

**School-Level COVID-19 Management Plan  
for School Year 2022-23**



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**School/District/Program Information**

District or Education Service District Name and ID: Gaston School District, 511J


School or Program Name: Gaston Elementary School & Gaston Jr/Sr High School

Contact Name and Title: Summer Catino, Superintendent

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**Table 1.**

	<p><b>Policies, protocols, procedures and plans already in place</b></p> <p>Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>
<p><b>School District Communicable Disease Management Plan</b>  <a href="#">OAR 581-022-2220</a></p>	<p>School District Communicable Disease Management Plan:</p> <p><a href="https://www.gastonk12.org/site/default.aspx?DomainID=1233">https://www.gastonk12.org/site/default.aspx?DomainID=1233</a></p> <p>Supporting Documents:  <a href="#">OSNA COVID-19 Toolkit Summary 2022-2023</a>  <a href="#">Communicable Disease Guidance for Schools</a>  <a href="#">CDC COVID-19 Operational guidance for K-12 Schools</a></p>
<p><b>Exclusion Measures</b>          Exclusion of students and staff who are diagnosed with certain communicable diseases  <a href="#">OAR 333-019-0010</a></p>	<p>District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19. The district works closely with the LPHA.</p> <p>School District Communicable Disease Management Plan (Communicable Disease Exclusion p. 4):</p> <p><a href="https://www.gastonk12.org/site/default.aspx?DomainID=1233">https://www.gastonk12.org/site/default.aspx?DomainID=1233</a></p> <p>Supporting Documents:  <a href="#">Isolation and Exclusion Guidelines for K-12 Settings</a>  <a href="#">Communicable Disease Guidance for Schools</a>  <a href="#">ODE Student Health Conditions - Community Letter</a></p>
<p><b>Isolation Space</b>          Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for</p>	<p>Each building has a designated health room; the district maintains two isolation rooms in the Commons Building. Established protocols separate people who have or may have a contagious disease from people who are not sick as required by <a href="#">OAR 581-022-2220</a>. Multiple staff members have been trained in isolation room protocols and COVID-19 testing procedures.</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.

students with special health care needs.

[OAR 581-022-2220](#)

### **Educator Vaccination**

[OAR 333-019-1030](#)

All school employees, volunteers and contractors are required to be vaccinated or they must provide documentation of a medical/religious exception to the district prior to working, observing, and/or volunteering in district buildings and at district events per [OAR 333-019-1030](#).

### **Emergency Plan or Emergency Operations Plan**

[OAR 581-022-2225](#)

Emergency Procedures Handbook

<https://www.gastonk12.org/site/default.aspx?DomainID=1233>

**Additional documents reference here:**

[CDC COVID-19 Community Levels](#)



## SECTION 1. Clarifying Roles and Responsibilities

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

**Table 2. Roles and Responsibilities**

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	<ul style="list-style-type: none"> <li>• Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained.</li> <li>• In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary.</li> <li>• Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li> </ul>	Summer Catino, Superintendent	Laura Christensen, Elementary Principal  Jesse Johnson, JR/SR High School Principal
School Safety Team Representative ( <i>or staff member knowledgeable about risks within a school, emergency response, or operations planning</i> )	<ul style="list-style-type: none"> <li>• Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures.</li> <li>• Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system.</li> </ul>	Laura Christensen, Elementary Principal  Jesse Johnson, JR/SR High School Principal	Summer Catino, Superintendent
Health Representative ( <i>health aid, administrator, school/district nurse, ESD support</i> )	<ul style="list-style-type: none"> <li>• Supports building lead/administrator in determining the level and type of response that is necessary.</li> <li>• Reports to the LPHA any cluster of illness among staff or students.</li> <li>• Provides requested logs and information to the LPHA in a timely manner.</li> </ul>	Becca Sheets, Attendance Secretary Elementary School  Sidney Van Dyke, Attendance Secretary JR/SR High School	Elizabeth Crawford, District Nurse

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i>	<ul style="list-style-type: none"> <li>• Advises on prevention/response procedures that are required to maintain student services.</li> </ul>	Food Services: Chrissy Jarvis, Director of Financial Services  Transportation: Mid-Columbia Bus Company via Summer Catino, Superintendent  Maintenance/Custodial: Bryan Van Dyke, Facilities Manager	Summer Catino, Superintendent
Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i>	<ul style="list-style-type: none"> <li>• Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the school is responding, and action community members can take to protect their health.</li> <li>• Shares communications in all languages relevant to school community.</li> </ul>	Laura Christensen, Elementary Principal  Jesse Johnson, JR/SR High School Principal	Summer Catino, Superintendent
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<ul style="list-style-type: none"> <li>• Has responsibility over COVID-19 response during periods of high transmission. May act as school level support to Building lead/Administrator activating a scaled response.</li> <li>• Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>	Summer Catino, Superintendent	Chrissy Jarvis, Director of Financial 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"> <li>• Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response.</li> <li>• Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners.</li> </ul>	Samantha Lathrop, Washington County Health and Human 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 Consultation<sup>1</sup>, etc.)

