

## School-Level COVID-19 Management Plan

### For School Year 2022-23



### School/District/Program Information


District or Education Service District Name and ID: 2002

School or Program Name: Winston Middle School

Contact Name and Title: David Welker

Contact Phone: 541-679-3002      Contact Email: [welkerd@wdsd.org](mailto:welkerd@wdsd.org)

**Table 1.**

	<p><b>Policies, protocols, procedures and plans already in place</b></p> <p>Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>
<p><b>School District Communicable Disease Management Plan</b>  <a href="#">OAR 581-022-2220</a></p>	<p><a href="http://winstondillard.cyberschool.com/files/user/2/file/Communicable%20Disease%20Guidance%20for%20Schools.pdf">http://winstondillard.cyberschool.com/files/user/2/file/Communicable%20Disease%20Guidance%20for%20Schools.pdf</a></p>
<p><b>Exclusion Measures</b>            Exclusion of students and staff who are diagnosed with certain communicable diseases  <a href="#">OAR 333-019-0010</a></p>	<p><a href="http://winstondillard.cyberschool.com/files/user/2/file/COVID-19%20Exclusion%20Summary%20Chart.pdf">http://winstondillard.cyberschool.com/files/user/2/file/COVID-19%20Exclusion%20Summary%20Chart.pdf</a></p>
<p><b>Isolation Space</b>            Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for students with special health care needs.  <a href="#">OAR 581-022-2220</a></p>	<p><b>Students who don't pass the COVID symptom screening will be isolated in the sick /health room until parents/guardians come to pick them up.</b></p>
<p><b>Educator Vaccination</b>  <a href="#">OAR 333-019-1030</a></p>	<p><a href="https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=286290">https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=286290</a></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.

Emergency Plan or  
Emergency Operations  
Plan

[OAR 581-022-2225](http://winstondillard.cyberschool.com/files/user/2/file/W-D%20Covid-19%20Pandemic%20FINAL%20Pln%2010%2029%2020.pdf)

[http://winstondillard.cyberschool.com/files/user/2/file/W-D%20Covid-19%20Pandemic%20FINAL%20Pln%2010 29 20.pdf](http://winstondillard.cyberschool.com/files/user/2/file/W-D%20Covid-19%20Pandemic%20FINAL%20Pln%2010%2029%2020.pdf)

Additional documents  
reference here:



## SECTION 1. Clarifying Roles and Responsibilities

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

**Table 2. Roles and Responsibilities**

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	<ul style="list-style-type: none"><li>Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained.</li><li>In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary.</li></ul>	David Welker, Principal	Emily Ledbetter, Assistant Principal

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	<ul style="list-style-type: none"> <li>Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li> </ul>		
School Safety Team Representative ( <i>or staff member knowledgeable about risks within a school, emergency response, or operations planning</i> )	<ul style="list-style-type: none"> <li>Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures.</li> <li>Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system.</li> </ul>	David Welker, Principal	Emily Ledbetter, Assistant Principal
Health Representative ( <i>health aid, administrator, school/district nurse, ESD support</i> )	<ul style="list-style-type: none"> <li>Supports building lead/administrator in determining the level and type of response that is necessary.</li> <li>Reports to the LPHA any cluster of illness among staff or students.</li> <li>Provides requested logs and information to the LPHA in a timely manner.</li> </ul>	David Welker, Principal	Emily Ledbetter, Assistant Principal
School Support Staff as needed ( <i>transportation, food service, maintenance/custodial</i> )	<ul style="list-style-type: none"> <li>Advises on prevention/response procedures that are required to maintain student services.</li> </ul>	David Welker, Principal	Emily Ledbetter, Assistant Principal

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i>	<ul style="list-style-type: none"> <li>Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the school is responding, and action community members can take to protect their health.</li> <li>Shares communications in all languages relevant to school community.</li> </ul>	David Welker, Principal	Emily Ledbetter, Assistant Principal
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<ul style="list-style-type: none"> <li>Has responsibility over COVID-19 response during periods of high transmission. May act as school level support to Building lead/Administrator activating a scaled response.</li> <li>Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>	David Welker, Principal	Emily Ledbetter, Assistant Principal
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> <li>Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response.</li> <li>Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners.</li> </ul>	David Welker, Principal	Emily Ledbetter, Assistant Principal
Others as identified by team			



## Section 2. Equity and Mental Health

### Preparing a plan that centers equity and supports mental health

Preparing a school to manage COVID-19 requires an inclusive and holistic approach to protect access to in-person learning for all students. In this section suggested resources are offered to help prepare for COVID-19 management while centering an equitable and caring response.

