School-Level COVID-19 Management Plan

Template For School Year 2022-23

mesD

Multnomah Education Service District

School/District/Program Information

District or Education Service District Name and ID: Multnomah ESD 2048

School or Program Name: MESD Alliance

Contact Name and Title: Joy Koenig, Principal

Contact Phone: <mark>XXXXXXXX</mark>   Contact Email: jkoenig@mesd.k12.or.us

Table 1.

	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.**
School District Communicable Disease Management Plan OAR 581-022-2220	The Multnomah ESD Comprehensive Communicable Disease Management Plan (last updated September 2021) is available: https://www.multnomahesd.org/uploads/1/2/0/2/120251715/cdmp.pdf
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010	Multnomah ESD follows current ODE and OHA guidelines requiring exclusionary measures. MESD also follows Multnomah County Public Health guidance which is aligned with the Centers for Disease Control and Prevention (CDC's) recommendations. Based on current recommendations and requirements, MESD administrators and nurses are required to exclude staff and students from school whom they have reason to suspect have COVID-19 and other certain communicable diseases. Anyone diagnosed with COVID-19, per the CDC is required to isolate for five days. After the five days, individuals are required to continue to wear a well-fitting mask around others at home and in public places for an additional 5 days (day 6 through day 10) after the end of their 5-day isolation. This applies in most situations. However, as directed by the Health Department, an individual may have a 10-day isolation if they are not able to wear a well-fitting mask while around others. The most current guidance for quarantine and isolation on the District's website at multnomahesd.org/shs-communicable-disease. You can also find 22-23 guidance here. When students or staff have tested positive for an excludable disease and reported it to the school, they will be provided with a return to school date determined by the MESD in collaboration with the Multnomah County Public Health Department.

	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.**
Isolation Space 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. OAR 581-022-2220	All MESD sites have an isolation space for anyone experiencing symptoms, as well as to provide services. Additional details about this space are available in our Comprehensive Communicable Disease Management Plan.
Educator Vaccination OAR 333-019-1030	All MESD schools meet the current OAR 333-019-1030 vaccination status requirements. All employees are either fully vaccinated or have received waivers as is permitted under the OAR. All new employees are required to demonstrate proof of full vaccination status prior to hire.
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	The MESD Emergency Operations Plan (last updated August 2017) is available: https://www.multnomahesd.org/emergency.html This plan is currently in the process of being updated for the post-pandemic environment with an anticipated update completion date in Spring 2023.
Additional documents reference here:	MESD Board Policy JHCC: Communicable Diseases - Students MESD Board Policy JHCC-AR: Communicable Diseases MESD Board Policy GBEB: Communicable Diseases - Staff MESD Board Policy GBEB-AR: Communicable Diseases MESD 2022-2023 Communicable Disease Updates Guidance

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	● 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.	Joy Koenig , Principal jkoenig@mesd.k12.or.us	Todd Greaves tgreaves @mesd.k12.or.us
School Safety Team Representative (*or staff member knowledgeable about risks within a school, emergency response, or operations planning*)	● 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.	Joy Koenig , Principal jkoenig@mesd.k12.or.us	Don Hicks, Contract & Risk Manager, dhicks@mesd.k12.or.us (503) 257-1518

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Health Representative (*health aid, administrator, school/district nurse, ESD support*)	- 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.	Lorraine Parga, MESD School Nurse Supervisor lparga@mesd.k12.or.us	MESD Communicable Disease (CD) Team cdsupport@mesd.k12.or.us
School Support Staff as needed (*transportation, food service, maintenance/custodial*)	Advises on prevention/response procedures that are required to maintain student services.	Joy Koenig , Principal jkoenig@mesd.k12.or.us	MESD Facilities - Rich Wehring rwehring@mesd.k12.or.us
Communications Lead (*staff member responsible for ensuring internal/external messaging is completed*)	- 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.	Joy Koenig , Principal jkoenig@mesd.k12.or.us	MESD Communication Team/ David Solano, Sr Comms Administrator dsolano@mesd.k12.or.us

