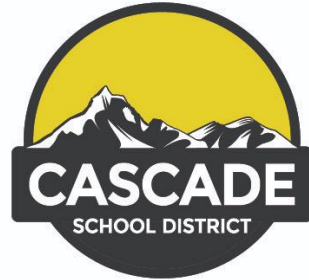


School-Level COVID-19 Management Plan

Aumsville Elementary School

School Year 2022-23



School/District/Program Information


District or Education Service District Name and ID: Cascade School District No. 5


School or Program Name: Aumsville Elementary School

Contact Name and Title: Zach Mintzer, Principal

Contact Phone: 503-749-8040 ext. 4901 Contact Email: zmintzer@cascade.k12.or.us

Table 1.

	<p>Policies, protocols, procedures and plans already in place</p> <p>Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>
<p>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>Cascade School District Communicable Disease Policies</p> <p>Communicable Disease Plan: https://drive.google.com/file/d/1F8ePJjWLbTYyKj0tQP1KBU8sVNhhNRJy/view</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>Cascade School District Exclusion Guidelines</p> <p>In addition to COVID-19 symptoms, individuals should be excluded from school for signs of other infectious diseases, per existing school policy and protocols.</p>
<p>Isolation Space Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for students with special health care needs. OAR 581-022-2220</p>	<p>Communicable Disease Plan: https://drive.google.com/file/d/1F8ePJjWLbTYyKj0tQP1KBU8sVNhhNRJy/view</p> <p>Additional information about the Isolation Plan can be found on pages 47-54 and pages 67-68 of the district’s Communicable Disease Plan.</p> <p>Individuals who report or develop symptoms will be isolated in a designated area in the building, with adequate space and staff supervision and symptom monitoring by a District nurse, other school-based health care provider or school staff until they are able to go home.</p> <p>If more than one individual becomes symptomatic and separate rooms are not available, staff will ensure that six feet distance is maintained.</p> <p>Staff who may provide care for individuals in the designated area will receive training with regards to procedures, aspects of care, hygiene, and use of PPE from District Nurses.</p> <p>Isolation protocol is described in detail on pages 47-54 and pages 67-68 of the CSD Communicable Disease Management Plan.</p>

	<p>Policies, protocols, procedures and plans already in place</p> <p>Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>CSD will adhere to the OHA rule regarding education staff to be vaccinated or have an approved exception in order to work in our school district.</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>Each classroom, office, and building has an Emergency Response Manual posted by the exit. All staff are trained at least annually on plans for responding to emergency situations as well as on accident prevention. Cascade School District has a Safety Committee that meets on a monthly basis. Facilities are inspected on a regular basis to assure that facilities and programs are maintained and operated in a manner which protects the safety of all students and employees.</p> <p>All students are instructed and have drills on emergency procedures in compliance with ORS 336.071 and include drills and instruction on 1)Fires; 2)Earthquakes; and 3)Safety Threats.</p>
<p>Additional documents reference here:</p>	



