

## **Special Meeting of the Grand Island Board of Education**

The regular meeting of the Board of Education of Grand Island in the County of Hall in the State of Nebraska was convened and called to order by President Bonnie Hinkle in open and public session on Monday, March 23, 2020 at 5:30 PM at the Kneale Admin Bldg and Zoom Link, 123 S Webb Road, Grand Island, NE 68802, the usual meeting place of said Board. Notice of the meeting was given in advance thereof by publication in the *Grand Island Independent*, the School District's designated method of giving notice. Notice of the meeting was also given in advance to all members of the Board of Education. All proceedings hereafter shown were recorded while the convened meeting was open to the attendance of the public.

### **ROLL CALL:**

Attendance Taken at 5:32 PM.

Lisa Albers: Absent  
Carlos Bárcenas: Present  
Dan Brosz: Present  
Terry Brown: Present  
Kelly Enck: Present  
Julie Gortemaker: Present  
Bonnie Hinkle: Present  
Heidi Schutz: Present  
Erika Wolfe: Present

Attendance Update Taken at 5:36 PM.

Lisa Albers: Present

### **AGENDA**

#### **1. CALL TO ORDER**

#### **2. ROLL CALL**

#### **3. MISSION STATEMENT**

#### **4. PUBLIC FORUM**

#### **5. Action Item**

##### **1. State of Emergency Resolution**

#### **6. Information Item**

##### **1. GIPS Pandemic Plan**

**7. NOTIFICATION OF UPCOMING BOARD MEETINGS**

**8. ADJOURNMENT**

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Michelle L Simmons, Recording Secretary

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Robin R. Dexter, Secretary to the Board

**RESOLUTION OF THE BOARD OF EDUCATION OF HALL COUNTY SCHOOL DISTRICT  
40-0002, A/K/A GRAND ISLAND PUBLIC SCHOOL DISTRICT REGARDING COVID-19 (ALSO  
KNOWN AS THE CORONAVIRUS) GLOBAL PANDEMIC AND EPIDEMIC SICKNESS**

**BE IT RESOLVED THAT:**

WHEREAS, the COVID-19 (also known as the coronavirus) global pandemic and epidemic sickness has already had a substantial disruptive effect on Nebraska school districts; and

WHEREAS, the ongoing COVID-19 pandemic and epidemic sickness will likely continue to substantially disrupt Nebraska school districts; and,

WHEREAS, on March 13, 2020, President Trump declared a National Emergency because of the COVID-19 epidemic; and,

WHEREAS, on March 13, 2020, Governor Ricketts declared a State of Emergency because of the COVID-19 epidemic; and,

WHEREAS, the Hall County Board of Commissioners, Chairperson has issued a declaration declaring a State of Emergency in Hall County, Nebraska as a result of the ongoing COVID-19 pandemic and epidemic sickness for a duration that is undermined, and,

WHEREAS, the City of Grand has issued a declaration declaring a State of Emergency in the City of Grand Island, Hall County, Nebraska as a result of the ongoing COVID-19 pandemic and epidemic sickness for a duration that is undermined, and,

WHEREAS, Hall County Emergency Management Director, Jon Rosenlund has issued a proclamation to Hall County School District 40-0002, a/k/a Grand Island Public School District under the provisions of Neb. Rev. Stat. § 81-829.51 finding and determining that a State of Emergency exists as a result of the ongoing COVID-19 pandemic and epidemic sickness for an undetermined period; and,

WHEREAS, the Nebraska Commissioner of Education and the Nebraska State Board of Education has the legal authority to waive, suspend, delay, alter or otherwise forego implementing, enforcing and interpreting certain statutory and regulatory requirements for school districts in Nebraska; and,

WHEREAS, the Grand Island Public School District will by law be required to provide educational services to the children residing or electing education in such school district for the balance of 2019-2020 school year; and,

WHEREAS, pursuant to Neb. Rev. Stat. § 81-529.51, and other applicable laws, before any expenditures, contract, or obligation is undertaken it shall be approved by a vote of the governing body of such local government, here the Board of Education of the Grand Island Public School District, and,

NOW, THEREFORE, on the basis of the foregoing facts, the Board of Education of Hall County School District 40-0002, a/k/a Grand Island Public School District, should and does hereby declare that effective on Friday, March 13, 2020 a State of Emergency exists due to the COVID-19 pandemic and epidemic sickness to continue in effect until the state and federal government determines that a State of Emergency no longer exists due to the COVID 19 pandemic, and the Board of Education further should and does hereby authorize the Superintendent of Schools, or designee, to:

1. Make emergency expenditures, enter into contracts, and incur obligations for emergency management purposes regardless of existing statutory limitations and requirements pertaining to appropriation, budgeting, levies, or the manner of entering into contracts in excess of or in violation of existing statutory limitations or requirements,.
2. Make adjustments to the school calendar for the 2019-2020 school year to meet statutory requirements for hours of instruction in the elementary and secondary grades due to the loss of instructional days.; and,

3. Make adjustments to work schedules and related compensation and benefits for full-time and part time certificated employees under the 187 day contract year, and educational support personnel, both nine (9), ten (10) and twelve (12) month employees, due to the emergency conditions engendered by the ongoing COVID-19 pandemic and epidemic sickness, including but not limited to assignment that provide for non-exempt education support employees to be on call during all work regular hours and be paid hourly wages and benefits therefore, and determines and directs that non-exempt educational support staff (clerical staff, custodial staff, bus drivers, para-educators, food services personnel and the like) that are paid on an hourly basis, and lose work hours as result of school closure or other disruption of the regular work schedule for such employees as a result of the COVID-19 pandemic and epidemic sickness shall be paid their wages and benefits for their regularly scheduled work hours for such days; such hours to be shown on each educational support staff member's time card as "COVID 19 Virus Leave" for a period not to exceed fourteen (14) work days.

The above Resolution having been read in its entirety, Member \_\_\_\_\_ moved for its passage and adoption, Member \_\_\_\_\_ seconded the same. After discussion and on roll call vote, the following members voted in favor of the passage and adoption of the above Resolution:

\_\_\_\_\_  
\_\_\_\_\_

The following members voted against the same: \_\_\_\_\_

\_\_\_\_\_

The following members were absent or not voting: \_\_\_\_\_

The above Resolution having been consented to by more than a majority of the members of the School Board of this School District was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska open meetings law.

DATED this 23<sup>rd</sup> day of March, 2020.

HALL COUNTY SCHOOL DISTRICT 40-0002, A/K/A  
GRAND ISLAND PUBLIC SCHOOL DISTRICT

BY: \_\_\_\_\_  
President

ATTEST: \_\_\_\_\_  
Secretary



**Grand Island Public Schools**  
**Pandemic Plan of Action**  
**for COVID-19**

**Mission:**

Every student, every day, a success!  
In educating students, we teach hearts as well as minds.

**Vision:**

Students prepared to make positive contributions to society  
and **thrive** in an ever-changing world.

March 2020

## GIPS Points of Contact

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## I. Framing the Problem

### Defining Pandemic

A pandemic is a global outbreak of disease that occurs when a new virus appears or “emerges” in the human population and affects people around the world. Pandemics are different from seasonal outbreaks or “epidemics.” Seasonal outbreaks are caused by subtypes of viruses that already circulate among people. Pandemic outbreaks are caused by new subtypes, by subtypes that have never circulated among people for a long time. Historically, pandemics have led to high levels of illness, death, social disruption and economic loss.

Three criteria determine a pandemic:

1. A new virus subtype emerges to which humans have no immunity.
2. Humans are infected. They become very sick and possibly die.
3. It is contagious, spreading from person-to-person efficiently.

### The Purpose of the Pandemic Plan

The purpose of this Grand Island Public Schools Pandemic Plan is to provide a framework for communicating, preventing, responding to and recovering from a pandemic outbreak and any resulting life-threatening complications that may impact Grand Island Public Schools.

This plan defines the functions required for an effective district response, including essential coordination with local, state and federal agencies. The plan is intended to assist both the district- and building-level administration with preparedness, prevention, response and recovery operations in order to sustain educational functions and reduce the possible spread of the virus within school facilities.

The Associate Superintendent and Director of Building & Grounds in cooperation with the District Pandemic Response Team and Safety Coordinator will author, update and publish the district’s pandemic plan and serve as the points of contact between the Central District Health Department and Grand Island Public Schools.

Grand Island Public Schools has aligned its pandemic plan with the Central District Health Department and the Center for Disease Control pandemic recommendations in order to coordinate an appropriate response and avoid causing unnecessary concern and panic. Grand Island Public Schools will rely on and work closely with the Central District Health Department and Centers for Disease Control in establishing a variety of communications channels.

The primary communication channel will be the Central District Health Department (<https://cdhd.ne.gov/>). Specific information for schools will also be provided through district communication channels and the district website (<https://www.gips.org/>).

Grand Island Public Schools will communicate with and educate faculty, staff, students, parents and guardians about effective hygiene habits before any outbreaks occur. This will include standard precautions pertaining to good hand washing as well as coughing and sneezing etiquette.

The Marketing & Communications Coordinator will act as spokesperson for the district. Communication channels will be used according to the nuances of the pandemic and may include: district website, school websites, district newsletters, e-mail, district social media and the district's automated messaging system.

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## **Role of the School District in Responding to COVID-19**

COVID-19 is a respiratory illness caused by a novel (new) virus, and we are learning more about it every day. There is currently no vaccine to protect against COVID-19. At this point, the best way to prevent infection is to avoid being exposed to the virus that causes it. Stopping transmission (spread) of the virus through everyday practices is the best way to keep people healthy. More information on COVID-19 is available [here](#).

Schools, working together with local health departments, have an important role in slowing the spread of diseases to help ensure students have safe and healthy learning environments. Schools serve students, staff and visitors from throughout the community. All of these people may have close contact in the school setting, often sharing spaces, equipment and supplies.

The US Centers for Disease Control and Prevention (CDC) will update this guidance as needed and as additional information becomes available. Please check the following CDC website periodically for updated interim guidance: [www.cdc.gov/coronavirus/2019-ncov/index.html](http://www.cdc.gov/coronavirus/2019-ncov/index.html).

Health officials are currently taking steps to prevent the introduction and spread of COVID-19 into US communities. Schools can play an important role in this effort. Through collaboration and coordination with local health departments, schools can take steps to disseminate information about the disease and its potential transmission within their school community. Schools can prepare to take steps to prevent the spread of COVID-19 among their students and staff should local health officials identify such a need.







Schools should continue to collaborate, share information and review plans with local health officials to help protect the whole school community, including those with special health needs. School plans should be designed to minimize disruption to teaching and learning and protect students and staff from social stigma and discrimination. Plans can build on everyday practices (e.g., encouraging hand hygiene, monitoring absenteeism, communicating routinely) that include strategies for *before*, *during* and *after* a possible outbreak.

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## Guidance for Schools (COVID-19 not in community)

To prepare for possible community transmission of COVID-19, the most important thing for schools to do now is **plan and prepare**. As the global outbreak evolves, schools should prepare for the possibility of community-level outbreaks. Schools want to **be ready** if COVID-19 does appear in their communities.



### Childcare and K-12 school administrators nationwide can take steps to help stop or slow the spread of respiratory infectious diseases, including COVID-19:

- **Review, update and implement emergency operations plans (EOPs).** This should be done in collaboration with local health departments and other relevant partners. Focus on the components, or annexes, of the plans that address infectious disease outbreaks.
  - Ensure the plan includes strategies to reduce the spread of a wide variety of infectious diseases (e.g., seasonal influenza). Effective strategies build on everyday school policies and practices.
  - Ensure the plan emphasizes common-sense preventive actions for students and staff. For example, emphasize actions such as staying home when sick, appropriately covering coughs and sneezes, cleaning frequently touched surfaces and washing hands often.
    - CDC has workplace resources: posters with messages for staff on [staying home when sick](#)  and how to [avoid spreading germs at work](#). 
    - Other health and education professional organizations may also have helpful resources your school can use or share. For example, the American Academy of Pediatrics provides information on [germ prevention strategies](#)  [reducing the spread of illness in childcare settings](#). 
  - Ensure handwashing strategies include washing with soap and water for at least 20 seconds or using a hand sanitizer that contains at least 60% alcohol if soap and water are not available.
    - CDC offers several free handwashing resources that include [health promotion materials](#), information on [proper handwashing technique](#), and [tips for families to help children develop good handwashing habits](#).
  - Reference key resources while reviewing, updating and implementing the EOP:
    - Multiple federal agencies have developed resources on school planning principles and a 6-step process for creating plans to build and continually foster safe and healthy school communities *before, during* and *after* possible emergencies. Key resources include [guidance on developing high-quality school emergency operations plans](#),  and a [companion guide on the role of school districts in developing high-quality school emergency operations plans](#). 
    - The Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center's [website](#) contains free resources, training and TA to schools and their community partners, including many

- tools and resources on emergency planning and response to infectious disease outbreaks.
- **Develop information-sharing systems with partners.**
    - Information-sharing systems can be used for day-to-day reporting (on information such as changes in absenteeism) and disease surveillance efforts to detect and respond to an outbreak.
    - Local health officials should be a key partner in information sharing.
  - **Monitor and plan for absenteeism.**
    - Review the usual absenteeism patterns at your school among both students and staff.
    - Alert local health officials about large increases in student and staff absenteeism, particularly if absences appear due to respiratory illnesses (like the common cold or the “flu,” which have symptoms similar to symptoms of COVID-19).
    - Review attendance and sick leave policies. Encourage students and staff to stay home when sick. Use flexibility, when possible, to allow staff to stay home to care for sick family members.
    - Discourage the use of perfect attendance awards and incentives.
    - Identify critical job functions and positions, and plan for alternative coverage by cross-training staff.
    - Determine what level of absenteeism will disrupt continuity of teaching and learning.
  - **Establish procedures for students and staff who are sick at school.**
    - Establish procedures to ensure students and staff who become sick at school or arrive at school sick are sent home as soon as possible.
    - Keep sick students and staff separate from well students and staff until they can leave.
    - Remember that schools are not expected to screen students or staff to identify cases of COVID-19. The majority of respiratory illnesses are not COVID-19. If a community (or more specifically, a school) has cases of COVID-19, local health officials will help identify those individuals and will follow up on next steps.
    - Share resources with the school community to help families understand when to keep children home. This guidance, not specific to COVID-19, from the American Academy of Pediatrics can be helpful for [families](#).
  - **Perform routine environmental cleaning.**
    - 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.
    - 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.
  - **Create communications plans for use with the school community.**
    - Include strategies for sharing information with staff, students and their families.

- Include information about steps being taken by the school or childcare facility to prepare and how additional information will be shared.
- **Review CDC's guidance for businesses and employers.**
  - Review this CDC [guidance](#) to identify any additional strategies the school can use, given its role as an employer.

