

School-Level COVID-19 Management Plan

For School Year 2022-23



School/District/Program Information


District or Education Service District Name and ID: Medford School District 2048

School or Program Name: Abraham Lincoln Elementary

Contact Name and Title: Ashley Nichols-Lee, Principal

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	<p>Policies, protocols, procedures and plans already in place</p> <p>Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>
<p>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>School District Communicable Disease Management Plan: Main Document Medford School District Communicable Disease Plan MSD Safety Standards for Covid-19</p> <p>Partner Documents Include MSD Pandemic Plan MSD Checklist for Communicable Disease (for Admin only) Exposure Plan (OSHA) Communicable Disease Guidance for Schools (OHA/ODE) Novel Coronavirus 2019 Interim Investigative Guidelines (OHA/CDC) Oregon Disease Investigative Guidelines (OHA/CDC) OSNA Covid Toolkit 2022-2023 (OSNA)</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>Investigation and control of disease. District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and works closely with LPHA.</p> <p>Applicable documents: OHA Communicable Disease Guidance for Schools: Communicable Disease Guidance for Schools</p> <ul style="list-style-type: none"> ○ Symptom-Based Exclusion Guidelines ○ Transmission Routes ○ Prevention or Mitigation Measures ○ School Attendance Restrictions and Reporting <p>Exclusion Letter (OHA) <u>This letter is available through OHA in multiple languages.</u> Symptoms for Recommending Stay at Home (ODE/OHA) Isolation and Exclusion Guidelines (ODE/OHA) COVID-19 Exclusion Summary (ODE) Symptom Surveillance Log COVID-19 Case and Contact Reporting to Schools/School District Verification of COVID-19 Cases</p>



Policies, protocols, procedures and plans already in place

Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.

Isolation Space

Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for students with special health care needs.

[OAR 581-022-2220](#)

Isolation spaces are required. Per [OAR 581-022-2220](#) schools must maintain supervised space to isolate the sick that is separate from the space where other health care tasks take place and cannot be shared spaces or occupied working offices. Protocols are established in each district building for a health room and an isolation room for illness to separate people who have or may have a contagious disease from people who are not sick required by OAR 581-022-2220. District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and works closely with LPHA.

- Identify isolation room at each school site by start of school
- Identify health room or space to support health needs for healthy students by start of school

Applicable documents:

OSNA toolkit sample: [2022 OSNA Example Modification to the Health Room](#)

Educator Vaccination

[OAR 333-019-1030](#)

Teachers and school staff, volunteers, and contractors are required to be fully vaccinated for COVID-19 or have provided documentation of a medical or religious exception to the school district before they are able to teach, work, learn, study, assist, observe, or volunteer at the school (OAR 333-019-1030).

- All district staff submit COVID-19 vaccine information. Those requesting an exception to OAR 333-019-1030 need to submit a district form. Approval of the exception and the reasonable steps to ensure that unvaccinated teachers, school staff, and volunteers are protected from contracting and spreading COVID-19 are issued by the district.

Emergency Plan or Emergency Operations Plan

[OAR 581-022-2225](#)

School District Emergency Plan or Emergency Operations Plan:

- [MSD Emergency Operations Plan](#)

Additional documents reference here:

- [OSNA Covid Toolkit Summary 2022-2023](#)
- [CDC COVID Community Levels](#)
- [CDC COVID Data Tracker: County View](#)
- [ODE Layered Health Safety Measures](#)



SECTION 1. Clarifying Roles and Responsibilities

Identifying roles central to communicable disease management. Clarifying responsibilities related to communicable disease response is a first step in keeping communities healthy and safe. In general, decisions of school health and safety reside with school and district officials. Together with local public health officials, school/district administrators should consult a variety of individuals when making decisions about health and safety in school.

Table 2. Roles and Responsibilities

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	<ul style="list-style-type: none"> • Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained. • In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary. • Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners. 	Ashley Nichols -Lee, Principal Pamela Bartlett, Office Manager	Samantha Enander, Assistant Principal
School Safety Team Representative (<i>or staff member knowledgeable about risks within a school, emergency response, or operations planning</i>)	<ul style="list-style-type: none"> • Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures. • Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system. 	Ashley Nichols-Lee, Principal	School Safety Team Members: Ashley Nichols-Lee Pamela Bartlett Sean McNelis Kathy Pauck

