff will be supplied with messaging as soon as practicable for communication with families.

## **During**

**Goal:** Communication will occur smoothly and include those who need to know in the order they need to have information (e.g., staff, students, parents, board members, community).

**Objective:** Grant ESD will release information as soon as possible regarding any district action in response to a crisis situation. Information will first be communicated to staff, students, and families using social media and other established communication systems. As a situation is evolving, updates will be given and directions sent to families regarding the safety of children. As quickly as possible regular communication will follow to keep communication lines open and families informed.

Templates will be adapted for news releases and media messaging. These templates will be created ahead of time and include information such as the priority of student safety, the local authorities that are involved. the status of the event or situation, and the goal of the district to follow the best guidelines available to assure everything is being done to protect students. If directives regarding courses of action are needed to inform parents and the community these should be included.

### **Courses of Action:**

1. The single point of contact is responsible for communication with all media.
2. During an event, communication will be conveyed to staff, students and families as quickly as possible informing them of the nature of the crisis, the actions taken along with any actions they should take or not take by the single point of contact or designee.
3. Templates will be adapted for formal communication to board and community along with formal media sources.
4. Updates will be provided regularly during the crisis for the duration of the event or series of events.
5. If the situation is long lasting, ongoing communication will be established.

6. Feedback will be gathered and used to adapt communication to meet the needs of the school and broader community if the situation is ongoing.

## **After**

**Goal:** Following the event, communication facilitating the district returning to normal is the goal of communications. Normal includes students, staff and families knowing they are safe to return to class and activities.

**Objective:**

Ongoing communication updating students, staff, families and the community is important to maintain relationships that engender a sense of trusted partnership with the district.

**Courses of Action:**

1. The single point of contact is responsible for all communication post-event.
2. The District will provide communication regarding debriefing opportunities to all impacted parties.
3. Feedback will be gathered and used to improve the communication system for future events.