**Childcare and K-12 administrators can also support their school community by sharing resources** with students (if resources are age-appropriate), their families and staff. Coordinate with local health officials to determine what type of information might be best to share with the school community. Consider sharing the following fact sheets and information sources:

- Information about COVID-19 available through [state](#) and [local](#) health departments
- General CDC fact sheets to help staff and students' families understand COVID-19 and the steps they can take to protect themselves:
  - [What you need to know about coronavirus disease 2019 \(COVID-19\)](#) 
  - [What to do if you are sick with coronavirus disease 2019 \(COVID-19\)](#)
  - [Stop the spread of germs – help prevent the spread of respiratory viruses like COVID-19](#) 
- CDC Information on [COVID-19 and children](#)
- CDC information for staff, students, and their families who have recently traveled back to the United States from areas where CDC has identified community spread of coronavirus:
  - A list of countries where community spread of COVID-19 is occurring can be found on the CDC webpage: [Coronavirus Disease 2019 Information for Travel](#)

**For questions about students who plan to travel, or have recently traveled, to areas with community spread of COVID-19, refer to CDC's [FAQ for travelers](#). Schools can also consult with state and local health officials.** Schools may need to postpone or cancel trips that could expose students and staff to potential community spread of COVID-19. Students returning from travel to areas with community spread of COVID-19 must follow guidance they have received from health officials. COVID-19 information for travel is updated regularly on the CDC [website](#).

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## Guidance for Schools (COVID-19 within community)

If local health officials report there are cases of COVID-19 in the community, schools may need to take additional steps in **response** to prevent spread in the school. The first step for schools in this situation is to talk with local health officials. The guidance provided here is based on current knowledge of COVID-19. As additional information becomes available about the virus, how it spreads, and how severe it is, this guidance may be updated. Administrators are encouraged to work closely with local health officials to determine a course of action for their childcare programs or schools.

### **Determine if, when and for how long childcare programs/schools need to be dismissed.**

Temporarily dismissing childcare programs and K-12 schools is a strategy to stop or slow the further spread of COVID-19 in communities. During school dismissals, childcare programs and schools may stay open for staff members (unless ill) while students stay home. Keeping facilities open a) allows teachers to develop and deliver lessons and materials remotely, thus maintaining continuity of teaching and learning; and b) allows other staff members to continue to provide services and help with additional response efforts.

Childcare and school administrators should work in close collaboration and coordination with local health officials to make dismissal and large event cancellation decisions. Schools are not expected to make decisions about dismissal or canceling events on their own. Schools can seek specific guidance from local health officials to determine if, when and for how long to take these steps. Large event cancellations or school dismissals may be recommended for 14 days, or possibly longer if advised by local health officials. The nature of these actions (e.g., geographic scope, duration) may change as the local outbreak situation evolves.

### **If an ill student/staff member attended school before being confirmed with COVID-19:**

- **Local health officials may recommend temporary school dismissals if a student or staff member attended school prior to being confirmed as a COVID-19 case.** Local health officials' recommendations for the scope (e.g., a single school, a full district) and duration of school dismissals will be made on a case-by-case basis based on the most up-to-date COVID-19 information and the specific cases in the impacted community.
- **Schools should work with the local health department and other relevant leadership to communicate the possible COVID-19 exposure.** This communication to the school community should align with the communication plan in the school's emergency operations plan. In such a circumstance, it is critical to maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.
- **If a student or staff member has been identified with COVID-19, school and program administrators should seek guidance from local health officials to determine when students and staff should return to schools and what additional steps are needed for the school community.** Also, students and staff who are well but are taking care of or share a home with someone with a case of COVID-19 should follow instructions from local health officials to determine when to return to school.

### **If schools are dismissed, schools can consider the following steps:**

- **Temporarily cancel extracurricular group activities and large events.**

- Cancel or postpone events such as after-school assemblies and pep rallies, field trips, and sporting events.
- **Discourage students and staff from gathering or socializing anywhere.**
  - Discourage gatherings at places like a friend's house, a favorite restaurant, or the local shopping mall.
- **Ensure continuity of education.**
  - Review continuity plans, including plans for the continuity of teaching and learning. Implement e-learning plans, including digital and distance learning options as feasible and appropriate.
  - Determine, in consultation with school district officials or other relevant state or local partners:
    - If a waiver is needed for state requirements of a minimum number of in-person instructional hours or school days (seat time) as a condition for funding;
    - How to convert face-to-face lessons into online lessons and how to train teachers to do so;
    - How to triage technical issues if faced with limited IT support and staff;
    - How to encourage appropriate adult supervision while children are using distance learning approaches; and
    - How to deal with the potential lack of students' access to computers and the Internet at home.
  - **Ensure continuity of meal programs.**
    - Consider ways to distribute food to students.
    - If there is community spread of COVID-19, design strategies to avoid distribution in settings where people might gather in a group or crowd. Consider options such as "grab-and-go" bagged lunches or meal delivery.
  - **Consider alternatives for providing essential medical and social services for students.**
    - Continue providing necessary services for children with special healthcare needs, or work with the state *Title V Children and Youth with Special Health Care Needs (CYSHCN) Program*.

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## District Pandemic Response Team (DPRT)

The District Pandemic Response Team is composed of the Superintendent, Associate Superintendent, Chief of Leadership & Learning, Director of Buildings & Grounds, Marketing & Communications Coordinator, Executive Director of Human Resources, Executive Director of Information Technology, Lead Nurse, Director of Curriculum & Professional Learning and Director of Child Nutrition Services, and others as designated. The DPRT will be responsible for the implementation of the pandemic plan.

The district's Lead Nurse will assist with coordinating the pandemic plan at the building level by overseeing the role of building healthcare staff and making recommendations regarding modifications or additions to the plan. The Lead Nurse and Director of Building & Grounds will ensure that provisions of sufficient and accessible infection prevention supplies (soap, face masks, alcohol-based hand hygiene products, tissues and appropriate receptacles) will be readily available and used as directed by the Central District Health Department.

A District Pandemic Response Command Center to manage the pandemic plan will be located at the Grand Island Public Schools Kneale Administration Building or remotely via electronic communications. The Superintendent, Associate Superintendent, Chief of Leadership & Learning, Director of Buildings & Grounds and, Marketing & Communications Coordinator will collaborate with the Central District Health Department and periodically test the linkages between the crisis command systems.

The Marketing & Communications Coordinator will be responsible for district communications as directed by the DPRT.

The building principals will be responsible for the direct communication between the school building and the district office.

The district will continue to work with the Central District Health Department to report a substantial increase in absenteeism among students and faculty.

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## II. Coordinated Action Steps (Better and Stronger Together)

### Pandemic Plan Action Plan for District Pandemic Response Team

The District Pandemic Response Team (DPRT) will use the levels below to make decisions at the district level:

#### Level One (Low Risk)

First pandemic flu case reported in the country.  
No reported cases in the local community.  
The school community (employees, students, parents) is requested to take their temperature twice daily. If 100 degrees or greater, please stay home.

#### Level Two (Moderate Risk)

Increasing the number of cases reported in the country.  
The school community (employees, students, parents) is requested to take their temperature twice daily. If 100 degrees or greater, please stay home.

#### Level Three (Medium Risk)

First pandemic case reported within the school community.  
Increased spread of pandemic flu in the city with transfer in public places.  
The school community (employees, students, parents) is requested to take their temperature twice daily. If 100 degrees or greater, do not report to work.

#### Level Four (High Risk)

Spread of pandemic flu within the school community.  
The government directs the schools to close.

### 1. Preparation

#### (District Pandemic Response Team - DPRT)

- Identify needed team members; schedule necessary meetings
- Set up communication channels for team members

### 2. Communication

#### (Marketing & Communications Coordinator)

- Education
- Prevention
- Pertinent Updates

### 3. Reporting Illnesses

#### (Health Services and Human Resources)

- Students
- Staff
- Work with Central District Health Department for surveillance

### 4. Sanitization and Cleaning

#### (Building & Grounds Department)

- Facilities
- Transportation

#### **5. Continuation of Academic Learning**

**(Chief of Leadership & Learning; Director of Curriculum & Professional Learning)**

- Daily Learning
- State Assessments

#### **6. School Dismissal and Closure at the Direction of Public Health Officials**

**(District Pandemic Response Team)**

- Preemptive Dismissal (Central District Health Department)
- Selective Dismissal (medically fragile)
- Reactive Dismissal (large population of ill staff/students)
- Staffing Preparation

Superintendent may make determination to close schools with power bestowed by Board.

#### **7. Compensation of Staff**

**(Chief of Human Resource Management and Chief Financial Officer)**

- [Staff Compensation Guidelines](#)

#### **8. Opening of Schools at the Direction of Public Health Officials**

**(District Pandemic Response Team)**

- Organize DPRT for Opening
- Decision
- Communication

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## **Communication Action Plan (Marketing & Communications Coordinator)**

Outgoing District Communications will go through the Marketing & Communications Coordinator. All reporting of incidents will go to Associate Superintendent, Director of Buildings & Grounds and the School Safety Coordinator.

**Let's Talk:** Patrons will be encouraged to use the Let's Talk platform to submit questions and suggestions. This allows for the quickest response and allows the district to track issues that are most important to our patrons.

### **District Internal Communication Expectations**

- All staff are expected to carefully monitor district communication.
- Thanks to our board of education and the work of our administration, staff will continue to be paid. This also means that all staff who are healthy are expected to help students and the district in whatever way asked.
- Additional help may be needed with food distribution, students packet preparation and other important work.

### **District External Communication Expectations**

- Our stakeholders depend on GIPS for accurate, timely communication. All Let's Talk tickets and stakeholder emails need to be responded to within 24 hours or less.
- Consistent communication will help to alleviate confusion. All district communication will be approved by the Communication Department. Staff are welcome to share district communication.
- As is normal, staff will talk with Marketing & Communications Coordinator before any communication with media.

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## **Nursing and Monitoring/Reporting Illnesses Action Plan (Student Services, Nurses, Social Workers, and Human Resources)**

**Student absences:** School nurses play a critical role in prevention, early identification and containment of contagious illnesses in the school environment.

### **Monitor absenteeism patterns and trends:**

- Information Management Services will provide Student Services a daily GIPS Student Illness Report which includes student illnesses and medical absences by school. This report will also include percentages of ill and medically excused students by day, week and month for comparative purposes.
- Student Services and Social Workers, will closely review the GIPS Student Illness Report daily to monitor trends.
- Information Management Services will also provide the GIPS Student Illness Report to the Central District Health Department every Wednesday.
- Student Services will work with the principal/program director, school nurse and secretary if 10% of students are noted as ill and/or medically excused to obtain more specific information as to reasons for the increase in absences.
- If there is a 10% increase in student absences due to illness and/or medically excused, Student Services will meet with the Chief Human Resources Officer to seek staff absence data for comparative analysis purposes in identified schools.
- Student Services will notify the Central District Health Department when 10% of a school's population is absent due to illness and/or medically excused.
- Student Services will also alert the Central District Health Department when there is an increase in staff absences due to illness and/or medically excused in identified schools.
- Student Services will follow the recommendations provided by the Central District Health Department and immediately notify the Superintendent, Associate Superintendent, Chief of Leadership & Learning, Director of Buildings & Grounds, Marketing & Communications Coordinator, Chief of Human Resource Management and Executive Director of Information Technology to determine next steps.
- Student Services will provide student absences updates to the District Pandemic Response Team during scheduled meetings.

### **School nurses will work with their principal/program director, building/grounds and custodial teams on the following preventive strategies:**

- [Signs & Symptoms - Nurse's Role](#)
- The building's administrative office staff will ensure students and staff who become sick at school or arrive at school sick are sent home as soon as possible.
- The building's administrative office staff will take proactive measures to keep sick students and staff separated (ideally by 3 or more feet) from well students and staff until they can leave.
- School nurses will work closely with their principal/program director to ensure the building's administrative and nurse's office is sanitized accordingly by the building/ground team and custodial team.
- The Lead Nurse and Building Principal will provide School Nurses with resources to share with the school community for educational purposes.

**Staff absences:** All staff absences will be monitored daily with analysis on trends completed multiple times a week (due to timing of reporting absences). This will be conducted via a review of punch times and a review of entered absences and will be conducted at the department/school level using the below query's into both time reporting systems (Kronos) and leave reporting systems (SmartFind Express)

Any sudden shift in staff absences will be shared with Associate Superintendent (DPRT) to compare to student absences and shared as appropriate with local health officials.

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## **Nutrition Services Action Plan (District Operational Services)**

During a pandemic flu outbreak, some schools will be operating with reduced staff. If schools remain in session, the cafeterias may be forced to reduce the number of meal choices due to a reduction in staff. Non-Nutrition Services staff may be asked to assist in serving and clean up after meals. Any staff working with food will be trained in safe food handling and basic handwashing and sanitary practices.

In the event of closure of schools due to a pandemic outbreak or other health emergency, labor issues will arise due to the absence of employees, students, drivers, etc. The following is a guideline to continue our food service operation by providing safe food to the students and staff:

### **Sanitation:**

- Continue to follow HACCP Standard Operating Procedures (SOP's) to keep food, students and staff safe.

### **Staffing:**

- All appropriate staff will be utilized in the tasks and areas necessary to accomplish the feeding of students.
- Refer to this [link](#) to access employment information during the pandemic.
- As the work force decreases, management tasks will be centralized by closing the smaller production kitchens. As the outbreak worsens, plan for food to be prepared by smaller sub-groups of employees, not to exceed 10 people.

### **Delivery:**

Truck drivers will deliver meals to satellite serving locations. Drivers are to have access to disinfecting wipes in trucks to sanitize surfaces as they are at different locations.

### **Meals:**

- Meals will follow the Summer Food Service Meal pattern. In the event of an infectious health emergency, an NDE waiver will be requested for non-congregate meal service.
- Milk delivery will continue to the satellite serving schools as usual. Stay in contact with the milk distributor to ensure adequate supply.
- Meal preparation will occur in groups of five staff members or less to maintain social distancing to minimize risk.
- Meals will be unitized in order to prevent cross-contamination. Breakfast and lunch will be provided daily.
- Meal distribution: A curbside pick-up system will be put into place. The patron will drive up to the pick-up location. A table will be placed near the curb, while the GIPS staff is on the side of the table closest to the school. GIPS staff will place the meals on the table, patrons will then pick up the meals and depart. GIPS staff will clean and sanitize the table(s) frequently.

### **Communication:**

- Department leadership will communicate to staff via email. All staff must check email twice daily - once in the morning and once at the end of the day.

- Utilize “snow day” calling list as a calling tree for urgent communication.

**Vendors:**

- Stay in contact with the vendors (donated and purchased) regarding the availability of the food and delivery schedules.
- Stay in contact with the vendors (donated and purchased) regarding the availability of the food and delivery schedules.
- Provide vendors with start-up plan needs in case of closure.

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### Continuation of Academic Learning Action Plan (Curriculum and Instruction - Support)

The Leading for Learning Team has produced the curriculum and instruction delivery steps and guidelines for all teachers.

