

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

Dayton School District #8



**School/District/Program Information**


District or Education Service District Name and ID: \_\_\_\_\_ Dayton School District 2253 \_\_\_\_\_

School or Program Name: \_\_\_\_\_ Dayton Grade School, Dayton Junior High, Dayton High School and Distric \_\_\_\_\_

Contact Name and Title: \_\_\_\_\_ Steven Sugg, Superintendent \_\_\_\_\_

Contact Phone: \_\_\_\_\_ 503-864-2215 \_\_\_\_\_ Contact Email: \_\_\_\_\_ steven.sugg@dayton.k12.or.us \_\_\_\_\_

**Table 1.**

|   |  |
|---|--|
|    | <p><b>Policies, protocols, procedures and plans already in place</b></p> <p>Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>  |
| <p><b>School District Communicable Disease Management Plan</b><br/> <a href="#">OAR 581-022-2220</a></p>  | <p>Communicable Disease Plan - <a href="https://cdn5-ss13.sharpschool.com/UserFiles/Servers/Server_362099/File/Our%20District/Reopening%20Plans/Dayton%20comm disease%202020.pdf">https://cdn5-ss13.sharpschool.com/UserFiles/Servers/Server_362099/File/Our%20District/Reopening%20Plans/Dayton%20comm disease%202020.pdf</a></p> <p>Covid19 Addendum - <a href="https://cdn5-ss13.sharpschool.com/UserFiles/Servers/Server_362099/File/Communicable%20Disease%20Plan%20COVID-19%20Addendum.pdf">https://cdn5-ss13.sharpschool.com/UserFiles/Servers/Server_362099/File/Communicable%20Disease%20Plan%20COVID-19%20Addendum.pdf</a></p> |
| <p><b>Exclusion Measures</b><br/>         Exclusion of students and staff who are diagnosed with certain communicable diseases<br/> <a href="#">OAR 333-019-0010</a></p>  | <p><b>We follow all of the exclusion measures. We ensure that office staff and administrators are aware of the measures and that they are enforced with both students and staff.</b></p>   |
| <p><b>Isolation Space</b><br/>         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.<br/> <a href="#">OAR 581-022-2220</a></p> | <p><b>We have an Isolation space in each school where students suspected of having a communicable disease can be isolated until picked up to be transported home. These spaces are near our main offices for constant monitoring and are cleaned after every use.</b></p>  |
| <p><b>Educator Vaccination</b><br/> <a href="#">OAR 333-019-1030</a></p>  | <p><b>Educators are required to be vaccinated or have an approved exemption. Over 95% of our educators are vaccinated.</b></p>   |



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

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

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

We have emergency plans which are housed in each school and at the district office for use in an emergency. These were developed about 4 years ago in cooperation with the other school districts in Yamhill County as well as the Emergency Management Team of Yamhill County.



## 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> | Dana Symons<br>Principal<br>Dayton Grade School<br><a href="mailto:dana.symons@dayton.k12.or.us">dana.symons@dayton.k12.or.us</a><br>503-864-2217<br><br>Richard Ceder<br>Principal<br>Dayton Junior/Senior High<br><a href="mailto:richard.ceder@dayton.k12.or.us">richard.ceder@dayton.k12.or.us</a><br>503-864-2273 | Sierra Nordahl<br>Assistant Principal<br>Dayton Grade School<br><a href="mailto:sierra.nordahl@dayton.k12.or.us">sierra.nordahl@dayton.k12.or.us</a><br>503-864-2217<br><br>Jeff Taylor<br>Assistant Principal<br>Dayton Junior/Senior High<br><a href="mailto:jeff.taylor@dayton.ker.or.us">jeff.taylor@dayton.ker.or.us</a><br>503-864-2273 |
| 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>   | Dana Symons<br>Principal<br>Dayton Grade School<br><a href="mailto:dana.symons@dayton.k12.or.us">dana.symons@dayton.k12.or.us</a><br>503-864-2217<br><br>Richard Ceder<br>Principal<br>Dayton Junior/Senior High<br><a href="mailto:richard.ceder@dayton.k12.or.us">richard.ceder@dayton.k12.or.us</a><br>503-864-2273 | Jennifer Oace, BS, RN, NCSN<br>School Nurse Consultant;<br>Willamette ESD<br>971.273.3835 - phone<br><a href="mailto:jennifer.oace@wesd.org">jennifer.oace@wesd.org</a>   |

