**School-Level COVID-19 Management Plan**

**Template For School Year 2022-23 Sample**

Insert district logo

Explanation: Nurses at the Oregon School Nurses Association have compiled recommendations and resources to support the development of school-level plans throughout the state. Links to tools are taken from the [2022-2023 OSNA COVID-19 Toolkit Summary](https://docs.google.com/document/d/1ocVY9mqO_7QkVIS3fY0VtLzVt3bNDPMUo51w2Wui-2s/edit?usp=sharing).

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**School/District/Program Information**

District or Education Service District Name and ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School or Program Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Name and Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Contact Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

QAM Communicable Disease Link**Table 1 (Communicable Disease Maintenance)**

| "" | **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.** |
| --- | --- |
| **School District Communicable Disease Management Plan**  [OAR 581-022-2220](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145269) | School District Communicable Disease Management Plan:   * School Communicable Disease Plan in place by start of school   Applicable documents:  Oregon School Nurse Association (OSNA) Communicable DIsease Management Plan Examples:  [Colton School District Communicable Disease Management Plan](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/2635/Colton/2161116/2022_COMMUNICABLE_DISEASE_MANAGEMENT_PLAN.pdf)  **Partner Documents include:**  [Colton River COVID-19 Specific Prevention Measures & Procedures for 2021-2022 School Year](https://drive.google.com/file/d/1rNZk7Jf3LEZL2GQl0D-HR1jNAh-QA7Cc/view?usp=sharing)  [Colton School District Exposure Control Plan](https://drive.google.com/file/d/1Fy0O9GmySI60EkhvrJwSd0ivp3hlRrXR/view?usp=sharing)  [Colton School District Pandemic Plan](https://drive.google.com/file/d/1aUu8a9WkdmIc3t_giP3ntFu1gAgAQ98o/view?usp=sharing)  [Multnomah Education Service District Comprehensive Communicable Disease Management Plan](https://higherlogicdownload.s3.amazonaws.com/NASN/784ade29-1f66-48a8-8c2d-3f9bc57af6bf/UploadedImages/COVID-19_Toolkit/2021-2022_Toolkit_Updates/Communicable_Disease_Plan/_OSNA__MESD_CDMP_8_16_21_update_.pdf)  [Communicable Disease Guidance for Schools](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commdisease.pdf) (ONA)  [Novel Coronavirus 2019 Interim Investigative Guidelines](https://www.oregon.gov/oha/PH/DISEASESCONDITIONS/COMMUNICABLEDISEASE/REPORTINGCOMMUNICABLEDISEASE/REPORTINGGUIDELINES/Documents/Novel-Coronavirus-2019.pdf) |
| **Exclusion Measures**  Exclusion of students and staff who are diagnosed with certain communicable diseases  [OAR 333-019-0010](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=287268) | 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**.**  Applicable documents:  OHA Communicable Disease Guidance for Schools: [Communicable Disease Guidance for Schools](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commdisease.pdf)   * + Symptom-Based Exclusion Guidelines   + Transmission Routes   + Prevention or Mitigation Measures   + School Attendance Restrictions and Reporting   [Exclusion Letter](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/FExclusions_Letter_to_School_Community.docx) (OHA) This [letter is available through OHA in multiple languages](https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/Student-Health-Conditions.aspx).  [Isolation and Exclusion Guidelines](https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/le4022a.pdf) (ODE/OHA)  [COVID-19 Exclusion Summary](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/COVID-19%20Exclusion%20Summary%20Chart.pdf) (ODE)  [Symptom Surveillance Log](https://docs.google.com/spreadsheets/d/14GK0FRtwkOauMpFtEVV4SLnixThg4Z3j/edit?usp=sharing&ouid=103352648639979715882&rtpof=true&sd=true)  [COVID-19 Case and Contact Reporting to Schools/School District Verification of COVID-19 Cases](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Sharing%20COVID%20Information%20with%20Schools.pdf) |
| **Isolation Space**  Schools are required to have a prevention-oriented health services program including a space to provide services for students with special health care needs, and a dedicated space to isolate sick students.  [OAR 581-022-2220](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145269) | Isolation spaces are required. Per [OAR 581-022-2220](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145269) schools must maintain supervised space to isolate the sick, which 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. District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19, and the district works closely with LPHA for ongoing support**.**   * Identify isolation room at each school site by start of school * Identify health room or space to support general health needs for non-communicable students by start of school   Applicable documents:  OSNA toolkit sample: [2022 OSNA Example Modification to the Health Room](https://docs.google.com/document/d/1ecPVb4NyYSwdBDbapyXQXPqBc1qd_TTA/edit?usp=sharing&ouid=117760072285032227084&rtpof=true&sd=true) |
| **Educator Vaccination**  [OAR 333-019-1030](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=280616) | 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](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145271) | School District Emergency Plan or Emergency Operations Plan:   * School Emergency Plan in place by start of school |
| **Additional documents reference here:** | * [OSNA Covid Toolkit Summary 2022-2023](https://docs.google.com/document/d/1ocVY9mqO_7QkVIS3fY0VtLzVt3bNDPMUo51w2Wui-2s/edit?usp=sharing) * District Protocols * [CDC COVID Community Levels](https://covid.cdc.gov/covid-data-tracker/#county-view?list_select_state=all_states&list_select_county=all_counties&data-type=CommunityLevels) * [CDC COVID Data Tracker: County View](https://covid.cdc.gov/covid-data-tracker/#county-view?list_select_state=all_states&list_select_county=all_counties&data-type=CommunityLevels) * [ODE Layered Health Safety Measures](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/ODE_LayeredHealthSafetyMeasures_Filters.pdf?utm_medium=email&utm_source=govdelivery) |