During a Pandemic outbreak, instruction will be delivered through an E-Learning platform (the learning and teaching using electronic media) for grades 1-12. Kindergarten students will engage in learning through hands-on activities with paper or electronic opportunities provided by the classroom teacher.

Google Classroom, Hangouts Meet and Canvas will serve as our district’s primary distance learning tools. When necessary, teachers will provide brief video lessons to explain new concepts or skills, provide virtual explanations, demonstrations, examples and/or models to help students understand new concepts or skills. Students will submit work and interact with the teacher through the electronic learning platform and receive ongoing feedback about progress towards desired outcomes. This feedback may occur in written or virtual live opportunities throughout the week.

Teachers are encouraged to collaborate in virtual PLC’s using Zoom or Hangout Meets to develop videos, common lessons and enrichment activities. Principals will continue to serve as instructional leaders of E-learning by establishing expectations for virtual collaboration, providing support for planning, professional learning instructional delivery and staying connected with families.

During this time grades will be frozen until classes resume, however, in accordance with GIPS grading policy, Guideline 5, any student concerned or wanting to **improve their current grade** will work with their teacher to develop an individual plan to be provided opportunities to correct work, complete alternative assessments (paper or project), redo work, make-up missing work, or submit additional work to improve their grade. **No new work will be graded during this time.**

Parents are encouraged to reach out for assistance or clarification about enrichment activities and access to materials.

School Roles and Responsibilities	
Leading for Learning	<ul style="list-style-type: none"> <li>● Create and distribute the Continuation of Academic Learning Action Plan</li> <li>● Support faculty and students/families shifting to a distance learning environment</li> <li>● Provide guidance for principals and teachers to develop learning opportunities that maintain skills and concepts and extend upon concepts already taught</li> </ul>
Technology Department	<ul style="list-style-type: none"> <li>● Develop a plan for students to check-out devices for use at home.</li> <li>● Support faculty and students/families shifting to a distance learning environment</li> <li>● Provide written/video support to assist faculty with using district identified resources and online platforms</li> </ul>

<p>Principals</p>	<ul style="list-style-type: none"> <li>● Monitor communication between teachers and their students</li> <li>● Support faculty and students/families shifting to a distance learning environment</li> <li>● Support the well-being and effectiveness of teachers</li> <li>● Be accountable for student learning by monitoring instructional delivery and vet resources to support teachers</li> <li>● Continue to manage communication with teachers, students, and families, with particular attention to students who are instructionally vulnerable</li> <li>● Assist teachers with with targeting key student learning needs</li> <li>● Coordinate efforts to reach out to students that are disengaged from the learning</li> </ul>
<p>Core Teachers</p>	<ul style="list-style-type: none"> <li>● Collaborate with other members of your team or department to design distance learning experiences for your students</li> <li>● Use district curriculum and resources (ex. Google Classroom, Google Hangouts, Canvas) to communicate and deliver content</li> <li>● Make sure parents are aware which online resources your students will access. Include information on how to access the resources.</li> <li>● Communicate with and provide timely feedback - daily if possible.</li> <li>● Have a heightened responsibility for checking in with and supporting students who are instructionally vulnerable.</li> <li>● Communicate with parents, as necessary</li> <li>● Provide principal access to Google Classroom, Canvas</li> <li>● Monitor attendance and report to principal/designee students that are not engaged</li> <li>● Follow professional and ethical policies</li> </ul>
<p>6-8 Explore &amp; Specials Teachers 9-12 Global and CTE Teachers</p>	<ul style="list-style-type: none"> <li>● Use district curriculum and resources (ex. Google Classroom, Google Hangouts) to communicate and deliver content</li> <li>● Make sure parents are aware which online resources your students will access. Include information on how to access the resources.</li> <li>● Communicate with and provide timely feedback - daily if possible</li> <li>● Have a heightened responsibility for checking in with and supporting students who are instructionally vulnerable</li> <li>● Communicate with parents, as necessary</li> <li>● Develop a bank of activities being mindful of the resources families may or may not have in their home.</li> </ul>
<p>Special Education</p>	<ul style="list-style-type: none"> <li>● Communicate regularly with the subject or classroom teachers who teach the students on your caseload.</li> <li>● Communicate regularly with students on your caseload and/or their parents</li> <li>● Provide supplementary learning activities for students on your caseload</li> <li>● Document time supporting students.</li> </ul>
<p>Learning Support Teachers (e.g. Interventionists, Gifted Specialists, EL, etc.)</p>	<ul style="list-style-type: none"> <li>● Communicate regularly with the subject or classroom teachers who teach the students on your caseload.</li> <li>● Communicate regularly with students on your caseload and/or their parents</li> <li>● Provide supplementary learning activities for students on your caseload</li> </ul>
<p>Instructional Coaches, Title I Specialists, EL coaches, SPED coaches</p>	<ul style="list-style-type: none"> <li>● Support teachers via zoom, phone, email, etc. on Google classroom, Google Hangouts, and implementation of continuous learning plan</li> <li>● Begin to support curriculum coordinators with curriculum and assessment work</li> </ul>

<p>K-5 Specials (PE, Music, Integration, Guidance, Art)</p>	<ul style="list-style-type: none"> <li>• Develop a bank of activities being mindful of the resources families may or may not have in their home</li> <li>• Provide a range of activities that continue to support the current program</li> <li>• Communicate with students/families who reach out for assistance</li> <li>• Communicate to families the sites/resources you will be using</li> </ul>
<p>Home Visitors Preschool</p>	<ul style="list-style-type: none"> <li>• Communicate regularly with parents</li> <li>• Provide learning activities from the curriculum being mindful of non-screen time activities and the resources families may or may not have in their home</li> <li>• Use video/call conferencing (Zoom, Google Meet, SeeSaw) as needed</li> <li>• Staff will take their guidance from the Early Childhood Team</li> </ul>
<p>Counselors Social Workers Psychologists Healthcare Staff SECL Coaches</p>	<ul style="list-style-type: none"> <li>• Serve as a liaison for communication with students/families in crisis</li> <li>• Provide resources for students and families to support them while they are away from school</li> <li>• Be a resource for building administration and teaching staff in buildings of assignment</li> <li>• Reach out and connect with most vulnerable students and families</li> </ul>
<p>6-12 Integration Specialists</p>	<ul style="list-style-type: none"> <li>• Regularly check in with subject and classroom teachers to identify ways to support their design of distance learning experiences</li> <li>• Be available for teachers and students as needed for support and respond to identified technology issues. Complete a help desk ticket when necessary.</li> </ul>

<p style="text-align: center;"><b>Student Roles and Responsibilities</b></p>	
<ul style="list-style-type: none"> <li>• Establish daily routines for engaging in the learning experiences.</li> <li>• Identify a space in your home where you can work effectively and successfully.</li> <li>• Identify a space in your home where you can participate in live online learning. During live online learning, sit at a table and wear school appropriate dress.</li> <li>• Monitor online platforms daily.</li> <li>• Engage in all learning with academic honesty.</li> <li>• Communicate proactively with your teachers if you cannot meet deadlines or require additional support.</li> </ul>	
<p><b>For questions about...</b></p>	<p><b>Contact</b></p>
<p>a course, assignment, or resource</p>	<p>the relevant teacher</p>
<p>a technology related problem or issue</p>	<p>Let's Talk ticket to the IT department</p>
<p>a personal, academic or social-emotional concern</p>	<p>your assigned counselor</p>
<p style="text-align: center;"><b>Parent Roles and Responsibilities</b></p>	

Provide support for your children by:

- Establishing routines and expectations.
- Defining the physical space for your child to study.
- Monitoring communications from your child’s teachers.
- Beginning and ending each day with a check-in.
- Taking an active role in helping your child process his/her learning.
- Establishing times for quiet and reflection.
- Encouraging physical activity and/or exercise.
- Remaining mindful of your child’s stress or worry.
- Monitoring how much time your child is spending online.
- Keep your child social, but set rules around their social media interactions.

For questions about...	Contact
a course, assignment, or resource	the relevant teacher
a technology related problem or issue	Let’s Talk ticket to the IT department
a personal, academic or social-emotional concern	your child’s assigned counselor
other issues related to E- Learning	your school principal or assistant principal

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## **Sanitizing and Cleaning Facilities Action Plan (District Building & Grounds)**

### **A. Pandemic Prevention and Control**

All disinfectant cleaners in the Warehouse Supplies Catalog that are supplied to you are sufficient for day-to-day cleaning. To prevent the spread of viruses, additional cleaning is warranted. Extra cleaning should be concentrated in areas where students congregate in larger numbers i.e. cafeteria, gymnasium, locker rooms, music rooms, stage/auditorium, and the nurse's office. Custodians will work with their assigned schools to use chlorine ionized misters throughout their schools on a daily basis. In schools with particularly vulnerable populations, the ionizer will be used more frequently.

Custodial supervisor and head custodians will continue training custodial staff on the following:

1. The most common route of entry for a virus is through the nose and mouth. Wearing gloves is an important protective measure you can take. As with most viruses, proper hand washing is a critical control measure. Be sure to wash hands and forearms after the gloves are removed.
2. All schools need to have disinfectant/cleaners in stock.
3. Spray the surface with the disinfectant/cleaner and allow it to set for the recommended dwell period.
4. Wipe away the remaining disinfectant/cleaner from the surface.
5. Gloves worn during the cleaning need to be disposed of in a closed container or trash bag tied up after disposal. Do not reuse gloves--once they've been removed, put on a new pair if you are returning to work.
6. Proper personal and building cleaning methods are critical in preventing the spread of virus pathogens and must be practiced as a routine preventative measure.
7. Encourage proper hand washing by staff and students. This is the primary method in preventing the spread of contagious illnesses in any setting.
8. Diaper changing surfaces need to be disinfected with Sparsan Q. Toys put in students' mouths or those that are drooled on, need to be sanitized by soaking in Sani-T-10 for ten (10) minutes. Allow the toys to air dry.
9. Mats in Kindergarten rooms need to be sanitized and disinfected daily.

### **B. Clean-Up Procedures for Bodily Fluids**

The following procedures are added as additional precautions in the clean-up of vomitus and fecal material. Following these procedures will help prevent the spread of contagious viruses.

1. School personnel must notify the custodial staff of a reported or witnessed body fluid spill of vomitus or fecal matter in the school.

2. Students and staff need to vacate at least a 10-foot radius from the site of the spill for decontamination. Leave items within the 10-foot radius that need to be decontaminated until they are properly cleaned.
3. Custodial staff will wear personal protective equipment (PPE) at the site of the body fluid spill. The minimum PPE for any bodily fluid spill shall be gloves and boot covers, donned at the decontamination site. If the potential for splashing exists, eye protection, either face shields, goggles or safety glasses are to be worn. Coveralls are available to custodial staff to wear during the clean-up process to protect their clothing from being contaminated.
4. All disposable PPE are to be removed and sealed in a bag prior to leaving the decontaminated site. Under no circumstances are gloves, boot covers, or coveralls used in the clean-up of body fluid spills to be worn to other areas of the building as this can spread the pathogen. Eye protection should be cleaned with the proper disinfectant before leaving the area.
5. Procedure for clean-up:
  - Spray the body fluid spill with proper disinfectant.
  - Solidify the spill with absorbent powder or similar product.
  - Dispose of the spill material in an individual plastic bag and seal.
  - Sanitize the surface where the body fluid was spilled with another application of proper disinfectant and allow it to set for one minute.
  - Hand shampoo carpeted areas with a disposable rag. Bag and discard after use.
  - Mist the carpeted surface with proper disinfectant spray and allow to set for another minute. Do not use a dry vacuum over the spill area until the carpet is completely dry.
  - Wipe down all surfaces within the 10-foot radius that were contaminated with a rag wetted with proper disinfectant. Non-porous surfaces within the radius can be misted with proper disinfectant and allowed to dry.
  - All waste generated from the clean-up can be disposed of in a sanitary refuse closed container. If the container is not closed, seal/ tie the refuse bag.

### C. Disinfecting Procedures

#### **Classrooms, Hallways, and Media Centers**

- Prepare mop buckets and spray bottles using GS Neutral Disinfectant Cleaner 103. Product must be dispensed through the dispensing system. Accurate dilution of this product is extremely important. Use a fine mist with your spray bottles.
- Clean all surfaces and touch points, including window blinds, cupboard doors, towel and soap dispensers, bubblers, telephones, light switches, door knobs, classroom doors, pencil sharpeners, etc. Wipe down trash cans and change liners daily. Wipe these surfaces after allowing the product to sit for 10 minutes.
- Mop hard surface floors with GS Neutral Disinfectant Cleaner 103.
- After cleaning and vacuuming the entire room, go back to the front of the room and spray all surfaces including desks and table tops with a light mist of SparSanQ. Do not wipe these surfaces down after applying. Leave the product to air dry. Work yourself to the room exit as you are spraying.

#### **Restrooms**

- Use normal cleaning procedures. Use GS Neutral Disinfectant Cleaner 103 on floors, sinks and faucets.
- Be sure to clean all touchpoints including toilet paper dispensers, feminine product receptacles, stalls, locks, paper towel dispensers, soap and sanitizer dispensers, door knobs, light and fan switches, etc. Leave to dry for 10 minutes.

- Mop your way out of the room using GS Neutral Disinfectant Cleaner 103.

**Offices, Conference Rooms and Staff Rooms**

- Use GS Neutral Disinfectant Cleaner 103.
- Clean all surfaces and touch points, including window blinds, cupboard doors, towel and soap dispensers, telephones, light switches, door knobs, doors, etc. Wipe down trash cans and change liners daily. Wipe these surfaces after allowing the product to sit for 10 minutes.
- Mop hard surface floors with GS Neutral Disinfectant Cleaner 103.
- After cleaning and vacuuming the entire room, go back to the front of the room and spray all surfaces including desks and table tops with a light mist of SparSanQ. Do not wipe these surfaces down after applying. Leave the product to air dry. Work yourself to the room exit as you are spraying.

**School Operations/Purchasing**

Purchasing will work with distribution to assure that the supplies, in the recommended quantity, are available for schools.

NOTE: Staff will be given Clorox Healthcare Hydrogen Peroxide Cleaner Disinfectant Wipes for their daily use as needed. Use these conservatively as supplies are very limited. These wipes are not for use by custodial staff.

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**Compensation of Staff Action Plan  
(Chief of Human Resource Management and Chief Financial Officer)**

**A. Payroll Processing**

**Monthly Payroll**

Monthly payroll for all staff is processed between the 5<sup>th</sup> day of the month (paid on the 15<sup>th</sup>). Daily updates are made to Smart Find Express for leaves and imported into iVisions. Kronos is used for time and attendance daily for employees and also imported into iVisions daily. Payroll runs reports to review and audit for any pay changes before starting the process. Payroll creates, calculates and confirms the payroll. Once payroll is confirmed the c-note is handed off to Wells Fargo (i.e. EFT) to pay employees. It's a condition of employment to have a bank account for GIPS to EFT net payroll to employees.

