

School-Level COVID-19 Management Plan

For School Year 2022-23



School/District/Program Information


District or Education Service District Name and ID: David Douglas School District 2187


School or Program Name: _____


Contact Name and Title: _____

Contact Phone: _____ Contact Email: _____

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>David Douglas School District partners with the Multnomah Education Service District (MESD) and follows its communicable disease management plan. It can be found at: (updated September 1, 2021): https://www.multnomahesd.org/uploads/1/2/0/2/120251715/cdmp.pdf</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>The David Douglas School District (DDSD) follows current Oregon Department of Education (ODE) and Oregon Health Authority (OHA) guidelines requiring exclusionary measures. DDSD also follows Multnomah County Public Health guidance which is aligned with the Centers for Disease Control and Prevention (CDC's) recommendations.</p> <p>School staff including administrators, nurses and others designated are required to exclude staff and students from school whom they have reason to suspect have COVID-19 and other certain communicable diseases. The Center for Disease Controls and Prevention recommends.</p> <ul style="list-style-type: none"> • Anyone diagnosed with COVID-19, per the CDC is required to isolate for five days. After the five days, individuals are required to continue to wear a well-fitting mask around others at home and in public places for an additional 5 days (day 6 through day 10) after the end of their 5-day isolation. This applies in most situations. However, as directed by the Health Department, an individual may have a 10-day isolation if they are not able to wear a well-fitting mask while around others. • The latest guidance for quarantine and isolation can be found on the District's website at https://www.ddouglas.k12.or.us/school-during-covid/covid-19-info-resources/. • When students or staff have tested positive and reported it to the school, they will be provided with a recommended return date determined by the MESD in collaboration with the Multnomah County Public Health Department.
<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>The David Douglas School District is required to maintain a prevention oriented health services program which includes health care and space that is appropriately supervised and adequately equipped for first aid, and isolates the sick or injured child from the student body.</p> <p>When students are identified with restrictable diseases or excludable symptoms, they should be separated from the well-population, in an appropriate space until they can be dismissed to home. At (Include School Name Here), the designated space will be located [REDACTED]. This isolation space must be separated from the healthcare area used to assess and treat injured and non-symptomatic children or to provide medication management and care of chronic healthcare conditions. Building nurses</p>

	<p>Policies, protocols, procedures and plans already in place</p> <p>Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>
	<p>and administrators will work to ensure that each building has a space that can provide separation as described. The isolation space should have adequate ventilation.</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>The David Douglas School District is following all requirements of the Oregon Administrative Rule: 333-019-1030 which requires all "Teachers, school staff and volunteers" to be "Fully vaccinated" which means having received both doses of a two-dose COVID-19 vaccine or one dose of a single-dose COVID-19 vaccine and at least 14 days have passed since the individual's final dose of COVID-19 vaccine.</p> <p>All DDSD schools meet the current OAR vaccination status requirements. All employees are either fully vaccinated or have received waivers as is permitted under the OAR.</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>All Schools are required to have an Emergency Plan. Those are kept in the school office and shared with staff.</p>
<p>Additional documents reference here:</p>	<p>Link to: GBEB: Communicable Diseases-Staff Link to: GBEB-AR: Communicable Diseases-Staff Link to: JHCC: Communicable Diseases-Students Link to: JHCC-AR: Communicable Diseases-Students</p>



SECTION 1. Clarifying Roles and Responsibilities

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

Table 2. Roles and Responsibilities

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	<ul style="list-style-type: none"> Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained. In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary. Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners. 	Include name, Principal	Include name & title
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 events, informing continuous improvement of the planning, prevention, response, and recovery system. 	Include names & titles	
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. 	Include assigned nurse's name & title	<p>MESD Communicable Disease (CD) Team</p> <p>cdsupport@mesd.k12.or.us</p>

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. 	Chris Ellison - Transportation Manager Lance Schweitzer- Facilities Manager Jodi Taylor- Nutrition Services Manager	
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. Share communications in all languages relevant to the school community. 	Dan McCue, Communications Director	
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. 	Florence Protopapas, Assistant Director of Student Services	Michael Salitore, Director of Student Services Dan McCue, Communications Director

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. 	Multnomah County Schools Outbreak Team Multnomah County Health Department 971.288.7175	Tiffany Colburn Hitchcock School Liaison Communicable Disease Services Multnomah County Health Department 971.288.7175
Others as identified by team	<ul style="list-style-type: none"> • Environmental response(ventilation, sanitation) • PPE Supplies 	Patt Komar, Director of Administrative Services	



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.)

