

School-Level COVID-19 Management Plan

Template For School Year 2022-23



School/District/Program Information

District or Education Service District Name and ID: **Lane Education Service District / 4100032**

School or Program Name: **Westmoreland Campus Programs**

Contact Name and Title: **Justin Radabaugh Program Supervisor**

Contact Phone: **541-463-8502** Contact Email: **jradabaugh@lesd.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>https://docs.google.com/document/d/1uvjtLz7b-INluAvJGMZxgzX6JYWbzbzDo6E6NFOaPv1U/edit?usp=sharing</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commdisease.pdf</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>Staff who report or develop symptoms will report such to their supervisor and leave the school or worksite immediately.</p> <p>Students who report or develop symptoms must be isolated in the designated isolation area/room in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider, or other school staff.</p> <ul style="list-style-type: none"> - Isolation areas at Westmoreland campus: <ul style="list-style-type: none"> - Primary - Health Room - Secondary - Principals Office <p>If more than one student requires isolation measures to be implemented at the same time they will be monitored with a 1 to 1 staffing ratio.</p> <p>The assigned contracted nurse should be contacted immediately, whether they are on-site or not. The student’s parent/guardian should be contacted immediately to come to pick them up.</p> <p>If able to do so safely, a symptomatic student should wear a face covering.</p>



Policies, protocols, procedures and plans already in place

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Anyone providing supervision and symptom monitoring must wear an appropriate face covering or CDC-approved alternative. Any program staff in close contact with symptomatic students (less than 6 feet) shall wear a medical-grade face mask.

Other personal protective equipment (PPE) may be needed depending on symptoms and the care provided.

A non-medically trained staff member (i.e., a staff member other than a school nurse or member of the health services staff), when moving a student into isolation, will maintain at least 6 feet of distance from the student, unless impossible, and will wear a face covering or CDC-approved alternative.

Any PPE used during care of a symptomatic individual shall be properly removed, and cleaned or disposed of, prior to exiting the care space. After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60–95% alcohol.

To reduce fear, anxiety, or shame related to a student's isolation, staff should provide a clear explanation of procedures, including the use of PPE and handwashing.

Students will remain in the isolation area until a parent, guardian, or emergency contact arrives to take them home.

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

Effective October 18, 2021, 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. And, a school may not employ, contract with, or accept the volunteer services of teachers, school staff, or volunteers who are teaching, working, learning, studying, assisting, observing, or volunteering at a school unless the teachers or school staff are fully vaccinated against COVID-19 or have a documented medical or religious exception. This is also true for school-based program staff and volunteers. The rule also includes those who are not employed but are otherwise engaged to provide goods or services to a school or school-based program through any formal or informal agreement, whether compensated or uncompensated; who provide goods or services at or for a school-based program that includes direct or indirect contact with children or students. It does not include short-term visitors or individuals making deliveries. It also does not include district office, facility, or ESD staff who have never



Policies, protocols, procedures and plans already in place

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work at or volunteer in a school setting. Individuals who request a medical or religious exception must use the OHA forms. Schools that grant an exception to the vaccination requirement must take reasonable steps to ensure that unvaccinated teachers, school staff, and volunteers are protected from contracting and spreading COVID-19.

[Medical Exemption Request Form](#)

[Religious Exemption Request Form](#)

Emergency Plan or Emergency Operations Plan

[OAR 581-022-2225](#)

THE FOUR PHASES OF EMERGENCY MANAGEMENT

Prevention-Mitigation, Preparedness, Response, and Recovery. These should be incorporated into all school, district, or campus emergency management plans. The phases are defined as:

- **Prevention-Mitigation:** Identifying all potential hazards and vulnerabilities and reducing the potential damage they can cause;
- **Preparedness:** Collaborating with community partners to develop plans and protocols to prepare for the possibility that the identified hazards, vulnerabilities or emergencies will occur;
- **Response:** Working closely with first responders and community partners to effectively contain and resolve an emergency in, or around, a school or campus; and
- **Recovery:** Teaming with community partners to assist students and staff in the healing process, and restore a healthy and safe learning environment following an emergency event.

Lane ESD works hard to ensure that all staff and students are trained to respond effectively and efficiently during an emergency at or near school. One of the many ways we accomplish this is through our mandatory drill requirements for schools. The following drills are conducted each school year:

- Monthly Fire Drills
- One Earthquake Drills
- Two Lockdown Drills

Whenever possible schools conduct drills in partnership with our first responders police and fire.



