

# Lundy Elementary COVID-19 Management Plan

School Year 2022-23



## School/District/Program Information


District or Education Service District Name and ID: Lowell SD #71

School or Program Name: Lundy Elementary

Contact Name and Title: Johnie Matthews, Superintendent

Contact Phone: 541-937-2105      Contact Email: [jmatthews@lowell.k12.or.us](mailto:jmatthews@lowell.k12.or.us)

Table 1.

	<p><b>Policies, protocols, procedures and plans already in place</b></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><b>School District Communicable Disease Management Plan</b>  <a href="#">OAR 581-022-2220</a></p>	<p><a href="https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commddisease.pdf">https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commddisease.pdf</a></p>
<p><b>Exclusion Measures</b>  Exclusion of students and staff who are diagnosed with certain communicable diseases  <a href="#">OAR 333-019-0010</a></p>	<p>Communicable disease plan outlines specific exclusion criteria for identifying when a student will not attend school while in a communicable stage of a restrictable disease or when an administrator has reason to suspect that any susceptible student has or has been exposed to any disease for which the student is required to be excluded in accordance with law and per administrative regulation.</p>
<p><b>Isolation Space</b>  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.  <a href="#">OAR 581-022-2220</a></p>	<ol style="list-style-type: none"> <li>1. Each School within the district has a dedicated health room for sick or injured staff/students to utilize. Each Health room has a first-aid couch for the sick or injured person to lie down on while being assessed by the RN or designated health room attendant if necessary. Additionally, each school has curtained off an isolation space within the health room that is separated by a minimum of 6 feet from other chairs. The student or staff will remain isolated in this space until they are picked up by a parent or can safely leave for home.</li> <li>2. All health room attendants have been instructed to isolate anyone with primary COVID-19 symptoms 6 feet away from any other student/staff that may need a health room assistance at the same time.</li> <li>3. All health room attendants will wear a mask as per CDC recommendations and in accordance with OAR 333-019-1011, while attending to person in the health room. They have also been instructed to maintain good hand hygiene upon entering and exiting the health room as well as in between student/staff they may be attending to. Hand sanitizers have been installed at the doorway for each healthroom and will be checked daily for proper operation by the custodian.</li> <li>4. In compliance with OAR 333-019-1011, all persons are required, and have been instructed, to mask in areas of a school which meet the definition of a health care setting. This includes health rooms, isolation spaces, offices where behavioral health services are delivered or other areas where healthcare is delivered.</li> <li>5. Health room staff are trained annually on first aid and AED use per American Heart Association guidelines.</li> <li>6. First Aid supplies needed to properly apply first aid have been stocked in each health room and will be maintained as needed.</li> </ol>



## 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.

**Educator Vaccination**  
[OAR 333-019-1030](#)

<https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=286290>

**Emergency Plan or  
Emergency Operations  
Plan**  
[OAR 581-022-2225](#)

Each School Building must have a written plan for response to medical emergencies; such plan should be articulated with general emergency plans for buildings and districts as required by OAR 581-022-2225.

The Lowell School District maintains an Emergency Plan Handbook that is updated annually. Each building and classroom maintains a current copy. One item in the handbook is how to respond to a medical emergency. Handbooks are reviewed at the beginning of the year staff meetings, and on an ongoing throughout the year. The plan specifically addresses when to call 911, how to assess the scene, and how to assess the victim. In addition, all building have AED's and staff trained to use them. Locations of the AED's are reviewed and known by all staff. At the High School only, each athletic team also maintains an Emergency Action Plan (EAP). This plan is updated each season, with roles being identified and assigned to new team members.

**Additional documents  
reference here:**

In compliance with ODE/OHA and Lane County Public Health (LCPH) current COVID-19 isolation recommendations, below is the current isolation protocol for Lowell School District.

