

School-Level COVID-19 Management Plan 2022-23



School/District/Program Information

District or Education Service District Name and ID: _____ Reedsport School District _____

School or Program Name: **Reedsport Community Charter School**

Contact Name and Title: Jerry Uhling, High School Building Principal and Amanda O'Brien Elementary Building Principal

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Table 1.

	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	School District Communicable Disease Management Plan: ☐ School Communicable Disease Plan in place by start of school <u>Applicable documents:</u> https://www.reedsport.k12.or.us/wp-content/uploads/2021/08/Infectious-Disease-Annex-8-13-20-1.pdf
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010	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. <u>Applicable documents:</u> OHA Communicable Disease Guidance for Schools: Communicable Disease Guidance for Schools ○ Symptom-Based Exclusion Guidelines ○ Transmission Routes ○ Prevention or Mitigation Measures ○ School Attendance Restrictions and Reporting Do Not Send ill Student to School Letter: attach tool kit sample Exclusion guidelines: attach toolkit sample COVID-19 Pandemic Addendum: add OSNA samples https://www.oregon.gov/ode/students-and-family/
Isolation Space Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for students with special health care needs.	Isolation spaces are required. Protocols are established in each district building for a health room and an isolation room for illness to separate people who have or may have a contagious disease from people who are not sick required by OAR 581-022-2220. District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and works closely with LPHA. ☐ Identify isolation room at school site by start of school <u>Applicable documents:</u> Communicable Disease Management Plan (above) OHA Communicable Disease Guidance for Schools: https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commddisease.pdf



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.

[OAR 581-022-2220](#)

OSNA toolkit sample:
Health and Isolation Resources:
OSNA toolkit sample

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

Teachers and school staff, volunteers and contractors are required to be fully vaccinated 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 this school ([OAR 333-019-1030](#)).
All district staff submit COVID-19 vaccine information by September 1, 2022. Those requesting an exception to OAR 333-019-1030 need to submit this district form. Approval of the exception and the reasonable steps to ensure that unvaccinated teachers, school staff and volunteers are protected from contracting and spreading COVID-19 are issued by the district.

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

School District Emergency Plan or Emergency Operations Plan:
☐ School emergency plan in place by start of school

**Additional documents
reference here:**

<https://www.cdc.gov/coronavirus/2019-ncov/your-health/covid-by-county.html>
<https://www.oregonschoolnurses.org/resources/covid-19-toolkit-main-paget>



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	• Ensures that school staff have practiced and are prepared to respond to, manage, and recover from cases or outbreaks of communicable disease, including COVID-19. • 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.	Mr. Uhling, High School Principal Ms. O'Brien Elementary Principal	Mrs. Wall, HS Office Manager Mrs. Smart Elem Office Manager

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
School Safety Team Representative (<i>or staff member knowledgeable about risks within a school, emergency response, or operations planning</i>)	• Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures. • Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system.	Mr. Uhling, High School Principal Ms. O'Brien Elementary Principal	Mrs. Wall, HS Office Manager Mrs. Smart Elem Office Manager
Health Representative (<i>health aid, administrator, school/district nurse, ESD support</i>)	• 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.	Mr. Uhling, High School Principal Ms. O'Brien Elementary Principal	Mrs. Wall, HS Office Manager Mrs. Smart Elem Office Manager
School Support Staff as needed (<i>transportation, food service, maintenance/custodial</i>)	• Advises on prevention/response procedures that are required to maintain student services.	Mr. Uhling, High School Principal Ms. O'Brien Elementary Principal	Mrs. Wall, HS Office Manager Mrs. Smart Elem Office Manager

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i>	- Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the school is responding, and action community members can take to protect their health. - Shares communications in all languages relevant to school community.	Mr. Uhling, High School Principal Ms. O'Brien Elementary Principal	Mrs. Wall, HS Office Manager Mrs. Smart Elem Office Manager
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	- 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.	Jon Zwemke Superintendent	Sharmen Tipton, Executive Assistant
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.	Bob Dannahoffer Douglas County Public Health	
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 Consultation¹, etc.)

