

# School-Level COVID-19 Management Plan

## Template For School Year 2022-23



### School/District/Program Information


District or Education Service District Name and ID: \_\_\_\_\_ Creswell School District 40 2086 \_\_\_\_\_

School or Program Name: \_\_\_\_\_ Creswell High School \_\_\_\_\_

Contact Name and Title: \_\_\_\_\_ Jenny Collins, Principal \_\_\_\_\_

Contact Phone: \_\_\_\_\_ (541) 895-6020 \_\_\_\_\_ Contact Email: \_\_\_\_\_ jcollins@creswell.k12.or.us \_\_\_\_\_

**Table 1.**

	<p><b>Policies, protocols, procedures and plans already in place</b>            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>Creswell School District (CSD) partners with OHA, ODE, and Lane County Public Health to implement policies and procedures to mitigate and monitor communicable disease outbreaks.  <a href="http://creswell.k12.or.us/creswell-school-district-40-communicable-plan/">http://creswell.k12.or.us/creswell-school-district-40-communicable-plan/</a>            Each of the following resources has been instrumental in the development of the CDMP plan.  <a href="#">Communicable Disease Guidance for Schools - OHA</a>  <a href="#">RSSL - Oregon Ready Schools Safe Learners Guidance - ODE</a>  <a href="#">OSNA COVID Toolkit</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>CHS will follow guidance from OHA, ODE and Lane County Public Health regarding exclusion for staff and students. By following OAR 333-019-0010, we help promote health and safety for all our students and increase in-person learning opportunities across demographic groups by reducing potential exposures and mitigating outbreaks of communicable diseases.            CHS and CSD regularly share information and infographics with families through newsletters and email updates reminding them when students/staff should stay home and update this information as needed when new guidelines are shared by OHA/ODE/LCPH. This information is also <a href="#">featured on our website</a>.  <a href="#">Communicable Disease Guidance for Schools - OHA</a>  <a href="#">RSSL - Oregon Ready Schools Safe Learners Guidance - ODE</a>  <a href="#">OSNA COVID Toolkit</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>In each school within the Creswell School District, separate spaces have been identified and transformed into isolation rooms which can hold ill people while maintaining social distance as required by OAR 581-022-2220. The isolation space in CHS is in close proximity to the front door and a bathroom. When choosing isolation spaces, care was given to ensure that spaces are accessible for students and staff experiencing disabilities.  <a href="http://creswell.k12.or.us/creswell-school-district-40-communicable-plan/">http://creswell.k12.or.us/creswell-school-district-40-communicable-plan/</a> - CSD Health Center staff and administration partner to communicate with families and maintain ready isolation spaces.</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.

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

CSD will follow OAR 333-019-1030 requiring all staff, workers, volunteers, and others associated with schools to be fully vaccinated or to have provided documentation of a medical or religious exception. For those with approved exceptions, reasonable efforts have been established to protect against the contracting and spreading of COVID-19. CSD will request school-based programs and contractors attest to their adherence to OAR 333-019-1030.

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

School Emergency plans are in place at the school.

**Additional documents  
reference here:**

[CDC COVID-19 Community Levels by County](#)  
[OHA COVID-19 Data Dashboards](#)



## 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> <li>• Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li> </ul>	<p><b>Jenny Collins</b> Principal</p>	<p><b>Brandon Standridge</b> Assistant Principal</p> <p><b>Amy Aguero</b> Director of Student Services</p>
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>	<p><b>Jenny Collins</b> Principal</p>	<p><b>Joel Higdon</b> District Safety Officer</p>
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>	<p><b>Melissa Cole / AJ Matthews</b> RN / LPN</p>	<p><b>Jenny Collins</b> Principal</p> <p><b>Amy Aguero</b> Director of Student Services</p>