Staff involved: Lori Forsythe, Stephanie Tomjack, Jackie Jones, Deb Franklin and Marilyn Price

**Access needed by staff**

The following payroll staff will need VPN:

- Lori Forsythe
- Stephanie Tomjack
- Jackie Jones

**Other payroll considerations**

- Maintain communication between departments (HR/accounting) and employees.
- Work with human resources to create a plan for paying the permanent part timers (custodial aides, paras, etc.)
- Work with human resources to create a plan for paying employees currently on a leave of absences (paid or unpaid)

**Average Payroll Volumes**

Pay cycle	Who Is Paid	Ave. No. Paid
Monthly 15th	All Staff	1,200

**B. Accounts Receivable**

Accounts Receivable staff will be able to continue the receipt and recording of electronic funds received by the District. All notices of ACH deposits and wire transfers are emailed to the business office email and the corresponding deposits can be processed remotely.

In the event of the closure of the KAB and stoppage of mail sorting and distribution by mail services, accounts receivable staff would not be able to receive, record and deposit cash and checks. Accounts receivable staff would address the backlog of un-deposited cash and checks

as quickly as possible as soon as access to the KAB was allowed and mail services resumed operations.

### **C. Accounts Payable**

For accounts payable to be properly prepared for an extended leave from the District offices laptops would need to be provided to Mali Barber, Stephanie Tomjack, Nancy Reynolds, Brenda Anderson, Kari Price.

### **D. Critical Invoices Processing**

- Garnishments – Processed monthly via the payroll processing.
- Annuities - Process monthly via the payroll process
- Nutrition Services Invoices/Uploads - Working with Nutrition Services on receiving invoices via email.
- Blue Cross/Blue Shield – Invoice is paid via a wire, working with Blue Cross & Blue Shield of Nebraska (EHA) on receiving invoice via email.
- Recurring Monthly Rent Payments - Accounts payable has a process in place.
- Conference Registrations and Other Employee Reimbursements – Submitted by various departments, no process has been determined at this time.

### **E. Standard Invoice Processing**

The majority of accounts payable Invoices are received through the mail, delivered by the KAB mail services. The District would need an individual onsite to deliver mail to accounts payable periodically so invoices can be processed and paid. An accounts payable staff person would need to be onsite to sort and deliver the invoices to the appropriate person. If no individuals are allowed in KAB, new invoices could not be processed until all staff is approved to report back to work. The invoices that are delivered through the mail are vendor invoices, consulting, officials and security.

### **F. Scanning**

Scanning will be completed during the extended leave. Staff will be provided with scanners.

### **G. Vendor Maintenance**

Vendor setup and maintenance will be completed via Email.

### **H. Payments**

An accounts payable staff person would need to be onsite to print the checks. The printer is in the business office. The onsite staff person would run the matching, budget checking and voucher posting processes to assure that all vouchers meeting the selection criteria are pulled. A check register will be run and emailed to the AP staff to verify the accuracy of the payments. After the check register is validated the check will be printed. The checks would then need to be sealed using the check sealer located on the

### **I. Board Claims Report**

After the checks are printed the claims report process needs to be completed, scanned and emailed to the Superintendent's Office. There are currently two individuals with security to process the claims report, additional person(s) could be granted the security and trained.

## **J. Positive Pay and EFT Transmittal File to the Bank**

Positive Pay and EFT are transmitted to the bank via Wells Fargo CEO (Commercial Electronic Office) web portal.

## **K. Workers Compensation Claims**

Kari Price will be able to process via email and working with ALICAP.

## **L. HR Support**

- Marilyn Price (classified)
- Deb Franklin (certified and administrative)
- Jackie Jones (substitutes and SmartFind Express)
- Cindy Beran (leave approval)

The above staff will need remote access to support and troubleshoot any issues within Job Data in IVEE, Kronos, SmartFind Express that may impact Payroll's ability to pay or Benefits ability to process life events. This group would also serve as 1<sup>st</sup> level response to employee questions about any HR related topic and support with benefit's questions.

Depending on the length of any closure and the timing of any closure additional current HR staff may be engaged to remotely process new employee hiring to ensure that we are as close to fully staffed as possible upon return from closure.

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### **III. School Closure / Reopening at Direction of Public Health Officials**

#### **School Dismissal and Closure Action Plan at Direction of Public Health Officials (District Pandemic Response Team - DPRT)**

- The Associate Superintendent will schedule timely updates with public health officials to be shared with the DPRT.
- When Public Health Officials direct school districts to close, the District Pandemic Response Team will be called together to review our Pandemic Plan and immediately prepare for the closing of schools.
- All District Pandemic Response Team members will review their portion of the Pandemic Plans and prepare to implement.
- The Associate Superintendent will work with Marketing & Communications Coordinator to prepare and send school closing communication to staff, families and community partners
- The Associate Superintendent will coordinate weekly District Pandemic Response Team Meetings for the team to discuss updates, progress monitoring and plan for next steps.

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#### **Opening of Schools Action Plan at Direction of Public Health Officials (District Pandemic Response Team - DPRT)**

- The Associate Superintendent will meet with area officials to plan for opening of schools including public health officials.
- When Public Health Officials direct school districts to open, the District Crisis Response Team will be called together to review our Pandemic Plan and immediately prepare for the opening of schools.
- All District Pandemic Response Team members will review their department's roles and responsibilities for the opening of schools and meet with their respective team members to ensure schools are ready to open.
- Associate Superintendent will work with Marketing & Communications Coordinator to prepare and send school opening communication to staff, families and community partners.
- Associate Superintendent will coordinate weekly District Pandemic Response Team Meetings for the team to discuss updates, progress monitoring and plan for next steps.

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## Expectations for All Staff

All staff are vital to the implementation of this plan. Roles and responsibilities will be fluid and may be different than normal day to day expectations. Certain staff have been designated as leads in the implementation of the pandemic plan.

### Board of Education

- Stay informed
  - Local, Regional, State, and Federal Guidance
  - Emergency Declarations
  - Consistent communication with constituents

### Superintendent

- Provide direction and guidance
- Engage with Local, Regional, State, and Federal
- Keep community informed
- Powers authorized by Board of Education
  - Authorize the Superintendent of Schools, or designed, to grant a paid leave of absence for a specified number of duty days with full current wages and benefits to exempt and non-exempt employees who are experiencing certain conditions with regards to the COVID-19 virus.
  - Authorize the Superintendent of Schools, or designee, to take all necessary action to work with state and local health department officials for advice on functions that may involve large gatherings of people.
  - Authorize the Superintendent of Schools, or designee, to take all necessary action to prepare for the Board of Education to declare the COVID-19 virus situation as a "emergency" under the Nebraska Emergency Management Act, Neb. Rev. Stat. §§81-829.36 through 81-829.75.
  - Authorize the Superintendent of Schools to monitor the COVID-19 virus conditions in the State of Nebraska and the Educational Service Unit No. 10 area, and based upon the directives of the Commissioner of Education and community spread of the disease in the Hall County School District 40-0002 a.k.a. Grand Island Public Schools, Hall County Nebraska to determine and decide all issues related to the close of attendance centers, adjust the school year calendar, take measures to continue educational services, assign certificated and non-certificated staff as needed, and extra-curricular activities.

### Cabinet

- Report to office until notice to work remotely via electronic options
- Available to support 24/7

### District Communications

- Marketing & Communications Coordinator report to office until notice to work remotely via electronic options
- Available to support 24/7

### District Operational Services

#### Buildings

##### High Schools

- Head Day Custodian - 6 a.m. - 2:30 p.m.

- Head Night Custodian - 3 p.m. - 11 p.m.

### **Middle Schools**

- Head Day Custodian - 6 a.m. - 2:30 p.m.
- Head Night Custodian - 3 p.m. - 11 p.m.

### **Elementary Schools**

- Head Custodian - 6 a.m. - 2:30 p.m.

### **Buildings and Grounds**

- Director of Buildings & Grounds
- Assistant to Buildings & Grounds
- Grounds Supervisor
- Custodial Supervisor
- Head HVAC
- Head Electrical
- Low Voltage Specialist
- Head Plumber
- Head Carpenter/Locksmith
- Mechanic
- Head Custodian

### **Nutrition Services**

- Director of Nutrition Services
- The following positions will be on-call and ready to return for start upon work when we reopen:
  - Supervisors of Nutrition Services
  - Specialists of Nutrition Services
  - Cafeteria Managers and staff at the building
- Additional staff will be determined by the Director of Nutrition Services

### **Purchasing/ Distribution**

- Director of Buildings & Grounds

### **Business Office/Finance**

### **Information Technology Department**

- Executive Director of Information Technology
- Help Desk Lead
- Network & Systems Administrator

### **Student and Community Services**

- Supervisor of School Safety
  - Continue to with GIPD to monitor families/students in crisis
  - Monitor access to facilities
- Social Workers
  - Monitor the needs of high risk families
  - Support access to mental health support
  - Coordinate with agencies for support
- Counselors
  - Monitor students with identified needs
  - Support families with strategies to engage students in conversation about school closure and how to cope
- Nurses

- Monitor families with students on medication
  - Support students with disabilities who are medically fragile
- Families In Transition (FIT) Program
  - Work with community agencies to support families in need of a place to stay, food and clothing
  - Connect families to agency support
- Coordinated Community Response
  - Student Support Services, to include nurses, counselors, social workers and the FIT Program, will engage with community agencies to support students and families in need of food, clothing, housing, education and mental health support.
    - [Community Response Protocol](#)
- Promote and Celebrate Student Experiences
  - Engage students, staff, and families to experience “school life” using virtual tools
- Respond to offers for volunteers and donations
  - Assign a coordinator
  - Develop a communication and coordination plan

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## Summary Statement

Pandemics are unpredictable but recurring events that can have severe consequences on human health and economic well being worldwide. Advance planning and preparedness are critical to help mitigate the impact of a global pandemic. This Grand Island Public Schools Pandemic Plan is designed to be a working document to address preventive and implementation protocols to support students, staff and parents, and partnering with community agencies to survive a pandemic situation. Our mission, Every Student, Every Day, A Success! empowers us to:

- **Speak up for our students.** They are the ones missing out on academic and athletic championships, school plays, band concerts and so much more of what they have worked hard for over the school year. **In the midst of communicating the logistics of things, don't forget compassion and empathy.** Lives have been disrupted. Students who rely on school for meals, mental health services and other essential supports may now be without them. In your communications to staff, parents and students, remember this important fact.
- **Remain purposeful.** Crises require us to make a million decisions, sometimes without much time for thoughtful reflection. Before starting on the long list of practical questions needing answers, take a moment to define what it is you are trying to accomplish. If you establish guiding principles such as putting kids first; calming fears and providing solutions for families impacted by our decisions; and using our resources to help our community during this time of national emergency, then the questions about how you are going to do so become much simpler and clearer to make.
- **Be community-minded.** Collaborate with the community to ensure safety and to maximize resources to help support the community at large. We must keep the community armed with updated and accurate information related to Grand Island Public Schools to prevent fear and misunderstandings.

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## IV. Appendix

### Appendix A: Professional Experts Consulted in the Pandemic Plan Development

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#### [NDE Web Resources](#)

#### [NE Dept of Health Web Resources](#)

Center for Disease Control  
<https://www.cdc.gov>

World Health Organization  
<https://www.who.int>

Links:

<https://www.arcgis.com/apps/opstdashboard/index.html#/bda7594740fd40299423467b48e9ecf6>

<https://www.cdc.gov/handwashing/when-how-handwashing.html>

<https://www.cdc.gov/nonpharmaceutical-interventions/school/>

#### [CDC Guidance](#)

## Appendix B: District Pandemic Planning Checklist Resource Tool

Local educational agencies (LEAs) play an integral role in protecting the health and safety of their district’s staff, students and their families. The Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) have developed the following checklist to assist LEAs in developing and/or improving plans to prepare for and respond to a pandemic.

Building a strong relationship with the local health department is critical for developing a meaningful plan. The key planning activities in this checklist build upon existing contingency plans recommended for school districts by the U.S. Department of Education (Practical Information on Crisis Planning: A Guide For Schools and Communities <http://www.ed.gov/admins/lead/safety/emergencyplans/crisisplanning.pdf>).

Further information on pandemics can be found at [www.pandemicflu.gov](http://www.pandemicflu.gov).

Completed	In Progress	Not Started	
<b>1. Planning and Coordination:</b>			
..	..	..	Identify the authority responsible for declaring a public health emergency at the state and local levels, and for officially activating the district’s pandemic response plan.
..	..	..	Identify for all stakeholders the legal authorities responsible for executing the community operational plan, especially those authorities responsible for case identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.
..	..	..	As part of the district’s crisis plan, address pandemic preparedness, involving all relevant stakeholders in the district (e.g., lead emergency response agency, district administrators, local public health representatives, school health and mental health professionals, teachers, nutritional services director, and parent representatives.) This committee is accountable for articulating strategic priorities and overseeing the development of the district’s operational pandemic plan.