| "" | **Section 1. Clarifying Roles and Responsibilities** |
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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 | * 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. | School or program leader name | Alternate school or program name |
| School Safety Team Representative (*or* *staff member knowledgeable about risks within a school, emergency response, or operations planning*) | * Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures. * Leads debrief of communicable disease events, informing continuous improvement of the planning, prevention, response, and recovery system. | School or program leader name | Alternate school or program name |
| Health Representative (*health aid, administrator, school/district nurse, ESD support*) | * 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. | School or program leader name | Alternate school or program name |
| School Support Staff as needed (*transportation, food service, maintenance/custodial*) | * Advises on and helps to implement prevention/response procedures that are required to maintain student services. | School or program leader name | Alternate school or program name |
| Communications Lead (*staff member responsible for ensuring internal/external messaging is completed)* | * Ensures accurate, clear, and timely information is communicated including to 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 the school community.   Applicable documents:  [**Link to ODE Communications toolkit**](https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/2020-21-Communications-Toolkit.aspx)  (last updated for 21-22 school year)  [Communicable Disease Communication Protocol](https://docs.google.com/presentation/d/1fIxp9LNDPpZsDVsc5jGWGjqJEAfN_42c/edit?usp=sharing&ouid=117760072285032227084&rtpof=true&sd=true) | School or program leader name | Alternate school or program name |
| District Level Leadership Support (*staff member to consult regarding a communicable disease event*) | * 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. | School or program leader name | Alternate school or program name |
| Main Contact within Local Public Health Authority (LPHA) | * 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. | School or program leader name | Alternate school or program name |
| Others as identified by team |  | School or program leader name | Alternate school or program name |

| "" | **Section 2. Equity and Mental Health**  **Preparing a plan that centers equity and supports mental health** |
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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** |
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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[[1]](#footnote-0), etc.)

* **Notes:** Equity and mental health, links to Student Success Act. could be a funding option. If schools don't have enough RNs, SSA/SIA can be a source of funding, when we link this work to equity and MH.Could link to Appendix C of the Oregon School Nurse Manual.

