**School/District Logo**

Infectious Disease/Pandemic Annex Template

[Date]

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# SECURITY AND PRIVACY STATEMENT

The information presented in this Annex is classified as For Official Use Only and is exempted from disclosure. This document should be handled, transmitted, and stored in accordance with appropriate       security directives to prevent theft, compromise, inadvertent access, and unauthorized disclosure. The electronic version of this document should be safeguarded, handled, transmitted, and stored in accordance with appropriate security directives.

The information contained in this document is for emergency preparedness and response measures only. Copies of this Annex may be distributed to other organizations as necessary to promote information sharing and facilitate a coordinated interagency effort. Further distribution of this Annex and/or reproduction of this document, in whole or in part, is not permitted without prior approval of the [insert appropriate leadership position within the school/district].

# PROMULGATION STATEMENT

Promulgated herewith is the       Infectious Disease/Pandemic Annex which is an Annex to the       Emergency Operations Plan (EOP).      ’s mission is to [school/district mission statement]. To accomplish this mission,       must ensure its operations are performed efficiently with minimal disruption, especially during an emergency. The       Infectious Disease/Pandemic Annex provides planning and program guidance to ensure proper response actions are taken in the event of an infectious disease outbreak, epidemic, or pandemic.

This Annex applies to all       students, faculty, staff, visitors, and others who play a role in infectious disease/pandemic preparedness and response. This Annex is flexible in that part of or the entire Annex may be activated based on the specific infectious disease emergency and decision by       leadership.

This Annex and its supporting contents are hereby approved, supersede all previous versions, and is effective immediately upon the signatures noted below.

      Superintendent or Principal

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

Signature

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Date

# RECORD OF CHANGES

All updates and revisions to the plan will be tracked and recorded in the following table. This process will ensure that the most recent version of the plan is disseminated and implemented by       personnel.

**Table 1 – Record of Changes**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date of Change** | **Change Number** | **Location**  **(Section/Page numbers)** | **Summary of Changes** |
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# RECORD OF DISTRIBUTION

The       is responsible for the distribution, tracking, and revision of this plan. The table below contains a record of all offices, departments, and agencies that receive copies of the approved Infectious Disease/Pandemic Annex.

**Table 2 – Record of Distribution**

| **Date of Dissemination** | **Recipient** | **Platform of Distribution** |
| --- | --- | --- |
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# TRAINING, EXERCISE, AND ENGAGEMENT ACTIVITY

The       is committed to ongoing training, exercise, and engagement for this Annex to validate infectious disease/pandemic preparedness and response capabilities.       will ensure organizations that represent people with disabilities and other access and functional needs (DAFN) will be integrated into training, exercises, and other engagement activities.

**Table 3 – Training, Exercise, and Engagement Activity**

| **Date** | **Summary of Activity** | **Partners Involved** | **Entry Made By** |
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# INTRODUCTION

This *Infectious Disease/Pandemic Annex* is an Annex to the       EOP. It integrates with the EOP and addresses potential scenarios such as school closures, remote learning, and staff deployment. This Annex was developed utilizing the *Arizona Department of Education’s Infectious Disease/Pandemic Annex Template* and *Arizona Department of Education’s Infectious Disease/Pandemic Annex Instructions* documents.

This Annex outlines actions for what to do before, during, and after an infectious disease event or pandemic and to reduce its impact. The       collaborates with local health departments (LHDs), hospital systems, and other local healthcare partners to reduce risk to student and staff health and well-being by leveraging resources and expertise. A strong public health and healthcare relationship can also identify and address community health needs and facilitate access to critical healthcare services within the school environment.

This Annex is adaptable to different types of infectious diseases and potential pandemic scenarios and details strategies to prevent or minimize the spread of illness, such as proper hygiene practices, disinfecting procedures, and monitoring student health. This Annex also includes communication strategies to inform parents, staff, and students about the ongoing response and recovery and necessary precautions.

# PURPOSE

The purpose of the       Infectious Disease/Pandemic Annex is to describe the specific strategies and procedures that a district or school will follow in response to an infectious disease outbreak or pandemic. The overall goal is to protect the health and welfare of students, staff, teachers, contractors, and visitors, while ensuring continuation of [school or district] essential services. Some of the specific areas this plan addresses include continuity of learning and other school essential functions, such as nutrition services, communication and information sharing, health and safety of staff and students, collaboration with public health, and resource management. More information about essential functions and continuity can be found in the [school or district] Continuity of Operations (COOP) plan.

The Infectious Disease/Pandemic Annex (hereinafter referred to as the Annex) is a threat- or hazard-specific annex to the       EOP (i.e., basic plan). The Annex works in conjunction with the EOP to support local, state, and federal coordination to form a system to prepare for, respond to, and recover from infectious disease emergencies.

# SCOPE

This annex applies to any known or unknown infectious disease threat that negatively impacts or threatens to impact operations at       and/or threatens the health and welfare of students, staff, teachers, contractors, and visitors at      , located in [municipality], Arizona.

The Annex provides recommendations that       leadership may implement in order to protect the health and welfare of the [school/district] population and continue essential services provided through the [school/district]. The scope of this document pertains to all facilities, programs, staff, teachers, contractors, students, and visitors within the purview of      .

The Centers for Disease Control and Prevention (CDC) defines infectious disease as any disease caused by an infectious agent. An infectious agent includes any bacteria, virus, parasite, or fungi that can cause disease or other poor health outcomes as a result of multiplying or undergoing development in a susceptible host. This annex applies to any infectious disease incident, including an endemic, outbreak, epidemic, or pandemic. The CDC defines these incidents as follows:

* Endemic: The amount of a particular disease normally present in a community. It's also called a baseline.
* Outbreak: A higher number of cases than expected in an area within a certain time period.
* Epidemic: An increase, often sudden, in the number of cases of a disease above what is normally expected in that population in a specific area.
* Pandemic: An epidemic that has spread over several countries or continents and affects many people.

# SITUATIONS AND ASSESSMENTS

## Situation

Respiratory diseases, including influenza and coronaviruses, can cause dramatic disruptions to the school environment. According to the CDC, the 1918 influenza pandemic killed an estimated 50 million people across the globe with as many as 675,000 deaths in the U.S. The 2002 – 2004 SARS outbreak caused major disruptions in many locations in Asia as well as Toronto Canada. In more recent times, the 2019 COVID-19 pandemic has sickened more than 700 million and killed more than seven million people while wreaking havoc across the global economy and greatly impacting schools and districts across the world. Schools and districts worldwide scrambled to provide virtual/remote (i.e., distance learning) for students, followed by managing the return to in-person learning during an ongoing pandemic.

In addition to unknown emerging infectious diseases, viruses like the Middle Eastern Respiratory Syndrome as well as multiple strains of highly pathogenic avian influenza pose a substantial risk for future outbreaks, epidemics, and pandemics. Outbreaks of common disease (e.g., measles) can also cause major disruptions to schools, districts, and other organizations like daycare facilities and universities. Because of this ongoing threat, schools and districts must address pandemics and disease outbreaks in their ongoing COOP and emergency preparedness efforts.

## Hazard Assessment

     is exposed to multiple hazards, which have the potential for disrupting the district/school community. The [school/district] participated in the hazard assessment process, utilizing community partners and key stakeholders, including [insert local partners/stakeholders utilized]. This hazard assessment was used to determine the threat and risk for the       and surrounding community. Infectious Disease/Pandemic is listed in the       hazard assessment with a risk level of [insert probability level and potential consequences level or Calculated Priority Risk Index (CPRI) score]. The completed [Hazard Assessment Worksheet or CPRI Calculation Sheet] is located in      ’s EOP, Appendix [X].

# PLANNING ASSUMPTIONS

Planning assumptions are facts, events, or circumstances that are true at the time the plan is developed or are expected to occur during an emergency. Documenting planning assumptions allows the [school/district] to adjust the response strategy if certain assumptions prove not to be relevant during an infectious disease/pandemic. The following planning assumptions may apply during an infection disease incident or pandemic response.

* Children are considered a vulnerable population, suffering disproportionate risks during public health emergencies and disasters.
* People with DAFN are considered a vulnerable population, suffering disproportionate risks during public health emergencies and disasters.
* Public health and medical officials will provide guidance to districts/schools during infection disease events and pandemics.
* An epidemic or pandemic is likely to affect the entire [school/district] and surrounding community.
* Equipment and supplies needed to respond to a public health emergency may be unavailable due to supply chain issues. Key vendors, contractors, and suppliers may be disrupted. This may complicate, delay, or reduce the effectiveness of the response.
* [School/district] staffing may be reduced due to illness of staff, teachers, and contractors.
* The public health system may be overwhelmed. This may have a cascading effect on the ability for public health to provide updated guidance and processes such as conducting contact tracing. The [school/district] may be called on to conduct or assist with contact tracing for students, staff, teachers, contractors, and visitors that may be on [school/district] property.
* Local and state jurisdictions may need to implement protective actions (non-pharmaceutical interventions (NPIs)). This may include closing schools, restricting travel, suspending mass gatherings, and imposing isolation or quarantine measures on the general public.
* Other NPIs (e.g., recommendations for physical/social distancing, hand hygiene, masks, face coverings and other protective equipment) may also be a principal means of disease control until adequate supplies of vaccine and/or antiviral medications are available.
* Government officials may request district/school facilities/resources be used for points of distribution (PODs), community-based clinics, or medical testing facilities after school hours, on weekends, or if schools are closed.
* The [school/district] must continue essential functions (i.e., school nutrition programs, mental and behavioral health programs, provision of individual education plans (IEPs), and learning) even when schools are closed.
* Continuity of learning may continue virtually and there will be a heavy dependency on internet, including service to rural areas.
* Students, staff, and teachers have equipment (e.g., school provided laptops, chargers) to participate in a virtual learning environment.
* Communication and IT systems and records are not likely to be negatively impacted during an infectious disease/pandemic.

# ROLES AND RESPONSIBILITIES

This section describes the roles and responsibilities of the school(s), district, Arizona Department of Education (ADE), and LHD during an infectious disease event. Additional roles and responsibilities may be required as an infectious disease event unfolds, based on the mitigation, response, and recovery strategies being utilized and dependent upon the characteristics of the infectious disease. The school roles and responsibilities in Table 4 are organized by position. District roles and responsibilities in Table 5 are organized by department. Tables 6 and 7 list the roles and responsibilities for ADE and LHDs.