SECTION 1. Clarifying Roles and Responsibilities

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

Table 2. Roles and Responsibilities

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	<ul style="list-style-type: none"> • Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained. • In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary. • Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners. 	Building Principal – Zach Mintzer	Assistant Principal – Kelly Cromwell Assistant Principal – Jodie Mitchell
School Safety Team Representative (<i>or staff member knowledgeable about risks within a school, emergency response, or operations planning</i>)	<ul style="list-style-type: none"> • Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures. • Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system. 	Building Principal – Zach Mintzer Krista Gray, District RN District Safety Building Rep - Kelly Cromwell	Assistant Principal – Kelly Cromwell Assistant Principal – Jodie Mitchell
Health Representative (<i>health aid, administrator, school/district nurse, ESD support</i>)	<ul style="list-style-type: none"> • Supports building lead/administrator in determining the level and type of response that is necessary. • Reports to the LPHA any cluster of illness among staff or students. • Provides requested logs and information to the LPHA in a timely manner. 	Krista Gray, District RN Amy Allen, AES LPN	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i>	<ul style="list-style-type: none"> Advises on prevention/response procedures that are required to maintain student services. 	Mid-Columbia Bus Company Chris Facha, Director of Nutrition Services Joe Lulay, Plant Operations Director Bryan Dyer, Safety Coordinator	
Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i>	<ul style="list-style-type: none"> Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the school is responding, and action community members can take to protect their health. Shares communications in all languages relevant to school community. 	Building Principal – Zach Mintzer Krista Gray, RN Director of Communications	Assistant Principal – Kelly Cromwell Assistant Principal – Jodie Mitchell
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<ul style="list-style-type: none"> Has responsibility over COVID-19 response during periods of high transmission. May act as school level support to Building lead/Administrator activating a scaled response. Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers. 	Darin Drill, Superintendent	Dawn Moorefield, Assistant Superintendent

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> • 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. 	Krista Gray, RN	
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.)

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.

- The CSD Communicable Disease Management Plan was developed by an administrative team representative of the entire district and community, including local partners. The Team consulted the Equity Lens in addition to the OAR to ensure that the resulting protocols serve the health and safety of all students, staff and visitors indiscriminately.
- All communications will be provided in English and Spanish and delivered to families in their preferred language.
- In an effort to reach all audiences the district will continue communicating in multiple modalities to share updated information.
- Isolation Protocols apply equally to all students and staff.



Suggested Resources:

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

Table 3.

Centering Equity

OHA/ODE Recommendation(s)	Response:
Describe how you identify those in your school setting that are disproportionately impacted by COVID-19 and which students and families may need differentiated or additional support.	Identifying those that are disproportionately impacted by COVID-19 and which students and families may need different services is an individualized process that requires the school team to review all relevant information regarding student’s overall progress and access to education which may include COVID-19 school closures, distance learning, limited in person instruction, and quarantine periods.
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.	The school team will consider the needs of the student regarding the need for Individualized COVID-19 Recovery Services. The team will consider evidence such as: progress reports, attendance, input from team members, rate of learning, etc. The team will document the discussion and decision about recovery services in meeting notes and develop an appropriate plan.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Beginning of the year staff meetings and trainings and additional training as needed throughout the school year.

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.)

- [DESSA](#)
- [RULER](#)
- [PBIS](#)
- [Access to Trillium Family Services](#)
- [Access to School Counselors](#)



Suggested Resources:

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

Table 4. Mental Health Supports

OHA/ODE Recommendation(s)	Response:
Describe how you will devote time for students and staff to connect and build relationships.	<p>Each school has developed relationship building processes to address time for students and staff to connect and build relationships.</p> <p>Examples include:</p> <ol style="list-style-type: none"> 1. Building Relational Capacity with AVID Schoolwide 2. Sparrow club 3. Professional development: Collaborative Problem Solving, SEL, Trauma Informed Care, RULER 4. PBIS Schoolwide 5. Math Incentive Program 6. Playworks Recess Program 7. Community Events

OHA/ODE Recommendation(s)	Response:
<p>Describe how you will ensure class time, and individual time if needed, for creative opportunities that allow students and staff to explore and process their experiences.</p>	<p>Cascade School District offers a variety of creative outlets and elective offerings which allow and value student expression, including:</p> <ol style="list-style-type: none"> 1. AVID. 2. Classroom teachers implemented time for team building and SEL activities. 3. class 4. Reset rooms 5. Social Skills Groups 6. RULER/DESSA 7. Lego Robotics 8. Playworks
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>The Cascade School District website provides a link to Mental Health Resources available to students and their families. The district also participates in the community's Service Integration Team. At Ausville Elementary School, health and mental health supports are provided in the following ways:</p> <ol style="list-style-type: none"> 1. Trillium Services 2. School Counseling services provided 3. Skills Trainers 4. Grade level team meetings 5. Administrative leadership meetings 6. Staff meetings 7. Attendance/District Social Worker Meetings 8. TAT/SST Meetings 9. Parent/Teacher Conferences
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>Cascade School District schools provide a variety of opportunities focused on wellbeing and mental health. Examples include:</p> <ol style="list-style-type: none"> 1. Sparrow Club 2. Reset rooms 3. RULER 4. Social Skill Groups 5. The Great Body Shop Health Curriculum 6. PBIS Tier I whole group



