

**School-Level COVID-19 Management Plan**  
**Template For School Year 2022-23**



### School/District/Program Information


District or Education Service District Name and ID: Grants Pass School District 7

School or Program Name: Riverside Elementary

Contact Name and Title: Rob Henderson, Principal

Contact Phone: 541-474-5780 Contact Email: rhenderson@grantspass.k12.or.us

**Table 1.**

	<p><b>Policies, protocols, procedures and plans already in place</b></p> <p>Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>
<p><b>School District Communicable Disease Management Plan</b>  <a href="#">OAR 581-022-2220</a></p>	<p><a href="#">Comprehensive Communicable Disease Management Plan</a></p> <p>This plan combines the district’s Communicable Disease plan, Exposure Control Plan, Blood Borne Pathogens Plan, Pandemic Plan, COVID-19 specific guidance to complete a Comprehensive Communicable Disease Management Plan.</p>
<p><b>Exclusion Measures</b>  Exclusion of students and staff who are diagnosed with certain communicable diseases  <a href="#">OAR 333-019-0010</a></p>	<p><a href="#">Comprehensive Communicable Disease Management Plan Page 11-13</a></p> <p>Students and staff members should not return until they have met criteria to discontinue home isolation as described in the Planning for COVID-19 Scenarios in Schools or as outlined in appropriate ODE Ready Schools, Safe Learners Resiliency Framework.</p>
<p><b>Isolation Space</b>  Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for students with special health care needs.  <a href="#">OAR 581-022-2220</a></p>	<p><a href="#">Comprehensive Communicable Disease Management Plan Page 36-38</a></p> <p>Isolation spaces have been established in each building to isolate students and staff showing symptoms of COVID-19 while at school. Screening tools have been developed and staff at each building have been trained on the process for donning PPE and interviewing students about symptoms and onset. Additionally, administrative staff of the District have a reporting protocol and will assist response and help with communications with students and parents and with administering the rapid COVID-19 test, if the family so desires.</p>
<p><b>Educator Vaccination</b>  <a href="#">OAR 333-019-1030</a></p>	<p><a href="#">Comprehensive Communicable Disease Management Plan Page 43-44</a></p> <p>In response to the COVID-19 Vaccination Requirements for Teachers and School Staff (OAR 333-019-1030), Grants Pass School District 7 requires all teachers and staff to be fully vaccinated or have provided documentation of a medical or religious exception. Medical and religious exceptions are granted on a case-by-case basis and are followed with reasonable accommodations to further reduce the risk of COVID-19 contraction and transmission within the school community.</p>



## Policies, protocols, procedures and plans already in place

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

Emergency Plan or  
Emergency Operations  
Plan

[OAR 581-022-2225](#)

Available upon authorized request.

Additional documents  
reference here:



## SECTION 1. Clarifying Roles and Responsibilities

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

**Table 2. Roles and Responsibilities**

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	<ul style="list-style-type: none"><li>Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained.</li><li>In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary.</li></ul>	Rob Henderson, Principal	Dan Huber-Kantola, Dir. Of Operations

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	<ul style="list-style-type: none"> <li>Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li> </ul>		
School Safety Team Representative ( <i>or staff member knowledgeable about risks within a school, emergency response, or operations planning</i> )	<ul style="list-style-type: none"> <li>Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures.</li> <li>Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system.</li> </ul>	Rob Henderson, Principal	Anthony Perry, Risk Management Supervisor
Health Representative ( <i>health aid, administrator, school/district nurse, ESD support</i> )	<ul style="list-style-type: none"> <li>Supports building lead/administrator in determining the level and type of response that is necessary.</li> <li>Reports to the LPHA any cluster of illness among staff or students.</li> <li>Provides requested logs and information to the LPHA in a timely manner.</li> </ul>	Joy Huston, District Nurse	Martha Covrig, District Nurse
School Support Staff as needed ( <i>transportation, food service, maintenance/custodial</i> )	<ul style="list-style-type: none"> <li>Advises on prevention/response procedures that are required to maintain student services.</li> </ul>	Anthony Perry, Risk Management Supervisor	Dan Huber-Kantola, Dir. Of Operations