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

In addition to the resources listed below, Gaston School District values input from all stakeholders. The district is committed to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student.

- [Policy JBB - Educational Equity](#)



**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>Both Gaston Elementary and Gaston JR/SR High have Multi-Tiered Systems of Support (MTSS) which includes regular reviews of student progress, attendance, and behavior information, ensuring that at-risk students receive timely support in partnership with their families and school staff. Data garnered from MTSS will be used to design strategies that remove or reduce barriers and provide additional support to identified students.</p> <ul style="list-style-type: none"> <li>● Registration information and previous student records will be utilized to identify students who may experience barriers to their education who are disproportionately impacted by COVID-19 including: students at an increased risk of severe COVID-19 illness due to cognitive or developmental function and students at increased risk of negative impact/complications related to immunocompromised health status.</li> <li>● MTSS data and teacher input will be used to identify additional students who may be disproportionately impacted.</li> <li>● Staff input will be utilized to understand student barriers within all populations.</li> </ul>
<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>As noted above, the MTSS process includes “early warning systems” ensuring that students needing differentiated plans are identified quickly and provided intensive support.</p> <ul style="list-style-type: none"> <li>● Building administrators and/or teachers will reach out to students and families to develop support plans.</li> <li>● Establish time frames for evaluating and updating support plans throughout the school year.</li> </ul>
<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>Building principals will oversee the MTSS system in each building and will continue professional development for staff as needed. The superintendent will monitor the system at a district-wide level through progress checks during instructional administrative meetings.</p> <p>When needs are identified that require further expertise, insight, or training, administrators will seek assistance from outside entities to provided additional support and professional development.</p>



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.)

Gaston School District embeds social emotional learning and character education through the Character Strong curriculum as a tier one support for all students. Both the elementary school and the Jr/Sr High have a licensed counselor on staff, as well as a school psychologist to oversees the district counseling department. The Jr/Sr High also employees a Student Support Specialist to assist students in problem-solving and self-regulation.



**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>Our schools are committed to creating learning opportunities that foster creative expression, make space for reflection and connection, and center on the needs of the whole child:</p> <ul style="list-style-type: none"> <li>• Quarter 1 is one week longer to dedicate the first week of school to building routines and relationships. Academic demands will be intentionally reduced to ensure a focus on reconnecting with one another.</li> <li>• Prior to the start of school, the district will host an Open House. This will be an opportunity for families to connect with staff and celebrate the coming school year.</li> <li>• Student clubs will be supported at both the elementary and the JR/SR High School for students to explore interests and build relationships.</li> </ul>

OHA/ODE Recommendation(s)	Response:
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.	<ul style="list-style-type: none"> <li>• Both the elementary and JR/SR High School will have weekly time to focus on care and connection utilizing lessons from Character Strong, a research based program for character development and social emotional learning competencies.</li> <li>• Both buildings will have counseling services available and access to calming rooms for students who need process privately or with adult support.</li> </ul>
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	<p>Gaston SD is committed to providing an environment for all stakeholders where they feel safe, supported, and connected.</p> <ul style="list-style-type: none"> <li>• Counselors are available for students PK-12<sup>th</sup> grade.</li> <li>• Counselors utilize and connect families with community partners for mental health support.</li> <li>• Calming rooms are available at both the elementary and the JR/SR High School for students who need a space to self-regulate.</li> </ul> <p>Calming corners are available in every elementary classroom and are being added to rooms at the JR/SR High School during the 22-23 school year.</p>
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	<p>At the elementary school level, the student-led leadership team (Lead Team) will have discussions on supporting wellbeing and mental health.</p> <p>At the JR/SR High School level, the ASB team and leadership classes will discuss wellbeing and mental health to obtain input from students. Student clubs will also provide opportunities for student-voice to lead initiatives on wellbeing and metal health.</p>