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Health Representative (<i>health aid, administrator, school/district nurse, ESD support</i>)	<ul style="list-style-type: none"> • Supports building lead/administrator in determining the level and type of response that is necessary. • Reports to the LPHA any cluster of illness among staff or students. • Provides requested logs and information to the LPHA in a timely manner. 	Stacie Folin, Nurse	Lisa McEntire, RN for MSD Amy Herbst, Student Wellness Coordinator
School Support Staff as needed (<i>transportation, food service, maintenance/custodial</i>)	<ul style="list-style-type: none"> • Advises on prevention/response procedures that are required to maintain student services. 	Ashley Nichols -Lee, Principal Pamela Bartlett, Office Manager	Amy Herbst, Student Wellness Coordinator Ron Havniear, Executive Director of Facilities and Maintenance
Communications Lead (<i>staff member responsible for ensuring internal/external messaging is completed</i>)	<ul style="list-style-type: none"> • Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the school is responding, and action community members can take to protect their health. • Shares communications in all languages relevant to school community. 	Ashley Nichols -Lee, Principal Pamela Bartlett, Office Manager	Natalie Hurd, Communications Director
District Level Leadership Support (<i>staff member in which to consult surrounding a communicable disease event</i>)	<ul style="list-style-type: none"> • Has responsibility over COVID-19 response during periods of high transmission. May act as school level support to Building lead/Administrator activating a scaled response. • Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers. 	Amy Herbst, Student Wellness Coordinator Ron Havniear, Executive Director of Facilities and Maintenance	Lisa McEntire, RN for MSD

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
		Natalie Hurd, Communications Director	
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response. Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners. 	Bonnie Simpson, REHS, Environmental Health @ Jackson County Public Health Lisa McEntire, RN for MSD Amy Herbst, Student Wellness Coordinator	Ron Havniear, Executive Director of Facilities and Maintenance
Others as identified by team	Monitoring attendance for similar symptoms/diagnosis to the best of their ability	Ashley Nichols-Lee, Principal Pamela Bartlett, Office Manager	Carrie Becker, Secretary



Section 2. Equity and Mental Health

Preparing a plan that centers equity and supports mental health

Preparing a school to manage COVID-19 requires an inclusive and holistic approach to protect access to in-person learning for all students. In this section suggested resources are offered to help prepare for COVID-19 management while centering an equitable and caring response.

Centering Equity

Identify existing district or school plans and tools that can be utilized when centering equity in prevention, response, and recovery from incidents of COVID-19 (e.g., district or school equity plans/stances/lenses/decision tools, Equity Committee or Team protocols, district or school systems for

including student voice, existing agreements or community engagement or consultation models, Tribal Consultation¹, etc.)



Suggested Resources:

1. [Equity Decision Tools](#) for School Leaders
2. [Oregon Data for Decisions Guide](#)
3. [Oregon's COVID-19 Data Dashboards](#) by Oregon Health Authority COVID-19
4. [Data for Decisions Dashboard](#)
5. [Community Engagement Toolkit](#)
6. [Tribal Consultation Toolkit](#)

¹ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

Table 3.

Centering Equity

OHA/ODE Recommendation(s)	Response:
<p>Describe how you identify those in your school setting that are disproportionately impacted by COVID-19 and which students and families may need differentiated or additional support.</p>	<p>Within MSD, all APs, Counselors, SEAs, Title 1 coordinators and Intervention specialists use the Multi-Tiered System of Support (MTSS) and the Response to Intervention (RTI) systems. School data teams meet weekly to review school data and identify students that may need more support, academically, social-emotionally or behaviorally or have lower attendance. Identifying students who experience barriers or are disproportionately impacted by COVID-19 and build a student success plan or provide additional resources.</p> <p>Data teams collaborate to determine interventions and strategies for a student to be successful. All schools have Pre-Referral Intervention Manuals (PRIM) to develop student success plans and address student needs and utilize school and district resources. For 2022-23 the implementation of UniteUs/Connect Oregon will be an efficient navigation tool to refer students and families to outside agencies and resources.</p>
<p>Describe the process by which the school will implement a differentiated plan for those that are disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19.</p>	<p>Data teams collaborate to determine interventions and strategies for a student to be successful. Conferences are held with the parents and input from the teacher(s). MSD’s top initiative is to “know every student by name, strength and need and do something about it. All schools have Pre-Referral Intervention Manuals (PRIM) to develop student success plans and address student needs and utilize school and district resources. For 2022-23 the implementation of UniteUs/Connect Oregon will be an efficient navigation tool to refer students and families to outside agencies and resources.</p>
<p>What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.</p>	<p>Ongoing professional development is provided for the leadership team on building and enhancing the student services at each school site. District leaders are assigned to work with specific staff ie: Assistant Principals, Counselors, SEAs, and SPED staff to ensure that MSD has systems in place at each level to address student needs. One example, MSD is partnered with Hatching Results to build and enhance the Comprehensive Counseling and Guidance Plan for a data driven MTSS in academics, social-emotional learning and career readiness. Ensuring that student services is equitable across our district and consistently aligned Pre-K to 12+.</p>

Mental Health Supports

Schools are encouraged to continue to prioritize cultivating care, connection, and community to support the mental, emotional, and social health and well-being of students, families, staff, and administrators.