Policies, protocols, procedures and plans already in place

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https://drive.google.com/file/d/1lqn990qVuclB8aLf0ly6A_iT7NO56o9d/view?usp=sharing

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"> Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained. 	Justin Radabaugh Program Supervisor	Brittney Spencer

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	<ul style="list-style-type: none"> ● In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary. ● Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners. 		
School 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. 	Justin Radabaugh Program Supervisor	Brittney Spencer
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. 	Joy Maxwell District Nurse	Justin Radabaugh

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. 	Justin Radabaugh Program Supervisor	Brad Johnston
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 the school community. 	Justin Radabaugh Program Supervisor	Brittney Spencer
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. 	Tony Scurto Superintendent	Carlos Sequeira Malcom McRae Ze Anderson Brown

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. 	Malcom McRae Jennifer Scheit (Jennifer.SCHEIT@lanecountyor.gov) Jose Zacarias (Jose.ZACARIAS@lanecountyor.gov). 541-682-1221 or 541-682-4041 x-1221.	Carlos Sequeira
Others as identified by team		Sue Mathisen Director of Special Education	



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.

- <https://drive.google.com/file/d/1PKpKOzti8m-lnZaFyZdTNUwdIVEBjsFV/view?usp=sharing>



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.	We are a specialized program for students who have a significant barrier to their education. 100% of the students and families we serve need differentiated or 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.	When a situation arises that is resulting in negative impacts on students due to COVID-19, our office team conducts a family survey asking questions about resource access, support networks, and connectivity of the home. Then work with the family, and homeroom teacher to develop a plan of support that minimizes the level of impact of the student.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	<ul style="list-style-type: none">● Survey questionnaire for the office team.● Workflow outline with the timeline for addressing concerns● Continued training for staff on designing instruction that can be delivered in multiple ways.

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://docs.google.com/forms/d/e/1FAIpQLSefd8haPYB5VzElzq8wZH_MNA1DLn3UuFuAH_49oW71xf9RdQ/viewform



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.	<ul style="list-style-type: none"> • Every student will have a homeroom teacher that they have every day for at least 2 hours a day. • All Students are greeted at the bus by classroom staff. • The first week back is dedicated to teaching routines and establishing relationships with students.
Describe how you will ensure class time, and individual time if needed, for creative opportunities that allow students and staff to explore and process their experiences.	<ul style="list-style-type: none"> • All students participate in a check-in check-out process where they identify what Zone of Regulation they are in, why, and identify what strategies they can use. • 4 days a week homeroom classes will teach an SEL lesson.
Describe how you will link staff, students and families with culturally relevant health and	<ul style="list-style-type: none"> • We partner with Stronger Oregon to support the student body in our program. • Employees have access through OEBC. • Information on all of these programs is shared out at least 2 times a year.

OHA/ODE Recommendation(s)	Response:
<p>mental health services and supports.</p>	
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<ul style="list-style-type: none"> <li data-bbox="611 378 1751 402">• Our student advisory committee will have mental health and wellbeing as a primary goal for their work this year.



Section 3. COVID-19 Outbreak Prevention, Response & Recovery:

Implementing mitigation activities, responding to periods of increased transmission, resuming baseline level mitigation, and debriefing actions to improve the process

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



Suggested Resources:

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

Table 5.

COVID-19 Mitigating Measures

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
COVID-19 Vaccination	<p><i>Due to the nature of our program our student body does not share close physical proximity to one another when they are at home. Because of this, we will not be offering a vaccine clinic on our site, but we will frequently communicate out the clinics being offered through the schools in Lane county.</i></p>
Face Coverings	<p>Masks are optional for students & Staff. Staff is required to wear masks during feeding protocols and while engaged in providing other personal care support. Masks are optional for staff in all other settings. We strongly encourage staff in life skills classes to remain masked while around students.</p>
Isolation	<p style="text-align: center;"><i>1. Isolation and monitoring</i></p> <p>Staff who report or develop symptoms will report such to their supervisor and leave the school or worksite immediately.</p> <p>Students who report or develop symptoms must be isolated in the designated isolation area/room in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider, or other school staff.</p> <ul style="list-style-type: none"> - Isolation areas at Westmoreland campus: <ul style="list-style-type: none"> - Primary - Health Room - Secondary - Principals Office <p>If more than one student requires isolation measures to be implemented at the same time they will be monitored with a 1 to 1 staffing ratio.</p> <p>The assigned contracted nurse should be contacted immediately, whether they are on-site or not. The student’s parent/guardian should be contacted immediately to come to pick them up.</p> <p>If able to do so safely, a symptomatic student should wear a face covering.</p> <p>Anyone providing supervision and symptom monitoring must wear an appropriate face covering or CDC-approved alternative. Any program staff in close contact with symptomatic students (less than 6 feet) shall wear a medical-grade face mask. Other personal protective equipment (PPE) may be needed depending on symptoms and the care provided.</p> <p>A non-medically trained staff member (i.e., a staff member other than a school nurse or member of the health services staff), when moving a student into isolation, will maintain at least 6 feet of distance from the student, unless impossible, and will wear a face covering or CDC-approved alternative.</p> <p>Any PPE used during care of a symptomatic individual shall be properly removed, and cleaned or disposed of, prior to exiting the care space. After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60–95% alcohol.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
	<p>To reduce fear, anxiety, or shame related to a student’s isolation, staff should provide a clear explanation of procedures, including the use of PPE and handwashing.</p> <p>Students will remain in the isolation area until a parent, guardian or emergency contact arrives to take them home.</p> <p style="text-align: center;">2. <i>Cleaning</i></p> <p>All areas where a symptomatic student or staff member was working prior to isolation or exiting the facility should be thoroughly cleaned and sanitized. Upon vacating a student from the designated isolation area, staff in coordination with facilities will provide appropriate cleaning and sanitization of the space prior to being used again.</p> <p style="text-align: center;">3. <u><i>Isolation and exclusion of symptomatic students and staff</i></u></p> <p style="text-align: center;">4. <i>Emergency Care</i></p> <p>COVID-19 is known to require emergency care in some cases. Emergency signs requiring immediate medical attention include:</p> <ul style="list-style-type: none"> ● Trouble breathing ● Persistent pain or pressure in the chest ● New confusion or inability to awaken ● Bluish lips or face ● Other severe symptoms <p>Staff will call 911 for emergency services should they see a student or staff member exhibiting emergency signs of COVID-19.</p>
Symptom Screening	<p style="text-align: center;">1. <i>Staff</i></p> <p>a) Employees are expected to conduct a self-check of health and potential exposure before entering sites, and to answer the following questions:</p> <ul style="list-style-type: none"> ▪ Are you currently sick, or are you experiencing any COVID-19-related symptoms? (see chart from OHA) ▪ Do you have a fever? <p>If the answer is “yes” to any of the above questions, the employee is to stay home or go home.</p> <p>b) Unvaccinated staff are expected to conduct a self-check of health and potential exposure before</p>

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	<p>entering sites, and to maintain a log of their answers to the following questions:</p> <ul style="list-style-type: none"> ▪ Are you currently sick, or are you experiencing any COVID-19-related symptoms? (see chart from OHA) ▪ Do you have a fever? <p>If the answer is “yes” to any of the above questions, the employee is to stay home or go home.</p> <p>c) Employees are expected to ask the following self-check questions if returning to work after being ill or symptomatic:</p> <ul style="list-style-type: none"> ▪ Are you well enough to work? ▪ Have you had a cough (persistent cough that is not yet diagnosed and cleared by a licensed healthcare provider), or shortness of breath (not explained by a situation such as an exercise) in the last 24 hours? ▪ Have you been fever free for 24 hours without the use of fever-reducing medications? ▪ Have you had diarrhea or vomiting within the last 24 hours? <p>d) Itinerant staff and all district staff who move between buildings or community locations (including but not limited to facilities, courier, and administrative staff) will use a district-provided tracking system to record the following visits:</p> <ul style="list-style-type: none"> ▪ Location ▪ Date of visit ▪ Arrival time ▪ Departure time ▪ Location within the building, if appropriate ▪ Names of individuals interacted with during the visit <p>2. <i>Students</i></p> <p>a) Parents and care providers will be directed to keep their child home in alignment with state exclusionary guidance. OHA/ODE Communicable Disease Guidance.</p> <p>b) Students will be visually screened upon exiting the bus or entry to the school facilities every day.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
COVID-19 Testing	<p><i>Our programs will offer both diagnostic and screening testing programs to all students.</i></p> <ul style="list-style-type: none"> • <i>Diagnostic testing is testing for individuals with symptoms of COVID-19 or those who have been exposed to COVID-19 through close contact with a case. The CDC recommends that all K-12 schools in Oregon offering in-person instruction offer free, on-site COVID-19 diagnostic testing such as that available through the COVID-19 Testing in Oregon’s K-12 Schools Program. Testing will help to quickly identify COVID-19 cases in K-12 schools, interrupt viral spread through households and in classrooms and reduce the risk for students and staff returning to in-person instruction.</i> • <i>Screening testing is testing for individuals without symptoms of COVID-19 or exposure to COVID-19. Because COVID-19 vaccines are very effective in reducing the risk of infection, the CDC recommends screening only in unvaccinated individuals. Oregon Health Authority (OHA) offers free COVID-19 screening testing to all unvaccinated K-12 teachers and staff to help reduce the spread of COVID-19 in schools. This program offers free at-home weekly screening testing by mail to any unvaccinated public or private K-12 teacher or staff member, including volunteers. Vaccination status will not be verified and all interested K-12 teachers and staff are welcome to enroll.</i>
Airflow and Circulation	<p>Air circulation and filtration are helpful factors in reducing airborne viruses.</p> <p>The district facilities department will operate and maintain all HVAC and ventilation systems so that they continue to function properly. When needed, modifications will be made to HVAC and ventilation systems to increase air dilution and filtration.</p> <p>The district will consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</p> <p>Ventilation systems will be checked and maintained by maintenance staff on a regular basis. The district will consider modifications or enhancements of building ventilation and filtration systems where feasible, following current guidance.</p>
Cohorting	<p>A key strategy in reducing the spread of disease is establishing stable cohort groups in schools. A cohort is a consistent group of students that stays together for the duration of the school day or part of the day.</p> <p>Westmoreland will establish 2 stable cohorts, limit cohort sizes and the number of cohorts each student is in, to allow for efficient contact tracing and minimize risk for exposure. The smaller the cohort, the less risk of spreading the disease. As cohort groups increase in size, the risk of spreading disease increases.</p> <p>A cohort within a classroom should be no larger than can be accommodated by the space available to provide the recommended square feet per person, including staff.</p> <p>Where feasible, schools will establish designated bathrooms for stable cohorts. Frequent cleaning of student and staff bathrooms should occur throughout the day.</p> <p>Cleaning and wiping surfaces (e.g., desks, door handles, etc.) should be maintained between multiple students uses, even in the same cohort.</p> <p>Staff who interact with multiple stable cohorts should wash/sanitize their hands between interactions with different stable cohorts.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
Physical Distancing	<ol style="list-style-type: none"> 1. <i>Employees, visitors, and volunteers should:</i> <ol style="list-style-type: none"> a) Maintain the recommended distance from others, unless job requirements necessitate closer physical proximity b) Use appropriate PPE if the recommended distance from others is not possible c) Staff should maintain physical distancing during all staff meetings, professional development activities, and conferences. Schools may consider virtual meetings or combined in-person and virtual meetings. 2. <i>Students are expected to:</i> <ol style="list-style-type: none"> a) Maintain recommended distance from others, unless activity requirements necessitate closer physical proximity b) Use respiratory etiquette and hand hygiene. Respiratory etiquette means covering coughs and sneezes with an elbow or tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized. 3. <i>Schools will:</i> <ol style="list-style-type: none"> a) Establish a minimum square footage per person outlined by OHA when determining room capacity, calculating only usable classroom space, and understanding that desks and room setup will require the use of all space in the calculation. This also applies to program-based professional development and staff gatherings. b) Support physical distancing in all daily activities and instruction, maintaining the recommended distancing between individuals to the maximum extent possible. For example, desks will be rearranged to at least 3 feet apart. Students should be assigned a single seat to use consistently throughout the day and every day. c) Minimize time standing in lines and take steps to ensure that the recommended distance between students is maintained, including marking spacing on the floor, one-way traffic flow in constrained spaces, etc.

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	<ul style="list-style-type: none"> d) Modify or stagger schedules to limit the number of students in spaces or arriving at the same time to avoid crowding or gathering — for example, recess schedules. e) Limit transitions to the extent possible during the student day, and create hallway procedures to promote physical distancing and minimize gatherings. f) Plan for students who will need additional support in learning how to maintain physical distancing requirements. Reinforce physical distancing expectations through positive behavior support and instruction; refrain from punitive discipline. g) Cancel, modify, or postpone field trips, assemblies, practices, special performances, school-wide parent meetings, and other large gatherings to meet requirements for physical distancing. h) Advise and encourage all people on campus to wash their hands frequently. i) Expect and teach students to avoid sharing community supplies, and to clean shared items frequently. j) Provide the district-established instruction minutes to students by level. <p>4. Programs are encouraged to:</p> <ul style="list-style-type: none"> a) Consider using outdoor spaces and common spaces. b) Consider ways to reduce mixing among cohorts of students. c) Design daily activities that support physical distancing.
Hand Washing	<p>Students and staff are expected, upon entry to school or worksite, to wash their hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60–95% alcohol.</p> <p>Hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas.</p> <ul style="list-style-type: none"> a) Support respiratory etiquette and hand hygiene for students, employees, vendors, volunteers, and worksite visitors. Respiratory etiquette means covering coughs and sneezes with an elbow or tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized. b) Staff who interact with multiple stable cohorts should wash/sanitize their hands

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?
	<p>between interactions with different stable cohorts.</p> <p>c) Use signage and regular reminders to encourage students and staff to adhere to requirements for hand hygiene and respiratory etiquette.</p> <p>d) Clean hands frequently, and avoid touching eyes, nose, or mouth with gloves or unwashed hands. Key times to clean hands include:</p> <ul style="list-style-type: none"> ▪ After blowing one’s nose, coughing or sneezing ▪ After using the restroom ▪ Before eating or preparing food
Cleaning and Disinfection	<p style="text-align: center;"><i>1. Cleaning products</i></p> <p>Only district-provided cleaning and disinfecting products will be used. These products will be selected from the EPA List N to reduce the risk of asthma.</p> <p>Staff training and product use information will be provided. Product safety data sheets (SDS) are logged in the district SDS database.</p> <p>Disinfectants will be applied safely and correctly following the manufacturer’s labeled directions. Disinfectant products will be kept away from students.</p> <p style="text-align: center;"><i>2. Custodial staff</i></p> <p>Facilities staff will have primary responsibility for daily cleaning and disinfection as outlined and will use CDC cleaning guidelines.</p> <p>Facilities staff will, not less than once per day, perform cleaning and disinfecting of all high touch points throughout the buildings, including but not limited to restrooms, common areas, doorknobs, light switches, and student desks throughout the building. Facilities staff will continue performing disinfecting of common touch points throughout the day, to the extent possible.</p> <p>Any cleaning and disinfecting needs based on known or suspected illness or when bodily fluids are present will be addressed only by trained personnel.</p> <p style="text-align: center;"><i>3. All staff</i></p> <p>All frequently touched surfaces (such as door handles and sink handles) and shared objects (such as toys, games, and art supplies) will be cleaned, sanitized, and disinfected throughout the day. Cleaning and disinfecting will be done in accordance with CDC guidance.</p> <p>All staff will have a role in supporting the cleaning and disinfection of classrooms, offices, bathrooms, activity areas, and frequently touched surfaces. For example, teachers and educational assistants may be assigned to clean high touchpoint areas and shared objects within the classroom or in other school settings. Employees will be required to clean their personal workspaces and points</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
	<p>of contact after use, including spraying disinfectant on restroom sinks, meeting tables, or other areas of shared furnishings or equipment (e.g. laminators, copy machines).</p> <p>Disinfectant spray and towels or disinfectant wipes, with use instructions, will be made available in each classroom for staff use to periodically disinfect common touch points within the classroom. All staff-designated areas will be supplied with disinfectant spray and towels or wipes to be used throughout the day as needed/desired.</p> <p style="text-align: center;">4. <i>Students</i></p> <p>Except for students engaged in work experience or as outlined in IEP/Transition Plans students shall not use disinfectant products. In such cases, students will be trained and supervised in the use of the disinfectant product. Disinfectant products should be stored in a manner where students do not have ready access to them</p> <p style="text-align: center;">5. <i>Schools</i></p> <p>Schools will:</p> <ul style="list-style-type: none"> ● Develop and use sanitizing protocols for all equipment used by more than one individual (students and staff), or, alternatively, purchase equipment for individual use. ● Establish and communicate expectations to staff, students, and families to limit and store personal property brought to school. Students’ personal property should be labeled prior to entering school. Students shall be instructed to not share their personal property with others in order to limit the spread of disease.
Training and Public Health Education	<ul style="list-style-type: none"> ● Staff will participate in required annual health services-related training to maintain health services practices in the school setting.

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?
COVID-19 Vaccination	Same measures that are already in place would continue during periods of high transmission. LESD will collaborate with Lane County Public health to determine if any additional actions are recommended.
Face Coverings	Same measures that are already in place would continue during periods of high transmission. LESD will collaborate with Lane County Public health to determine if any additional actions are recommended.
Isolation	Same measures that are already in place would continue during periods of high transmission. LESD will collaborate with Lane County Public health to determine if any additional actions are recommended.
Symptom Screening	<p>Along with the measures that are already in place our screening process would also include the following during periods of high transmission:</p> <ul style="list-style-type: none"> • Temperature check at the beginning of the day • Students will be asked a series of screening questions. If a student responds “yes,” additional screening may be necessary. For students who are unable to accurately report or students who are non-verbal, parents will be surveyed each morning as to student health status.
COVID-19 Testing	Same measures that are already in place would continue during periods of high transmission. LESD will collaborate with Lane County Public health to determine if any additional actions are recommended.
Airflow and Circulation	Same measures that are already in place would continue during periods of high transmission. LESD will collaborate with Lane County Public health to determine if any additional actions are recommended.
Cohorting ²	<p>Same measures that are already in place would continue during periods of high transmission. LESD will collaborate with Lane County Public health to determine if any additional actions are recommended.</p> <p><i>LESD will notify LCPH 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></p> <ol style="list-style-type: none"> 1. <i>At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i> 2. <i>At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i>

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?
Physical Distancing	Same measures that are already in place would continue during periods of high transmission. LESD will collaborate with Lane County Public health to determine if any additional actions are recommended.
Hand Washing	Same measures that are already in place would continue during periods of high transmission. LESD will collaborate with Lane County Public health to determine if any additional actions are recommended.
Cleaning and Disinfection	<p>Same measures that are already in place would continue during periods of high transmission. LESD will collaborate with Lane County Public health to determine if any additional actions are recommended.</p> <p>Additional cleaning procedures that will be considered are:</p> <ul style="list-style-type: none"> ● Use of electrostatic sprayers ● Cleaning of playground equipment ● Additional touchpoint cleaning during the day
Training and Public Health Education	All staff training will be conducted to implement the change identified in this table and review the mitigating measures in place.

Table 7.

COVID-19 Mitigating Measures

<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>COVID-19 Vaccination</p>	<p>If LESD collaborates with Lane County Public health determined additional actions were recommended. Those actions would revert back when district leadership determined these additional measures were no longer required.</p>
<p>Face Coverings</p>	<p>If LESD collaborates with Lane County Public health determined additional actions were recommended. Those actions would revert back when district leadership determined these additional measures were no longer required.</p>
<p>Isolation</p>	<p>If LESD collaborates with Lane County Public health determined additional actions were recommended. Those actions would revert back when district leadership determined these additional measures were no longer required.</p>
<p>Symptom Screening</p>	<p>After a determination in made to move us back to baseline morning check-in staff will discontinue:</p> <ul style="list-style-type: none"> ● Temperature check at the beginning of the day ● Students will be asked a series of screening questions. If a student responds “yes,” additional screening may be necessary. For students who are unable to accurately report or students who are non-verbal, parents will be surveyed each morning as to
<p>COVID-19 Testing</p>	<p>If LESD collaborates with Lane County Public health determined additional actions were recommended. Those actions would revert back when district leadership determined these additional measures were no longer required.</p>
<p>Airflow and Circulation</p>	<p>If LESD collaborates with Lane County Public health determined additional actions were recommended. Those actions would revert back when district leadership determined these additional measures were no longer required.</p>
<p>Cohorting</p>	<p>If LESD collaborates with Lane County Public health determined additional actions were recommended. Those actions would revert back when district leadership determined these additional measures were no longer required.</p>
<p>Physical Distancing</p>	<p>If LESD collaborates with Lane County Public health determined additional actions were recommended. Those actions would revert back when district leadership determined these additional measures were no longer required.</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?
Hand Washing	If LESD collaborates with Lane County Public health determined additional actions were recommended. Those actions would revert back when district leadership determined these additional measures were no longer required.
Cleaning and Disinfection	If LESD collaborates with Lane County Public health determined additional actions were recommended. Those actions would revert back when district leadership determined these additional measures were no longer required.
Training and Public Health Education	During an all-staff meeting we will review the current mitigating measures we are implementing.

PRACTICING PLAN TO IMPROVE PROCESS

Training exercises are essential to preparedness ensuring individuals understand their role in a communicable disease event. Exercises can also help identify gaps in the planning, thereby building upon and strengthening the plan over time. Schools, districts, and ESDs should schedule to exercise this plan annually and when any revisions are made to update the plan. The plan, or component(s) of the plan, can be tested through conversations, practice exercises, or other activities.

INSERT THE LINK where this plan is available for public viewing.

Date Last Updated: **8/10/2022**

Date Last Practiced: **09/08/2022**