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

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

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



#### Suggested Resources:

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

**Table 5.**

**COVID-19 Mitigating Measures**

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?</b>
COVID-19 Vaccination	<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> <ul style="list-style-type: none"> <li>• The school district will provide information about the COVID-19 vaccine to families.</li> <li>• The district works in partnership with health entities to provide access to vaccination clinics throughout the school year.</li> <li>• Communication regarding vaccinations are provided in preferred languages.</li> </ul> <p><a href="#">CDC - Vaccines for COVID-19</a>  <a href="#">Get Vaccinated Oregon</a></p>
Face Coverings	<ul style="list-style-type: none"> <li>• For all individuals, the use of face coverings is a welcomed option.</li> <li>• When a local county experiences an increase in communicable disease or when the COVID-19 community level increases, school communications will inform families of federal, state or local recommendations on the use of face coverings to reduce the risk of spreading disease.</li> </ul>
Isolation	<p>The schools have designated isolation spaces in the Commons Building which is required in the event of a communicable disease outbreak.</p> <p>School staff (including the district nurse, school secretaries, and selected instructional assistants) are trained at the start of the year in isolation protocols for sick students and staff who are identified at the time of arrival or during the school day. Specifics are outlines in the Communicable Disease Management Plan. Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home.</p>
Symptom Screening	<p>The district will communicate with families and staff regarding communicable disease symptoms, including COVID-19. If symptoms are present families are asked to keep their student home.</p>

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?
	<p>All staff are required to self-screen every day before reporting for work. Staff must report if they or anyone in their household tested positive for COVID-19 or a presumed case.</p> <p>Any student or staff displaying COVID-19 symptoms while on campus will be escorted by trained staff to one of the district isolation rooms for further screening, including a temperature check. Any individual displaying any of the primary COVID-19 symptoms will remain in the isolation room until transportation home is arranged.</p> <p>Staff and students are required to follow <a href="#">CDC Isolation and Precautions for People with COVID-19</a>.</p> <p><a href="#">CDC COVID-19 Operational Guidance for K-12 Schools</a>  <a href="#">Communicable Disease Guidance for Schools</a>  <a href="#">CDC Community Levels</a></p>
COVID-19 Testing	<p><i>OHA offers both <a href="#">diagnostic and screening testing programs</a> to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</i></p> <p>The district will continue to offer on-site testing to students who have permission on file. If supplies remain available, the district will offer at-home kits to students and staff who are symptomatic or have been exposed to COVID-19.</p> <p>The district may offer COVID-19 screening through OHSU after stakeholder interest is determined.</p>
Airflow and Circulation	<p>The district consulted with ClimaTech and created a program for HVAC units campus-wide. The program monitors outside air temp, inside air temp, duration of heat pump, and heat strip cycles. It opens fresh air and exhaust dampers to the maximum allowable setting and adjust accordingly to each unit. MERV 13 filters are in use to increase filtration. All systems are set to the maximum allowable design.</p>
Cohorting	<p>At the elementary school, students primarily cohort by classroom. Lunches are grouped for grades K-1. 2-3. And 4-6.</p>

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?
	At the Jr/Sr High School students are on a block schedule that cohorts students in four classes per day. Students in grades 7-9 are in a lunch cohort. Students in grades 10-12 are in a lunch cohort.
Physical Distancing	<p>Currently the CDC does not have restrictions and/or requirements around physical distancing.</p> <p>Those who are COVID-19 positive or have been exposed will follow <a href="#">CDC Isolation and Precautions for People with COVID-19</a>.</p>
Hand Washing	<p>Practicing and accessibility to hand hygiene is a simple yet effective way to prevent infections. 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> <ul style="list-style-type: none"> <li>• Educators will teach proper handwashing and covering coughs etiquette. Routine handwashing will be taught and encouraged.</li> <li>• Signs are posted, as well as modeling and instruction to students.</li> <li>• Adequate handwashing supplies and access will be available.</li> <li>• Access to hand sanitizer with at least 60% alcohol will be available at building and classroom entrances, as well as other locations where handwashing is not an option.</li> </ul>
Cleaning and Disinfection	<p>Cleaning with products containing soap or detergent reduce 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> <ul style="list-style-type: none"> <li>• Daily cleaning of all touch points in classrooms, transportation, common areas, cafeterias with a sanitizing cleaner.</li> <li>• All restrooms disinfected daily.</li> <li>• Classrooms atomized daily.</li> <li>• During an outbreak or illness, illness cleaning will be initiated by school and increased in that area.</li> </ul> <p>Supporting Documents: <a href="#">CDC COVID-19 Operational Guidance for K-12 Schools</a></p>