| "" | **Suggested Resources:**   * + - 1. [Equity Decision Tools](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Decision%20Tools%20for%20SY%202020-21.pdf) for School Leaders       2. [Oregon Data for Decisions Guide](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Oregon%20Data%20for%20Decisions%20Guide.pdf)       3. [Oregon’s COVID-19 Data Dashboards](https://public.tableau.com/app/profile/oregon.health.authority.covid.19/viz/OregonsCOVID-19DataDashboards-TableofContents/TableofContentsStatewide) by Oregon Health Authority COVID-19       4. [Data for Decisions Dashboard](https://www.oregondatadecisions.org/?utm_medium=email&utm_source=govdelivery)       5. [Community Engagement Toolkit](https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web%5B1%5D.pdf)       6. [Tribal Consultation Toolkit](https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Documents/20.10.13_%20Web%20Accessible%20Tribal%20Consultation%20Toolkit.pdf) |
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**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. | Briefly describe your school or program MTSS programs; include the process used to identify students for support and specifically those students most impacted by unfinished learning.  See ODE samples   * Example: Utilize registration information and previous academic records to identify students who experience barriers to their education or who are disproportionately impacted by COVID-19. * Example: Work with teachers and staff to understand student barriers within all populations of the student body. * Example: Use the school data to design strategies that will remove or reduce barriers and provide additional support to students identified as needing additional support. |
| 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. | Briefly describe your school or program MTSS programs; include the process used to identify students for support and specifically those students most impacted by unfinished learning.  See ODE samples   * Example: Reach out to students and families to begin the process of developing a plan. Conferences or team meeting may be a time to connect with families * In partnership with the teacher will develop a plan in consultation with the student and family based on the unique needs of each student. The plan can be updated and reviewed throughout the year or as needed. |
| What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully. | Briefly describe your school or program MTSS programs; include the process used to identify students for support and specifically those students most impacted by unfinished learning.  See ODE samples   * Example: All school staff will continue professional development to assist in this work, and to implement needed support for students disproportionately impacted, historically underserved or at higher risk of negative impacts of complications related to COVID-19. * Example: Plan for professional development opportunity to be dedicated to professional development that focuses on a specific educational barrier and the best practice strategies for the historically underserved populations. |

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**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.)

* School description or program leader name

| "" | **Suggested Resources:**   1. ODE [Mental Health Toolkit](https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Pages/Mental-Health-Toolkit.aspx) 2. [Care and Connection](https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Pages/Announcements.aspx) Program 3. Statewide [interactive map of Care and Connection examples](https://www.google.com/maps/d/u/0/viewer?mid=1w0o_YcKJoHBeRTsY5x34t-FOT5ADAAMc&ll=44.24430539912518%2C-121.01487690266546&z=6) 4. [Care and Connection District Examples](https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Documents/Care%20%26%20Connection%20District%20Examples.pdf) 5. Oregon Health Authority [Youth Suicide Prevention](https://www.oregon.gov/oha/HSD/BH-Child-Family/Pages/Youth-Suicide-Prevention.aspx) |
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**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. | Example:  Time is devoted for students and staff to connect and build relationships with the following protocols:   * District-wide K-12 focuses on care and connection during Back-to-School events and during the first weeks of the school year. * Smooth start for all district Kindergarten, 6th, and 9th grade students. * Embedded time for Social-Emotional Learning 30-60 minutes/daily at elementary and during advisory classes at the secondary level. * Panorama survey prioritizing students' 'Sense of Belonging' and staff analysis of results, twice yearly. |
| 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. | Example:  Creative opportunities that allow students and staff to explore and process their experiences are identified in the following protocols:   * District-wide K-12 Social-Emotional Learning curriculum that supports students developing these skills. * Dedicated the first week of school to [care and connection](https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Pages/Announcements.aspx), 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. * Before/During/After school Social-Emotional Learning opportunities for students through the development of student unions and equity groups at the secondary level. * Morning meetings at elementary level with time allocated for SEL and wellness. * Focus on student and staff 'Sense of Belonging' through Panorama surveys, twice yearly. * Support sessions with the District Coordinator of Multi-tiered systems of support twice per year. |
| Describe how you will link staff, students, and families with culturally relevant health and mental health services and supports. | Example:  Culturally relevant health and mental health services and supports are identified in the following protocols:   * Mental health support through community partners at every K-12 school. * Counselors available at all schools K-12, increased counselors at secondary level. * Increased social workers and behavior support at secondary level. * Sensory rooms available at elementary level and select pilot middle schools to help students build skills and self-regulation. * Calm rooms available at each middle school and high school for students who need a space to self-regulate. * K-12 professional development on Trauma-Informed Instruction and Restorative Practices.  These resources provide examples of how school nurses support mental health and student success. They may be of use for messaging among school teams.Plain text version, Mental Health and Student Success Act: <https://docs.google.com/document/d/15wJoBvFuXusOMKjvoAIETB4pNi1o0qAI/edit?usp=sharing&ouid=112138130191660206391&rtpof=true&sd=true>Flyers version, Mental Health and Student Success Act:<https://docs.google.com/presentation/d/1lFiScYJGsWzzc7XMyFnSPNt4iUop8_jJONsyV_gDyTw/edit?usp=sharing>Slides version, Mental Health:<https://docs.google.com/presentation/d/1yxuruNiMg7cZf-oMcggVPJjcLjdjiMcnyIHeWzer7Jk/edit?usp=sharing> |
| Describe how you will foster peer/student lead initiatives on wellbeing and mental health. | Example:  Fostering peer/student led initiatives on wellbeing and mental health are identified in the following protocols:   * K-12 school-based student advisory teams to provide student voice and lead initiatives on wellbeing and mental health. * Student unions and equity teams at secondary level. * Allow student voice to inform planning of class meetings at elementary level with specific focus on wellbeing and mental health. * Restorative practices district-wide K-12. |