Identify existing district or school plans and tools that can be utilized in supporting student and staff wellbeing and mental health during prevention, response, and recovery from incidents of COVID-19 (e.g., counseling services; partnerships with community mental and behavioral health providers; school district suicide prevention, intervention, and postvention plan; School Based Health Center resources; tribal resources, etc.)

- MSD Comprehensive Counseling and Guidance Plan Amy Herbst, Student Wellness Coordinator



Suggested Resources:

1. ODE [Mental Health Toolkit](#)
2. [Care and Connection](#) Program
3. Statewide [interactive map of Care and Connection examples](#)
4. [Care and Connection District Examples](#)
5. Oregon Health Authority [Youth Suicide Prevention](#)

Table 4. Mental Health Supports

OHA/ODE Recommendation(s)	Response:
Describe how you will devote time for students and staff to connect and build relationships.	<p>MSD added licensed staff to every elementary school devoted to student services. Full time APs, Full time Social-Emotional Advocates (SEAs) and a full time PE teacher. SEAs have developed a strong and aligned Tier 1 Social Emotional Learning program</p> <p>Time has been dedicated in the classroom for check ins and “circle” activities to promote relationship building in the class and school.</p> <p>School-activities are planned to promote emotional wellness and relationships. ALong with Tier 1 guidance lessons and interventions for students exhibiting needs at the tier 2 and tier 3 level, MSD will utilize the mental health toolkit provided by ODE as an additional resource.</p> <p>Monthly PD is held with Counselors and SEAs provided by the Student Wellness Coordinator.</p> <p>YouthTruth data is collected annually at grades 6-12</p> <p>Major Clarity implementation for grades 4-12, for a comprehensive individual learning plan in preparation for post-secodary planning.</p> <p>Connect Oregon initiative- Medford School District is the first in the Rogue Valley to implement the UniteUs tool</p>

OHA/ODE Recommendation(s)	Response:
<p>Describe how you will ensure class time, and individual time if needed, for creative opportunities that allow students and staff to explore and process their experiences.</p>	<p>As mentioned above, Counselors and SEAs are working alongside teachers for the delivery of Social-Emotional lessons as well as identifying students that need more support for their wellness. Advisory time is built into the weekly schedule for these lessons and teachers are hosting check in community circles to build connection and foster positive relationships in the classroom.</p> <p>We have also added FTE to our nursing staff to respond to the physical health needs of students.</p> <p>Calming rooms in almost every school in our district, or at least a dedicated space for emotional regulation.</p> <p>Addition of music teachers at elementary level.</p> <p>Each School site dedicates time the first week of school to care and connection, with appropriate social-emotional learning tools to create relationships.</p> <p>Support groups are offered based on student needs throughout the school year at all grade levels.</p>
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>Mental Health Support is available through Family Solutions therapists are posted at secondary schools. La Clinica has school-based health centers at 3 elementary schools available for all elementary students to access all mental and physical health and wellness.</p> <p>Counselors and SEAs are planning a strong Tier 2 program and will offer group counseling based on the needs of each student population at each school site.</p> <p>Ongoing PD for Trauma-Informed Instruction and Restorative Practices.</p>
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>Restorative practices continue to be implemented district-wide K-12.</p> <p>Community circles are a common practice in our schools and classrooms.</p> <p>Students are invited to share their voice at the district strategic planning initiatives</p> <p>Plans to re-emerge our peer mentoring program</p>



Section 3. COVID-19 Outbreak **Prevention**, **Response** & **Recovery**:

Implementing mitigation activities, responding to periods of increased transmission, resuming baseline level mitigation, and debriefing actions to improve the process

Planning for and implementing proactive health and safety mitigation measures assists schools in reducing COVID-19 transmission within the school environment for students, staff, and community members. COVID-19 will continue to circulate in our communities and our schools for the indefinite future. Schools will utilize different mitigation measures based on COVID-19 transmission within their facilities and communities. In the following section, teams will document their school's approach to the CDC, OHA and ODE advised health and safety measures at baseline, during increased COVID-19 transmission, and as they roll back the increased mitigating measures, incorporating lessons learned.