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?</b>
	<a href="#">CDC COVID-19 Cleaning and Disinfecting Your Facility</a>
Training and Public Health Education	<p>The district will provide information to stakeholders regarding specific health and safety protocols that are in place within schools</p> <p>Staff will receive training and access to pertinent health and safety materials at the beginning of the school year.</p> <p>The district safety committee will provide a forum for implementation questions and suggestions from stakeholders.</p>

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

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a> . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
COVID-19 Vaccination	<p>During periods of high transmission, the school district will collaborate with the LPHS, OHA, and CDC. Increased communication about the COVID-19 vaccine will be provided to families along with information on access to local vaccination clinics. Communication regarding vaccinations will be provided in preferred languages.</p> <p><a href="#">CDC - Vaccines for COVID-19</a>  <a href="#">Get Vaccinated Oregon</a></p>
Face Coverings	<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><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a>. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</p>
	<p>Gaston schools will follow federal, state, and/or local laws and policies regarding face coverings.</p> <ul style="list-style-type: none"> <li>Given current laws/regulations, Gaston School District will encourage and welcome face coverings at any time in the school year and especially during times of high transmission.</li> <li>Individuals who are COVID-19 positive will follow the <a href="#">CDC Isolation and Precautions for People with COVID-19</a></li> </ul> <p>Supporting Documentation: <a href="#">CDC Community Levels</a> <a href="#">CDC COVID-19 Use and Care of Masks</a></p>
<p>Isolation</p>	<p>At high community levels, schools have designated, trained staff who are well informed of COVID-19 protocols and who can support student health and safety needs. Staff are trained in isolation room protocols, quarantine protocols, and wearing of PPE.</p> <ul style="list-style-type: none"> <li>Staff and students will have access to COVID-19 testing and will be encouraged to use this resource if symptomatic or exposed.</li> <li>Staff will conduct visual screening of students upon arrival to campus. Individuals with symptoms will be isolated, offered a test, and sent home</li> </ul>
<p>Symptom Screening</p>	<p>Gaston School District will review and adjust protocols based on community case rates. Additional measures to address high rates will include:</p> <ul style="list-style-type: none"> <li>Continue and increase communication to families and staff to only come to school healthy; staying home when sick can lower the risk of spreading infectious disease.</li> <li>Visual screenings upon arrival.</li> <li>Isolation of symptomatic or ill, offer testing and send home.</li> <li>Communication message to families about the active outbreak(s).</li> </ul> <p>Supporting Documentation:</p>



<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*</b>: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a>. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</p>
	<p><a href="#">Communicable Disease Guidance for Schools</a> <a href="#">ODE Student Health Conditions - Community Letter</a></p>
<p>COVID-19 Testing</p>	<p>At high levels of community transmission increase collaboration with LPHA and increase community outreach. Offer increased access to testing:</p> <ul style="list-style-type: none"> <li>• Increase communication to families offering the opportunity to opt-in to diagnostic testing or screening programs with appropriate consent.</li> <li>• Increase access via drive through testing (on-site or at clinics), before/after school testing.</li> </ul>
<p>Airflow and Circulation</p>	<p>Ventilation is one component of mitigation strategies to prevent COVID-19 in the school setting. HVAC systems in the Gaston School District currently operate at the highest capacity level. During high levels of community spread the facilities manager will continue regular inspections to ensure systems are in optimal condition.</p> <ul style="list-style-type: none"> <li>• When possible, schools will plan outside school events such as lunches, classes, recess when it is safe.</li> <li>• Schools will relocate to an outdoor setting or postpone activities where the school community comes together while an outbreak is active, or the COVID-19 community level is high.</li> </ul>
<p>Cohorting<sup>2</sup></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"> <li>1. <i>At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i></li> <li>2. <i>At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i></li> </ol>

<sup>2</sup> Cohorting refers to establishing a consistent group of students that stay together for a significant portion of the school day. Examples include stable mealtime cohorts, classrooms, table groups, lunch bunches, and other group situations. Cohorts should be as small as feasible to minimize exposure.