### Centering Equity

Identify existing district or school plans and tools that can be utilized when centering equity in prevention, response, and recovery from incidents of COVID-19 (e.g., district or school equity plans/stances/lenses/decision tools, Equity Committee or Team protocols, district or school systems for including student voice, existing agreements or community engagement or consultation models, Tribal Consultation<sup>1</sup>, etc.)

- [http://winstondillard.cyberschool.com/files/user/2/file/W-D%20Covid-19%20Pandemic%20FINAL%20Pln%2010\\_29\\_20.pdf](http://winstondillard.cyberschool.com/files/user/2/file/W-D%20Covid-19%20Pandemic%20FINAL%20Pln%2010_29_20.pdf)
- <http://winstondillard.cyberschool.com/files/user/2/file/Communicable%20Disease%20Guidance%20for%20Schools.pdf>
- <http://winstondillard.cyberschool.com/files/user/2/file/COVID-19%20Exclusion%20Summary%20Chart.pdf>



#### 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](#)

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

**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.	<ul style="list-style-type: none"> <li>• All schools have and adhere to anti-discrimination and/or inclusion policies.</li> <li>• Our district practice is to include all students, including focal group students</li> <li>• Work with Tribal liaison to ensure that our health and mental health practices are inclusive and consider the culture and lived experiences of our tribal students.</li> </ul>
Describe the process by which the school will implement a differentiated plan for those that are disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19.	<ul style="list-style-type: none"> <li>• WDSB works with Douglas ESD as well as Douglas County Public Health Network to ensure place and scheduling offers opportunity to all our students, staff, and community members.</li> <li>• On-site vaccinations may be available through our ESD nursing program and the health professionals that run it.</li> </ul>
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	<ul style="list-style-type: none"> <li>• Safe Schools training is used to educate staff on practices and procedures to keep everyone safe.</li> <li>• We partner with Evergreen Family Medicine to provide training</li> <li>• County nursing services (through DESD) also help implement and monitor strategies.</li> </ul>

**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.)

- [http://winstondillard.cyberschool.com/files/user/2/file/W-D%20Covid-19%20Pandemic%20FINAL%20Pln%2010\\_29\\_20.pdf](http://winstondillard.cyberschool.com/files/user/2/file/W-D%20Covid-19%20Pandemic%20FINAL%20Pln%2010_29_20.pdf)
- <http://winstondillard.cyberschool.com/files/user/2/file/Communicable%20Disease%20Guidance%20for%20Schools.pdf>
- <http://winstondillard.cyberschool.com/files/user/2/file/COVID-19%20Exclusion%20Summary%20Chart.pdf>



#### Suggested Resources:

1. ODE [Mental Health Toolkit](#)
2. [Care and Connection](#) Program
3. Statewide [interactive map of Care and Connection examples](#)
4. [Care and Connection District Examples](#)
5. Oregon Health Authority [Youth Suicide Prevention](#)

**Table 4. Mental Health Supports**

OHA/ODE Recommendation(s)	Response:
Describe how you will devote time for students and staff to connect and build relationships.	<p>Our older students participate in regular Guide Groups. This is time spent in smaller groups discussing issues of the day and addressing concerns students may express. These conversations are guided by staff in accordance with a plan developed by our counseling and administrative teams.</p> <p>All schools will be participating in Oregon's Care and Connection Week as we return to in person instruction. Resources found on the ODE website will be used to communicate and guide the activities (<a href="https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Pages/Announcements.aspx">https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Pages/Announcements.aspx</a>).</p> <p>Our secondary schools offer clubs and activities after school that offer opportunities for staff to connect with students outside the classroom. Some of these are recreational, some academic, and some athletic. Each provides time for students and staff to build relationships.</p>