Suggested Resources:

1. [CDC Guidance for COVID-19 Prevention in K-12 Schools](#)
2. [Communicable Disease Guidance for Schools](#) which includes information regarding
 - Symptom-Based Exclusion Guidelines (pages 8-12)
 - Transmission Routes (pages 29-32)
 - Prevention or Mitigation Measures (pages 5-6)
 - School Attendance Restrictions and Reporting (page 33)
3. [COVID-19 Investigative Guidelines](#)
4. [Planning for COVID-19 Scenarios in School](#)
5. [CDC COVID-19 Community Levels](#)
6. [Supports for Continuity of Services](#)

[Resources for table 5-7: COVID-19 Community Levels | CDC and CDC COVID Data Tracker: County View](#)

[Layered Health and Safety Measures: Layered Health Safety Measures \(oregon.gov\)](#)

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
COVID-19 Vaccination	<p><i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community.</i></p> <p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:</i></p> <p>The school will promote vaccination by providing information about the COVID-19 vaccine to families encouraging evidence-based information, trust and confidence in vaccines. Utilize the COVID-19 Pediatric Vaccination Toolkit for resources for families.</p> <ul style="list-style-type: none"> ● District works in partnerships with healthcare providers and entities to promote vaccines, access to vaccinations, and access to location of vaccine clinics throughout the district. ● Ensure access and equity in vaccination, testing, treatment, community outreach, support services for disproportionately affected populations. ● School/district to coordinate with Local Public Health Authority (LPHA) to host vaccination clinics on-site and/or promote community access. ● Ensure information is accessible in preferred languages in preparation for vaccination clinics. ● District protocol for vaccination status in accordance with OAR 333-019-1030 <p><u>Applicable documents:</u></p> <p>Vaccines for COVID-19 CDC</p> <p>Get Vaccinated Oregon</p> <p>Accessibility Kit Resource</p> <p>COVID-19 Pediatric Vaccination Toolkit</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
Face Coverings	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:</i></p> <p>Universal masking is no longer required of adults or students, but welcomed and encouraged in baseline measures. At low community levels wear a mask based on your personal preference or when required by district.</p> <p>The following measures are in place:</p> <ul style="list-style-type: none"> ● District or school to create and post signage and place face coverings at the front door, creating an environment where face coverings are truly welcomed. ● Masking is required under the following circumstances: Disability Services: If a student’s IEP or 504 plan indicates a service that requires close contact (3ft) of a staff member, and that student cannot wear a face-covering due to the nature of the disability, the staff member must wear a face covering while performing that service. ● School communication (multiple languages) to families that at some point during the school year the school may need to require masking, based on federal, state, or local laws and policies, or to ensure that students with immunocompromising conditions or other conditions that increase their risk for getting very sick with COVID-19 can access in-person learning. ● The communication will reiterate that students with immunocompromising conditions or other conditions or disabilities that increase risk for getting very sick with COVID-19 will not be placed into separate classrooms or otherwise segregated from other students. ● When a local county experiences an increase in communicable disease or when the COVID-19 community level increases, school communications will inform families of federal, state, or local recommendations on the use of face coverings to reduce the risk of spreading disease. <p><u>Applicable documents:</u> Use and Care of Masks CDC</p>
Isolation OAR 581-022-2220	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:</i></p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
	<p>Per OAR 581-022-2220 schools must maintain supervised space to isolate the sick that is separate from the space where other health care tasks take place. Isolation space in each school is required. The following measures in place:</p> <ul style="list-style-type: none"> ● School to identify designated isolation spaces (required) for every school day and additional spaces in the event of a communicable disease outbreak. ● Trained (possibly by school health nurse) school staff in isolation protocols for sick students and staff identified at the time of arrival or during the school day according to the exclusion measures. Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home. ● School to have trained staff that can support all student health and safety needs. Staff to support students on Individualized Health Management Plans. ● Offer access to COVID-19 testing. ● Investigation and control of disease. District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and school works closely with LPHA.
Symptom Screening	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:</i></p> <p>This is a standard protocol for all levels of the pandemic/communicable disease. Communication with families and staff regularly about information of communicable disease symptoms, including COVID-19. If symptoms are present families are asked to keep their student home. The following measures are in place:</p> <ul style="list-style-type: none"> ● School and/or district will require COVID-19 training at the start of school for staff. ● School will train school staff on the district’s flexible, non-punitive, and supportive paid sick leave policies and practices, designed to encourage sick workers to stay home without fear of retaliation, loss of pay, loss of employment, or other negative impacts. ● School will create communications which include symptoms for communicable disease and instructions to families and staff if/when symptoms are present. ● School will create a letter template for notifying families of illness within a classroom or communicable disease. The communication will include the message that staying home when sick can lower the risk of spreading communicable diseases, including the virus that causes COVID-19, to other people. In consultation with Jackson County Public Health.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
	<p><u>Applicable documents:</u> Communicable Disease Guide for Schools Investigative Guidelines by county OHA do not send sick child to school letter</p>