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a>. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</p>
	<p>The district will follow the guidance listed above and make decisions in consultation with the LPHA regarding implementation of smaller, more restrictive cohorts.</p>
<p>Physical Distancing</p>	<p>During periods of high transmission educators will re-emphasize the importance of maintaining physical distance to the greatest extent possible.</p> <p>Educators will assess spaces to decrease the number of individuals who must share spaces and increase physical distancing.</p> <p>When and where possible indoor activities will be moved outdoors to increase distance and ventilation.</p>
<p>Hand Washing</p>	<p>During times of increased transmission, schools will increase time for hand hygiene.</p> <p>Building administrators will ensure that</p> <p>Across all district facilities and schools, access to hand washing stations augmented by the use of hand sanitizer containing at least 60% alcohol will be always available.</p>
<p>Cleaning and Disinfection</p>	<p>At high levels of community transmission the district will continue to sanitize rooms, increasing routines, especially focusing on high frequency touch points. In areas with increased illness or outbreak, facilities staff will immediately disinfect the impacted areas. All classrooms will have safe cleaning supplies to use throughout the day to increase cleaning procedures.</p>
<p>Training and Public Health Education</p>	<p>The district will continue to work with the LPHA on communicable disease communications and notifications that are succinct, accurate and streamlined. Multiple modes of communication will be utilized (Alert phone and email notifications, text, social media, and website). The district will routinely review health and safety protocols and provide reteaching to students and staff.</p>

**Table 7.**

**COVID-19 Mitigating Measures**

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</b> 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>The school district will provide information about the COVID-19 vaccine to families.</p> <p>The district works in partnership with health entities to provide access to vaccination clinics throughout the school year.</p> <p>Communication regarding vaccinations are provided in preferred languages.</p> <p><a href="#">CDC - Vaccines for COVID-19</a> <a href="#">Get Vaccinated Oregon</a></p>
<p>Face Coverings</p>	<p>Gaston School District will encourage and welcome face coverings at any time in the school year and especially during times of high transmission.</p> <p>Individuals who are COVID-19 positive will follow the <a href="#">CDC Isolation and Precautions for People with COVID-19</a></p> <p>Supporting Documentation: <a href="#">CDC Community Levels</a> <a href="#">CDC COVID-19 Use and Care of Masks</a></p>
<p>Isolation</p>	<p>As case levels decrease to moderate, continue to maintain supervised space to isolate the sick that is separate from the space where other healthy tasks take place.</p> <ul style="list-style-type: none"> <li>• School to continue designated isolation space.</li> <li>• Staff continue to follow protocols for sick students and staff identified according to the exclusion measures.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home.</li> <li>• Schools continue to have trained staff that can support all student health and safety needs.</li> <li>• Offer access to COVID-19 testing.</li> <li>• District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and school works closely with LPHA.</li> </ul>
Symptom Screening	<p>This is a standard protocol for all levels of pandemic/communicable disease.</p> <ul style="list-style-type: none"> <li>• As cases decrease, remind individuals to only come to school or work healthy. Staying home when sick can lower the risk of spreading infectious diseases.</li> <li>• The district will continue to monitor and control disease. District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and school works closely with LPHA.</li> </ul>
COVID-19 Testing	<p>At moderate levels of community transmission NWRES D will continue to offer access and community communication around testing options. NWRES D will support students, staff, and families with promotion and access to testing.</p>
Airflow and Circulation	<p>HVAC systems in the Gaston School District currently operate at the highest capacity level. At moderate transmission levels, schools will continue to encourage outdoor activities/events when possible.</p>
Cohorting	<p>At the elementary school, students primarily cohort by classroom. Lunches are grouped for grades K-1. 2-3. And 4-6.</p> <p>At the Jr/Sr High School students are on a block schedule that cohorts students in four classes per day. Students in grades 7-9 are in a lunch cohort. Students in grades 10-12 are in a lunch cohort.</p>
Physical Distancing	<p>The CDC does not have restrictions and/or requirements around physical distancing.</p> <p>Those who are COVID-19 positive or have been exposed will follow <a href="#">CDC Isolation and Precautions for People with COVID-19</a>.</p>

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Hand Washing	<p>When cases are moderate, schools are still encouraged to assign times for increased and additional hand hygiene throughout the school day.</p> <ul style="list-style-type: none"> <li>● Staff will teach proper handwashing and covering coughs</li> <li>● Adequate handwashing supplies and access will be available</li> <li>● Access to hand sanitizer with at least 60% alcohol for use.</li> </ul>
Cleaning and Disinfection	<p>Schools will continue to clean routinely throughout the day and especially focusing on high frequency touch points.</p> <p>At times when a space has increased illness or outbreak, appropriate staff assigned to disinfect those areas at a higher level.</p>
Training and Public Health Education	<p>The district will work with LPHA on communicable disease communication and notifications. The district will also communicate to families the process of return to baseline activities. Communication will include specific health and safety protocols in place at the school and continued communication of community level and school health protocols.</p>

## 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.

<https://www.gastonk12.org/site/default.aspx?DomainID=1233>

Date Last Updated: **8/26/2023**

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