- School District Equity Plan/Stance/Decision Tool
- Equity Committee Mission Statement
- Student Equity Committee Charge



Suggested Resources:

1. <https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Decision%20Tools%20for%20SY%202020-21.pdf>
2. <https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Oregon%20Data%20for%20Decisions%20Guide.pdf>
3. <https://www.oregon.gov/oha/erd/pages/covid-19-news.aspx>

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

Table 3.

Centering Equity

OHA/ODE Recommendation(s)	Response:
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.	☐ By Aug. 31, 2022, principals and office managers will utilize registration information and previous academic records to identify students who experience barriers to their education or who are disproportionately impacted by COVID-19 (e.g., students at increased risk of severe COVID-19 illness due to cognitive or developmental function, students at increased risk of negative impact/complications related to immunocompromised health status, etc.). Teachers will be asked to identify additional students in their classroom who may be disproportionately impacted. ☐ By Oct. 15, 2022, principal in partnership with teachers will complete the empathy interview processes to understand student barriers within all populations of students in the school. ☐ By Oct. 31, 2022, principal and the school data team will use the records review and empathy review information to design strategies that will remove 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.	☐ By Sept. 1, 2022, teachers will reach out to students' family to begin the process of developing a plan. For students who are identified later in the process, teachers will connect with families during conferences or by special appointment. ☐ By Oct. 1, 2022, principal 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 will be written and reviewed periodically throughout the year to ensure that it continues to fulfill the support needs.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	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 or complications related to COVID-19. ☐ Each quarter (Oct. 28, Jan. 27, & April 7) one professional development opportunity will be dedicated to professional development that focuses on a specific educational barrier and best practice strategies for our historically underserved populations.

OHA/ODE Recommendation(s)	Response:
	☐ Principals in partnership with the teacher will review the progress of identified students once a quarter (Nov. 3/4, Jan 27, & April 14) to ensure the implemented support is achieving the desired result.

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.)

- https://www.oregon.gov/ode/educator-resources/standards/comprehensive_school_counseling/Documents/2018%20Framework%20for%20CSC%20Programs.pdf
- <https://sites.google.com/reedsport.k12.or.us/student-support-site/home>



Suggested Resources:

1. <https://www.oregon.gov/ode/students-and-family/equity/Documents/ODE%20Mental%20Health%20Toolkit%202020.pdf>

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.	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: ☐ Create a connection process where belonging and connection can be enhanced. ☐ Host a “Meet and Greet Event” at Barrone Park for students and parents before the school year begins. ☐ Student-led affinity club spaces that are supported by school staff.
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.	☐ Dedicated the first week of school to 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. ☐ Implement social-emotional curriculum, which provides quality learning experiences, creating deep interpersonal relationships that focus on inclusion.
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	☐ By Sept. 30, 2022, Principal will collaborate with district leaders and community partners to share resources and opportunities with our Latinx families, including partnership and collaboration with our local community partner that focuses on supporting this community. ☐ By Sept. 30, 2022, Principals will have on hand a list of referrals to multicultural resources for both physical and mental health services. ☐ By Sept. 1, 2022, Principals will partner with the district to leverage community partnerships for mental health services, medical services, food, and shelter to assist students and their families. ☐ By Sept. 1, 2022, school staff will complete training in suicide prevention and student support.

OHA/ODE Recommendation(s)	Response:
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; this will be co-designed with students. SEL will include interactive monthly lessons focused on removing the stigma around mental health and the importance of emotional well-being and belonging. Lessons will be shared in the form of a handout that can be discussed at home with families.



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. <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-childcare-guidance.html>
2. <https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commmdisease.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)

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	<i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community.</i> By Aug. 15, 2022, the school will promote vaccination by providing information about the COVID-19 vaccine to families encouraging evidence-based information, trust and confidence in vaccines.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
Face Coverings	For all individuals, the use of face coverings is welcomed and encouraged. ☐ By Aug. 26, 2022, principals will create and post signage and place face coverings at the front door, creating an environment where face coverings are truly welcomed. ☐ By Aug. 26, 2022, principals in collaboration with ESD Assigned Nurse, will identify designated health care spaces within the school and will create and post signage alerting all students and staff that face coverings are required within the health care space per OAR 333-19-1011.
Isolation	Per OAR 581-022-2220 schools must maintain supervised space to isolate the sick that is separate from the space where other health care tasks take place.