**Table 4 - School Roles and Responsibilities by Position or Group**

|  |  |
| --- | --- |
| **All School Staff** | * Self-screen for infection symptoms prior to being in person at school. * Report illness and symptoms in accordance with school/district policy for staff. * Follow school/district policies related to infection control in the school facility. * Implement school based NPI recommended by public health officials and/or the district office. |
| **Administrator(s), Principal(s), and/or Designees** | * Maintain situational awareness related to infectious diseases/pandemics. * Participate in district meetings and trainings, as required, related to infectious disease/pandemic planning, mitigation, response, and recovery. * Activate any relevant school-level infectious disease/pandemic plans, policies, and procedures. * Establish and maintain communications with the district office. * Establish and maintain communications with the school community (i.e., students, parents/guardians, staff, teachers, vendors/contractors). * Develop, implement, and enforce school based policies and response strategies based on guidance and requirements from district leadership. * Provide data as requested to the district and/or LHD. * Assist public health with contact tracing within the school community. * Document school response actions and track all costs associated with an infectious disease/pandemic to facilitate funding and reimbursement. * Work with public health, government officials, and district officials on use of school facilities or assets by the community, as required. |
| **Food Service and Cafeteria Workers** | * Shift food preparation and service to follow school infection control policies and procedures (e.g., physically distanced food preparation, change from self-serve or buffet style to prepackaged or individually plated meals, no-contact meal service). * Assist with food preparation and distribution during times of school closure or virtual/distance learning. * Adjust menu to account for supply chain disruptions. * Assist with the procurement of food and packing supplies when normal supply chains are negatively impacted. |
| **Health Office Staff** | * Evaluate and monitor students with illness symptoms in accordance with district recommendations and policies, during school hours when students are in the school. * Manage isolation areas for symptomatic students and staff. * Assist with the implementation and enforcement of infection control procedures in the school environment. * Assist in the development and implementation of emergency response plans and procedures, related to an outbreak, epidemic, and pandemic. * Maintain health records and data in accordance with district recommendations and policies. * Report the health status of ill students to the school or district nurse (if applicable) or principal. * Refer to the following guidance documents regarding the use of unlicensed assistive personnel within the school setting:   + *Emergency Guidelines for Schools (Arizona Redbook)*, Arizona Department of Health Services, Arizona Department of Education * *Guidelines for the Delivery of Specialized Health Services in the School Setting: An Arizona Resource Guide for Schools*, School Nurse Organization of Arizona * *School Nursing Evidence-Based Clinical Practice Guideline: Medication Administration in Schools*, National Association of Nurses * *The Use of Unlicensed Assistive Personnel and the Delegation Process*, School Nurse Organization of Arizona |
| **Paraprofessional(s) and Instructional Assistant(s)** | * Support virtual/remote learning by assisting with implementation of remote learning strategies, helping students navigate online platforms, providing technical support, and facilitating virtual classroom interactions. * Support instructional adaptations to fit the virtual/remote or hybrid learning environment. * Provide individualized support to students who need it. * Help enforce health and safety procedures and policies in the school facility. * Help with health screening, cleaning, and sanitation within the school facility. |
| **Parents and Guardians** | * Read information and instructions from school staff to stay informed of the latest school-related policies and procedures. * Monitor and screen their student(s) or assist student(s) with self-screening for infection symptoms prior to being in person at school. * Report their student(s) illness and symptoms in accordance with school policy. * Follow school policies related to infection control screening and reporting while on school property. * Support their student(s) during virtual/remote or hybrid learning and quickly changing learning environments. * Communicate and collaborate with their student’s teachers and other school staff. |
| **School Counselor(s), Social Worker(s), and Psychologist(s)** | * Provide behavioral health services to students in-person when school facilities are open. * Adapt behavioral health services to students virtually/remotely when school facilities are closed. * Address mental health issues and crises in students that are exacerbated by an outbreak, epidemic, or pandemic. * Develop and deliver educational sessions on coping strategies, stress management, and other relevant topics during an infectious disease event. * Offer support and referrals for students and families disproportionately impacted by the infectious disease event. |
| **School Nurse(s)** | * All of the above roles and responsibilities of health office staff. * Treat students with illness symptoms in accordance with district recommendations and policies, during school hours when students are in the school. * Maintain health records and data, including infection cases and vaccination status. Report information as required by local and state public health officials. * Train and supervise unlicensed assistive personnel in the health office. * Responsible for the scope of practice within the school or school district. * Refer to the following guidance documents regarding the use of unlicensed assistive personnel within the school setting:   + *Emergency Guidelines for Schools (Arizona Redbook)*, Arizona Department of Health Services, Arizona Department of Education   + *Guidelines for the Delivery of Specialized Health Services in the School Setting: An Arizona Resource Guide for Schools*,School Nurse Organization of Arizona   + *School Nursing Evidence-Based Clinical Practice Guideline: Medication Administration in Schools*,National Association of Nurses   + *The Use of Unlicensed Assistive Personnel and the Delegation Process*, School Nurse Organization of Arizona |
| **School Secretary and Office Staff** | * Provide administrative support by assisting with communications and updating records (e.g., health, attendance, contact information). * Follow health and safety protocols and assist with screening students coming into the office and visitors coming into the school. |
| **School Site Safety and Security Staff** | * Ensure compliance with health procedures (e.g., social distancing, masking, hand hygiene, health screening). * Manage entry points into the school, regulating access to school grounds according to health and safety policies. |
| **Students** | * Follow school health and safety policies and procedures during in person learning (e.g., social distancing, masking, hand hygiene, health screening, reporting symptoms). * Engage in virtual/remote learning or hybrid learning and maintain communication, as appropriate, with teachers and staff. * Use technology for virtual/remote or hybrid learning according to school policies. * At all times, use appropriate safety and security measures while in the virtual and digital space, including proper etiquette according to school policies. |
| **Teachers** | * Adapt instructional delivery to fit virtual/remote, hybrid, or physically-distanced learning environments. * Use online platforms to deliver instruction and maintain student engagement during virtual/remote or hybrid learning environments. * Differentiate instruction to accommodate varying learning needs and styles and ensure all students can access instruction. * Assess and monitor student progress and support those students who may be struggling due to an infectious disease event or the changes in the learning environment. * Continue to provide educational instruction virtually/remotely (i.e., distance learning) in accordance with the school’s strategy. * Maintain health and safety in the classroom during in person learning, following district and school procedures (e.g., social distancing, masking, hand hygiene, cleaning and sanitizing the classroom and equipment and supplies). * Foster a positive learning environment whether in-person, online, or in a hybrid learning environment. * Communicate with parents/guardians regularly regarding their student’s progress and any changes in the class learning environment or schedule. |

**Table 5 - District Roles and Responsibilities by Department**

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| **Business Services, Finance, and Purchasing** | * Financial planning and management related to budget reallocation and cash flow management to ensure emergency needs and continuation of essential functions. * Grant management for emergency relief funds to support district operations. * Procurement and supply chain management including emergency supplies, vendor management, and technology procurement. * Compliance with changing regulations and updates to policies to comply with quickly changing local, state, and federal public health regulations and guidance. * Document district response actions and track all costs associated with an infectious disease/pandemic to facilitate funding and reimbursement. |
| **Communications** | * Establish and maintain both internal and external communications with the district community (i.e., students, parents/guardians, school staff, district staff, teachers, vendors/contractors). * Responsible for public messaging and responding to public inquiries. * Interact with and/or participate in local Emergency Operations Center and Joint Information Center. * Crisis communications including developing pandemic communications plans, rapidly responding to quickly changing information, and providing accurate and timely information. * Manage district digital and social media platforms with relevant outbreak, epidemic, or pandemic content. * Ensure accessible and multilingual communications and translation services. |
| **Disability and Other Access and Functional Needs**  **and**  **Community Engagement** | * Ensure accessible educational opportunities whether virtual/remote or a hybrid environment. * Provide disability and other access and functional needs input on emergency procedures and policies. * Identify and address disparities and develop targeted interventions for high risk student populations. * Collaborate with community-based organizations to address the needs of vulnerable students and families. * Ensure culturally responsive communication and services to students and families. * Work to address systemic inequities that may be exacerbated during an outbreak, epidemic, or pandemic. |
| **Human Resources and Personnel** | * Engage and communicate with staff. * Develop employee health and safety policies. * Create systems for tracking and reporting infection cases among staff. * Develop staff vaccination policy and track vaccination status among staff, as applicable. * Develop staff policies for virtual/remote or hybrid work environments. * Plan for and manage staffing shortages due to illness, quarantine, or caregiving responsibilities. * Provide workplace safety and policy training to staff and substitutes. * Update leave policies for staff in accordance with local, state, and federal guidance and regulations. * Provide accommodations to staff at higher risk for illness or severe complications from illness. * Ensure compliance with legal and regulatory requirements in a rapidly changing environment. |
| **Information Technology, Technology Services, and Helpdesk** | * Infrastructure support and maintenance including network capacity and stability, cloud services management, and server management to account for increased use with virtual/remote or hybrid learning. * Assist with procurement and distribution of technology devices needed for virtual/remote or a hybrid learning environments. * Device management (e.g., software and security updates) for the district’s technology devices. * Support and maintenance of Learning Management Systems (LMS), educational software, and remote communications platforms. * Assist with providing access to technology for virtual/remote learning for all students, including students from low-income families and rural areas. * Provide increased helpdesk and technology support services for staff, teachers, students, and families. * Update technology policies in a rapidly changing learning environment. |
| **Instructional Services** | * Develop and implement virtual/remote or hybrid learning models. * Modify curriculum for virtual/remote or hybrid learning strategies and ensure learning objectives continue to be met. * Support teachers with professional development and instructional coaching appropriate for delivering online instruction, managing online classrooms, using digital tools, and adapting virtual/remote learning to the needs of students with varying abilities. * Develop and implement alternative assessment methods and grading policies. * Monitor learning loss and use data to plan for remediation of identified learning gaps. * Plan for post-pandemic instruction including recovery programs and the transition back to standard operating procedures (SOPs). |
| **Nutritional Services, Food Services, and Cafeteria Services** | * Plan meal distribution when schools are closed, operating virtually/remotely, or in a hybrid model (e.g., grab-and-go meals, home delivery programs, or adapting meal service during hybrid learning or returning to school during a pandemic.) * Maintain access to meals for vulnerable populations, including free and reduced meal programs, meal support for homeless students, and summer meal programs. * Respond to rapidly changing education environments, policies, and infection control guidance and regulations. * Manage logistics and supply chain issues including disruptions in supply chain, menu adaptation to account for availability of supplies, and packing and distribution logistics. |
| **Risk Management** | * Continuous assessment and monitoring of potential health risks in a rapidly changing environment. * Ensure that the district’s policies align with the latest guidelines and regulations from local, state, and federal public health officials. * Manage insurance coverage and claims related to outbreak, epidemic, or pandemic losses. * Assessment of financial risks posed by the outbreak, epidemic, or pandemic. |
| **Safety and Security** | * Establish daily health screening processes for staff, students, and visitors according to public health official guidance. * Establish and oversee sanitation and hygiene protocols throughout the district (e.g., social distancing, cleaning, sanitation stations). * Work with facilities management on proper ventilation in accordance with public health official guidance. * Establish protocols for quarantine and isolation for students and staff that become symptomatic while at school. * Coordinate with LHDs on contact tracing and provide data as requested to LHD. * Develop and update district emergency response plans, including pandemic response plans and procedures. * Work with local and state public health to ensure the district complies with rapidly changing guidance and regulations. * Control access to district and school buildings to reduce exposure risk and monitor visitor and vendor/contractor access to district and school buildings. |
| **Special Education** | * Adapt IEPs as needed to accommodate changes in the learning environment. * Provide services virtually/remotely (e.g., speech therapy, occupational therapy, counseling). * Ensure that students with disabilities continue to receive a Free Appropriate Public Education (FAPE). * Collaborate with parents/guardians to provide support to students at home and conduct virtual/remote IEP meetings. * Differentiate instruction, provide assistive technology, and provide behavioral support to meet the needs of students with disabilities. * Maintain compliance with federal and state regulations (e.g., IEPs, 504 plans) and monitor progress of students. * Prioritize in-person services for students with severe and complex needs. * Address access considerations (e.g. the digital divide, language access) for students with disabilities. |
| **Superintendent** | * Activate any relevant district-level infectious disease/pandemic plans, policies, and procedures. * Lead the district’s response by making informed, strategic decisions balancing health and safety considerations with the educational needs of students. * Lead district crisis management and pandemic response teams. * Collaborate with the school board to provide regular updates on the district’s pandemic response and ensure that the leadership and governance structure of the district remains functional during the pandemic. * Promote and participate in cross-department coordination, working closely with departments such as Human Resources, Communications, Risk Management, Business Services, etc. on district’s policies and response strategies. * Approve community use of district and school facilities and assets. |
| **Transportation** | * Develop and implement health and safety protocols such as social distancing on buses, personal protective equipment (PPE) for drivers and students, and sanitation of vehicles. * Adapt routes and schedules as needed to account for rapidly changing guidance, regulations, and learning environments. * Reassign or expand duties for transportation staff, such as meal and education material delivery. * Fleet management and maintenance including preventative maintenance if assets are not being used regularly and/or upgrades to align with infection control guidance or regulations. |
| **Warehousing** | * Coordination of bulk purchasing of high-demand items (e.g., PPE, cleaning supplies, etc.) * Manage inventory, ordering, distribution, and delivery of essential supplies (e.g., PPE, masks, hand sanitizer, etc.), school-based supplies/equipment, and technology equipment. * Supply chain management including assessing vulnerabilities and mitigating shortages. |

**Table 6 - Arizona Department of Education Roles and Responsibilities**

| **Arizona Department of Education** |
| --- |
| * Maintain situational awareness related to infectious diseases/pandemics. * Activate any relevant ADE infectious disease/pandemic plans. * Establish and maintain communications with schools and districts. * Share information with schools and districts on infectious disease/pandemic planning, response, and recovery from official sources/resources. * Provide policy guidance to schools and districts on infectious disease/pandemic planning, response, and recovery from official sources/resources. |

**Table 7 - Local Health Department Roles and Responsibilities**

|  |
| --- |
| **Local Health Department** |
| * Maintain situational awareness related to infectious diseases/pandemics. * Activate any relevant LHD infectious disease/pandemic plans. * Establish and maintain communications with schools and districts. * Collect data as required from schools and/or districts. * Share information and provide policy recommendations to schools and districts on infectious disease/pandemic planning, response, and recovery. |

# INFECTIOUS DISEASE/PANDEMIC PREPAREDNESS

Infectious disease outbreaks and pandemics pose many challenges for schools and school districts. They can affect a large portion of the population, require multi-jurisdictional and multi-sector responses, and can endure for several months or even years. Effective infectious disease/pandemic preparedness is built on several principles including increasing the resilience of school based systems; allocating sufficient resources for pandemic preparedness and response; developing new and maintaining existing partnerships; and integrating infectious disease/pandemic preparedness with COOP planning.