- Individuals with COVID-19 should isolate for at least 5 days.
  - To calculate the 5-day isolation period, day 0 is the first day of symptoms or a positive test result. Day 1 is the first full day after the symptoms developed or a positive test result.
  - Isolation may end after 5 full days if the individual is fever-free for 24 hours without the use of fever-reducing medication and other symptoms have improved.
- Individuals are recommended to wear a well-fitting mask around others at home and in public for 5 additional days (day 6 through day 10) after the end of the 5-day isolation period.



## 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"><li>• Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained.</li><li>• In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary.</li><li>• Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li></ul>	Jessica Edgerton, Principal <a href="mailto:jedgerton@lowell.k12.or.us">jedgerton@lowell.k12.or.us</a>	Johnie Matthews, Superintendent <a href="mailto:jmatthews@lowell.k12.or.us">jmatthews@lowell.k12.or.us</a>
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"><li>• Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures.</li><li>• Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system.</li></ul>	Jessica Edgerton, Principal <a href="mailto:jedgerton@lowell.k12.or.us">jedgerton@lowell.k12.or.us</a>	Johnie Matthews, Superintendent <a href="mailto:jmatthews@lowell.k12.or.us">jmatthews@lowell.k12.or.us</a>

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"> <li>Supports building lead/administrator in determining the level and type of response that is necessary.</li> <li>Reports to the LPHA any cluster of illness among staff or students.</li> <li>Provides requested logs and information to the LPHA in a timely manner.</li> </ul>	Colette Ullrich, Lead Secretary  cullrich@lowell.k12.or.us	Jessica Edgerton, Principal  <a href="mailto:jedgerton@lowell.k12.or.us">jedgerton@lowell.k12.or.us</a>
School Support Staff as needed ( <i>transportation, food service, maintenance/custodial</i> )	<ul style="list-style-type: none"> <li>Advises on prevention/response procedures that are required to maintain student services.</li> </ul>	Jason Pickett, Maintenance, Operations, Transportation Director  jpickett@lowell.k12.or.us	Jessica Edgerton, Principal  <a href="mailto:jedgerton@lowell.k12.or.us">jedgerton@lowell.k12.or.us</a>
Communications Lead ( <i>staff member responsible for ensuring internal/external messaging is completed</i> )	<ul style="list-style-type: none"> <li>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.</li> <li>Shares communications in all languages relevant to school community.</li> </ul>	Michelle Stephens, Human Resources, Communication Director  stephens@lowell.k12.or.us	Jessica Edgerton, Principal  <a href="mailto:jedgerton@lowell.k12.or.us">jedgerton@lowell.k12.or.us</a>
District Level Leadership Support ( <i>staff member in which to consult surrounding a communicable disease event</i> )	<ul style="list-style-type: none"> <li>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.</li> <li>Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>	Jessica Edgerton, Principal  <a href="mailto:jedgerton@lowell.k12.or.us">jedgerton@lowell.k12.or.us</a>	Johnie Matthews, Superintendent  jmatthews@lowell.k12.or.us

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> <li>Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response.</li> <li>Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners.</li> </ul>	Johnie Matthews, Superintendent jmatthews@lowell.k12.or.us	Michelle Stephens, Human Resources, Communication Director stephens@lowell.k12.or.us
Others as identified by team			



## 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 Consultation<sup>1</sup>, etc.)

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



#### **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](#)



**Table 3.****Centering Equity**

OHA/ODE Recommendation(s)	Response:
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.	Office staff or school staff identify students and families who may need extra assistance through daily interaction or during phone interaction. Families who identify as having tested positive for COVID-19 are specifically asked if they would like assistance of any kind during their exclusion period. They are then referred to our office secretary who can further identify needs specific to that family. Our office secretary is able to assist families who may require additional support during their exclusion or recovery period. Additional supports include but are not limited to, food support, schoolwork support, COVID-19 test delivery and health services.
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.	Office staff or school staff identify students and families who may need extra assistance through daily interaction or during phone interaction. Families who identify as having tested positive for COVID-19 are specifically asked if they would like assistance during their exclusion period and a referral to our office secretary will be made. Our office secretary is able to assist families with various social needs during their exclusion period, including but not limited to, food support, schoolwork support and health services. Office secretary will continue to check in with families until they identify as no longer needing additional support.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Our office secretary will assist families with support needed related to COVID-19 or other restrictable diseases. Building administrators are readily available by phone or email to discuss specifics surrounding family support. A COVID-19 tracking spreadsheet is maintained by office secretary and building administrators with editable notes for addressing specific student/family needs.