| "" | **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** |
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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 mitigation measures, incorporating lessons learned.

| "" | **Suggested Resources:**   1. [CDC Guidance for COVID-19 Prevention in K-12 Schools](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html#anchor_1625661937509) 2. [OHA/ODE Communicable Disease Guidance for Schools](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commdisease.pdf) 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)  1. [Oregon (OHA) COVID-19 Investigative Guidelines](https://www.oregon.gov/oha/PH/DISEASESCONDITIONS/COMMUNICABLEDISEASE/REPORTINGCOMMUNICABLEDISEASE/REPORTINGGUIDELINES/Documents/Novel-Coronavirus-2019.pdf) 2. [ODE/OHA Planning for COVID-19 Scenarios in School](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools.pdf?utm_medium=email&utm_source=govdelivery) 3. [CDC COVID-19 Community Levels](https://www.cdc.gov/coronavirus/2019-ncov/your-health/covid-by-county.html) 4. [ODE Supports for Continuity of Services](https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/Supports-for-Continuity-of-Services.aspx) |
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**Table 5 (prevention)**  **COVID-19 Mitigating Measures**

**Resources for table 5-7:** [**COVID-19 Community Levels | CDC**](https://www.cdc.gov/coronavirus/2019-ncov/science/community-levels.html) **and** [**CDC COVID Data Tracker: County View**](https://covid.cdc.gov/covid-data-tracker/#county-view?list_select_state=all_states&list_select_county=all_counties&data-type=CommunityLevels)

**Layered Health and Safety Measures:** [**Layered Health & Safety Measures (oregon.gov)**](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/ODE_LayeredHealthSafetyMeasures_Filters.pdf?utm_medium=email&utm_source=govdelivery)

