

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



## **Grant School District #3**

**401 North Canyon City Boulevard**

**Canyon City, Oregon 97820**

**(541) 575-1280**

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### **School/District/Program Information**

District or Education Service District Name and ID: Grant School District #3, John Day, 2011

School or Program Name: Grant School District (John Day School District) #3

Contact Name and Title: Louis Dix

Contact Phone: 541-575-1280      Contact Email: [dixl@grantesd.k12.or.us](mailto:dixl@grantesd.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>OHA Communicable Disease Guidance for Schools (To Be Updated by 8/1 for 22-23): Communicable Disease Guidance for Schools COVID-19 Pandemic Addendum: <a href="https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commdisease.pdf">https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commdisease.pdf</a></p> <p>Oregon School Nurse Association (OSNA) toolkit samples:  <a href="https://schoolnursenet.nasn.org/oregonschoolnurses/resources/covid-19-toolkit-main-page">https://schoolnursenet.nasn.org/oregonschoolnurses/resources/covid-19-toolkit-main-page</a></p> <p>Grant School district Communicable Disease Plan – See Web Page</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>Investigation and control of disease. District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and works closely with LPHA.</p> <p>Applicable documents:          OHA Communicable Disease Guidance for Schools: Communicable Disease Guidance for Schools</p> <ul style="list-style-type: none"> <li>o Symptom-Based Exclusion Guidelines</li> <li>o Transmission Routes</li> <li>o Prevention or Mitigation Measures</li> <li>o School Attendance Restrictions and Reporting</li> </ul> <p>Do Not Send Ill Student to School Letter link:  <a href="https://drive.google.com/drive/folders/1qRLarskNdERUoOwGJwXkh6CMBok4zda4">https://drive.google.com/drive/folders/1qRLarskNdERUoOwGJwXkh6CMBok4zda4</a></p> <p>Exclusion guidelines: <a href="https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/COVID-19%20Exclusion%20Summary%20Chart.pdf">https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/COVID-19%20Exclusion%20Summary%20Chart.pdf</a></p> <p>RSSL Guidance - <a href="https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/RSSL-Guidance.aspx">https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/RSSL-Guidance.aspx</a></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>Isolation spaces are required. Protocols are established in each district building for a health room and an isolation room for illness to separate people who have or may have a contagious disease from people who are not sick required by OAR 581-022-2220. District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and works closely with LPHA.</p> <p><b>What will the teacher need to do if they send a student to the office that ends up in the isolation room, for the class room. Do they close the class or disinfect the desk? ... But what if someone has a cold, or just allergies while another has COVID in that isolated room?</b></p> <p>Follow updated school protocols for cleaning, sanitizing, and disinfecting school spaces. Please be clear with all staff and students that being "in isolation" is NOT the same as being diagnosed with COVID-19. Isolation is emphasized in guidance but is NOT new to the pandemic: per state law, the school should have space so that any student who is sick</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.

can be isolated from the rest of the student body. If a student is diagnosed with COVID-19 within 14 days of being school, follow LPHA advice for contact tracing and follow-up for close contacts of that student.

### **How can we find space for "isolation room"? Our schools are old; we don't have room.**

Consider using spaces opened up due to physical distancing requirement, such as teacher's lounge or direct therapy rooms; conference rooms. Consider adding ventilation and physical barriers in existing spaces.

physical distancing and/or physical barriers between individuals;

- adequate ventilation;
- face covering by all individuals age 5 and up;
- face mask - medical grade - and other PPE as needed worn by the person providing care -- changed between contact with individuals;
- hand hygiene (readily-available soap and water - ideally, sink and bathroom - or minimum 60% hand sanitizer) before and after contact, and whenever PPE is put on or removed
- Guidance section 2f recommends "Furniture: Consider removing upholstered furniture and soft seating and replace with surfaces that can be wiped down and cleaned easily."
- Guidance also requires supervision and monitoring of the student in isolation, and measures to reduce stigma, fear, or anxiety (don't label the space "dirty").