- [David Douglas School District: District Equity Policy ACBA](#)
- [David Douglas Equity Plan](#)
- [David Douglas Equity Department Resources](#)
- [David Douglas Strategic Plan](#)
- [WSCC Model \(Whole School, Whole Child, Whole Community\)](#)



Suggested Resources from the Oregon Department of Education include:

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>Information is tracked in collaboration with the MESD through a symptom tracker form and at the district level through a Covid Reporting form. These documents allow the district and a building to monitor who has tested positive for Covid and has been quarantined from school settings.</p> <p>Students and families also share information with a variety of school staff. Once this information is shared, building teams try to match supports to student and family needs through resources available at the school site, district level and in the community. School Counselors, District Family Engagement Specialists and the District McKinney Vento (homeless) Liaison assist with this process.</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>	<p>Equity at both the individual and school levels should be considered in all decision-making. Care should be taken so that decisions related to layered prevention strategies and learning options do not disproportionately affect any group of people.</p> <p>For Students with disabilities: Federal and state disability laws require an individualized approach for working with children and youth with disabilities consistent with the child's IEP, Section 504 plan, or Individualized Family Service Plan (IFSP). Reasonable modifications, when necessary, must be provided to ensure equal access to in-person learning for students with disabilities. Administrators should consider additional prevention strategies to accommodate the health and safety of students with disabilities and protect their civil rights and equal access to safe in-person learning. Schools and Early Childhood programs should also consider the needs of people who are at risk for getting very sick with COVID-19 or who have family members at risk for getting very sick with COVID-19. Some students may need additional protections to ensure they can remain safely in the classroom. In addition, people who spend time indoors with individuals at risk for getting very sick with COVID-19 should consider taking extra precautions (for example, wearing a mask) even when the COVID-19 Community Level is not high. School districts, schools, Early Childhood programs, and classrooms may choose to implement masking requirements at any COVID-19 Community Level depending on their community's needs – and especially keeping in mind those for whom these prevention strategies provide critical protection for in-person learning. The U.S. Department of Education provides guidance and resources for schools and ECE programs to ensure students with disabilities continue to receive the services and supports they are entitled to so that they have successful in-person educational experiences.</p>

OHA/ODE Recommendation(s)	Response:
	Multnomah County provides culturally specific resources, events, etc. that are shared with families through social media and building level communications.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	<p>Building level Tier I Teams monitor school wide data in order to look for trends and determine needs for students and staff. These teams provide training and can work with district or County wide resources to ensure students and families have information and access to available resources.</p> <p>Tier I Teams work to review strategies that are implemented and monitored in order to determine the level of success for students.</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.)

- [David Douglas Strategic Plan](#)
- [Social, Emotional, and Mental Health Supports](#)
- [David Douglas SD Multi-Tiered Systems of Support](#)
- [Suicide Prevention](#)



Suggested Resources from the Oregon Department of Education include:

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>Developing and sustaining a positive, supportive, inclusive school climate is a focus for each building in the David Douglas School District. Each school building spends time at the beginning (and ongoing) of the school year emphasizing this and taking specific steps.</p> <p>All K-12 school buildings staff will participate in Relationship Centered Learning (RCL) professional development training during the 2022-23 school year in order to implement Restorative Practices. Restorative Practices are a framework for building and sustaining relationships between individuals and within a community. Through the use of authentic dialogue and differentiated relational strategies, we can respond to student behavior while coming to a common understanding of attitudes and actions that can repair issues and make things right with others.</p> <p>Tier I Teams review school wide data and share with building staff in order to increase a sense of connections and as a way to support positive school climates.</p> <p>Each school building has a Coordinated Care Team which reviews data to support students with housing insecurity, food insecurity, home supports, mental health and attendance.</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>Relational Centered Learning will be embedded throughout the school day.</p> <p>School counselors, school psychologists, Student Services Teachers on Special Assignment and social workers are available at each school site for additional ideas, consultation and to meet with individual students as needed.</p>
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	<p>All buildings within the David Douglas School District have access to mental health providers that they can refer students to. We work with our partners when specific, culturally relevant resources and supports are needed.</p> <p>The district Wellness Committee encourages wellness for staff. Each building has a wellness representative who works with building leadership to support and encourage healthy choices.</p> <p>Many of our elementary buildings have sensory spaces that provide students access to social-emotional supports intended to reduce the impact of trauma and anxiety, so they can engage in learning. This strengths-based approach teaches life-long skills of self-management, calm and focus, reducing classroom disruptions and disciplinary actions.</p>

OHA/ODE Recommendation(s)	Response:
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	<p>Following student's lead around initiative on wellbeing and mental health is extremely important and lends to creative opportunities. This is an area in development.</p> <p>Specific suicide prevention instruction and strategies along with promoting strong mental health and resources are critical aspects of instruction and all levels.</p> <ul style="list-style-type: none"> Wellness, social emotional learning, identity support and friendship building are critical aspects to suicide prevention at younger grades. Many of these skills as well as how to access resources and how to support friends are part of instruction for students at middle and high school.



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 the school will implement all of the time, each and every day of the school year, to reduce the spread of COVID-19 and protect in-person instruction?
COVID-19 Vaccination	<p><i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community.</i></p> <p>Being vaccinated is critical to prevent the spread of COVID-19. The David Douglas School District is following all requirements of the Oregon Administrative Rule: 333-019-1030 which requires all "Teachers, school staff and volunteers" to be "Fully vaccinated" which means having received both doses of a two-dose COVID-19 vaccine or one dose of a single-dose COVID-19 vaccine and at least 14 days have passed since the individual's final dose of COVID-19 vaccine.</p> <p>If additional vaccinations are required, DDSD will work with local county health officials and OHA to provide vaccination information and access.</p> <p>On a regular and continuous basis, families, staff and students will be provided with information about COVID-19 vaccination access across the County. The student based health clinic located at David Douglas High School, offers appointments for students. Students can access these services at any local student base health clinic, regardless of the school district they attend.</p>
	Wearing a well-fitting mask consistently and correctly reduces the risk of spreading the virus that causes COVID-19.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures the school will 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?
Face Coverings	<p>In alignment with ODE, Multnomah County Public Health (MCPH), DDSD is utilizing the Centers for Disease Control and Prevention (CDC) Community Level tool to determine indoor mask requirements. The tool places communities into three levels - low, medium and high - based on three key weekly indicators.</p> <p>In relation to the CDC Community Levels, masking in DDSD is as follows:</p> <ul style="list-style-type: none"> • Low – Masks Optional • Medium – Masks Recommended • High – Masks Required <p>Information will be shared with students, families, staff and community members if a change in masking is occurring. Face coverings will also be available at entrances of our school buildings.</p>
Isolation	<p>The David Douglas School District is required to maintain a prevention oriented health services program which includes health care and space that is appropriately supervised and adequately equipped for first aid, and isolates the sick or injured child from the student body.</p> <p>When students are identified with restrictable diseases or excludable symptoms (regardless of what CDC Community Level we might be experiencing), they should be separated from the well-population, in an appropriate space until they can be dismissed to home. Each building has designated space that will be located near the office. This isolation space must be separated from the healthcare area used to assess and treat injured and non-symptomatic children or to provide medication management and care of chronic healthcare conditions. Building nurses and administrators will work to ensure that each building has a space that can provide separation as described. The isolation space should have adequate ventilation.</p>
Symptom Screening	<p>David Douglas School District schools will continue to practice multi-point visual screenings, which is not the same as “screening testing”, but can however lead to additional screening questions and considerations in order to limit potentially ill individuals from exposing others.</p> <p>These occur:</p> <ul style="list-style-type: none"> ○ Prior to leaving for school. Staff and secondary students can “screen” themselves to ensure they are not demonstrating any of the primary symptoms of COVID-19 (cough, fever [temperature of 100.4°F or higher] or chills, shortness of breath, difficulty breathing, or new loss of taste or smell). Families of elementary age