| **OHA/ODE Recommendation(s)**  Layered Health and Safety Measures | **BASELINE MEASURES: describe what mitigating measures the school will 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.** |
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| COVID-19 Vaccination | *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.*  *Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:*  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](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Toolkit%20Communicating%20about%20COVID-19%20Vaccines%20for%20Ages%205-11.docx) for resources for families.   * 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](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=280616)   Applicable documents:  [Vaccines for COVID-19 | CDC](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/)  [Get Vaccinated Oregon](https://getvaccinated.oregon.gov/?utm_medium=email&utm_source=govdelivery#/)  [Accessibility Kit Resource](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Toolkit%20Communicating%20about%20COVID-19%20Vaccines%20for%20Ages%205-11.docx)  [COVID-19 Pediatric Vaccination Toolkit](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Toolkit%20Communicating%20about%20COVID-19%20Vaccines%20for%20Ages%205-11.docx) |
| Face Coverings | *Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:*  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. Examples:   * 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.   Applicable documents:  [Use and Care of Masks | CDC](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html)  [Health Room Masks Required Poster](https://docs.google.com/document/d/17Q8DgocTQLKQl9FYFpO6j_41r_TaR_eP/edit?usp=sharing&ouid=117760072285032227084&rtpof=true&sd=true)  [Health Care Setting Masking Requirements FAQ](https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/le3898n.pdf)  Learn more about different [types of masks and respirators](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/types-of-masks.html) and how to get the best fit. (CDC)  For face covering signage in multiple languages, scroll down to “Signage” on this [OHA page](https://govstatus.egov.com/OR-OHA-COVID-19?gclid=CjwKCAjwq5-WBhB7EiwAl-HEkuJpbjy2teniAfqDyXYxyRb1Q-Nk9cnlv4hcoqWWIe1kc3mSczZ-hBoCNsEQAvD_BwE).  For printable posters including face covering guidance, visit this [CDC page](https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc) |
| Isolation  OAR 581-022-2220 | *Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:*  Per [OAR 581-022-2220](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145269) 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. Examples:   * School to identify designated isolation spaces (required) for every school day and additional spaces in the event of a communicable disease outbreak. * Train (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, as well as 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 the school works closely with the LPHA. |
| Symptom Screening  Note: Active symptom screening takes place in the home as families determine whether or not to send students to school ([Exclusion letter](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/FExclusions_Letter_to_School_Community.docx) This [letter is available through OHA in multiple languages](https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/Student-Health-Conditions.aspx)). School staff passively screen for symptoms throughout the school day. Schools do **symptom surveillance** when symptoms are reported (by families and school staff) | *Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:*  This is a standard protocol for all levels of the pandemic/communicable disease. Communicate with families and staff regularly about monitoring for communicable disease symptoms, including COVID-19. If symptoms are present families are asked to keep their student home. Examples:   * 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. * Passive visual screenings by school staff * Isolation of symptomatic or ill individuals; offer testing and send home. * [Symptom Surveillance tool](https://docs.google.com/spreadsheets/d/14GK0FRtwkOauMpFtEVV4SLnixThg4Z3j/edit?usp=sharing&ouid=103352648639979715882&rtpof=true&sd=true) Note: A different tool, a [Disease Line List](https://docs.google.com/spreadsheets/d/1rD_4ncPLwvwU4lBJDk7FRrnkFOzPFFfo/edit?usp=sharing&ouid=103352648639979715882&rtpof=true&sd=true), should be initiated for a sudden increase in similar symptoms and/or during a suspected outbreak (See Table 6). * School will work with health department to create a letter template for notifying families of communicable disease within a classroom. 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.   Applicable documents:  [CDC COVID-19 Symptoms table graphic](https://drive.google.com/file/d/1xh94d14sKQxE57JXzc-wV2PHolRnj18M/view?usp=sharing)  [Communicable Disease Guide for Schools](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commdisease.pdf)  [Novel Coronavirus 2019 Interim Investigative Guidelines](https://www.oregon.gov/oha/PH/DISEASESCONDITIONS/COMMUNICABLEDISEASE/REPORTINGCOMMUNICABLEDISEASE/REPORTINGGUIDELINES/Documents/Novel-Coronavirus-2019.pdf)/ Instructions from LPHA  [Exclusion letter](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/FExclusions_Letter_to_School_Community.docx) This [letter is available through OHA in multiple languages](https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/Student-Health-Conditions.aspx)  [Isolation Room Symptom Log](https://docs.google.com/document/d/1e-eznBXbv5iSP_3S3YfAODmog2_Ha9zx/edit?usp=sharing&ouid=117760072285032227084&rtpof=true&sd=true)  [Symptom Surveillance tool](https://docs.google.com/spreadsheets/d/14GK0FRtwkOauMpFtEVV4SLnixThg4Z3j/edit?usp=sharing&ouid=103352648639979715882&rtpof=true&sd=true)  [Disease Line List](https://docs.google.com/spreadsheets/d/1rD_4ncPLwvwU4lBJDk7FRrnkFOzPFFfo/edit?usp=sharing&ouid=103352648639979715882&rtpof=true&sd=true) |