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>	<ul style="list-style-type: none"> <li>Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the school is responding, and action community members can take to protect their health.</li> <li>Shares communications in all languages relevant to school community.</li> </ul>	Kristin Hosfelt, Communications Specialist Rob Henderson, Principal	Anthony Perry, Risk Management Supervisor
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<ul style="list-style-type: none"> <li>Has responsibility over COVID-19 response during periods of high transmission. May act as school level support to Building lead/Administrator activating a scaled response.</li> <li>Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>	Anthony Perry, Risk Management Supervisor	Dan Huber-Kantola, Dir. Of Operations
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> <li>Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response.</li> <li>Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners.</li> </ul>	Anthony Perry, Risk Management Supervisor	Dan Huber-Kantola, Dir. Of Operations
Others as identified by team			



## Section 2. Equity and Mental Health

### Preparing a plan that centers equity and supports mental health

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

### Centering Equity

Identify existing district or school plans and tools that can be utilized when centering equity in prevention, response, and recovery from incidents of COVID-19 (e.g., district or school equity plans/stances/lenses/decision tools, Equity Committee or Team protocols, district or school systems for including student voice, existing agreements or community engagement or consultation models, Tribal Consultation<sup>1</sup>, etc.)

- <https://sites.google.com/grantpass.k12.or.us/gpsd7edistrategicplan/home>
- <https://resources.finalsite.net/images/v1620930263/grantpassk12orus/nbypxgovwlgaa2kfacem/TIDESummaryofActionSteps2019.pdf>



#### 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](#)

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

**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.	School data for grades, attendance, behavior etc. will be disaggregated and used to determine which students need additional support. Demographic data will be included to ensure unrepresented groups have their needs met.
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.	<ul style="list-style-type: none"> <li>• Interpreters provided for all family meetings and orientation nights when needed and communications translated into requested language.</li> <li>• Case managers will be onsite to partner with students with disabilities during orientation nights</li> <li>• Materials are translated and distributed describing available school and local mental health supports</li> <li>• Create healing and relationship-building norms, such as community and restorative circles (virtual or physically distanced), mindfulness, and social emotional learning activities. Respond to trauma and collective grieving as it arises.</li> <li>• Invest in differentiated learning opportunities and supports for staff across various identities and roles that focus on building relationships, social emotional wellness, and navigating differences across culture, power, and privilege</li> <li>• Recognize that COVID-19 impacts staff differently based on their race, age, culture, role, etc. Pay attention to all levels of the system and invest in needed support to center relationships and care. Be aware of how class and race shape one's ability to limit their exposure to COVID-19, considering the frontline workers.</li> <li>• Develop students' abilities to connect across cultures by affirming racial and cultural identities and creating opportunities for students to learn from each other and with each other.</li> </ul>
What support, training or logistics need to be in place to ensure that the named strategies are	Ongoing training for staff for the strategies listed above will be conducted by the District Equity Team and/or Equity Director.

OHA/ODE Recommendation(s)	Response:
understood, implemented, and monitored successfully.	

## 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 post invention plan; School Based Health Center resources; tribal resources, etc.)

- <https://www.grantpass.k12.or.us/community/building-resilient-communities>



### 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>Staff retreats/trainings to focus on reconnection</p> <p>No assessment 1st week of school</p> <p>To the extent possible we will have smaller class sizes for connection</p> <ul style="list-style-type: none"> <li>• 1st-5th Grade soft start</li> <li>• 6th and 9th grade only on first day of school</li> </ul>