..	..	..	<p>Work with local and/or state health departments and other community partners to establish organizational structures, such as the District Crisis Response Command Center, to manage the execution of the district’s pandemic plan. The District Crisis Response Command Center is a standardized organization structure that establishes a line of authority, and common terminology and procedures to be followed in response to a crisis. Ensure compatibility between the district’s established Command Center and the local/state health departments and state education department’s Command Centers.</p>
..	..	..	<p>Delineate accountability and responsibility as well as resources for key stakeholders engaged in planning and executing specific components of the operational plan. Assume that the plan includes timelines, deliverables, and performance measures.</p>
..	..	..	<p>Work with your local and/or state health department and state education agencies to coordinate with their pandemic plans. Assure that pandemic planning is coordinated with the community’s pandemic plan as well as the state department of education’s plan.</p>
..	..	..	<p>Test the linkages between the District Crisis Response Command Center and the local/state health departments’ and state education department’s Command Centers.</p>
..	..	..	<p>Contribute to the local health department’s operational plan for surge capacity of healthcare and other services to meet the needs of the community (e.g., school’s designated as contingency hospitals, schools feeding vulnerable populations, community utilizing LEA’s healthcare and mental health staff.) In an affected community, at least two pandemic disease waves (about 6-8 weeks each) are likely over several months.</p>
..	..	..	<p>Incorporate into the pandemic plan the requirements of students with special needs (e.g., low income students who rely on the school food service for daily meals), those in special facilities (e.g., juvenile justice facilities) as well as those who do not speak English as their first language.</p>
..	..	..	<p>Participate in exercises of the community’s pandemic plan.</p>

..	..	..	Work with the local health department to address provision of psychosocial support services for the staff, students and their families during and after a pandemic.
..	..	..	Consider developing in concert with the local health department a surveillance system that would alert the local health department to a substantial increase in absenteeism among students.
..	..	..	Implement an exercise/drill to test the pandemic plan and revise it periodically.
..	..	..	Share knowledge learned from developing a preparedness and response plan with other LEAs as well as private schools within the community to improve community response efforts.
<b>2. Continuity of Student Learning and Core Operations:</b>			
..	..	..	Develop scenarios describing the potential impact of a pandemic on student learning (e.g., student and staff absences), school closings, and extracurricular activities based on having various levels of illness among students and staff.
..	..	..	Develop alternative procedures to assure continuity of instruction (e.g., web-based distance instruction, telephone trees, mailed lessons and enrichment activities, instruction via local radio or television stations) in the event of district school closures.
..	..	..	Develop a continuity of operations plan for essential central office functions including payroll and ongoing communication with students and parents.
<b>3. Infection Control Policies and Procedures:</b>			

..	..	..	Work with the local health department to implement effective infection prevention policies and procedures that help limit the spread of a pandemic at schools in the district (e.g., promotion of hand hygiene, cough/sneeze etiquette). Make good hygiene a habit now in order to help protect children from many infectious diseases.
..	..	..	Provide sufficient and accessible infection prevention supplies, such as soap, alcohol-based/waterless hand hygiene products (containing at least 60 alcohol), tissues, and receptacles for their disposal.
..	..	..	Establish policies and procedures for students and staff regarding sick leave absences unique to a pandemic (e.g., non-punitive, liberal leave).
..	..	..	Establish sick leave policies for staff and students suspected to be ill or who become ill at school. Staff and students with known or suspected pandemic symptoms should not remain at school/office and should return only after their symptoms resolve and they are physically ready to return to school/office.
..	..	..	Establish policies for transporting ill students.
..	..	..	Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings. (Refer to <a href="http://www.hhs.gov/pandemicflu/plan">www.hhs.gov/pandemicflu/plan</a> )
<b>4. Communications Planning:</b>			
..	..	..	Assess readiness to meet communication needs in preparation for a pandemic, including regular review, testing and updating of communication plans.
..	..	..	Develop a dissemination plan for communication with staff, students and families, including lead spokespersons and links to other communication networks.

..	..	..	Ensure language, culture and reading level appropriateness in communications by including community leaders representing different language and/or ethnic groups on the planning committee, asking for their participation both in document planning and the dissemination of public health messages within their communities.
..	..	..	Develop and test platforms (e.g., hotlines, telephone trees, dedicated websites, and local radio or TV stations) for communicating pandemic status and actions to school district staff, students and families.
..	..	..	Develop and maintain up-to-date communications contacts of key public health and education stakeholders and use the network to provide regular updates as the pandemic unfolds.
..	..	..	Assure the provision of redundant communication systems/channels that allow for the expedited transmission and receipt of information.
..	..	..	Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
..	..	..	Disseminate information about the LEA's pandemic preparedness and response plan (e.g., continuity of instruction, community containment measures).
..	..	..	Disseminate information public health sources covering routine infection control (e.g., hand hygiene, cough/sneeze etiquette), pandemic fundamentals (e.g., signs and symptoms of a pandemic, modes of transmission) as well as personal and family protection and response strategies (e.g., guidance for the at-home care of ill students and family members).
..	..	..	Anticipate the potential fear and anxiety of staff, students and families as a result of rumors and misinformation and plan communications accordingly.

**Source: Centers for Disease Control and Prevention**



**Grand Island Public Schools**

**Pandemic Plan of Action**

**for COVID-19**

**Mission:**

Every student, every day, a success!  
In educating students, we teach hearts as well as minds.

**Vision:**

Students prepared to make positive contributions to society  
and **thrive** in an ever-changing world.

March 2020

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## I. Framing the Problem

### Defining Pandemic

A pandemic is a global outbreak of disease that occurs when a new virus appears or “emerges” in the human population and affects people around the world. Pandemics are different from seasonal outbreaks or “epidemics.” Seasonal outbreaks are caused by subtypes of viruses that already circulate among people. Pandemic outbreaks are caused by new subtypes, by subtypes that have never circulated among people for a long time. Historically, pandemics have led to high levels of illness, death, social disruption and economic loss.

Three criteria determine a pandemic:

1. A new virus subtype emerges to which humans have no immunity.
2. Humans are infected. They become very sick and possibly die.
3. It is contagious, spreading from person-to-person efficiently.

### The Purpose of the Pandemic Plan

The purpose of this Grand Island Public Schools Pandemic Plan is to provide a framework for communicating, preventing, responding to and recovering from a pandemic outbreak and any resulting life-threatening complications that may impact Grand Island Public Schools.

This plan defines the functions required for an effective district response, including essential coordination with local, state and federal agencies. The plan is intended to assist both the district- and building-level administration with preparedness, prevention, response and recovery operations in order to sustain educational functions and reduce the possible spread of the virus within school facilities.

The Associate Superintendent and Director of Building & Grounds in cooperation with the District Pandemic Response Team and Safety Coordinator will author, update and publish the district’s pandemic plan and serve as the points of contact between the Central District Health Department and Grand Island Public Schools.

Grand Island Public Schools has aligned its pandemic plan with the Central District Health Department and the Center for Disease Control pandemic recommendations in order to coordinate an appropriate response and avoid causing unnecessary concern and panic. Grand Island Public Schools will rely on and work closely with the Central District Health Department and Centers for Disease Control in establishing a variety of communications channels.

The primary communication channel will be the Central District Health Department (<https://cdhd.ne.gov/>). Specific information for schools will also be provided through district communication channels and the district website (<https://www.gips.org/>).

Grand Island Public Schools will communicate with and educate faculty, staff, students, parents and guardians about effective hygiene habits before any outbreaks occur. This will include standard precautions pertaining to good hand washing as well as coughing and sneezing etiquette.

The Marketing & Communications Coordinator will act as spokesperson for the district. Communication channels will be used according to the nuances of the pandemic and may include: district website, school websites, district newsletters, e-mail, district social media and the district's automated messaging system.

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## **Role of the School District in Responding to COVID-19**

COVID-19 is a respiratory illness caused by a novel (new) virus, and we are learning more about it every day. There is currently no vaccine to protect against COVID-19. At this point, the best way to prevent infection is to avoid being exposed to the virus that causes it. Stopping transmission (spread) of the virus through everyday practices is the best way to keep people healthy. More information on COVID-19 is available [here](#).

Schools, working together with local health departments, have an important role in slowing the spread of diseases to help ensure students have safe and healthy learning environments. Schools serve students, staff and visitors from throughout the community. All of these people may have close contact in the school setting, often sharing spaces, equipment and supplies.

The US Centers for Disease Control and Prevention (CDC) will update this guidance as needed and as additional information becomes available. Please check the following CDC website periodically for updated interim guidance: [www.cdc.gov/coronavirus/2019-ncov/index.html](http://www.cdc.gov/coronavirus/2019-ncov/index.html).

Health officials are currently taking steps to prevent the introduction and spread of COVID-19 into US communities. Schools can play an important role in this effort. Through collaboration and coordination with local health departments, schools can take steps to disseminate information about the disease and its potential transmission within their school community. Schools can prepare to take steps to prevent the spread of COVID-19 among their students and staff should local health officials identify such a need.







Schools should continue to collaborate, share information and review plans with local health officials to help protect the whole school community, including those with special health needs. School plans should be designed to minimize disruption to teaching and learning and protect students and staff from social stigma and discrimination. Plans can build on everyday practices (e.g., encouraging hand hygiene, monitoring absenteeism, communicating routinely) that include strategies for *before*, *during* and *after* a possible outbreak.

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## Guidance for Schools (COVID-19 not in community)

To prepare for possible community transmission of COVID-19, the most important thing for schools to do now is **plan and prepare**. As the global outbreak evolves, schools should prepare for the possibility of community-level outbreaks. Schools want to **be ready** if COVID-19 does appear in their communities.



### Childcare and K-12 school administrators nationwide can take steps to help stop or slow the spread of respiratory infectious diseases, including COVID-19:

- **Review, update and implement emergency operations plans (EOPs).** This should be done in collaboration with local health departments and other relevant partners. Focus on the components, or annexes, of the plans that address infectious disease outbreaks.
  - Ensure the plan includes strategies to reduce the spread of a wide variety of infectious diseases (e.g., seasonal influenza). Effective strategies build on everyday school policies and practices.
  - Ensure the plan emphasizes common-sense preventive actions for students and staff. For example, emphasize actions such as staying home when sick, appropriately covering coughs and sneezes, cleaning frequently touched surfaces and washing hands often.
    - CDC has workplace resources: posters with messages for staff on [staying home when sick](#)  and how to [avoid spreading germs at work](#). 
    - Other health and education professional organizations may also have helpful resources your school can use or share. For example, the American Academy of Pediatrics provides information on [germ prevention strategies](#)  [reducing the spread of illness in childcare settings](#). 
  - Ensure handwashing strategies include washing with soap and water for at least 20 seconds or using a hand sanitizer that contains at least 60% alcohol if soap and water are not available.
    - CDC offers several free handwashing resources that include [health promotion materials](#), information on [proper handwashing technique](#), and [tips for families to help children develop good handwashing habits](#).
  - Reference key resources while reviewing, updating and implementing the EOP:
    - Multiple federal agencies have developed resources on school planning principles and a 6-step process for creating plans to build and continually foster safe and healthy school communities *before, during* and *after* possible emergencies. Key resources include [guidance on developing high-quality school emergency operations plans](#),  and a [companion guide on the role of school districts in developing high-quality school emergency operations plans](#). 
    - The Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center's [website](#) contains free resources, training and TA to schools and their community partners, including many

- tools and resources on emergency planning and response to infectious disease outbreaks.
- **Develop information-sharing systems with partners.**
    - Information-sharing systems can be used for day-to-day reporting (on information such as changes in absenteeism) and disease surveillance efforts to detect and respond to an outbreak.
    - Local health officials should be a key partner in information sharing.
  - **Monitor and plan for absenteeism.**
    - Review the usual absenteeism patterns at your school among both students and staff.
    - Alert local health officials about large increases in student and staff absenteeism, particularly if absences appear due to respiratory illnesses (like the common cold or the “flu,” which have symptoms similar to symptoms of COVID-19).
    - Review attendance and sick leave policies. Encourage students and staff to stay home when sick. Use flexibility, when possible, to allow staff to stay home to care for sick family members.
    - Discourage the use of perfect attendance awards and incentives.
    - Identify critical job functions and positions, and plan for alternative coverage by cross-training staff.
    - Determine what level of absenteeism will disrupt continuity of teaching and learning.
  - **Establish procedures for students and staff who are sick at school.**
    - Establish procedures to ensure students and staff who become sick at school or arrive at school sick are sent home as soon as possible.
    - Keep sick students and staff separate from well students and staff until they can leave.
    - Remember that schools are not expected to screen students or staff to identify cases of COVID-19. The majority of respiratory illnesses are not COVID-19. If a community (or more specifically, a school) has cases of COVID-19, local health officials will help identify those individuals and will follow up on next steps.
    - Share resources with the school community to help families understand when to keep children home. This guidance, not specific to COVID-19, from the American Academy of Pediatrics can be helpful for [families](#).
  - **Perform routine environmental cleaning.**
    - 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.
    - 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.
  - **Create communications plans for use with the school community.**
    - Include strategies for sharing information with staff, students and their families.

- Include information about steps being taken by the school or childcare facility to prepare and how additional information will be shared.
- **Review CDC's guidance for businesses and employers.**
  - Review this CDC [guidance](#) to identify any additional strategies the school can use, given its role as an employer.

**Childcare and K-12 administrators can also support their school community by sharing resources** with students (if resources are age-appropriate), their families and staff. Coordinate with local health officials to determine what type of information might be best to share with the school community. Consider sharing the following fact sheets and information sources:

- Information about COVID-19 available through [state](#) and [local](#) health departments
- General CDC fact sheets to help staff and students' families understand COVID-19 and the steps they can take to protect themselves:
  - [What you need to know about coronavirus disease 2019 \(COVID-19\)](#) 
  - [What to do if you are sick with coronavirus disease 2019 \(COVID-19\)](#)
  - [Stop the spread of germs – help prevent the spread of respiratory viruses like COVID-19](#) 
- CDC Information on [COVID-19 and children](#)
- CDC information for staff, students, and their families who have recently traveled back to the United States from areas where CDC has identified community spread of coronavirus:
  - A list of countries where community spread of COVID-19 is occurring can be found on the CDC webpage: [Coronavirus Disease 2019 Information for Travel](#)

**For questions about students who plan to travel, or have recently traveled, to areas with community spread of COVID-19, refer to CDC's [FAQ for travelers](#). Schools can also consult with state and local health officials.** Schools may need to postpone or cancel trips that could expose students and staff to potential community spread of COVID-19. Students returning from travel to areas with community spread of COVID-19 must follow guidance they have received from health officials. COVID-19 information for travel is updated regularly on the CDC [website](#).

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## Guidance for Schools (COVID-19 within community)

If local health officials report there are cases of COVID-19 in the community, schools may need to take additional steps in **response** to prevent spread in the school. The first step for schools in this situation is to talk with local health officials. The guidance provided here is based on current knowledge of COVID-19. As additional information becomes available about the virus, how it spreads, and how severe it is, this guidance may be updated. Administrators are encouraged to work closely with local health officials to determine a course of action for their childcare programs or schools.

### **Determine if, when and for how long childcare programs/schools need to be dismissed.**

Temporarily dismissing childcare programs and K-12 schools is a strategy to stop or slow the further spread of COVID-19 in communities. During school dismissals, childcare programs and schools may stay open for staff members (unless ill) while students stay home. Keeping facilities open a) allows teachers to develop and deliver lessons and materials remotely, thus maintaining continuity of teaching and learning; and b) allows other staff members to continue to provide services and help with additional response efforts.

Childcare and school administrators should work in close collaboration and coordination with local health officials to make dismissal and large event cancellation decisions. Schools are not expected to make decisions about dismissal or canceling events on their own. Schools can seek specific guidance from local health officials to determine if, when and for how long to take these steps. Large event cancellations or school dismissals may be recommended for 14 days, or possibly longer if advised by local health officials. The nature of these actions (e.g., geographic scope, duration) may change as the local outbreak situation evolves.

### **If an ill student/staff member attended school before being confirmed with COVID-19:**

- **Local health officials may recommend temporary school dismissals if a student or staff member attended school prior to being confirmed as a COVID-19 case.** Local health officials' recommendations for the scope (e.g., a single school, a full district) and duration of school dismissals will be made on a case-by-case basis based on the most up-to-date COVID-19 information and the specific cases in the impacted community.
- **Schools should work with the local health department and other relevant leadership to communicate the possible COVID-19 exposure.** This communication to the school community should align with the communication plan in the school's emergency operations plan. In such a circumstance, it is critical to maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.
- **If a student or staff member has been identified with COVID-19, school and program administrators should seek guidance from local health officials to determine when students and staff should return to schools and what additional steps are needed for the school community.** Also, students and staff who are well but are taking care of or share a home with someone with a case of COVID-19 should follow instructions from local health officials to determine when to return to school.

