

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



School/District/Program Information

District or Education Service District Name and ID: Sweet Home School District 55 (ID: 2102)

School or Program Name:

Contact Name and Title: Kevin Strong, Business Manager

Contact Phone: 541) 367-7122

Contact Email: kevin.strong@sweethome.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/1hRfSaUqVuGXM-Wx3aHAxA2HEhZE7aU9gdCenb8Tk4g0/view</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>As of June 6, 2022, anyone with two or more symptoms must remain home for at least 5 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. With two or more symptoms, the individual chooses not to take a COVID-19 test, or tests positive, they will remain out for at least 5 days.</p> <p>If the individual has at least one symptom and tests negative, they will remain out for at least 24 hours (fever free) and other symptoms are improving.</p> <p>Involve school nurses and school-based health centers (SBHCs) in development of protocols and assessment of symptoms, when available.</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>	<ul style="list-style-type: none"> ● Each site will have a designated space to isolate students or staff members who develop COVID-19 symptoms. Isolate students and staff who report or develop symptoms, with staff supervision and symptom monitoring by a school nurse or other school-based health care provider, until they are able to go home. While waiting to go home, people displaying symptoms should wear a face covering, as should supervising staff. *If students are nauseous, struggling breathing, or in distress, they should not wear any face covering while waiting to go home. ● Designated space for students to receive non-COVID-19 health services that is separate from COVID-19 isolation space. ● First aid supplies are available as needed. ● Isolation protocols are implemented according to our District Communicable Disease Management Plan.



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.

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

All district staff members, employees, substitutes, cross-age tutors, coaches, and/or regular school-district volunteers will be required to demonstrate compliance to OAR 333-019-1030 no later than September 24, 2021, by:

- a) Submitting one (1) of the following documents to the building secretary:
 - Copy of proof of vaccination for COVID-19;
 - Completed OHA Medical Exception Form;
 - Completed OHA Religious Exception Form.
- b) Employees hired after September 24, 2021, will be required to submit one of the documents listed above before their first working date.

Our district office will verify the documents confidentially received from each school;

- The district will work with staff members, employees, substitutes, cross-age tutors, coaches and/or regular school-district volunteers requesting a medical or religious exception to determine if reasonable accommodations are possible which do not present undue hardships to building or district operations.
- The district will provide unvaccinated staff members, employees, substitutes, cross-age tutors, coaches and/or regular school-district volunteers with additional health and safety protocols to protect against COVID-19.

After October 18, 2021, the vaccination documentation and documentation of medical and religious exceptions must be:

- Maintained in accordance with applicable federal and state laws;
- Maintained by the district for at least two years; and
- Provided to the Oregon Health Authority upon request.
- Schools and school-based programs that violate any provision of this rule are subject to civil penalties of \$500 per day per violation.

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

<http://sweethome.k12.or.us/media/2022/05/SHSD-Emergency-Handbook.pdf>



Policies, protocols, procedures and plans already in place

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

Additional documents reference here:

More information can be found on our district website:

<http://sweethome.k12.or.us/covid-19/>



SECTION 1. Clarifying Roles and Responsibilities

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

Table 2. Roles and Responsibilities

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	<ul style="list-style-type: none"> Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained. In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary. Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners. 	Kevin Strong, Business Manager 541) 367-7122	Lisa Murphy, District Nurse 541) 409-6926

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
School Safety Team Representative <i>(or staff member knowledgeable about risks within a school, emergency response, or operations planning)</i>	<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. 	Thad Holub, Student Services Dir. 541) 367-7115	Kevin Strong, Business Manager 541) 367-7122
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. 	Lisa Murphy, District Nurse 541) 409-6926	Thad Holub, Student Services Dir. 541) 367-7115
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. 	Thad Holub, Student Services Dir. 541) 367-7115 Darel Bidwell, Transportation Dir. 541) 367-7116 Amber Walker, Nutrition Serv. Dir. 541) 367-7149	Josh Darwood, Facilities Director 541) 367-7636

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<p>Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i></p>	<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. 	<p>Thad Holub, Student Services Dir. 541) 367-7115</p>	<p>Kevin Strong, Business Manager 541) 367-7122</p>
<p>District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i></p>	<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. 	<p>Terry Martin, Acting Superintendent 541) 367-7126</p>	<p>Kevin Strong, Business Manager 541) 367-7122</p>
<p>Main Contact within Local Public Health Authority (LPHA)</p>	<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. 	<p>Lisa Murphy, District Nurse 541) 409-6926</p>	<p>Thad Holub, Student Services Dir. 541) 367-7115</p>
<p>Others as identified by team</p>			



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.)

- SDL Plans for each teacher/classroom



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](#)

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

Table 3.