COVID-19 Testing	<p>OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</p> <p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:</i></p> <p>Testing for students and staff is available at all sites during all phases of the pandemic. District offers on-site diagnostic testing (with consent), and at-home testing. All testing options will be available when testing is available through OHA. Ensure access and equity in vaccination, testing, treatment, community outreach, support services for disproportionately affected populations. Examples:</p> <ul style="list-style-type: none"> ● Diagnostic testing with consent ● IHealth home tests as available ● Testing consent forms will be incorporated into online or paper registration <p><u>Applicable documents:</u> Oregon Health Authority : Oregon's COVID-19 Testing in K-12 schools : COVID-19 Response : State of Oregon School Testing for COVID-19 CDC OHA Covid-19 in K-12 Schools</p>
Airflow and Circulation	<p>Doors and windows must be closed for our commercial grade HVAC systems to work effectively.</p> <p>We have upgraded to MERV 13 filters, increased run times and maximized fresh air intake.</p> <p>Vents cannot be relocated in rooms.</p> <p>Additional HEPA filters in rooms will not be provided by the district.</p> <p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:</i></p> <p>All Measures that are currently in place:</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
	<p>Ventilation is one component of mitigation strategies to prevent COVID-19 in the school setting. Standard operating procedures have been established directing the inspection, maintenance, and filtration requirements of HVAC equipment as well as directions to maximize the ventilation of buildings by increasing fresh air intake, purging the building before and after occupancy, etc. Building HVAC outside air dampers will be adjusted such that their minimum damper setting meets recommended outside air infiltration rates per ADASHRAE 62.11-2019 “Ventilation for Acceptable Indoor Air Quality”.</p> <ul style="list-style-type: none"> • Additional mitigation measures include the assessment of individual spaces to determine the need for portable HEPA filtration systems. • Facilities to train and monitor staff on HVAC, monthly service, repair, workflow <p><u>Applicable documents:</u> Ventilation in Schools and ChildCare Programs (cdc.gov) MSD Covid Plan and Protocol</p>
Cohorting	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:</i></p> <p>Cohorting is a significant strategy to reduce COVID-19 spread. Cohorting refers to establishing a consistent group of students that stays together or identifying students that were together. School districts have a clear system for documenting attendance and schedules.</p> <ul style="list-style-type: none"> • School has a designed system to take attendance and monitor classroom settings. <p><u>Additional documents:</u> Attendance and absenteeism: Oregon Department of Education : Attendance and Absenteeism : Students</p>
Physical Distancing	<p>If physical distancing becomes necessary:</p> <p>Students and staff should maintain at least 3 feet of physical distance between students to the fullest extent possible.</p> <p>Use of Video: How to Setup a Physically Distanced Classroom with Ron and Marisa</p> <p>*This video is still relevant to a 3’ physically distanced set up.</p> <p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:</i></p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
	<ul style="list-style-type: none"> ● Maintain at least 3 feet to the greatest extent possible. <p>See MSD Covid Plan and Protocols</p>
Hand Washing	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:</i></p> <p>Practicing and accessibility to hand hygiene is a simple yet effective way to prevent infections. Hand hygiene, which means cleaning your hands by washing with soap and water or using an alcohol-based hand sanitizer containing at least 60% alcohol, is one of the best ways to avoid getting sick and prevent spreading germs to others. Implementation of routine hand washing, before/during/after preparing food, before/after eating, before/after caring for someone who is sick, before/after using the restroom or changing diapers, after blowing your nose/coughing/sneezing, PE, music, ect.</p> <ul style="list-style-type: none"> ● Staff will teach proper handwashing and covering coughs etiquette. ● Post signs as well as model and teach to students. ● Adequate handwashing supplies and access will be available. ● Access to hand sanitizer with at least 60% alcohol for use. Hand sanitizers will be stored up, away, and out of sight of younger children and will be used only with adult supervision for children ages 5 years and younger. ● Post signs as well as model and teach to students. Visual directions and posters are up across schools and district facilities about hand washing as well as cough etiquette. <p><u>Applicable documents:</u> Handwashing in Communities: Clean Hands Save Lives CDC Health Promotion Materials Handwashing CDC Respiratory Hygiene/Cough Etiquette FAQs Infection Control Division of Oral Health CDC</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
Cleaning and Disinfection	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:</i></p> <p>Cleaning with products containing soap or detergent reduces germs on surfaces by removing contaminants and decreases risk of infection from surfaces. Disinfecting kills any remaining germs on surfaces, which further reduces any risk of spreading infection. The following measures are in place:</p> <ul style="list-style-type: none"> ● Daily cleaning of all touch points in classrooms, transportation, common areas, cafeterias with a general cleaner. ● All restrooms disinfected daily. ● During an outbreak or illness, illness cleaning (cleaned and disinfected) will be initiated by school and increased in that area. <p><u>Applicable documents:</u> Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning CDC Cleaning and Disinfecting Your Facility CDC</p>
Training and Public Health Education	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to: Example:</i></p> <p>The school has a communication protocol that includes informing families and staff of COVID-19 cases within the school community. These communications are meant to provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school, and why these might differ from those of nearby schools or be different across school districts. The following measures are in place:</p> <ul style="list-style-type: none"> ● Create a district mandatory training module for all new and current staff to review the latest information of COVID-19 and district protocols. ● School will work with the school safety committee to ensure that staff have a safe place to bring implementation questions and suggestions forward. ● School will work with the district to ensure that staff have a safe place to bring implementation questions and suggestions forward. ● School/District to train staff on COVID-19 protocols, communicable disease, and safety protocols. ● Retrain health and safety protocols in the fall upon student arrival.