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
District Level Leadership Support (*staff member in which to consult surrounding a communicable disease event*)	• 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.	Lorraine Parga MESD School Health Supervisor for our Communicable Disease Team. lparga@mesd.k12.or.us	Jamie Smith, MESD Senior SHS Administrator jsmith2@mesd.k12.or.us
Main Contact within Local Public Health Authority (LPHA)	• 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.	Multnomah County Schools Outbreak Team Multnomah County Health Department 971.288.7175	Tiffany Colburn Hitchcock School Liaison Communicable Disease Services Multnomah County Health Department 971.288.7175
Others as identified by team	**General Staff or Student Questions** School Health Services hservices@mesd.k12.or.us multnomahesd.org/shs-communicable-disease 503-257-1732 **Symptom Tracking Tool** School Health Services hservices@mesd.k12.or.us multnomahesd.org/shs-blank-145604 503-257-1732		

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[1], etc.)

- **Multnomah ESD Equity Lens**
- **Director of Regional Equity Initiatives and Partnerships**

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

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[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:
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.	All MESD decisions are centered in equity and begin with employing the MESD Equity Lens. Each MESD site tracks attendance by race/ethnicity/gender and reviews it monthly to see if there are any emerging disparities. As an agency, our school health team also reviews the data from the symptom tracker to monitor impact. Our site is located in a detention/youth correction facility and all students are residential. Therefore we also work closely with facility staff to assess needs and work collaboratively to extend differentiated and equitable support.
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.	All MESD decisions are centered in equity and begin with employing the MESD Equity Lens. This lens supports our work in asking questions about people, place, power, process and plan, so we can act in a manner that maximizes diversity, inclusion, and equity. MESD has a Community Liaison and other staff who help our site to engage in dialogue with students, parents, and community partners — culturally specific organizations, tribal liaisons, and community service organizations — to ensure plans that are inclusive and responsive to the needs of our diverse students. Our ongoing goal is to maintain, and further strengthen, our partnership with culturally diverse and inclusive partners as we endeavor to provide high-quality and responsive services. Students with Disabilities: MESD provides individualized educational services to youth with disabilities which is developed by an IEP team and in accordance with the IEP. Each youth has a case manager that works closely with connected adults to reduce barriers and ensure the youth has equitable access to instruction that allows for free and appropriate public education in the least restrictive environment. Each case manager reviews student needs, including those related to COVID-19 challenges and ensures a plan is in place to minimize academic and/or disparate impact.

OHA/ODE Recommendation(s)	Response:
	English Language Learners: MESD sites team with Migrant Education and also culturally specific agencies like IRCO to provide additional wrap around supports for youth who are ELL. Black, Indigenous, and/or a Student of Color: MESD's Bars to Bridges and Equity team works with programs to ensure wrap-around support for qualifying youth to mitigate the impacts of COVID-19.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	MESD has a variety of measures in place. A non-exhaustive sampling includes: ● All MESD staff participate in ongoing Courageous Conversations About Race training. Meetings start with the CCAR centering conversation. ● Staff are also trained in and expect to utilize the MESD Equity Lens when looking at data and making decisions that impact students, programming, staff or community. ● Student study teams and IEP teams receive annual training with monthly refreshers on how to equitably support youth. ● All staff receive training in the current COVID-19 and other communicable disease prevention and response that includes understanding the 22-23 updates.

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.)