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i>	<ul style="list-style-type: none"> <li>• Advises on prevention/response procedures that are required to maintain student services.</li> </ul>	<p style="text-align: center;"><b>Joel Higdon</b>            Director of Facilities,            Transportation &amp; Technology            Services            District Safety Officer</p> <p style="text-align: center;"><b>Chanel Green</b>            Business Manager</p>	<p style="text-align: center;"><b>Jenny Collins</b>            Principal</p>
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>	<p style="text-align: center;"><b>Jenny Collins</b>            Principal</p>	<p style="text-align: center;"><b>Julie Ward</b>            Communications &amp; Community            Engagement Coordinator</p>
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>	<p style="text-align: center;"><b>Mike Johnson</b>            Superintendent</p>	<p style="text-align: center;"><b>Joel Higdon</b>            Director of Facilities,            Transportation &amp; Tech Services            District Safety Officer</p> <p style="text-align: center;"><b>Amy Aguero</b>            Director of Student Services</p> <p style="text-align: center;"><b>Julie Ward</b>            Communications &amp; Community            Engagement Coordinator</p>

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> <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>	<p><b>Jennifer Scheit</b> Lane County Public Health</p> <p><b>Jose Zacarias</b> Lane County Public Health</p>	
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.)

- [Oregon Data for Decisions Guide](#)

<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.

- [CDC Community Levels by County](#)
- [Oregon's COVID-19 Data Dashboards](#)
- CSD's Equity Lens



**Suggested Resources:**

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

**Table 3.****Centering Equity**

OHA/ODE Recommendation(s)	Response:
<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>CHS administrators, in partnership and consultation with Family Resource, McKinney Vento, and ELD liaisons and teaching staff, will use registration info and previous academic records to identify students who may have been disproportionately impacted by COVID-19 (e.g. students who are at increased risk due to immunocompromised health situations, developmental/cognitive functions, etc.).</p> <p>CHS administrators and the student study team will review student records to design strategies to provide extra support for students in need of additional assistance and address/remove barriers to student success. CHS staff will examine relevant student survey responses to help evaluate and identify barriers students are experiencing.</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>CHS will develop plans in consultation with students and students’ families based on the unique needs of students. Plans will be communicated and reviewed periodically throughout the year to ensure that they continue to support the student’s and family’s individual needs and requirements.</p> <p>As students are further identified, teachers and staff will connect with families either directly or through scheduled meetings and/or conferences.</p>
<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>CHS staff will undertake professional development to support this work and help implement plans for underserved students and those disproportionately impacted or at higher risk of negative COVID-19 impacts or complications.</p> <p>Monthly student support team meetings provide opportunities to monitor, adjust, and share updates to plans as needed.</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.)

- School Counselor/Counseling Program
- QPR Suicide Prevention Training
- [Community Resource Reference Tool for Families](#)
- [Care and Connection](#)
- School Health Center team
- Professional Development centered around strategies for mental, emotional and social health
- Social Emotional education (K-12)
- Partnerships with outside agencies
- Family Resource Coordinator available to assist students and families in need of support



**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.	At Creswell School District, dedicating time for students and staff to cultivate connections is a priority as we understand that strong peer networks and deep personal connections bring mental health benefits and allow teachers to identify and meet the needs of students more effectively. In addition to district-wide staff events, including external speakers, a sample of some of the activities used by Creswell High School to foster relationships in our learning communities are as follows: CHS: Advisory period every Wednesday; curriculum for SEL during advisory, monthly grade level team meeting/student & parent outreach; Teacher Support Project with U of O to support SEL; school wide assemblies; multiple spirit weeks, early-release Wednesdays for PLCs and PD, new staff orientation.