Table 6 (response).

COVID-19 Mitigating Measures

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</p>
<p>COVID-19 Vaccination</p>	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:</i></p> <p>During periods of high transmission, the district collaborates with the JCPH and OHA in the establishment of vaccine clinics at any school sites requested by the health authority or community partners. Ensure access and equity in vaccination, testing, treatment, community outreach, support services for disproportionately affected populations.</p> <ul style="list-style-type: none"> ● MSD has offered on-site vaccination clinics in coordination with JCPH and La Clinica. ● Communication and information to families for accessibility in preferred language for anyone who can benefit from accommodations. <p>Applicable documents: Vaccines for COVID-19 CDC Get Vaccinated Oregon OAR 333-019-1030</p>
<p>Face Coverings</p>	<p><i>CDC, OHA, and ODE recommend universal use of face coverings during periods of high transmission. Please include whether your school will implement this critical recommendation.</i></p> <p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:</i></p> <p>During periods of high transmission, the district in collaboration with JCPH may require or strongly recommend universal indoor masking at the direction of the superintendent.</p>

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	<p>When a local county experiences an increase in communicable disease or when the COVID-19 community level increases, communications to inform families of federal, state, or local recommendations for the school setting.</p> <p>At high community levels wear a well-fitting mask indoors in public, regardless of vaccination status or individual risk and/or per state regulations. If you are immunocompromised or at high risk for severe illness Wear a mask or respirator that provides you with greater protection.</p> <p>Create and post signage at all entrances to facilities.</p> <p>Masking is required under the following circumstances at SKPS: Disability Services: If a student’s IEP or 504 plan indicates a service that requires close contact (3ft) of a staff member, and that student cannot wear a face-covering due to the nature of the disability, the staff member must wear a face covering while performing that service.</p> <p><u>Applicable documents:</u> Use and Care of Masks CDC</p>
<p>Isolation</p>	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:</i></p> <p>At high community levels, schools have designated trained staff that can support all student health and safety needs and be well informed of COVID-19 protocols. Staff trained in isolation room protocols, quarantine protocols, and wearing of PPE. Staff to support students on Individualized Health Management Plans and medical procedures. Offer access to COVID-19 testing.</p> <ul style="list-style-type: none"> ● School will begin to prepare the additional spaces identified for isolation use during an active outbreak. ● Screening protocols at time of arrival or during the school day per communicable disease protocol. Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home.

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	<ul style="list-style-type: none"> ● District policies and procedures incorporate a layered approach to identifying and mitigating outbreaks of communicable diseases including COVID-19.
<p>Screening</p>	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:</i></p> <p>Consider setting specific recommendations for prevention strategies based on local factors when cases are high:</p> <ul style="list-style-type: none"> ● Emphasis on school communication to only come healthy to school and work healthy. ● Visual screenings upon arrival ● Isolation of symptomatic or ill, offer testing and send home. ● Communication message to families about the active outbreak(s). ● Continue communication to families to only come to school healthy, staying home when sick can lower the risk of spreading infectious disease. ● School to adopt flexible, non-punitive, and supportive policies and practices, designed to encourage sick individuals to stay home without negative impacts. ● Advised students and staff to monitor daily for symptoms. <p><u>Applicable documents:</u> Do Not Send Ill Student to School Letter (ODE/OHA) Communicable Disease Guidance for Schools Investigative Guidelines (OHA)</p>
<p>COVID-19 Testing</p>	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:</i></p> <p>At high levels of community transmission offer increased access to testing. District to increase resources to offer this increased access such as in drive through clinics, before/after school testing sites, onsite collaboration, community outreach. Ensure access and equity in vaccination, testing, treatment, community outreach, support services for disproportionately affected populations.</p>

