

School-Level COVID-19 Management Plan

School Year 2022-23



School/District/Program Information

District or Education Service District Name and ID: **Reynolds School District 7 (2182)**


School or Program Name: **HOLLA School**

Contact Name and Title: **Mercedes Muñoz, Co-Administrator**

Contact Phone: **503-660-8438**

Contact Email: **mercedes@hollaschool.org**

Table 1.

	<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.</p>
<p>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>https://www.reynolds.k12.or.us/sites/default/files/fileattachments/district/page/18401/comprehensive_communicable_disease_management_plan_updated_05.18.2021.pdf</p> <p>The Communicable Disease Management Plan is utilized as a guide and framework for responding to handling cases of disease that are seen in Reynolds schools. This plan was adapted with partnership with Multnomah Education Service District (MESD).</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>https://www.reynolds.k12.or.us/district/covid-19-community-levels-new-guidance</p> <p>Includes information regarding exclusion measures and when students and staff should stay home.</p>
<p>Isolation Space Requires a prevention-oriented health services</p>	<p>https://www.reynolds.k12.or.us/sites/default/files/fileattachments/district/page/18401/comprehensive_communicable_disease_management_plan_updated_05.18.2021.pdf</p> <p>This information is included in the Communicable Disease Management Plan (Pg. 44).</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](#)

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

<https://www.reynolds.k12.or.us/district/vaccine-faqs>

Information about Educator Vaccination requirements.

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

Each school has a Safe School/Emergency Response Plan that is updated regularly.



Policies, protocols, procedures and plans already in place

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

Additional documents reference here:



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. 	Mercedes Muñoz, Co-Adminsitrator	Juju Palmer, Co-Administrator

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
School Safety Team Representative <i>(or staff member knowledgeable about risks within a school, emergency response, or operations planning)</i>	<ul style="list-style-type: none"> Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures. Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system. 	Mercedes Muñoz, Co-Adminsitrator	Juju Palmer, Co-Administrator
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. 	Juju Palmer, Co-Administrator	Mercedes Muñoz, Co-Adminsitrator
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. 	Chelsea West, Community Liaison	Mercedes Muñoz, Co-Adminsitrator

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



Section 2. Equity and Mental Health

Preparing a plan that centers equity and supports mental health

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

Centering Equity

Identify existing district or school plans and tools that can be utilized when centering equity in prevention, response, and recovery from incidents of COVID-19 (e.g., district or school equity plans/stances/lenses/decision tools, Equity Committee or Team protocols, district or school systems for including student voice, existing agreements or community engagement or consultation models, Tribal Consultation¹, etc.)

- [Reynolds School District Strategic Plan and Results Dashboard \(includes new Mission with Equity statement\)](#)
- [Reynolds School District COVID-19 Community Levels New Guidance](#)
- [Reynolds School District COVID-19 Information Dashboard](#)



Suggested Resources:

1. [Equity Decision Tools](#) for School Leaders
2. [Oregon Data for Decisions Guide](#)
3. [Oregon's COVID-19 Data Dashboards](#) by Oregon Health Authority COVID-19
4. [Data for Decisions Dashboard](#)
5. [Community Engagement Toolkit](#)
6. [Tribal Consultation Toolkit](#)

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

Table 3.