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?
	☐ By Aug. 26, 2022, Principals will identify designated isolation spaces for every school day and additional spaces in the event of a communicable disease outbreak. ☐ By Sept. 1, 2022, Principal or ESD Nurse will train school staff in isolation protocols for sick students and staff identified at the time of arrival or during the school day according to the CDMP. Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home.
Symptom Screening	In daily announcements 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. ☐ By Aug. 26, 2022, ESD Human Resources Dept 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. ☐ By Aug. 26, 2022, Principals will work to proactively plan to grow substitute teacher capacity by identifying a list of part-time staff who may be able to temporarily fill-in. ☐ By Aug. 26, 2022, ESD HR Dept will train school staff on district policies related to excused absences for students who are sick, having adopted policies that allow flexible, non-punitive grading practices that support children who are learning at home due to illness. ☐ By Sept. 1, 2022, ESD Nurse will create a letter template for notifying families of illness 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, to other people.
COVID-19 Testing	OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively. 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 through OHA diagnostic and screening testing programs. Both programs are opt-in and families will have the opportunity to enroll their student throughout the school year by completing consent forms.

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?
	☐ By Aug. 5, 2022, Office Managers will incorporate consent forms for diagnostic testing and screening testing into the registration system for the school. Details will be given to families regarding each of the testing programs. ☐ Diagnostic testing will 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, such as during an outbreak response. This essential access to free testing can help diagnose COVID-19 infection early.
Airflow and Circulation	☐ By Sept. 1, 2022, Ms. Gladstone will train school staff on increasing ventilation and outdoor air supply by opening windows and doors, using fans and air purifying units in spaces where outdoor air supply is limited. To the greatest extent possible, outdoor spaces will be utilized for breaks, lunches and learning.
Cohorting	☐ By Aug. 10, 2022, Principals will have assigned students to classrooms. A student's assigned classroom will function as their cohort. Every classroom is designed to support inclusion of

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?
	English language learners, students with disabilities consistent with their Individualized Education Program (IEP) or 504 plans, and other students diverse by demographics.
Physical Distancing	☐ By Aug. 26, 2022, all teachers will be asked to arrange learning and other spaces so at least 3 feet of distance exists between students to the extent possible to encourage distancing. ☐ By Sept. 1, 2022, all teachers will be encouraged to minimize time standing in lines, including marking spaces on floor, or encouraging one-way traffic flow in constrained spaces.
Hand Washing	During the first month, the school will teach and reinforce proper <u>handwashing</u> and covering <u>coughs and sneezes</u> 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 will be done before and after meal or snack times and after recess and after using the bathroom. ☐ By Aug. 26, 2022, the school will provide adequate handwashing supplies, including soap and water to all school sinks and classrooms. ☐ By Aug. 26, 2022, every classroom will also have a supply of hand sanitizer containing 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.
Cleaning and Disinfection	☐ 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.

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?
	☐ 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.
Training and Public Health Education	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 (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. ☐ By Aug. 26, 2022, Principals will work with the school safety committee to ensure that staff have a safe place to bring implementation questions and suggestions forward. ☐ By Aug. 26, 2022, Principals will train staff on the district's health and safety protocols and Ms. Gladstone will introduce the school safety committee for the upcoming school year. The school safety committee oversees the implementation of the health and safety protocols that are inclusive of all staff. ☐ By Sept. 15, 2022, teachers will introduce the district's health and safety protocols to students. ☐ By March 1, 2022, Principals will retrain staff on the district's health and safety protocols. ☐ By April 6, 2022, teachers will reteach the district's health and safety protocols to students.

Table 6.