From OSNA colleagues: Also consider the need for students to walk from "clean" space to "isolation" space through public spaces; needing isolation spaces near exits if possible for pick-up; other measures to reduce exposure while student is symptomatic.

### **What about plans if a parent doesn't pick up a sick child?**

Student will remain in isolation.

**Can isolated students be required to wear face covering?...Many of the isolation spaces are not near the office. So students will have to walk there. Should students be encouraged to wear masks when walking to that room?**  
See sections 1h and 1i. Face covering for symptomatic individuals is recommended in current guidance "if it can be done safely."

### **What about video monitoring of the isolation room? ... Can video baby monitors be used as a surveillance method of isolation? We have very limited staff.**

Consider both safety and confidentiality. If "very limited staff" are monitoring, the video is not increasing safety. Consider district privacy policies before video recording students.



## 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.

### **Do schools need more than one isolation space? ... What if screening on arrival leads to 5-10 students "isolated" at once?**

Guidance emphasizes taking measures to reduce exposure; decisions about size, location, and number of isolation spaces for a given school should reflect consideration of those required measures.

### **Can the school nurse [or other health staff] serve the student in isolation at the same time as healthy? Even if they properly remove PPE for the healthy visit, and then put PPE back on to return to the isolated student?**

Guidance talks about having designated staff to supervise. Not explicit, but could be read as requiring a separate individual. For nurse specifically, appropriate PPE for sick care is emphasized, along with removing and \*disposing\* of PPE after care -- so, similar to other health care settings, using appropriate hygiene between every "patient" is emphasized.

### **We're worried about stigma and the impact on mental health when these isolation measures are implemented.**

Guidance recommends taking measures to reduce fear, anxiety, and stigma related to isolation. Remember that isolation is not a diagnosis; it is recognition that someone is sick, and needs extra care. Take measures such as considering signage - labeling "Care space" instead of "Dirty room" etc. explain the use of PPE, "something we do to take care of one another, something I do with everyone."

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

<https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=286290>

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

**We will begin the process to write a plan ASAP.**

**Additional documents  
reference here:**

[CDC COVID Community Levels](#)  
[OSNA COVID Toolkit](#)



## 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> <li>• Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li> </ul>	Louis Dix/Superintendent Karen Shelton/HS Principal Janine Attlesperger/Elem. Principal	Karen Shelton or Janine Attlesperger
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>	Louis Dix/Superintendent Karen Shelton/HS Principal Janine Attlesperger/Elem. Principal	Karen Shelton or Janine Attlesperger

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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>	Louis Dix/Superintendent  Karen Shelton/HS Principal  Janine Attlesperger/Elem. Principal	Karen Shelton or Janine Attlesperger
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>	Louis Dix/Superintendent  Karen Shelton/HS Principal  Janine Attlesperger/Elem. Principal	Karen Shelton or Janine Attlesperger
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>	Louis Dix/Superintendent  Karen Shelton/HS Principal  Janine Attlesperger/Elem. Principal	Karen Shelton or Janine Attlesperger
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>	Louis Dix/Superintendent  Karen Shelton/HS Principal  Janine Attlesperger/Elem. Principal	Karen Shelton or Janine Attlesperger

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"> <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>	Louis Dix/Superintendent Karen Shelton/HS Principal Janine Attlesperger/Elem. Principal	Karen Shelton or Janine Attlesperger
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.)

<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.



