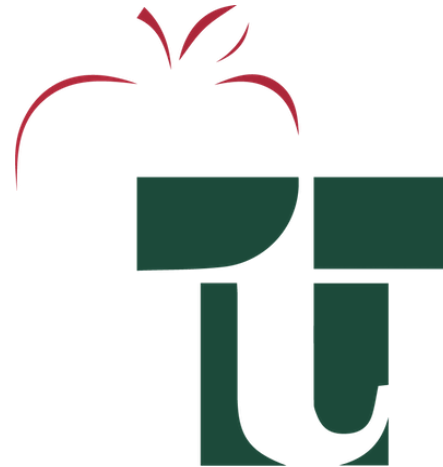


School-Level COVID-19 Management Plan

School Year 2022-23



School/District/Program Information

District or Education Service District Name and ID: Tigard Tualatin School District

School or Program Name: MITCH Charter School

Contact Name and Title: Caitlin Blood, Acting Executive Director

Contact Phone: 503-639-5757 Contact Email: cblood@mitchcharterschool.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>COVID Communicable Disease Plan & TTSD Communicable Disease Plan</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>COVID Communicable Disease Plan & TTSD Communicable Disease Plan</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>COVID Communicable Disease Plan & TTSD Communicable Disease Plan</p>



Policies, protocols, procedures and plans already in place

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

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

[Staff Frequently Asked Questions-COVID](#)

[OAR 333-019-1030](#) continues to be in effect, and applies to anyone who is employed by, or volunteers in, a public school, private school, parochial school, or charter school, alternative educational program or school-based program or who is not employed but otherwise engaged to provide goods or services to a school or school-based program through any formal or informal agreement, whether compensated or uncompensated, and includes but is not limited to teachers, administrative staff, coaches, drivers, and volunteers. This rule applies to before/afterschool programs located at schools. Short-term visitors or individuals making deliveries are not subject to this rule. Individuals whose job or volunteer work never includes direct or indirect contact with students or children at the school are not covered by this rule.

Individuals may request a medical or religious exception using the OHA form included in the [Schools and School-Based Program Vaccine Rule Frequently Asked Questions](#). Schools that grant an exception to the vaccination requirement must take reasonable steps to ensure that unvaccinated teachers, school staff and volunteers are protected from contracting and spreading COVID-19.

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

[TTSD Emergency Procedures Handbook](#)

**Additional documents
reference here:**

[COVID Response Checklist for Schools](#)

[COVID Response Quick Reference](#)



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. 	Caitlin Blood/Acting Executive Director	<ol style="list-style-type: none"> 1. Traci Rose, Director of Communications 2. Carol Kinch, Director of Student Services
School Safety Team Representative (or staff member knowledgeable about risks within a school, emergency response, or operations planning)	<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 events, informing continuous improvement of the planning, prevention, response, and recovery system. 	Caitlin Blood/Acting Executive Director	<ol style="list-style-type: none"> 1. Associate Principal

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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. 	Nany Haning/District Nurse	Carol Kinch, Director of Student Services
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. 	Darin Barnard, Director of Operations	Jarvis Gomes. Associate Director
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 school community. 	Caitlin Blood/ Acting ED and MaryEllen Rasmussen/ School Secretary	Traci Rose, Director of Communications
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. 	Caitlin Blood/Acting ED Traci Rose, Director of Communications Carol Kinch, Director of Student Services	Principal Traci Rose, Director of Communications Carol Kinch, Director of Student Services

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> 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. 	Traci Rose, Director of Communication	Carol Kinch, Director of Student Services
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 Consultation¹, etc.

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:
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.	Our school has a school counselor that acts as a liaison between families and the school. She works with staff, including Catherine West, Social Services Facilitator, the PSO and Executive Director to identify needs and provide additional support and resources as needed.
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.	Our school has a school counselor that acts as a liaison between families and the school. She works with staff, including Catherine West, Social Services Facilitator, the PSO and Executive Director to identify needs and provide additional support and resources as needed.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Regularly scheduled meetings with administrators, the school counselor, and other key staff, including ongoing feedback informs our needs and best strategies to meet the needs of the community.

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.)