Section 3. COVID-19 Outbreak Prevention, Response & Recovery: Implementing mitigation activities, responding to periods of increased transmission, resuming baseline level mitigation, and debriefing actions to improve the process

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



Suggested Resources:

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

Table 5.

COVID-19 Mitigating Measures

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
COVID-19 Vaccination	<ul style="list-style-type: none"> ● CSD will adhere to the OHA rule regarding education staff to be vaccinated in order to work in our school district. ● CSD will share local clinic information via parent communications. ● CSD has a Family Resource Center and a Family Support Advocate who can assist families who need support navigating health systems.
Face Coverings	Students, staff, visitors and volunteers may choose to wear a mask at any time.
Isolation	<p>Individuals who report or develop symptoms will be isolated in a designated area in the building, with adequate space, staff supervision, and symptom monitoring by a District nurse, other school-based health care provider, or school staff until they are able to go home.</p> <p>Isolation protocol is described in detail on pages 47-54 and pages 67-68 of the CSD Communicable Disease Management Plan.</p>
Symptom Screening	Staff and students need to stay home when sick and until 24 hours fever free, without the use of fever-reducing medication.
COVID-19 Testing	AES will not provide a COVID-19 Testing Program
Airflow and Circulation	<p>Ventilation and air purification are district/school mitigation strategies identified in the CSD Communicable Disease Management Plan page 45.</p> <p>The district complies with all state, federal and manufacturer guidelines for upkeep and maintenance of HVAC systems. Filters meet or exceed current standards.</p> <p>Facilities staff monitor buildings and partner with other school staff to implement strategies for improving ventilation and air quality such as opening doors and windows, utilizing fans and exhaust systems and supporting healthier occupancy practices.</p> <p>All buildings have been equipped with AIRPHX filtration systems.</p>
Cohorting	Cohorting is not recommended as a baseline measure.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
Physical Distancing	<p>When physical distancing is required, staff, supported by administrators, will ensure students are physically distanced in accordance with current requirements to the extent practicable.</p> <p>The CSD Communicable Disease Management Plan addresses physical distancing and cohorting on pages 43-44.</p> <p>These practices are also highlighted in the “Guiding Principles” section beginning on page 40.</p>
Hand Washing	<p>All schools have posted clear signage on how to stop the spread of diseases, including COVID-19, by properly washing hands, covering coughs and sneezes, and properly wearing a face covering.</p> <p>Schools will promote everyday protective measures by teaching and reinforcing covering coughs and sneezes among children and staff.</p> <p>Schools will promote everyday protective measures by teaching protocols and providing handwashing and/or hand sanitizing facilities easily accessible to both students and staff.</p> <p>In our CSD Communicable Disease Management Plan, handwashing and respiratory etiquette (hygiene) are described on pages 39-40. These practices are highlighted in the “Guiding Principles” section of the plan beginning on page 40.</p>
Cleaning and Disinfection	<p>Routine sanitizing of shared areas and flat surfaces. High-touch surfaces will be cleaned at least once per day.</p>
Training and Public Health Education	<p>District protocols to prevent the spread of COVID-19 will be shared with students, staff and families beginning at the onset of the school year and will continue periodically.</p> <p>The CSD Communicable Disease Management Plan referred to repeatedly throughout this document was strategically designed by the team, including public health professionals, to meet OAR requirements but also to serve as a sustainable, consistent source of information for staff, students and their families.</p> <p>The District will continue to use additional communication platforms and consult with local public health professionals to craft and share supplemental information.</p>