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**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:
<p>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.</p>	<ul style="list-style-type: none"> <li>• By Sept. 30, 2022, district administration will utilize registration information and previous academic records to identify students who experience barriers to their education or who are disproportionately impacted by COVID-19 (e.g., students at increased risk of severe COVID-19 illness due to cognitive or developmental function, students at increased risk of negative impact/complications related to immunocompromised health status, etc.). Teachers will be asked to identify additional students in their classroom who may be disproportionately impacted.</li> <li>• By Oct. 15, 2022, district administration in partnership with teachers will complete the empathy interview processes to understand student barriers within all populations of students in the school.</li> <li>• By Oct. 31, 2022, district administration will use the records review and empathy review information to design strategies that will remove barriers and provide additional support to students identified as needing additional support.</li> </ul>

OHA/ODE Recommendation(s)	Response:
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>By Sept. 1, 2022, teachers will reach out to students' family to begin the process of developing a plan. For students who are identified later in the process, teachers will connect with families during conferences or by special appointment.</li> <li>By Oct. 1, 2022, building administration in partnership with a student's guidance counselor and teacher will develop a plan in consultation with the student and family based on the unique needs of each student. The plan will be written and reviewed periodically throughout the year to ensure that it continues to fulfil the support needs.</li> </ul>
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"> <li>All school staff will continue professional development to assist in this work, and to implement needed support for students disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19.</li> <li>Each quarter (Oct. 7, Jan. 13, &amp; April 7) one professional development opportunity will be dedicated to professional development that focuses on a specific educational barrier and best practice strategies for our historically underserved populations.</li> </ul> <p>OHA/ODE Recommendation(s) Response:</p> <p>Building administration will review the progress of identified students periodically throughout the year to ensure the implemented support is achieving the desired result. That evaluation will be shared with students and families.</p>

## 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.)

- Community Counseling Solutions – have been contracted to provide counseling services each year.



**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>The school commits to creating learning opportunities that foster creative expression, make space for reflection and connection, and center on the needs of the whole child by:</p> <ul style="list-style-type: none"> <li>• Create a process where belonging and connection can be enhanced.</li> <li>• Host a “Back to School” for students and parents before the school year begins. This is a BBQ open to community, families, staff, and students.</li> <li>• Encourage school participation in actives and clubs.</li> </ul>
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"> <li>• Dedicated the first week of school to care and connection, with appropriate social-emotional learning tools to create relationships. This will mean that academic demands are intentionally reduced to ensure that reconnecting with peers and teachers are at the forefront.</li> <li>• Continue with social-emotional curriculum, which provides quality learning experiences, creating deep interpersonal relationships that focus on inclusion.</li> </ul>
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	<ul style="list-style-type: none"> <li>• Our district ELL staff will collaborate with district leaders and community partners to share resources and opportunities with our ELL families, including partnership and collaboration with our local community partner that focuses on supporting this community.</li> <li>• Our district ELL staff will hand a list of referrals to multicultural resources for both physical and mental health services.</li> <li>• By Sept. 1, 2022, all school staff will complete training in QPR (Question, Persuade, and Refer) for suicide prevention and student support.</li> <li>• Our district ELL staff will provide resources to students and families will be made available in multiple languages.</li> </ul>

OHA/ODE Recommendation(s)	Response:
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	The schools will prioritize authentic student voice on social-emotional learning; this will be co-designed with students. We'll utilize Second Steps and other resources to remove the stigma around mental health and the importance of emotional well-being and belonging.