| COVID-19 Testing | *OHA offers both* [*diagnostic and screening testing programs*](https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/le3798.pdf#:~:text=CDC%20recommends%20screening%20only%20in%20unvaccinated%20individuals.%20Oregon,all%20interested%20K-12%20schools%20are%20welcome%20to%20enroll.) *to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.*  *Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:*  Testing for students and staff is available at all sites during all phases of the pandemic. District offers on-site diagnostic testing (with consent), screening testing, 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, and support services for disproportionately affected populations. Examples:   * 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     Applicable documents:  [Oregon Health Authority : Oregon's COVID-19 Testing in K-12 schools](https://www.oregon.gov/oha/covid19/Pages/K-12-COVID-19-Testing.aspx)  [School Testing for COVID-19 | CDC](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/school-testing.html)  [OHA School Testing Table](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/OHA%20School%20Testing%20Table.pdf)  Add school district protocol |
| Airflow and Circulation | *Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:*  Example:  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 including 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 ADSHRAE 62.11-2019 “Ventilation for Acceptable Indoor Air Quality.”   * 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     Applicable documents:  [Ventilation in Schools and ChildCare Programs (cdc.gov)](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/ventilation.html)  [ESSER III: Improving Ventilation Brief](https://www.oregon.gov/ode/schools-and-districts/grants/Documents/CARES%20Act/ESSER%20III/ESSER%20III%20Improving%20Ventilation%20Brief%207.23.21.pdf)  Upload school/district protocol |
| Cohorting | *Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:*  Cohorting is a significant strategy to reduce COVID-19 spread. Cohorting refers to establishing a consistent group of students that stays together, or identifying groups of students that were together. School districts have a clear system for documenting attendance and schedules.   * School will have a system to take attendance and monitor classroom settings.     Additional documents:  [Oregon Department of Education : Attendance and Absenteeism : Students](https://www.oregon.gov/ode/reports-and-data/students/Pages/Attendance-and-Absenteeism.aspx) |
| Physical Distancing | *Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:*   * Maintain at least 3 feet of space between individuals to the greatest extent possible. * In areas of higher transmission risk, such as isolation rooms, increase distancing.   Applicable documents  [How to Protect Yourself and Others](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html)  [Keep on Keeping Your Distance (2020)](https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/Social-Distancing-Why-Keeping-Your-Distance-Helps-Keep-Others-Safe.aspx) [CDC: Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning (5/27/2022)](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-childcare-guidance.html) [AAP: COVID-19 Guidance for Safe Schools (7/6/2022)](https://www.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/)  [CDC: FAQ for K-12 (5/27/2022)](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/parent-faqs.html) |
| Hand Washing | *Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:*  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, etc.   * Staff will teach proper handwashing technique and cough-covering etiquette. * 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. * Adequate hand washing 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.   Applicable documents:  [Handwashing in Communities: Clean Hands Save Lives | CDC](https://www.cdc.gov/handwashing/index.html)  [Health Promotion Materials | Handwashing | CDC](https://www.cdc.gov/handwashing/materials.html)  [Respiratory Hygiene/Cough Etiquette | FAQs | Infection Control | Division of Oral Health | CDC](https://www.cdc.gov/oralhealth/infectioncontrol/faqs/respiratory-hygiene.html) |
| Cleaning and Disinfection | *Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:*  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. Example:   * 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.   Applicable documents:  [Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning | CDC](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-childcare-guidance.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-childcare%2Fk-12-guidance.html)  [Cleaning and Disinfecting Your Facility | CDC](https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html) |
| Training and Public Health Education | *Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to: Example:*  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.   * Create a district mandatory training module for all new and current staff to review the latest information on COVID-19 and district protocols. * 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**