### **If schools are dismissed, schools can consider the following steps:**

- **Temporarily cancel extracurricular group activities and large events.**

- Cancel or postpone events such as after-school assemblies and pep rallies, field trips, and sporting events.
- **Discourage students and staff from gathering or socializing anywhere.**
  - Discourage gatherings at places like a friend's house, a favorite restaurant, or the local shopping mall.
- **Ensure continuity of education.**
  - Review continuity plans, including plans for the continuity of teaching and learning. Implement e-learning plans, including digital and distance learning options as feasible and appropriate.
  - Determine, in consultation with school district officials or other relevant state or local partners:
    - If a waiver is needed for state requirements of a minimum number of in-person instructional hours or school days (seat time) as a condition for funding;
    - How to convert face-to-face lessons into online lessons and how to train teachers to do so;
    - How to triage technical issues if faced with limited IT support and staff;
    - How to encourage appropriate adult supervision while children are using distance learning approaches; and
    - How to deal with the potential lack of students' access to computers and the Internet at home.
  - **Ensure continuity of meal programs.**
    - Consider ways to distribute food to students.
    - If there is community spread of COVID-19, design strategies to avoid distribution in settings where people might gather in a group or crowd. Consider options such as "grab-and-go" bagged lunches or meal delivery.
  - **Consider alternatives for providing essential medical and social services for students.**
    - Continue providing necessary services for children with special healthcare needs, or work with the state *Title V Children and Youth with Special Health Care Needs (CYSHCN) Program*.

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## District Pandemic Response Team (DPRT)

The District Pandemic Response Team is composed of the Superintendent, Associate Superintendent, Chief of Leadership & Learning, Director of Buildings & Grounds, Marketing & Communications Coordinator, Executive Director of Human Resources, Executive Director of Information Technology, Lead Nurse, Director of Curriculum & Professional Learning and Director of Child Nutrition Services, and others as designated. The DPRT will be responsible for the implementation of the pandemic plan.

The district's Lead Nurse will assist with coordinating the pandemic plan at the building level by overseeing the role of building healthcare staff and making recommendations regarding modifications or additions to the plan. The Lead Nurse and Director of Building & Grounds will ensure that provisions of sufficient and accessible infection prevention supplies (soap, face masks, alcohol-based hand hygiene products, tissues and appropriate receptacles) will be readily available and used as directed by the Central District Health Department.

A District Pandemic Response Command Center to manage the pandemic plan will be located at the Grand Island Public Schools Kneale Administration Building or remotely via electronic communications. The Superintendent, Associate Superintendent, Chief of Leadership & Learning, Director of Buildings & Grounds and, Marketing & Communications Coordinator will collaborate with the Central District Health Department and periodically test the linkages between the crisis command systems.

The Marketing & Communications Coordinator will be responsible for district communications as directed by the DPRT.

The building principals will be responsible for the direct communication between the school building and the district office.

The district will continue to work with the Central District Health Department to report a substantial increase in absenteeism among students and faculty.

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## II. Coordinated Action Steps (Better and Stronger Together)

### Pandemic Plan Action Plan for District Pandemic Response Team

The District Pandemic Response Team (DPRT) will use the levels below to make decisions at the district level:

#### Level One (Low Risk)

First pandemic flu case reported in the country.

No reported cases in the local community.

The school community (employees, students, parents) is requested to take their temperature twice daily. If 100 degrees or greater, please stay home.

#### Level Two (Moderate Risk)

Increasing the number of cases reported in the country.

The school community (employees, students, parents) is requested to take their temperature twice daily. If 100 degrees or greater, please stay home.

#### Level Three (Medium Risk)

First pandemic case reported within the school community.

Increased spread of pandemic flu in the city with transfer in public places.

The school community (employees, students, parents) is requested to take their temperature twice daily. If 100 degrees or greater, do not report to work.

#### Level Four (High Risk)

Spread of pandemic flu within the school community.

The government directs the schools to close.

### 1. Preparation

#### (District Pandemic Response Team - DPRT)

- Identify needed team members; schedule necessary meetings
- Set up communication channels for team members

### 2. Communication

#### (Marketing & Communications Coordinator)

- Education
- Prevention
- Pertinent Updates

### 3. Reporting Illnesses

#### (Health Services and Human Resources)

- Students
- Staff
- Work with Central District Health Department for surveillance

### 4. Sanitization and Cleaning

#### (Building & Grounds Department)

- Facilities
- Transportation

#### **5. Continuation of Academic Learning**

**(Chief of Leadership & Learning; Director of Curriculum & Professional Learning)**

- Daily Learning
- State Assessments

#### **6. School Dismissal and Closure at the Direction of Public Health Officials**

**(District Pandemic Response Team)**

- Preemptive Dismissal (Central District Health Department)
- Selective Dismissal (medically fragile)
- Reactive Dismissal (large population of ill staff/students)
- Staffing Preparation

Superintendent may make determination to close schools with power bestowed by Board.

#### **7. Compensation of Staff**

**(Chief of Human Resource Management and Chief Financial Officer)**

- [Staff Compensation Guidelines](#)

#### **8. Opening of Schools at the Direction of Public Health Officials**

**(District Pandemic Response Team)**

- Organize DPRT for Opening
- Decision
- Communication

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## **Communication Action Plan (Marketing & Communications Coordinator)**

Outgoing District Communications will go through the Marketing & Communications Coordinator. All reporting of incidents will go to Associate Superintendent, Director of Buildings & Grounds and the School Safety Coordinator.

**Let's Talk:** Patrons will be encouraged to use the Let's Talk platform to submit questions and suggestions. This allows for the quickest response and allows the district to track issues that are most important to our patrons.

### **District Internal Communication Expectations**

- All staff are expected to carefully monitor district communication.
- Thanks to our board of education and the work of our administration, staff will continue to be paid. This also means that all staff who are healthy are expected to help students and the district in whatever way asked.
- Additional help may be needed with food distribution, students packet preparation and other important work.

### **District External Communication Expectations**

- Our stakeholders depend on GIPS for accurate, timely communication. All Let's Talk tickets and stakeholder emails need to be responded to within 24 hours or less.
- Consistent communication will help to alleviate confusion. All district communication will be approved by the Communication Department. Staff are welcome to share district communication.
- As is normal, staff will talk with Marketing & Communications Coordinator before any communication with media.

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## **Nursing and Monitoring/Reporting Illnesses Action Plan (Student Services, Nurses, Social Workers, and Human Resources)**

**Student absences:** School nurses play a critical role in prevention, early identification and containment of contagious illnesses in the school environment.

### **Monitor absenteeism patterns and trends:**

- Information Management Services will provide Student Services a daily GIPS Student Illness Report which includes student illnesses and medical absences by school. This report will also include percentages of ill and medically excused students by day, week and month for comparative purposes.
- Student Services and Social Workers, will closely review the GIPS Student Illness Report daily to monitor trends.
- Information Management Services will also provide the GIPS Student Illness Report to the Central District Health Department every Wednesday.
- Student Services will work with the principal/program director, school nurse and secretary if 10% of students are noted as ill and/or medically excused to obtain more specific information as to reasons for the increase in absences.
- If there is a 10% increase in student absences due to illness and/or medically excused, Student Services will meet with the Chief Human Resources Officer to seek staff absence data for comparative analysis purposes in identified schools.
- Student Services will notify the Central District Health Department when 10% of a school's population is absent due to illness and/or medically excused.
- Student Services will also alert the Central District Health Department when there is an increase in staff absences due to illness and/or medically excused in identified schools.
- Student Services will follow the recommendations provided by the Central District Health Department and immediately notify the Superintendent, Associate Superintendent, Chief of Leadership & Learning, Director of Buildings & Grounds, Marketing & Communications Coordinator, Chief of Human Resource Management and Executive Director of Information Technology to determine next steps.
- Student Services will provide student absences updates to the District Pandemic Response Team during scheduled meetings.

### **School nurses will work with their principal/program director, building/grounds and custodial teams on the following preventive strategies:**

- [Signs & Symptoms - Nurse's Role](#)
- The building's administrative office staff will ensure students and staff who become sick at school or arrive at school sick are sent home as soon as possible.
- The building's administrative office staff will take proactive measures to keep sick students and staff separated (ideally by 3 or more feet) from well students and staff until they can leave.
- School nurses will work closely with their principal/program director to ensure the building's administrative and nurse's office is sanitized accordingly by the building/ground team and custodial team.
- The Lead Nurse and Building Principal will provide School Nurses with resources to share with the school community for educational purposes.

**Staff absences:** All staff absences will be monitored daily with analysis on trends completed multiple times a week (due to timing of reporting absences). This will be conducted via a review of punch times and a review of entered absences and will be conducted at the department/school level using the below query's into both time reporting systems (Kronos) and leave reporting systems (SmartFind Express)

Any sudden shift in staff absences will be shared with Associate Superintendent (DPRT) to compare to student absences and shared as appropriate with local health officials.

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## **Nutrition Services Action Plan (District Operational Services)**

During a pandemic flu outbreak, some schools will be operating with reduced staff. If schools remain in session, the cafeterias may be forced to reduce the number of meal choices due to a reduction in staff. Non-Nutrition Services staff may be asked to assist in serving and clean up after meals. Any staff working with food will be trained in safe food handling and basic handwashing and sanitary practices.

In the event of closure of schools due to a pandemic outbreak or other health emergency, labor issues will arise due to the absence of employees, students, drivers, etc. The following is a guideline to continue our food service operation by providing safe food to the students and staff:

### **Sanitation:**

- Continue to follow HACCP Standard Operating Procedures (SOP's) to keep food, students and staff safe.

### **Staffing:**

- All appropriate staff will be utilized in the tasks and areas necessary to accomplish the feeding of students.
- Refer to this [link](#) to access employment information during the pandemic.
- As the work force decreases, management tasks will be centralized by closing the smaller production kitchens. As the outbreak worsens, plan for food to be prepared by smaller sub-groups of employees, not to exceed 10 people.

### **Delivery:**

Truck drivers will deliver meals to satellite serving locations. Drivers are to have access to disinfecting wipes in trucks to sanitize surfaces as they are at different locations.

### **Meals:**

- Meals will follow the Summer Food Service Meal pattern. In the event of an infectious health emergency, an NDE waiver will be requested for non-congregate meal service.
- Milk delivery will continue to the satellite serving schools as usual. Stay in contact with the milk distributor to ensure adequate supply.
- Meal preparation will occur in groups of five staff members or less to maintain social distancing to minimize risk.
- Meals will be unitized in order to prevent cross-contamination. Breakfast and lunch will be provided daily.
- Meal distribution: A curbside pick-up system will be put into place. The patron will drive up to the pick-up location. A table will be placed near the curb, while the GIPS staff is on the side of the table closest to the school. GIPS staff will place the meals on the table, patrons will then pick up the meals and depart. GIPS staff will clean and sanitize the table(s) frequently.

### **Communication:**

- Department leadership will communicate to staff via email. All staff must check email twice daily - once in the morning and once at the end of the day.

- Utilize “snow day” calling list as a calling tree for urgent communication.

**Vendors:**

- Stay in contact with the vendors (donated and purchased) regarding the availability of the food and delivery schedules.
- Stay in contact with the vendors (donated and purchased) regarding the availability of the food and delivery schedules.
- Provide vendors with start-up plan needs in case of closure.

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### Continuation of Academic Learning Action Plan (Curriculum and Instruction - Support)

The Leading for Learning Team has produced the curriculum and instruction delivery steps and guidelines for all teachers.

During a Pandemic outbreak, instruction will be delivered through an E-Learning platform (the learning and teaching using electronic media) for grades 1-12. Kindergarten students will engage in learning through hands-on activities with paper or electronic opportunities provided by the classroom teacher.

Google Classroom, Hangouts Meet and Canvas will serve as our district’s primary distance learning tools. When necessary, teachers will provide brief video lessons to explain new concepts or skills, provide virtual explanations, demonstrations, examples and/or models to help students understand new concepts or skills. Students will submit work and interact with the teacher through the electronic learning platform and receive ongoing feedback about progress towards desired outcomes. This feedback may occur in written or virtual live opportunities throughout the week.

Teachers are encouraged to collaborate in virtual PLC’s using Zoom or Hangout Meets to develop videos, common lessons and enrichment activities. Principals will continue to serve as instructional leaders of E-learning by establishing expectations for virtual collaboration, providing support for planning, professional learning instructional delivery and staying connected with families.

During this time grades will be frozen until classes resume, however, in accordance with GIPS grading policy, Guideline 5, any student concerned or wanting to **improve their current grade** will work with their teacher to develop an individual plan to be provided opportunities to correct work, complete alternative assessments (paper or project), redo work, make-up missing work, or submit additional work to improve their grade. **No new work will be graded during this time.**

Parents are encouraged to reach out for assistance or clarification about enrichment activities and access to materials.