Centering Equity

OHA/ODE Recommendation(s)	Response:
<p>Describe how you identify those in your school setting that are disproportionately impacted by COVID-19 and which students and families may need differentiated or additional support.</p>	<p>For Schools: Answers based on your unique plans for SY22-23, make sure to include the role of the social workers, counselors, MTSS TOSA, and school nurse as well and any additional unique support you have at your school.</p> <p>District Wide Response:</p> <p><i>Schools will utilize the state provided framework for equity decision making in addition to data dashboards specifically disaggregated for our communities most impacted by COVID-19 and it is secondary and tertiary effects within our Student Support Team / Rapid Response Team protocols. Additionally, our student information system “Synergy” has been adopted to have its Analytics and MTSS options that allow school-based sites to dive deep into data due to its proactive data representation that can be aggregated to target our student populations most impacted by the primary, secondary, and tertiary effects of the COVID-19 virus.</i></p> <p>School Specific Response:</p> <p>The students and staff of HOLLA School are predominantly people of color, thus prone to disproportionate impact by COVID-19. HOLLA School is uniquely equipped to anticipate and identify students and families in our school community that may need specific support. We are a small school with an emphasis on staff/student relationships and classroom mentors that actively work as liaisons between the School and families. HOLLA School uses Synergy as a tool to manage our student data as well. At HOLLA School, we approach teaching as an ever-evolving practice that requires new skills for varying reasons and for old skills to be adapted, changed or purged. We identify equity as an ongoing consciousness journey that requires continuous reflection, a cycle of inquiry and being able to give and receive feedback throughout the process of learning. HOLLA School has a unique opportunity and responsibility to embody and model these beliefs to staff, students, and families by using culturally responsive means of connecting that enable us to see needs.</p>
<p>Describe the process by which the school will implement a differentiated plan for those that are disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19.</p>	<p>For Schools: Answer based on your unique plans for SY22-23</p> <p>District Wide Response:</p> <p><i>Our Student Support Teams or Rapid Response Teams will host individualized conversations as part of our MTSS Framework. Within these protocols, students and their families are discussed at an individualized level with multiple stakeholders invited to the table to ensure the student and family receive adequate support for their needs. Primarily facilitated by the MTSS TOSA and initiated by the classroom teacher or school-based administrator – the SST/RRT meeting utilizes data, parent/guardian/advocate voice, resources from school counselors and social workers, school health professionals (nurses etc.) county and district level support to provide a plan of support for the student and then is documented within the Student Information system and revisited every six weeks. Additionally, OHA resources and information would be included to provide a plan of support for students with deep collaboration alongside our social work teams.</i></p> <p>School Specific Response:</p> <p>A significant percentage of HOLLA School families have the potential to be disproportionately impacted by COVID-19 and we are prepared - through the many languages spoken by staff, relationships with students and families, and community partnerships with other organizations- to provide a differentiated plan to students and families who may need it. Upon identification of the student/family who falls under one of these categories, HOLLA School staff will communicate with the family to provide communication, technical, educational, and medical resources as needed.</p>

OHA/ODE Recommendation(s)	Response:
<p>What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.</p>	<p>For Schools: Answers based on your unique plans for SY22-23 District Wide Response:</p> <p>The MTSS Framework that encompasses the above protocols will be supported through our district onboarding process. MTSS TOSAS are specifically trained to facilitate the process. School Social workers and Counselors will be given ongoing training and resources to be able to navigate the menu of services provided for families on a district, local, state, and national levels.</p> <p>School Specific Response:</p> <p>HOLLA School Staff will review this plan as part of ongoing professional development, and have it posted in staff office space as a reference tool and guide for COVID-19 response. HOLLA School will also regularly share detailed COVID plans with families to ensure early identification and minimal spread.</p>

Mental Health Supports

Schools are encouraged to continue to prioritize cultivating care, connection, and community to support the mental, emotional, and social health and well-being of students, families, staff, and administrators.

Identify existing district or school plans and tools that can be utilized in supporting student and staff wellbeing and mental health during prevention, response, and recovery from incidents of COVID-19 (e.g., counseling services; partnerships with community mental and behavioral health providers; school district suicide prevention, intervention, and postvention plan; School Based Health Center resources; tribal resources, etc.)

- Counselors and School Based Social Workers assigned to student cases via SST
- Partnerships with Trillium Family Services and Multnomah County Mental Health
- Partnerships with MESD “Safe and Connected Schools” for further Professional Development and Behavioral Support
- District and MESD Flight Team and Crisis Response Protocol


	<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:
<p>Describe how you will devote time for students and staff to connect and build relationships.</p>	<p>For Schools: Describe your Social Emotional Learning plans along with Care and Connection initiatives Teachers at HOLLA School are able to bridge theory into practice and create real-world connections and scenarios for our learners to apply existing knowledge and bridge it to new skills including social-emotional learning. HOLLA School staff meets daily to identify students with additional, unique social and emotional needs based on their current home life, challenges in school, etc.</p>
<p>Describe how you will ensure class time, and individual time if needed, for creative opportunities that allow students and staff to explore and process their experiences.</p>	<p>For Schools: Answers based on your unique plans for SY22-23 A core role for our Classroom Mentors is to provide individual and community time with students to explore and process their experiences, questions, thoughts, feelings, and responses. Through daily touch points and weekly staff meetings, HOLLA School Co-Administrators provide the space and time for staff to do the same.</p>
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>For Schools: How will your social workers, counselors, School Psychologists, community partners play a role? District Wide Response: Program Administrators for School Culture and Climate will work with school-based teams to support:</p> <ul style="list-style-type: none"> ● Beginning of the year resource fair to introduce schools and families with services available in the community ● Student Support Teams/ Rapid Response Teams will follow protocols to refer students in need of additional support <p>School Specific Response: As a charter school, community partners play a large role in HOLLA School’s ability to best serve our students and families. HOLLA School has developed and maintained lasting relationships with a broad group of culturally relevant health and mental health services and supports. We expect to connect staff, families, and students to the following community services: Latino Network, Warner Pacific University graduate programs, Portland State university graduate programs, Multnomah County Community Based Health Clinics, BIPOC mental health providers, Partners for Youth with Disabilities, Movement Gym, Planet Fitness, Refugee Care Collective, The People’s Yoga, and Queer Youth in Action.</p>
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>For Schools: Answers based on your unique plans for SY22-23. How will you utilize MTSS TOSAs along with the resources available by the Department of School Climate and Culture? District Wide Response: Program Administrators for School Culture and Climate will work with school-based teams to support:</p> <ul style="list-style-type: none"> - “SOSA” Students on Special Assignment Teams to promote Anti Bullying, Well Being, and Mental Health Awareness/First Aid