OHA/ODE Recommendation(s)	Response:
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>At the secondary level, we have recently doubled our counseling team and begun meeting as a professional learning community to collaborate on practices that proactively meet the emotional need of our students.</p> <p>WDSD schools will continue to offer creative classes that give students opportunities to express themselves and explore their interests.</p>
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	<p>Winston-Dillard school district has recently hired child development specialists and counselors at each of our schools. They are focused on the mental health and social-emotional needs of our students and staff. As they implement the Oregon Framework for Comprehensive Counseling Programs, they increase connection with families and form partnerships in support of our students.</p> <p>In addition, we continue our long-time relationship with Roseburg Therapy, a local group with deep ties to the community and its culture. Through its ability to meet in the field, they help us understand the struggles individual families and students face. In combination with our staff, we hope to provide the wrap around services our community needs.</p>
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	<p>Our student leaders sponsor many themed activities and events such as suicide prevention, anti-bullying, and good mental health months.</p> <p>They work to encourage each other to use our Safe Schools Alerts reporting system as a means to resolve personal issues and publicize the state and national hot lines available for support.</p> <p>All our students (especially our younger ones) participate in the Virtues program. It seeks to educate students on positive behavior traits and encourages them to find and celebrate these traits in one another. Working together, they affect the culture of the school in a healthy way.</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**

OHA/ODE Recommendation(s) Layered Health and Safety Measures	<b>BASELINE MEASURES:</b> 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. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community.
Face Coverings	WDSO schools offers face covering for anyone who requests.
Isolation	Winston-Dillard School District adheres to isolation & quarantine protocols required by OAR 581-022-2220. Each school provides health care and a designated space that is appropriately supervised and adequately equipped for providing first aid and isolating the sick or injured child. Each school records and monitors the students and staff being isolated or sent home for the local public health authority to review. Each case is reported as required.
Symptom Screening	Schools also provide screening testing. This is the testing of students or staff who do not have symptoms of, or exposure to, COVID-19. Screening testing targets unvaccinated students and staff, but enrollment is open to anyone and vaccination status is not verified.
COVID-19 Testing	OHA offers both <a href="#">diagnostic and screening testing programs</a> to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.
Airflow and Circulation	Winston-Dillard schools will make efforts to improve the indoor air quality by increasing the amount of fresh air that is introduced into the system and exhausting air from indoors to the outdoors where possible. Filters and disinfectant methods will be used to the extent possible. All ventilation strategies will include safety and health precautions including restricting the amount a window is open, putting screens in windows and covers on fans, and adjusting the thermostat to maintain a comfortable temperature.
Cohorting	Schools will design cohorts for students to the extent possible. Some examples could include,, separating the classrooms by grade/class. Splitting lunch groups in the middles school. Providing outdoor lunch seating for high school students.
	WDSO will support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the extent possible. Maintaining physical distancing will not preclude return to full-time, in-person instruction for students.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
Physical Distancing	Schools will consider physical distancing requirements when setting up learning and other spaces, arranging spaces and groups to allow and encourage at least 3 feet of physical distance.
Hand Washing	<p>WDSB schools will create protocols and systems to ensure access to soap, water and alcohol-based hand sanitizer with at least 60% alcohol at the key times and schools will prioritize hand washing with soap and water after students or staff use the restroom.</p> <p>All people on campus will be advised and encouraged to frequently wash their hands or use hand sanitizer. Students will be reminded with signage and regular verbal reminders from staff of the critical nature of hand hygiene.</p> <p>Students will be reminded (with signage and regular verbal reminders from staff) of the importance of respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.</p>
Cleaning and Disinfection	<p>Each building follows the protocol for cleaning and disinfection for routine infection prevention.</p> <p>Administration works with the custodial staff to follow the protocol for cleaning and classroom closure in case of a COVID case in a single cohort and for cleaning after school-wide exposure.</p> <p>Each school is provided a dedicated storage location for cleaning supplies and the head custodian in each building is responsible for proper use and maintaining appropriate inventory.</p>
Training and Public Health Education	<p>Winston-Dillard schools use social media and district websites to communicate health and safety protocols to students, families, and the community. They use the auto-dialer system to alert families about COVID-19 cases and quarantines.</p> <p>Regular Facebook and website posts inform families about local health authority information and alerts. They also provide clarity and supporting materials to community members.</p> <p>Building safety teams meet to perform risk assessments every month. The Building administrators gather staff input and meet regularly as a district team to consider issues raised and possible solutions. They review and oversee the implementation of health and safety protocols.</p>

Table 6.