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	<ul style="list-style-type: none"> ● CSD will adhere to the OHA rule regarding education staff to be vaccinated in order to work in our school district. ● CSD will share local clinic information via parent communications. ● CSD has a Family Resource Center and a Family Support Advocate who can assist families who need support navigating health systems.
Face Coverings	<p>Students, staff, visitors and volunteers may choose to wear a mask at any time.</p> <p>CSD will recommend face coverings be worn by students, staff, visitors and volunteers when the county risk level is high.</p> <p>The District will discourage volunteers and visitors in the buildings during periods of high transmission.</p>
Isolation	<p>Individuals who report or develop symptoms will be isolated in a designated area in the building, with adequate space and staff supervision and symptom monitoring by a District nurse, other school-based health care provider or school staff until they are able to go home.</p> <p>If more than one individual becomes symptomatic and separate rooms are not available, staff will ensure that six feet distance is maintained.</p> <p>Staff who may provide care for individuals in isolation will receive specialized training with regards to isolation space procedures, aspects of care, hygiene, and use of PPE from District Nurses.</p> <p>Isolation protocol is described in detail on pages 47-54 and pages 67-68 of the CSD Communicable Disease Management Plan.</p>
Symptom Screening	<p>Staff and students need to stay home when sick and until 24 hours fever free, without the use of fever-reducing medication. Parents will be reminded to screen their children before sending them to school.</p>
COVID-19 Testing	<p>AES will not provide a COVID-19 Testing Program</p>

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	<p>Ventilation and air purification are district/school mitigation strategies identified in the CSD Communicable Disease Management Plan page 45.</p> <p>The district complies with all state, federal and manufacturer guidelines for upkeep and maintenance of HVAC systems. Filters meet or exceed current standards.</p> <p>Facilities staff monitor buildings and partner with other school staff to implement strategies for improving ventilation and air quality such as opening doors and windows, utilizing fans and exhaust systems and supporting healthier occupancy practices.</p> <p>All buildings have been equipped with AIRPHX filtration systems.</p>
Cohorting²	<p>When cohorting is required, staff will ensure that students are placed into cohorts of students who will stay together during a significant portion of the school day.</p>
Physical Distancing	<p>When physical distancing is required, staff, supported by administrators, will ensure students are physically distanced in accordance with current requirements to the extent practicable.</p> <p>The CSD Communicable Disease Management Plan addresses physical distancing and cohorting on pages 43-44.</p> <p>These practices are also highlighted in the “Guiding Principles” section beginning on page 40.</p>
Hand Washing	<p>All schools have posted clear signage on how to stop the spread of diseases, including COVID-19, by properly washing hands, covering coughs and sneezes, and properly wearing a face covering.</p> <p>Schools will promote everyday protective measures by teaching and reinforcing covering coughs and sneezes among children and staff.</p>

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

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</p>
	<p>Schools will promote everyday protective measures by teaching protocols and providing handwashing and/or hand sanitizing facilities easily accessible to both students and staff.</p> <p>In our CSD Communicable Disease Management Plan, handwashing and respiratory etiquette (hygiene) are described on pages 39-40. These practices are highlighted in the “Guiding Principles” section of the plan beginning on page 40.</p>
<p>Cleaning and Disinfection</p>	<p>Disinfection shall occur daily in each classroom. Restrooms, doorknobs, and isolation rooms shall be cleaned multiple times per day and logs of cleaning will be maintained by custodial staff.</p>
<p>Training and Public Health Education</p>	<p>District protocols to prevent the spread of COVID-19 will be shared with students, staff and families beginning at the onset of the school year and will continue periodically.</p> <p>The CSD Communicable Disease Management Plan referred to repeatedly throughout this document was strategically designed by the team, including public health professionals, to meet OAR requirements but also to serve as a sustainable, consistent source of information for staff, students and their families.</p> <p>The District will continue to use additional communication platforms and consult with local public health professionals to craft and share supplemental information.</p>

