

School-Level COVID-19 Management Plan

For Program Year 2022-23



Pinehurst School
District 94

Program/District/Program Information


District or Education Service District Name and ID: Pinehurst School District ID Number: 2047


Program or Program Name: Pinehurst Elementary School

Contact Name and Title: Victoria Cutler, District Administrator

Contact Phone: 541-482-191 Contact Email: victoria@pinehurst.k12.or.us

Table 1.

	<p>Policies, protocols, procedures and plans already in place</p> <p>Provide hyperlinks to any documents or other resources currently utilized in your program/district. Consider adding a brief description about how each is used within your program.</p>
<p>Program District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>Per OAR 581-022-2220 Pinehurst School District (PSD) maintains a Communicable Disease Management Plan (CDMP) which includes policies and procedures that incorporate a comprehensive layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19. PSD works closely with Local Public Health Authorities (LPHA) to ensure the health and well-being of the school community. The CDMP is posted on the PSD website and available to the public.</p> <p>https://www.pinehurst.k12.or.us/pinehurst/pinehurst-district-plans</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>Exclusion protocols are found in the PSD CDMP (see link above) pages 3-5.</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>Isolation protocols are found in the PSD CDMP (see link above) page 8-9.</p>

	<p>Policies, protocols, procedures and plans already in place</p> <p>Provide hyperlinks to any documents or other resources currently utilized in your program/district. Consider adding a brief description about how each is used within your program.</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>Per OAR 333-019-1030 teachers, program staff, partners and volunteers may not teach, work, learn, study, assist, observe or volunteer at a program unless they are fully vaccinated or have provided documentation of a medical or religious exception.</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>Pinehurst School District maintains a <i>Safety and Emergency Handbook</i> which includes emergency operations plans.</p> <p>https://www.pinehurst.k12.or.us/pinehurst/pinehurst-district-plans</p>
<p>Additional documents reference here:</p>	



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 program health and safety reside with program and district officials. Together with local public health officials, program/district administrators should consult a variety of individuals when making decisions about health and safety in program.

Table 2. Roles and Responsibilities

Program 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 program community members, health partners, and other local partners. 	Victoria Cutler, District Administrator	John Elder, Business Manager
Program Safety Team Representative (<i>or staff member knowledgeable about risks within a program, emergency response, or operations planning</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. 	Victoria Cutler, District Administrator	John Elder, Business Manager
Health Representative (<i>health aid, administrator, program/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. 	Victoria Cutler, District Administrator	John Elder, Business Manager

Program planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Program 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. 	Victoria Cutler, District Administrator	John Elder, Business Manager
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 program is responding, and action community members can take to protect their health. • Shares communications in all languages relevant to program community 	Victoria Cutler, District Administrator	John Elder, Business Manager
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 program 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. 	Victoria Cutler, District Administrator Tanya Frisendahl, SOESD SSA/SIA Consultant – educational Services (Re-Opening Lead)	John Elder, Business Manager
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. 	Victoria Cutler, District Administrator Tanya Frisendahl, SOESD SSA/SIA Consultant – Educational Services (Re-Opening Lead)	John Elder, Business Manager

Program planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Others as identified by team			



Section 2. Equity and Mental Health

Preparing a plan that centers equity and supports mental health

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

- Oregon Equity Lens <https://www.oregon.gov/highered/about/Documents/Commission/COMMISSION/2017/08-August-9-10/4.0d%20Equity%20Lens-reformat.pdf>
- PSD SIA Plan <https://www.pinehurst.k12.or.us/wp-content/uploads/2021/09/2021-23-SIA-Plan-with-Community-Engagement-Results.pdf>

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 Program 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 program setting that are disproportionately impacted by COVID-19 and which students and families may need differentiated or additional support.</p>	<p>Pinehurst Elementary School (PSD) is committed to ensuring inclusive and equitable access to in-person learning for all students, including those that are disproportionately impacted by COVID-19, historically underserved or at higher risk of negative impacts or complications related to COVID-19.</p> <ul style="list-style-type: none"> • PSD uses the <i>Oregon Equity Lens</i>, which is identified in the <i>SIA Plan</i> and used to identify the needs and characteristics of students and families. • As PSD is a small rural school with a current enrollment of 15 students, there are currently no defined focal groups. Teaching staff plan to meet the needs of each individual student.
<p>Describe the process by which the program 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>Due to the small size of our community and school, our staff make personal contacts with all students and families to foster caring, connection, and relationships.</p>