OHA/ODE Recommendation(s)	Response:
	<p>K-12 Positive Behavior Instructional Support (PBIS) Lessons</p> <p>Individual parent meetings Kindergarten-5th</p> <p>New student orientation nights at middle and high school</p> <p>Welcome packet includes community resources (translated) available to families</p>
<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>	<ul style="list-style-type: none"> <li>• School based health center available to students and staff</li> <li>• List of easily accessible resources to staff and parents</li> <li>• weekly/monthly messages on mental health and wellness</li> <li>• Our Building Resilient Communities page:<a href="https://www.grantspass.k12.or.us/community/building-resilient-communities">https://www.grantspass.k12.or.us/community/building-resilient-communities</a></li> <li>• Ongoing community surveys (student, parent, and staff) that help identify needs</li> <li>• Community equity committee (Team for Inclusion, Diversity, and Equity) meet bi-monthly to process issues related to equity for students and families</li> </ul>
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>Administrative team and District Equity Team working with all demographic groups.</p> <ul style="list-style-type: none"> <li>• Use of student reflection of needs and student surveys help direct communication and lessons for care and connection.</li> <li>• Secure partners and resources to respond to the basic needs of students and families (e.g., food, shelter, clothing, mental/social/emotional health supports) and the needs of students and families to access online learning (e.g., digital devices, hot spots, technology support).</li> <li>• Apply an equity lens and assess the impact of the spring 2020 school closure on students and families through community forums, surveys, conversations, virtual home visits, formal and informal assessments, and any other relevant sources of information.</li> <li>• Mitigate risks for immigrant students and families</li> </ul>

OHA/ODE Recommendation(s)	Response:
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<ul style="list-style-type: none"> <li>• Student leadership groups at middle and high school to plan school support and spirit activities</li> <li>• Town halls and listening sessions set up at Grants Pass High School.</li> </ul> <p>Facilitate processes like empathy interviews with students, families, and community to better understand their experiences with the spring 2020 school closure and COVID-19, and amplify their gifts, stories, and experiences.</p> <ul style="list-style-type: none"> <li>• Working to provide counter narratives to biased representations of race, culture, gender, abilities, and poverty. For example, use the simple protocol outlined in Culturally Responsive Teaching and the Brain. Challenge the narrative around COVID-19, notice and name deficit representations, and deepen the counter narrative through literature.</li> <li>• Implement and offer continued support for programs and affinity groups that build on student strengths (e.g., Biliteracy Seal, Title VI Indian Education Programs, and clubs such as MEChA, and LGBTQ2SIA+ focused groups).</li> </ul>



### 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	<b>BASELINE MEASURES:</b> describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
COVID-19 Vaccination	<p><i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community.</i></p> <p>Per OAR 333-019-1030: Teachers, school staff and volunteers may not teach, work, learn, study, assist, observe, or volunteer at a school unless they are fully vaccinated or have provided documentation of a medical or religious exception.</p>
Face Coverings	Per Governor Brown's announcement on February 28, 2022, Oregon will lift the indoor mask requirements. On March 12, 2022, masks or face coverings will be optional for all individuals in the K-12 setting.
Isolation	Students and staff members should not return to any school campus until they have met criteria to discontinue home isolation as described in the Planning for COVID-19 Scenarios in Schools or as outlined in ODE Ready Schools, Safe Learners Resiliency Framework
Symptom Screening	Upon arrival, students and staff will be visually screened for signs or symptoms consistent with COVID-19. Students who complain or are observed with the excludable symptoms should be referred to the health room to be followed up with the nurse:
COVID-19 Testing	<p><i>OHA offers both <a href="#">diagnostic and screening testing programs</a> to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</i></p> <p>Abbott BinaxNOW point-of-care antigen testing will be available for free for students and staff who develop symptoms consistent with COVID-19 during school/work hours or school sponsored events (e.g., sports practice or scheduled events). While testing is recommended for primary COVID-19 symptoms, if staff or a student is being isolated from school for secondary COVID-19 symptoms, testing if desired should be permitted.</p> <p>iHealth COVID-19 Rapid Antigen at home test kits will be available for free for students and staff who develop symptoms consistent with COVID-19 during school/work hours or school sponsored events (e.g., sports practice or scheduled events). While testing is recommended for primary COVID-19 symptoms, if staff or a student is being isolated from school for secondary COVID-19 symptoms, testing if desired should be permitted.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	<b>BASELINE MEASURES:</b> describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
Airflow and Circulation	<i>To the extent possible, windows will be kept open to provide fresh air ventilation. Custodial staff will maintain a schedule for changing filters all schools HVAC systems. Directors and site administrators will consider the need for increased ventilation in areas as needed or required. Allen Dale's HVAC system was updated in 2021-22.</i>
Cohorting	<p>Where possible, stable cohorts will be established to reduce transmission of infectious diseases.</p> <ul style="list-style-type: none"> <li>• Where possible, a minimum of 35 square feet per person will be used to calculate individual room capacity.</li> </ul> <p>Student cohorts will remain as static as possible with the same staff, when possible.</p> <ul style="list-style-type: none"> <li>• Staff moving between cohorts or locations must practice hand hygiene in between interactions and sign in if they change school location.</li> <li>• Rosters of each cohort or class must be kept for all group encounters throughout the day, including transportation.</li> </ul> <p>Accurate attendance logs must be maintained for all classes and gatherings.</p>
Physical Distancing	To the extent possible, students and staff will maintain 3-6 feet physical distancing. Where possible, desks will be arranged to face the same direction, spaced at appropriate distances.
Hand Washing	<p>Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring upon entry, prior to eating, after using the restroom, and before and after recess</p> <ul style="list-style-type: none"> <li>• If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for individuals who can safely use hand sanitizer).</li> <li>• Students should be supervised with the use of hand sanitizer.</li> <li>• Hand sanitizer should not be used with students that have a sensitivity or risk of ingesting sanitizer related to developmental or cognitive level.</li> </ul>
Cleaning and Disinfection	<p>Routine sanitization measures will be in full effect, including processes to respond to potentially infectious material as outlined in Bloodborne Pathogens and Exposure Control Plan</p> <ul style="list-style-type: none"> <li>• All frequently touched surfaces within the school and on school buses will be cleaned and disinfected at least daily and between uses as much as possible. <ul style="list-style-type: none"> <li>○ Use of shared object will be limited where possible and cleaned between use to the extent possible.</li> </ul> </li> </ul>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	<b>BASELINE MEASURES:</b> describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
	<ul style="list-style-type: none"> <li>A schedule will be designated by the maintenance supervisor for increased, routine cleaning and disinfection.</li> </ul>
Training and Public Health Education	Staff will be trained, at least yearly, in transmission prevention and symptom identification.

