

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



School/District/Program Information


District or Education Service District Name and ID: Mapleton SD 32 OR-00000000002085

School or Program Name: Mapleton Elementary School

Contact Name and Title: Brenda Moyer, Principal

Contact Phone: (541) 268-4471 Contact Email: bmoyer@mapleton.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 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>School District Communicable Disease Management Plan: https://docs.google.com/document/d/17sRtLN5VH9S1s06eHvbJTdVvxYURC8-PoD1m3ca6gtg/edit?usp=sharing</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>Oregon public health law mandates that persons who work in or attend school who are diagnosed with certain diseases or conditions be excluded from school until no longer contagious. However, diagnosis often presumes a physician visit and specific testing, and schools must often make decisions regarding exclusion based on non-diagnostic but readily identifiable signs or symptoms. The Lane County Exclusion Guidelines are a quick reference for school staff. When in question the district personnel should be consulted and the Oregon Department of Education Communicable Disease Guidance Document.</p> <p>See page 6 of CDM Plan for further information: https://docs.google.com/document/d/17sRtLN5VH9S1s06eHvbJTdVvxYURC8-PoD1m3ca6gtg/edit?usp=sharing</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>The school district shall maintain a prevention oriented health services program (OAR 581-022-2220) for all students which provides: Health care and space that is appropriately supervised and adequately equipped for providing first aid, and isolates the sick or injured child from the student body.</p> <p>A health room connected to the office, with internal and external doorways, will serve as isolation room.</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>Teachers and school staff, volunteers and contractors are required to be fully vaccinated or have provided documentation of a medical or religious exception to the school district before they are able to teach, work, learn, study, assist, observe, or volunteer at this school (OAR 333-019-1030).</p> <p>All district staff will submit COVID-19 vaccine information by September 1, 2022. Those requesting a medical or religious exception to OAR 333-019-1030 need to submit this district form. Approval of the exception and the reasonable steps to ensure that unvaccinated teachers, school staff and volunteers are protected from contracting</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.

and spreading COVID-19 may include: prohibited from working with medically fragile students, weekly testing requirements, windows down on bus/transportation, required masks when transmission rates are high.

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

<https://docs.google.com/document/d/1RY5J2dBmNicwgdfxge-fptJtLKI-fcy/edit?usp=sharing&ouid=104533380219221999265&rtpof=true&sd=true>

**Additional documents
reference here:**

[OAR 333-019-1030](#)
[Schools and School-Based Program Vaccine Rule Frequently Asked Questions](#)
[Medical exception request form](#)
[Religious exception request form](#)



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. 	Sue Wilson, Superintendent	Brenda Moyer, Elementary 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"> • 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. 	Sue Wilson, Superintendent	Brenda Moyer, Elementary 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. 	Brenda Moyer, Elementary Principal	Carly Duval, Elementary Administrative Assistant Linda Shappell, RN, District Nurse Consultant
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. 	Sue Wilson, Superintendent	Brenda Moyer, Elementary Principal Randy Duval, Facilities & Transportation Supervisor
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. 	Brenda Moyer	Sue Wilson, Superintendent
District Level Leadership Support <i>(staff member in which to consult surrounding a</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. 	Sue Wilson, Superintendent	Brenda Moyer, Elementary Principal

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<i>communicable disease event)</i>	<ul style="list-style-type: none"> Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers. 		
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. 	Sue Wilson, Superintendent	Jennifer Scheit (Jennifer.SCHEIT@lanecounty.gov) and Jose Zacarias (Jose.ZACARIAS@lanecounty.gov).
Others as identified by team		Sue Wilson, Superintendent Brenda Moyer, Elementary Principal/Special Education Director Carly Duval, Administrative Assistant	Jeron Ricks, Business Manager Randy Duval, Facilities & Transportation Supervisor Linda Shappell, Nurse Consultant



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.)

- [Mapleton Equity Committee Vision](#)
- [Equity Decision Tools](#) for School Leaders
- <https://public.tableau.com/app/profile/oregon.health.authority.covid.19/viz/OregonsCOVID-19DataDashboards-TableofContents/TableofContentsStatewide>
- [Student Investment Account: Community Engagement Toolkit \(oregon.gov\)](#)
- [Tribal Consultation Toolkit](#)

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.

