

School-Level COVID-19 Management Plan
Mt. Angel Middle School, For School Year 2022-23



School/District/Program Information


District or Education Service District Name and ID: Mt. Angel School District 91, ID# 2145

School or Program Name: Mt. Angel Middle School

Contact Name and Title: Jeff Taylor, Principal

Contact Phone: 503-845-6137 Contact Email: jeff.taylor@masd91.org

Table 1.

	<p>Policies, protocols, procedures and plans already in place Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>
<p>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>The MASD has a COVID-19 Specific Communicable Disease Plan and also adheres to OHA/ODE’s Communicable Disease Guidance for Schools.</p> <p>MASD COVID-19 Specific Communicable Disease Plan OHA/ODE Communicable Disease Guidance for Schools</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>The MASD will exclude students who are diagnosed with certain communicable diseases in accordance with OAR 333-019-0010 and OHA/ODE’s Communicable Disease Guidance for Schools in collaboration with our district nurse and LPHA.</p>
<p>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</p>	<p>Each school office has a designated space to isolate sick students and to provide services for students with special health care needs. It is appropriately supervised and adequately equipped for providing first aid. It isolates the sick and/or injured from the rest of the student body per OAR 581-022-2220.</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>MASD will continue to be in compliance with OAR 333-019-1030. MASD has a process for medical exemptions and religious exemptions in addition to providing proof of vaccination. MASD uses the forms provided by the Oregon Health Authority. MASD also has processes at the school level for volunteers and facility use.</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](#)

MASD is in full compliance with OAR 581-022-2225. Each school has a safety committee and notes are posted each month. Fire drills are completed at each school monthly. Earthquake and safety threat drills (lockdown, etc.) are also completed. This school year, the MASD is completing a rigorous update to its Emergency Preparedness Plan in collaboration with WESD and the Mt. Angel Police Department. All staff training on the “I Love U Guys” Standard Response Protocol will be conducted by the Mt. Angel Police Department during inservice week, with subsequent safety trainings to follow throughout the year.

**Additional documents
reference here:**

Not applicable at this time



SECTION 1. Clarifying Roles and Responsibilities

Identifying roles central to communicable disease management. Clarifying responsibilities related to communicable disease response is a first step in keeping communities healthy and safe. In general, decisions of school health and safety reside with school and district officials. Together with local public health officials, school/district administrators should consult a variety of individuals when making decisions about health and safety in school.

Table 2. Roles and Responsibilities

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	<ul style="list-style-type: none">• Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained.• In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary.• Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.	Jeff Taylor, Principal	Arilla Utley, Counselor
School Safety Team Representative (<i>or staff member knowledgeable about risks within a school,</i>	<ul style="list-style-type: none">• Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures.• Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system.	Jeff Taylor, Principal	Arilla Utley, Counselor

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<i>emergency response, or operations planning)</i>			
Health Representative <i>(health aid, administrator, school/district nurse, ESD support)</i>	<ul style="list-style-type: none"> ● Supports building lead/administrator in determining the level and type of response that is necessary. ● Reports to the LPHA any cluster of illness among staff or students. ● Provides requested logs and information to the LPHA in a timely manner. 	Karen Henry, Office Manager	District Nurse from Willamette ESD reports to the LPHA and is the liaison between Marion County and the District.
School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i>	<ul style="list-style-type: none"> ● Advises on prevention/response procedures that are required to maintain student services. 	<ul style="list-style-type: none"> ● Sue Sprauer, Transportation ● Marty Butts, Maintenance ● Stacy Kleinschmidt, Nutrition 	

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"> 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 the school community. 	Jeff Taylor, Principal	
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<ul style="list-style-type: none"> Has responsibility over COVID-19 response during periods of high transmission. May act as school level support to Building lead/Administrator activating a scaled response. Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers. 	<ul style="list-style-type: none"> Rachel Stucky, Superintendent Erica Gordon, Special Services Director 	
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response. Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners. 	<ul style="list-style-type: none"> Rachel Stucky, Superintendent Erica Gordon, Special Services Director 	
Others as identified by team		Jeff Taylor, Principal	Arilla Utley, Counselor