## 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**

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>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?</b></p>
<p>COVID-19 Vaccination</p>	<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> <ul style="list-style-type: none"> <li>• Fall, 2022, the district will promote vaccination by providing information about the COVID-19 vaccine to families encouraging evidence-based information, trust and confidence in vaccines. Utilizing the COVID-19 Pediatric Vaccination Toolkit families will receive a letter.</li> <li>• Fall, 2022, the district will request accessibility kits from OHA to ensure information is accessible in preferred languages in preparation for our first vaccination clinic event.</li> </ul>
<p>Face Coverings</p>	<p>For all individuals, the use of face coverings is welcomed and encouraged.</p> <ul style="list-style-type: none"> <li>• Will post signage and place face coverings at the front door, creating an environment where face coverings are truly welcomed.</li> <li>• Will create and post signage alerting all students and staff that face coverings are required within the health care space per OAR 333-019-1011.</li> <li>• By Sept. 1, 2022, Dr. Irving will communicate to families that at some point during the school year the school may need to require masking, based on federal, state, or local laws and policies, or to ensure that students with immunocompromising conditions or other conditions that increase their risk for getting very sick with COVID-19 can access in-person learning. The communication will reiterate that students with immunocompromising conditions or other conditions or disabilities that increase risk for getting very sick with COVID-19 will not be placed into separate classrooms or otherwise segregated from other students.</li> <li>• Within 24 hours of when our school-community or county experiences an increase in communicable disease or when the COVID-19 Community Level is high, Mr. Dix will send a communication to all families recommending the use of OHA/ODE Recommendation(s) Layered Health and Safety Measures</li> </ul>
<p>Isolation</p>	<p>Per OAR 581-022-2220 schools must maintain supervised space to isolate the sick that is separate from the space where other health care tasks take place.</p> <ul style="list-style-type: none"> <li>• Administration will identify designated isolation spaces for every school day and additional spaces in the event of a communicable disease outbreak.</li> <li>• Administration will train school staff in isolation protocols for sick students and staff identified at the time of arrival or during the school day according to the CDMP. Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home.</li> </ul>
<p>Symptom Screening</p>	<p>In communication with families and in newsletter the school will include information to watch their student for symptoms of communicable disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present families are asked to keep their student home and get tested for COVID-19.</p> <ul style="list-style-type: none"> <li>• Fall, administration will train school staff on the district’s flexible, non-punitive, and supportive paid sick leave policies and practices, designed to encourage sick workers to stay home without fear of retaliation, loss of pay, loss of employment, or other negative impacts. Leave policies per the CBA are in effect.</li> <li>• Fall, administration will work closely with our ESD to proactively plan to grow substitute teacher capacity by identifying a list of part-time staff who may be able to temporarily fill-in and by utilizing ESSER funds to incentivize applicants.</li> <li>• Fall, Administration will train school staff on district polices related to excused absences for students who are sick, having adopted policies that allow flexible, non-punitive grading practices that support children who are learning at home due to illness.</li> </ul>

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?
	Administration will create a letter template for notifying families of illness within a classroom. The communication will include the message that staying home when sick can lower the risk of spreading communicable diseases, including the virus that causes COVID-19, to other people.
COVID-19 Testing	<p>Grant School District offers access to testing for those with symptoms or exposure to a person with confirmed COVID-19 in an indoor setting through OHA diagnostic and screening testing programs. Both programs are opt-in and families will have the opportunity to enroll their student throughout the school year by completing consent forms.</p> <ul style="list-style-type: none"> <li>• Diagnostic testing will be available to individuals with symptoms or exposure to COVID- 19. This includes a test to stay protocol for students or staff at increased risk of severe COVID-19 or at the direction of local public health, such as during an outbreak response.</li> </ul> <p>This essential access to free testing can help diagnose COVID-19 infection early. Screening testing is available to unvaccinated individuals without symptoms or exposure to COVID-19 and includes weekly testing. Unvaccinated staff or students who enroll will be tested weekly and all results are confidential.</p>
Airflow and Circulation	<ul style="list-style-type: none"> <li>• Fall, maintenance department will schedule monthly service checks of the HVAC system to optimize ventilation. Checks will ensure the system is meeting code requirements, providing acceptable indoor air quality as defined by ASHRAE Standard 62.1 for the current occupancy level for each space in the school.</li> <li>• Fall, 2022 Administration will train school staff on increasing ventilation and outdoor air supply by opening windows and doors, using fans and air purifying units in spaces where OHA/ODE Recommendation(s) Layered Health and Safety Measures</li> </ul> <p>BASELINE MEASURES: Outdoor air supply is limited. To the greatest extent possible, outdoor spaces will be utilized for breaks, lunches, and learning.</p>
Cohorting	Grant School District’s small class sizes and limited instruction space make cohorting a challenge. All students grades K-6 and all students grades 7-12 Cohorting will be accomplished to the maximum extent possible.
Physical Distancing	All teachers will be asked to arrange learning and other spaces so at least 3 feet of distance exists between students to the extent possible to encourage distancing.
Hand Washing	During the first month, the school will teach and reinforce proper handwashing and covering coughs and sneezes to lower the risk of spreading viruses, including the virus that causes COVID-19. Throughout the year, the school staff will monitor and reinforce these behaviors. Handwashing will be encouraged before and after meal or snack times and after using the bathroom.
Cleaning and Disinfection	<p>Within 24 hours of when a classroom has had a sick person or someone who tested positive for COVID-19, the space will be cleaned and disinfected.</p> <p>Surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) will be cleaned daily to reduce the risk of germs spreading by touching surfaces.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	<b>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?</b>
Training and Public Health Education	<p>The school has a communication protocol that includes informing families of COVID-19 cases within the school community. These communications are meant to provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school, and why these might differ from those of nearby schools or be different across school districts.</p> <ul style="list-style-type: none"> <li>• Administration will work with the school safety committee to ensure that staff have a safe place to bring implementation questions and suggestions forward.</li> <li>• By Fall, administration will train staff on the district’s health and safety protocols. The school safety committee oversees the implementation of the health and safety protocols that are inclusive of all staff.</li> <li>• Teachers will introduce the district’s health and safety protocols to students.</li> <li>• There will be ongoing training and reminders throughout the school year.</li> </ul>