By implementing preparedness strategies,       is minimizing potential disruptions to the learning environment and ensuring the safety of students and staff. One of the strategies to respond efficiently to future pandemics is to develop a robust infectious disease/pandemic preparedness plan. This plan focuses on forming pandemic response teams; collaborating with LHDs and other partners; establishing clearly defined procedures for school closures, remote learning, and community interventions; and sanitation protocols.

## Infectious Disease/Pandemic Planning Teams

By forming a dedicated infectious disease/pandemic preparedness team, schools and school districts ensure a coordinated and effective response and the safety of the school community by minimizing disruptions to education. To more effectively implement preparedness strategies before an infectious disease outbreak or pandemic,       has formed an infectious disease/pandemic planning team. The primary goals of the       Planning Team are to:

* Prevent the spread and prevalence of the disease and reduce transmission risk by developing health protocols and other safety measures;
* Develop clear and actionable steps for responding to outbreaks and pandemics including adherence to NPIs, remote learning, and school closures;
* Ensure continuity of learning and continuity of nutrition when preparing for remote or hybrid learning;
* Support the mental and behavioral health of students, staff, and families.
* Develop strategies for transitioning back to in-person learning.

**Table 8 – Planning Team Roles and Responsibilities**

|  |  |
| --- | --- |
| **Principal/Assistant Principal** | Key decision-maker, overseeing the entire preparedness process including implementation of policies and procedures and communicating with staff, students, and families. |
| **District Leadership Representative** | Ensures preparedness and planning align with district-wide strategies and link       with resources. |
| **Communications Spokesperson** | Ensures preparedness planning is in place to provide clear, timely, and accessible messages through various modalities. |
| **School Nursing Staff** | On-site subject matter expert for preparedness planning related to screenings, managing sick students, reporting, and liaising with the LHD. |
| **Local Health Department Representative** | Ensures       is connected with the LHD to receive the most current health advisories and reporting guidance and assistance with contact tracing and monitoring. |
| **Facility Manager** | Provides preparedness planning related to cleaning and disinfection based on the most current health and safety protocols, recommends physical and environmental modifications to ensure       is following ventilation and physical distancing recommendations, and ensures an adequate supply of PPE and sanitation supplies. |
| **Nutrition and Food Service Manager** | Ensures continuity of nutrition services by planning meal distribution strategies during modified schedules or school closures. |
| **Department Heads, Teachers, and Paraprofessionals** | Ensure continuity of learning by planning for remote learning strategies, maintaining student engagement, adjusting curricula and learning modules, and providing subject matter expertise on evaluation, graduation, and grade advancement policies. |
| **Information Technology Coordinator** | Ensures a robust and comprehensive plan is in place to support remote learning strategies including providing a resilient digital infrastructure, cybersecurity, and access to devices and internet connectivity. |
| **School Counselor** | Ensures continuity of mental and behavioral health support by planning for pandemic-related stress, anxiety, and trauma. |
| **Special Education Coordinator** | Ensures preparedness planning for students with DAFN including accommodations for in-person and remote learning. |
| **Parent Teacher Organization** | Helps to ensure preparedness planning addresses communication strategies that reach all families. |
| **External Partner Organization** | Ensure       is linked with community services such as emergency medical services, law enforcement, and fire departments. |

The       Planning Team meets [state frequency of meetings] to develop annex content, review new and existing protocols, solicit feedback from community members, and update the annex as necessary incorporating lessons learned and best practices following real-world outbreaks and exercises. They also Ensure individuals in the school community are familiar with this annex and their roles; arrange for staff training; provide students information about proper hygiene practices and physical distancing requirements; and participate in exercises

## Partnership with the Local Health Department

Another key preparedness strategy is for schools and school districts to build relationships with their LHD prior to an infectious disease outbreak or pandemic. These partnerships are essential for ensuring the health and safety of students, staff, and community members. Federal and state public health guidance can change rapidly during an infectious disease outbreak or pandemic. Therefore, maintaining this collaboration with the LHD provides school and school districts with more effective and timely communications support during the incident.

The [insert local health department name] is responsible for receiving case reports, assisting with contact tracing and investigations, and determining community pandemic interventions such as masking, school closure recommendations, cleaning and sanitation, etc.       has a strong relationship with the [insert local health department name]. This partnership focuses on the best ways to communicate decisions on health protocols which allows for a more effective response.       and [insert local health department name] participate together in preparedness planning by:

* Assigning specific individuals between       and [insert local health department name] as liaisons to ensure clear and direct communication.
* Setting up formal communication protocols to ensure clear and timely information sharing during routine, non-emergency times and during infectious disease outbreaks and pandemics including preferred methods of communication and frequency of communication.
* Establishing policies on health and safety issues such as hygiene practices, vaccination requirements, quarantine procedures, and school closure including a process for updating policies in response to new guidelines or emerging public health concerns.
* Holding routine meetings to review public health trends and emerging threats and update policies and procedures.
* Providing specialized training opportunities with school and school district nurses, teachers, and other staff on infectious disease/pandemic preparedness and response topics.
* Collaborating on health education strategies for students and families focused on nutrition, mental and behavioral health, personal hygiene practices, and the importance of vaccinations.
* Establishing plans to utilize       as a community vaccination and/or testing clinic.
* Developing a data sharing agreement to share health data such as absenteeism, confirmed cases, and vaccination records information in compliance with regulations such as the Health Insurance Portability and Accountability Act and Family Educational Rights and Privacy Act (FERPA).
* Developing a Memorandum of Understanding (MOU) that outlines the roles, responsibilities, and expectations between       and [insert local health department name].
* Providing mental and behavioral health resources, services, and support focused on the added anxiety and stress of an infectious disease outbreak or pandemic.
* Providing       with critical resources such as PPE, cleaning and sanitation supplies, and testing kits.
* Participating in joint exercises and drills and after action activities in response to real-world events.

## Mental and Behavioral Health Preparedness

Infectious disease outbreaks and pandemics can have overwhelming and pervasive effects on the mental and behavioral health of students, staff, and families. An important aspect of infectious disease/pandemic preparedness is planning, not only for physical health risks, but also the psychological well-being of the entire school community.       is prepared to support the mental and behavioral health needs of students, staff, and families before, during, and after the response.

      is meeting the statutory requirements for suicide awareness and prevention for school guidance counselors, teachers, and principals by participating in the required training and in various activities outlined by the [Arizona Health Care Cost Containment System (AHCCCS)](https://www.azahcccs.gov/Members/BehavioralHealthServices/suicideprevention/training_for_schools.html).       will also utilize and promote programs and resources available through the Arizona and National Crisis Hotlines.

Key considerations of mental and behavioral health preparedness for infectious disease outbreaks and pandemics include:

* Pandemics can cause fear and uncertainty among students, leading to increased anxiety. Students may worry about their own health, family members, or disruptions in routines.
* Teachers and staff may experience significant stress due to the risks of exposure, the challenges of transitioning to remote or hybrid teaching, and the pressure of maintaining a safe school environment.
* Physical distancing measures can exacerbate feelings of social isolation which can negatively affect mental health.
* Students and staff with DAFN may experience enhanced isolation and anxiety during school closures and periods of physical distancing.
* Remote teaching during school closure can lead to burn out and emotional strain on teachers and staff.
* Community members may face significant stress during a pandemic due to financial instability, loss of loved ones, and health concerns. The increased mental health issues of legal guardians may negatively affect students.
* Student and staff anxiety and stress can also be caused by the transition back to in-person learning after extended closures or remote learning.

In preparing to provide mental and behavioral health support and services,       is prepared to implement the following preparedness strategies:

* Provide virtual and in-person mental and behavioral health support and services through school counselors and/or outside organizations, including one-on-one or group sessions to assist students in managing anxiety and developing coping skills.
* Provide access to mental and behavioral health resources and services for all students, particularly individuals with DAFN.
* Provide mental and behavioral health resources and services in a culturally responsive manner by considering the unique needs of students and staff with varying cultural, racial, or socioeconomic backgrounds, including making information available in multiple languages.
* Allow for mental health days, flexible work arrangements, and stress management training and resources for staff and administrators including access to the       Employee Assistance Program (EAP).
* Provide grief counseling for staff and students who need emotional support.
* Train educators on trauma-informed approaches to creating safe and supportive spaces for students.
* Support communities affected by the loss of students and staff by planning memorials or other ceremonies to help the community grieve collectively.
* Implement opportunities for virtual social interactions while adhering to physical distancing requirements.
* Support and provide resources for families on how to manage mental and behavioral health issues and adopt resilience strategies at home.
* Partner with community-based organizations that offer support for families such as access to mental health resources and food, utility, and financial aid services.
* Conduct specific tracking of mental and behavioral health issues of students and staff and provide services upon return to in-person learning.

## School Nursing and Health Office Staff Preparedness

School nurses and health office staff play a critical role in infectious disease outbreaks and pandemic preparedness and are important members of the       Planning Team. They are the front-line health professionals providing on-site subject matter expertise and liaising with the LHD. School nursing staff have multiple infectious disease/pandemic responsibilities. When planning for a pandemic, nursing staff must consider many aspects, including infection control, communication, mental health support, and more. It is important to note that there are some medical-related duties that can only be performed by school nurses within their licensed scope of practice. See Table 4 in the [Roles and Responsibilities](#_heading=h.2jxsxqh) section. The       school nursing staff is well-prepared to handle the challenges of an infectious disease outbreak or pandemic by:

* Connecting with the [Arizona Department of Education’s School Nursing and Health Services](https://www.azed.gov/wellness/school-nursing-and-health-services) resources.
* Ensuring all students, staff, and visitors follow proper hand hygiene, droplet protection, and other basic infection control practices.
* Providing training for staff on the proper use, disposal, and storage of PPE, including ensuring PPE is readily available for staff and other key personnel.
* Ensuring the school is stocked with adequate medical supplies and equipment to handle an influx of ill students and staff, including alerting procurement staff when supplies run low.
* Working with Facility personnel on cleaning and sanitation protocols following the latest guidance from the [insert local health department name].
* Developing protocols for identifying and monitoring staff and student symptoms including isolating to a designated area.
* Working with [insert local health department name] to implement contact tracing protocols.
* Monitoring [insert local health department name] updates so that school health policies and procedures can be adjusted accordingly.
* Developing policies and procedures for vaccination, school closures, isolation and quarantine measures, and returning to school after illness criteria.
* Helping to plan and execute school-based vaccination clinics and testing sites.
* Providing health education materials to staff, students, and families to ensure they are informed of protective measures, health protocols, and other updates.
* Developing individualized care plans for students with chronic conditions.