● LGBTQ Specific Supports

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- [Behavior Health Recovery Plan](#)
- [Suicide Prevention/Response/Postvention Plan](#)

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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](#)

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Table 4.   **Mental Health Supports**

OHA/ODE Recommendation(s)	Response:
Describe how you will devote time for students and staff to connect and build relationships.	MESD provides time embedded in the class schedule for students to connect and build relationships. Staff are provided with wellness activities such as potlucks, Escape room adventures, socials, professional learning, and affinity spaces to connect and build relationships.
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.	Space and support to explore and process experiences is important. MESD provides structured and unstructured support for youth and staff. Staff also have access to culturally specific spaces including affinity spaces and culturally responsive mental health sessions. MESD is committed to supporting students and families as they navigate these difficulties, and the most important and effective way that we can do that is through relationship-building and regular communication between staff and families. Through these regular check-ins, needs can be identified, and resources sourced for families. Ongoing parent surveys provide opportunities for families to express their concerns and identify important factors that are influencing their decisions. MESD has qualified mental health professionals (QMHPs) available, and as need is identified within our program, MESD staff are committed to accessing these resources to provide support for our families.

OHA/ODE Recommendation(s)	Response:
	Mental Health Therapists, school psychologists and behavior consultants check in with students regarding mental health well-being. For students in particular, teachers: ● Check in with parents / guardians to discuss the needs of individual students, including their socio-emotional well being. ● Meet with students individually on a weekly basis and include conversations about socio-emotional well being. ● Collaborate with the MESD psychologists and mental health therapist to support efforts to provide socio-emotional support. **Additionally staff use the following programs depending on grade level and individual needs:** **Social Express** - Animated interactive lessons focused on SEL (The Social Express, Cool School (targets safe environment, bullying, etc.), and Career Path Exploration. Main areas of focus: attentive listening, conflict resolution, conversations, critical thinking, group participation, non-verbal communication, relationships and self-management. Programming is for all age groups. **Superflex:** Prescriptive curriculum, a series of books and worksheets that go in an approximate order. Student is the main character / superhero. Programming for grades 3-5. **Zones of Regulation:** The Zones is a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. Programming for grades K-7. **Zones App/Exploring Emotions:** Exploring Emotions app is a part of the Zones of Regulation bundle. Allows students to explore emotions in simulated environments with social interactions and voiceovers. Programming for grades K-4.

OHA/ODE Recommendation(s)	Response:
	Second Steps: Second Steps is designed to provide students with the skills they need to navigate through both school and life challenges. Programming is for grades K-5. **Centervention for Behavioral Interventions:** Interactive Social Emotional Scene "game play" delineated by age group (K-1, 2-4, 3-5, middle school) Plus some Autism specific sets. **Bounce Back -** 1. CBT for trauma curriculum: https://bouncebackprogram.org/ 2. Crisis / Covid resources: https://bouncebackprogram.org/crisis **Copying Cat:** Cognitive-behavioral treatment for children with anxiety. The program incorporates 4 components: ● Recognizing and understanding emotional and physical reactions to anxiety ● Clarifying thoughts and feelings in anxious situations ● Developing plans for effective coping ● Evaluating performance and giving self-reinforcement **Sanford Harmony:** One-click navigation for all classroom activities, SEL stories, role-playing games and sing-along songs. Programming for grades K-6. **Superflex:** Prescriptive curriculum, a series of books and worksheets that go in an approximate order. Student is the main character / superhero. Programming for grades 3-5. **Zones of Regulation:** The Zones is a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. Programming for grades K-7.

OHA/ODE Recommendation(s)	Response:
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	MESD has relationships with a variety of providers and supports, and contracts with some culturally specific services to provide affinity spaces, grief recovery sessions and more. Providers include Dr. Keith Dempsey and Dr. Rebecca Arrendondo Yazzie. Care Solace provides Community Mental Health Resource Navigation to students, families, and staff, including culturally relevant health and mental health services and supports. More information can be found at https://www.csd28j.org/Page/1266 All of our buildings have sensory spaces that provide students access to social-emotional supports intended to reduce the impact of trauma and anxiety, so they can engage in learning. This strengths-based approach teaches life-long skills of self-management, calm and focus, reducing classroom disruptions and disciplinary referrals.
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	Providing venues for and fostering peer and student lead initiatives is valuable. Following student's lead around initiative on wellbeing and mental health is extremely important and lends to creative opportunities. Currently, MESD provides time and space for student voices to be heard and collaboration with staff to occur through scheduled class time and one-on-one support time.