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures the school will 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>students are encouraged to visually “screen” their children.</p> <ul style="list-style-type: none"> ○ Upon entry to the bus and/or the building, school staff will continue visually screening students to see if a more thorough screening needs to take place. ○ As students enter classrooms and throughout the day, staff will continue to visually “screen” students to see if there are any changes in behavior that might indicate that a student is not feeling well and might require a more thorough screening. <p>If students or staff display any of the primary symptoms while onsite, additional steps will be taken including temperature checks.</p>
COVID-19 Testing	<p>OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</p> <p>Diagnostic Testing for K-21 Students and Staff</p> <p>This program is intended to test symptomatic and exposed students and school staff only. 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-21 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.</p> <ul style="list-style-type: none"> ● All school buildings have the ability to test students and/or staff who develop symptoms while onsite through the OHA (Oregon Health Authority) BinaxNOW testing program with signed consent. Information about this will be sent out to families and staff. Consent forms will be sent home. <p>Screening testing identifies people with COVID-19 who do not have symptoms or known or suspected exposures, so that steps can be taken to prevent further spread of COVID-19. At baseline levels, as a district we would not offer screening testing.</p> <p>Families and staff will also be provided with information regarding how to order home kits through the following site provided by the federal government: https://special.usps.com/testkits?fbclid=IwAR0oBc8JU1tXTlaP5N_-OpyRvDUyV_leZn0gTvgzLWNWEvIdIHT1ye_tCMA</p>
Airflow and Circulation	<p>All David Douglas School locations meet or exceed the expectations.</p> <p>Portable HEPA filters are available for all spaces where staff and students congregate across the district as well as replacement filters. Building administrators and custodians are given information about replacement schedules.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures the school will 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>The district encourages staff to keep windows open when possible to increase air flow.</p> <p>All filtration was replaced recently and is replaced 3 times per year.</p> <p>Building custodians are expected to clean, maintain, and clear any debris that may affect the function and performance of the ventilation system, when filters are changed or as needed.</p> <p>Considerations will be made for the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</p> <p>Each space will be reviewed by building administrators, school nurses, and head custodian to determine specific ventilation needs.</p>
Cohorting	<p>Cohorting is the practice of keeping people together in a small or “assigned” group and having each group stay together throughout the day, while minimizing contact between cohorts.</p> <p>Students are assigned to classrooms, class periods, after school programming, athletics and/or on bus routes. If needed, we are able to identify students within one of these cohorts at any time in the school year if there is a need for identification and notification of a possible communicable disease exposure.</p>
Physical Distancing	DDSD follows ODE and OHA guidelines regarding physical distancing. While at baseline, no additional measures will be taken regarding physical distancing.
Hand Washing	<p>Washing hands can prevent the spread of infectious diseases. Schools will teach and reinforce proper handwashing to lower the risk of spreading viruses, including the virus that causes COVID-19. DDSD will continue the practice of advising students, staff and visitors to wash their hands frequently. Hand sanitizer is provided when hand washing is not possible. Schools will monitor and reinforce these behaviors, especially during key times in the day (for example, before and after eating and after recess) and should also provide adequate hand washing supplies, including soap and water.</p> <p>Schools will teach and reinforce covering coughs and sneezes to help keep individuals from getting and spreading infectious diseases, including COVID-19.</p> <p>Visuals, videos and modeling will be provided at the beginning of the year and throughout the year to remind students, staff, and visitors of safety measures to practice around handwashing and respiratory etiquette. Visuals</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures the school will 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?
	are provided in several languages.
Cleaning and Disinfection	<p>All buildings will ensure that high touch areas will be cleaned frequently and plans for systematic disinfection of classrooms, offices, bathrooms and activity areas will be developed to ensure this occurs throughout the day. This information is outlined via a district provided spreadsheet.</p> <p>Cleaning schedules will be documented and reviewed on a regular basis.</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 per the MESD Comprehensive Communicable Disease Plan Cleaning and Disinfection guidance that clean schools & district buildings contribute to healthy environments and reduce the risk of communicable disease transmission.</p>
Training and Public Health Education	<p>Building administrators in collaboration with their school's nurse will provide training on the School-Level Covid-19 Management Plan at the beginning of the school year. This information will be in collaboration with the MESD Comprehensive Communicable Disease Management Plan and CDC guidelines.</p> <p>Information from this plan and the most up to date County and CDC guidance will be provided to families at the beginning of the school year and when updates are made throughout the school year. This information can also be found on our website.</p>