## Information Technology Preparedness

Information Technology (IT) preparedness is critical in ensuring that schools and districts can continue functioning during infectious disease outbreaks or pandemics. IT departments at the school or district level should be prepared for the possibility of long-term closures by strengthening the digital infrastructure, LMS and platforms, and providing teacher training. Undoubtedly, cybersecurity risks such as malware, phishing, and data breaches increase as staff and students transition to online learning. Schools and districts should also be prepared to support a blended learning environment which includes traditional in-person instruction integrated with participating online students.

      is committed to ensuring all students have the necessary technology to minimize learning disruptions. The       IT departments and staff have plans in place to address the challenges of an infectious disease outbreak or pandemic by:

* Ensuring all students and staff have access to devices and the internet, and in some cases, dissemination of devices such as laptops or tablets and/or Wi-Fi hotspots in areas without broadband. This also includes developing a system for tracking, replacing, and repairing equipment.
* Investing in [name of school/district Learning Management System] that allows teachers to develop and deliver online content safely and efficiently. This system is also prepared to handle increased online traffic if necessary.
* Providing professional development opportunities to teachers on navigating the remote learning environment, digital literacy and safety, and evaluation of student learning.
* Offering blended learning environments so students can experience simultaneous learning opportunities in-person and online.
* Ensuring video conferencing platform licenses are adaptable and secure to facilitate the virtual classroom environment.
* Supporting cloud-based solutions to ensure staff and students can access programs and data from any location and can handle increased demands.
* Implementing a robust cybersecurity program that includes strategies such as multi-factor authentication, encryption, and regular security audits.
* Providing IT support during online learning including additional help desk availability, and remote desktop management tools.
* Ensuring compliance with data privacy and regulations such as the FERPA and the Children’s Online Privacy Protection Act (COPAA). This includes obtaining the necessary parental consent.
* Creating clear policies outlining how student and staff data are collected, utilized, and stored during remote learning periods including communicating the policies to staff and families.
* Offering staff and student training on the use of tools, software, and platforms to ensure they are being utilized effectively and safely. This training may include digital literacy, proper IT practices, and strategies to minimize cyber security risks.
* Ensuring websites, platforms, and communication tools are mobile-friendly due to the increase in usage of mobile devices.

## Communications Preparedness

Effective communication during an infectious disease outbreak or pandemic is critical so that students, staff, and families can stay informed and connected. Schools and districts must use well-structured communication strategies and messaging to keep stakeholders updated on evolving situations, continuously changing health protocols and guidance, and alternate educational strategies. Being intentional and consistent about what information is shared can foster trust during a time that otherwise feels unstable and scary.

      is committed to ensuring communications are clear, transparent, and accessible by preparing for the following strategies:

* Developing a Communication Framework - Determining ahead of time how and when       plans to disseminate routine updates during an infectious disease outbreak or pandemic. Framework also includes pre-written templates for different scenarios such as:
  + School closures
  + Reopenings, recovery, and rebuilding
  + Health protocol updates
  + Policies for reporting illness or exposures
  + Resources for mental health or counseling services
  + Resources and processes for continuation of nutrition services
* Assigning a Public Information Officer (PIO) or Communication Lead - Designating a communication team member who is responsible for overseeing all message development and dissemination.
* Planning for Multimodal Approaches - Utilizing a variety of communication modalities such as      ’s email, text, phone calls, social media, centralized information website portals, case dashboard, updated frequently asked questions, and the       [automated messaging platforms and/or other emergency altering systems].
* Preplanning for Consistent, Transparent, and Accessible Messages - Ensuring that:
  + All messages include phone numbers, emails, or hotlines/call centers to directly communicate with       communications personnel.
  + Staff and families receive consistent, clear, transparent, and frequent updates, even when there is no new information. Communicating both good and bad news.
  + Messages include localized information such as infection rates and specific policies.
  + Create messages that are accessible by providing:
    - Multiple language translations, both written and spoken.
    - Closed captioning for video content.
    - Large print formats for individuals with low vision.
    - Easy-to-read for families with limited English proficiency or low literacy.
    - Phone communications or hotlines and/or printed materials for families who may lack internet access.
  + Guidance on the following protocols are clear and include step-by-step instructions:
    - Mask wearing
    - Physical distancing
    - Hand hygiene practices
    - Protocols for exposed or sick individuals
    - Symptom monitoring and reporting
    - Vaccination requirements and exemptions
* Providing Training on Effective Crisis Communication - Train staff and faculty on effective and empathetic communication strategies addressing challenging conversations with students, navigating family concerns, and handling stress related to continuously changing learning environments. This also includes ensuring that staff are aligning messages so communication is consistent.

## Students with Disabilities and Other Access and Functional Needs Preparedness

Students with DAFN are particularly vulnerable to the negative impacts of changes to school routines during an infectious disease outbreak or pandemic. School closures, and even the adaptations needed for in-person learning during a pandemic, can limit access to essential services, specialized instruction, and support systems that are critical for these students’ academic success.

      is committed to preparedness activities that ensure all students with DAFN have the multi-faceted approach to meet their needs through the following strategies:

* Create a separate Individual Emergency Safety Plan (IESP) to include detailed information about a student's medical conditions, medications, medication delivery times, other medical regimens, equipment, emergency contacts, specific instructions for emergencies, and skill deficits that may impact the student’s ability to participate or maintain safety during an emergency.
* Explore the integration of a special education representative into regular [school/district] safety planning and emergency preparedness team meetings.
* Allocate school funding for students with DAFN for emergencies.
* Explore additional legislative, grant, foundation, or other funding streams to secure the preparedness funds that may be needed.
* Hold a preparedness conference, training, or regional meeting on the laws impacting emergency planning for students with DAFN.
* Review      ’s EOP related to Supporting Students and Staff with Disabilities and Other Access and Functional Needs and ensure strategies are incorporated into infectious disease and pandemic planning where appropriate.
* Partner with community-based organizations that serve students with different access and functional needs to assist with meeting their needs.

## Training and Exercises

Training and exercises are essential in infectious disease and pandemic preparedness in ensuring that staff and students know how to respond efficiently and effectively in the event of a public health crisis. Preparedness training helps create a safer, more resilient school environment that can better protect students, staff, and their families by educating school personnel on specific protocols; reducing panic, misinformation, and rumors; and improving communication among partners. Participating in exercises promotes safety protocol familiarity; minimizes response times; identifies areas for improvement; allows for improvements to be made to response plans; reduces fear and anxiety by understanding the steps that will be taken ahead of time; and prepares staff and students to face disruptions to their routines.

Training, exercise, and engagement activities are documented in the “Training, Exercise, and Engagement Activity” table within this document.       will participate in type and frequency of staff training and exercises as outlined in the following:

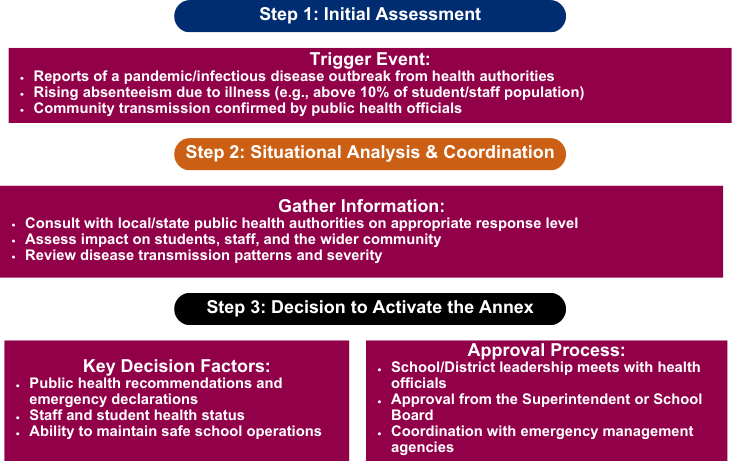
* [Arizona Minimum Requirements for School Emergency Operations Plans](https://www.azed.gov/sites/default/files/media/AZED%20Minimum%20Requirements%20-%202024%20FINAL.pdf)
* [Implementation Guidance: Arizona Minimum Requirements for School Emergency Operations Plans](https://www.azed.gov/sites/default/files/2024/10/MR%20Implementation%20Guidance%20for%20Schools%202024%201_0.pdf)
* [Arizona Department of Education, Drills and Exercises: Guidelines for Schools](https://www.azed.gov/sites/default/files/2024/07/School%20Preparedness%20Drills%20and%20Exercise%20Document.pdf)

# INFECTIOUS DISEASE/PANDEMIC RESPONSE

## Activating the Infectious Disease/Pandemic Annex

In response to the potential risks posed by infectious disease/pandemics, it is critical for schools and school districts to have a structured plan in place including factors in activating the plan. The following diagram includes the first steps and key considerations that will be taken to determine activating this annex.

**Figure 1 – Steps and Key Considerations for Annex Activation**



An infectious disease or pandemic response can be disruptive to [school/district] normal operations. The impacts to students’ access to education, meals, mental and behavioral health services, and other vital resources can be extensive during a public health incident that requires       to alter normal operations. This section outlines strategies and considerations for the following:

* Communication
* School Nutrition
* Community Use of School Resources
* Mental and Behavioral Health
* School Closures
* In-Person Learning During an Infectious Disease Outbreak or Pandemic

Communication, school nutrition, community use of school resources, and mental and behavioral health services need to be continued and may need to be adapted to ensure continuity in times of school closure or in-person learning during an outbreak or pandemic. School closures pose particular challenges to continuity of learning and ensuring access to services for students with DAFN. Authorities for closing are important during infectious disease outbreaks and are outlined in this section. In-person learning during an infectious disease or pandemic incident proposes additional challenges to the health and safety of students and staff during school hours.

This section provides a structured approach to ensure continuity of learning while safeguarding the well-being of students, staff, and the broader community.

## Communications Considerations

Transparent and frequent communication is critical in a pandemic.       will consult its EOP and any crisis communication plans for additional communication procedures. The [school/district] will also consider the following when creating and sending communications to school families.

**Table 9 - Communications Response**

|  |  |
| --- | --- |
| **Regular Updates** | Send regular updates to parents, staff, and students about the outbreaks or pandemic situation, school policies, and health guidelines. Conditions and guidance may change rapidly during an incident and [district/school] staff will be prepared to keep families up-to-date quickly and efficiently. Communications will include specific community resources for minimizing the spread of the disease and seeking medical treatment as needed. |
| **Multi-Platform Communication** | Use various platforms such as emails, text alerts, websites, and social media to reach all families. Priority communication platforms for parents, guardians, and students are as follows:   * [insert platform #1] * [insert platform #2] * [insert platform #3] |
| **Accessible Communication** | Ensure communication is at the appropriate reading level and in multiple languages. The following languages are a priority within      :   * [Language #1] * [Language #2] * [Language #3] |
| **Emergency Hotlines** | Set up a hotline or email support system, if needed, to answer concerns about health issues, school closures, or learning platforms. |

*\*Note: Please review the Communications Preparedness section in this plan for further considerations.*

## Continuity of School Nutrition

Continuity of school nutrition during an infectious disease outbreak or pandemic is critical for ensuring that students, particularly those from low-income families, continue to have access to healthy meals when schools use alternating attendance to reduce opportunities for contact or when schools are closed. Such public health incidents disrupt regular in-person school schedules and may exacerbate food insecurity of students.       will consider the following strategies to continue school nutrition when regular in-person school hours are disrupted: distributing meals, adapting nutrition, collaborating with government agencies, and communication and outreach.