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>By Sept 15, Mrs. Moyer will work collaboratively with staff to identify students who are experiencing barriers to education or who are disproportionately impacted by the COVID-19 pandemic, with attention to attendance in both 21-22 and the start of the school year. Throughout September and October, Mrs. Moyer and Mrs. Wilson will engage students in empathy interviews and focus groups in order to further understand barriers to learning and wellness. Input/data will be used to design strategies that support our most impacted students, to align strategies and resources in the Integrated plan and Continuous Improvement processes.</p>
<p>Describe the process by which the school will implement a differentiated plan for those that are disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19.</p>	<p>As student needs are identified, Mrs. Moyer and teachers will contact families and develop plans that support student success. Plans will be revisited throughout the year to ensure students and families are receiving necessary supports.</p>
<p>What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.</p>	<p>Professional learning opportunities will emphasize family engagement and resources available to support our students and families. Mrs. Moyer will monitor plans and oversee collection of data to ensure students are making success towards articulated outcomes.</p>

Mental Health Supports

Schools are encouraged to continue to prioritize cultivating care, connection, and community to support the mental, emotional, and social health and well-being of students, families, staff, and administrators.

Identify existing district or school plans and tools that can be utilized in supporting student and staff wellbeing and mental health during prevention, response, and recovery from incidents of COVID-19 (e.g., counseling services; partnerships with community mental and behavioral health providers; school district suicide prevention, intervention, and postvention plan; School Based Health Center resources; tribal resources, etc.)

- [Mental Health Toolkit](#)
- School District Social Emotional Learning curriculum
- Suicide Prevention training opportunities


	<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
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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.	Mapleton Elementary has hired a part time Social Emotional Learning Specialist who will provide weekly lessons for students. Additionally, we will continue our learning and implementation of community circles and have incorporated this into our daily schedule. We will host community breakfasts where older students will lead discussions with their younger peers.
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 new hires include a Social Emotional Learning Specialist, K-12 Art Teacher, and K-12 PE/Health teacher. Our specials will provide opportunity for students to learn about and process their experiences and emotions and for creative opportunities that allow healthy expression of individual and community needs. Additionally, we are working to implement more project based learning opportunities that position students as leaders who contribute to their communities.
Describe how you will link staff, students and families with culturally relevant health and	Western Lane Mental Health, through PeaceHealth provides mental health therapy for students twice a week on our campus, with approval of families. Additionally, we partner with Lane ESD programs to connect students to culturally specific programming and resources (ex: Lane African American/Black Student Success and Migrant Education programs).

OHA/ODE Recommendation(s)	Response:
<p>mental health services and supports.</p>	
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>Our new K-12 PE/Health teacher is a trained Sources of Strength trainer. Our new SEL teacher is partnering to bring Roots of Empathy programming to our 1st/2nd grade students. School-wide programming will focus on wellness, with opportunities for our 5th and 6th graders to lead school-wide programming.</p>



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

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

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



Suggested Resources:

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

Table 5.

COVID-19 Mitigating Measures

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>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>
<p>COVID-19 Vaccination</p>	<p><i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community.</i></p> <p>Information about vaccine clinics will be shared at our in-person registration and in school newsletters sent home to students.</p>
<p>Face Coverings</p>	<p>Face Coverings are optional for all students and staff in all educational settings except those listed below.</p> <ul style="list-style-type: none"> -Face Coverings are required for staff working in a health room setting or providing personal care to students. -Use of face coverings are required for staff supporting medically fragile students, including bus drivers, health room aids, educational assistants, teachers, etc. <p>Face coverings are available upon request and we will post signage at building entrances that note that masks are welcome and a choice. Signage will be posted alerting all students and staff that face coverings are required within the health care space per OAR 333- 019-1011.</p> <p>Following CDC guidance, any person returning from a positive test will need to mask through day 10 (post symptoms or test).</p> <p>When communicating exposures, we will recommend that students/staff wear a high quality mask for 10 days and get tested on day 5.</p>
<p>Isolation</p>	<p>Per OAR 581-022-2220 schools must maintain supervised space to isolate the sick that is separate from the space where other health care tasks take place. By Sept. 1, 2022, Mrs. Wilson will train school staff in isolation protocols for sick students and staff identified at the time of arrival or during the school day according to the CDMP. Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home.</p>
<p>Symptom Screening</p>	<p>Communications will encourage regular attendance when healthy and communication with our office staff when symptoms are present. All staff will be trained to identify symptoms and send sick students to office for isolation. With the help of restricted substitute licensure, we are working to build our substitute pool and will encourage staff to stay home if symptomatic.</p>
<p>COVID-19 Testing</p>	<p><i>OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</i></p> <p>In partnership with the University of Oregon and Oregon Health Authority, our school offers access to testing for those with symptoms or exposure to a person with confirmed COVID-19 in a K-12 indoor setting through OHA diagnostic and screening testing programs. Both programs are opt-in and families will have the opportunity to enroll their student throughout the school year by completing consent forms.</p> <p>Consent forms for diagnostic testing and screening testing will be available at in-person registration and inservice week. Details will also be shared with families through social media posts and newsletters.</p> <ul style="list-style-type: none"> -Diagnostic testing will be available to individuals with symptoms or exposure to COVID19. This includes a test to stay protocol for students or staff at increased risk of severe COVID-19 and at the direction of local public health, such as during an outbreak response. This essential access to free testing can help diagnose COVID-19 infection early. -Screening testing is available to individuals without symptoms or exposure to COVID-19 and includes weekly testing. Staff and students who enroll will be tested weekly and all results are confidential.