OHA/ODE Recommendation(s)	Response:
<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>Creswell School District works to not only ensure students and staff have sufficient class and private time available for exploration, but also seeks ways to use this time to deepen connections within our campuses as we strive for instructional excellence. SEL instruction helps facilitate these exchanges. Offering opportunities for teachers to connect with one another provides valuable peer support. Some of the ways that Creswell High School is addressing this component are as follows:            CHS: Transition to a 90 minute block; 4x4 schedule to support deeper conversations and learning between student and teacher including SEL; On-site counselors and community mental health partnerships for 1:1 private discussions as needed.</p>
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>Creswell SD aims to provide all staff, students, and families culturally relevant health and mental services and support; ELD/McKinney Vento/Family Resource Center liaisons help share information in a culturally responsive manner. Staff have undertaken QPR training and are offered mental health services through the district benefit plans.            CHS- Partnership with South Lane Mental Health for on campus services; Masonic Model Student Assistance Program. On-site Counselor; Partnerships with community members and partners to offer community events (i.e. Boo Thru- drive through Halloween); shared resources via the website (Self Help Central/Relaxation Station).            CSD has also joined forces with Lane County Health and Human Services Garrett Lee Smith Youth Suicide Prevention and Early Intervention Grant Program. This partnership involves ongoing training, trauma-informed intervention and postvention protocols, ongoing evaluation and collaboration with stakeholders that facilitate care and coordination for patients at-risk.</p>
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>Peer-led initiatives not only provide students and staff with ways to promote wellbeing and mental health, but also provide valuable leadership experience and reassurance that others may be experiencing similar issues and challenges. Some of the ways Creswell High School fosters mental health through peer and student-led activities include:            CHS: Advisor-led student clubs and organizations to encourage connectedness. Student-led spirit and recognition assemblies.</p>



## Section 3. COVID-19 Outbreak Prevention, Response & Recovery:

**Implementing mitigation activities, responding to periods of increased transmission, resuming baseline level mitigation, and debriefing actions to improve the process**

Planning for and implementing proactive health and safety mitigation measures assists schools in reducing COVID-19 transmission within the school environment for students, staff, and community members. COVID-19 will continue to circulate in our communities and our schools for the indefinite future. Schools will utilize different mitigation measures based on COVID-19 transmission within their facilities and communities. In the following section, teams will document their school's approach to the CDC, OHA and ODE advised health and safety measures at baseline, during increased COVID-19 transmission, and as they roll back the increased mitigating measures, incorporating lessons learned.



### Suggested Resources:

1. [CDC Guidance for COVID-19 Prevention in K-12 Schools](#)
2. [Communicable Disease Guidance for Schools](#) which includes information regarding
  - Symptom-Based Exclusion Guidelines (pages 8-12)
  - Transmission Routes (pages 29-32)
  - Prevention or Mitigation Measures (pages 5-6)
  - School Attendance Restrictions and Reporting (page 33)
3. [COVID-19 Investigative Guidelines](#)
4. [Planning for COVID-19 Scenarios in School](#)
5. [CDC COVID-19 Community Levels](#)
6. [Supports for Continuity of Services](#)

