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Infectious Disease Emergency Plan

As a process and protocol to plan and address the large scale hazard that may affect the district. The following may be utilized to guide the Emergency Plan Process:

Prevention Actions:

Logistics

- CDC: Routinely clean frequently touched surfaces (e.g., doorknobs, light switches, countertops) with the cleaners typically used. Use all cleaning products according to the directions on the label.
- Ordering additional supplies
- Retraining during Spring break
 - Keep list of those who can't attend and new hires
- CDC: Provide disposable wipes so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down by students and staff before each use.
- Ordering additional supplies
- Cross reference effectiveness
- Order more hand soap
- Hand washing posters (CDC)
- Disinfecting practices in the schools are being given additional attention.
- Consider the schedule of cleaning and products

Operations

- Resources for parents and staff as to practices and procedures to stop the spread.
- Ensure: At this time that Pendergast Elementary School District staff are continuing to follow the established practices, procedures and policies of the district and the Arizona Department of Health.
- Field trips and extra-curricular activities are being reviewed on an on-going individual basis.

Communication-Liaison/PIO

- Information in/out-PIO/Liaison filters

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EMPOWERING EXCELLENCE AND SUCCESS

- Webpage
 - Updates
 - Push Notice/Email
- External resources need to be reliable
 - CDC
 - ADHS
 - Washing Hands-ADHS
 - Germ Spread-CDC
 - Home Care

Communication Triggers-Liaison/PIO

1. When directed by County/Flu safety letter:
 - Letter to Board, cabinet, superintendent secretary, campus administration
 - (As needed) Letter to teachers/staff and/or copy of letter that will be sent home to families (email)
 - Letter to families (email)
 - Send out Standard Response for Staff
 - Create & post FAQ/Notice to parents and community webpage
 - Purchase/create handwashing practice signs for schools
 - Work: <https://www.cdc.gov/nonpharmaceutical-interventions/pdf/dont-spread-germs-work-item3.pdf>
 - Work: <https://www.cdc.gov/nonpharmaceutical-interventions/pdf/stay-home-youre-sick-employers-item4.pdf>
 - Kids: <https://www.cdc.gov/handwashing/materials.html>
 - <https://www.cdc.gov/handwashing/handwashing-family.html>
 - From CDC: Remember that schools are not expected to screen students or staff to identify cases of COVID-19.
 - Consider Weekly Communications-push/email

2. When County informs us we have a case:
 - Letter to Cabinet
 - Letter to Board
 - Letter to campus (all) administration
 - (As needed) Letter to teachers/staff and/or copy of letter that will be sent home to families
 - (As needed) Letter to families (email & that school's website)
 - (As needed) Non-teaching coaches
 - (As needed) Seminary if it's at the high school
 - Update FAQ/Notice to parents and community webpage
 - possible video reminder about hygiene and staying home (post)
 - <https://www.cdc.gov/handwashing/videos.html>
 - In-house communication: Daily monitoring absenteeism of staff and students
 - In-house communication: Determine what level of absenteeism will disrupt continuity of teaching and learning.
 - Identify critical job functions and positions, and plan for alternative coverage by cross-training staff.
 - ICS Daily Briefings
 - Consider increase Weekly Communications

3. When County informs us to close school/s
 - Letter to cabinet
 - Board
 - Letter to campus all administration
 - Letter to teachers/staff and/or copy of letter that will be sent home to families
 - Letter to families (email & that school's website & push & calls)
 - Non-teaching Instructional Coaches
 - Seminary if it's at the high school
 - Local HOAs to inform them we are closing

- Local Media to get word out we are closing (prepare staging area if they appear)
 - Update FAQ/Notice to parents and community webpage
4. Daily follow up when schools are closed
- Cabinet
 - Board
 - Administration
 - Staff first – latest update; keep to school facts, not “case” facts
 - Letter to families (email & that school’s website/closure website & push & calls) including, when school is opening, how we disinfected the school, adjustments due to any staff shortages and any altered schedules regarding after-school events/extracurricular/athletics; any testing updates (if we’ve missed the window)
 - Update webpage

FAQs-Liaison/PIO (add as we get questions)