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	<ul style="list-style-type: none"> ● Communication to families offering the opportunity to opt-in to diagnostic testing or screening programs with appropriate consent. ● Increase access to testing with possible testing clinic options. ● Increase access to utilize the enhanced exposure testing, offering COVID-19 tests to students or staff at increased risk of severe illness, medically fragile individuals. <p><u>Applicable documents:</u> Oregon Health Authority : Oregon's COVID-19 Testing in K-12 schools : COVID-19 Response : State of Oregon School Testing for COVID-19 CDC</p>
<p>Airflow and Circulation</p>	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:</i></p> <p>Ventilation is one component of mitigation strategies to prevent COVID-19 in the school setting. During high levels of community spread ensure all systems are working at full capacity. Plan outside school events such as lunches, classes, recess when it is safe.</p> <ul style="list-style-type: none"> ● Encourage outdoor spaces for breaks, meals, and learning when safe. ● Relocate to an outdoor setting or postpone activities where the school community comes together while an outbreak is active, or the COVID-19 community level is high.
<p>Cohorting²</p>	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:</i></p> <p><i>Schools should notify their LPHA about unusual respiratory disease activity if the following absence thresholds are met and at least some students are known to have influenza or COVID-like symptoms with the investigative process:</i></p>

² Cohorting refers to establishing a consistent group of students that stay together for a significant portion of the school day. Examples include stable mealtime cohorts, classrooms, table groups, lunch bunches, and other group situations. Cohorts should be as small as feasible to minimize exposure.

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	<p>1. At the school level: $\geq 30\%$ absenteeism ill above normal absent student population absent d/t illness 2. At the cohort level: $\geq 20\%$ absenteeism ill above the normal absent rate absent d/t illness</p> <p>During periods of high transmission, cohorting is a significant strategy to reduce COVID-19 spread. Cohorting refers to establishing a consistent group of students that stays together for a significant portion of the school day. Cohorts help manage risks in the potential spread of COVID-19.</p> <ul style="list-style-type: none"> Identifies each class space as a cohort which is established and tracked utilizing regular attendance taking.
<p>Physical Distancing</p>	<p>Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:</p> <ul style="list-style-type: none"> During periods of high transmission encourage students and staff to maintain at least 3 feet to the greatest extent possible. When and where possible indoor activities will be moved outdoors to increase distance and ventilation.
<p>Hand Washing</p>	<p>Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:</p> <ul style="list-style-type: none"> During times of increased transmission, increase time for hand hygiene. Across all district facilities and schools, access to hand washing stations augmented by the use of hand sanitizer containing at least 60% alcohol will be always available. Additional mitigation measures will be taken at higher risk activities such as breakfast/lunch, PE, and music. Visual directions and posters are up across schools and district facilities about hand washing as well as cough etiquette.

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Cleaning and Disinfection	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:</i></p> <p>At high levels of community transmission have access to cleaning and disinfecting (for trained staff) products readily available. Clean routinely throughout the day and especially focusing on high frequency touch points. At times when a space has increased illness or outbreak, assign appropriate staff to disinfect those areas at a higher level. Have a district plan of how to communicate that to staff and families to reduce any risk of spreading infection.</p> <ul style="list-style-type: none"> ● Daily cleaning of all touch points in classrooms, common areas, cafeterias with a disinfecting cleaner. ● Utilize a full room disinfection process for areas identified to have high transmission rates or spread of illness.
Training and Public Health Education	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:</i></p> <p>Increase communication on transparency of cases and outbreaks with staff and families. District dashboard of data would be an ideal way for districts to communicate case rates. Work with LPHA on communicable disease communication and notifications.</p> <ul style="list-style-type: none"> ● School established plans in collaboration with Local Public Health Authorities (LPHA) for communicating health and safety protocols to students, families and to our diverse communities within the district. ● Ensuring succinct, accurate and streamlined communication on safety protocols and COVID-19 guidance is top priority. Communication incorporates a layered approach using all forms of media to relay essential information in multiple languages. ● Review health and safety protocols and reteaching staff and students.

Table 7 (recovery).