Section 2. Equity and Mental Health

Preparing a plan that centers equity and supports mental health

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

Centering Equity

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

- District Parent Advisory Committee (PAC)
- District "Unidos" Latino Group
- Building Site Council
- School Leadership Teams (Adults & Students)
- Mt. Angel has adopted its stance on Equity ([Mt. Angel Equity Lens](#)) which is based on the [Oregon Education Investment Board's Equity Lens](#).

These statements address the diverse learning needs of our K-12 students by ensuring inclusion, access and “boundless opportunities” for all students. In reviewing our district data and identifying the opportunity gaps, MASD has identified the following three groups as historically underrepresented/underserved: Hispanic, Economically Disadvantaged and Students Experiencing Disabilities. As we review our policies, protocols, procedures including how they center on equity, we are keeping these groups at the forefront of our conversations for access and opportunities.

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.



Suggested Resources:

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

Table 3.

Centering Equity

OHA/ODE Recommendation(s)	Response:
<p>Describe how you identify those in your school setting that are disproportionately impacted by COVID-19 and which students and families may need differentiated or additional support.</p>	<p>A bilingual/bicultural home/school contact has been hired to focus specifically on disproportionately impacted students (COVID-19 and otherwise) and their families. The school has also hired a bilingual Principal and Counselor to support families that speak Spanish.</p> <p>Fortunately, as a small District (and relatively small school (about 165 students) we have the breadth to get to know our families, with many of our staff members also a part of the Mt. Angel community.</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>The home/school contact will work with the Principal/Counselor in conjunction with the District Nurse to provide differentiated support to students and families that are disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19.</p> <p>We will rely on the support of outside services (i.e., Trillium Mental Health Specialists) to support students and families in the areas that they are in need.</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 home/school contact will monitor identified students / families and the team, by way of interviews / home visits will assess the needs of the families and will connect them with entities that can support them with their 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.)

- Trillium Mental Health Specialists (including Prevention Mental Health Services for Staff and Students)
- Character Strong Lessons during Advisory
- Small Group SEL Instruction provided by the Counselor
- Employee Assistance Program (EAP) for Staff Wellness
- Wellness Grant from OEA (Wellness Team, etc.)
- Multi-Tier Systems of Support (Response to Intervention)
- Professional Development for Staff (including 321 Insight for Classified Staff (includes Trauma-Informed Care)).



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>At Mt. Angel Middle School every student is part of an Advisory (i.e., Homeroom). Advisory teachers are also classroom teachers for the students (additional connection).</p> <p>Four days a week, Advisory Teachers use the Character Strong and AVID (Social & Emotional Learning) resources to connect with students and build relationships. PBIS structures and celebrations also</p>

OHA/ODE Recommendation(s)	Response:
	<p>provide connections. Kindness Club and Leadership also provide opportunities (both within the group and building-wide) for staff and students to connect and build relationships.</p> <p>Summer School has led with daily SEL lessons.</p> <p>Other connection points include: Trillium Mental Health Specialists, Outpatient Therapy referrals for students (Trillium and Stronger Oregon), EAP for Staff Wellness, Wellness Grant from OEA (Wellness Team, etc.) are other opportunities for connection and processing.</p>
<p>Describe how you will ensure class time, and individual time if needed, for creative opportunities that allow students and staff to explore and process their experiences.</p>	<p>Character Strong and AVID (Social & Emotional Learning) are used during Advisory time to create opportunities for staff and students to explore and process their experiences. PBIS structures and celebrations also provide processing time. Kindness Club and Leadership also provide opportunities (both within and building-wide) for staff and students to connect, explore and process their experiences</p> <p>Summer School has led with daily SEL lessons.</p> <p>Other opportunities for students and staff to explore and process their experiences include: Trillium Mental Health Specialists, Outpatient Therapy referrals for students (Trillium and Stronger Oregon), EAP for Staff Wellness, Wellness Grant from OEA (Wellness Team, etc.) are other opportunities for connection and processing.</p>
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<ul style="list-style-type: none"> ● Lines for Life Lessons twice yearly at Secondary ● Trillium PD for Staff– 3-4 modules on Trauma-Informed Care ● Professional Development opportunities for Classified Staff through 321 Insight to include Trauma-Informed Care ● MTSS for SEL K-12 ● Building-Level SEL Teams ● OEA Trust Support for Staff Wellness through the Grant
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>Middle school student voice represented through regular lunches with the Counselor / Principal.</p> <p>Leadership classes at both the middle and high school which will use a servant leadership curriculum from Character Strong</p>