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	*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.* All MESD staff are required to be fully vaccinated to work for the agency. At this point, as all employees are fully vaccinated or have received exemptions in compliance with the OAR, MESD does not need to offer vaccination clinics. If additional vaccinations are required, MESD will work with local county health officials and OHA to provide vaccination information and access.
Face Coverings	All MESD schools and programs follow CDC, OHA, and ODE recommendations regarding face coverings. When transmission rate is high in the region, face coverings are required. When the level is medium, face coverings are recommended, but not required. When the level is low, face coverings are optional. This location is inside a residential facility and so we also follow the facility guidelines regarding face coverings, when they are more stringent. If the facility does not require face coverings but MESD does, we follow the MESD guidelines. If the facility does require face coverings and MESD does not, then we follow the facility's mandate.
Isolation	This school is located in a residential facility not operated by MESD. The operational facility maintains an isolation space. This space includes health care and is supervised and equipped for first aid. Sick, symptomatic, or injured individuals may use this space. When students are identified with restrictable diseases or excludable symptoms (regardless of what CDC Community Level we might be experiencing), they are separated from the well-population, in an appropriate space until they can go home/to another space.
Symptom Screening	https://www.multnomahesd.org/shs-blank-145604.html All MESD schools/programs practice multi-point visual screenings, which is not the same as "screening testing", but can however lead to additional screening questions and considerations in order to limit potentially ill individuals from exposing others.

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?
	Symptom Screening occurs: ● Before the school day: Staff and students can "screen" themselves to ensure they are not demonstrating any of the primary symptoms of COVID-19 or chills, shortness of breath, difficulty breathing, or new loss of taste or smell). Families of elementary age students are encouraged to visually "screen" their children. ● Upon entry to the bus and/or the building, school staff will continue visually screening students to see if a more thorough screening needs to take place. ● As students enter classrooms and throughout the day, staff will continue to visually "screen" students to see if there are any changes in behavior that might indicate that a student is not feeling well and might require a more thorough screening. ● If students or staff display any of the primary symptoms while onsite, additional steps will be taken including temperature checks. ● Additional information may be found here.
COVID-19 Testing	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. All students and staff have access to diagnostic tests although we do not have tests available at all sites. This testing is done by the facility where the school is located.
Cohorting	Cohorting is the practice of keeping people together in a small or "assigned" group and having each group stay together throughout the day, while minimizing contact between cohorts. Students are assigned to classrooms, class periods, after school programming, athletics and/or on bus routes. If needed, we are able to identify students within one of these cohorts at any time in the school year if there is a need for identification and notification of a possible communicable disease exposure. Cohorting occurs in conjunction with the residential facility.

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	MESD follows ODE and OHA guidelines regarding physical distancing. At this time physical distancing is optional. If health guidelines change, MESD will follow those.
Hand Washing	Signage in multiple languages is available in restrooms and other high contact areas with reminders about proper hand washing and the importance of hand sanitation for preventing and reducing the spread of communicable diseases.
Cleaning and Disinfection	All buildings ensure that high touch areas are cleaned frequently and plans for systematic disinfection of classrooms, offices, bathrooms and activity areas are in place. Cleaning schedules will be documented and reviewed on a regular basis. School staff are encouraged to clean used surfaces at least once a day to reduce the risk of germs spreading by touching surfaces. If a facility has had a sick person or someone who tested positive for COVID-19 within the last 24 hours, the space should be cleaned and disinfected per the MESD Comprehensive Communicable Disease Plan Cleaning and Disinfection guidance that clean schools & district buildings contribute to healthy environments and reduce the risk of communicable disease transmission.
Training and Public Health Education	Building administrators in collaboration with their school's nurse provide training on the School-Level Covid-19 Management Plan at the beginning of the school year. This information is based on the MESD Comprehensive Communicable Disease Management Plan and CDC guidelines.