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	During periods of high transmission: ☐ Within 1 school day, Office Managers will provide information within the school announcements informing families of where they can get vaccinated or boosted in the community.
Face Coverings	<i>CDC, OHA, and ODE recommend universal use of face coverings during periods of high transmission. Please include whether your school will implement this critical recommendation.</i> During periods of high transmission: ☐ Within 1 school day, Principals in consultation with ESD Nurse, will recommend universal indoor masking. Office Managers will create and post signage at all entrance doors, and Office Managers will ensure face coverings continue to be available at entrance doors. Per ORS 333-019-1015 face covering are required within health care spaces. These spaces within the school are designated by signage.

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).
Isolation	Per OAR 581-022-2220 schools must maintain space which isolates the sick or injured. During periods of high transmission: ☐ Within 1 school day, ESD NUrse will begin to prepare the additional spaces identified for isolation use during an active outbreak. ☐ Within 2 school days, Principals will retrain staff on isolation protocols for sick students and staff identified at the time of arrival or during the school day according to the CDMP. Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home.
Symptom Screening	During periods of high transmission: ☐ Within 1 school day, Principals 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: ☐ 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. ☐ Staying home when sick can lower the risk of spreading infectious diseases, including the virus that causes COVID-19, to other people. ☐ The school has adopted flexible, non-punitive, and supportive policies and practices, designed to encourage sick individuals to stay home without negative impacts. ☐ Within 2 school days, Principal will retrain staff on identifying symptoms of illness associated with communicable disease and asked to monitor themselves and students daily.
COVID-19 Testing	During periods of high transmission: ☐ Within 1 school day, Principals will send a message to families offering the opportunity to opt-in to the screening programs by completing consent forms.

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).
Airflow and Circulation	During periods of high transmission: ☐ Within 1 school day, Principals will ensure the HVAC system is optimizing ventilation by checking service records and code recommendations. An extra effort will be made to increase ventilation and outdoor air supply by opening windows and doors, using fans and air purifying units. Ms. Gladstone will ensure all air purifying units are being utilized in spaces where outdoor air supply is limited. ☐ Within 1 school day, Principals will retrain teachers on the use of outdoor spaces for breaks, lunches and learning. ☐ Within 1 school day, Principals will 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	<i>Schools should notify their LPHA about unusual respiratory disease activity if the following absence thresholds are met and at least some students are known to have influenza or COVID-like symptoms:</i> <i>1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i> <i>2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i> During periods of high transmission:

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.

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).
	☐ Within 1 school day, Principals will minimizing contact between cohorts during meals and recess. The plan will deliver meals to the classroom and offer individual recess time to each classroom. ☐ Within 2 school days, Principals will retrain teachers to explore ways to minimize contact between students while completing group work.
Physical Distancing	During periods of high transmission: ☐ Within 2 school days, Principals will retrain teachers and students about the importance of physical distancing. The following steps will be taken: • All school waiting spaces, eating spaces, and classroom desks will be spaced at least 3 feet between students. • Where lines need to form, spaces will be marked reminding those waiting to maintain distance. • When and where possible indoor activities will be moved outdoors to increase distance and ventilation.
Hand Washing	During periods of high transmission: ☐ Within 1 school day, teachers will reteach proper <u>handwashing</u> and covering <u>coughs and sneezes</u>. Additionally, teachers will ensure that every student washes their hands when entering the classroom, before and after meal or snack times and after recess.

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).
	☐ Within 2 school days, Principals will ensure restocking of handwashing supplies, including soap and water. Every classroom will also have a restocked supply of hand sanitizer containing 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.
Cleaning and Disinfection	During periods of high transmission: ☐ Within 1 school day, school custodial staff will ensure clean surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) twice a day (before school and at lunch time) to reduce the risk of germs spreading by touching surfaces. ☐ If a classroom has had a sick person or someone who tested positive for COVID-19 within the last 24 hours, school custodial staff will ensure the space will be cleaned and disinfected.
Training and Public Health Education	During periods of high transmission: ☐ Within 1 school day, Principals will continue communication protocol 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, and why these might differ from those of nearby schools or be different across school districts. ☐ Within 1 school day, Principals will 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.