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

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

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



Suggested Resources:

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

Table 5.

COVID-19 Mitigating Measures

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
COVID-19 Vaccination	<p><i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community.</i></p> <p>MASD will provide notices about where COVID-19 vaccines can be accessed within our community.</p>
Face Coverings	<p>Face coverings are welcome but not required. Extra masks will be available to those who need/want them. When/if masks become mandatory by the state, MASD would follow the state mandate.</p>
Isolation	<p>Each school office has a designated space to isolate sick students and to provide services for students with special health care needs. It is appropriately supervised and adequately equipped for providing first aid. It isolates the sick and/or injured from the rest of the student body per OAR 581-022-2220.</p>
Symptom Screening	<p>There will not be a formal/systematic symptom screening checkpoint, however, any student who is noticed to be visibly ill will be sent to the office for further evaluation of symptoms.</p>
COVID-19 Testing	<p><i>OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</i></p> <p>MASD will continue to offer on-site diagnostic testing. We will no longer be participating in the weekly screening testing due to lack of interest/participation.</p>
Airflow and Circulation	<ul style="list-style-type: none"> ● <u>Indoor Ventilation</u>: MASD schools modern HVAC equipped for detection and controls regarding indoor air quality. Occupied spaces are monitored for temperature, humidity and co2 levels during normal times of operation. ● <u>Ventilation</u>: Demand controlled ventilation. DCV uses sensors feeding complex logarithms to calculate the best compromise of energy use while maintaining indoor air quality. It does this by allowing fresh outside air into the buildings as needed while maintaining comfort. All Occupied spaces have the capacity to replace indoor air with outside air every hour. Our facilities Director will be programing all HVAC systems to bypass DCV functions and operate at as close to 100% outside air as possible to maintain a safe an indoor environment as outlined by the CDC. Consequently Classroom spaces may feel drafty. Ventilation systems will run 24/7 to refresh air overnight ● <u>Filtration</u>: Air entering the building from the outside or recycled from inside under normal operation passes through filters. MASD school district will be upgrading all filters to a higher rating of filtration. The filters we have upgraded to have a merv rating of 13 as outlined by the CDC guidance for building operations during the COVID-19 pandemic. ● <u>What is a MERV rating?</u>: Minimum Efficiency Reporting Values, or MERVs, report a filter's ability to capture larger particles between 0.3 and 10 microns (µm). This value is helpful in comparing the performance of different filters. The rating is derived from a test method developed by the American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) [see www.ashrae.org]. The higher the MERV rating the better the filter is at trapping specific types of particles.