Table 6. COVID-19 Mitigating Measures

OHA/ODE Recommendation(s) Layered Health and Safety Measures	MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
COVID-19 Vaccination	DDSD is following all requirements of the Oregon Administrative Rule: 333-019-1030 which requires all "Teachers, school staff and volunteers" to be "Fully vaccinated" which means having received both doses of a two-dose COVID-19 vaccine or one dose of a single-dose COVID-19 vaccine and at least 14 days have passed since the individual's final dose of COVID-19 vaccine.

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	<p>On a regular and continuous basis, families, staff and students will be provided with information about COVID-19 vaccination access across the County. The student based health clinic located at David Douglas High School, offers appointments for students. Students can access these services at any local student base health clinic, regardless of the school district they attend.</p> <p>As a district, we will monitor Community Levels and vaccination updates. If there is a need, we may partner with local organizations to offer vaccinations and/or boosters on site.</p>
Face Coverings	<p>In alignment with ODE, Multnomah County Public Health (MCPH), DDS is utilizing the Centers for Disease Control and Prevention (CDC) Community Level tool to determine indoor mask requirements. The tool places communities into three levels - low, medium and high - based on three key weekly indicators.</p> <p>In relation to the CDC Community Levels, masking in DDS is as follows:</p> <ul style="list-style-type: none"> ● Low – Masks Optional ● Medium – Masks Recommended ● High – Masks Required <p>Information will be shared with students, families, staff and community members if a change in masking is occurring. Face coverings will also be available at entrances of our school buildings.</p> <p>Information will be shared with students, families, staff and community members if a change in masking is occurring. Face coverings will also be available at entrances of our school buildings.</p>
Isolation	<p>Each school building in DDS will maintain a prevention oriented health services program which includes health care and space that is appropriately supervised and adequately equipped for first aid, and isolates the sick or injured child from the student body.</p> <p>When students are identified with restrictable diseases or excludable symptoms (regardless of what CDC Community Level we might be experiencing), they should be separated from the well-population, in an appropriate space until they can be dismissed to home.</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>This isolation space must be separated from the healthcare area used to assess and treat injured and non-symptomatic children or to provide medication management and care of chronic healthcare conditions. Building nurses and administrators will work to ensure that each building has a space that can provide separation as described. The isolation space should have adequate ventilation.</p>
<p>Symptom Screening</p>	<p>David Douglas School District schools will continue to practice multi-point visual screenings, which is not the same as “screening testing”, but can however lead to additional screening questions and considerations in order to limit potentially ill individuals from exposing others.</p> <p>These occur:</p> <ul style="list-style-type: none"> ○ Prior to leaving for school. Staff and secondary students can “screen” themselves to ensure they are not demonstrating any of the primary symptoms of COVID-19 (cough, fever [temperature of 100.4°F or higher] or chills, shortness of breath, difficulty breathing, or new loss of taste or smell). Families of elementary age students are encouraged to visually “screen” their children. ○ Upon entry to the bus and/or the building, school staff will continue visually screening students to see if a more thorough screening needs to take place. ○ As students enter classrooms and throughout the day, staff will continue to visually “screen” students to see if there are any changes in behavior that might indicate that a student is not feeling well and might require a more thorough screening. <p>If students or staff display any of the primary symptoms while onsite, additional steps will be taken including temperature checks.</p>
<p>COVID-19 Testing</p>	<p>Diagnostic Testing for K-21 Students and Staff</p> <p>This program is intended to test symptomatic and exposed students and school staff only. 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-21 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.</p> <ul style="list-style-type: none"> ● All school buildings have the ability to test students and/or staff who develop symptoms while onsite through the OHA (Oregon Health Authority) BinaxNOW testing program with signed consent. Information about this will be sent out to families and staff. Consent forms will be sent home.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
	<p>Screening testing identifies people with COVID-19 who do not have symptoms or known or suspected exposures, so that steps can be taken to prevent further spread of COVID-19. At baseline levels, as a district we would not offer screening testing.</p> <p>Families and staff will also be provided with information regarding how to order home kits through the following site provided by the federal government: https://special.usps.com/testkits?fbclid=IwAR0oBc8JU1tXTlaP5N_0pyRvDUyV_leZn0gTvgzLWNWEvidlHT1ye_tCMA</p>
Airflow and Circulation	<p>All David Douglas School locations meet or exceed the expectations.</p> <p>Portable HEPA filters are available for all spaces where staff and students congregate across the district as well as replacement filters. Building administrators and custodians are given information about replacement schedules.</p> <p>The district encourages staff to keep windows open when possible to increase air flow.</p> <p>All filtration was replaced recently and is replaced 3 times per year.</p> <p>Building custodians are expected to clean, maintain, and clear any debris that may affect the function and performance of the ventilation system, when filters are changed or as needed.</p> <p>Considerations will be made for the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</p> <p>Each space will be reviewed by building administrators, school nurses, and head custodian to determine specific ventilation needs..</p>
Cohorting ²	<p><i>Schools should 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>