COVID-19 Mitigating Measures

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?</p>
<p>COVID-19 Vaccination OAR 333-019-1030</p>	<p><i>All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:</i></p> <ul style="list-style-type: none"> ● During periods of medium transmission districts collaborate with the LPHA and OHA in the establishment of vaccine clinics at school sites or community partners. ● This collaboration decreases as case counts lower and increases as case counts rise. Ensure access and equity in vaccination, testing, treatment, community outreach, support services for disproportionately affected populations. <p><u>Additional documents:</u> Vaccines for COVID-19 CDC Get Vaccinated Oregon</p>
<p>Face Coverings</p>	<p><i>All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:</i></p> <p>As case levels decrease to moderate, slowly return to baseline.</p> <ul style="list-style-type: none"> ● Face coverings become optional or partially optional based on district and community protocols. If you are immunocompromised or at high risk for severe illness talk to your healthcare provider about additional precautions, such as wearing masks or respirators indoors in public. ● Recommended use of face coverings indoors and following district protocols. ● Communication to families and staff about recommendations to reduce the risk of spreading disease. ● Masking is required under the following circumstances at SKPS: Disability Services: If a student’s IEP or 504 plan indicates a service that requires close contact (3ft) of a staff member, and that student cannot wear a face-covering due to the nature of the disability, the staff member must wear a face covering while performing that service. <p><u>Additional documents:</u> Use and Care of Masks CDC</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?
Isolation	<p><i>All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:</i></p> <p>As case levels decrease to moderate, continue to maintain supervised space to isolate the sick that is separate from the space where other healthy tasks take place.</p> <ul style="list-style-type: none"> ● School to continue designated isolation space. ● Staff continue to follow protocols for sick students and staff identified according to the exclusion measures. ● Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home. ● School to continue to have trained staff that can support all student health and safety needs. Staff to support students on Individualized Health Management Plans. ● Offer access to COVID-19 testing. ● Investigation and control of disease directed by school. District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and school works closely with LPHA. <p><u>Applicable documents:</u> OAR 581-022-2220</p>
Symptom Screening	<p><i>All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:</i></p> <p>This is a standard protocol for all levels of pandemic/communicable disease.</p> <ul style="list-style-type: none"> ● As cases decrease, only coming to school or work healthy. Staying home when sick can lower the risk of spreading infectious diseases. ● Continue to monitor and control disease. District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and school works closely with LPHA.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?
COVID-19 Testing	<p><i>All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:</i></p> <p>At moderate levels of community transmission continue to offer access and community communication around testing options. Support students, staff, and families with promotion and access to testing. Ensure access and equity in vaccination, testing, treatment, community outreach, support services for disproportionately affected populations. Examples:</p> <ul style="list-style-type: none"> ● Diagnostic testing with consent ● IHealth home tests as available ● Screening for students (through assigned laboratory) ● Screening for staff through OHA ● Testing consent forms will be incorporated into online or paper registration <p><u>Applicable documents:</u> Oregon Health Authority : Oregon's COVID-19 Testing in K-12 schools : COVID-19 Response : State of Oregon School Testing for COVID-19 CDC MSD Covid Plan and Protocol</p>
Airflow and Circulation	<p><i>All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:</i></p> <p>Ventilation is one component of mitigation strategies to prevent COVID-19 in the school setting. During moderate levels of community spread ensure all systems are working correctly. Monitor need for maintenance of systems.</p>
Cohorting	<p><i>All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:</i></p> <p>Cohorting is a significant strategy to reduce COVID-19 spread. Cohorting refers to establishing a consistent group of students that stays together or identifying students that were together. School districts have a clear system for documenting attendance and schedules.</p> <ul style="list-style-type: none"> ● School will has a designed system to take attendance and monitor classroom settings.

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Physical Distancing	<p><i>All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:</i></p> <ul style="list-style-type: none"> ● Staff / Students: Maintain at least 3 feet to the greatest extent possible.
Hand Washing	<p><i>All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:</i></p> <p>When cases are moderate, schools are still encouraged to assign times for increased and additional hand hygiene throughout the school day.</p> <ul style="list-style-type: none"> ● Staff will teach proper handwashing and covering coughs ● Adequate ● handwashing supplies and access will be available ● Access to hand sanitizer with at least 60% alcohol for use. Hand sanitizers will be stored up, away, and out of sight of younger children and will be used only with adult supervision for children ages 5 years and younger. <p><u>Applicable documents:</u> Handwashing in Communities: Clean Hands Save Lives CDC Health Promotion Materials Handwashing CDC Respiratory Hygiene/Cough Etiquette FAQs Infection Control Division of Oral Health CDC</p>
Cleaning and Disinfection	<p><i>All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:</i></p> <p>At moderate levels of community transmission:</p> <ul style="list-style-type: none"> ● Continue to clean routinely throughout the day and especially focusing on high frequency touch points. ● At times when a space has increased illness or outbreak, assign appropriate staff to disinfect those areas at a higher level.

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?</p>
<p>Training and Public Health Education</p>	<p><i>All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:</i></p> <p>Increase communication on transparency of cases and outbreaks with staff and families. District dashboard of data would be an ideal way for districts to communicate case rates. Work with JCPH on communicable disease communication and notifications.</p> <ul style="list-style-type: none"> ● Communicate to families the process of return to baseline activities. Communication will include specific health and safety protocols in place at the school. ● Continued communication of community level and school health protocols.

PRACTICING PLAN TO IMPROVE PROCESS

Training exercises are essential to preparedness ensuring individuals understand their role in a communicable disease event. Exercises can also help identify gaps in the planning, thereby building upon and strengthening the plan over time. Schools, districts, and ESDs should schedule to exercise this plan annually and when any revisions are made to update the plan. The plan, or component(s) of the plan, can be tested through conversations, practice exercises, or other activities.

INSERT THE LINK where this plan is available for public viewing.

Date Last Updated: **Aug 22, 2022**

Date Last Practiced: **Aug 22, 2022**