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?
Cohorting	At this time, in order to provide access to full education 5 days per week, restricting cohorts will not be a practice that MASD will be engaging in as spacing would limit the amount of students it can serve. MASD will have means to contact track through class lists and bus routes close contacts should there be an outbreak of COVID-19 and work closely with our LPHA.
Physical Distancing	<ul style="list-style-type: none"> ● MASD will have signs up encouraging distancing ● Communication/Reminders to staff and students encouraging 3-6 feet of distancing (in addition to other measures; layered mitigation measures). ● Instruction to students, especially at the elementary grades, on walking with additional distance between them and their classmates ● Communication to families/communication to staff on updated and/or changing distancing protocols as the data changes
Hand Washing	<ul style="list-style-type: none"> ● Provide age-appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available. <ul style="list-style-type: none"> ○ Upon entry into the building ○ At breaks ○ When returning from any activity ○ After using the restroom ○ Before and after eating ○ Other depending on circumstance ● Signage for proper handwashing and sanitizing will be displayed in all restrooms and classrooms. ● Sanitizer will be provided in multiple locations throughout, including but not limited to each building entry/exit. ● Hand sanitizer will remain filled in all classrooms and work spaces. ● Students will be instructed and reminded of proper respiratory etiquette. Posters will be displayed in each school. ● Handwashing and respiratory etiquette is addressed in the district's COVID-19 Specific Management Plan.
Cleaning and Disinfection	MASD provides each classroom with non-toxic hydrogen peroxide-based wipes and spray so that surfaces can be cleaned throughout the day without compromising the health of staff and students. The custodial staff is responsible for regular disinfection (deep cleaning) of surfaces/rooms/spaces or if there is an outbreak of COVID-19 (or other communicable diseases).
Training and Public Health Education	MASD has a comprehensive COVID-19 specific communicable disease plan, which each staff has read. As changes are made, these changes are highlighted and communicated to staff. New staff are given this plan. This plan is updated as the CDC, OHA and ODE make significant changes to the research and practices that impact the educational setting and practices.

Table 6.

COVID-19 Mitigating Measures

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</p>
<p>COVID-19 Vaccination</p>	<p>MASD will provide notices about where COVID-19 vaccines can be accessed within our community.</p>
<p>Face Coverings</p>	<p><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></p> <p>When/If masks become mandatory by the state, MASD would follow the state mandate. Extra masks will be available to those who need/want them. This would be communicated to staff, students and families.</p>
<p>Isolation</p>	<p>Each school office has a designated space to isolate sick students and to provide services for students with special health care needs. It is appropriately supervised and adequately equipped for providing first aid. It isolates the sick and/or injured from the rest of the student body per OAR 581-022-2220.</p>
<p>Symptom Screening</p>	<p>There will not be a formal/systematic symptom screening checkpoint, however, any student who is noticed to be visibly ill will be sent to the office for further evaluation of symptoms. Depending on our local data, our district may consider re-instituting a more formal system of universal symptom screening.</p>
<p>COVID-19 Testing</p>	<p>MASD will continue to offer on-site diagnostic testing. We will no longer be participating in the weekly screening testing due to lack of interest/participation.</p>
<p>Airflow and Circulation</p>	<ul style="list-style-type: none"> ● <u>Indoor Ventilation</u>: MASD schools modern HVAC equipped for detection and controls regarding indoor air quality. Occupied spaces are monitored for temperature, humidity and co2 levels during normal times of operation. ● <u>Ventilation</u>: Demand controlled ventilation. DCV uses sensors feeding complex logarithms to calculate the best compromise of energy use while maintaining indoor air quality. It does this by allowing fresh outside air into the buildings as needed while maintaining comfort. All Occupied spaces have the capacity to replace indoor air with outside air every hour. Our facilities Director will be programing all HVAC systems to bypass DCV functions and operate at as close to 100% outside air as possible to maintain a safe an indoor environment as outlined by the CDC. Consequently Classroom spaces may feel drafty. Ventilation systems will run 24/7 to refresh air overnight ● <u>Filtration</u>: Air entering the building from the outside or recycled from inside under normal operation passes through filters. MASD school district will be upgrading all filters to a higher rating of filtration. The filters we have upgraded to have a merv rating of 13 as outlined by the CDC guidance for building operations during the COVID-19 pandemic.