1. If faced with shortages of teaching staff
 - a. Can we combine classes?
 - b. Can we move students to another school?
 - c. Do we continue with Kids club?
 - d. How can we provide learning?
 - i. Technology
 1. Skype
 2. Tele-learning
 3. Online document sharing (Canvas, Office 365, Google Hangouts, Meetup, Video conferencing options, recorded lessons, webinars)
 - e. How do we prepare teachers to teach online?
 - f. How do we inform families about setting up the technology? (How are they doing it in China?)
 - g. What if staff are running out of sick days?
 - h. If we have a number of teachers impacted, what does our sub pool look like?
2. If we close a school?
 - a. If this happens before/after testing, what’s the ADE impact?
 - b. Can children attend a different school (I.e. combined classes) on another campus if needed? What does transportation look like?
 - c. How are we disinfect the campuses impacted? (CDC directive link online)
 - d. How do we make up days? Is it needed?
 - e. How does this impact graduation?
 - f. What will the impact be to classified and/or certified staff (pay) if we close school?
 - g. What’s the impact to Kids Club (can kids go to other sites in afternoon)? Summer camp? Do we run it?
 - h. Do we allow rentals to still use it?
 - i. Prepare for refunds if a preschool
 - j. Prepare for refunds for rentals
 - k. SPED Preschool – closed if K-12 schools close
 - l. At what point is DO impacted and told to stay home? Non-essential staff. Those who can work from home: what needs to be set up/communicated for that to take place?
 - m. What do we do if families try to enroll in other campuses?
3. What if close a school long-term? (More than two weeks)
 - a. What’s the impact to summer school?
 - b. Could we teach it online (and kids are at home)? Can we merge/contract with another district for our students (I.e. purchase seats for our kids to attend)? Do we have the money?
 - c. Do our students still attend ancillary schools if their high school is closed down?
 - d. If adjustments/impacts go into summer, what’s the impact on the start of the 2020/21 and all the back-to-school events for staff and students?

FAQs

Responses:

- Flu: Wash hands with soap and water, practice prevention
- Policies for schools: Staying home with fever, throwing up, etc.
- Practices CDC would dictate: When students come/go to school
 - School possibly won't require visit to doctor for clearance.
 - Staff return to work practices may also be adjusted.
- Parents: Determine daily needs of the child and school policy and/or Department of Health/CDC requirements (length of stay home, keeping non-infected family members home based on CDC/Department of Health requirements).
- Disinfecting practices?
- Extra-curricular activities and non-essential events may need to be reviewed for cancellation (Pride Club, AIA, voluntary extra non-required activities)
 - International field trips are cancelled; No NEW out of state will be accepted; monitoring out-of-state (prepare teacher sponsors that theirs might be cancelled)
- Parents, please consider developing a contingency plan should your children become ill and/or a school closures occurs; consider that the state recommends during pandemic that children do not gather together outside of school in larger groups (larger than 5) to minimize exposure risk. In a large-scale situation, the state/county may be encouraging closure of other public areas such as buses, malls, libraries, etc.
- Who closes? It is the authority of the Health Department or the Governing Board.

Educational questions if we are closed:

- Paper copies - How do we obtain?
- Books - How do we check them out to students?
- Technology-Based solutions
- Required courses only
- What materials are needed?
- How do we operate science labs?
- Do we consider checking out laptops to students who do not have them or Chrome Books?
- Do we ask teachers to send pre-made/already existing lessons that are online?
- What do we look at? Exposure to content, supplemental content, partial continuation (to next grade level, so last few standards need to be adjusted; or does the next grade level teacher spend time teaching the last standards?)
- SPED considerations: if we don't provide services to General Ed, we are not required to provide SPED based on ADE documentation.
- Could we provide altered class scheduling should we have a significant decrease in available staff/sub? What would that look like at elementary level? What would that look like at secondary level (required minutes).

How do we address: Higher risk populations (staff and students with compromised immune systems)

Social services (health offices, school psychologist, counselors, special-needs teachers): Arizona Department of Ed recommends keeping these staff as available as possible to support students still in school and families that are homebound.

- Examine outside agency support and encourage those staff to participate to support our community in general.
- How do we feed Title I families still in need when schools are closed? (During school closures we brought donations to families in need; can Food Services still provide sack lunches at home?)
- Use of our facility for food dispensing sites and vaccination sites (inform rentals that campus may not be available).

From CDC:

Employers should ensure that the plan is flexible and involves the employees in developing and reviewing the emergency plan.

Conduct a focused discussion or exercise using the plan, to find out ahead of time whether the plan has gaps or problems that need to be corrected.

Share the plan with employees and explain what human resources policies, workplace and leave flexibilities, and pay and benefits will be available to them.

Share best practices with other businesses in your communities (especially those in your supply chain), Chambers of Commerce, and Associations to improve community response efforts.