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?
Airflow and Circulation	<p>Ventilation systems are checked and maintained monthly by maintenance staff.</p> <ul style="list-style-type: none"> -Windows and doors will be open weather permitting to increase ventilation. -Building has fresh air return system that filters air from inside to out. <p>Teachers will be encouraged to utilize outdoor spaces for breaks, lunches, and learning – to the extent possible.</p>
Cohorting	<p>Students will be cohorted by classroom; however, there will be schoolwide programming where students interact across grade levels. We will develop a cohort log for these engagements in order to limit the potential for spread as much as possible. During cross cohort programming, additional measures hand-washing, cleaning/disinfecting, and symptom screening will be in place.</p> <p>Attendance will be monitored by Mrs. Duval; in the case absences (illness or non-reported) increase within a cohort, she will notify Ms. Wilson.</p>
Physical Distancing	<p>Teachers will be asked to arrange learning and other spaces so at least 3 feet of distance exists between students to the extent possible to encourage distancing. We will minimize time standing in lines and encourage one-way traffic flow in constrained spaces.</p>
Hand Washing	<p>During the first month, the school will teach and reinforce proper handwashing and covering coughs and sneezes to lower the risk of spreading viruses, including the virus that causes COVID-19. Throughout the year, the school will monitor and reinforce these behaviors. Handwashing will be done before and after meal or snack times and after recess and after using the bathroom.</p> <p>Signage about proper handwashing will be posted in every bathroom and at every classroom sink.</p> <p>The school will provide adequate handwashing supplies, including soap and water to all school sinks and classrooms. Additionally, every classroom will also have a supply of hand sanitizer containing at least 60% alcohol for use. Hand sanitizers will be stored up, away, and out of sight of younger children and will be used only with adult supervision for children ages 5 years and younger.</p>
Cleaning and Disinfection	<p>Within 12 hours of when a classroom has had a sick person or someone who tested positive for COVID-19, the space will be cleaned and disinfected.</p> <p>Surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) will be cleaned daily to reduce the risk of germs spreading by touching surfaces.</p>
Training and Public Health Education	<p>Mrs. Wilson will train all staff on the district’s health and safety protocols and will identify four school safety committee members for the upcoming school year. The school safety committee oversees the implementation of the health and safety protocols that are inclusive of all staff. The school safety committee will ensure that staff have a safe place to bring implementation questions and suggestions forward.</p> <p>During the first week of school, teachers will introduce the district’s health and safety protocols to students. Health and safety protocols will be revisited in staff meetings throughout the year, with focused reteaching for students implemented accordingly.</p>

Table 6.