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</p>
	<ul style="list-style-type: none"> • What is a MERV rating?:Minimum Efficiency Reporting Values, or MERVs, report a filter's ability to capture larger particles between 0.3 and 10 microns (µm). This value is helpful in comparing the performance of different filters. The rating is derived from a test method developed by the American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) [see www.ashrae.org]. The higher the MERV rating the better the filter is at trapping specific types of particles.
<p>Cohorting²</p>	<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"> 1. <i>At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i> 2. <i>At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i> <p>At this time, in order to provide access to full education 5 days per week, restricting cohorts will not be a practice that MASD will be engaging in as spacing would limit the amount of students it can serve. MASD will have means to contact track through class lists and bus routes close contacts should there be an outbreak of COVID-19 and work closely with our LPHA.</p> <p>If school, staff or classroom/cohort absenteeism levels increase to the above percentages, our district team will convene to review possible options for restricting cohorts to reduce transmission.</p>
<p>Physical Distancing</p>	<p>Standard Practices will be implemented:</p> <ul style="list-style-type: none"> • MASD will have signs up encouraging distancing • Communication/Reminders to staff and students encouraging 3-6 feet of distancing (in addition to other measures; layered mitigation measures). • Instruction to students, especially at the elementary grades, on walking with additional distance between them and their classmates • Communication to families/communication to staff on updated and/or changing distancing protocols as the data changes <p>If necessary as ODE/OHA requires:</p> <ul style="list-style-type: none"> • 3-6 feet of distancing (with/without masking) will be implemented. • The above will be communicated to staff, students and families • There will be instruction given with increased emphasize and grace given at the elementary levels • Posters and other visual reminders posted/visible

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).
Hand Washing	<ul style="list-style-type: none"> ● Provide age-appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available. <ul style="list-style-type: none"> ○ Upon entry into the building ○ At breaks ○ When returning from any activity ○ After using the restroom ○ Before and after eating ○ Other depending on circumstance ● Signage for proper handwashing and sanitizing will be displayed in all restrooms and classrooms. ● Sanitizer will be provided in multiple locations throughout, including but not limited to each building entry/exit. ● Hand sanitizer will remain filled in all classrooms and work spaces. ● Students will be instructed and reminded of proper respiratory etiquette. Posters will be displayed in each school. ● Handwashing and respiratory etiquette is addressed in the district’s COVID-19 Specific Management Plan. ● Scheduled times for handwashing
Cleaning and Disinfection	<p>MASD provides each classroom with non-toxic hydrogen peroxide-based wipes and spray so that surfaces can be cleaned throughout the day without compromising the health of staff and students. The custodial staff is responsible for regular disinfection (deep cleaning) of surfaces/rooms/spaces or if there is an outbreak of COVID-19 (or other communicable diseases).</p>
Training and Public Health Education	<p>MASD has a comprehensive COVID-19 specific communicable disease plan, which each staff has read. As changes are made, these changes are highlighted and communicated to staff. New staff are given this plan. This plan is updated as the CDC, OHA and ODE make significant changes to the research and practices that impact the educational setting and practices. The COVID-19 specific communicable disease management plan will be reviewed for any potential updates and reviewed with administrators. Building administrators will review COVID-19 practices within their buildings.</p>

Table 7.