**Table 5.**

**COVID-19 Mitigating Measures**

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>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?</b></p>
<p>COVID-19 Vaccination</p>	<p><i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community.</i></p> <p>CSD will follow OAR 333-019-1030 requiring all staff, workers, volunteers, and others associated with schools to be fully vaccinated or to have provided documentation of a medical or religious exception by October 18, 2021. For those with approved exceptions, reasonable efforts have been established to protect against the contracting and spreading of COVID-19. CSD will ensure school-based programs and contractors attest to their adherence to OAR 333-019-1030.</p> <p>CHS and CSD will share information with families regarding available area vaccination clinics via newsletters/website and offer a vaccination clinic for staff in the autumn.</p>
<p>Face Coverings</p>	<p>Creswell School District will comply with Oregon Health Authority face covering rules. Creswell High School will make masks available to students and staff. For any associated extracurricular activities and sporting events, CSD will follow OSAA guidance regarding face coverings.</p> <p>Signage is displayed indicating mask usage is required in the CSD health care spaces. If face covering requirements change due to alterations in state/area regulations or mandates, CHS will share information with all stakeholders.</p> <p>As part of the school’s and district’s communications, photographs will feature both masked and unmasked staff and students to reflect and demonstrate the use and welcoming of face coverings in our school settings.</p> <p>As county COVID-19 levels change, reminders will be sent to staff and families regarding associated public health recommendations for face covering usage as a layered mitigation strategy to help control transmission.</p>
<p>Isolation</p>	<p>In each school within the Creswell School District, separate spaces have been identified and transformed into isolation rooms which can hold ill people while maintaining social distance. CMS isolation space is in close proximity to the front door and a bathroom.</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?
	Staff will receive training re: isolation protocols. Diagnostic testing will be offered.
Symptom Screening	In its outreach to families, CHS will share information regarding symptoms to monitor that may indicate a communicable disease. Signage is displayed at the school with a list of symptoms. This information is also available on the CSD district website and staff are encouraged to watch for displayed symptoms in their classrooms. Staff will be reminded that sick leave is available should they experience symptoms personally and administrators will review policies regarding excused absences for students with staff.
COVID-19 Testing	<i>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.</i>
Airflow and Circulation	CSD and Creswell High School will operate ventilation systems properly and will consider and implement ways to increase circulation of outdoor air as much as possible by opening windows and doors and setting ventilation systems to increase air exchanges and maximize the amount of outdoor air where possible. Ventilation systems will be checked and maintained by maintenance staff on a regular basis.
Cohorting	With the 4x4 schedule, CHS students belong to cohorts within 4 classes per day. This information, along with extracurricular activity participation, will be evaluated when examining attendance/absentee data and used when notifications are provided to families.
Physical Distancing	CHS will support physical distancing in daily activities and instruction, striving for at least 3 feet between students to the extent possible. Clear plastic barriers may be used as an additional measure in some circumstances. Care will be taken to minimize time spent standing in lines and students will have visual cues and reminders about spacing and distancing.
Hand Washing	As students return to school, handwashing education and information about germ transmission will be provided to students and staff. Members of the district community will be taught ways germs can spread, how handwashing and respiratory hygiene/cough etiquette can help limit disease transmission, and times when hand washing is essential. Soap, hand sanitizer dispensers, and tissues will be provided and readily available. Hand sanitizer dispensers will be placed near all entry doors and other high traffic areas. Signage and verbal reminders of the importance of hand hygiene and respiratory etiquette will be displayed and provided to students.
Cleaning and Disinfection	At CHS, a regular schedule of cleaning and disinfecting is maintained by custodial staff. In the event of a positive COVID-19 case identifications or communicable disease outbreaks, additional deep cleaning measures including aerial fogging/disinfection may be instituted.

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>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?</b>
Training and Public Health Education	Through regular communication with stakeholders, CHS will share information with staff and families to further educate the community about measures and methods employed in CSD to reduce transmission of communicable diseases. Training through inservice and online modules will be available to staff members.

**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	During times of high transmission, CHS will increase the frequency with which it shares information surrounding the locations and steps involved to access vaccination clinics in the area, ensuring that information is transmitted in clear language and made available in a variety of mediums (website, newsletter, direct posts, etc.) to make details easily accessible by stakeholders.
Face Coverings	During periods of high transmission, CHS will continue to make masks freely available to all staff and students in a variety of locations and will communicate relevant face covering recommendations from CDC/Lane County Public Health to district families.
Isolation	In periods of high transmission, CHS’s team of administrators and health professionals will assess isolation space needs and implement plans for additional space should it be needed. If additional isolation spaces are put into practice, CHS will retrain staff regarding isolation protocols.
Symptom Screening	During high transmission periods, CHS will provide increased communication and reminders to families and staff alike about the list of possible symptoms, the impact that exposure can have on others, and that students and staff are encouraged to stay home when ill. In these periods, administrators will remind staff of communicable disease-associated symptoms and encourage them to monitor themselves and their students for their occurrence.
COVID-19 Testing	In a high transmission environment, CHS will provide families with reminders that diagnostic testing is available and may elect to proactively send consent forms for families to have testing approvals on-file.