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

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</p>
	<p>1. <i>At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i></p> <p>2. <i>At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i></p> <p>Cohorting is the practice of keeping people together in a small or “assigned” group and having each group stay together throughout the day, while minimizing contact between cohorts.</p> <p>Students are assigned to classrooms, class periods, after school programming, athletics and/or on bus routes. If needed, we are able to identify students within one of these cohorts at any time in the school year if there is a need for identification and notification of a possible communicable disease exposure.</p> <p>The David Douglas School District will follow recommendations of the MESD and Multnomah Health Department regarding the need for notifications if an identified cohort has a high number of absences due to illness.</p>
Physical Distancing	<p>David DOuglas School District follows ODE and OHA guidelines regarding physical distancing. During periods of high transmission, If health guidelines change, DDSD will follow those.</p> <p>They could include schools supporting physical distancing in all daily activities and instruction, striving for at least 3 feet between students to the extent possible, especially if there is high transmission within the County.</p> <ul style="list-style-type: none"> • When it is not possible to maintain a physical distance, staff will continue to layer multiple other prevention strategies including air ventilation, hand washing, offering of vaccination resources, etc. • Staff will continue to consider physical distancing requirements when setting up learning and other spaces, arranging spaces and groups to allow and encourage physical distance. • Minimize time standing in lines and take steps to ensure that distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. • For school events, staff meetings, etc. food would be served outside and CDC masking recommendations would be followed.
Hand Washing	<p>Washing hands can prevent the spread of infectious diseases. Schools will teach and reinforce proper handwashing to lower the risk of spreading viruses, including the virus that causes COVID-19. DDSD will continue the practice of advising students, staff and visitors to wash their hands frequently. Hand sanitizer is provided when hand washing is not possible. Schools will monitor and reinforce these behaviors, especially during key times in the day (for example, before and after eating and after recess) and should also provide adequate hand washing supplies, including soap and water.</p> <p>Schools will teach and reinforce covering coughs and sneezes to help keep individuals from getting and spreading</p>