COVID-19 Mitigating Measures

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?</p>
<p>COVID-19 Vaccination</p>	<p>MASD will provide notices about where COVID-19 vaccines can be accessed within our community.</p>
<p>Face Coverings</p>	<p>Face coverings are welcome but not required. Extra masks will be available to those who need/want them. When/If masks become mandatory by the state, MASD would follow the state mandate.</p>
<p>Isolation</p>	<p>Each school office has a designated space to isolate sick students and to provide services for students with special health care needs. It is appropriately supervised and adequately equipped for providing first aid. It isolates the sick and/or injured from the rest of the student body per OAR 581-022-2220.</p>
<p>Symptom Screening</p>	<p>There will not be a formal/systematic symptom screening checkpoint, however, any student who is noticed to be visibly ill will be sent to the office for further evaluation of symptoms.</p>
<p>COVID-19 Testing</p>	<p>MASD will continue to offer on-site diagnostic testing. We will no longer be participating in the weekly screening testing due to lack of interest/participation.</p>
<p>Airflow and Circulation</p>	<ul style="list-style-type: none"> ● <u>Indoor Ventilation</u>: MASD schools modern HVAC equipped for detection and controls regarding indoor air quality. Occupied spaces are monitored for temperature, humidity and co2 levels during normal times of operation. ● <u>Ventilation</u>: Demand controlled ventilation. DCV uses sensors feeding complex logarithms to calculate the best compromise of energy use while maintaining indoor air quality. It does this by allowing fresh outside air into the buildings as needed while maintaining comfort. All Occupied spaces have the capacity to replace indoor air with outside air every hour. Our facilities Director will be programing all HVAC systems to bypass DCV functions and operate at as close to 100% outside air as possible to maintain a safe an indoor environment as <u>outlined by the CDC</u>. Consequently Classroom spaces may feel drafty. Ventilation systems will run 24/7 to refresh air overnight ● <u>Filtration</u>: Air entering the building from the outside or recycled from inside under normal operation passes through filters. MASD school district will be upgrading all filters to a higher rating of filtration. The filters we have upgraded to have a merv rating of 13 as outlined by the CDC guidance for building operations during the COVID-19 pandemic. ● <u>What is a MERV rating?</u>: Minimum Efficiency Reporting Values, or MERVs, report a filter's ability to capture larger particles between 0.3 and 10 microns (µm). This value is helpful in comparing the performance of different filters. The rating is derived from a test method developed by the American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) [see www.ashrae.org]. The higher the MERV rating the better the filter is at trapping specific types of particles.

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	At this time, in order to provide access to full education 5 days per week, restricting cohorts will not be a practice that MASD will be engaging in as spacing would limit the amount of students it can serve. MASD will have means to contact track through class lists and bus routes close contacts should there be an outbreak of COVID-19 and work closely with our LPHA.
Physical Distancing	<ul style="list-style-type: none"> ● MASD will have signs up encouraging distancing ● Communication/Reminders to staff and students encouraging 3-6 feet of distancing (in addition to other measures; layered mitigation measures). ● Instruction to students, especially at the elementary grades, on walking with additional distance between them and their classmates ● Communication to families/communication to staff on updated and/or changing distancing protocols as the data changes
Hand Washing	<ul style="list-style-type: none"> ● Provide age-appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available. <ul style="list-style-type: none"> ○ Upon entry into the building ○ At breaks ○ When returning from any activity ○ After using the restroom ○ Before and after eating ○ Other depending on circumstance ● Signage for proper handwashing and sanitizing will be displayed in all restrooms and classrooms. ● Sanitizer will be provided in multiple locations throughout, including but not limited to each building entry/exit. ● Hand sanitizer will remain filled in all classrooms and work spaces. ● Students will be instructed and reminded of proper respiratory etiquette. Posters will be displayed in each school. ● Handwashing and respiratory etiquette is addressed in the district’s COVID-19 Specific Management Plan.
Cleaning and Disinfection	MASD provides each classroom with non-toxic hydrogen peroxide-based wipes and spray so that surfaces can be cleaned throughout the day without compromising the health of staff and students. The custodial staff is responsible for regular disinfection (deep cleaning) of surfaces/rooms/spaces or if there is an outbreak of COVID-19 (or other communicable diseases).
Training and Public Health Education	MASD has a comprehensive COVID-19 specific communicable disease plan, which each staff has read. As changes are made, these changes are highlighted and communicated to staff. New staff are given this plan. This plan is updated as the CDC, OHA and ODE make significant changes to the research and practices that impact the educational setting and practices.

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.

Link where this plan is available for public viewing: <https://www.masd91.org/site/default.aspx?DomainID=94>

Date Last Updated: 8/17/2022

Date Last Practiced: This plan will be practiced during inservice week