

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

# Cascade Heights Public Charter School

## School/District/Program Information


District or Education Service District Name and ID: **North Clackamas School District #1924**

School or Program Name:  Cascade Heights Public Charter School

Contact Name and Title:  Kristin Macy

Contact Phone:  971-271-1117 Contact Email:  k.macy@chpcs.org

**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>Cascade Heights has prepared a Emergency Operations Plan in partnership with I Love You Guys and NCSD.  <a href="https://docs.google.com/document/d/1F6sat9TICVhY6dARQpz24cUezapfcfNBRCWYUXVj33w/edit?usp=sharing">https://docs.google.com/document/d/1F6sat9TICVhY6dARQpz24cUezapfcfNBRCWYUXVj33w/edit?usp=sharing</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>Staff are trained to screen students upon school entry and throughout the school day. We partner with our local health authorities whenever there is a known case to enforce health department isolation periods for staff and students. We follow the Exclusion Guidelines which are Included in the Communicable Disease Management Plan.</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>CHPCS has a designated isolation space for students that have special health care needs.</p>
<p><b>Educator Vaccination</b>  <a href="#">OAR 333-019-1030</a></p>	<p>Per the State of Oregon’s OAR 333-019-1030, NCSD will continue to require staff to be fully vaccinated as a condition of employment. "Fully vaccinated" is defined as 14 days after receiving all required doses of a CDC approved COVID-19 vaccine. Exceptions may be made only for eligible medical or religious reasons.</p>
<p><b>Emergency Plan or Emergency Operations Plan</b>  <a href="#">OAR 581-022-2225</a></p>	<p><a href="#">CHPCS - Emergency Procedures &amp; Disaster Plan</a></p>



## Policies, protocols, procedures and plans already in place

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

Additional documents reference here:

<https://docs.google.com/document/d/1abnaoHZxeSyyWD604LxhS-a98g0uWchD/edit?usp=sharing&oid=106009692462829686660&rtpof=true&sd=true>



## 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>	Kristin Macy- k.macy@chpcs.org	Farrah Tran- f.tran@chpcs.org

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"> <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> <li>● Training at beginning of year will be completed.</li> </ul>	Kristin Macy- k.macy@chpcs.org	Farrah Tran- f.tran@chpcs.org
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>	Cheryl Sharkey- School Nurse	Farrah Tran- f.tran@chpcs.org
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>	Kristin Macy- k.macy@chpcs.org	Farrah Tran- f.tran@chpcs.org

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i>	<ul style="list-style-type: none"> <li>Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the school is responding, and action community members can take to protect their health.</li> <li>Shares communications in all languages relevant to school community.</li> </ul>	Kristin Macy- k.macy@chpcs.org	Farrah Tran- f.tran@chpcs.org
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>	Kristin Macy- k.macy@chpcs.org	Farrah Tran- f.tran@chpcs.org
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>	Kristin Macy- k.macy@chpcs.org	Farrah Tran- f.tran@chpcs.org
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.)

- [CHPCS EQUITY STATEMENT](#)
- [CHPCS Anti-Racism Statement](#)
- [North Clackamas Equity Stance](#)



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

**Table 3.**

**Centering Equity**

OHA/ODE Recommendation(s)	Response:
<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>Covid 19 positive rates are tracked centrally. Schools are alerted to any positive rate anomalies.</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>Should any significant disproportionality in positive rates be evident, this school will utilize district resources including the Student and Family Support Department, Wichita Center for Children and Families, and/or the engagement team to provide information and resources. Strategies could include access and Multi-Lingual information about Covid 19 prevention, testing, vaccinations, and treatment options. Social services, including food, housing support aid, access to community mental aid and physical health resources can be provided. Every student in North Clackamas School District has access to the Student Based Health Center. This school student support team regularly reviews academic and other data to determine what academic, social, or behavioral services will best meet a students' needs culturally and linguistically specific. Community Liaisons and Outreach Facilitators. Are available to assist school teams with this work.</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>The student support team is a long-standing model for reviewing student needs. The standing training and logistics related to this team will be used. To determine and address students' needs.</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 Based Health Centers (at each feeder pattern high school) are available to all students for testing, vaccines and a variety of health and wellness support
- School Based Mental Health Therapy is provided by the following organizations: LifeStance, Trillium, Clackamas County
- Substance Use/Abuse Counseling is provided by LifeStance
- District Social Workers provided direct support to students and families, as well as link them to community resources
- District Counselors & Social Workers are trained in and provide suicide assessment/screening to any students with suicidal thoughts, gestures, and/or ideation and link them to district and community interventions for support
- The Food Pantry is available for any student and their family that is facing food insecurities (hygiene items are also available)
- Emergency housing assistance is available as well and McKinney-Vento services (this has been a needed intervention for some families that have lost work due to the COVID pandemic, and faced financial hardship)
- [North Clackamas School Based Health Centers](#)
- [North Clackamas School District Nursing Team](#)