- [Comprehensive Mental Health](#)


	<p>Suggested Resources:</p> <ol style="list-style-type: none"> 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.	MITCH has a comprehensive, school-wide SEL Program. Using a variety of approaches, staff and students have opportunities to build healthy relationships and community.
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.	Our school has a school-wide SEL program based on the CASEL framework. Classrooms start the year developing co-constructed norms related to how students and staff share their lived experiences within the learning and school community. We also provide 1.5 hours of music and 45 minutes of art a week, as well as an agriculture program for students to spend time exploring creative, hands-on learning.
Describe how you will link staff, students and families with culturally relevant health and	Our school counselor will cultivate a relationship with TTSD to offer mental health supports and services. The Comprehensive Mental Health Services outlines the services and partnerships TTSD offers to provide culturally and community responsive mental health supports. MITCH strives to have a workforce that reflects the students we serve. Unfortunately, this is not a reality at this

OHA/ODE Recommendation(s)	Response:
mental health services and supports.	time. We are however, providing antibias training for all of our staff, and actively recruiting a diverse applicant pool.
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	In all grades, students are part of and responsible for their community. Students have opportunities and are encouraged to provide leadership, input and feedback. Students start each morning with a community meeting where they learn important SEL lessons, build relationships, and celebrate achievements. All teachers are learning how to embed trauma informed, restorative practices into their classrooms, ensure students have a voice in their classroom communities, and SEL is embedded into daily content lessons.



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	MITCH will continue to provide information to staff and families on local vaccination clinics. District and school newsletters will have standing notifications regarding these opportunities linking to the Washington County Health Department’s Vaccine Information page.
Face Coverings	Wearing a face covering is an effective way to reduce the spread of COVID-19 and other respiratory viruses. When local COVID-19 transmission is high, all individuals should wear a face covering in schools. During periods of low or moderate transmission, all individuals should consider wearing a face covering to reduce the spread of COVID-19 and other viruses. Cough, fever and other symptoms caused by respiratory viruses are important causes of student and staff absence in schools—wearing a face covering helps keep students in school where they learn best.
Isolation	Students and staff must be excluded while in communicable stages of a restrictable disease- COVID. Follow guidance for school exclusion based on SYMPTOMS in Symptom-Based Exclusion Guideline ODE Communicable Disease Exclusion Guides . The district will follow the ODE Exclusionary Guide, including excluding staff or students for 5 days after onset of COVID symptoms and/or a positive COVID result.
Symptom Screening	Teachers will refer students to the main office who show symptoms of COVID. Regular communication will go out to families to encourage home screening for symptoms.
COVID-19 Testing	MITCH, as part of TTSD, will no longer offer routine screening testing for COVID. However, at a high COVID-19 Community Level, the district may consider implementing screening testing for students and staff for high-risk activities (for example, close contact sports, band, choir, theater); and/or at key times in the year, for example before/after large events (such as prom, tournaments, group travel). In any screening testing program, testing will include both vaccinated and unvaccinated people. For students who are at risk for getting very sick with COVID-19, such as those with moderate or severe immunocompromise or complex medical conditions, MITCH will consider implementing screening testing at a medium or high COVID-19 Community Level.
Airflow and Circulation	Ventilation is a primary tool to reduce viral spread indoors and promote a healthy learning environment. Indoor air spaces need special consideration because of potential COVID-19 transmission from the buildup in air of smaller particles and aerosols that are generated from breathing, talking, laughing, shouting, singing, coughing, and sneezing. To improve

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?
	air quality, MITCH is Increasing the amount of fresh outside air that is introduced into the system; Exhausting air from indoors to the outdoors; and cleaning the air that is recirculated indoors with effective filtration methods (e.g., HEPA filters) to remove virus-containing particles from the air.
Cohorting	Students are in classroom cohorts, but may interact with other students during recess, activity, lunch, etc.
Physical Distancing	Physical Distance will not be required.
Hand Washing	Hand hygiene is important. Frequent and thorough hand washing is a critical way to prevent the spread of many communicable diseases. When done correctly, hand washing will help students, school staff and visitors avoid spreading and receiving germs. When soap and water are not available, hand sanitizer can be used to reduce the spread of germs. The soap and rubbing action of handwashing helps dislodge and remove germs. Hand sanitizers kill some germs but do not effectively remove particles, such as dirt or body fluids. Therefore, visibly dirty hands should always be washed with soap and water. Additionally, some bacteria and viruses are not killed by hand sanitizers. For greatest protection, hands should be washed with soap and water when possible.
Cleaning and Disinfection	Surfaces or objects commonly touched by students or staff (such as doorknobs, desktops, toys, exercise mats) should be cleaned at least daily. Staff will disinfect high-touch surfaces, such as door handles, light switches, faucets, toys, Chrome books, and games that children play with at least once daily. Custodial staff will perform an enhanced cleaning every night in all areas, on all touched surfaces.
Training and Public Health Education	MITCH Administration will train staff on the protocols and mitigation strategies to prevent the spread of COVID 19.