**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.)



#### 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>The school commits to creating learning opportunities that foster creative expression, make space for reflection and connection, and center on the needs of the whole child by:</p> <ul style="list-style-type: none"> <li>● Create a morning circle or connection process where belonging and connection can be enhanced.</li> <li>● Implement show and tell to teach to shared interests and caring.</li> <li>● Host a “Meet and Greet Event” for students and parents in the fall.</li> <li>● Family support nights hosted by Administrators, counselors, and specialists</li> </ul>
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.	<ul style="list-style-type: none"> <li>● Dedicated the first week of school to care and connection, with appropriate social-emotional learning tools to create relationships. This will mean that academic demands are intentionally reduced to ensure that reconnecting with peers and teachers are at the forefront.</li> <li>● Implement social-emotional curriculum, which provides quality learning experiences, creating deep interpersonal relationships that focus on inclusion.</li> </ul>
Describe how you will link staff, students and families with culturally relevant health and	<ul style="list-style-type: none"> <li>● By Sept. 30, 2022, Administrators will collaborate with district leaders and community partners to share resources and opportunities with our families, including partnership and collaboration with our local community partner that focuses on supporting this community.</li> <li>● By Sept. 30, 2022, Administrators will have on hand a list of referrals to multicultural resources for both physical and mental health services.</li> </ul>

OHA/ODE Recommendation(s)	Response:
mental health services and supports.	<ul style="list-style-type: none"> <li>● By Sept. 1, 2022, district staff will collaborate with community partnerships for mental health services, medical services, food, and shelter to assist students and their families.</li> <li>● By Sept. 30, 2022, Administrators will ensure support resources provided to students and families will be made available in multiple languages if needed.</li> </ul>
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	The school will prioritize authentic student voice on social-emotional learning. SEL will include interactive monthly lessons focused on removing the stigma around mental health and the importance of emotional well-being and belonging.



### 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](#)

Table 5.

## COVID-19 Mitigating Measures

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>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.</p> <ul style="list-style-type: none"> <li>• By Sept. 1, 2022, the school will promote vaccination by providing information about the COVID19 vaccine to families encouraging evidence-based information, trust and confidence in vaccines. LSD works in collaboration with our local public health who provide COVID-19 vaccinations. LSD website may post the most up-to-date COVID-19 vaccine clinic information in our community. Current up-to-date vaccination status is encouraged in the LSD setting.</li> </ul>
Face Coverings	<p>LSD works in collaboration with local public health to implement the most up-to-date guidelines and requirements on face coverings in the school. For all individuals, the use of face coverings is welcomed and encouraged.</p> <ul style="list-style-type: none"> <li>• By Aug. 26, 2022, buildings may create and post signage and place face coverings at the front door, creating an environment where face coverings are truly welcomed.</li> <li>• By Aug. 26, 2022, building administrators may identify designated health care spaces within the school and create and post signage alerting all students and staff that face coverings are required within the health care space per OAR 333-019-1011.</li> <li>• By Sept. 1, 2022, the district will communicate 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.</li> </ul>
Isolation	<p>FRSD has in place an Isolation plan recommended by local health authorities and ODE. Each School within the school district also has a dedicated health room for isolation of individuals with restrictable disease, including COVID-19, as defined in FRSD communicable disease plan.</p> <ul style="list-style-type: none"> <li>• By Aug. 26, 2022, building administrators will identify designated isolation spaces for every school day and additional spaces in the event of a communicable disease outbreak.</li> </ul>