Centering Equity

OHA/ODE Recommendation(s)	Response:
<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>	<p>The biggest student groups in our district are students with disabilities (SWD) and students who are experiencing houselessness. We are able to track the impact of COVID-19 on SWD through our Student Information System. We can review Attendance, Academic, and Behavior data. Our Student Information System currently doesn't have a way to identify and/or track students who are experiencing houselessness. We will need to develop a system to identify higher risk students in order to provide them with differentiated or additional support.</p>
<p>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.</p>	<ul style="list-style-type: none"> • All institutions have and adhere to anti-discrimination and/or inclusion policies. • Utilize our Family Liaison Officer to provide extra support and outreach to our most vulnerable students and families; • Coordinate district teams when necessary to ensure individuals have a network of follow-up and support. • District practice requires that cohorts do not present undue or unfair barriers to academic, behavioral, or health and mental health supports for any student. • Cohorting practices are evaluated to ensure that no focal groups are disadvantaged academically, or denied access to services or supports. • To meet the needs of diverse learners, small instructional groups can be organized within the classroom or student schedule to address common academic, social/emotional, or behavior needs.
<p>What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.</p>	<ul style="list-style-type: none"> • Create additional student flags in SIS to track differentiated support • School Board adopt updated policy language ACB - Every Student Belongs • Bias Incident Training for school staff • Creation of a district Equity Stance and Equity Lense

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.)

- RULER Training and RULER teams at each school
- QPR (Suicide Prevention) training for staff
- Partnership with Linn County Mental Health for support and training
- Counselor at each school site
- Hire Mental Health Counselor for grades 7-12



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"> ● SB Policies on Equal Educational Opportunities (JB, GBA), Non-discrimination (AC) ● Meet Division 22 standards for equal educational opportunities ● Foster intentional opportunities for connection; teachers know their students as individuals, and have close student/teacher relationships with them and their families. ● Cultivate connection and relationships.

OHA/ODE Recommendation(s)	Response:
<p>Describe how you will ensure class time, and individual time if needed, for creative opportunities that allow students and staff to explore and process their experiences.</p>	<ul style="list-style-type: none"> • All students, including focal group students have equal opportunity to take classes according to their interest. • Our District practice is to continue to offer performing arts, athletics, and pro-social opportunities to focus on health and well-being.
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<ul style="list-style-type: none"> • Our practice is to work with and support all students and ensure focal group students have access to health and mental health services. • Ensure school community members have full information regarding available local services including contact information.
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<ul style="list-style-type: none"> • Small school environment cultivates close, trusting environments, and valuing each student. • District practice is to create a nurturing, positive environment that cultivates a sense of belonging for each student. • Ensure each student has at least one and in most cases multiple teacher/staff/support personnel who knows them and has a strong relationship



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	CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Our district will investigate the staffing required to offer COVID-19 vaccine clinics for students and staff; we will promote notices about where to access vaccines in our community.
Face Coverings	Our district schools and facilities will be face mask friendly for the 2022-23 school year.
Isolation	<p>As of June 6, 2022, anyone with two or more symptoms must remain home for at least 5 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. With two or more symptoms, the individual chooses not to take a COVID-19 test, or tests positive, they will remain out for at least 5 days.</p> <p>If the individual has at least one symptom and tests negative, they will remain out for at least 24 hours (fever free) and other symptoms are improving.</p> <p>Involve school nurses and school-based health centers (SBHCs) in development of protocols and assessment of symptoms, when available.</p>
Symptom Screening	<ul style="list-style-type: none"> ● Students will undergo a visual screening or will have an attestation from parents that they are not experiencing symptoms that day. If a student has any of the primary symptoms from the visual screening, they will be sent to the office for a temperature check in the COVID-19 designated area. ● Employees will self-screen for COVID-19 symptoms each day and remain at home and notify their supervisor if they are symptomatic.
COVID-19 Testing	OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. The district schools will continue to offer diagnostic and antigen tests to staff and students with written consent.
Airflow and Circulation	<ul style="list-style-type: none"> ● The engineering controls of classroom HVAC systems have been used to minimize employee and student exposure to COVID-19. This is helpful for us to be able to pull in outside air and not circulate air from one classroom to another. ● All our filters are being changed regularly and have been upgraded to help clean air particulates.

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?
	<ul style="list-style-type: none"> • Staff are encouraged to open windows when practicable and keep doors open to help with ventilation. • We encourage teachers to hold class outside as much as is practicable.
Cohorting	To the maximum extent possible, all Sweet Home Schools will continue to practice 3-foot social distancing, and maintain daily contact logs/seating charts.
Physical Distancing	<ul style="list-style-type: none"> • A minimum of 25 square feet per person is available in classrooms, cafeteria, gyms, and other building locations. • To the maximum extent possible, all Sweet Home Schools will continue to practice 3-foot social distancing, and maintain daily contact logs/seating charts.
Hand Washing	<ul style="list-style-type: none"> • Hand hygiene training for staff will be provided by the District Nurse. Handwashing stations and/or sanitizers will be placed at the entry of the school and classrooms. • As a district we follow handwashing and respiratory etiquette as recommended by OHA and ODE as a part of our layered strategy to control virus spread. • Students are given age-appropriate education and instruction on handwashing/respiratory etiquette at the beginning of the school year and are reinforced as needed. Teachers and support staff are trained in handwashing and respiratory etiquette and model these to students.
Cleaning and Disinfection	Schools should clean surfaces at least once a day to reduce the risk of germs spreading by touching surfaces. If a facility has had a sick person or someone who tested positive for COVID-19 within the last 24 hours, the space should be cleaned and disinfected.
Training and Public Health Education	<ul style="list-style-type: none"> • District protocols require that communications reach all families in a timely manner. • We review our practices to ensure communications are reaching all families, particularly our focal group families. • Written correspondence and web notifications are provided in English and are available in other languages when needed.