School Roles and Responsibilities	
Leading for Learning	<ul style="list-style-type: none"> <li>● Create and distribute the Continuation of Academic Learning Action Plan</li> <li>● Support faculty and students/families shifting to a distance learning environment</li> <li>● Provide guidance for principals and teachers to develop learning opportunities that maintain skills and concepts and extend upon concepts already taught</li> </ul>
Technology Department	<ul style="list-style-type: none"> <li>● Develop a plan for students to check-out devices for use at home.</li> <li>● Support faculty and students/families shifting to a distance learning environment</li> <li>● Provide written/video support to assist faculty with using district identified resources and online platforms</li> </ul>

<p>Principals</p>	<ul style="list-style-type: none"> <li>● Monitor communication between teachers and their students</li> <li>● Support faculty and students/families shifting to a distance learning environment</li> <li>● Support the well-being and effectiveness of teachers</li> <li>● Be accountable for student learning by monitoring instructional delivery and vet resources to support teachers</li> <li>● Continue to manage communication with teachers, students, and families, with particular attention to students who are instructionally vulnerable</li> <li>● Assist teachers with with targeting key student learning needs</li> <li>● Coordinate efforts to reach out to students that are disengaged from the learning</li> </ul>
<p>Core Teachers</p>	<ul style="list-style-type: none"> <li>● Collaborate with other members of your team or department to design distance learning experiences for your students</li> <li>● Use district curriculum and resources (ex. Google Classroom, Google Hangouts, Canvas) to communicate and deliver content</li> <li>● Make sure parents are aware which online resources your students will access. Include information on how to access the resources.</li> <li>● Communicate with and provide timely feedback - daily if possible.</li> <li>● Have a heightened responsibility for checking in with and supporting students who are instructionally vulnerable.</li> <li>● Communicate with parents, as necessary</li> <li>● Provide principal access to Google Classroom, Canvas</li> <li>● Monitor attendance and report to principal/designee students that are not engaged</li> <li>● Follow professional and ethical policies</li> </ul>
<p>6-8 Explore &amp; Specials Teachers 9-12 Global and CTE Teachers</p>	<ul style="list-style-type: none"> <li>● Use district curriculum and resources (ex. Google Classroom, Google Hangouts) to communicate and deliver content</li> <li>● Make sure parents are aware which online resources your students will access. Include information on how to access the resources.</li> <li>● Communicate with and provide timely feedback - daily if possible</li> <li>● Have a heightened responsibility for checking in with and supporting students who are instructionally vulnerable</li> <li>● Communicate with parents, as necessary</li> <li>● Develop a bank of activities being mindful of the resources families may or may not have in their home.</li> </ul>
<p>Special Education</p>	<ul style="list-style-type: none"> <li>● Communicate regularly with the subject or classroom teachers who teach the students on your caseload.</li> <li>● Communicate regularly with students on your caseload and/or their parents</li> <li>● Provide supplementary learning activities for students on your caseload</li> <li>● Document time supporting students.</li> </ul>
<p>Learning Support Teachers (e.g. Interventionists, Gifted Specialists, EL, etc.)</p>	<ul style="list-style-type: none"> <li>● Communicate regularly with the subject or classroom teachers who teach the students on your caseload.</li> <li>● Communicate regularly with students on your caseload and/or their parents</li> <li>● Provide supplementary learning activities for students on your caseload</li> </ul>
<p>Instructional Coaches, Title I Specialists, EL coaches, SPED coaches</p>	<ul style="list-style-type: none"> <li>● Support teachers via zoom, phone, email, etc. on Google classroom, Google Hangouts, and implementation of continuous learning plan</li> <li>● Begin to support curriculum coordinators with curriculum and assessment work</li> </ul>

<p>K-5 Specials (PE, Music, Integration, Guidance, Art)</p>	<ul style="list-style-type: none"> <li>• Develop a bank of activities being mindful of the resources families may or may not have in their home</li> <li>• Provide a range of activities that continue to support the current program</li> <li>• Communicate with students/families who reach out for assistance</li> <li>• Communicate to families the sites/resources you will be using</li> </ul>
<p>Home Visitors Preschool</p>	<ul style="list-style-type: none"> <li>• Communicate regularly with parents</li> <li>• Provide learning activities from the curriculum being mindful of non-screen time activities and the resources families may or may not have in their home</li> <li>• Use video/call conferencing (Zoom, Google Meet, SeeSaw) as needed</li> <li>• Staff will take their guidance from the Early Childhood Team</li> </ul>
<p>Counselors Social Workers Psychologists Healthcare Staff SECL Coaches</p>	<ul style="list-style-type: none"> <li>• Serve as a liaison for communication with students/families in crisis</li> <li>• Provide resources for students and families to support them while they are away from school</li> <li>• Be a resource for building administration and teaching staff in buildings of assignment</li> <li>• Reach out and connect with most vulnerable students and families</li> </ul>
<p>6-12 Integration Specialists</p>	<ul style="list-style-type: none"> <li>• Regularly check in with subject and classroom teachers to identify ways to support their design of distance learning experiences</li> <li>• Be available for teachers and students as needed for support and respond to identified technology issues. Complete a help desk ticket when necessary.</li> </ul>

<p style="text-align: center;"><b>Student Roles and Responsibilities</b></p>	
<ul style="list-style-type: none"> <li>• Establish daily routines for engaging in the learning experiences.</li> <li>• Identify a space in your home where you can work effectively and successfully.</li> <li>• Identify a space in your home where you can participate in live online learning. During live online learning, sit at a table and wear school appropriate dress.</li> <li>• Monitor online platforms daily.</li> <li>• Engage in all learning with academic honesty.</li> <li>• Communicate proactively with your teachers if you cannot meet deadlines or require additional support.</li> </ul>	
<p><b>For questions about...</b></p>	<p><b>Contact</b></p>
<p>a course, assignment, or resource</p>	<p>the relevant teacher</p>
<p>a technology related problem or issue</p>	<p>Let's Talk ticket to the IT department</p>
<p>a personal, academic or social-emotional concern</p>	<p>your assigned counselor</p>
<p style="text-align: center;"><b>Parent Roles and Responsibilities</b></p>	

Provide support for your children by:

- Establishing routines and expectations.
- Defining the physical space for your child to study.
- Monitoring communications from your child’s teachers.
- Beginning and ending each day with a check-in.
- Taking an active role in helping your child process his/her learning.
- Establishing times for quiet and reflection.
- Encouraging physical activity and/or exercise.
- Remaining mindful of your child’s stress or worry.
- Monitoring how much time your child is spending online.
- Keep your child social, but set rules around their social media interactions.

For questions about...	Contact
a course, assignment, or resource	the relevant teacher
a technology related problem or issue	Let’s Talk ticket to the IT department
a personal, academic or social-emotional concern	your child’s assigned counselor
other issues related to E- Learning	your school principal or assistant principal

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## **Sanitizing and Cleaning Facilities Action Plan (District Building & Grounds)**

### **A. Pandemic Prevention and Control**

All disinfectant cleaners in the Warehouse Supplies Catalog that are supplied to you are sufficient for day-to-day cleaning. To prevent the spread of viruses, additional cleaning is warranted. Extra cleaning should be concentrated in areas where students congregate in larger numbers i.e. cafeteria, gymnasium, locker rooms, music rooms, stage/auditorium, and the nurse's office. Custodians will work with their assigned schools to use chlorine ionized misters throughout their schools on a daily basis. In schools with particularly vulnerable populations, the ionizer will be used more frequently.

Custodial supervisor and head custodians will continue training custodial staff on the following:

1. The most common route of entry for a virus is through the nose and mouth. Wearing gloves is an important protective measure you can take. As with most viruses, proper hand washing is a critical control measure. Be sure to wash hands and forearms after the gloves are removed.
2. All schools need to have disinfectant/cleaners in stock.
3. Spray the surface with the disinfectant/cleaner and allow it to set for the recommended dwell period.
4. Wipe away the remaining disinfectant/cleaner from the surface.
5. Gloves worn during the cleaning need to be disposed of in a closed container or trash bag tied up after disposal. Do not reuse gloves--once they've been removed, put on a new pair if you are returning to work.
6. Proper personal and building cleaning methods are critical in preventing the spread of virus pathogens and must be practiced as a routine preventative measure.
7. Encourage proper hand washing by staff and students. This is the primary method in preventing the spread of contagious illnesses in any setting.
8. Diaper changing surfaces need to be disinfected with Sparsan Q. Toys put in students' mouths or those that are drooled on, need to be sanitized by soaking in Sani-T-10 for ten (10) minutes. Allow the toys to air dry.
9. Mats in Kindergarten rooms need to be sanitized and disinfected daily.

### **B. Clean-Up Procedures for Bodily Fluids**

The following procedures are added as additional precautions in the clean-up of vomitus and fecal material. Following these procedures will help prevent the spread of contagious viruses.

1. School personnel must notify the custodial staff of a reported or witnessed body fluid spill of vomitus or fecal matter in the school.

2. Students and staff need to vacate at least a 10-foot radius from the site of the spill for decontamination. Leave items within the 10-foot radius that need to be decontaminated until they are properly cleaned.
3. Custodial staff will wear personal protective equipment (PPE) at the site of the body fluid spill. The minimum PPE for any bodily fluid spill shall be gloves and boot covers, donned at the decontamination site. If the potential for splashing exists, eye protection, either face shields, goggles or safety glasses are to be worn. Coveralls are available to custodial staff to wear during the clean-up process to protect their clothing from being contaminated.
4. All disposable PPE are to be removed and sealed in a bag prior to leaving the decontaminated site. Under no circumstances are gloves, boot covers, or coveralls used in the clean-up of body fluid spills to be worn to other areas of the building as this can spread the pathogen. Eye protection should be cleaned with the proper disinfectant before leaving the area.
5. Procedure for clean-up:
  - Spray the body fluid spill with proper disinfectant.
  - Solidify the spill with absorbent powder or similar product.
  - Dispose of the spill material in an individual plastic bag and seal.
  - Sanitize the surface where the body fluid was spilled with another application of proper disinfectant and allow it to set for one minute.
  - Hand shampoo carpeted areas with a disposable rag. Bag and discard after use.
  - Mist the carpeted surface with proper disinfectant spray and allow to set for another minute. Do not use a dry vacuum over the spill area until the carpet is completely dry.
  - Wipe down all surfaces within the 10-foot radius that were contaminated with a rag wetted with proper disinfectant. Non-porous surfaces within the radius can be misted with proper disinfectant and allowed to dry.
  - All waste generated from the clean-up can be disposed of in a sanitary refuse closed container. If the container is not closed, seal/ tie the refuse bag.

### C. Disinfecting Procedures

#### **Classrooms, Hallways, and Media Centers**

- Prepare mop buckets and spray bottles using GS Neutral Disinfectant Cleaner 103. Product must be dispensed through the dispensing system. Accurate dilution of this product is extremely important. Use a fine mist with your spray bottles.
- Clean all surfaces and touch points, including window blinds, cupboard doors, towel and soap dispensers, bubblers, telephones, light switches, door knobs, classroom doors, pencil sharpeners, etc. Wipe down trash cans and change liners daily. Wipe these surfaces after allowing the product to sit for 10 minutes.
- Mop hard surface floors with GS Neutral Disinfectant Cleaner 103.
- After cleaning and vacuuming the entire room, go back to the front of the room and spray all surfaces including desks and table tops with a light mist of SparSanQ. Do not wipe these surfaces down after applying. Leave the product to air dry. Work yourself to the room exit as you are spraying.

#### **Restrooms**

- Use normal cleaning procedures. Use GS Neutral Disinfectant Cleaner 103 on floors, sinks and faucets.
- Be sure to clean all touchpoints including toilet paper dispensers, feminine product receptacles, stalls, locks, paper towel dispensers, soap and sanitizer dispensers, door knobs, light and fan switches, etc. Leave to dry for 10 minutes.

- Mop your way out of the room using GS Neutral Disinfectant Cleaner 103.

### **Offices, Conference Rooms and Staff Rooms**

- Use GS Neutral Disinfectant Cleaner 103.
- Clean all surfaces and touch points, including window blinds, cupboard doors, towel and soap dispensers, telephones, light switches, door knobs, doors, etc. Wipe down trash cans and change liners daily. Wipe these surfaces after allowing the product to sit for 10 minutes.
- Mop hard surface floors with GS Neutral Disinfectant Cleaner 103.
- After cleaning and vacuuming the entire room, go back to the front of the room and spray all surfaces including desks and table tops with a light mist of SparSanQ. Do not wipe these surfaces down after applying. Leave the product to air dry. Work yourself to the room exit as you are spraying.

### **School Operations/Purchasing**

Purchasing will work with distribution to assure that the supplies, in the recommended quantity, are available for schools.

NOTE: Staff will be given Clorox Healthcare Hydrogen Peroxide Cleaner Disinfectant Wipes for their daily use as needed. Use these conservatively as supplies are very limited. These wipes are not for use by custodial staff.

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**Compensation of Staff Action Plan  
(Chief of Human Resource Management and Chief Financial Officer)**

**A. Payroll Processing**

**Monthly Payroll**

Monthly payroll for all staff is processed between the 5<sup>th</sup> day of the month (paid on the 15<sup>th</sup>). Daily updates are made to Smart Find Express for leaves and imported into iVisions. Kronos is used for time and attendance daily for employees and also imported into iVisions daily. Payroll runs reports to review and audit for any pay changes before starting the process. Payroll creates, calculates and confirms the payroll. Once payroll is confirmed the c-note is handed off to Wells Fargo (i.e. EFT) to pay employees. It's a condition of employment to have a bank account for GIPS to EFT net payroll to employees.

Staff involved: Lori Forsythe, Stephanie Tomjack, Jackie Jones, Deb Franklin and Marilyn Price

**Access needed by staff**

The following payroll staff will need VPN:

- Lori Forsythe
- Stephanie Tomjack
- Jackie Jones

**Other payroll considerations**

- Maintain communication between departments (HR/accounting) and employees.
- Work with human resources to create a plan for paying the permanent part timers (custodial aides, paras, etc.)
- Work with human resources to create a plan for paying employees currently on a leave of absences (paid or unpaid)

**Average Payroll Volumes**

Pay cycle	Who Is Paid	Ave. No. Paid
Monthly 15th	All Staff	1,200

**B. Accounts Receivable**

Accounts Receivable staff will be able to continue the receipt and recording of electronic funds received by the District. All notices of ACH deposits and wire transfers are emailed to the business office email and the corresponding deposits can be processed remotely.

In the event of the closure of the KAB and stoppage of mail sorting and distribution by mail services, accounts receivable staff would not be able to receive, record and deposit cash and checks. Accounts receivable staff would address the backlog of un-deposited cash and checks

as quickly as possible as soon as access to the KAB was allowed and mail services resumed operations.

### **C. Accounts Payable**

For accounts payable to be properly prepared for an extended leave from the District offices laptops would need to be provided to Mali Barber, Stephanie Tomjack, Nancy Reynolds, Brenda Anderson, Kari Price.

### **D. Critical Invoices Processing**

- Garnishments – Processed monthly via the payroll processing.
- Annuities - Process monthly via the payroll process
- Nutrition Services Invoices/Uploads - Working with Nutrition Services on receiving invoices via email.
- Blue Cross/Blue Shield – Invoice is paid via a wire, working with Blue Cross & Blue Shield of Nebraska (EHA) on receiving invoice via email.
- Recurring Monthly Rent Payments - Accounts payable has a process in place.
- Conference Registrations and Other Employee Reimbursements – Submitted by various departments, no process has been determined at this time.

### **E. Standard Invoice Processing**

The majority of accounts payable Invoices are received through the mail, delivered by the KAB mail services. The District would need an individual onsite to deliver mail to accounts payable periodically so invoices can be processed and paid. An accounts payable staff person would need to be onsite to sort and deliver the invoices to the appropriate person. If no individuals are allowed in KAB, new invoices could not be processed until all staff is approved to report back to work. The invoices that are delivered through the mail are vendor invoices, consulting, officials and security.

### **F. Scanning**

Scanning will be completed during the extended leave. Staff will be provided with scanners.

### **G. Vendor Maintenance**

Vendor setup and maintenance will be completed via Email.

### **H. Payments**

An accounts payable staff person would need to be onsite to print the checks. The printer is in the business office. The onsite staff person would run the matching, budget checking and voucher posting processes to assure that all vouchers meeting the selection criteria are pulled. A check register will be run and emailed to the AP staff to verify the accuracy of the payments. After the check register is validated the check will be printed. The checks would then need to be sealed using the check sealer located on the

### **I. Board Claims Report**

After the checks are printed the claims report process needs to be completed, scanned and emailed to the Superintendent's Office. There are currently two individuals with security to process the claims report, additional person(s) could be granted the security and trained.