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"> <li>● By Sept. 1, 2022, building administrators will train school staff in isolation protocols for sick students and staff identified at the time of arrival or during the school day. Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home.</li> </ul>
Symptom Screening	<p>LSD staff will monitor and watch for symptoms of illness, including COVID-19 and report any concerns to the front office. In communication with families and regularly the school will include information to watch their student for symptoms of communicable disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present families are asked to keep their student home and get tested for COVID-19.</p> <ul style="list-style-type: none"> <li>● By Aug. 26, 2022, the district will try and proactively plan to grow substitute teacher capacity by identifying a list of part-time staff who may be able to temporarily fill-in and by utilizing ESSER funds to incentivize applicants.</li> <li>● By Sept. 15, 2022, building administrators will train school staff on district policies related to excused absences for students who are sick, having adopted policies that allow flexible, nonpunitive grading practices that support children who are learning at home due to illness.</li> <li>● By Sept. 1, 2022, office staff will be provided with a one-page flier which includes symptoms for communicable disease and instructions to families if/when symptoms are present.</li> <li>● By Sept. 1, 2022, district nurse may create a letter template for notifying families of illness within a classroom as needed. 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.</li> </ul>
COVID-19 Testing	<p>COVID-19 tests are made available to any student or student's family upon request to the school or district.</p> <p>The school offers access to testing for those with symptoms or exposure to a person with confirmed COVID-19 in a K-12 indoor setting.</p> <ul style="list-style-type: none"> <li>● Diagnostic testing will be available to individuals with symptoms or exposure to COVID-19</li> </ul>
Airflow and Circulation	<p>INCREASED AIR EXCHANGE: We have been and will continue to work with our HVAC vendors and facilities staff to set our systems up for maximum air exchange of our spaces, as allowed by the constraints of the outside temperatures.</p>
Cohorting	<p>Schools will have a designed system to take attendance and monitor classroom settings. More intensive cohorting will be considered depending on county levels.</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?
Physical Distancing	Classroom configuration: Return to standard pre-COVID classroom setup with emphasis of maintaining at least 3 ft physical distancing between student desks to the extent possible. Staff and students will maintain as much distance as possible which helps mitigate transmission of COVID-19. Minimize having students stand in Bathroom & lunch lines as much as possible. Wall signage may be placed to remind attendees to maintain physical distancing whenever possible.
Hand Washing	<p>Hand Washing continues to be encouraged as a strategy in mitigating germ spread. Signage has been posted throughout the district buildings to remind those in the building to hand wash frequently as recommended by CDC. Additional hand sanitizer stations have been added throughout the buildings to increase use availability for those in the buildings. During the first month, the school will teach and reinforce proper handwashing and covering coughs and sneezes to lower the risk of spreading viruses, including the virus that causes COVID-19. Throughout the year, the school will monitor and reinforce these behaviors. Handwashing and/or use of sanitizer will be done before and after meal or snack times and after recess and after using the bathroom.</p> <ul style="list-style-type: none"> <li>● By Sept. 30, 2022, teachers will have taught proper handwashing and covering coughs and sneezes to lower the risk of spreading viruses.</li> <li>● By Aug. 30, 2022, the school will provide adequate hand washing supplies, including soap and water to all school sinks and classrooms.</li> <li>● By Aug. 30, 2022, every classroom will also have a supply of hand sanitizer containing at least 60% alcohol for use.</li> </ul>
Cleaning and Disinfection	<ul style="list-style-type: none"> <li>● Classroom spaces will be cleaned and disinfected daily.</li> <li>● Classroom high-touch surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) will be cleaned daily to reduce the risk of germs spreading by touching surfaces.</li> </ul>
Training and Public Health Education	<p>School staff will provide ongoing guidance and training regarding current local public health recommendations. Annual training on germ prevention strategies will be conducted for staff. The school has a communication protocol that includes informing families of COVID-19 cases within the school community. These communications are meant to provide clarity and supporting materials to community members about the specific health and safety protocols in place at the school.</p> <ul style="list-style-type: none"> <li>● By Aug. 30, 2022, staff will review the district's health and safety protocols. The school safety committee oversees the implementation of the health and safety protocols that are inclusive of all staff.</li> <li>● By Sept. 15, 2022, teachers will introduce the district's health and safety protocols to students.</li> </ul>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	<b>BASELINE MEASURES:</b> 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"> <li>● By March 1, 2022, staff will review the district’s health and safety protocols.</li> <li>● By April 7, 2023, teachers will reteach the district’s health and safety protocols to students</li> </ul>