OHA/ODE Recommendation(s)	Response:
	<ul style="list-style-type: none"> - Familial Partnerships to address student needs within belonging, inclusion and emotional/psychological safety. <p>School Specific Response: As a charter school, HOLLA School does not have access to RSD TOSAs.</p> <p>HOLLA School students are co-learners with staff. HOLLA School is intentional and comprehensive in establishing and sustaining our school culture, which centers identity, well-being, and SEL. HOLLA School staff creates nurturing, stimulating classrooms where every child feels included and experiences joy and success in learning. At HOLLA School our youth respond positively to questions such as, “What have you learned about yourself? Others? Inequities and how to interrupt them?” Moreover, we want them to be able to answer, “What are you becoming smarter about?” when queried.</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	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
COVID-19 Vaccination	<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>Vaccination clinics will continue to take place directly in the school community by partnering with East County Community Health. Past clinics have been available through partnership with Oregon Health and Science University (OHSU) and Multnomah County Health Department. When clinics are available, they are shared with each student and family through e-mail notification along with promoting to the school-wide community through social media platforms.</p>
Face Coverings	<p>Reynolds will follow the current statewide optional face covering guidance except in health care settings in schools like health rooms and Student Health Centers where face covering will still be mandatory. The Division of District Operations has issued updated policy memoranda on the optional face covering guidance and works with schools and non-school work locations to ensure employees understand the current guidance. The Office of Communications and Community Relations has provided messaging to parents/guardians.</p>
Isolation	<p>When students are identified with restrictable diseases or excludable symptoms, they should be separated from the well-population, in an appropriate space until they can be dismissed to home. This isolation space should be separated from the healthcare area used to assess and treat injured and non-symptomatic children or to provide medication management and care of chronic healthcare conditions. As part of our operating procedures during in-person learning, every school identified an appropriate care space (if not the healthcare area) for students identified with restrictable diseases or excludable symptoms. These operating procedures have continued this school year.</p>
Symptom Screening	<p>Students and staff are reminded of the common symptoms of COVID-19 and continue to check on their own health. If they are experiencing any COVID-19 like symptoms, they can complete the Symptom Tracking Tool (STT) with the assistance of a front office staff member at each school. The school nurse will review their results and follow-up to recommend next steps. If the nurse determines they have COVID-19 symptoms, they will recommend the individual to test for COVID-19 and report back the results.</p>
COVID-19 Testing	<p><i>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. Through the Oregon Health Authority (OHA), Reynolds has ordered school-site testing kits for all schools and Administration buildings for students/staff. Any student/staff who needs a COVID-19 test can get one in their building, or can go to their personal health care provider.</i></p>
Airflow and Circulation	<p>HVACs are maintained and functional in all buildings. Additional HEPA filters have been distributed to classrooms at each school building to ensure high quality air flow. The Facilities Maintenance Dept. has ensured that all of our HVAC systems are serviced on a regular basis to ensure they are operating to specifications. The Division of District Operations will also be working with schools and their staff to adopt the EPA Tools for Schools recommendations so everyone is collaboratively adopting best practices and working together to ensure healthy indoor air quality.</p>
Cohorting	<p>Students will stay in their respective classes/cohorts as much as possible. Assigned cohorts and seating assignments are tracked within the Student Information System.</p>
	<p>Students will be social distanced at least 3 ft. as often as possible at school. Desks will be spaced out accordingly in classrooms and schools will have signs marking walk ways to show which direction to walk so students/staff are appropriately spaced out. School site administrators will be working to distance students at least 3 feet as often as possible at schools.</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?
Physical Distancing	
Hand Washing	Handwashing and respiratory etiquette will be a constant reminder at each school. Staff will remind students how to correctly wash hands and keep any coughs into their sleeves. The Office of Communications and Community Partnerships has provided information to parents/guardians on important COVID-19 safety precautions. School sites have also communicated to parents/guardians and students on the importance of handwashing and respiratory etiquette. Hand sanitizer and facial coverings have been supplied to schools.
Cleaning and Disinfection	All high touch surfaces in schools and buildings are sanitized and cleaner thoroughly by Custodial staff each day. Areas where students and staff eat and or use more frequently will be wiped and sanitized more often, and as often as feasibly possibly throughout the school/work day. If an on-site positive COVID-19 case is confirmed, additional cleaning and sanitizing will be done before the next day when students and staff return to the school site.
Training and Public Health Education	Student and staff will be regularly trained on the benefit of proper hygiene (hand washing, sanitizing surfaces, covering mouth/nose when sneezing/coughing). They will be reminded to provide additional space to their classmates and co-workers and to stay home when not feeling well whether it's COVID-19 symptoms or not. Reynolds SD will work with MESD and the MESD Nursing staff at each school for additional resources and helpful educational products.