Table 6.

COVID-19 Mitigating Measures

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</p>
<p>COVID-19 Vaccination</p>	<p>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Our district will investigate the staffing required to offer COVID-19 vaccine clinics for students and staff; we will promote notices about where to access vaccines in our community.</p>
<p>Face Coverings</p>	<p>Our district schools and facilities will be face mask friendly for the 2022-23 school year.</p>
<p>Isolation</p>	<p>As of June 6, 2022, anyone with two or more symptoms must remain home for at least 5 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. With two or more symptoms, the individual chooses not to take a COVID-19 test, or tests positive, they will remain out for at least 5 days.</p> <p>If the individual has at least one symptom and tests negative, they will remain out for at least 24 hours (fever free) and other symptoms are improving.</p> <p>Involve school nurses and school-based health centers (SBHCs) in development of protocols and assessment of symptoms, when available.</p>
<p>Symptom Screening</p>	<ul style="list-style-type: none"> ● Students will undergo a visual screening or will have an attestation from parents that they are not experiencing symptoms that day. If a student has any of the primary symptoms from the visual screening, they will be sent to the office for a temperature check in the COVID-19 designated area. ● Employees will self-screen for COVID-19 symptoms each day and remain at home and notify their supervisor if they are symptomatic.
<p>COVID-19 Testing</p>	<p>OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. The district schools will continue to offer diagnostic and antigen tests to staff and students with written consent.</p>

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</p>
<p>Airflow and Circulation</p>	<ul style="list-style-type: none"> • The engineering controls of classroom HVAC systems have been used to minimize employee and student exposure to COVID-19. This is helpful for us to be able to pull in outside air and not circulate air from one classroom to another. • All our filters are being changed regularly and have been upgraded to help clean air particulates. • Staff are encouraged to open windows when practicable and keep doors open to help with ventilation. • We encourage teachers to hold class outside as much as is practicable.
<p>Cohorting²</p>	<p><i>District schools will notify their LPHA about unusual respiratory disease activity if the following absence thresholds are met and at least some students are known to have influenza or COVID-like symptoms:</i></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> <p>To the maximum extent possible, all Sweet Home Schools will continue to practice 3-foot social distancing, and maintain daily contact logs/seating charts.</p>
<p>Physical Distancing</p>	<ul style="list-style-type: none"> • A minimum of 25 square feet per person is available in classrooms, cafeteria, gyms, and other building locations. • To the maximum extent possible, all Sweet Home Schools will continue to practice 3-foot social distancing, and maintain daily contact logs/seating charts. • School-wide meetings will be paused during periods of high transmission • Parent-teacher meetings will be held virtually during periods of high transmission
<p>Hand Washing</p>	<ul style="list-style-type: none"> • Hand hygiene training for staff will be provided by the District Nurse. Handwashing stations and/or sanitizers will be placed at the entry of the school and classrooms. • As a district we follow handwashing and respiratory etiquette as recommended by OHA and ODE as a part of our layered strategy to control virus spread.

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

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</p>
	<ul style="list-style-type: none"> • Students are given age-appropriate education and instruction on handwashing/respiratory etiquette at the beginning of the school year and are reinforced as needed. Teachers and support staff are trained in handwashing and respiratory etiquette and model these to students.
<p>Cleaning and Disinfection</p>	<p>Schools should clean surfaces at least once a day to reduce the risk of germs spreading by touching surfaces. If a facility has had a sick person or someone who tested positive for COVID-19 within the last 24 hours, the space should be cleaned and disinfected.</p>
<p>Training and Public Health Education</p>	<ul style="list-style-type: none"> • District protocols require that communications reach all families in a timely manner. • We review our practices to ensure communications are reaching all families, particularly our focal group families. • Written correspondence and web notifications are provided in English and are available in other languages when needed.

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 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>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Our district will investigate the staffing required to offer COVID-19 vaccine clinics for students and staff; we will promote notices about where to access vaccines in our community.</p>
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<p>COVID-19 Testing</p>	<p>OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. The district schools will continue to offer diagnostic and antigen tests to staff and students with written consent.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?
Airflow and Circulation	<ul style="list-style-type: none"> • The engineering controls of classroom HVAC systems have been used to minimize employee and student exposure to COVID-19. This is helpful for us to be able to pull in outside air and not circulate air from one classroom to another. • All our filters are being changed regularly and have been upgraded to help clean air particulates. • Staff are encouraged to open windows when practicable and keep doors open to help with ventilation. • We encourage teachers to hold class outside as much as is practicable.
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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.

<http://sweethome.k12.or.us/covid-19/school-blueprints/> where this plan is available for public viewing.

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

Date Last Practiced: **June 7, 2022**