**Table 6. COVID-19 Mitigating Measures**

OHA/ODE Recommendation(s) Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> 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 <a href="#">CDC COVID-19 Community Levels</a> . 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).
COVID-19 Vaccination	During periods of high transmission: <ul style="list-style-type: none"> <li>● Within 1 week, the district will provide information informing families of where they can get vaccinated or boosted in the community.</li> </ul>
Face Coverings	During periods of high transmission: <ul style="list-style-type: none"> <li>● Within 1 week, the district in coordination with LCPH and administration, will meet to consider recommending universal indoor masking based on school transmission rate. The district nurse may create signage to be posted at all entrance doors, and building staff will ensure face coverings continue to be available at entrance doors. Per ORS 333-019-1015 face coverings are required within health care spaces. These spaces within the school are designated by signage.</li> </ul>
Isolation	Per OAR 581-022-2220 schools must maintain space which isolates the sick or injured. During periods of high transmission: <ul style="list-style-type: none"> <li>● Within 1 school day, building staff will begin to prepare the additional spaces identified for isolation use during an active outbreak.</li> </ul>
Symptom Screening	During periods of high transmission: <ul style="list-style-type: none"> <li>● Within 2 school days, building administrators and office staff will send a message to families about the active outbreak or COVID-19 Community Level categorization of high. In family communications these messages will be reinforced:</li> </ul>



<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*</b> : 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 <a href="#">CDC COVID-19 Community Levels</a> . 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).
	<ul style="list-style-type: none"> <li>● Watch for symptoms of infectious disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present students should stay home and get tested for COVID-19.</li> <li>● Staying home when sick can lower the risk of spreading infectious diseases, including the virus that causes COVID-19, to other people.</li> <li>● The school has adopted flexible, non-punitive, and supportive policies and practices, designed to encourage sick individuals to stay home without negative impacts.</li> <li>● Within 2 school days, staff will review identifying symptoms of illness associated with communicable disease and be asked to monitor themselves and students daily.</li> </ul>
COVID-19 Testing	During periods of high transmission: <ul style="list-style-type: none"> <li>● District staff will send a message to families offering the opportunity to opt-in to the diagnostic testing by completing consent forms.</li> <li>● In consultation with the school nurse, buildings will utilize the enhanced exposure testing, offering COVID-19 tests to students or staff at increased risk of severe illness, e.g., cohorts which include medically fragile individuals. Students and staff may continue to attend school regardless of their participation in enhanced exposure testing. This essential access to free testing can help diagnose COVID-19 infection early, reducing spread.</li> </ul>
Airflow and Circulation	During periods of high transmission: <ul style="list-style-type: none"> <li>● District will ensure the HVAC system is optimizing ventilation by checking service records and code recommendations.</li> <li>● Outdoor spaces for breaks, lunches and learning will be considered.</li> <li>● Activities will be relocated to an outdoor setting or postponed to the extent possible while an outbreak is active, or the COVID-19 Community Level is high.</li> </ul>
	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: <ol style="list-style-type: none"> <li>1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</li> <li>2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</li> </ol>