| **OHA/ODE Recommendation(s)**  Layered Health and Safety Measures | **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). |
| --- | --- |
| COVID-19 Vaccination | *Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:*  During periods of high transmission, the district collaborates with the LPHA 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, and support services for disproportionately affected populations.   * School district to begin planning additional on-site vaccination clinics in coordination with community partners. * Communication and information to families for accessibility in preferred language for anyone who can benefit from accommodations.   **Applicable documents:**  [Vaccines for COVID-19 | CDC](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/)  [Get Vaccinated Oregon](https://getvaccinated.oregon.gov/?utm_medium=email&utm_source=govdelivery#/)  [OAR 333-019-1030](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=280616) |
| Face Coverings | *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.*  *Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:*  Example:   * During periods of high transmission, the district in collaboration with the LPHA may require or strongly recommend universal indoor masking at the direction of the superintendent. * 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. * Create and post signage at all entrances to facilities. * Masking is required under the following circumstances in the district: 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.     Applicable documents:  [*Use and Care of Masks | CDC*](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html)  [Masking for those at high risk for severe illness](https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-with-medical-conditions.html) |
| Isolation | *Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:*  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.   * School administration should ensure that students and staff who test positive for COVID-19 strictly follow the home isolation period and other guidance given by the public health authority before returning to the school setting. * School will begin to prepare the additional spaces identified for isolation use during an active outbreak. * Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home. * District policies and procedures incorporate a layered approach to identifying and mitigating outbreaks of communicable diseases including COVID-19.   Applicable documents:  [**2022 OSNA Example Modification to the Health Room**](https://docs.google.com/document/d/1ecPVb4NyYSwdBDbapyXQXPqBc1qd_TTA/edit?usp=sharing&ouid=117760072285032227084&rtpof=true&sd=true) |
| Symptom Screening  Note: Active symptom screening takes place in the home as families determine whether or not to send students to school ([Exclusion letter](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/FExclusions_Letter_to_School_Community.docx) This [letter is available through OHA in multiple languages](https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/Student-Health-Conditions.aspx)). School staff passively screen for symptoms through the school day. Schools do **symptom surveillance** when symptoms are reported (by families and school staff) | *Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:*  Consider setting specific recommendations for prevention strategies based on local factors when cases are high:   * Emphasis on school communication for families and staff to screen for symptoms before coming to school or work. * Passive visual screenings by school staff throughout the day. * Isolation of symptomatic or ill; offer testing and send home. * A [Disease Line List](https://docs.google.com/spreadsheets/d/1rD_4ncPLwvwU4lBJDk7FRrnkFOzPFFfo/edit?usp=sharing&ouid=103352648639979715882&rtpof=true&sd=true), should be initiated for a sudden increase in similar symptoms and/or during a suspected outbreak (See Table 6). * Communication message to families about 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.   Applicable documents:  [Exclusion letter](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/FExclusions_Letter_to_School_Community.docx) This [letter is available through OHA in multiple languages](https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/Student-Health-Conditions.aspx)  [Communicable Disease Guidance for Schools](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commdisease.pdf)  [Disease Line List](https://docs.google.com/spreadsheets/d/1rD_4ncPLwvwU4lBJDk7FRrnkFOzPFFfo/edit?usp=sharing&ouid=103352648639979715882&rtpof=true&sd=true),  [**Symptom Surveillance Tool**](https://docs.google.com/spreadsheets/d/14GK0FRtwkOauMpFtEVV4SLnixThg4Z3j/edit?usp=sharing&ouid=117760072285032227084&rtpof=true&sd=true) |
| COVID-19 Testing | *Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:*  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, and community outreach. Ensure access and equity in vaccination, testing, treatment, community outreach, and support services for disproportionately affected populations.   * 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.   Applicable documents:  [Oregon Health Authority : Oregon's COVID-19 Testing in K-12 schools : COVID-19 Response : State of Oregon](https://www.oregon.gov/oha/covid19/Pages/K-12-COVID-19-Testing.aspx)  [School Testing for COVID-19 | CDC](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/school-testing.html) |
| Airflow and Circulation | *Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:*  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.   * 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. |
| Cohorting[[2]](#footnote-1) | *Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:*   * *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:*   *1. At the school level: ≥ 30% absent d/t illness*  *2. At the cohort level: ≥ 20% absent d/t illness*   * Plan to notify exposed cohort members and work with the LPHA if an outbreak threshold is met and the LPHA opens an investigation.   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.   * Identify each class space and other activity groups as a cohort which is established and tracked utilizing regular attendance taking. |
| Physical Distancing | *Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:*   * During periods of high transmission encourage students and staff to maintain at least 3 feet to the greatest extent possible. * In areas of higher transmission, such as isolation room, increase distancing. * When and where possible, indoor activities will be moved outdoors to increase distance and ventilation. |
| Hand Washing | *Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:*   * 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. |
| Cleaning and Disinfection | *Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:*  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.   * 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 | *Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:*  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.   * School to establish 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. * Ensure succinct, accurate, and streamlined communication on safety protocols and COVID-19 guidance. Communication incorporates a layered approach using all forms of media to relay essential information in multiple languages. * Review health and safety protocols and consider reteaching staff and students. |

