

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



**McGovern Elementary School**

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**School/District/Program Information**

District or Education Service District Name and ID: Winston Dillard School District


School or Program Name: McGovern Elementary

Contact Name and Title: Kevin Wilson, Principal

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Table 1.

	<h2>Policies, protocols, procedures and plans already in place</h2> <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>Link to WDSB Communicable Disease Management Plan: <a href="https://docs.google.com/document/d/1UL7FQ5sEPzZJzus-E85gbG4sIKNbvuCB/edit?usp=sharing&amp;oid=104952061297555555745&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1UL7FQ5sEPzZJzus-E85gbG4sIKNbvuCB/edit?usp=sharing&amp;oid=104952061297555555745&amp;rtpof=true&amp;sd=true</a></p> <p>Current WDSB Policies:  <a href="https://policy.osba.org/winstond/J/JHCC%20D1.PDF">https://policy.osba.org/winstond/J/JHCC%20D1.PDF</a>  <a href="https://policy.osba.org/winstond/J/JHCC%20R%20G1.PDF">https://policy.osba.org/winstond/J/JHCC%20R%20G1.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>Current WDSB Policies  <a href="https://policy.osba.org/winstond/J/JHCC%20R%20G1.PDF">https://policy.osba.org/winstond/J/JHCC%20R%20G1.PDF</a>  <a href="https://policy.osba.org/winstond/G/GBEB%20R%20G1.PDF">https://policy.osba.org/winstond/G/GBEB%20R%20G1.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>Link to WDSB Communicable Disease Management Plan: <a href="https://docs.google.com/document/d/1UL7FQ5sEPzZJzus-E85gbG4sIKNbvuCB/edit?usp=sharing&amp;oid=104952061297555555745&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1UL7FQ5sEPzZJzus-E85gbG4sIKNbvuCB/edit?usp=sharing&amp;oid=104952061297555555745&amp;rtpof=true&amp;sd=true</a></p> <p>Additionally:</p> <ul style="list-style-type: none"> <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>○ Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.</li> <li>○ 6 feet of physical distance will be maintained should two students need isolation.</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>
<p><b>Educator Vaccination</b>  <a href="#">OAR 333-019-1030</a></p>	<p>Available through Evergreen family medicine by request and School in compliance with OAR 333-019-1030, see link:  <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>	Kevin Wilson – Principal	School Counselor - TBD

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>	Kevin Wilson – Principal	School Counselor - TBD
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>	Elizabeth Mallipudi – DESD Nurse	Douglas ESD Nursing Services
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>	Tonji Lewis – First Student Transportation  Kyle Micken – Sodexo Food Service  Shelby Beard – WDSD Facility Manager	

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>	Kevin Wilson – Principal	School Counselor - TBD
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>	Kimberly Kellison – WDSD Superintendent	
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>	Kimberly Kellison – WDSD Superintendent	
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.)

- WSDS Communicable Disease Management Plan: <https://docs.google.com/document/d/1UL7FQ5sEPzZJzus-E85gbG4sIKNbvuCB/edit?usp=sharing&oid=104952061297555555745&rtpof=true&sd=true>
- For a full list of current district services: <http://winstondillard.cyberschool.com/District/7216-Untitled.html>



#### 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.	Our elementary students begin each day with morning meetings designed to connect students with their teachers and their day. These opportunities allow students and staff to build deep relationships and engage in rich conversations centered on SEL and intended to foster strong academic outcomes for the year to come. We will continue to implement evidenced-based interventions to address unfinished learning. We have enhanced our multi-tiered systems of support by adding school counselors and child development specialists. We have provided supplies and activities to promote parent and student connections.
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.	At McGovern, we have strived to sustain in person learning through safe operations and procedures. We will continue to focus on addressing students social, emotional, and mental health. We will continue to implement evidenced-based interventions to address unfinished learning. We have enhanced our multi-tiered systems of support by adding school counselors and child development specialists. We have provided supplies and activities to promote parent and student connections. In addition to the Douglas ESD Nursing services, we have partnered with Evergreen Family Medicine, therefore ensuring families that need access to care are able to access (note: Evergreen Family Medicine waives any fees that remain for families after insurance as been billed).
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> <li>• Mental Health support staff trained in Character Strong.</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.	Our elementary students begin each day with morning meetings designed to connect students with their teachers and their day. These opportunities allow students and staff to build deep relationships and engage in rich conversations centered on SEL and intended to foster strong academic outcomes for the year to come.
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.	Schools will build lessons for delivery using The Virtue's Project and Character Strong that will allow students and staff to work in cooperation with each other to explore their experiences and the impact. This ensures plenty of opportunity to process how the pandemic has impacted them and affords time to develop strategies to continue to overcome the trials of our students, staff, and families.
Describe how you will link staff, students and families with culturally relevant health and	<p>We offer our students, staff, and families access to Evergreen Family Medicine on each campus. Additionally, we offer nursing support through the Douglas ESD Nursing program. Students have access to Roseburg Therapy services provided that insurance is accepted.</p> <p>We provide all families with a local resources including healthcare, mental health supports, childcare, food assistance, parenting classes, and COVID relief. We list these resources on our website and through out school Facebook page, and school communication systems.</p>



OHA/ODE Recommendation(s)	Response:
mental health services and supports.	
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	We leverage our staff to seek student perspective and direction and collect student voice through morning meetings/advisory. We aimed at having dialogue around student wellbeing, mental health, and needs for finding positive head space and maintaining healthy relationships during this time. Our elementary schools focus on building character traits within our students that help facilitate this process.



### 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	<i>Available through Evergreen family medicine by request and School in compliance with OAR 333-019-1030</i>
Face Coverings	Face coverings will be optional and provided for all students, staff, and visitors upon request.
Isolation	<ul style="list-style-type: none"> <li>Winston-Dillard School District adheres to isolation 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.</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>Students will be provided a facial covering (if they choose to wear one).</li> <li>Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.</li> <li>6 feet of physical distance will be maintained should two students need isolation.</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> </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.
COVID-19 Testing	<i>Our schools participate in the diagnostic testing programs provided through OHA</i>
Airflow and Circulation	<p>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.</p> <p>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.</p>
Cohorting	Our classrooms are designed to maximize student learning. We strive to maintain cohorts sectioned by each classroom. However, we understand that Title One, Special Education, and other important activities may intermix cohorts.
Physical Distancing	Schools will consider physical distancing when setting up learning and other spaces, arranging spaces and groups to allow and encourage at least 3 feet of physical distance.

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?
Hand Washing	<p>Our schools 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	<ul style="list-style-type: none"> <li>• door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned frequently throughout the day.</li> <li>• All disinfectants will be used following the labels directions and used only by staff members.</li> <li>• Follow district safety procedures to reduce the risk of asthma and avoid the mixing of chemicals as per MSDS.</li> <li>• Ventilation systems will be checked and maintained monthly by maintenance staff.</li> <li>• When appropriate, open windows to increase circulation of outdoor air.</li> </ul>
Training and Public Health Education	Winston-Dillard schools use social media and district websites to communicate health and safety protocols to students, families, and the community.

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

OHA/ODE Recommendation(s) 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	<i>Available through Evergreen family medicine by request and School in compliance with OAR 333-019-1030</i>
Face Coverings	Face coverings will be optional and provided for all students, staff, and visitors upon request.

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a> . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
Isolation	<ul style="list-style-type: none"> <li>Winston-Dillard School District adheres to isolation 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.</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>Students will be provided a facial covering (if they choose to wear one).</li> <li>Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.</li> <li>6 feet of physical distance will be maintained should two students need isolation.</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> </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.
COVID-19 Testing	School will participate in COVID-19 testing program offered through ODE
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 <sup>2</sup>	<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> 1. <i>At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i> 2. <i>At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i>  Our classrooms are designed to maximize student learning. We strive to maintain cohorts sectioned by each classroom. However, we understand that Title One, Special Education, and other important activities may intermix cohorts.
Physical Distancing	Schools will consider physical distancing when setting up learning and other spaces, arranging spaces and groups to allow and encourage at least 3 feet of physical distance.

<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).
Hand Washing	<p>Our schools have 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. 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	<ul style="list-style-type: none"> <li>• door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned frequently throughout the day.</li> <li>• All disinfectants will be used following the labels directions and used only by staff members.</li> <li>• Follow district safety procedures to reduce the risk of asthma and avoid the mixing of chemicals as per MSDS.</li> <li>• Ventilation systems will be checked and maintained monthly by maintenance staff.</li> <li>• When appropriate, open windows to increase circulation of outdoor air.</li> </ul>
Training and Public Health Education	Winston-Dillard schools use social media and district websites to communicate health and safety protocols to students, families, and the community.

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	<i>Available through Evergreen family medicine by request and School in compliance with OAR 333-019-1030</i>
Face Coverings	Face coverings will be optional for all students, staff, and visitors
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	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.
COVID-19 Testing	School will participate in COVID-19 testing program offered through ODE
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	WDSD 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.  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.  Schools will take steps to ensure that required distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.
	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.

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?
Physical Distancing	
Hand Washing	<p>Our schools have 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. 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	<ul style="list-style-type: none"> <li>• door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned frequently throughout the day.</li> <li>• All disinfectants will be used following the labels directions and used only by staff members.</li> <li>• Follow district safety procedures to reduce the risk of asthma and avoid the mixing of chemicals as per MSDS.</li> <li>• Ventilation systems will be checked and maintained monthly by maintenance staff.</li> <li>• When appropriate, open windows to increase circulation of outdoor air.</li> </ul>
Training and Public Health Education	Winston-Dillard schools use social media and district websites to communicate health and safety protocols to students, families, and the community.

## 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 <http://winstondillard.cyberschool.com/District/7216-Untitled.html>

Date Last Updated: June 30, 2022

Date Last Practiced: **INSERT**