## COVID-19 Mitigating Measures

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a> . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
COVID-19 Vaccination	<p>WDSD schools are in compliance with ORS 333-019-1030.</p> <p><a href="https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=286290">https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=286290</a></p> <p>Vaccinations are available at local health clinics and retail outlets. Using our social media tools as well as our websites, we help publicize vaccination events and venues.</p> <p>The district has partnered with Douglas ESD to provide health services at each of our locations. In addition they provide a dedicated, on-site nurse to help in screening, referring, and treating students, staff, and even families in our community. With proper permissions in place, they can administer vaccines when requested. This is a very productive partnership.</p>
Face Coverings	<p>WDSD will comply with all local and state mandates.</p> <p>Certain accommodations for medical needs or disability may be necessary. Children under 5 who are learning in preschool classrooms that operate in school settings are not required to wear face coverings. In any early learning program serving 0 to 5 year olds, students are not required to wear a face covering.</p> <p>For the purposes of OAR 333-019-1015, a person is not required to wear a face covering indoors when playing competitive extracurricular sport at any level.</p> <p>Per OHA rule and guidance, it is acceptable for both fully vaccinated and unvaccinated people to be outdoors without a face covering.</p>

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a> . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
	<p>A face shield may be worn instead of a face covering if an individual cannot wear a face covering for medical reasons.</p> <p>All students are taught to care for and wear masks correctly through lessons included in our health and PE classes. Teachers and staff monitor the consistent use of face coverings and provide reminders when needed.</p>
Isolation	<ul style="list-style-type: none"> <li>• Each school principal (or designee) will connect with a nurse on updates for plan and isolation measures taken to that point.</li> <li>• All students who become ill at school will remain at school supervised by staff until parents can pick them up in the designated isolation area (i.e., health room). <ul style="list-style-type: none"> <li>o Students will be provided a facial covering (if they can safely wear one).</li> </ul> </li> <li>• While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.</li> <li>• Staff will maintain student confidentiality as appropriate.</li> <li>• Daily logs must be maintained containing the following: <ul style="list-style-type: none"> <li>o Name of students sent home for illness, cause of illness, time of onset; and</li> <li>o Name of students visiting the office for illness</li> </ul> </li> </ul>
Symptom Screening	Students will be visually screened by the staff. When the screening indicates that a student may be symptomatic, the student is directed to the office. *Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs.
COVID-19 Testing	WDSD schools have COVID test on-site. When given parents permission, the school will test.
Airflow and Circulation	WDSD schools have new HVAC systems that brings fresh air in and purifies it.

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a> . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
Cohorting <sup>2</sup>	Schools will design cohorts for students to the extent possible. Some examples could include,, separating the classrooms by grade/class. Splitting lunch groups in the middles school. Providing outdoor lunch seating for high school students.
Physical Distancing	<p>WDSO will support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the extent possible. Maintaining physical distancing will not preclude return to full-time, in-person instruction for students.</p> <p>Schools will consider physical distancing requirements when setting up learning and other spaces, arranging spaces and groups to allow and encourage at least 3 feet of physical distance.</p>
Hand Washing	<p>WDSO schools will create protocols and systems to ensure access to soap, water and alcohol-based hand sanitizer with at least 60% alcohol at the key times and schools will prioritize hand washing with soap and water after students or staff use the restroom.</p> <p>All people on campus will be advised and encouraged to frequently wash their hands or use hand sanitizer. Students will be reminded with signage and regular verbal reminders from staff of the critical nature of hand hygiene.</p> <p>Students will be reminded (with signage and regular verbal reminders from staff) of the importance of respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.</p>
Cleaning and Disinfection	<p>Each building follows the protocol for cleaning and disinfection for routine infection prevention.</p> <p>Administration works with the custodial staff to follow the protocol for cleaning and classroom closure in case of a COVID case in a single cohort and for cleaning after school-wide exposure.</p>