Table 6.

COVID-19 Mitigating Measures

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 symptoms⁸ compatible with COVID-19:

1. At the school level: $\geq 30\%$ absenteeism, with at least 10 students and staff absent
2. At the cohort⁹ level: $\geq 20\%$ absenteeism, with at least 3 students and staff absent
 - o Where LPHA partners can provide guidance, schools should work in collaboration. If LPHA partners are unable to provide guidance, continue to follow your planned approach during periods of high transmission in Table 6.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
COVID-19 Vaccination	MITCH will continue to provide information to staff and families on local vaccination clinics. District and school newsletters will have standing notifications regarding these opportunities linking to the Washington County Health Department’s Vaccine Information page.
Face Coverings	Wearing a face covering is an effective way to reduce the spread of COVID-19 and other respiratory viruses. When local COVID-19 transmission is high, all individuals should wear a face covering in schools. MITCH will strongly recommend, and may require face coverings in schools and/or classrooms where there has been a documented outbreak. During periods of low or moderate transmission, all individuals should consider wearing a face covering to reduce the spread of COVID-19 and other viruses. Cough, fever and other symptoms caused by respiratory viruses are important causes of student and staff absence in schools—wearing a face covering helps keep students in school where they learn best.
Isolation	Students and staff must be excluded while in communicable stages of a restrictable disease- COVID. Follow guidance for school exclusion based on SYMPTOMS in Symptom-Based Exclusion Guideline ODE Communicable Disease Exclusion Guides . School nurse assessment strongly recommended for symptom-based exclusion, especially when symptoms may relate to underlying medical conditions. MITCH will follow the ODE Exclusionary Guide, including excluding staff or students for 5 days after onset of COVID symptoms and/or a positive COVID result.
Symptom Screening	Teachers will continue to monitor students for symptoms. Regular communication will go out to families to encourage home screening for symptoms.
COVID-19 Testing	MITCH, alongside TTSD, will no longer offer routine screening testing for COVID. However, at a high COVID-19 Community Level, MITCH may consider implementing screening testing for students and staff for high-risk activities (for example, close contact sports, band, choir, theater); and/or at key times in the year, for example before/after large events (such as prom, tournaments, group travel). In any screening testing program, testing will include both vaccinated and unvaccinated people.

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? <i>*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).</i>
	Schools serving students who are at risk for getting very sick with COVID-19, such as those with moderate or severe immunocompromise or complex medical conditions, should consider implementing screening testing at a medium or high COVID-19 Community Level.
Airflow and Circulation	Ventilation is a primary tool to reduce viral spread indoors and promote a healthy learning environment. Indoor air spaces need special consideration because of potential COVID-19 transmission from the buildup in air of smaller particles and aerosols that are generated from breathing, talking, laughing, shouting, singing, coughing, and sneezing. To improve air quality the district is Increasing the amount of fresh outside air that is introduced into the system; Exhausting air from indoors to the outdoors; and cleaning the air that is recirculated indoors with effective filtration methods (e.g., HEPA filters) to remove virus-containing particles from the air.
Cohorting²	<i>MITCH will notify our 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> <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>
Physical Distancing	Whenever possible, MITCH will promote physical distancing.
Hand Washing	Hand hygiene is important. Frequent and thorough hand washing is a critical way to prevent the spread of many communicable diseases. When done correctly, hand washing will help students, school staff and visitors avoid spreading and receiving germs. When soap and water are not available, hand sanitizer can be used to reduce the spread of germs. The soap and rubbing action of handwashing helps dislodge and remove germs. Hand sanitizers kill some germs but do not effectively remove particles, such as dirt or body fluids. Therefore, visibly dirty hands should always be washed with soap and water. Additionally, some bacteria and viruses are not killed by hand sanitizers. For greatest protection, hands should be washed with soap and water when possible.