OHA/ODE Recommendation(s)	Response:
<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>PSD provides training opportunities to its teaching staff to support their effectiveness in working equitably and compassionately with all students. Creating a safe environment for staff and students is a priority.</p> <ul style="list-style-type: none"> • Staff are trained on de-escalation skills. • Students can use our “Relaxation Retreat” to self-regulate their emotions while at school. • Staff is trained in and implements Positive Discipline. • Staff has engaged in online Safe Schools training. <p>Due to the small size of our community and school, our staff make personal contacts with students and families to foster caring, connection, and relationships.</p>

Mental Health Supports

Programs 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 program 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; program district suicide prevention, intervention, and postvention plan; Program Based Health Center resources; tribal resources, etc.)

- PSD SIA Plan <https://www.pinehurst.k12.or.us/wp-content/uploads/2021/09/2021-23-SIA-Plan-with-Community-Engagement-Results.pdf>



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:
<p>Describe how you will devote time for students and staff to connect and build relationships.</p>	<p>PSD is intentional about building a positive program culture and prioritizes cultivating care, connection, and community throughout the program year to support the social emotional well-being of students, families, and staff. As a rural school with a small student population, we make personal connections with all students and families. in languages and formats accessible to all. To support relationships at school, PSD:</p> <ul style="list-style-type: none"> • Engages in learning opportunities and supports for staff that focus on building relationships with students and families and fostering social emotional well-being. • Recognizes that COVID-19 impacts students, families and staff differently based upon their race, age, culture, and role, and pays attention to all levels of needed support. • Strives to develop students’ abilities to connect across cultures by affirming racial and cultural identities and creating opportunities for students to learn from each other.
<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>PSD provides teaching staff the time and space for creating daily opportunities for students to engage in care, connection, and community-building activities through approaches where students can express their experiences and their learnings in ways that are self-directed and empowering to the extent possible. As examples, PSD:</p> <ul style="list-style-type: none"> • Offers a variety of creative opportunities and elective offerings that allow and value student expression. • Supports student-centered, project-based educational experiences that ignite student agency, identity, and voice.
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>PSD provides culturally relevant health and mental health supports and services to meet the needs of the program community and students by:</p> <ul style="list-style-type: none"> • Utilizing strategies including Trauma Informed Care and Social Emotional Learning. • Providing access to counseling and mental health resources for students and staff.

OHA/ODE Recommendation(s)	Response:
Describe how you will foster peer/student led initiatives on wellbeing and mental health.	<p>PSD utilizes the following to foster well-being and mental health for all students, and foster peer/student led initiatives on well-being to the extent possible.</p> <ul style="list-style-type: none"> • New student orientations which feature peer interaction. • Student-directed opportunities including class meetings. • Student use of the “Relaxation Retreat” to self-regulate their emotions while at school. • Opportunities for student mentoring by community members with shared interests. • Affinity group opportunities that build on student strengths.



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 programs in reducing COVID-19 transmission within the program environment for students, staff, and community members. COVID-19 will continue to circulate in our communities and our programs for the indefinite future. Programs will utilize different mitigation measures based on COVID-19 transmission within their facilities and communities. In the following section, teams will document their program'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 Programs](#)
2. [Communicable Disease Guidance for Programs](#) which includes information regarding
 - Symptom-Based Exclusion Guidelines (pages 8-12)
 - Transmission Routes (pages 29-32)
 - Prevention or Mitigation Measures (pages 5-6)
 - Program Attendance Restrictions and Reporting (page 33)
3. [COVID-19 Investigative Guidelines](#)
4. [Planning for COVID-19 Scenarios in Program](#)
5. [CDC COVID-19 Community Levels](#)
6. [Supports for Continuity of Services](#)

Table 5.