**Distributing Meals**

**Table 10 - Grab and Go Meals**

|  |  |
| --- | --- |
| **Grab and Go Meals** | Meals in pre-packaged grab-and-go formats. Parents or guardians can pick up meals for their children at designated times from schools or other community distribution points. Consider providing multiple meals (e.g., multiple days for each student) at pick-up to reduce the travel burden on families. |
| **Locations** | School or district grounds or other community locations (e.g., libraries, parks, community centers) may be used as grab-and go locations.       has identified the following locations:   * [List location #1] * [List location #2] * [List location #3] |
| **Timing** | Staff will allow flexibility in picking up meals by offering varying time windows (e.g., morning hours/breakfast hours and afternoon hours/lunch hours).   * [List time window #1] * [List time window #2] * [List time window #3] |
| **Safety and Other Considerations** | Staff will maintain health and safety guidelines (e.g., masking, using gloves, social distancing) when preparing grab and go meals and during distribution to reduce contact and exposure. |

**Table 11 - Drive Through Services**

|  |  |
| --- | --- |
| **Drive-Through Services** | Meals can be distributed through drive-through stations where families can pick up food without having to leave their vehicles, ensuring minimal contact. Staff load the pre-packaged meals directly into vehicles to reduce physical contact and increase accessibility. |
| **Locations** | School or district parking lots, stadiums, or other grounds that can handle a through-flow of vehicles may be used.       has identified the following locations:   * [List location #1] * [List location #2] * [List location #3] |
| **Timing** | Staff will allow flexibility in picking up meals by offering varying time windows (e.g., morning hours/breakfast hours and afternoon hours/lunch hours).   * [List time window #1] * [List time window #2] * [List time window #3] |
| **Safety and Other Considerations** | Staff will maintain health and safety guidelines (e.g., masking, using gloves, social distancing) when preparing grab and go meals and during distribution to reduce contact and exposure. |

**Table 12 - Delivery Services**

|  |  |
| --- | --- |
| **Delivery Services** | For families who cannot pick up meals, schools or local agencies may arrange for delivery services. This could include collaboration with local volunteers, postal services, or using school buses and drivers to drop off meals. |
| **Locations** | School buses may be used to deliver meals directly to students’ homes or to central bus stops within neighborhoods. Consider buses following normal bus routes which may be more accessible or familiar to families. The following routes have been identified as a priority for meal delivery services:   * [List route #1] * [List route #2] * [List route #3] |
| **Timing** | Staff will allow flexibility in meal drop off by offering varying time windows (e.g., morning hours/breakfast hours and afternoon hours/lunch hours).   * [List time window #1] * [List time window #2] * [List time window #3] |
| **Safety and Other Considerations** | * Staff will maintain health and safety guidelines (e.g., masking, using gloves, social distancing) when preparing grab and go meals and during distribution to reduce contact and exposure. * Partner with local food delivery companies or volunteers to deliver meals to students who are unable to reach distribution locations. |

**Adapting Nutrition**

**Table 13 - Nutrition**

|  |  |
| --- | --- |
| **Adapting Nutrition** | * Governments may allow schools/districts to offer simpler meals or substitutions to the normal meal pattern requirements. * Flexibility around meal patterns may be necessary due to food supply chain disruptions while still providing nutritious options. |
| **Back-Up Vendors** | will consider the following back up vendors for nutrition services when primary vendors are unable to meet supply needs:   * [Vendor #1] * [Vendor #2] * [Vendor #3] |

**Collaborating with Government Agencies**

**Table 14 - Government Agencies**

|  |  |
| --- | --- |
| **Collaboration with Government Agencies** | * Federal assistance programs (e.g., United States Department of Agriculture Summer Food Service Program or Seamless Summer Option, National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program) may be used to extend meal services when schools are closed or student attendance is reduced. Emergency waivers may allow flexibility in how, where, and when meals are distributed. * Pandemic Electronic Benefits Transfer (EBT) program provides families of children who would have received free or reduced-price school meals with direct financial support (via EBT cards) to purchase food from grocery stores. |
| **Government Nutrition Programs** | will monitor for changes and/or emergency waivers to the following government school nutrition programs:   * [Program #1] * [Program #2] * [Program #3] |

**Communication and Outreach**

**Table 15 - Communication and Outreach**

|  |  |
| --- | --- |
| **Nutrition Communication** | * School/district will communicate frequently with parents and guardians about meal availability, pick-up times, and locations through multiple platforms (e.g., email, phone, or school websites). * Outreach will be conducted in multiple languages to ensure that all families understand how to access food assistance. The following languages are a priority with      :   + [Language #1]   + [Language #2]   + [Language #3] |
| **Communication Platforms** | will use the following platforms for nutrition communications with parents and guardians:   * [Platform #1] * [Platform #2] * [Platform #3] |

## 

## Use of School Resources

Community use of [school/district] resources during an infectious disease outbreak or pandemic may be necessary for community PODs, vaccination clinics, testing locations, or other health-based services. Schools provide large, convenient, and accessible locations and generally have a fleet of vehicles that may be useful to community response. School resources may include internal spaces (e.g., gyms, cafeterias) and external spaces (e.g., parking lots) or school or district fleets for emergency operations transportation or distribution.

When school is closed, school resources may be used without limitations on time of day or days available. When school is in session, use of school resources may be limited to after school hours or weekends.       will work with local government, emergency management, and/or public health officials on the use of [school/district] resources and will follow [school/district] guidelines around community use of school resources.

      has the following intergovernmental agreement (IGA)/MOU related to use of school resources:

* [enter any IGA/MOUs]
* [enter any IGA/MOUs]
* [enter any IGA/MOUs]

The [school/district] policy on community use of school resources is located in/on [enter document or location of document].

## 

## Mental and Behavioral Health

Public health incidents can create anxiety, stress, and isolation for students, families, and staff.       will consider implementation of the following mental and behavioral health programs to support the school community during times of increased stress.

**Table 16 - Mental and Behavioral Health Response Components**

|  |  |
| --- | --- |
| **Counseling Services** | Provide virtual and in-person mental health support through school counselors. Consider increasing the capacity of school counselors to provide such services during outbreaks and pandemics. |
| **Mental and Behavioral Health Education** | Incorporate mental and behavioral health education into the curriculum to help students process their emotions and build resilience during difficult times. Consider having school counselors visiting classrooms online and in-person (when applicable) to lead education sessions. |
| **Staff Support** | Offer mental health days, flexible schedules, and stress management resources for teachers and staff. Encourage staff to use the EAP. |
| **Family Support** | Provide educational opportunities and resources for parents and guardians on how to manage student mental and behavioral health issues and adopt resilience strategies at home. |
| **Engage Community Partners** | Use community partners (e.g., community-based organizations) to provide additional access to mental health resources and other support services for students and families.   * [insert community partner #1] * [insert community partner #2] * [insert community partner #3] |

*Note: Please review the Mental and Behavioral Health Preparedness section in this plan for further considerations.*

## School Closure

      must ensure essential functions continue during times of school closure(s) due to an infectious disease outbreak or pandemic. This section includes strategies and considerations for maintaining essential services during school closures, such as continuity of learning and access to special education services to support students with DAFN. Authorities related to school closures are also noted in this section.

The rationale for school closure as a mitigation strategy is to provide social distancing that limits person-to-person transmission of a disease. School closure can assist in disease mitigation, especially if students and staff do not congregate in large numbers (greater than five) in other places outside of school. This information will be included in communications to families and students.

**Continuity of Learning**

Schools learned the importance of flexibility and technology to continue learning during the COVID-19 pandemic. Digital infrastructure proved to be key for continuity of learning when schools were closed and remote or distance learning was implemented. Strategies for maintaining continuity of learning often involve a combination of remote, hybrid, and flexible in-person methods, alongside tools for mental health support and access to resources.

**Table 17 - Flexible Learning Models**

|  |  |
| --- | --- |
| **Remote Learning** | This is often the first strategy, where students learn entirely online. The [district/school] may use synchronous (i.e., live via camera) or asynchronous (i.e., pre-recorded) lessons, depending on the school community needs and resources. |
| **Hybrid Models** | Alternating in-person and remote learning to reduce the number of students in a physical space. This will be used to meet social distancing guidelines and minimize potential exposure. This may be done through cohorting students and rotating the cohorts through in-person and remote learning schedules. |
| **Blended** | Mixing digital tools with traditional materials provides a seamless transition for students to switch between online and offline activities. |

      will use the flexible learning model that provides the best learning environment for students while providing a safe environment that meets social distancing recommendations from public health officials. The learning model may change multiple times during an outbreak or pandemic as the [school/district] responds to fluctuations in disease cases in the community or new information is learned about a pathogen.

**Table 18 - Hardware and Digital Learning Platforms, and Internet Access**

|  |  |
| --- | --- |
| **Hardware** | The [district/school] will provide technology devices to students and teachers (e.g., Chromebooks, chargers). The following IT equipment is provided to staff and students for use during remote, hybrid, or blended learning:   * [insert IT equipment] * [insert IT equipment] * [insert IT equipment] |
| **Digital Learning Platforms** | The [district/school] will implement the use of an LMS (e.g., Google Classroom, Canvas, Schoology) to allow staff to maintain lesson structures, assignments, and feedback loops in a digital format.   * [insert LMS platform] * [insert LMS platform] * [insert LMS platform]   In addition, video conferencing tools (e.g., Zoom, Google Meet) will be used to support live instruction and help maintain social connections among students and teachers.   * [insert video conferencing platform] * [insert video conferencing platform] * [insert video conferencing platform] |
| **Internet Access** | To increase accessibility, staff and students without internet access may be provided with Wi-Fi hotspots by the [district/school]. |

      leadership will work with teachers to create an online curriculum or adapt current in-person learning curriculums to meet the needs of students in remote, hybrid, or blended learning environments. They key will be balancing structure with flexibility, while meeting Arizona educational standards and common core grade-level requirements.

**Table 19 - Online Learning Curriculum and Instruction**

|  |  |
| --- | --- |
| **Multi-Modal Lessons** | Educators will provide lessons with multiple modalities, e.g., video lectures, live online classes, and interactive assignments for different learning styles. Integrating multimedia components (e.g., videos, quizzes, games) can help keep students engaged. Breakout sessions and smaller group activities via video conferencing tools can foster social interaction and collaborative learning during school closures. |
| **Virtual Platforms and Resources** | Offer interactive, virtual resources to supplement student learning. (E.g., Khan Academy, Nearpod, Quizlet.)   * [insert virtual, supplemental resource #1] * [insert virtual, supplemental resource #2] * [insert virtual, supplemental resource #3] |
| **Educator Training** | will provide just-in-time training to educators in online teaching methods and tools and provide resources to educators on adapting in-person lessons to digital formats. |
| **Daily Schedules** | Consider a balance of structured learning sessions with scheduled breaks. Older students can handle longer online learning sessions and younger students may need shorter learning periods or more frequent breaks. Schedule a mix of live sessions with asynchronous activities that allow more flexibility for students and families. |
| **Assessments** | Educators should use a combination of quizzes, project-based assessments, and reflective assignments to assess student learning during school closures. Regularly check-in with students on their progress and provide flexibility for students to demonstrate their learning in the remote, hybrid, or blended learning environment. |
| **Accessibility** | Educators will ensure that lessons and materials are accessible for students with DAFN and students who are English Language Learners. Teachers will continue to work in accordance with student’s IEPs and 504 Plans and partner with student’s IEP/504 Plan teachers and case managers. |

**Authorities and Statutes**

In Arizona, the authority to close public schools lies within its governing body (e.g., State or District Boards of Education); however, in public health emergencies county public health and tribal health departments are granted the authority to close schools. Under a declared state of emergency, the Governor and ADHS also have the authority to close schools. When faced with the decision to close schools, [district/school] leadership will work with their county public health or tribal health departments, government officials, and/or ADHS. The following table provides the statutes and case law covering authority for school closure.

**Table 20 - Statutes and Authorities for School Closure**

|  |  |
| --- | --- |
| **Arizona Revised Statutes (ARS)**  **15-341** | Details the powers and duties of school district governing boards, outlining requirements for student safety, emergency preparedness, and operational continuity. |
| **ARS 15-203** | Outlines the powers and duties of the Arizona State Board of Education. Key functions include setting statewide education standards, certifying teachers, managing curriculum frameworks, and overseeing school accountability measures. Also, enforces school safety and public health guidelines within educational settings. |
| **ARS 15-806** | Schools may close for reasons such as widespread illness, adverse weather, threats of violence, or other hazards like fire or flood. For these closures, the school district must notify the Department of Education to receive authorization when closures extend three consecutive days or more, except for cases of threat of violence which is one day or more. |

Temporary legislation may also apply during emergencies. This was seen during the COVID-19 pandemic with Arizona House Bill 2910, which passed in 2020. The bill allowed flexibility for schools to continue general educational opportunities remotely and still receive funding without meeting traditional instructional hour requirements. This helped to ensure continuity of education and accommodate remote work for school employees​.

Whether or not to close schools is complex; the potential benefits must be considered along with the societal burden. The CDC provides guidance to state and local health authorities who formulate policy for their own populations based on local conditions. The policy on school closure may vary by county and is subject to change as more information becomes available.

**Students with Disabilities and Other Access and Functional Needs**

School closures can have severe impacts for students with DAFN. School closures can reduce access to essential services, specialized instruction, and support services.       will consider the following strategies during school closures to support students with DAFN.

**Table 21 - Students with Disabilities and Other Access and Functional Needs**

|  |  |
| --- | --- |
| **Remote Specialized Instruction and Support Services** | Implementation of IEPs and 504 Plans will continue using remote or hybrid options tailored for students with DAFN (e.g., virtual sessions with therapists, aides, special education teachers, and case managers will help maintain continuity of services). |
| **Access to Technology and Adaptive Equipment** | Adaptive devices and technologies will be considered and supplied where available and applicable for students with DAFN. Technical support and training may be required for parents, guardians, or caregivers on how to use tools to improve access to remote learning and therapies.   * [insert adaptive technology #1] * [insert adaptive technology #2] * [insert adaptive technology #3] |
| **Mental and Behavioral Health** | Students with DAFN, like all students, may experience an exacerbation of or develop new mental or behavioral health symptoms. Virtual mental and behavioral health services, including virtual counseling will be made available to students according to their IEP and 504 plans. |
| **Parent and Caregiver Support** | Special education teachers, aides, and case managers will provide parent/caregiver training and resources to support families of students with DAFN. The [school/district] will collaborate with community-based organizations as appropriate to provide respite care and other support for families.   * [insert community partner #1] * [insert community partner #2] * [insert community partner #3] |
| **Legal and Compliance** | is required to provide FAPE under the Individuals with Disabilities Education Act. IEP teams and parents will work closely together to adapt goals and accommodations for remote learning environments and ensure that FAPE is provided in accordance with the current circumstances of an outbreak or pandemic.  In accordance with the enhancement to ARS 15-341,       is required to identify how they and first responders will assist and communicate with students with DAFN in any EOPs. (ARS 15-341(A)(30)) |
| **Transition to In-Person Learning** | Students with DAFN may face additional challenges with the return to in-person learning, particularly if there have been gaps in services or regression in skills. The IEP team will implement transition plans for students with DAFN. This may include extended support services, re-evaluations as needed, and enhanced academic and behavioral health support. |

*Note: Please review the Students with DAFN Preparedness section in this plan for further considerations.*

## In-Person Learning During an Infectious Disease Outbreak or Pandemic

When in-person learning continues or students return to in-person learning during an infectious disease outbreak or pandemic,       will prioritize non-pharmaceutical in the school setting. Non-pharmaceutical inventions include non-vaccine or non-medication methods of protection from infection, e.g., hand hygiene, using PPE, and social distancing. Environmental and administrative controls will also be put into place based on the guidance of public health officials.

**Non-Pharmaceutical Interventions**

The [district/school] will employ the following strategies based on public health official guidance.

**Table 22 - Non-Pharmaceutical Interventions**

|  |  |
| --- | --- |
| **Hand Hygiene** | Implement regular handwashing breaks and provide hand sanitizers across the school(s). The following locations are a priority for handwashing or hand sanitizing stations:   * [List location #1] * [List location #2] * [List location #3] |
| **PPE/Masking** | Depending on the severity of the outbreak or pandemic, enforce mask mandates or provide PPE. Work with state and local government on procuring PPE. |
| **Social Distancing** | * Consult with [insert local health department] for guidance on social distancing. * Implement social distancing to create additional space between staff and students while in school. This may require reducing class size, adding additional lunch periods or having outside lunch, and rearranging classrooms and offices. |
| **Health Screening** | Use temperature checks and symptom screening for students and staff upon entry or encourage self-screening prior to arrival at school. |
| **Free Testing Programs** | Implement a free testing program, if available, in coordination with public health or health care partners. |

**Cleaning and Disinfection**

The [district/school] will consider the following when cleaning and disinfecting during an outbreak or pandemic.

**Table 23 - Cleaning and Disinfection Considerations**

|  |  |
| --- | --- |
| **Cleaning** | * Soap and water reduce the number of germs, dirt, and impurities on the surface. * Clean surfaces using soap and water, then use disinfectant. * Practice routine cleaning of frequently touched surfaces. * Surfaces and objects in public areas should be cleaned and disinfected at regular intervals. * High touch surfaces include tables/desks, doorknobs, light switches, countertops, handles, phones, keyboards, toilets, faucets, sinks, etc. * Consider enhanced cleaning in spaces where there has been an ill person. |
| **Disinfection** | * Use solutions that kill germs on surfaces. * After cleaning surfaces, disinfect them. * Use appropriate disinfectant for the pathogen of concern. Follow public health official guidance on the type of disinfection required for surfaces. * Follow manufacturer guidance on chemicals used for disinfection. * Wear skin (e.g., gloves) and eye (e.g., safety goggles) protection as recommended when using disinfectants. * For copiers, fax machines, computers, and other potentially sensitive electronic equipment, do not spray solutions directly on the equipment. Spray on cloth first and then apply to equipment. * Consider enhanced disinfection in spaces where there has been an ill person. |

**School Nurses, Health Office Staff, and Reporting**

The [district/school] nursing staff will consider the following when during an infectious disease outbreak or pandemic.

**Table 24 - School Nurses, Health Office Staff, and Reporting**

|  |  |
| --- | --- |
| **Surveillance and Data Collection** | Track and document disease cases and vaccination rates (if applicable) within the school community. Monitor absenteeism patterns and potential clusters of symptoms for potential outbreaks. |
| **Contact Tracing** | Work with [insert local health department name] to conduct contact tracing within the school community, identifying close contacts of any confirmed cases and communicating quarantine and testing recommendations. |
| **Reporting** | Report disease cases and vaccination rates (if applicable) within the school community in accordance with [insert local health department name] reporting requirements. Maintain confidentiality and privacy of cases. The following reporting systems are used:   * [public health reporting system] * [public health reporting system] * [public health reporting system] |
| **Isolation Protocols** | Set up an isolation area for students and staff showing symptoms while at school, including procedures for isolation to minimize contact with others in the school until they are released home. The following areas may be considered for short-term isolation:   * [isolation area #1] * [isolation area #2] * [Isolation area #3] |
| **Health Screening** | Assist [school/district] leadership with the set-up and implementation of any [school/district]-based health screening protocols and stations. Assist [school/district] staff with creating tools for students and families for self-screening. |
| **Education and Training** | Provide just-in-time training for school staff, students, and families on illness symptoms, transmission, protective measures, infection control/hygiene practices, and safety procedures. This includes educational campaigns and control of misinformation. |
| **Medical Supplies** | Work with [school/district] procurement/ordering staff to ensure adequate supply of hygiene and medical supplies needed for infection control and prevention and management of ill persons in the isolation area until they are released home (e.g., masks, gowns, gloves, sanitizer, disinfectants, etc.). |
| **Testing and Vaccination** | Assist [school/district] leadership with the set-up and implementation of any [school/district]-based testing or vaccine clinics. Assist [school/district] staff with compiling resources for students and families regarding testing and vaccinations in the community. |

*Note: Please review the Nursing Staff Preparedness section in this plan for further considerations.*

**Environmental Controls**

The [district/school] will employ the following environmental controls based on public health official guidance. Environment control involves the physical environment of school buildings.

**Table 25 - Environmental Controls**

|  |  |
| --- | --- |
| **Ventilation and Indoor Air Quality** | Improve airflow in classrooms by upgrading heating, ventilation, and air conditioning systems, allowing for open windows where possible, and/or adding filters in line with public health official guidance. |
| **Reduce and Post Room Capacities** | Reduce room capacities in line with social distancing recommendations. Post room capacities at entrances to rooms (e.g., gym, library, offices, break rooms, bathrooms). |
| **Additional Lunch Periods** | Add lunch periods as needed to maintain reduced room capacity of the lunchroom. Consider outdoor lunch if it is safe to do so. |
| **Separate Entrances and Exits** | Designate separate entrances and exits. Consider assigning students to different entrances and exits spread out throughout the school to reduce contact between students. |
| **Room Layouts** | Arrange desks and furniture to ensure social distancing. Use clear dividers if necessary and block out furniture for use that cannot be moved and that does not provide proper social distancing. |
| **Isolation Room** | Designate a safe space for isolation of sick staff or students that develop symptoms while at school and are waiting for transportation home. |

**Administrative Controls**

The [district/school] will employ the following administrative controls based on public health official guidance.

**Table 26 - Administrative Controls**

|  |  |
| --- | --- |
| **Alternating Attendance** | Cohort students and have them attend in-person on different days to reduce contact and comply with social distancing requirements in classrooms and school spaces. |
| **Staggered Schedules** | Minimize crowding by staggering class schedules, lunch times, and breaks to reduce the number of students congregating in common areas. |
| **Attendance / Sick Policies** | Provide flexible attendance and grading policies. Encourage students and staff to stay home if they are sick by providing excused absences. Offer flexibility for students facing challenges with remote learning. |
| **Visitor / Volunteer Policies** | Adjust visitor and volunteer policies to account for the outbreak or pandemic. Consider whether or not visitors or volunteers will be allowed at the school. If they are allowed, consider health screening, PPE, and vaccine requirements. |
| **Separate Entrances and Exits** | Designate separate entrances and exits for students at the start and end of the day. Divide students among entrances and exits to limit contact and crowd size at entrances and exits. |
| **Vaccine Requirements** | Develop vaccine requirements, if available, for staff and students in line with LHD official guidance. |
| **Vaccine Campaigns** | Encourage vaccination for students and staff, partnering with LHD officials to set up vaccination drives if necessary. |

# INFECTIOUS DISEASE/PANDEMIC RECOVERY

School and district leaders face complex challenges in an infectious disease/pandemic recovery including taking a comprehensive approach to address academic, mental and behavioral health needs, and operational needs.       recognizes these recovery considerations and strategies to address both the immediate and long-term needs of the [district/school] and our surrounding communities.

## Restoring the Learning Environment

Restoring the learning environment during the recovery phase of an infectious disease outbreak or pandemic addresses reestablishing a safe and supporting learning environment that facilitates academic success and well-being for all students. This involves addressing restoring academics, the physical environment, and school staff support.

**Academic Restoration**

Addressing learning loss from school closure requires multiple approaches.       will conduct diagnostic assessments to identify gaps in students’ knowledge and skills relative to their grade level.       will develop a process to assess students' levels with respect to state academic standards, advancing grade levels, and graduation levels. This may include implementing recurring assessments to track progress and adjust instruction accordingly.

      is also prepared to offer these targeted interventions to help restore learning loss:

* Personalized instructions such as small-group or individual evidence-based tutoring tailored to students’ needs.
* Provide hybrid, in-person, or online learning platforms to address diverse needs.
* Modification of lessons for diverse learning levels within the classroom.
* Offer after-school and summer programming for additional instruction and to focus on core subjects like math and literacy.
* Expand school hours or the school year to offer more learning time.
* Prioritize essential standards to address unfinished learning including foundational skills in reading and math, especially in early grades.
* Adjust strategies based on ongoing evaluation and use data to monitor progress in academic recovery.
* Offer additional support for students with DAFN.
* Review, revise, or create new IEPs as necessary.

**Providing a Safe Physical Environment**

Restoring the physical environment of schools after closures due to an infectious disease outbreak or pandemic involves ensuring physical environments are safe, functional, and conducive to learning.       is prepared to adopt these strategies as needed to support restoring the physical environment following school closures:

* Conduct a thorough cleaning and disinfection of all school facilities using United States Environmental Protection Agency-approved disinfectants.
* Implement other safety measures such as improved ventilation to ensure proper air circulation and installing air purifiers or upgrading filters.
* Set up sanitation stations.
* Test and flush water systems following prolonged closures.
* Ensure recreational areas such as playgrounds, gardens, and sports fields are functional, clean, and safe.
* Conduct inspections and remediate pest infestations as needed.
* Equip classroom as necessary to accommodate blending learning environments.
* Install signage to promote staff and student hygiene practices.
* Dispose of waste, outdated, or damaged supplies.

**Supporting Staff in Restoring the Learning Environment**

      is prepared to support staff in restoring the learning environment during the recovery phase of an infectious disease outbreak or pandemic. This includes a multifaceted approach that addresses their professional, logistical, and mental/behavioral health needs (see Mental and Behavioral Health Recovery below).       will develop and implement these strategies:

* Provide training on trauma-informed practices and addressing learning gaps.
* Equip teachers with strategies for effective classroom management in the recovery phase.
* Facilitate additional professional development opportunities for teachers on adaptive learning strategies.
* Provide for asynchronous learning options to accommodate varying personal responsibilities.
* Ensure staff have access to updated technology, software, and teaching aids to support hybrid or in-person learning.
* Maintain communications with staff so they stay informed about safety protocols, policy updates, and recovery goals including establishing a feedback loop to       administrators.
* Provide appropriate sanitization, ventilation, and access to PPE.
* Ensure flexibility and workload management including adjusting workloads gradually as needed and providing options like staggered hours or remote workdays when possible.
* Facilitate team building activities and camaraderie among staff to promote trust including recognizing staff achievements and milestones to boost morale.