| School planning team members   | Responsibilities:  | Primary Contact (Name/Title):  | Alternative Contact:   |
|--|--|--|--|
| Health Representative<br><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>                                    | Jennifer Oace, BS, RN, NCSN<br>School Nurse Consultant;<br>Willamette ESD<br>971.273.3835 - phone<br><a href="mailto:jennifer.oace@wesd.org">jennifer.oace@wesd.org</a>  | Steve Sugg, DEd<br>Superintendent<br>Dayton School District<br><a href="mailto:steven.sugg@dayton.k12.or.us">steven.sugg@dayton.k12.or.us</a><br>503-864-2215  |
| School Support Staff as needed<br><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>  | Norma Huettl<br>Food Service Director<br>Dayton School District<br><a href="mailto:norma.huettl@dayton.k12.or.us">norma.huettl@dayton.k12.or.us</a><br>503-864-2215<br><br>Otto Rice<br>Maintenance Director<br>Dayton School district<br><a href="mailto:otto.rice@dayton.k12.or.us">otto.rice@dayton.k12.or.us</a><br>503-864-2215 | Steve Sugg, DEd<br>Superintendent<br>Dayton School District<br><a href="mailto:steven.sugg@dayton.k12.or.us">steven.sugg@dayton.k12.or.us</a><br>503-864-2215  |
| Communications Lead<br><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> | Steve Sugg, DEd<br>Superintendent<br>Dayton School District<br><a href="mailto:steven.sugg@dayton.k12.or.us">steven.sugg@dayton.k12.or.us</a><br>503-864-2215  | Dana Symons<br>Principal<br>Dayton Grade School<br><a href="mailto:dana.symons@dayton.k12.or.us">dana.symons@dayton.k12.or.us</a><br>503-864-2217<br><br>Richard Ceder<br>Principal<br>Dayton Junior/Senior High<br><a href="mailto:richard.ceder@dayton.k12.or.us">richard.ceder@dayton.k12.or.us</a><br>503-864-2273 |
| District Level Leadership Support<br><i>(staff member in which to</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> </ul>  | Steve Sugg, DEd<br>Superintendent<br>Dayton School District<br><a href="mailto:steven.sugg@dayton.k12.or.us">steven.sugg@dayton.k12.or.us</a>  | Mike Solem<br>Director of Teaching and Learning<br>Dayton School District<br><a href="mailto:mike.solem@dayton.k12.or.us">mike.solem@dayton.k12.or.us</a>  |

| School planning team members                             | Responsibilities:  | Primary Contact (Name/Title):   | Alternative Contact:   |
|--|--|---|--|
| <i>consult surrounding a communicable disease event)</i> | <ul style="list-style-type: none"> <li>• Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>  | 503-864-2215  | 503-864-2215   |
| 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> | <b>Lindsey Manfrin, DNP, RN</b><br>Health and Human Services Director<br>Public Health Administrator<br><i>Pronouns: she/her/hers</i><br>Yamhill County Health and Human Services   638 NE Davis St<br>McMinnville, OR 97128<br>Phone: 503-434-7525<br>Cell: 971-237-2412, Ext. 4719<br>Fax: 503-474-4907<br><a href="mailto:manfrinl@co.yamhill.or.us">manfrinl@co.yamhill.or.us</a> | <b>Lindsey Lopez,</b><br>Yamhill County Health and Human Services   638 NE Davis St<br>McMinnville, OR 97128<br>Phone: 503-434-7525<br>Fax: 503-474-4907<br><a href="mailto:lopezl@co.yamhill.or.us">lopezl@co.yamhill.or.us</a> |



## 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.)

- Board Policy JBB - Educational Equity
- Board Policy JB - Equal Educational Opportunity
- Board Policy ACB - All Students Belong