<p>OHA/ODE Recommendation(s)</p> <p>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?</p> <p>*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>infectious diseases, including COVID-19.</p> <p>Visuals, videos and modeling will be provided at the beginning of the year and throughout the year to remind students, staff, and visitors of safety measures to practice around handwashing and respiratory etiquette. Visuals are provided in several languages.</p> <p>When transmission is high in the County, students, staff and visitors are expected to wash hands or use hand sanitizer including: upon entrance to buildings, after using the restroom, before eating, before and after going to recess.</p>
<p>Cleaning and Disinfection</p>	<p>All buildings will ensure that high touch areas will be cleaned frequently and plans for systematic disinfection of classrooms, offices, bathrooms and activity areas will be developed to ensure this occurs throughout the day. This information is outlined via a district provided spreadsheet.</p> <p>Cleaning schedules will be documented and reviewed on a regular basis.</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 per the MESD Comprehensive Communicable Disease Plan Cleaning and Disinfection guidance that clean schools & district buildings contribute to healthy environments and reduce the risk of communicable disease transmission.</p> <p>Additionally during high transmission periods (or if a high number of cases have been linked to one classroom), school custodians will use electrostatic foggers prior to the return of students and staff.</p>
<p>Training and Public Health Education</p>	<p>Building administrators in collaboration with their school’s nurse will provide training on the School-Level Covid-19 Management Plan at the beginning of the school year. This information will be in collaboration with the MESD Comprehensive Communicable Disease Management Plan and CDC guidelines.</p> <p>Information from this plan and the most up to date County and CDC guidance will be provided to families at the beginning of the school year and when updates are made throughout the school year.</p>

Table 7.

COVID-19 Mitigating Measures

OHA/ODE Recommendation(s) Layered Health and Safety Measures	STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?
COVID-19 Vaccination	Vaccination practices will stay in place.
Face Coverings	<p>In alignment with ODE, Multnomah County Public Health (MCPH), DDSD is utilizing the Centers for Disease Control and Prevention (CDC) Community Level tool to determine indoor mask requirements. The tool places communities into three levels - low, medium and high - based on three key weekly indicators.</p> <p>In relation to the CDC Community Levels, masking in DDSD is as follows:</p> <ul style="list-style-type: none"> • Low – Masks Optional • Medium – Masks Recommended • High – Masks Required <p>Information will be shared with students, families, staff and community members if a change in masking is occurring. Face coverings will also be available at entrances of our school buildings.</p> <p>Information will be shared with students, families, staff and community members if a change in masking is occurring. Face coverings will also be available at entrances of our school buildings.</p>
Isolation	Isolation requirements will stay in place.
Symptom Screening	General visual screenings will continue.
COVID-19 Testing	Testing options will continue to be made available and shared with students, families and staff.
Airflow and Circulation	Airflow and circulation practices will continue.

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?
Cohorting	Cohorting practices will continue at the baseline level.
Physical Distancing	As levels change, consultation will occur with the MESD and County Health Department as needed. District wide messaging will be provided to building administrators, staff, students and families regarding any necessary changes and expected time frames.
Hand Washing	As levels change, consultation will occur with the MESD and County Health Department as needed. District wide messaging will be provided to building administrators, staff, students and families regarding any necessary changes and expected time frames.
Cleaning and Disinfection	Cleaning and disinfection practices are expected to continue. Principals will track via Daily cleaning checklist
Training and Public Health Education	As levels change, consultation will occur with the MESD and County Health Department as needed. District wide messaging will be provided to building administrators, staff, students and families regarding any necessary changes and expected time frames.

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 to the district website where the plan can be viewed.

Date Last Updated: **August 19, 2022**

Date Last Practiced: **This information will be shared with staff the week of August 29, 2022**