**Suggested Resources:**

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

**Table 4. Mental Health Supports**

OHA/ODE Recommendation(s)	Response:
Describe how you will devote time for students and staff to connect and build relationships.	<p><b><u>Connection and building relationships:</u></b></p> <ul style="list-style-type: none"> <li>- Through Gen Ed and Specialist instruction and connection opportunities we will ensure the safety, belonging, and mental health of each student as a foundation for learning. This includes recognizing race, culture, gender, and sexual identity.</li> <li>- CHPCS plans to increase staff to include a mental health specialist to assist students with mental health needs.</li> </ul>



OHA/ODE Recommendation(s)	Response:
	<ul style="list-style-type: none"> <li>- Prioritize care and connection using learning opportunities for connection.</li> <li>- Provide Health Education that meets all state standards.</li> <li>- School District Provided Comprehensive School Counseling programs are made available to students.</li> <li>- Establish predictable routines for building connection, relationships and a sense of belonging.</li> <li>- Apply a Trauma Informed lens when designing instruction and delivering content.</li> </ul>
<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>CHPCS has a strong, multisensory program that allows students and staff the time and space to explore their personal experiences on a very regular basis.</p> <p>Through the use of music, art, world language, physical education and all other multisensory CHPCS activities, teachers will guide students to express and process the things that they have experienced.</p> <p><b><u>We commit to:</u></b></p> <ul style="list-style-type: none"> <li>- Through Gen Ed and Specialist instruction and connection opportunities we will ensure the safety, belonging, and mental health of each student as a foundation for learning. This includes recognizing race, culture, gender, and sexual identity.</li> <li>- CHPCS plans to increase staff to include a mental health specialist to assist students with mental health needs.</li> <li>- Prioritize care and connection using learning opportunities for connection.</li> <li>- Provide Health Education that meets all state standards.</li> <li>- School District Provided Comprehensive School Counseling programs are made available to students.</li> <li>- Establish predictable routines for building connection, relationships and a sense of belonging.</li> </ul>
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>Cascade Heights Public Charter School has engaged our community in conversations around equity and inclusion on a consistent basis. This helps us make necessary changes that provide our students with better access to the staff on campus and a better chance we will be able to link them with necessary support services.</p> <p><b><u>Connection and building relationships:</u></b></p>

OHA/ODE Recommendation(s)	Response:
	<ul style="list-style-type: none"> <li>- Through Gen Ed and Specialist instruction and connection opportunities we will ensure the safety, belonging, and mental health of each student as a foundation for learning. This includes recognizing race, culture, gender, and sexual identity.</li> <li>- CHPCS plans to increase staff to include a mental health specialist to assist students with mental health needs.</li> <li>- Prioritize care and connection using learning opportunities for connection.</li> <li>- Provide Health Education that meets all state standards.</li> <li>- School District Provided Comprehensive School Counseling programs are made available to students.</li> <li>- Establish predictable routines for building connection, relationships and a sense of belonging.</li> <li>- Apply a Trauma Informed lens when designing instruction and delivering content.</li> </ul>
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>Student-led initiatives are part of the fabric of CHPCS. During the 2022/2023 school year we will create space for these groups to grow and evolve.</p> <p>The student council will continue to work with the CHPCS school board of directors.</p> <p>We will continue to engage students in perception surveys and conversations that will help shape goals and priorities.</p> <p>Through the use of multisensory learning opportunities, students will have ample opportunities to find ways to express their feelings, experiences and personal progress.</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**