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?
	<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>
COVID-19 Vaccination	A specific vaccination clinic will be planned in the school community utilizing established community partners. Students, grades K-12, can also receive COVID-19 vaccinations at any time at the Reynolds High School Student Health Center throughout the year.
Face Coverings	<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> Schools will follow district requirements for face coverings based on Multnomah County Health Department and Oregon Health Authority (OHA) requiring face covering in schools. Schools will consult with Student & Family Services during periods of high transmission.
	Students who are currently symptomatic for COVID-19 will continue to be isolated from the well population in alignment with procedures from the Center for Disease Control and Prevention (CDC) and Multnomah County Health Department.

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</p>
Isolation	
Symptom Screening	The same procedures will be utilized. Symptom screening tools will be heavily relied on.
COVID-19 Testing	Testing will be made available at the school site if there is an on-site individual experiencing symptoms. Testing kits continue to be sent home as Oregon Health Authority (OHA) sends additional kits to school districts to distribute to each school and student.
Airflow and Circulation	HVAC systems and air purifiers will continue to be used at a high level.
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>Cohorting will be relied on to keep small groups of students together and ensure there is not intermixing. Cohorts will be tracked in the Student Information System for contact tracing purposes.</p>
Physical Distancing	Same physical distancing practices will be maintained.
Hand Washing	Additional reminders will be made for hand washing opportunities and hand sanitizer will be made available in all high touch points in the schools/buildings.
Cleaning and Disinfection	When more COVID-19 cases appear, custodial crews will implement deeper cleaning protocols to ensure locations where symptomatic individuals were in the school have been thoroughly sanitized.
Training and Public Health Education	Reynolds SD will work with MESD to attain additional resources and educational opportunities with students and staff for additional mitigations.

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>Regular vaccination opportunities will be made available to students, staff, and the community.</p>
<p>Face Coverings</p>	<p>Optional masking will be implemented.</p>
<p>Isolation</p>	<p>Symptomatic individuals will continue to be told to stay home away from the well-population.</p>
<p>Symptom Screening</p>	<p>Symptom screening measures will remain in place.</p>
<p>COVID-19 Testing</p>	<p>COVID-19 testing programs will remain in place.</p>
<p>Airflow and Circulation</p>	<p>HVAC systems will continue to run at their full efficiency.</p>
<p>Cohorting</p>	<p>Cohort groups will continue to stay as small and intact throughout the day as possible. As baseline returns, there will be more opportunities for inter-mixing cohorts for social emotional purposes in the school.</p>
<p>Physical Distancing</p>	<p>Reminders to keep certain distances will remain in place as much as possible.</p>
	<p>Hand washing and basic hygiene reminders will remain in place.</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?
Hand Washing	
Cleaning and Disinfection	Custodial staff will continue to clean high touch surfaces, but not do the deeper cleaning as often.
Training and Public Health Education	Training will be more reminder based and keep certain measures at the front of mind.

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.

<https://www.reynolds.k12.or.us/district/covid-19-school-level-management-plans>

where this plan is available for public viewing

Date Last Updated: **August 23, 2022**

Date Last Practiced: September 6, 2022