<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).
Airflow and Circulation	In high transmission scenarios, CHS staff will evaluate the service schedule/filters, making extra effort to ensure outdoor air flow is maximized through the opening of doors and windows as available. When possible, outdoor spaces will be used for learning and breaks to encourage increased airflow and circulation.
Cohorting <sup>2</sup>	During periods of high absenteeism / reported positive cases, CHS will institute plans to further stabilize grade level and group cohorting and minimize contact between cohort groups, reminding staff of methods to minimize time intermingling.
Physical Distancing	Staff will retrain students regarding the importance of physical distancing, encouraging proper spacing and minimizing time spent in lines or common spaces. When possible, activities will be moved outdoors to encourage distancing.
Hand Washing	During periods of high transmission, teachers will remind students regarding correct respiratory hygiene and handwashing techniques. Custodial staff will ensure that restrooms and classrooms are properly stocked with necessary handwashing supplies and hand sanitizer is available in designated locations.
Cleaning and Disinfection	In periods of high transmission, high touch areas and surfaces will experience expanded cleaning with potential frequency increases. Aerial disinfection fogging may be instituted.
Training and Public Health Education	In periods of outbreaks or increased transmission, CHS will continue to notify cohorts and families based upon guidance from ODE/OHA/LCPH. Administrators will review health and safety information and protocols with staff.

**Table 7. COVID-19 Mitigating Measures**

<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.

OHA/ODE Recommendation(s) 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?
COVID-19 Vaccination	As the school transitions from a high transmission period to a baseline response, CHS administrators will continue to share information about available vaccination and booster clinics with staff and district families. Links to Lane County Public Health vaccination clinic details will be available on the district website.
Face Coverings	As transmission levels decrease, CHS and CSD will continue to share information with families about the current county levels and associated recommendations regarding face coverings.
Isolation	If additional isolation spaces were in use during high transmission periods, CHS staff will determine plans for returning the areas to their original function.
Symptom Screening	Communications about communicable disease symptoms will continue to families and staff, reminding them of the importance of monitoring symptoms and protecting community health by staying home when ill.
COVID-19 Testing	Diagnostic testing will continue to be offered to students and staff who are experiencing symptoms or have been exposed to a positive case of COVID. By continuing to offer access to tests, CHS reduces barriers for families and allows for earlier detection.
Airflow and Circulation	CHS will continue to work with CSD's facilities department following a period of high transmission to ensure HVAC systems are working correctly, filters have been changed according to the appropriate schedule, and equipment is operating in a manner to maximize airflow and circulation.
Cohorting	As community transmission returns to baseline, CHS will continue to monitor absentee levels, share information with respective cohorts and, in accordance with guidance from public health officials, may reintroduce and return to group activities.
Physical Distancing	As transmission levels decrease, Creswell High School will continue to promote physical distancing wherever possible and will work to continue minimizing time spent congregating in groups or standing in lines.



OHA/ODE Recommendation(s) 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?
Hand Washing	As transmission decreases, CHS will continue to ensure that students are given the opportunity to wash and sanitize hands throughout the day and share reminders of the importance of handwashing before and after eating, using the restroom, etc. Custodians will monitor and restock to ensure that students and staff have access to all equipment and supplies needed.
Cleaning and Disinfection	As Creswell High School returns to baseline following a period of high transmission, custodial staff will continue to clean and disinfect rooms and surfaces according to the established cleaning schedule to minimize the spreading of germs. In the event that a classroom experiences a positive case of COVID, expanded deep cleaning measures may be applied.
Training and Public Health Education	CHS will continue to share information about current protocols with families and staff to keep them informed about any changes and invite their partnership to protect the health of our learning community. Creswell High School administrators will revisit and retrain staff during the school year as transmission levels and protocols adjust.

## PRACTICING PLAN TO IMPROVE PROCESS

Training exercises are essential to preparedness ensuring individuals understand their role in a communicable disease event. Exercises can also help identify gaps in the planning, thereby building upon and strengthening the plan over time. Schools, districts, and ESDs should schedule to exercise this plan annually and when any revisions are made to update the plan. The plan, or component(s) of the plan, can be tested through conversations, practice exercises, or other activities.

This plan is available for public viewing at <http://creswell.k12.or.us/chs-school-level-covid-19-management-plan-22-23/>.

Date Last Updated: **8/10/22**

Date Last Practiced: **8/10/22**