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

OHA/ODE Recommendation(s) 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).
COVID-19 Vaccination	<p>Grant School District has approximately 465 students and 75 staff. Those staff who desire vaccination have already been vaccinated as have students. We will encourage and booster during periods of high transmission.</p>
Face Coverings	<p>During periods of high transmission:</p> <ul style="list-style-type: none"> <li>• Within 1 school day, Mr. Dix, in consultation with Jessica Winegar (Director, Grant County Health Clinic), will strongly recommend universal indoor masking. Administration will create and post signage at all entrance doors, and staff will ensure face coverings continue to be available at entrance doors. Per OAR 333-019-1011 face covering are required within health care spaces. These spaces within the school are designated by signage.</li> <li>• Within 1 school day, Mr. Dix will send a message to families when the COVID-19 Community Level is high, or when our school experiences a large outbreak or high absenteeism. The message will ask school community members to wear masks or respirators (such as N95s or KN95s) while indoors to provide greater protection to all. Wearing a well-fitting mask consistently and correctly reduces the risk of spreading the virus that causes COVID-19.</li> </ul> <p><b>*** Understand that the metric for high transmission rates is extremely inequitable and biased in a county with a population density of 1.2 ppl/mi<sup>2</sup>. When 20 positive cases are confirmed, our numbers are silly stupid per OHA when scaling to the ridiculous “per 100,000” metric that they report. This is extremely biased, inequitable and unfair due to idiots sitting in Salem. Twenty cases is not unheard of when an entire community will show up to funeral for one individual.</b></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).
Isolation	Per OAR 581-022-2220 schools must maintain space which isolates the sick or injured.
Symptom Screening	During periods of high transmission: <ul style="list-style-type: none"> <li>• Within 1 school day, administration will send a message to families about the active outbreak or COVID-19 Community Level categorization of high (see face coverings message).</li> </ul> In family communications these messages will be reinforced: <ul style="list-style-type: none"> <li>• Watch for symptoms of infectious disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present students should stay home and get tested for COVID-19.</li> <li>• Staying home when sick can lower the risk of spreading infectious diseases, including the virus that causes COVID-19, to other people.</li> <li>• The school has adopted flexible, non-punitive, and supportive policies and practices, designed to encourage sick individuals to stay home without negative impacts.</li> </ul> Within 2 school days, administration will retrain staff on identifying symptoms of illness associated with communicable disease and asked to monitor themselves and students daily. Per OAR, schools must maintain space which isolates the sick or injured.
COVID-19 Testing	Mr. Dix will send a message to families (see face coverings and symptom screening message) offering the opportunity to opt-in to the diagnostic testing or screening programs by completing consent forms.
Airflow and Circulation	Dustin Wilson, custodial manager will ensure the HVAC system is optimizing ventilation by checking service records and code recommendations. An extra effort will be made to increase ventilation and outdoor air supply by opening windows and doors, using fans and air purifying units.
Cohorting <sup>2</sup>	Grant School District will notify their county health department 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: <ol style="list-style-type: none"> <li>1. At the school level: <math>\geq 30\%</math> absenteeism</li> <li>2. At the cohort level: <math>\geq 20\%</math> absenteeism</li> </ol>
Physical Distancing	During periods of high transmission: Within 2 school days, administration will retrain teachers and students about the importance of physical distancing. The following steps will be taken: <ul style="list-style-type: none"> <li>• All school waiting spaces, eating spaces, and classroom desks will be spaced at least 3 feet between students.</li> <li>• Where lines need to form, spaces will be marked reminding those waiting to maintain distance.</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).
	<ul style="list-style-type: none"> <li>When and where possible indoor activities will be moved outdoors to increase distance and ventilation.</li> </ul>
<b>Hand Washing</b>	Within 1 school day, home room teachers will reteach proper handwashing and covering coughs and sneezes. Additionally, teachers will monitor students to encourage handwashing before entering the classroom, and before and after mealtimes.
<b>Cleaning and Disinfection</b>	During periods of high transmission: <ul style="list-style-type: none"> <li>Within 1 school day, County Health and school custodial staff will ensure clean surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) twice a day (before school and at lunch time) to reduce the risk of germs spreading by touching surfaces.</li> </ul> If a classroom has had a sick person or someone who tested positive for COVID-19 within the last 24 hours, County Health and school custodial staff will ensure the space will be cleaned and disinfected.
<b>Training and Public Health Education</b>	During periods of high transmission: <ul style="list-style-type: none"> <li>Within 1 school day, administration will continue communication protocol which includes informing families of COVID-19 cases within the school community. These communications provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school, and why these might differ from those of nearby schools or be different across school districts.</li> <li>Within 1 school day, administration will retrain staff to ensure that health and safety protocols are reviewed and strengthened. All staff will be asked to reteach lessons on the health and safety protocols to students.</li> </ul>

**Table 7.**

**COVID-19 Mitigating Measures**

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>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?</b></p>
<p>COVID-19 Vaccination</p>	<p>As the school transitions out of periods of high transmission slowly returning to baseline: For 4 weeks after the outbreak subsides or the COVID-19 Community Level is categorized as low, administration will provide information within school newsletters informing families of where they can get vaccinated or boosted in the community. Mr. Dix will use tools and resources to inform families of the benefits of being vaccinated and boosters against COVID-19.</p>
<p>Face Coverings</p>	<p>As the school transitions out of periods of high transmission slowly returning to baseline:</p> <ul style="list-style-type: none"> <li>• For 10 school days after the outbreak subsides or the COVID-19 Community Level is categorized as low,</li> <li>• Administration will continue to strongly recommend the use of face coverings indoors until the outbreak subsides. Signage will be posted at the front door, and face coverings will remain free and available. Per OAR 333-019-1011 face coverings are required in</li> <li>• health care spaces. These spaces within the school are designated by signage.</li> </ul> <p>Administration will send a communication to families recommending students and staff continue to wear face coverings to reduce the risk of spreading disease. Wearing a well-fitting mask consistently and correctly reduces the risk of spreading the virus that causes COVID-19. The messages will reiterate at a medium COVID-19 Community Level, people who are immunocompromised or at risk for getting very sick with COVID-19 should talk to their healthcare provider about the need to wear a mask and take other precautions (for example, avoiding high-risk activities).</p>
<p>Isolation</p>	<p>Per OAR 581-022-2220 schools must maintain space which isolates the sick or injured.</p>
<p>Symptom Screening</p>	<p>As the school transitions out of periods of high transmission slowly returning to baseline, communication with families in newsletters will be reinforced:</p> <ul style="list-style-type: none"> <li>• Watch for symptoms of infectious disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present students should stay home and get tested for COVID-19.</li> <li>• Staying home when sick can lower the risk of spreading infectious diseases, including the virus that causes COVID-19, to other people.</li> </ul> <p>The school has adopted flexible, non-punitive, and supportive policies and practices, designed to encourage sick individuals to stay home without negative impacts.</p>
<p>COVID-19 Testing</p>	<p>As the school transitions out of periods of high transmission slowly returning to baseline:</p> <ul style="list-style-type: none"> <li>• Diagnostic testing will continue to be available to individuals with symptoms or exposure to COVID-19. This includes a test to stay protocol for students or staff at increased risk of severe COVID-19 and at the direction of local public health. This essential access to free testing can help diagnose COVID-19 infection early.</li> </ul> <p>Screening testing will also continue to be available to unvaccinated individuals without symptoms or exposure to COVID-19 and includes weekly testing. Unvaccinated staff or students who enroll will be tested weekly and all results are confidential.</p>

