



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

School/District/Program Information


District or Education Service District Name and ID: Silver Falls School District (ID#2138) The Community Roots School (ID# 4746)

School or Program Name: The Community Roots School

Contact Name and Title: Christen Kelly

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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>SFSD follows OHA/ODE Communicable Disease Guidance for Schools.</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>Parents and guardians will be asked to perform daily screenings with their student before sending to school:</p> <ul style="list-style-type: none"> Referring to "Can my student go to school today? Flowchart" Schools will be encouraged to send reminders of the importance of this along with COVID-19 reminders throughout the school year. <p>Staff will perform daily self-screenings before coming to work, referring to "Can I go to work today? Flowchart".</p> <p>All staff will utilize the "COVID-19 Screening Flowchart" to visually screen students upon school entry every day. Student or staff exhibiting COVID-19 symptoms will be isolated and sent home.</p> <p>Each building secretary will utilize their building-specific "Sick Call Google Form" that will be filled out for each student or staff absence related to illness, and with each ill student sent home. .</p> <p>Nursing to:</p> <ul style="list-style-type: none"> Send communication to families of ill students to provide guidance per ODE COVID-19 Exclusion Summary Guidance for K-12, Investigative Guidelines, ODE/OHA Communicable Disease Guidance, and LPHA consult. Follow up with identified positive and presumptive students/staff. Record and monitor the students and staff isolated or excluded and document on school-specific google spreadsheets populated by the google form entries Refer to LPHA guidance (Investigative Guidelines), and ODE/OHA Communicable Disease Guidance to guide school exclusion decisions, including isolation and quarantine guidance. Refer to the COVID-19 Communication Flowchart and coordinate Cohort Exposure Notifications as necessary. Nursing will report positive and presumptive cases, clusters of illness, and outbreaks to the LPHA per their requirements and guidance.
<p>Isolation Space Requires a prevention-oriented health services</p>	<p>Each school has an identified space to isolate a symptomatic student if needed, equipped with PPE and diagnostic COVID-19 testing.</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.

program including a dedicated space to isolate sick students and to provide services for students with special health care needs.

[OAR 581-022-2220](#)

Students receiving non-COVID-19 health services are encouraged to not utilize the same space used for isolating students and instead receive their services in the health room or front office—depending on building space. Staff are encouraged to tend to simple first aid needs within the classroom or playground as able. Each classroom will have first aid kits to help with this. See [Managing Student Health Needs to Limit Health Room Use](#).

Educator Vaccination

[OAR 333-019-1030](#)

SFSD adheres to OAR 333-019-1030

**Emergency Plan or
Emergency Operations
Plan**

[OAR 581-022-2225](#)

[Emergency Response Plan](#)

**Additional documents
reference here:**

[SFSD COVID-19 Specific Communicable Disease Management Plan](#)



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. 	Christen Kelly, Administrator With Nursing consult.	
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. 	Leslie Kuhn, School Nurse Consultant	
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. 	Leslie Kuhn, School Nurse Consultant	

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. 	Christen Kelly, Administrator	Transportation Heather Johnson Food Services Marina Mudryy
Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i>	<ul style="list-style-type: none"> • Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the school is responding, and action community members can take to protect their health. • Shares communications in all languages relevant to school community. 	Christen Kelly, Administrator With Nursing consult.	
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. 	Dan Busch, Assistant Superintendent	Derek McElfresh, Communications
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. 	District level contact: Leslie Kuhn, School Nurse Consultant LPHA contacts: Marion County Health and Human Services: COVID-19 Response Team	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
		<u>ReadySchoolsReentry@co.marion.or.us</u> , 503-588-5621 Clackamas County: <u>ph-phobteam@clackamas.us</u> , 971-334-1470	
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 Consultation¹, etc.)

- Parent and Board Committees

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.

- Community Listening Sessions
- Student Advisors or Clubs
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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:
Describe how you identify those in your school setting that are disproportionately impacted by COVID-19 and which students and families may need differentiated or additional support.	School teams meet to review student data at least monthly. Data includes student attendance, student assessments, child study data, social/emotional observations.
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.	School teams will use a variety of resources in order to support students including SFSD counselors and social workers, and our Community Liaison.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Continued data discussions and calibration at the school level during Leadership and Child Study meetings with Admin and continued professional development for all around guaranteed and viable curriculum and social emotional learning.

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.)

- Partnerships with School Counselors
- Daily social emotional learning instruction time for all students
- District Social Workers


	<p>Suggested Resources:</p> <ol style="list-style-type: none"> 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
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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.	All school schedules include a minimum of 15 minutes daily of social emotional learning time.
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.	Our teachers will continue to utilize SFSD school counselors and social workers to ensure individual students are getting their needs met.
Describe how you will link staff, students and families with culturally relevant health and	Our school nursing consultants will continue to support staff, students, and families in person and via phone. Our school social workers will also continue this work as well as connecting staff, students, and families to relevant resources in our community.

OHA/ODE Recommendation(s)	Response:
<p>mental health services and supports.</p>	
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>Our students will continue to lead through a variety of opportunities including, but not limited to, outdoor school garden initiatives, clubs, and pop up coffee carts for the community.</p>



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>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?</p>
<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> <p>A letter to families will be sent at the beginning of the school year to include recommendations for vaccines and where to seek vaccine information. SFSD will collaborate with Legacy Health and other community providers regarding potential vaccine clinic opportunities throughout the school year.</p> <p>Vaccination requirements will continue to be followed for SFSD staff and volunteers.</p>
<p>Face Coverings</p>	<p>SFSD Face Covering Policy</p> <p>In the following scenarios, a person should wear a well-fitting mask during all activities for 5 days after their 5-day exclusion period from school/work:</p> <ul style="list-style-type: none"> ○ If they test positive for COVID-19 ○ Is presumptive with COVID-19 ○ Has 2 or more primary symptoms of COVID-19 and have not been tested <p>Create an environment where individual decisions to wear a face covering are honored. Masking should continue to be normalized and welcomed within the school community.</p> <p>Staff interacting with symptomatic students or staff must wear a medical-grade face mask.</p> <p>Each classroom has a first aid kit with extra face coverings, first aid supplies, and gloves. Disposable face coverings (adult and child sizes) are available at each school building.</p> <p>Recommended signage to be posted in classroom/shared spaces: OHA’s “Masks are Welcome Here”</p> <p>The Center for Disease Control and Prevention (CDC), OHA and ODE continue to strongly advise the universal use of face coverings in schools in order to reduce the spread of COVID-19 and minimize the lost time learning in school due to illness when county COVID-19 Community Levels are high.</p>
<p>Isolation</p>	<p>see information on page 2</p>
<p>Symptom Screening</p>	<p>see information on page 2</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
COVID-19 Testing	<p>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>Testing options will be provided to exposed students and staff per OHA and the LPHA's current guidelines.</p> <ul style="list-style-type: none"> ○ COVID-19 Testing in Oregon's K-12 Schools and Diagnostic COVID-19 Testing in Oregon's K-12 Schools: "return to school" testing protocol for school nurses ○ iHealth antigen home tests will be available for students with symptoms or exposure (supply dependent). ○ Each isolation room is equipped with Diagnostic testing: Abbott BinaxNOW Rapid COVID-19 tests as part of OHA's COVID-19 Testing in Oregon's K-12 Schools, to be offered for staff (verbally consented) and students (written parental consent) presenting with COVID-19 symptoms at school, or reporting exposure to COVID-19 while at school. <ul style="list-style-type: none"> ▪ Trained staff member to perform tests. ▪ Nursing or building specific reporter to report all positive test results via the School COVID-19 Testing Portal. <p>To add an important layer of prevention within the school setting, COVID-19 Weekly Screening Testing will be offered to all K-12 students, in partnership with Oregon Health Authority (OHA) and Santiam Hospital Lab. Information is available on SFSD District website regarding this program, including consents to sign up.</p>
Airflow and Circulation	<p>Specifics to ventilation mitigation measures are per SFSD Maintenance Department.</p> <ul style="list-style-type: none"> ● Portable HEPA filtration devices have been added to spaces found to have inadequate ventilation per Maintenance, and in spaces with students at increased risk for complications to COVID-19 and unable to wear face coverings due to medical reasons. ● Classrooms and shared spaces will be encouraged to increase outdoor ventilation by opening doors and windows unless doing so creates a health or safety risk. ● Fans are utilized to aid in air circulation. (Moving indoor air out open windows.) <p>Classrooms will be encouraged to utilize outdoor learning spaces as much as possible.</p>
Cohorting	<p>Maintaining cohorts will be encouraged to the greatest extent possible. School buildings will be encouraged to establish the smallest cohort size possible, without impacting student educational needs, and limit interactions and cross over with different cohorts during the school day (special programs, recess, PE, mealtimes, etc.). Cohorts should be based on instructional and skill requirements and not on demographic or disability criteria. Staff are to limit their interaction with multiple cohorts to the greatest extent possible.</p> <p>It is recommended that the number of staff that interact with each cohort should be minimized to the greatest extent possible.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
	<p>Any staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. Teachers of specific academic content areas are encouraged to rotate instead of students to the maximum extent possible.</p> <p>In the event cohorts cross:</p> <ul style="list-style-type: none"> · Staff and students should perform hand hygiene before and after. · Physical distancing should be maintained. · Disinfection of high-touch surfaces should be done in between groups. <p>Planned cohort cross-over information should be supplied to Nursing in the event of an exposure if necessary.</p>
Physical Distancing	<p>Physical distancing should be supported in all daily activities and instruction, striving for at least 3 feet between students to the extent possible. This will be supported between staff as well.</p> <p>School buildings will be encouraged to follow these measures in support of physical distancing:</p> <ul style="list-style-type: none"> ○ To the greatest extent possible, space desks and classrooms to allow at least 3 feet between students, and at least 6 feet between staff and students. ○ To the greatest extent possible, space students 6 or more feet away from each other during lunch and snack time. ○ Where possible, face all desks in same direction or have students sit on only one side of tables. Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced at appropriate distances. ○ Stagger the use of communal spaces and reconfigure bell schedules to minimize crowding. ● Utilize visual markers (on floors and walls) to create foot traffic flows that support physical distancing in hallways, transitions, PE, recess, restrooms, and other communal spaces. Minimize time standing in lines.
Hand Washing	<p>All students and staff will be required to either wash hands with soap and water for 20 seconds, or use alcohol-based hand sanitizer with 60-95% alcohol at the following intervals in the school day: Upon arrival; Before and after meals; Before and after using playground equipment (recess and PE); After coughing, sneezing, blowing nose, or handling used tissues; Before and after using a hand-operated water fountain; After changing diapers or cleaning up a child who has used the toilet; After touching an animal; After touching garbage.</p> <ul style="list-style-type: none"> ● Handwashing with soap and water should be prioritized after students/staff use the restroom. <p>All students and staff will be encouraged to perform hand hygiene after touching their eyes, nose, mouth, and mask.</p> <p>Hand sanitizer dispensers should be installed near all entry doors and other high-traffic areas.</p> <p>Students will be taught and regularly reminded by staff of the utmost importance of hand hygiene and respiratory hygiene etiquette.</p> <p>Students that need additional support to achieve hand hygiene will receive this support from staff.</p> <p>Age-appropriate hand washing visual aids will be placed in each classroom, sink, and restroom: CDC Handwashing Posters</p>
Cleaning and Disinfection	<p>Defer to SFSD's cleaning and disinfection protocols per Maintenance Department.</p> <p>https://docs.google.com/document/d/1OdOEaGG0-ZS68PznmNuK9q6up21UKz4jBNP_iv8ZLts/edit?usp=sharing</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
	All frequently touched surfaces (e.g. door handles, sink handles, drinking fountains) within the school will be cleaned and disinfected at least daily and between use as much as possible
Training and Public Health Education	<p>At the beginning of the school year, all district staff will be required to complete training on COVID-19 health & safety protocols, facilitated by Nursing Services. The training will include at least the following elements per OSHA requirements:</p> <ul style="list-style-type: none"> Physical distancing requirements; Face covering requirements; COVID-19 sanitation requirements; COVID-19 signs and symptom reporting procedures; COVID-19 infection notification process; Medical removal (isolation and quarantine); Characteristics and methods of transmission of COVID-19; COVID-19 symptoms, including the ability for asymptomatic and pre-symptomatic COVID-19 persons to transmit the virus; Safe and healthy work practices and control measures in place. <p>At the beginning of the school year, a letter to student families will be sent informing them of COVID-19 protocols and resources. Communication on these topics will continue throughout the school year as necessary.</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	No changes to current protocols unless other interventions are required by OHA or LPHA.
Face Coverings	<p><i>CDC, OHA, and ODE recommend universal use of face coverings during periods of high transmission. Please include whether your school will implement this critical recommendation.</i></p> <p>We will recommend mitigation factors, such as mask wearing, during periods of high transmission.</p>
Isolation	No changes to current protocols unless other interventions are required by OHA or LPHA.

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? <i>*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).</i>
Symptom Screening	No changes to current protocols unless other interventions are required by OHA or LPHA.
COVID-19 Testing	No changes to current protocols unless other interventions are required by OHA or LPHA.
Airflow and Circulation	No changes to current protocols unless other interventions are required by OHA or LPHA.
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> <ol style="list-style-type: none"> <i>1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i> <i>2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i> <p>No changes to current protocols unless other interventions are required by OHA or LPHA.</p>
Physical Distancing	No changes to current protocols unless other interventions are required by OHA or LPHA.
Hand Washing	No changes to current protocols unless other interventions are required by OHA or LPHA. Nursing to perform hand hygiene instruction/classes to cohorts.
Cleaning and Disinfection	Consider increasing cleaning and disinfecting procedures as able.
Training and Public Health Education	Increase staff training opportunities and staff education on COVID-19 health and safety protocols and recommendations.. Possibly hold “town hall” meetings for the community to attend with questions and concerns. No changes to current protocols unless other interventions are required by OHA or LPHA. Consider OHA infection control consult for specific buildings with high absenteeism.

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.

Table 7.

COVID-19 Mitigating Measures

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?</p>
<p>COVID-19 Vaccination</p>	<p>No changes to current protocols unless other interventions are required by OHA or LPHA.</p>
<p>Face Coverings</p>	<p>No changes to current protocols unless other interventions are required by OHA or LPHA.</p>
<p>Isolation</p>	<p>No changes to current protocols unless other interventions are required by OHA or LPHA.</p>
<p>Symptom Screening</p>	<p>No changes to current protocols unless other interventions are required by OHA or LPHA.</p>
<p>COVID-19 Testing</p>	<p>No changes to current protocols unless other interventions are required by OHA or LPHA.</p>
<p>Airflow and Circulation</p>	<p>No changes to current protocols unless other interventions are required by OHA or LPHA.</p>
<p>Cohorting</p>	<p>No changes to current protocols unless other interventions are required by OHA or LPHA.</p>
<p>Physical Distancing</p>	<p>No changes to current protocols unless other interventions are required by OHA or LPHA.</p>
<p>Hand Washing</p>	<p>No changes to current protocols unless other interventions are required by OHA or LPHA.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?
Cleaning and Disinfection	No changes to current protocols unless other interventions are required by OHA or LPHA.
Training and Public Health Education	No changes to current protocols unless other interventions are required by OHA or LPHA.

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.

This plan is available for public viewing at <https://crmontessori.org/>

Date Last Updated: **8/24/22**

Date Last Practiced: **8/24/22**