<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>
COVID-19 Vaccination	CHPCS will continue to share out to our school community locations of local vaccination clinics.
Face Coverings	CHPCS will continue to make face coverings available to all students and staff that wish to wear them. Face Coverings will not be required except when in locations as per OAR 333-019-1011:
Isolation	A space will be made available to isolate sick children from injured children that need assistance per OAR 581-022-2220. Staff that manage the isolation room of ill children will be trained on Personal Protective Equipment (PPE) requirements and the administration of BinaxNOW Rapid tests.
Symptom Screening	Symptoms poster will remain at the front entrance of all District buildings to discourage those that are ill from entering.
COVID-19 Testing	Students and staff who exhibit symptoms of COVID-19 while at school have an option to be tested on-site prior to being sent home. District is currently offering enhanced exposure testing consistent with OHA/ODE direction. NCSD will continue to offer this diagnostic testing by participating in the OHA program, COVID-19 Testing in Oregon’s K-12 Schools. All staff that oversee the administration of BinaxNOW Rapid tests will continue to be trained on the requirements and expectations of the COVID-19 Testing in Oregon’s K-12 Schools program.
Airflow and Circulation	<p><u>Ventilation and Airflow</u></p> <ul style="list-style-type: none"> <li>● Ventilation systems will be checked and maintained by the north Clackamas Parks and Recreation Department.</li> <li>● Outside air intake will be increased to maximum possible while still maintaining occupant comfort.</li> <li>● System will be scheduled to run prior to occupancy and after occupancy or longer depending on system capabilities.</li> <li>● Filters were changed in August and will be changed again in December.</li> </ul>
Cohorting	Classes, lunches and recess return to standard pre-COVID setup
Physical Distancing	<p>Classroom configurations return to standard pre-COVID classroom setup with emphasis of striving for at least 3 feet physical distancing between student desks to the extent possible.</p> <p>Staff and students will maintain as much distance as possible which helps mitigate transmission of COVID-19</p> <p>We will minimize students standing in bathroom &amp; lunch lines as much as possible.</p>
Hand Washing	<p>Staff and students will be trained on the importance of hand and respiratory hygiene.</p> <p>Hand sanitizer will be available for use upon entering District buildings, in classrooms and other areas where hand washing may be needed, but handwashing sinks are not immediately available.</p>
	Facilities staff will continue to use disinfectants that are approved by the OHA.

<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>
Cleaning and Disinfection	
Training and Public Health Education	Staff will receive an updated COVID-19 training outlining safety measures and mitigation strategies to prevent the spread of COVID-19.

**Table 6.**

**COVID-19 Mitigating Measures**

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a>. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</p>
<p>COVID-19 Vaccination</p>	<p>CHPCS will continue to share out to our school community locations of local vaccination clinics.</p>
<p>Face Coverings</p>	<p>CHPCS will follow the guidelines advised from OHA and ODE in regards to universal use of face coverings during periods of high transmission.</p> <p>Face Mask will continue be required in the below locations as per OAR 333-019-1011:</p> <ul style="list-style-type: none"> <li>○ School health rooms</li> <li>○ Isolation rooms</li> <li>○ School-based health centers</li> <li>○ Counseling offices where mental health services are delivered.</li> </ul>
<p>Isolation</p>	<p>A space will be made available to isolate sick children from injured children that need assistance per OAR 581-022-2220. Staff that manage the isolation room of ill children will be trained on Personal Protective Equipment (PPE) requirements and the administration of BinaxNOW Rapid tests.</p>
<p>Symptom Screening</p>	<p>Symptoms poster will remain at the front entrance of all District buildings to discourage those that are ill from entering.</p> <p>All staff will be trained and periodically reminded of COVID-19 symptoms.</p> <p>Staff managing the isolation room where ill children are sent will receive additional training of the signs and symptoms of COVID-19.</p>
<p>COVID-19 Testing</p>	<p>Students and staff who exhibit symptoms of COVID-19 while at school have an option to be tested on-site prior to being sent home. District is currently offering enhanced exposure testing consistent with OHA/ODE direction. NCSD will continue to offer this diagnostic testing by participating in the OHA program, COVID-19 Testing in Oregon’s K-12 Schools. All staff that oversee the administration of BinaxNOW Rapid tests will continue to be trained on the requirements and expectations of the COVID-19 Testing in Oregon’s K-12 Schools program.</p>
<p>Airflow and Circulation</p>	<p><u>Ventilation and Airflow</u></p> <ul style="list-style-type: none"> <li>● Ventilation systems will be checked and maintained by the north Clackamas Parks and Recreation Department.</li> <li>● Outside air intake will be increased to maximum possible while still maintaining occupant comfort.</li> <li>● System will be scheduled to run prior to occupancy and after occupancy or longer depending on system capabilities.</li> <li>● Filters were changed in August and will be changed again in December.</li> </ul>