**Table 7 (recovery)**  **COVID-19 Mitigating Measures**

| **OHA/ODE Recommendation(s)**  Layered Health and Safety Measures | **STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how 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 and 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  [OAR 333-019-1030](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=280616) | *All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:*   * 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.   Additional documents:  [Vaccines for COVID-19 | CDC](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/)  [Get Vaccinated Oregon](https://getvaccinated.oregon.gov/?utm_medium=email&utm_source=govdelivery#/) |
| Face Coverings | *All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:*  As case levels decrease to moderate, slowly return to baseline.   * Recommend use of face coverings indoors and following district protocols, but note that face coverings become optional or partially optional based on district and community protocols. Those who are immunocompromised or at [high risk for severe illness](https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-with-medical-conditions.html) should talk to their healthcare provider about additional precautions, such as wearing masks or respirators indoors in public. * Communicate to families and staff about recommendations to reduce the risk of spreading disease. * Masking may be 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.   Additional documents:  [Use and Care of Masks | CDC](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html) |
| Isolation | *All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:*  As case levels decrease to moderate, continue to maintain supervised space to isolate the sick away from the space where general health tasks take place.   * 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.   Applicable documents:  [OAR 581-022-2220](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145269) - School Health Services  [COVID-19 Case and Contact Reporting to Schools/School Districts;](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Sharing%20COVID%20Information%20with%20Schools.pdf) [Verification of COVID-19 Cases](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Sharing%20COVID%20Information%20with%20Schools.pdf) |
| Symptom Screening | *All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:*  This is a standard protocol for all levels of pandemic/communicable disease.   * As cases decrease, remind families and staff to only come 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, working closely with LPHA. |
| COVID-19 Testing | *All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:*  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:   * 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   Applicable documents:  [Oregon Health Authority : Oregon's COVID-19 Testing in K-12 schools : COVID-19 Response : State of Oregon](https://www.oregon.gov/oha/covid19/Pages/K-12-COVID-19-Testing.aspx)  [School Testing for COVID-19 | CDC](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/school-testing.html)  Add school district protocol |
| Airflow and Circulation | *All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:*  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 the need for maintenance/repair of systems or replacement of air filters. |
| Cohorting | *All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:*  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.   * School will have a designed system to take attendance and monitor classroom settings.   Applicable documents:  [COVID-19 Tracking and Communications](https://docs.google.com/presentation/d/1aP6vU7qUT8PCH8zDukH9FxFsi1lnTE5S9_uWrlGMJiQ/edit?pli=1#slide=id.g1173c066ed2_2_75)  [Tracking COVID in Oregon Schools](https://docs.google.com/document/d/1H0OMDl0MA5-3r1BvyjWKHkntNQTucI0alxdc-6UKNrg/edit) |
| Physical Distancing | *All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:*   * Staff / Students: Maintain at least 3 feet to the greatest extent possible. * Areas of higher transmission, such as isolation room should continue to increase distancing. |
| Hand Washing | *All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:*  When cases are moderate, schools are still encouraged to assign times for increased and additional hand hygiene throughout the school day.   * Staff will teach proper handwashing and covering coughs * Adequate hand washing 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.   Applicable documents:  [Handwashing in Communities: Clean Hands Save Lives | CDC](https://www.cdc.gov/handwashing/index.html)  [Health Promotion Materials | Handwashing | CDC](https://www.cdc.gov/handwashing/materials.html)  [Respiratory Hygiene/Cough Etiquette | FAQs | Infection Control | Division of Oral Health | CDC](https://www.cdc.gov/oralhealth/infectioncontrol/faqs/respiratory-hygiene.html) |
| Cleaning and Disinfection | *All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:*  At moderate levels of community transmission:   * 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. |
| Training and Public Health Education | *All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:*  Maintain transparency on 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.   * 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. |

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**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: **INSERT** Date Last Practiced: **INSERT**

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](https://www.justice.gov/archive/otj/Presidential_Statements/presdoc1.htm) basis*.* [↑](#footnote-ref-0)
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. [↑](#footnote-ref-1)