## Mental and Behavioral Health Recovery

Continuous monitoring mental and behavioral health is a critical component to the recovery from an infectious disease outbreak or pandemic. Depending on the severity and duration of the infectious disease outbreak or pandemic, impacts to students and staff may continue for many months and even years. By prioritizing mental and behavioral health during the recovery phase,       is committed to fostering an environment where staff, students, and families feel supported, valued, and equipped to recover from the challenges of an infectious disease outbreak or pandemic.

#### 

#### **Mental and Behavioral Health Recovery for Staff**

      is prepared to provide mental and behavioral health support to staff during the recovery phase of an infectious disease outbreak or pandemic.       will develop and implement these strategies:

* Designate areas where staff can take breaks or access resources for emotional support.
* Offer counseling services and promote services through the EAP.
* Reduce the stigma around seeking mental health support by ensuring privacy.
* Share resources and promote stress management and self-care professional development opportunities.
* Equip staff with knowledge to support their own mental health and that of their students including offering training on recognizing early signs of mental health issues.
* Monitor workloads, reassess expectations, and adjust staffing levels to avoid overburdening teachers, prevent burnout, and prioritize staff retention including training administrators to recognize stress or burnout.
* Foster a supportive culture of appreciation and support including encouraging open communication about challenges, identifying opportunities to celebrate progress, and creating networks or mentor programs where staff can share experiences and strategies.
* Appoint mental health champions to offer informal support and guide staff to professional resources.

**Mental and Behavioral Health Recovery for Students**

      is prepared to provide mental and behavioral health support to students during the recovery phase of an infectious disease outbreak or pandemic.       will develop and implement these strategies:

* Develop a process to screen and refer students to mental health services, increase access to school counselors, psychologists, and social workers, and offer group or individual counseling as needed.
* Designate areas where students can take breaks or access resources for emotional support.
* Foster a classroom environment that is inclusive and free from bullying or discrimination.
* Re-establish stability by returning to predictable schedules and routines while addressing the social isolation effects that were experienced due to remote learning.
* Promote resilience by incorporating emotional regulation and relationship skills into classroom content and activities such as mindfulness, journaling, and group discussions.
* Provide additional resources for students with DAFN while addressing specific concerns such as grief, loss, or family instability.
* Encourage peer to peer connections such as facilitating peer support groups and opportunities for social interaction, especially for students who struggled with isolation during remote learning.

#### **Mental and Behavioral Health Recovery for Families and Communities**

      is also committed to helping families and communities in the recovery phase of an infectious disease outbreak or pandemic by developing and implementing the following strategies:

* Facilitate workshops and other opportunities to help parents support their children’s mental health at home by maintaining open communication about available mental health resources.
* Connect families to community resources by partnering with local organizations that can provide additional services and establishing referrals systems for more thorough mental health care when needed.
* Address the stigma of seeking mental and behavioral health services by promoting awareness campaigns to normalize discussions around mental health and encourage families to seek help without fear of judgment.
* Recognize efforts made by students, staff, and families to rebuild the school community.
* Foster relationships among students, families, and staff through events and communication.

## Recovering School Assets

Recovering school assets after a pandemic involves addressing lost, damaged, or underutilized resources, as well as preparing for future events. By addressing these considerations,       will effectively recover and strengthen our assets, ensuring we are well-equipped for current operations and future challenges. Key considerations for recovering school assets include developing and implementing the following strategies:

* Conduct a thorough audit of all physical assets utilized during the infectious disease outbreak or pandemic such as use of school buildings, grounds, buses, furniture, technology hardware, classroom materials, and other equipment and supplies. The audit will identify assets that were lost, damaged, or outdated during remote learning or reduced on-site operations.
* Review any intergovernmental service agreements or memorandum of understanding with entities that utilized school assets during the response phase of the infectious disease outbreak or pandemic. Ensure terms and conditions of the agreement are met regarding restoring school assets.
* Conduct an audit of educational software licenses and subscriptions to ensure their continued relevance including upgrading tools to support return to school and/or hybrid instruction.
* Review and revise cybersecurity policies and practices to protect digital assets, particularly with increased reliance on technology.
* Prepare a plan to allocate funds for repairing or replacing damaged assets and prioritize equipment and supplies that are essential to daily operations.
* Replace or upgrade outdated devices and technology including ensuring classrooms are equipped with the necessary technology infrastructure for blended learning.
* To reduce costs, invest in durable and sustainable materials and engage in bulk purchasing agreements or partnerships with local businesses and organizations.
* Replace lost or outdated textbooks, library collections, and other supplemental materials and implement digital alternatives as appropriate to expand access.

## After Action Reporting

An after-action report (AAR) is a structured review process used to analyze actions taken during emergencies, identify strengths and areas for improvement, and recommend improvements. Conducting after-action activities and preparing AARs will help guide      ’s decision-making, improve future preparedness, and refine ongoing recovery efforts. Conducting after-action activities helps schools and school districts build resilience, focus on sustainability, and create a more robust and resilient educational system.       is committed to navigating recovery while strengthening the ability to handle future disruptions by applying the key principles of after-action activities and reporting:

* The       will reference      ’s EOP sections that cover plan maintenance, training, and exercises.
* Record the steps taken to manage the infectious disease outbreak or pandemic, such as transitioning to remote learning, implementing health measures, addressing student and staff well-being including timelines, key decisions made, and resources used.
* Utilizing multiple methods such as surveys, focus groups, and interviews, gather feedback from stakeholders including teachers, administrators, students, parents, and community members to understand the effectiveness of implemented measures.
* Analyze pre-, during-, and post-infectious disease outbreak/pandemic data on student achievement, attendance, engagement, and staff performance.
* Evaluate whether virtual learning tools improved accessibility for students with DAFN.
* Analyze what went well and successes including revising SOPs to incorporate those processes and strategies.
* Analyze lessons learned and identify gaps including developing specific, actionable recommendations based on the findings.
* Develop training programs and identify topics for drills and exercises based on identified gaps.
* Use the AAR findings to update the      ’s EOP and this Annex (see [Annex Development and Maintenance](#_heading=h.37m2jsg) below).

# ANNEX DEVELOPMENT AND MAINTENANCE

This Annex is a living document that will be updated as situations change, problems are identified, and gaps become apparent. It must be updated to remain relevant and useful. It will be tested during exercises and real responses. Improvements and corrective actions will be incorporated into document changes and revisions.

      will maintain this document and coordinate reviews, revisions, and changes with partner agencies and key stakeholders. This Annex will be reviewed and updated [time period].       will ensure organizations that represent people with DAFN will be integrated into the review and updating process.

A document change involves making specific changes to a limited number of pages to update the document. A document revision is a complete rewriting of the existing Annex. Revisions are advisable when numerous pages of the document are updated, major portions of the document are deleted, or substantial text needs to be added. Changes or revisions will be made to this Annex when it is no longer current. Changes or revision in the plan may be needed when:

* Hazard consequences or risks change;
* Federal and state pandemic guidance changes;
* Departments, agencies, or groups which perform emergency or recovery functions are reorganized or can no longer perform tasks laid out in this plan;
* Communications systems are upgraded;
* Additional emergency or recovery resources are obtained through acquisition or agreement, the disposition of existing resources changes, or anticipated emergency or recovery resources are no longer available;
* A training, exercise, or actual emergency reveals significant deficiencies in the existing Annex; or
* State or federal planning standards change.

Updated versions of this document will be distributed by       to partner agencies and key stakeholders (see Table 2 – [Record of Distribution](#_RECORD_OF_DISTRIBUTION)). It is important to note that partner agencies and stakeholders are responsible for maintaining their own internal plans, SOPs, and data to ensure timely and effective responses to infectious disease outbreaks and pandemics.

# APPENDIX A: AUTHORITIES

* 2018 Arizona Revised Statutes, Title 15 - Education, 15-341 General powers and duties; immunity; delegation. Justia US Law. <https://law.justia.com/codes/arizona/2018/title-15/section-15-341/>
* 2023 Arizona Revised Statutes, Title 15 - Education, <https://law.justia.com/codes/arizona/title-15/>
* Arizona Revised Statute 15-120. Suicide prevention training; approved materials; posting; immunity; spending classification. <https://www.azleg.gov/ars/15/00120.htm>
* Arizona Revised Statue 15-203. Powers and duties: definition. <https://azleg.gov/ars/15/00203.htm>
* Arizona Revised Statute 15-341. General powers and duties: immunity: delegation. <https://azleg.gov/ars/15/00341.htm>
* Arizona Revised Statute 15-341.01. Case Text. <https://casetext.com/statute/arizona-revised-statutes/title-15-education/chapter-3-local-governance-of-schools/article-3-powers-and-duties-of-school-district-governing-boards/section-15-34101-one-hundred-eighty-day-school-year-definition>
* Arizona Revised Statue 15-806. Case Text. <https://casetext.com/statute/arizona-revised-statutes/title-15-education/chapter-8-school-attendance/article-1-school-year-and-attendance-requirements/section-15-806-excuse-from-school-attendance>
* Chapter 47, House Bill 2910. State of Arizona House of Representatives, 54th Legislature, Second Regular Session 2020. <https://www.azleg.gov/legtext/54leg/2r/laws/0047.pdf>
* Children’s Online Privacy Protection Act (COPAA): <https://www.ftc.gov/legal-library/browse/rules/childrens-online-privacy-protection-rule-coppa>
* Family Educational Rights and Privacy Act (FERPA): <https://studentprivacy.ed.gov/ferpa>
* Health Insurance Portability and Accountability Act of 1996 (HIPAA): https://www.cdc.gov/phlp/php/resources/health-insurance-portability-and-accountability-act-of-1996-hipaa.html#:~:text=The%20Health%20Insurance%20Portability%20and,from%20disclosure%20without%20patient's%20consent.