## **J. Positive Pay and EFT Transmittal File to the Bank**

Positive Pay and EFT are transmitted to the bank via Wells Fargo CEO (Commercial Electronic Office) web portal.

## **K. Workers Compensation Claims**

Kari Price will be able to process via email and working with ALICAP.

## **L. HR Support**

- Marilyn Price (classified)
- Deb Franklin (certified and administrative)
- Jackie Jones (substitutes and SmartFind Express)
- Cindy Beran (leave approval)

The above staff will need remote access to support and troubleshoot any issues within Job Data in IVEE, Kronos, SmartFind Express that may impact Payroll's ability to pay or Benefits ability to process life events. This group would also serve as 1<sup>st</sup> level response to employee questions about any HR related topic and support with benefit's questions.

Depending on the length of any closure and the timing of any closure additional current HR staff may be engaged to remotely process new employee hiring to ensure that we are as close to fully staffed as possible upon return from closure.

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### **III. School Closure / Reopening at Direction of Public Health Officials**

#### **School Dismissal and Closure Action Plan at Direction of Public Health Officials (District Pandemic Response Team - DPRT)**

- The Associate Superintendent will schedule timely updates with public health officials to be shared with the DPRT.
- When Public Health Officials direct school districts to close, the District Pandemic Response Team will be called together to review our Pandemic Plan and immediately prepare for the closing of schools.
- All District Pandemic Response Team members will review their portion of the Pandemic Plans and prepare to implement.
- The Associate Superintendent will work with Marketing & Communications Coordinator to prepare and send school closing communication to staff, families and community partners
- The Associate Superintendent will coordinate weekly District Pandemic Response Team Meetings for the team to discuss updates, progress monitoring and plan for next steps.

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#### **Opening of Schools Action Plan at Direction of Public Health Officials (District Pandemic Response Team - DPRT)**

- The Associate Superintendent will meet with area officials to plan for opening of schools including public health officials.
- When Public Health Officials direct school districts to open, the District Crisis Response Team will be called together to review our Pandemic Plan and immediately prepare for the opening of schools.
- All District Pandemic Response Team members will review their department's roles and responsibilities for the opening of schools and meet with their respective team members to ensure schools are ready to open.
- Associate Superintendent will work with Marketing & Communications Coordinator to prepare and send school opening communication to staff, families and community partners.
- Associate Superintendent will coordinate weekly District Pandemic Response Team Meetings for the team to discuss updates, progress monitoring and plan for next steps.

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## Expectations for All Staff

All staff are vital to the implementation of this plan. Roles and responsibilities will be fluid and may be different than normal day to day expectations. Certain staff have been designated as leads in the implementation of the pandemic plan.

### Board of Education

- Stay informed
  - Local, Regional, State, and Federal Guidance
  - Emergency Declarations
  - Consistent communication with constituents

### Superintendent

- Provide direction and guidance
- Engage with Local, Regional, State, and Federal
- Keep community informed
- Powers authorized by Board of Education
  - Authorize the Superintendent of Schools, or designed, to grant a paid leave of absence for a specified number of duty days with full current wages and benefits to exempt and non-exempt employees who are experiencing certain conditions with regards to the COVID-19 virus.
  - Authorize the Superintendent of Schools, or designee, to take all necessary action to work with state and local health department officials for advice on functions that may involve large gatherings of people.
  - Authorize the Superintendent of Schools, or designee, to take all necessary action to prepare for the Board of Education to declare the COVID-19 virus situation as a "emergency" under the Nebraska Emergency Management Act, Neb. Rev. Stat. §§81-829.36 through 81-829.75.
  - Authorize the Superintendent of Schools to monitor the COVID-19 virus conditions in the State of Nebraska and the Educational Service Unit No. 10 area, and based upon the directives of the Commissioner of Education and community spread of the disease in the Hall County School District 40-0002 a.k.a. Grand Island Public Schools, Hall County Nebraska to determine and decide all issues related to the close of attendance centers, adjust the school year calendar, take measures to continue educational services, assign certificated and non-certificated staff as needed, and extra-curricular activities.

### Cabinet

- Report to office until notice to work remotely via electronic options
- Available to support 24/7

### District Communications

- Marketing & Communications Coordinator report to office until notice to work remotely via electronic options
- Available to support 24/7

### District Operational Services

#### Buildings

##### High Schools

- Head Day Custodian - 6 a.m. - 2:30 p.m.

- Head Night Custodian - 3 p.m. - 11 p.m.

### **Middle Schools**

- Head Day Custodian - 6 a.m. - 2:30 p.m.
- Head Night Custodian - 3 p.m. - 11 p.m.

### **Elementary Schools**

- Head Custodian - 6 a.m. - 2:30 p.m.

### **Buildings and Grounds**

- Director of Buildings & Grounds
- Assistant to Buildings & Grounds
- Grounds Supervisor
- Custodial Supervisor
- Head HVAC
- Head Electrical
- Low Voltage Specialist
- Head Plumber
- Head Carpenter/Locksmith
- Mechanic
- Head Custodian

### **Nutrition Services**

- Director of Nutrition Services
- The following positions will be on-call and ready to return for start upon work when we reopen:
  - Supervisors of Nutrition Services
  - Specialists of Nutrition Services
  - Cafeteria Managers and staff at the building
- Additional staff will be determined by the Director of Nutrition Services

### **Purchasing/ Distribution**

- Director of Buildings & Grounds

### **Business Office/Finance**

### **Information Technology Department**

- Executive Director of Information Technology
- Help Desk Lead
- Network & Systems Administrator

### **Student and Community Services**

- Supervisor of School Safety
  - Continue to with GIPD to monitor families/students in crisis
  - Monitor access to facilities
- Social Workers
  - Monitor the needs of high risk families
  - Support access to mental health support
  - Coordinate with agencies for support
- Counselors
  - Monitor students with identified needs
  - Support families with strategies to engage students in conversation about school closure and how to cope
- Nurses

- Monitor families with students on medication
  - Support students with disabilities who are medically fragile
- Families In Transition (FIT) Program
  - Work with community agencies to support families in need of a place to stay, food and clothing
  - Connect families to agency support
- Coordinated Community Response
  - Student Support Services, to include nurses, counselors, social workers and the FIT Program, will engage with community agencies to support students and families in need of food, clothing, housing, education and mental health support.
    - [Community Response Protocol](#)
- Promote and Celebrate Student Experiences
  - Engage students, staff, and families to experience “school life” using virtual tools
- Respond to offers for volunteers and donations
  - Assign a coordinator
  - Develop a communication and coordination plan

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## Summary Statement

Pandemics are unpredictable but recurring events that can have severe consequences on human health and economic well being worldwide. Advance planning and preparedness are critical to help mitigate the impact of a global pandemic. This Grand Island Public Schools Pandemic Plan is designed to be a working document to address preventive and implementation protocols to support students, staff and parents, and partnering with community agencies to survive a pandemic situation. Our mission, Every Student, Every Day, A Success! empowers us to:

- **Speak up for our students.** They are the ones missing out on academic and athletic championships, school plays, band concerts and so much more of what they have worked hard for over the school year. **In the midst of communicating the logistics of things, don't forget compassion and empathy.** Lives have been disrupted. Students who rely on school for meals, mental health services and other essential supports may now be without them. In your communications to staff, parents and students, remember this important fact.
- **Remain purposeful.** Crises require us to make a million decisions, sometimes without much time for thoughtful reflection. Before starting on the long list of practical questions needing answers, take a moment to define what it is you are trying to accomplish. If you establish guiding principles such as putting kids first; calming fears and providing solutions for families impacted by our decisions; and using our resources to help our community during this time of national emergency, then the questions about how you are going to do so become much simpler and clearer to make.
- **Be community-minded.** Collaborate with the community to ensure safety and to maximize resources to help support the community at large. We must keep the community armed with updated and accurate information related to Grand Island Public Schools to prevent fear and misunderstandings.

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## IV. Appendix

### Appendix A: Professional Experts Consulted in the Pandemic Plan Development

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#### [NDE Web Resources](#)

#### [NE Dept of Health Web Resources](#)

Center for Disease Control  
<https://www.cdc.gov>

World Health Organization  
<https://www.who.int>

Links:

<https://www.arcgis.com/apps/opstdashboard/index.html#/bda7594740fd40299423467b48e9ecf6>

<https://www.cdc.gov/handwashing/when-how-handwashing.html>

<https://www.cdc.gov/nonpharmaceutical-interventions/school/>

#### [CDC Guidance](#)

## Appendix B: District Pandemic Planning Checklist Resource Tool

Local educational agencies (LEAs) play an integral role in protecting the health and safety of their district’s staff, students and their families. The Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) have developed the following checklist to assist LEAs in developing and/or improving plans to prepare for and respond to a pandemic.

Building a strong relationship with the local health department is critical for developing a meaningful plan. The key planning activities in this checklist build upon existing contingency plans recommended for school districts by the U.S. Department of Education (Practical Information on Crisis Planning: A Guide For Schools and Communities <http://www.ed.gov/admins/lead/safety/emergencyplans/crisisplanning.pdf>).

Further information on pandemics can be found at [www.pandemicflu.gov](http://www.pandemicflu.gov).

Completed	In Progress	Not Started	
<b>1. Planning and Coordination:</b>			
..	..	..	Identify the authority responsible for declaring a public health emergency at the state and local levels, and for officially activating the district’s pandemic response plan.
..	..	..	Identify for all stakeholders the legal authorities responsible for executing the community operational plan, especially those authorities responsible for case identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.
..	..	..	As part of the district’s crisis plan, address pandemic preparedness, involving all relevant stakeholders in the district (e.g., lead emergency response agency, district administrators, local public health representatives, school health and mental health professionals, teachers, nutritional services director, and parent representatives.) This committee is accountable for articulating strategic priorities and overseeing the development of the district’s operational pandemic plan.

..	..	..	<p>Work with local and/or state health departments and other community partners to establish organizational structures, such as the District Crisis Response Command Center, to manage the execution of the district’s pandemic plan. The District Crisis Response Command Center is a standardized organization structure that establishes a line of authority, and common terminology and procedures to be followed in response to a crisis. Ensure compatibility between the district’s established Command Center and the local/state health departments and state education department’s Command Centers.</p>
..	..	..	<p>Delineate accountability and responsibility as well as resources for key stakeholders engaged in planning and executing specific components of the operational plan. Assume that the plan includes timelines, deliverables, and performance measures.</p>
..	..	..	<p>Work with your local and/or state health department and state education agencies to coordinate with their pandemic plans. Assure that pandemic planning is coordinated with the community’s pandemic plan as well as the state department of education’s plan.</p>
..	..	..	<p>Test the linkages between the District Crisis Response Command Center and the local/state health departments’ and state education department’s Command Centers.</p>
..	..	..	<p>Contribute to the local health department’s operational plan for surge capacity of healthcare and other services to meet the needs of the community (e.g., school’s designated as contingency hospitals, schools feeding vulnerable populations, community utilizing LEA’s healthcare and mental health staff.) In an affected community, at least two pandemic disease waves (about 6-8 weeks each) are likely over several months.</p>
..	..	..	<p>Incorporate into the pandemic plan the requirements of students with special needs (e.g., low income students who rely on the school food service for daily meals), those in special facilities (e.g., juvenile justice facilities) as well as those who do not speak English as their first language.</p>
..	..	..	<p>Participate in exercises of the community’s pandemic plan.</p>

..	..	..	Work with the local health department to address provision of psychosocial support services for the staff, students and their families during and after a pandemic.
..	..	..	Consider developing in concert with the local health department a surveillance system that would alert the local health department to a substantial increase in absenteeism among students.
..	..	..	Implement an exercise/drill to test the pandemic plan and revise it periodically.
..	..	..	Share knowledge learned from developing a preparedness and response plan with other LEAs as well as private schools within the community to improve community response efforts.
<b>2. Continuity of Student Learning and Core Operations:</b>			
..	..	..	Develop scenarios describing the potential impact of a pandemic on student learning (e.g., student and staff absences), school closings, and extracurricular activities based on having various levels of illness among students and staff.
..	..	..	Develop alternative procedures to assure continuity of instruction (e.g., web-based distance instruction, telephone trees, mailed lessons and enrichment activities, instruction via local radio or television stations) in the event of district school closures.
..	..	..	Develop a continuity of operations plan for essential central office functions including payroll and ongoing communication with students and parents.
<b>3. Infection Control Policies and Procedures:</b>			

..	..	..	Work with the local health department to implement effective infection prevention policies and procedures that help limit the spread of a pandemic at schools in the district (e.g., promotion of hand hygiene, cough/sneeze etiquette). Make good hygiene a habit now in order to help protect children from many infectious diseases.
..	..	..	Provide sufficient and accessible infection prevention supplies, such as soap, alcohol-based/waterless hand hygiene products (containing at least 60 alcohol), tissues, and receptacles for their disposal.
..	..	..	Establish policies and procedures for students and staff regarding sick leave absences unique to a pandemic (e.g., non-punitive, liberal leave).
..	..	..	Establish sick leave policies for staff and students suspected to be ill or who become ill at school. Staff and students with known or suspected pandemic symptoms should not remain at school/office and should return only after their symptoms resolve and they are physically ready to return to school/office.
..	..	..	Establish policies for transporting ill students.
..	..	..	Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings. (Refer to <a href="http://www.hhs.gov/pandemicflu/plan">www.hhs.gov/pandemicflu/plan</a> )
<b>4. Communications Planning:</b>			
..	..	..	Assess readiness to meet communication needs in preparation for a pandemic, including regular review, testing and updating of communication plans.
..	..	..	Develop a dissemination plan for communication with staff, students and families, including lead spokespersons and links to other communication networks.

..	..	..	Ensure language, culture and reading level appropriateness in communications by including community leaders representing different language and/or ethnic groups on the planning committee, asking for their participation both in document planning and the dissemination of public health messages within their communities.
..	..	..	Develop and test platforms (e.g., hotlines, telephone trees, dedicated websites, and local radio or TV stations) for communicating pandemic status and actions to school district staff, students and families.
..	..	..	Develop and maintain up-to-date communications contacts of key public health and education stakeholders and use the network to provide regular updates as the pandemic unfolds.
..	..	..	Assure the provision of redundant communication systems/channels that allow for the expedited transmission and receipt of information.
..	..	..	Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
..	..	..	Disseminate information about the LEA's pandemic preparedness and response plan (e.g., continuity of instruction, community containment measures).
..	..	..	Disseminate information public health sources covering routine infection control (e.g., hand hygiene, cough/sneeze etiquette), pandemic fundamentals (e.g., signs and symptoms of a pandemic, modes of transmission) as well as personal and family protection and response strategies (e.g., guidance for the at-home care of ill students and family members).
..	..	..	Anticipate the potential fear and anxiety of staff, students and families as a result of rumors and misinformation and plan communications accordingly.

**Source: Centers for Disease Control and Prevention**