COVID-19 Mitigating Measures

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>BASELINE MEASURES: describe what mitigating measures will the program implement all of the time, each and every day of the program year to reduce the spread of COVID-19 and protect in-person instruction?</p>
<p>COVID-19 Vaccination</p>	<p>PSD complies with OAR 333-019-1030 <i>COVID Vaccination Requirements</i>. Teachers, program staff and volunteers may not teach, work, learn, study, assist, observe or volunteer at a program unless they have provided documentation that they are fully vaccinated or have provided documentation of a medical or religious exception. The rule applies to PSD teachers, staff, partners, and volunteers who work in our program buildings directly or indirectly with students.</p> <p>PSD works in partnership with LPHA (Jackson County Public Health Department) to promote the benefits of vaccinations and access to vaccine clinics throughout the community.</p> <ul style="list-style-type: none"> • Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. • Information for immunization clinics in the community will be provided to families in their preferred language. <p><u>Applicable documents:</u> Vaccines for COVID-19 CDC Get Vaccinated Oregon</p>
<p>Face Coverings</p>	<p>PSD has determined that mask wearing will be optional except in designated health care settings. Those staff and students who do choose to wear a mask are welcomed and encouraged to do so as their personal choice.</p> <p>The following will be communicated to all staff:</p> <ul style="list-style-type: none"> • The school provides face masks for those who would like to wear one. • Speech Language Pathologists and SLP Assistants, or other adults providing articulation therapy are strongly encouraged to wear a face covering. • Nurses or other medical personnel are strongly recommended to wear medical-grade face masks and should use appropriate Personal Protective Equipment when providing direct

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the program implement all of the time, each and every day of the program year to reduce the spread of COVID-19 and protect in-person instruction?
	<p>contact, care and monitoring of staff/students displaying symptoms.</p> <ul style="list-style-type: none"> • Individuals in the PSD isolation space are strongly encouraged to wear face coverings. • Individuals are not encouraged to wear a face covering if they have a disability and/or medical condition that prevents them from wearing a face covering, and/or they are experiencing nausea, difficulty breathing, or in any type of distress. <p>During episodes of high community transmission of COVID-19, the district, in collaboration with the LPHA, may require or strongly recommend universal indoor masking at the discretion of the superintendent.</p> <p><i>(PSD Communicable Disease Management Plan (CDMP), p. 9)</i></p> <p><u>Applicable documents:</u> Use and Care of Masks CDC</p>
Isolation	<p>PSD has procedures in place related to identifying, monitoring, and mitigating outbreaks of COVID-19 and works with LPHA as needed. Staff and students 13 who have tested positive for COVID-19, or who have primary COVID-19 symptoms, cannot remain at school, and may not return to school until they are determined to be no longer contagious. (Refer to Communicable Disease Guidance for Schools).</p> <p>PSD maintains a supervised isolation space for individuals who develop COVID-19 symptoms at school.</p> <ul style="list-style-type: none"> • All students who become ill at school will stay in the designated isolation area and supervised by staff until parents can pick them up to go home. • The designated isolation area is the school office. If occupied, a space in the annex will be used. • Students will be offered a facial covering (if they can safely wear one). • Staff are strongly encouraged to wear a facial covering, preferably a medical grade mask. • Staff will maintain student confidentiality as appropriate. • The isolation space is cleaned and sanitized after use and any PPE used properly disposed of.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the program implement all of the time, each and every day of the program year to reduce the spread of COVID-19 and protect in-person instruction?
	<p>Daily logs are required and contain the following documentation:</p> <ul style="list-style-type: none"> • Name of students sent home for illness, cause of illness, and time of onset. • Name of students visiting the office for any illness and symptoms, even if not sent home. <p><i>(PSD Communicable Disease Management Plan (CDMP, p. 8)</i></p>
Symptom Screening	<p>PSD implements symptom screening protocols for COVID-19 to prevent the spread of illness and maintain in-person learning. Primary symptoms of COVID-19 include cough, fever of 100.4 F or higher, difficulty breathing or shortness of breath and new loss of sense of taste or smell.</p> <p>Screening for Symptoms in Staff:</p> <ul style="list-style-type: none"> • Staff will self-screen for primary symptoms of COVID-19 and report to the administrator if they experience primary symptoms. • Staff will report a positive COVID-19 test to the administrator. • Staff members are not responsible for screening other staff members for symptoms. <p>Screening for Symptoms in Students and Family Communication:</p> <ul style="list-style-type: none"> • The school will provide age-appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter, and signage in the school setting for health promotion. • Frequent reminders are sent home to parents about what to do if a child is sick. • If a student is home with COVID-19 symptoms, office staff follows up to explain the procedures for the student to return to school following guidance from Jackson County Public Health and Communicable Disease Guidance for Schools (August 2022). • In the event a cluster of COVID-19 illness occurs, families will be notified. • Parents are always invited to call, email or message the teachers or administrator with any questions or concerns.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the program implement all of the time, each and every day of the program year to reduce the spread of COVID-19 and protect in-person instruction?
	<ul style="list-style-type: none"> • All Visitors/Volunteers must check in at the office upon arriving on campus. <p><i>(PSD Communicable Disease Management Plan (CDMP, p. 1-6)</i></p>
COVID-19 Testing	<p>PSD will provide information to staff, volunteers, and families on how to access COVID-19 testing in the community.</p> <ul style="list-style-type: none"> • The district administrator will notify Jackson County Public Health Department of positive test results reported by students and staff. <p><i>(PSD Communicable Disease Management Plan (CDMP, p.1)</i></p>
Airflow and Circulation	<p>PSD recognizes that ventilation is a primary tool to reduce viral spread indoors and promote a healthy learning environment. Pinehurst Elementary School has a steam boiler and radiators for heat. There is not an HVAC system. To increase outdoor airflow, circulation, and ventilation PSD has implemented the following protocols and upgrades:</p> <ul style="list-style-type: none"> • Window air conditioner units have filters that are cleaned/changed regularly. • HEPA filters that remove 99.9% of particles to 0.1 microns as well as PM 2.5 particles have been installed in every room. • Ceiling fans have been installed in every room. • Throughout the day, classroom windows are opened to provide fresh air into the classroom space (weather permitting). • In the lunchroom, windows are opened during mealtimes to provide additional ventilation.
Cohorting	<p>Pinehurst Elementary School is a very small rural school which is considered a cohort unto itself.</p>
	<p>PSD encourages physical distancing when possible.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the program implement all of the time, each and every day of the program year to reduce the spread of COVID-19 and protect in-person instruction?
Physical Distancing	<p><i>(PSD Communicable Disease Management Plan (CDMP), p. 10)</i></p>
Hand Washing	<p>PSD has protocols in place to ensure hand hygiene is regularly practiced to reduce the spread of contagious conditions including COVID-19. Hand hygiene, which means cleaning your hands by washing with soap and water or using an alcohol-based hand sanitizer containing at least 60% alcohol, is one of the best ways to avoid getting sick and prevent spreading germs to others.</p> <p>To the extent possible, staff and students will wash hands:</p> <ul style="list-style-type: none"> • Before, during, and after preparing food • Before and after eating food • Before and after treating a cut or wound • After using the toilet • After blowing your nose, coughing, or sneezing • After touching garbage • Upon entering the building <p>Respiratory Etiquette:</p> <ul style="list-style-type: none"> • Staff and students will be reminded of respiratory etiquette practices. • Always cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow. • Throw used tissues in the trash. • Immediately wash your hands with soap and water for at least 20 seconds. If soap and water are not available, clean your hands with a hand sanitizer containing at least 60% alcohol. <p>School community health education reminders:</p> <ul style="list-style-type: none"> • Handwashing procedure signs are posted in every bathroom and next to every sink. • Hygiene awareness signs are posted in various locations around campus.

OSHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the program implement all of the time, each and every day of the program year to reduce the spread of COVID-19 and protect in-person instruction?
	<ul style="list-style-type: none"> The district notifies families via Remind texts and letters sent home whenever there is COVID-19 news to share, including exposure information. <p><i>(PSD Communicable Disease Management Plan (CDMP), p. 9-10)</i></p>
Cleaning and Disinfection	<p>PSD has cleaning and disinfection protocols in place to prevent the transmission of contagious conditions. Cleaning with products containing soap or detergent reduces germs on surfaces by removing contaminants, and decreases risk of infection from surfaces. Disinfecting kills any remaining germs on surfaces, which further reduces any risk of spreading infection.</p> <p>To the greatest extent possible:</p> <ul style="list-style-type: none"> Apply disinfectants safely and correctly following specified manufacturer labeling instructions. Safely store disinfectants away from students. Clean and disinfect facilities daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). If an illness cluster or outbreak occurs, complete a deep cleaning using CDC recommended supplies and consult with LPHA as needed. <p><i>(PSD Communicable Disease Management Plan (CDMP), p.10)</i></p>
Training and Public Health Education	<p>PSD will continue to collaborate with the Jackson County Public Health Department and Southern Oregon Education Services District (SOESD) regarding best practices for operations, as well as during COVID-19 outbreaks/illness clusters. PSD staff will participate in required health services related training to maintain health services practices in the school setting. Staff training is provided in the fall, and ongoing at staff meetings, on the protocols and guidance in the <i>PSD Communicable Disease Management Plan</i>, and the <i>School-Level COVID-19 Management Plan</i> and other recommended guidance.</p> <ul style="list-style-type: none"> PSD follows all OSHA Public Health requirements.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the program implement all of the time, each and every day of the program year to reduce the spread of COVID-19 and protect in-person instruction?
	<ul style="list-style-type: none"> • Review of 504 and IEP accommodations and Individual Health Plans is recommended to address the needs of vulnerable students. • Public health education is provided to students and families in the preferred language of families to the extent possible. <p><i>(PSD Communicable Disease Management Plan (CDMP), p.1-2)</i></p>