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	<ul style="list-style-type: none"> ● CSD will adhere to the OHA rule regarding education staff to be vaccinated in order to work in our school district. ● CSD will share local clinic information via parent communications. ● CSD has a Family Resource Center and a Family Support Advocate who can assist families who need support navigating health systems.
Face Coverings	<p>Students, staff, visitors and volunteers may choose to wear a mask at any time.</p> <p>CSD will recommend face coverings be worn by students, staff, visitors and volunteers when the county risk level is high.</p> <p>The District will discourage volunteers and visitors in the buildings during periods of high transmission.</p>
Isolation	<p>Individuals who report or develop symptoms will be isolated in a designated area in the building, with adequate space and staff supervision and symptom monitoring by a District nurse, other school-based health care provider or school staff until they are able to go home.</p> <p>If more than one individual becomes symptomatic and separate rooms are not available, staff will ensure that six feet distance is maintained.</p> <p>Staff who may provide care for individuals in isolation will receive specialized training with regards to isolation space procedures, aspects of care, hygiene, and use of PPE from District Nurses.</p> <p>Isolation protocol is described in detail on pages 47-54 and pages 67-68 of the CSD Communicable Disease Management Plan.</p>
Symptom Screening	<p>Staff and students need to stay home when sick and until 24 hours fever free, without the use of fever-reducing medication. Parents will be reminded to screen their children before sending them to school.</p>
COVID-19 Testing	<p>AES will not provide a COVID-19 Testing Program</p>
	<p>Ventilation and air purification are district/school mitigation strategies identified in the CSD Communicable Disease Management Plan page 45.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?
Airflow and Circulation	<p>The district complies with all state, federal and manufacturer guidelines for upkeep and maintenance of HVAC systems. Filters meet or exceed current standards.</p> <p>Facilities staff monitor buildings and partner with other school staff to implement strategies for improving ventilation and air quality such as opening doors and windows, utilizing fans and exhaust systems and supporting healthier occupancy practices.</p> <p>All buildings have been equipped with AIRPHX filtration systems.</p>
Cohorting	<p>When cohorting is required, staff will ensure that students are placed into cohorts of students who will stay together during a significant portion of the school day.</p>
Physical Distancing	<p>When physical distancing is required, staff, supported by administrators, will ensure students are physically distanced in accordance with current requirements to the extent practicable.</p> <p>The CSD Communicable Disease Management Plan addresses physical distancing and cohorting on pages 43-44.</p> <p>These practices are also highlighted in the “Guiding Principles” section beginning on page 40.</p>
Hand Washing	<p>Schools will promote everyday protective measures by teaching and reinforcing covering coughs and sneezes among children and staff.</p> <p>Schools will promote everyday protective measures by teaching protocols and providing handwashing and/or hand sanitizing facilities easily accessible to both students and staff.</p> <p>In our CSD Communicable Disease Management Plan, handwashing and respiratory etiquette (hygiene) are described on pages 39-40. These practices are highlighted in the “Guiding Principles” section of the plan beginning on page 40.</p>
Cleaning and Disinfection	<p>Disinfection shall occur daily in each classroom. Restrooms, doorknobs, and isolation rooms shall be cleaned multiple times per day and logs of cleaning will be maintained by custodial staff.</p>

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?</p>
<p>Training and Public Health Education</p>	<p>District protocols to prevent the spread of COVID-19 will be shared with students, staff and families beginning at the onset of the school year and will continue periodically.</p> <p>The CSD Communicable Disease Management Plan referred to repeatedly throughout this document was strategically designed by the team, including public health professionals, to meet OAR requirements but also to serve as a sustainable, consistent source of information for staff, students and their families.</p> <p>The District will continue to use additional communication platforms and consult with local public health professionals to craft and share supplemental information.</p>

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: [CSD Website](#)

Date Last Updated: **8/2022**

Date Last Practiced: **Current**