<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? <i>*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).</i>
Cohorting <sup>2</sup>	<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"> <li><i>1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i></li> <li><i>2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i></li> </ol>
Physical Distancing	<p>Classroom configurations return to standard pre-COVID classroom setup with emphasis of striving for at least 3 feet physical distancing between student desks to the extent possible.</p> <p>Staff and students will maintain as much distance as possible which helps mitigate transmission of COVID-19.</p> <p>We will minimize students standing in bathroom &amp; lunch lines as much as possible.</p>
Hand Washing	<p>Staff and students will continue to be educated on the importance of hand and respiratory hygiene.</p> <p>Hand sanitizer will be available for use upon entering District buildings, in classrooms and other areas where hand washing may be needed, but handwashing sinks are not immediately available.</p> <p>OHA’s “Clean Hands Save Lives” posters will be placed strategically around District buildings to encourage proper handwashing and/or use of available hand sanitizer.</p> <p>Students will be encouraged to wash their hands throughout the day including but not limited to after recess, before and after eating lunch and after using the restroom.</p>
Cleaning and Disinfection	Facilities staff will continue to use OHA approved disinfectant
Training and Public Health Education	Staff will continue to receive COVID-19 training outlining safety measures and mitigation strategies to prevent the spread of COVID-19.

<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.

**Table 7.**

**COVID-19 Mitigating Measures**

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>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?</b></p>
<p>COVID-19 Vaccination</p>	<p>CHPCS will continue to share out to our school community locations of local vaccination clinics.</p>
<p>Face Coverings</p>	<p>CHPCS will continue to make face coverings available to all students and staff that wish to wear them, but will not be required except when in the below locations as per OAR 333-019-1011:</p> <ul style="list-style-type: none"> <li>○ School health rooms</li> <li>○ Isolation rooms</li> <li>○ School-based health centers</li> <li>○ Counseling offices where mental health services are delivered.</li> </ul>
<p>Isolation</p>	<p>A space will be made available to isolate sick children from injured children that need assistance per OAR 581-022-2220. Staff that manage the isolation room of ill children will be trained on Personal Protective Equipment (PPE) requirements and the administration of BinaxNOW Rapid tests.</p>
<p>Symptom Screening</p>	<p>All District staff will be trained and periodically reminded of COVID-19 symptoms.</p> <p>Staff managing the isolation room where ill children are sent will receive additional training of the signs and symptoms of COVID-19.</p>
<p>COVID-19 Testing</p>	<p>CHPCS will continue to offer diagnostic testing by participating in the OHA program, COVID-19 Testing in Oregon’s K-12 Schools. All staff that oversee the administration of BinaxNOW Rapid tests will continue to be trained on the requirements and expectations of the COVID-19 Testing in Oregon’s K-12 Schools program.</p>
<p>Airflow and Circulation</p>	<p><u>Ventilation and Airflow</u></p> <ul style="list-style-type: none"> <li>● Ventilation systems will be checked and maintained by the north Clackamas Parks and Recreation Department.</li> <li>● Outside air intake will be increased to maximum possible while still maintaining occupant comfort.</li> <li>● System will be scheduled to run prior to occupancy and after occupancy or longer depending on system capabilities.</li> <li>● Filters were changed in August and will be changed again in December.</li> </ul>
<p>Cohorting</p>	<p>Classes, lunches and recess return to standard pre-COVID setup</p>
<p>Physical Distancing</p>	<p>Classroom configurations return to standard pre-COVID classroom setup with emphasis of striving for at least 3 feet physical distancing between student desks to the extent possible.</p> <p>Staff and students will maintain as much distance as possible which helps mitigate transmission of COVID-19</p> <p>We will minimize students standing in bathroom &amp; lunch lines as much as possible.</p>



OHA/ODE Recommendation(s) Layered Health and Safety Measures	<b>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?</b>
Hand Washing	<p>Staff and students will continue to be educated on the importance of hand and respiratory hygiene.</p> <p>Hand sanitizer will be available for use upon entering District buildings, in classrooms and other areas where hand washing may be needed, but handwashing sinks are not immediately available.</p> <p>Students will be encouraged to wash their hands throughout the day including but not limited to after recess, before and after eating lunch and after using the restroom.</p>
Cleaning and Disinfection	Facilities staff will continue to use OHA disinfectants.
Training and Public Health Education	Staff will continue to receive COVID-19 training outlining safety measures and mitigation strategies to prevent the spread of COVID-19.

## 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.

Date Last Updated: **8/25/2022**