Table 7.

COVID-19 Mitigating Measures

OHA/ODE Recommendation(s) Layered Health and Safety Measures	STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?
COVID-19 Vaccination	As the school transitions out of periods of high transmission slowly returning to baseline: ☐ For 4 weeks after the outbreak subsides or the COVID-19 Community Level is categorized as low, Office Managers will provide information within the school announcements informing families of where they can get vaccinated or boosted in the community.
Face Coverings	<i>CDC, OHA, and ODE recommend universal use of face coverings during periods of high transmission. Please include whether your school will implement this critical recommendation.</i> As the school transitions out of periods of high transmission slowly returning to baseline: ☐ For 10 school days after the outbreak subsides or the COVID-19 Community Level is categorized as low, ☐ Principals will continue to recommend the use of face coverings indoors until the outbreak subsides. Signage will 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. ☐ Principals will send a 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).
Isolation	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: ☐ Within 5 school days after the outbreak subsides or the COVID-19 Community Level is categorized as low, Principals will return the additional isolation spaces to original use.

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Symptom Screening	As the school transitions out of periods of high transmission slowly returning to baseline, communication with families in our weekly newsletter key messages will be reinforced: ☐ 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. ☐ Staying home when sick can lower the risk of spreading infectious diseases, including the virus that causes COVID-19, to other people. ☐ The school has adopted flexible, non-punitive, and supportive policies and practices, designed to encourage sick individuals to stay home without negative impacts.
COVID-19 Testing	As the school transitions out of periods of high transmission slowly returning to baseline: ☐ 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. ☐ Screening testing will also continue to be available to unvaccinated individuals without symptoms or exposure to COVID-19 and includes weekly testing. Unvaccinated staff or students who enroll will be tested weekly and all results are confidential.
Airflow and Circulation	As the school transitions out of periods of high transmission slowly returning to baseline: ☐ After the outbreak subsides or the COVID-19 Community Level is categorized as low, Principals will continue with monthly service checks of the HVAC system to optimize ventilation. Checks will ensure the system is meeting code requirements, providing acceptable indoor air quality for the current occupancy level for each space in the school. Principals will ensure all air purifying units continue to be utilized in spaces where outdoor air supply is limited. ☐ After the COVID-19 Community Level is categorized as low, activities where the school community comes together can be held indoors.

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Cohorting	As the school transitions out of periods of high transmission slowly returning to baseline: ☐ After the outbreak subsides, teachers may return to group exercises and recess times. With recess taking place outdoors, the risk of exposure to COVID-19 is naturally reduced. ☐ After the outbreak subsides or the COVID-19 Community Level is categorized as low, Principals will ask teachers and students to return to group meals in the cafeteria beginning with breakfast and then lunch. Once group meals have returned, staff will no longer need to minimize group work or minimize contact between students.
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: ☐ 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. ☐ Minimize time standing in lines, including marking spaces on floor, or encouraging one-way traffic flow in constrained spaces.
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. ☐ 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. ☐ Five days after the outbreak subsides, Principals will ensure restocking every classroom with adequate handwashing supplies, including soap and water to all school sinks and classrooms.

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	☐ Five days after the outbreak subsides, Principals will ensure restock in every classroom with a supply of hand sanitizer containing 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.
Cleaning and Disinfection	As the school transitions out of periods of high transmission slowly returning to baseline: ☐ After the outbreak subsides or the COVID-19 Community Level is categorized as low, school custodial 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. ☐ 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.
Training and Public Health Education	As the school transitions out of periods of high transmission slowly returning to baseline: ☐ After the outbreak subsides, Principals will communicate to families 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. ☐ Within 5 school days after the outbreak subsides, Principals will reach out to all staff to answer any questions or hear any suggestions that could be implemented moving forward.

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.

www.reedsport.k12.or.us where this plan is available for public viewing.

Date Last Updated: **November 7, 2022**

Date Last Practiced: **June 9, 2022**