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> 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 <a href="#">CDC COVID-19 Community Levels</a> . 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).
Cohorting <sup>2</sup>	During periods of high transmission: <ul style="list-style-type: none"> <li>• By noon each day, school office staff will review school attendance data. When respiratory disease thresholds are met, school staff will communicate with DO staff.</li> <li>• Within 1 school day, buildings will utilize the high transmission stable cohort plan to ensure that every classroom cohort is stable, minimizing contact between students during meals and recess.</li> <li>• Within 2 school days, staff will explore ways to minimize contact between students while completing group work.</li> <li>• Within 2 school days, building administrators will meet with the district nurse and others to consider additional strategies.</li> </ul>
Physical Distancing	During periods of high transmission: <ul style="list-style-type: none"> <li>• Within 2 school days, building administrators will retrain teachers and students about the importance of physical distancing. The following steps will be taken:</li> <li>• When and where possible indoor activities will be moved outdoors to increase distance and ventilation.</li> </ul>
Hand Washing	During periods of high transmission: <ul style="list-style-type: none"> <li>• Teachers will reteach proper handwashing and covering coughs and sneezes. Additionally, teachers will ensure that every student washes their hands when entering the classroom, before and after meal or snack times and after recess.</li> <li>• Handwashing supplies, including soap and water will be checked and restocked daily. Every classroom will also have a supply of hand sanitizer containing at least 60% alcohol for use.</li> </ul>
Cleaning and Disinfection	During periods of high transmission: <ul style="list-style-type: none"> <li>• Building and school custodial staff will ensure clean surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) to the highest extent possible in order to reduce the risk of germs spreading by touching surfaces.</li> </ul>

<sup>2</sup> 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.

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> 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 <a href="#">CDC COVID-19 Community Levels</a> . 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).
	<ul style="list-style-type: none"> <li>● If a classroom has had a sick person or someone who tested positive for COVID-19 within the last 24 hours, building administrators and school custodial staff will ensure the space will be cleaned and disinfected.</li> </ul>
Training and Public Health Education	During periods of high transmission: <ul style="list-style-type: none"> <li>● Use of communication protocols which includes informing families of COVID-19 cases within the school community. These communications provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school.</li> <li>● Continued efforts to review and retrain staff to ensure that health and safety protocols are reviewed and strengthened. All staff will be asked to reteach lessons on the health and safety protocols to students.</li> </ul>

Table 7.

## COVID-19 Mitigating Measures

OHA/ODE Recommendation(s) Layered Health and Safety Measures	<b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</b> 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 Vaccination	<p>As the school transitions out of periods of high transmission slowly returning to baseline:</p> <ul style="list-style-type: none"> <li>● For 4 weeks after the outbreak subsides or the COVID-19 Community Level is categorized as medium, information will be shared informing families of where they can get vaccinated or boosted in the community.</li> </ul>
Face Coverings	<p>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. As the school transitions out of periods of high transmission slowly returning to baseline:</p> <ul style="list-style-type: none"> <li>● For 10 school days after the outbreak subsides or the COVID-19 Community Level is categorized as medium</li> <li>● Schools may recommend the use of face coverings indoors until the outbreak subsides. Signage may be posted at the front door, and face coverings will remain free and available. Per ORS 333-019-1015 face coverings are required in health care spaces. These spaces within the school are designated by signage.</li> <li>● Continued communication to families recommending students and staff continue to wear face coverings to reduce the risk of spreading disease. Wearing a well- fitting mask consistently and correctly reduces the risk of spreading the virus that causes COVID-19. The messages will reiterate at a medium COVID-19 Community Level, people who are immunocompromised or at risk for getting very sick with COVID-19 should talk to their healthcare provider about the need to wear a mask and take other precautions (for example, avoiding high-risk activities).</li> </ul>
Isolation	<p>Per OAR 581-022-2220 schools must maintain space which isolates the sick or injured. As the school transitions out of periods of high transmission slowly returning to baseline:</p> <ul style="list-style-type: none"> <li>● Within 5 school days after the outbreak subsides or the COVID-19 Community Level is categorized as low, any additional isolation spaces will return to original use.</li> </ul>
Symptom Screening	<p>As the school transitions out of periods of high transmission slowly returning to baseline, communication with families reinforce:</p>