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

OHA/ODE Recommendation(s) Layered Health and Safety Measures	MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
COVID-19 Vaccination	Multnomah ESD follows all the Oregon OAR 333-019-1030 requirements which include requiring all Teachers, school staff and volunteers be "fully vaccinated." On a regular and continuous basis, families, staff and students will be provided with information about COVID-19 vaccination access across the County. As a district, we will monitor Community Levels and vaccination updates. If there is a need, we may partner with local organizations to offer vaccinations and/or boosters on site.
Face Coverings	*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.* All MESD schools and programs follow CDC, OHA, and ODE recommendations regarding face coverings. When transmission rate is high in the region, face coverings are required. When the level is medium, face coverings are recommended, but not required. When the level is low, face coverings are optional. This location is inside a residential facility and so we also follow the facility guidelines regarding face coverings, when they are more stringent. If the facility does not require face coverings but MESD does, we follow the MESD guidelines. If the facility does require face coverings and MESD does not, then we follow the facility's mandate.
Isolation	This school is located in a residential facility not operated by MESD. The operational facility maintains an isolation space. This space includes health care and is supervised and equipped for first aid. Sick, symptomatic, or injured individuals may use this space. When students are identified with restrictable diseases or excludable symptoms (regardless of what CDC Community Level we might be experiencing), they are separated from the well-population, in an appropriate space until they can go home/to another space.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
Symptom Screening	https://www.multnomahesd.org/shs-blank-145604.html All MESD schools/programs practice multi-point visual screenings, which is not the same as "screening testing", but can however lead to additional screening questions and considerations in order to limit potentially ill individuals from exposing others. Symptom Screening occurs: • Before the school day: Staff and students can "screen" themselves to ensure they are not demonstrating any of the primary symptoms of COVID-19 or chills, shortness of breath, difficulty breathing, or new loss of taste or smell). Families of elementary age students are encouraged to visually "screen" their children. • Upon entry to the bus and/or the building, school staff will continue visually screening students to see if a more thorough screening needs to take place. • As students enter classrooms and throughout the day, staff will continue to visually "screen" students to see if there are any changes in behavior that might indicate that a student is not feeling well and might require a more thorough screening. • If students or staff display any of the primary symptoms while onsite, additional steps will be taken including temperature checks. • Additional information may be found here.
COVID-19 Testing	*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.* All students and staff have access to diagnostic tests although we do not have tests available at all sites. This testing is done by the facility where the school is located.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
	Families and staff are provided with information regarding how to order home kits through the following site provided by the federal government: https://special.usps.com/testkits?fbclid=IwAR0oBc8JU1tXTlaP5N_-0pyRvDUyV_leZn0gTvgzLWNWEvIdlHT1ye_tCMA
Airflow and Circulation	All MESD instructional spaces have been tested and meet the minimum airflow/ventilation requirements. School staff are encouraged to take additional steps, especially when transmission is high. They may include opening windows or doors (if safe to do so) for increased airflow and holding some activities outdoors. Portable HEPA filters are available for all spaces where staff and students congregate across the district as well as replacement filters. Building administrators and custodians are given information about replacement schedules.
Cohorting[2]	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: 1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent 2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent Cohorting is the practice of keeping people together in a small or "assigned" group and having each group stay together throughout the day, while minimizing contact between cohorts. Students are assigned to classrooms, class periods, after school programming, athletics and/or on bus routes. If needed, we are able to identify students within one of these cohorts at any time in the school