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

OHA/ODE Recommendation(s) Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a> . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
COVID-19 Vaccination	<p><i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community.</i></p> <p>Per OAR 333-019-1030: Teachers, school staff and volunteers may not teach, work, learn, study, assist, observe, or volunteer at a school unless they are fully vaccinated or have provided documentation of a medical or religious exception.</p> <p>District 7 will comply will any additional requirements from ODE and/or OHA.</p>
Face Coverings	<p>Per Governor Brown’s announcement on February 28, 2022, Oregon will lift the indoor mask requirements. On March 12, 2022, masks or face coverings will be optional for all individuals in the K-12 setting.</p> <p>District 7 will comply will any additional requirements from ODE and/or OHA.</p>
Isolation	<p>Students and staff members should not return to any school campus until they have met criteria to discontinue home isolation as described in the Planning for COVID-19 Scenarios in Schools or as outlined in ODE Ready Schools, Safe Learners Resiliency Framework</p> <p>District 7 will comply will any additional requirements from ODE and/or OHA.</p>

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>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?</b> *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a> . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
Symptom Screening	<p>Upon arrival, students and staff will be visually screened for signs or symptoms consistent with COVID-19. Students who complain or are observed with the excludable symptoms should be referred to the health room to be followed up with the nurse.</p> <p>District 7 will comply will any additional requirements from ODE and/or OHA.</p>
COVID-19 Testing	<p><i>OHA offers both <a href="#">diagnostic and screening testing programs</a> to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</i></p> <p>Abbott BinaxNOW point-of-care antigen testing will be available for free for students and staff who develop symptoms consistent with COVID-19 during school/work hours or school sponsored events (e.g., sports practice or scheduled events). While testing is recommended for primary COVID-19 symptoms, if staff or a student is being isolated from school for secondary COVID-19 symptoms, testing if desired should be permitted.</p> <p>iHealth COVID-19 Rapid Antigen at home test kits will be available for free for students and staff who develop symptoms consistent with COVID-19 during school/work hours or school sponsored events (e.g., sports practice or scheduled events). While testing is recommended for primary COVID-19 symptoms, if staff or a student is being isolated from school for secondary COVID-19 symptoms, testing if desired should be permitted.</p> <p>District 7 will comply will any additional requirements from ODE and/or OHA.</p>
Airflow and Circulation	<p>To the extent possible, windows will be kept open to provide fresh air ventilation. Custodial staff will maintain a schedule for changing filters all schools HVAC systems. Directors and site administrators will consider the need for increased ventilation in areas as needed or required. Allen Dale’s HVAC system was updated in 2021-22.</p> <p>District 7 will comply will any additional requirements from ODE and/or OHA.</p>
	<p>Where possible, stable cohorts will be established to reduce transmission of infectious diseases.</p> <ul style="list-style-type: none"> <li>• Where possible, a minimum of 35 square feet per person will be used to calculate individual room capacity.</li> </ul> <p>Student cohorts will remain as static as possible with the same staff, when possible.</p>