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).
Cleaning and Disinfection	<p>Cleaning and wiping surfaces (e.g. desks, door handles, etc.) will be maintained between multiple student uses, even in the same cohort.</p> <p>Staff will disinfect high-touch surfaces, such as door handles, light switches, faucets, toys, Chrome books, and games that children play with at least once daily.</p> <p>Custodial staff will perform an enhanced cleaning every night in all areas, on all touched surfaces.</p>
Training and Public Health Education	<p>MITCH Administration will train staff on the protocols and mitigation strategies to prevent the spread of COVID 19.</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>MITCH will continue to provide information to staff and families on local vaccination clinics. District and school newsletters will have standing notifications regarding these opportunities linking to the Washington County Health Department’s Vaccine Information page.</p>
<p>Face Coverings</p>	<p>Wearing a face covering is an effective way to reduce the spread of COVID-19 and other respiratory viruses. When local COVID-19 transmission is high, all individuals should wear a face covering in schools. During periods of low or moderate transmission, all individuals should consider wearing a face covering to reduce the spread of COVID-19 and other viruses. Cough, fever and other symptoms caused by respiratory viruses are important causes of student and staff absence in schools—wearing a face covering helps keep students in school where they learn best.</p>
<p>Isolation</p>	<p>Students and staff must be excluded while in communicable stages of a restrictable disease- COVID. MITCH will follow guidance for school exclusion based on SYMPTOMS in Symptom-Based Exclusion Guideline ODE Communicable Disease Exclusion Guides. Our School nurse will assess for symptom-based exclusion, especially when symptoms may relate to underlying medical conditions. The district will follow the ODE Exclusionary Guide, including excluding staff or students for 5 days after onset of COVID symptoms and/or a positive COVID result.</p>
<p>Symptom Screening</p>	<p>School staff and teachers will continue to monitor students for symptoms.</p>
<p>COVID-19 Testing</p>	<p>MITCH, like TTSD, will no longer offer routine screening testing for COVID. However, at a high COVID-19 Community Level, the school may consider implementing screening testing for students and staff for high-risk activities (for example, close contact sports, band, choir, theater); and/or at key times in the year, for example before/after large events (such as prom, tournaments, group travel). In any screening testing program, testing will include both vaccinated and unvaccinated people. In the case that MITCH serves students who are at risk for getting very sick with COVID-19, such as those with moderate or severe immunocompromise or complex medical conditions, should consider implementing screening testing at a medium or high COVID-19 Community Level</p>
<p>Airflow and Circulation</p>	<p>Ventilation is a primary tool to reduce viral spread indoors and promote a healthy learning environment. Indoor air spaces need special consideration because of potential COVID-19 transmission from the buildup in air of smaller particles and aerosols that are generated from breathing, talking, laughing, shouting, singing, coughing, and sneezing. To improve air quality MITCH is Increasing the amount of fresh outside air that is introduced into the system; Exhausting air from indoors to the outdoors; and cleaning the air that is recirculated indoors with effective filtration methods (e.g., HEPA filters) to remove virus-containing particles from the air.</p>

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	<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"> <i>1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i> <i>2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i>
Physical Distancing	Whenever possible, MITCH will promote physical distancing.
Hand Washing	Hand hygiene is important. Frequent and thorough hand washing is a critical way to prevent the spread of many communicable diseases. When done correctly, hand washing will help students, school staff and visitors avoid spreading and receiving germs. When soap and water are not available, hand sanitizer can be used to reduce the spread of germs. The soap and rubbing action of handwashing helps dislodge and remove germs. Hand sanitizers kill some germs but do not effectively remove particles, such as dirt or body fluids. Therefore, visibly dirty hands should always be washed with soap and water. Additionally, some bacteria and viruses are not killed by hand sanitizers. For greatest protection, hands should be washed with soap and water when possible.
Cleaning and Disinfection	Cleaning and wiping surfaces (e.g. desks, door handles, etc.) will be maintained between multiple student uses, even in the same cohort. Staff will disinfect high-touch surfaces, such as door handles, light switches, faucets, toys, Chrome books, and games that children play with at least once daily. Custodial staff will perform an enhanced cleaning every night in all areas, on all touched surfaces.
Training and Public Health Education	MITCH administrators will train staff on the protocols 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.

[COVID Response Quick Reference](#)

August 22nd, 2023