COVID-19 Mitigating Measures

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</p>
<p>COVID-19 Vaccination</p>	<p>During times of high transmission: The school district will coordinate with Lane County Public Health about hosting a local vaccination clinic.</p>
<p>Face Coverings</p>	<p><i>CDC, OHA, and ODE recommend universal use of face coverings during periods of high transmission. Please include whether your school will implement this critical recommendation.</i></p> <p>The district will communicate increased high transmission or high absences and encourage the wearing of masks in indoor spaces. Masks will be available at school entrances and signage posted at entrances.</p>
<p>Isolation</p>	<p>Mrs. Moyer will remind staff of symptom screening and isolation procedures.</p>
<p>Symptom Screening</p>	<p>Mrs. Moyer will remind staff of symptom screening and isolation procedures.</p> <p>Mrs. Wilson will send communication reminding families of symptom screening and encourage families to stay home if symptomatic and to test regularly.</p> <p>Teachers will conduct daily screening checks at the start of the day (observational and questions).</p>
<p>COVID-19 Testing</p>	<p>Mrs. Wilson will encourage families to opt in to screening and diagnostic testing and remind families about the processes available to them.</p>
<p>Airflow and Circulation</p>	<p>Facilities will check airflow and ventilation and teachers will be encouraged to open windows and utilize outdoor spaces to the extent possible. Mrs. Wilson will limit activities where community comes together while outbreak is active, or the Community level is high.</p>
<p>Cohorting²</p>	<p><i>Schools should notify their LPHA about unusual respiratory disease activity if the following absence thresholds are met and at least some students are known to have influenza or COVID-like symptoms:</i></p> <ol style="list-style-type: none"> <i>1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent for illness related or non-reported reasons.</i> <i>2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent for illness related or non-reported reasons.</i>

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).
	Mrs. Moyer will implement a stable cohort plan that does not allow for cross-cohort programming and limits interactions at meals and recesses.
Physical Distancing	Mrs. Moyer will implement 3-foot spacing and share reminders from training about ways to limit contact during groupwork.
Hand Washing	Within 1 school day, teachers will reteach proper handwashing and covering coughs and sneezes. Additionally, teachers will ensure that every student washes their hands when entering the classroom, before and after meal or snack times and after recess. Handwashing supplies, including soap and water and hand sanitizer containing at least 60% alcohol for use, will be restocked. Hand sanitizers will be stored up, away, and out of sight of younger children and will be used only with adult supervision for children ages 5 years and younger.
Cleaning and Disinfection	Custodial staff will clean/disinfect surfaces twice a day and ensure classrooms where a student was sick/positive are cleaned/disinfected as soon as possible (definitely within 12 hours).
Training and Public Health Education	Mrs. Wilson will communicate high transmission/absences to the community and encourage all families to take risk mitigation steps in order to limit spread. Staff will be reminded of risk mitigation strategies and asked to reteach handwashing, cough/sneeze, distancing, and symptoms screening to their students.

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>Information about local vaccination clinics will be shared in newsletters and social media posts.</p>
<p>Face Coverings</p>	<p>Face coverings will be optional, but signage encouraging indoor masking will remain posted until baseline levels return.</p>
<p>Isolation</p>	<p>Isolation procedures will continue.</p>
<p>Symptom Screening</p>	<p>Symptom checks will be conducted by bus drivers and regular communication will be shared with families.</p>
<p>COVID-19 Testing</p>	<p>Mrs. Moyer and Mrs. Wilson will continue to encourage regular testing for both diagnostic and screening purposes. Families who have signed up for weekly testing will be sent reminders for returning their tests.</p>
<p>Airflow and Circulation</p>	<p>Ventilation in learning spaces and use of outdoor spaces for breaks, meals, and learning will be encouraged.</p>
<p>Cohorting</p>	<p>Recess will be allowable cross-cohort. Then, breakfasts (without cross-cohort programming); then, lunches. Once back to baseline, cross-cohort programming will be allowable.</p>
<p>Physical Distancing</p>	<p>Physical distancing of three feet will be encouraged in indoor spaces.</p>
	<p>Students will be required to wash their hands when they enter classrooms and meal spaces.</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?
Hand Washing	
Cleaning and Disinfection	Cleaning and disinfection schedules will return to common surfaces once per day.
Training and Public Health Education	Mrs. Wilson will regularly communicate updates to students, staff, and families, with prioritization on symptom screening, testing, and regular handwashing. The Safety Committee will convene to identify risk mitigating measures that should be enhanced to prevent further outbreaks/spread.

PRACTICING PLAN TO IMPROVE PROCESS

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

INSERT THE LINK https://www.mapleton.k12.or.us/?page_id=2253

Date Last Updated: **8/25/22**

Date Last Practiced: **8/26/22**