Table 6. COVID-19 Mitigating Measures

OHA/ODE Recommendation(s) Layered Health and Safety Measures	MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the program 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 program, 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	PSD will continue to follow the COVID-19 vaccination protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to address incidences of high community transmission.
Face Coverings	<p><i>CDC, OHA, and ODE recommend universal use of face coverings during periods of high transmission. Please include whether your program will implement this critical recommendation.</i></p> PSD will continue to follow the face covering protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to address incidences of high community transmission.
Isolation	PSD will continue to follow the isolation protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to address incidences of high community transmission.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the program 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 program, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</i>
Symptom Screening	PSD will continue to follow the symptom screening protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to address incidences of high community transmission.
COVID-19 Testing	PSD will continue to follow the COVID-19 testing protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to address incidences of high community transmission.
Airflow and Circulation	PSD will continue to follow the airflow and circulation protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to address incidences of high community transmission.
Cohorting ²	<p><i>Programs 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 program 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> <p>Pinehurst Elementary School is a natural cohort. PSD will coordinate with LPHA to develop an individualized plan to address incidences of high community transmission.</p>
Physical Distancing	PSD will continue to follow the physical distancing protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to address incidences of high community transmission.
Hand Washing	PSD will continue to follow the hand washing protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to address incidences of high community transmission.
Cleaning and Disinfection	PSD will continue to follow the cleaning and disinfecting protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to address incidences of high community transmission.

² Cohorting refers to establishing a consistent group of students that stay together for a significant portion of the program 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.

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the program 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 program, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</p>
<p>Training and Public Health Education</p>	<p>PSD will continue to follow the training and public health education protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to address incidences of high community transmission.</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 program will gradually return to a baseline response. Describe how the program 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 program reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?</p>
<p>COVID-19 Vaccination</p>	<p>PSD will continue to follow the COVID-19 vaccination protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to develop protocols for a gradual return from high transmission levels to baseline.</p>
<p>Face Coverings</p>	<p>PSD will continue to follow the face coverings protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to develop protocols for a gradual return from high transmission levels to baseline.</p>
<p>Isolation</p>	<p>PSD will continue to follow the isolation protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to develop protocols for a gradual return from high transmission levels to baseline.</p>
<p>Symptom Screening</p>	<p>PSD will continue to follow the symptom screening protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to develop protocols for a gradual return from high transmission levels to baseline.</p>
<p>COVID-19 Testing</p>	<p>PSD will continue to follow the COVID-19 testing protocols described in the baseline measures, and coordinate with LPHA to develop an individualized plan to develop protocols for a gradual return from high transmission levels to baseline.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does the program will gradually return to a baseline response. Describe how the program 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 program reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?
Airflow and Circulation	PSD will continue to follow the airflow and ventilation protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to develop protocols for a gradual return from high transmission levels to baseline.
Cohorting	Pinehurst Elementary School is a natural cohort. PSD will coordinate with LPHA to develop an individualized plan to develop protocols for a gradual return from high transmission levels to baseline.
Physical Distancing	PSD will continue to follow the physical distancing protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to develop protocols for a gradual return from high transmission levels to baseline.
Hand Washing	PSD will continue to follow the COVID-19 hand washing protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to develop protocols for a gradual return from high transmission levels to baseline.
Cleaning and Disinfection	PSD will continue to follow the cleaning and disinfection protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to develop protocols for a gradual return from high transmission levels to baseline.
Training and Public Health Education	PSD will continue to follow the training and public health education protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to develop protocols for a gradual return from high transmission levels to baseline.

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. Programs, districts, and ESDs should schedule to exercise this plan annually and when any revisions are made to update the plan. The plan, or component(s) of the plan, can be tested through conversations, practice exercises, or other activities.

<https://www.pinehurst.k12.or.us/pinehurst/pinehurst-district-plans>

Date Last Updated: **8/24/22**

Date Last Practiced: **8/29/22**