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[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.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
	year if there is a need for identification and notification of a possible communicable disease exposure. Cohorting is done in coordination with the residential facility.
Physical Distancing	MESD follows CDC guidelines regarding physical distancing. During periods of high transmission, If health guidelines change, MESD will follow those. These may include schools supporting physical distancing in all daily activities and instruction, striving for at least 3 feet between students to the extent possible, especially if there is high transmission within the County.
Hand Washing	Washing hands can prevent the spread of infectious diseases. Schools will teach and reinforce proper handwashing to lower the risk of spreading viruses, including the virus that causes COVID-19. Signage in multiple languages is available in restrooms and other high contact areas with reminders about proper hand washing and the importance of hand sanitation for preventing and reducing the spread of communicable diseases. Schools will teach and reinforce covering coughs and sneezes to help keep individuals from getting and spreading infectious diseases, including COVID-19. Visuals, videos and modeling will be provided at the beginning of the year and throughout the year to remind students, staff, and visitors of safety measures to practice around handwashing and respiratory etiquette. Visuals are provided in several languages. When transmission is high in the County, students, staff and visitors are expected to wash hands or use hand sanitizer including: upon entrance to buildings, after using the restroom, before eating, before and after going to recess.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
Cleaning and Disinfection	All buildings ensure that high touch areas are cleaned frequently and plans for systematic disinfection of classrooms, offices, bathrooms and activity areas are in place. Cleaning schedules will be documented and reviewed on a regular basis. School staff are encouraged to clean used surfaces at least once a day to reduce the risk of germs spreading by touching surfaces. If a facility has had a sick person or someone who tested positive for COVID-19 within the last 24 hours, the space should be cleaned and disinfected per the MESD Comprehensive Communicable Disease Plan Cleaning and Disinfection guidance that clean schools & district buildings contribute to healthy environments and reduce the risk of communicable disease transmission. Additionally during high transmission periods (or if a high number of cases have been linked to one classroom), school custodians will use increased cleaning protocols prior to the return of students and staff.
Training and Public Health Education	Building administrators in collaboration with their school's nurse provide training on the School-Level Covid-19 Management Plan at the beginning of the school year and refreshers when transmission is high. This information is based on the MESD Comprehensive Communicable Disease Management Plan and CDC guidelines.

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	Vaccination practices will stay in place.
Face Coverings	All MESD schools and programs follow CDC, OHA, and ODE recommendations regarding face coverings. When transmission rate is high in the region, face coverings are required. When the level is medium, face coverings are recommended, but not required. When the level is low, face coverings are optional. This location is inside a residential facility and so we also follow the facility guidelines regarding face coverings, when they are more stringent. If the facility does not require face coverings but MESD does, we follow the MESD guidelines. If the facility does require face coverings and MESD does not, then we follow the facility's mandate. Information will be shared with students, families, staff and community members if a change in masking is occurring. Face coverings will also be available at entrances of our school buildings.
Isolation	Isolation requirements will stay in place.
Symptom Screening	General visual screenings will continue.
COVID-19 Testing	Testing options will continue to be made available and shared with students, families and staff.
Airflow and Circulation	Airflow and circulation practices will continue.

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?
Cohorting	Cohorting practices will continue at the baseline level.
Physical Distancing	MESD continues to engage with Multnomah County Health and other county health departments as appropriate. As levels change, consultation will occur with the MESD and County Health Department as needed. District wide messaging will be provided to building administrators, staff, students and families regarding any necessary changes and expected time frames.
Hand Washing	Standard hand sanitation protocols will remain in place. Heightened hand sanitation protocols will occur if advised by County Health departments based on OHA and CDC recommendations, or in compliance with the MESD Comprehensive Communicable Disease Management Plan due to another disease management protocol.
Cleaning and Disinfection	Standard cleaning and disinfecting procedures will remain in place. Heightened cleaning protocols will occur if advised by County Health departments based on OHA and CDC recommendations, or in compliance with the MESD Comprehensive Communicable Disease Management Plan due to another disease management protocol.
Training and Public Health Education	As levels change, consultation will occur with the MESD and County Health Department as needed. District wide messaging will be provided to building administrators, staff, students and families regarding any necessary changes and expected time frames.

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.multnomahesd.org/parents.html where this plan is available for public viewing.

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