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# APPENDIX B: REFERENCES

|  |  |
| --- | --- |
| **Situation and Assessments** | * Arizona Department of Education   + Calculated Priority Risk-Index (CPRI), Calculation Sheet     - [https://www.google.com/url?q=https://www.azed.gov/sites/default/files/2024/07/CPRI%2520Calculation%2520Sheet.xls&sa=D&source=docs&ust=1733599344481379&usg=AOvVaw0zNng5uZhByMP9z0WgVsr-](https://www.azed.gov/sites/default/files/2024/07/CPRI%20Calculation%20Sheet.xls)   + Calculated Priority Risk Index (CPRI), Categories and Risk Levels     - <https://www.azed.gov/sites/default/files/2019/04/Calculated%20Priority%20Risk%20Index%20Definitions.pdf?id=5cafc39b1dcb2511e88cfe5e>   + Hazard Assessment Worksheet, Appendix A in the EOP     - [https://www.google.com/url?q=https://www.azed.gov/sites/default/files/2024/07/2024\_EOP%2520%25E2%2580%2593%2520APPENDIX%2520%25E2%2580%259CA%25E2%2580%259D%2520RESPONSE%2520AND%2520DEPARTMENT%2520CHECKLISTS.docx&sa=D&source=docs&ust=1733599470907718&usg=AOvVaw2bZEv6i78kfhmwJyp\_RJM-](https://www.azed.gov/sites/default/files/2024/07/2024_EOP%20%E2%80%93%20APPENDIX%20%E2%80%9CA%E2%80%9D%20RESPONSE%20AND%20DEPARTMENT%20CHECKLISTS.docx) * WHO COVID-19 Dashboard, World Health Organization (2024)   + <https://data.who.int/dashboards/covid19/cases?n=o>   + <https://data.who.int/dashboards/covid19/deaths?n=o> |
| **Infectious Disease/Pandemic Preparedness** | * Arizona Department of Education   + Access Functional Needs Guidance Documents for Emergency Response Plans     - <https://www.azed.gov/wellness/docsforemergencyresponseplans>   + [Arizona District and School Emergency Preparedness and Response Competencies, Mental and Behavioral Health Support Competenc](https://www.azed.gov/sites/default/files/2024/02/ADE%20Competencies%20Final%2011.15.23.pdf)y     - <https://www.azed.gov/sites/default/files/2024/02/ADE%20Competencies%20Final%2011.15.23.pdf>   + Drills and Exercises: Guidelines for Schools     - <https://www.azed.gov/sites/default/files/2024/07/School%20Preparedness%20Drills%20and%20Exercise%20Document.pdf>   + Arizona Minimum Requirements for School Emergency Operations Plans     - <https://www.azed.gov/sites/default/files/media/AZED%20Minimum%20Requirements%20-%202024%20FINAL.pdf>   + [Implementation Guidance: Arizona Minimum Requirements for School Emergency Operations Plans](https://www.azed.gov/sites/default/files/2024/10/MR%20Implementation%20Guidance%20for%20Schools%202024%201_0.pdf)     - <https://www.azed.gov/sites/default/files/2024/10/MR%20Implementation%20Guidance%20for%20Schools%202024%201_0.pdf>   + PREPaRE Model     - <https://www.azed.gov/wellness/sep/the-prepare-model> * Arizona Health Care Cost Containment System   + Suicide Prevention Training for Schools     - <https://www.azahcccs.gov/Members/BehavioralHealthServices/suicideprevention/training_for_schools.html> * Arizona School Nurse Access Program   + <https://www.azed.gov/wellness/arizona-school-nurse-access-program-asap> * Centers for Disease Control and Prevention   + Planning for Outbreaks, Epidemics, and Pandemics     - <https://www.cdc.gov/orr/school-preparedness/infection-prevention/planning.html> * Education Week   + 4 Tips to Help Schools Prepare for the Next Pandemic     - <https://www.edweek.org/leadership/4-tips-to-help-schools-prepare-for-the-next-pandemic/2023/07>   + Pandemic Tech Tools That Are Here to Stay     - <https://www.edweek.org/technology/pandemic-tech-tools-that-are-here-to-stay/2022/03> * eLearning Industry   + The Role of Technology in Education, Post Pandemic     - <https://elearningindustry.com/the-role-of-technology-in-education-post-pandemic> * National Library of Medicine, PubMed Central   + Strengthening Community Partnerships with Local Public Health through Regional Pandemic Influenza Exercises     - <https://pmc.ncbi.nlm.nih.gov/articles/PMC2848276/> * National Association of City of County Health Officials   + Local Health Department Immunization Partnerships: Lessons to Carry Forward From the COVID-19 Pandemic     - <https://www.naccho.org/blog/articles/local-health-department-immunization-partnerships-lessons-to-carry-forward-from-the-covid-19-pandemic> * National Association of School Nurses   + School Nursing Evidence-Based Clinical Practice Guideline: Medication Administration in Schools     - <https://learn.nasn.org/courses/33787>     - https://www.nasn.org/covid19ref/home * Readiness and Emergency Management for Schools (REMS)   + Building Multi-Disciplinary Core Planning Teams     - <https://rems.ed.gov/TrainingPackage.aspx>   + Ensuring Access and Functional Needs are Met Before, During, and After Emergency Incidents     - <https://rems.ed.gov/Resources/Specific?Topic=AFN>   + Guide for Developing High-Quality School Emergency Operations Plans     - <https://rems.ed.gov/docs/School_Guide_508C.pdf>   + Pandemic Planning: Developing an Infectious Disease Annex     - <https://rems.ed.gov/docs/PandemicFactSheet_508C.pdf>   + Supporting Efforts to Create a Public Health, Medical, and Mental Health Annex as Part of Your Emergency Operations Plan     - <https://rems.ed.gov/resources/specific?topic=health>   + The Role of Districts in Developing High-Quality School Emergency Operations Plans (District Guide)     - <https://rems.ed.gov/docs/District_Guide_508C.pdf>   + Understanding the Role of School Nurses in Supporting School Safety Before, During, and After an Emergency     - <https://rems.ed.gov/webinarDetail?id=70>   + Using the Five Preparedness Missions to Help Ready Your District and School for Emergencies     - <https://rems.ed.gov/docs/Resources/Preparedness_Mission_Areas_Resource_List_508C.pdf> * School Nurses Association of Arizona   + Guidelines for the Delivery of Specialized Health Services in the School Setting: An Arizona Resource Guide for Schools     - <https://www.azed.gov/sites/default/files/2019/06/Guidelines%20for%20the%20Delivery%20of%20Specialized%20Healthcare%20in%20the%20Scho.pdf?id=5cfa9d731dcb251134db91b1>   + The Use of Unlicensed Assistive Personnel and the Delegation Process Position Statement (no URL available)   + <https://snoa.org/> * Substance Abuse and Mental Health Services Administration (SAMHSA)   + [Coping with Stress During Infectious Disease Outbreaks](https://store.samhsa.gov/product/coping-stress-during-infectious-disease-outbreaks/sma14-4885)     - <https://store.samhsa.gov/product/coping-stress-during-infectious-disease-outbreaks/sma14-4885> * U.S. Department of Education   + Keeping Students Safe Online     - <https://www.ed.gov/teaching-and-administration/safe-learning-environments/school-safety-and-security/keeping-students-safe-online>   + [Preparing for Infectious Disease: Department of Education Recommendations to Ensure the Continuity of Teaching and Learning for Schools K-12 During Extended Student Absence or School Dismissal](https://files.eric.ed.gov/fulltext/ED571865.pdf)     - <https://files.eric.ed.gov/fulltext/ED571865.pdf> |
| **Infectious Disease/Pandemic Response** | * American Academy of Pediatrics   + Managing Infectious Diseases in Schools     - <https://www.aap.org/en/patient-care/school-health/managing-infectious-diseases-in-schools/?srsltid=AfmBOorz-6EFr9AdGNdtBSBxEKEizY6ing7-fp8LUoVtEav91rHRBK0V> * Arizona Department of Education   + Access Functional Needs Guidance Documents for Emergency Response Plans     - <https://www.azed.gov/wellness/docsforemergencyresponseplans>   + ADE Emergency Operations Plan (EOP) Development Guidance     - <https://www.azed.gov/wellness/sep/emergency-operations-continuity-operations-planning>   + [Arizona District and School Emergency Preparedness and Response Competencies, Mental and Behavioral Health Support Competenc](https://www.azed.gov/sites/default/files/2024/02/ADE%20Competencies%20Final%2011.15.23.pdf)y     - <https://www.azed.gov/sites/default/files/2024/02/ADE%20Competencies%20Final%2011.15.23.pdf>   + [Implementation Guidance: Arizona Minimum Requirements for School Emergency Operations Plans](https://www.azed.gov/sites/default/files/2024/10/MR%20Implementation%20Guidance%20for%20Schools%202024%201_0.pdf)     - <https://www.azed.gov/sites/default/files/2024/10/MR%20Implementation%20Guidance%20for%20Schools%202024%201_0.pdf> * Centers for Disease Control and Prevention   + Additional Strategies that May Be Used to Minimize Infectious Disease Transmission in Schools during Times of Elevated Illness Activity     - <https://www.cdc.gov/orr/school-preparedness/infection-prevention/strategies.html>   + Everyday Actions for Schools to Prevent and Control the Spread of Infections     - <https://www.cdc.gov/orr/school-preparedness/infection-prevention/actions.html>   + How To Clean and Disinfect Early Care and Education Settings     - <https://www.cdc.gov/hygiene/about/how-to-clean-and-disinfect-early-care-and-education-settings.html>   + Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning     - <https://archive.cdc.gov/www_cdc_gov/coronavirus/2019-ncov/community/schools-childcare/k-12-childcare-guidance.html>   + Preventing Spread of Infections in K-12 Schools     - <https://www.cdc.gov/orr/school-preparedness/infection-prevention/index.html>   + When and How to Clean and Disinfect a Facility     - <https://www.cdc.gov/hygiene/about/when-and-how-to-clean-and-disinfect-a-facility.html> * National Library of Medicine, PubMed Central   + School Nurse and COVID‐19 Response     - <https://pmc.ncbi.nlm.nih.gov/articles/PMC9088665/>   + The Science Behind Safe School Re-opening: Leveraging the Pillars of Infection Control to Support Safe Elementary and Secondary Education During the COVID-19 Pandemic     - <https://pmc.ncbi.nlm.nih.gov/articles/PMC7989186/> * Readiness and Emergency Management for Schools (REMS)   + Ensuring Access and Functional Needs are Met Before, During, and After Emergency Incidents     - <https://rems.ed.gov/Resources/Specific?Topic=AFN>   + Ensuring Continuity of Feeding and Food Distribution During the COVID-19 Pandemic     - <https://rems.ed.gov/docs/ContinuityFeeding_Presentation_508C.pdf>   + Pandemic Planning: Developing an Infectious Disease Annex     - <https://rems.ed.gov/docs/PandemicFactSheet_508C.pdf>   + Understanding the Role of School Nurses in Supporting School Safety Before, During, and After an Emergency     - <https://rems.ed.gov/webinarDetail?id=70> * U.S. Department of Education   + Continuity of Learning     - <https://www.ed.gov/teaching-and-administration/safe-learning-environments/covid-19/continuity-of-learning> * USDA Food and Nutrition Service   + Meal Service During Unanticipated School Closures     - <https://www.fns.usda.gov/cn/meal-service-during-unanticipated-school-closures> |
| **Infectious Disease/Pandemic Recovery** | * Arizona Department of Education   + Arizona Minimum Requirements for School Emergency Operations Plans     - <https://www.azed.gov/sites/default/files/media/AZED%20Minimum%20Requirements%20-%202024%20FINAL.pdf>   + Drills and Exercises: Guidelines for Schools     - <https://www.azed.gov/sites/default/files/2024/07/School%20Preparedness%20Drills%20and%20Exercise%20Document.pdf>   + Implementation Guidance: Arizona Minimum Requirements for School Emergency Operations Plans     - <https://www.azed.gov/sites/default/files/2024/10/MR%20Implementation%20Guidance%20for%20Schools%202024%201_0.pdf> * Arizona Health Care Cost Containment System   + Suicide Prevention Training for Schools     - <https://www.azahcccs.gov/Members/BehavioralHealthServices/suicideprevention/training_for_schools.html> * National Council for Mental Well Being   + Mental Health First Aid     - <https://www.mentalhealthfirstaid.org/> * Readiness and Emergency Management for Schools (REMS)   + After-Action Reports: Capturing Lessons Learned and Identifying Areas of Improvement     - <https://rems.ed.gov/docs/AfterActionReportsFactSheet_508C.pdf>   + Using the Five Preparedness Missions to Help Ready Your District and School for Emergencies     - <https://rems.ed.gov/docs/Resources/Preparedness_Mission_Areas_Resource_List_508C.pdf> * The National Education Association   + Student and Educator Mental Health     - <https://www.nea.org/student-success/great-public-schools/student-educator-mental-health> * The National Child Traumatic Stress Network   + <https://www.nctsn.org/> * Trauma and Learning Policy Initiative (TLPI)   + <https://traumasensitiveschools.org/> * U.S. Department of Education   + Returning to School landing page     - <https://www.ed.gov/teaching-and-administration/safe-learning-environments/covid-19/returning-school> |

# APPENDIX C: ACRONYM LIST

| Acronym | Term |
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| AAR | After-Action Report |
| ADHS | Arizona Department of Health Services |
| ADE | Arizona Department of Education |
| ARS | Arizona Revised Statutes |
| CDC | Centers for Disease Control and Prevention |
| COOP | Continuity of Operations |
| CPRI | Calculated Priority Risk Index |
| DAFN | Disabilities and Other Access and Functional Needs |
| EAP | Employee Assistance Program |
| EBT | Electronic Benefits Transfer |
| EOP | Emergency Operations Plan |
| FAPE | Free Appropriate Public Education |
| FERPA | Family Educational Rights and Privacy Act |
| IEP | Individual Education Plans |
| IESP | Individual Emergency Safety Plan |
| IGA | Intergovernmental Agreement |
| IT | Information Technology |
| LHD | Local Health Department |
| LMS | Learning Management System |
| MOU | Memorandum of Understanding |
| NPI | Non-Pharmaceutical Intervention |
| POD | Points of Distribution |
| PPE | Personal Protective Equipment |
| SOP | Standard Operating Procedure |