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a> . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
Cohorting <sup>2</sup>	<ul style="list-style-type: none"> <li>• Staff moving between cohorts or locations must practice hand hygiene in between interactions and sign in if they change school location.</li> <li>• Rosters of each cohort or class must be kept for all group encounters throughout the day, including transportation.</li> </ul> <p>Accurate attendance logs must be maintained for all classes and gatherings.  District 7 will comply with any additional requirements from ODE and/or OHA.</p>
Physical Distancing	<p>To the extent possible, students and staff will maintain 3-6 feet physical distancing. Where possible, desks will be arranged to face the same direction, spaced at appropriate distances.  District 7 will comply with any additional requirements from ODE and/or OHA.</p>
Hand Washing	<p>Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring upon entry, prior to eating, after using the restroom, and before and after recess</p> <ul style="list-style-type: none"> <li>• If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for individuals who can safely use hand sanitizer).</li> <li>• Students should be supervised with the use of hand sanitizer.</li> <li>• Hand sanitizer should not be used with students that have a sensitivity or risk of ingesting sanitizer related to developmental or cognitive level.</li> </ul> <p>District 7 will comply with any additional requirements from ODE and/or OHA.</p>
Cleaning and Disinfection	<p>Routine sanitization measures will be in full effect, including processes to respond to potentially infectious material as outlined in Bloodborne Pathogens and Exposure Control Plan</p> <ul style="list-style-type: none"> <li>• All frequently touched surfaces within the school and on school buses will be cleaned and disinfected at least daily and between uses as much as possible. <ul style="list-style-type: none"> <li>○ Use of shared object will be limited where possible and cleaned between use to the extent possible.</li> </ul> </li> <li>• A schedule will be designated by the maintenance supervisor for increased, routine cleaning and disinfection.</li> </ul>

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



<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a> . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
	District 7 will comply will any additional requirements from ODE and/or OHA.
Training and Public Health Education	Staff will be trained, at least yearly, in transmission prevention and symptom identification. District 7 will comply will any additional requirements from ODE and/or OHA.

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	Escalating/de-escalating response tactics will be implemented based on requirements from State and Local regulatory authorities
Face Coverings	Escalating/de-escalating response tactics will be implemented based on requirements from State and Local regulatory authorities
Isolation	Escalating/de-escalating response tactics will be implemented based on requirements from State and Local regulatory authorities
Symptom Screening	Escalating/de-escalating response tactics will be implemented based on requirements from State and Local regulatory authorities
COVID-19 Testing	Escalating/de-escalating response tactics will be implemented based on requirements from State and Local regulatory authorities
Airflow and Circulation	Escalating/de-escalating response tactics will be implemented based on requirements from State and Local regulatory authorities
Cohorting	Escalating/de-escalating response tactics will be implemented based on requirements from State and Local regulatory authorities
Physical Distancing	Escalating/de-escalating response tactics will be implemented based on requirements from State and Local regulatory authorities
Hand Washing	Hand washing will always remain a top priority at all levels as it is the best and easiest mitigation strategy to implement for plethora of communicable diseases.

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?
Cleaning and Disinfection	Escalating/de-escalating response tactics will be implemented based on requirements from State and Local regulatory authorities
Training and Public Health Education	Escalating/de-escalating response tactics will be implemented based on requirements from State and Local regulatory authorities

## 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:** <https://www.grantspass.k12.or.us/parents/covid-19>

Date Last Updated: **8.15.2022**

Date Last Practiced: **8.15.2022**