### 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**

| <b>OHA/ODE Recommendation(s)</b>  | <b>Response:</b>   |
|---|--|
| <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>Because we are a small school in a small community our staff have built good relationships with families and students over the years. We have MTSS teams at each building that identify students who may be struggling for any reason including absences due to COVID-19 and any family issues that may also be due to COVID-19. We then work with each student or family to provide the support they need. We have provided internet hot spots to families, connected them with counseling support, provided food, as well as many other supports for our students and families in need.</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>Once a student or family is identified for support we talk with them and examine the information we have about them. We discuss with them the support that they feel they need and work with them to provide those supports or connect them with resources in our community or the wider county. Last school year we formed our Equity Committee for the first time and they are currently working to help us identify populations of students that may be disproportionately impacted and that we may not have as strong of a connection with. We will be more persistent in contacting these families and making sure they feel supported and have what they need to be successful.</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>We need to train our staff about our MTSS processes and who they should contact when they have a concern about a student or family. We also need to improve our data monitoring to ensure that students do not fall through the cracks. We will prioritize our MTSS meetings and ensure that they happen as scheduled and are a top priority.</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.)

- Partnership with Yamhill County Mental Health
- District Counseling Program



### 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.   | We will provide time throughout the year for students and staff to connect and show they care for each other. We understand that relationships are the most important aspect in education. We know that if our students have strong relationships with their teachers and other staff members they will thrive. In the past we have done assemblies at the secondary level, provided class time at all levels, and created kindness rocks at the elementary level. |
| 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. | We will instruct our staff to set aside time for these creative opportunities each week. Staff also need to be aware of which students may need more individual time to explore and process what has happened during the pandemic. Time is always hard to find during the school day and administration will make it a priority to communicate to staff to take this time as it is critical to the recovery of our students.                                       |

| OHA/ODE Recommendation(s)   | Response:   |
|---|---|
| <p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p> | <p>We work closely with the Yamhill County Health Department and Yamhill County Mental Health and have one Mental Health Counselor in our schools from the county. We would like to have more than one but staffing shortages are not allowing that right now. This year we will begin using Unite Us which will allow us to refer students and families to resources in our area much more quickly and directly.</p> |
| <p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>                                       | <p>Student voice is very important to us. In our schools we have students who are in leadership roles and provide input for initiatives and activities that we may do. Many times the students actually take the lead on these initiatives and activities.</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><br/>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><i>We will offer clinics when available and will provide information about locations where vaccines can be obtained.</i></p> |
| <p>Face Coverings</p>  | <p>We will follow the CDC guidance for Yamhill County based on the community spread. We monitor the CDC page weekly to see what level Yamhill County falls into each week.</p>   |
| <p>Isolation</p>   | <p>We have isolation rooms available for use at each building and use them for students who are ill and waiting to go home.</p>  |
| <p>Symptom Screening</p>   | <p>Our staff monitor student health in their classrooms every day and refer students who report not feeling well or who exhibit symptoms to the office. In the office staff work to determine what the symptoms are and exclude the student from school if the symptoms warrant exclusion .</p>  |
| <p>COVID-19 Testing</p>  | <p><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></p> <p><i>We do offer testing for students, families and the community. We participate in the testing programs.</i></p>      |
| <p>Airflow and Circulation</p>   | <p><i>We open windows and doors as much as weather and circumstances allow. Each classroom is equipped with an air purifier.</i></p>   |
| <p>Cohorting</p>   | <p>We cohort as much as possible and track students and who they are with throughout the day.</p>  |
| <p>Physical Distancing</p>   | <p>We encourage students and staff to maintain physical distance as much as possible. 3 feet in classrooms to the extent possible.</p>   |
| <p>Hand Washing</p>  | <p>We encourage good hand hygiene and maintain hand sanitizer stations throughout the building.</p>  |

| OHA/ODE Recommendation(s)<br>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                                       | Buildings and classrooms are cleaned on a regular basis and high touch services are cleaned throughout the day.  |
| Training and Public Health Education                            | Our staff go through annual training every year which includes communicable disease training. We also will provide reminders about COVID and keeping classroom surfaces clean.                                   |