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</b> 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?
	<ul style="list-style-type: none"> <li>● Watch for symptoms of infectious disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present students should stay home and get tested for COVID-19.</li> <li>● Staying home when sick can lower the risk of spreading infectious diseases, including the virus that causes COVID-19, to other people.</li> <li>● The school has adopted flexible, non-punitive, and supportive practices, designed to encourage sick individuals to stay home without negative impacts.</li> </ul>
COVID-19 Testing	As the school transitions out of periods of high transmission slowly returning to baseline: <ul style="list-style-type: none"> <li>● Diagnostic testing will continue to be available to individuals with symptoms or exposure to COVID-19. This includes a test to stay protocol for students or staff at increased risk of severe COVID-19 and at the direction of local public health. This essential access to free testing can help diagnose COVID-19 infection early.</li> <li>● Screening testing will also continue to be available to unvaccinated individuals without symptoms or exposure to COVID-19 and may include weekly testing. Unvaccinated staff or students who enroll may be tested weekly and all results are confidential.</li> </ul>
Airflow and Circulation	As the school transitions out of periods of high transmission slowly returning to baseline: <ul style="list-style-type: none"> <li>● Facilities and maintenance will continue to monitor HVAC systems</li> <li>● After the COVID-19 Community Level is categorized as medium or low, activities where the school community comes together can be held indoors.</li> </ul>
Cohorting	As the school transitions out of periods of high transmission slowly returning to baseline: <ul style="list-style-type: none"> <li>● Building office staff will continue to calculate the percentage of students/staff absent within the school. When respiratory disease thresholds are met, building staff will communicate with DO staff.</li> </ul>
Physical Distancing	As the school transitions out of periods of high transmission slowly returning to baseline, the school will continue to support and promote physical distancing by: <ul style="list-style-type: none"> <li>● Striving for at least 3 feet between students to the extent possible by continuing to arrange learning and other spaces to allow and encourage distancing.</li> </ul>
Hand Washing	As the school transitions out of periods of high transmission slowly returning to baseline, the school will monitor and reinforce these behaviors. Handwashing will be done before and after meal or snack times and after recess and after using the bathroom.

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</b> 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?
	<ul style="list-style-type: none"> <li>● After the outbreak subsides, teachers will continue to monitor and reinforce proper handwashing and covering coughs and sneezes to lower the risk of spreading viruses.</li> <li>● Classrooms will be stocked with adequate hand washing supplies, including soap and water to all school sinks and classrooms.</li> <li>● Classroom will be stocked with a supply of hand sanitizer containing at least 60% alcohol for use.</li> </ul>
Cleaning and Disinfection	<p>As the school transitions out of periods of high transmission slowly returning to baseline:</p> <ul style="list-style-type: none"> <li>● After the outbreak subsides or the COVID-19 Community Level is categorized as low, staff will continue to ensure clean surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) daily to reduce the risk of germs spreading by touching surfaces.</li> <li>● Within 24 hours of when a classroom has had a sick person or someone who tested positive for COVID-19, the space will be cleaned and disinfected.</li> </ul>
Training and Public Health Education	<p>As the school transitions out of periods of high transmission slowly returning to baseline:</p> <ul style="list-style-type: none"> <li>● After the outbreak subsides, timelines will be communicated to families about the process of return to baseline activities. These communications will 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.</li> <li>● Building and district administrators will reach out to all staff to answer any questions or hear any suggestions that could be implemented moving forward.</li> </ul>

## 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: **August 25, 2022**

Date Last Practiced: **August 30, 2022**