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>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?</b>
<b>Airflow and Circulation</b>	<p>As the school transitions out of periods of high transmission slowly returning to baseline: After the outbreak subsides or the COVID-19 Community Level is categorized as low, Lonnie Dickens will continue with monthly service checks of the HVAC system to optimize ventilation. Checks will ensure the system is meeting code requirements, providing acceptable indoor air OHA/ODE Recommendation(s) Layered Health and Safety Measures</p> <ul style="list-style-type: none"> <li>• After the COVID-19 Community Level is categorized as low, activities where the school community comes together can be held indoors.</li> </ul>
<b>Cohorting</b>	<p>Grant School District's small class sizes and limited instruction space make cohorting a challenge. Grades 7-12 share common passing times as well as interact in classrooms and extra-curricular activities. Cohorting will be accomplished to the maximum extent possible.</p>
<b>Physical Distancing</b>	<p>As the school transitions out of periods of high transmission slowly returning to baseline, the school will continue to support and promote physical distancing by:</p> <ul style="list-style-type: none"> <li>• Striving for at least 3 feet between students to the extent possible by continuing to arrange learning and other spaces to allow and encourage distancing.</li> </ul> <p>Minimize time standing in lines, including marking spaces on floor, or encouraging one-way traffic flow in constrained spaces.</p>
<b>Hand Washing</b>	<p>As the school transitions out of periods of high transmission slowly returning to baseline, the school will monitor and reinforce these behaviors. Handwashing will be done before and after meal or snack times and after recess and after using the bathroom.</p> <ul style="list-style-type: none"> <li>• After the outbreak subsides, teachers will continue to monitor and reinforce proper handwashing and covering coughs and sneezes to lower the risk of spreading viruses.</li> <li>• Five days after the outbreak subsides, custodians will restock every classroom with adequate handwashing supplies, including soap and water to all school sinks and classrooms.</li> </ul> <p>Five days after the outbreak subsides, custodians will restock every classroom with a supply of hand sanitizer containing at least 60% alcohol for use. Hand sanitizers will be stored up, away, and out of sight of students.</p>
<b>Cleaning and Disinfection</b>	<p>As the school transitions out of periods of high transmission slowly returning to baseline:</p> <ul style="list-style-type: none"> <li>• After the outbreak subsides or the COVID-19 Community Level is categorized as low, school custodial staff will continue to ensure clean surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) daily to reduce the risk of germs spreading by touching surfaces.</li> </ul> <p>Within 24 hours of when a classroom has had a sick person or someone who tested positive for COVID-19, the space will be cleaned and disinfected.</p>
<b>Training and Public Health Education</b>	<p>As the school transitions out of periods of high transmission slowly returning to baseline:        After the outbreak subsides, administration will communicate to families the process of return to baseline activities. These communications will provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school, and why these might differ from those of nearby schools or be different across school districts.</p>

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://grantsd3.schoolinsites.com/>

Date Last Updated: **8/15/22**

Date Last Practiced: **9/8/22**