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

| OHA/ODE Recommendation(s)<br>Layered Health and Safety Measures | <b>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?</b><br><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> |
|---|--|
| COVID-19 Vaccination  | We require staff to be vaccinated. During periods of high transmission we will work closely with the Yamhill County Health Department to offer vaccine clinics and disseminate information about vaccine clinics in our area.  |
| Face Coverings  | <i>CDC, OHA, and ODE recommend universal use of face coverings during periods of high transmission. Please include whether your school will implement this critical recommendation.</i><br><br><i>We will work with our local health authorities and consider requiring face coverings.</i>  |
| Isolation   | We will utilize our isolation spaces for students and staff who are ill and awaiting transport home. We will ask all students and staff who are positive for COVID-19 or presume they have COVID-19 to isolate and follow all CDC and OHA recommendations.   |
| Symptom Screening   | We will increase our vigilance on symptom screening in our classrooms and exclude any students and staff that have symptoms that warrant exclusion.  |
| COVID-19 Testing  | We are participating in the COVID-19 testing programs and will encourage staff and students who think they may have COVID-19 or have been exposed to COVID-19 to get tested.   |

| <b>OHA/ODE Recommendation(s)</b><br>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?<br><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>  |
|--|--|
| Airflow and Circulation  | We will continue to have windows and doors open as circumstances allow. We have air purifiers in every classroom and will continue to use them.  |
| 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> <p><i>We will monitor data and notify the LPHA if we approach or meet any of the thresholds. We will monitor and track who students and staff are in contact with throughout the day.</i></p> |
| Physical Distancing  | We will encourage students and staff to maintain as much physical distance. We will reduce the times when we gather in large groups (i.e. assemblies).   |
| Hand Washing   | We will continue to encourage students and staff to wash their hands or use hand sanitizer after touching community items such as door handles.  |
| Cleaning and Disinfection  | We will step up the frequency of cleaning and disinfecting high touch surfaces.  |
| Training and Public Health Education                                   | We will communicate to students, staff and families the importance of hand washing, monitoring your symptoms and staying home if you are ill. We will also encourage all of these groups to follow all CDC and OHA guidance.   |

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<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><br/>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>We will continue to communicate about vaccination opportunities in our area though not as frequently. We are not likely to offer vaccination clinics unless there is a demand for them. We will work closely with the Yamhill County Health Department on vaccinations.</p>   |
| <p>Face Coverings</p>  | <p>As the community spread dissipates we will relax our expectations on face masks and return to a purely optional stance for students and staff.</p>  |
| <p>Isolation</p>   | <p>We will continue to use our isolation spaces for ill students and staff. We will continue to communicate to everyone to follow the CDC and OHA guidance if they have COVID-19 and get tested if they suspect they might have COVID-19.</p>  |
| <p>Symptom Screening</p>   | <p>We will continue to monitor student symptoms in our classrooms and refer to the office when necessary. We will continue to have our staff self monitor for symptoms.</p>  |
| <p>COVID-19 Testing</p>  | <p>We will continue participating in the COVID-19 testing programs. We will continue offering COVID-19 testing for students, staff and families.</p>   |
| <p>Airflow and Circulation</p>   | <p>We will continue to open doors and windows as circumstances allow and use air purifiers and every classroom</p>   |
| <p>Cohorting</p>   | <p>We will continue to track who students are in contact with throughout the day and monitor for patterns in absences.</p>   |
| <p>Physical Distancing</p>   | <p>We will encourage staff and students to maintain physical distancing as much as possible.</p>   |

| OHA/ODE Recommendation(s)<br>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  | We will continue to encourage staff, students and visitors to wash their hands or sanitize their hands often especially after touching community objects like door handles.   |
| Cleaning and Disinfection                                       | We will continue to clean building on a regular schedule and reduce back to our baseline number of times that high touch services are cleaned.  |
| Training and Public Health Education                            | We will continue to communicate with students, staff and community the most relevant and up to date public health information available to us.  |

## PRACTICING PLAN TO IMPROVE PROCESS

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

**INSERT THE LINK** where this plan is available for public viewing. [daytonk12.org](http://daytonk12.org)

Date Last Updated: **8/23/2022**

Date Last Practiced: **June 2021**