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

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a> . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
	Each school is provided a dedicated storage location for cleaning supplies and the head custodian in each building is responsible for proper use and maintaining appropriate inventory.
Training and Public Health Education	<p>Winston-Dillard schools use social media and district websites to communicate health and safety protocols to students, families, and the community. They use the auto-dialer system to alert families about COVID-19 cases and quarantines.</p> <p>Regular Facebook and website posts inform families about local health authority information and alerts. They also provide clarity and supporting materials to community members.</p> <p>Building safety teams meet to perform risk assessments every month. The Building administrators gather staff input and meet regularly as a district team to consider issues raised and possible solutions. They review and oversee the implementation of health and safety protocols.</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 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?
COVID-19 Vaccination	<p>WDSB schools are in compliance with ORS 333-019-1030.</p> <p><a href="https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=286290">https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=286290</a></p> <p>Vaccinations are available at local health clinics and retail outlets. Using our social media tools as well as our websites, we help publicize vaccination events and venues.</p> <p>The district has partnered with Douglas ESD to provide health services at each of our locations. In addition they provide a dedicated, on-site nurse to help in screening, referring, and treating students, staff, and even families in our community. With proper permissions in place, they can administer vaccines when requested. This is a very productive partnership.</p>
Face Coverings	<p>Certain accommodations for medical needs or disability may be necessary. Children under 5 who are learning in preschool classrooms that operate in school settings are not required to wear face coverings. In any early learning program serving 0 to 5 year olds, students are not required to wear a face covering.</p> <p>A face shield may be worn instead of a face covering if an individual cannot wear a face covering for medical reasons.</p> <p>All students are taught to care for and wear masks correctly through lessons included in our health and PE classes.</p>

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</b> 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?
Isolation	<ul style="list-style-type: none"> <li>• Each school principal (or designee) will connect with a nurse on updates for plan and isolation measures taken to that point.</li> <li>• All students who become ill at school will remain at school supervised by staff until parents can pick them up in the designated isolation area (i.e., health room). <ul style="list-style-type: none"> <li>o Students will be provided a facial covering (if they can safely wear one).</li> </ul> </li> <li>• While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.</li> <li>• Staff will maintain student confidentiality as appropriate.</li> </ul>
Symptom Screening	Students will be visually screened by the staff. When the screening indicates that a student may be symptomatic, the student is directed to the office. *Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs.
COVID-19 Testing	WDSB schools have COVID test on-site. When given parents permission, the school will test.
Airflow and Circulation	WDSB schools have new HVAC systems that brings fresh air in and purifies it.
Cohorting	Schools will design cohorts for students to the extent possible. Some examples could include,, separating the classrooms by grade/class. Splitting lunch groups in the middle school. Providing outdoor lunch seating for high school students.
Physical Distancing	WDSB will support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the extent possible. Maintaining physical distancing will not preclude return to full-time, in-person instruction for students.
Hand Washing	WDSB schools will create protocols and systems to ensure access to soap, water and alcohol-based hand sanitizer with at least 60% alcohol at the key times and schools will prioritize hand washing with soap and water after students or staff use the restroom.

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</b> 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>All people on campus will be advised and encouraged to frequently wash their hands or use hand sanitizer. Students will be reminded with signage and regular verbal reminders from staff of the critical nature of hand hygiene.</p> <p>Students will be reminded (with signage and regular verbal reminders from staff) of the importance of respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.</p>
Cleaning and Disinfection	<p>Each building follows the protocol for cleaning and disinfection for routine infection prevention.</p> <p>Administration works with the custodial staff to follow the protocol for cleaning and classroom closure in case of a COVID case in a single cohort and for cleaning after school-wide exposure.</p> <p>Each school is provided a dedicated storage location for cleaning supplies and the head custodian in each building is responsible for proper use and maintaining appropriate inventory.</p>
Training and Public Health Education	<p>Winston-Dillard schools use social media and district websites to communicate health and safety protocols to students, families, and the community. They use the auto-dialer system to alert families about COVID-19 cases and quarantines.</p> <p>Regular Facebook and website posts inform families about local health authority information and alerts. They also provide clarity and supporting materials to community members.</p> <p>Building safety teams meet to perform risk assessments every month. The Building administrators gather staff input and meet regularly as a district team to consider issues raised and possible solutions. They review and oversee the implementation of health and safety protocols.</p>

## 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.

Link for public viewing: <http://winstondillard.cyberschool.com/District/7216-Untitled.html>

Date Last Updated: **June 20, 022**

Date Last Practiced: