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Planning for COVID-19 Scenarios in Schools

A Toolkit for School Leaders and Local Public Health Authorities

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Introduction

This resource was prepared by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA) with additional input from local public health authorities (LPHA), school nurses, and school leaders to support school staff's ability to respond well to COVID-19 related illness events. This document outlines some critical steps and offers an overview of decision points, but it does not replace medical expertise, epidemiologist knowledge, or practical solutions in local schools. Each school leader will need to continually evaluate the response to outbreak protocols, update plans, and balance health and safety with core instructional needs for schools.

Complete Set of Guidance and Support

ODE's guidance for Ready Schools, Safe Learners includes the guidance and tools provided in documents titled *Comprehensive Distance Learning*, *Ensuring Equity and Access: Aligning Federal and State Requirements*, and *Planning for COVID-19 Scenarios in Schools (this document)*. The documents - and the contents, tools, and links within them - work and refer to each other and are intended to be considered as whole.

Purpose of this Toolkit

This toolkit is designed to support school leaders and local public health authorities in their shared role in responding to COVID-19 related illness events in schools. This toolkit details specific scenarios and immediate action steps required to respond and communicate when a student or staff member:

- Is exposed to a confirmed case of COVID-19
- Becomes ill with COVID-19 symptoms
- Tests positive for COVID-19
- Tests negative for COVID-19
- Does not get tested for COVID-19

Each scenario requires action on behalf of the school and close collaboration with the LPHA.

To help school leaders communicate, this guide also includes customizable communication templates, including letters and notifications to families, talking points and a press release to use with the media, and other tools aligned to the scenarios presented above.

Planning for COVID-19 Scenarios in Schools

	Common Protocols for COVID-19 School Scenarios	Exposure Scenarios • Becomes Ill Scenarios • Tests Negative • Does not get Tested • Tests Positive
	Communication Tools & Resources	Letter to Families: Prevention and Information • Letter to Families: Case of COVID-19 in School • Notification to Families: School Closure • Notification to Families: Exposure to COVID-19 • Notification to Families: Student Needs to Self-Isolate • Pre-Recorded Phone Message from Superintendent • Script for Teachers / Staff: Positive Case at School • Talking Points for use with Media • Press Release for use with Media • Frequently Asked Questions for Families • Tips for Communicating about the 2020-21 School Year • Common Terminology
	Frequently Asked Questions for School Leaders	Protecting Student and Staff Privacy • A Single Positive Case of COVID-19 • Initial Response to a Positive Case(s) at School • When to Close School(s) • Authority to Close School(s) • Public Reporting of Cases • Role of State and Local Public Health Authorities

Using This Toolkit

There is no one correct way to access the information in this toolkit. It is intended to be a resource school leaders can access and use as the need emerges. However, given the highly technical information contained in this toolkit, being able to apply this guidance in a timely manner as the need arises requires that school leaders:

1. Carefully read this document in its entirety before the need to utilize it.
2. Review each scenario and consider how that scenario would unfold, if realized in their local context. Consider:
   a. How well the current operational blueprint supports the school's response in this scenario and if updates are needed;
   b. How this scenario would impact teaching and learning within the school; and
   c. Which communication tool(s) within this guide would be used and how/how much they would need to be adapted prior to use.
3. Help your staff to understand the content in this toolkit prior to it being needed. The additional stresses related with having positive cases and exposed person(s) in your

school community will make it hard for staff to access this information in real time without prior knowledge and understanding.

About Scenarios

Carefully read through the scenarios and terms in this document. Each scenario is an example event that involves a school and LPHA's response to a COVID-19 illness at a school. The scenarios share required steps for the school leaders as well as the LPHA.

Exposure Scenarios: Refers to a student or staff member <u>exposed</u> to a person with a confirmed case of COVID-19.

Becomes Ill Scenarios: Refers to a student or staff member who <u>becomes ill</u> with COVID-19 either after no contact with a person with COVID-19 symptoms or after close contact with a person with COVID-19 symptoms.

Tests Positive Scenarios: Refers to one or more student or staff member having a <u>positive</u> COVID-19 test, including the action necessary if in the same or different cohorts.

Tests Negative Scenarios: Refers to an ill student or staff member who has a <u>negative</u> COVID-19 test.

Does not get Tested Scenarios: Refers to a student or staff member who <u>does not get tested</u> in response to specific events.

Common Protocols

Generally, the closer a person is to a confirmed COVID-19 case, the greater the need for isolation:

General Quarantine Protocol

Confirmed Case

Should Quarantine

Does not Need to Quarantine

Close Contact

Close Contact

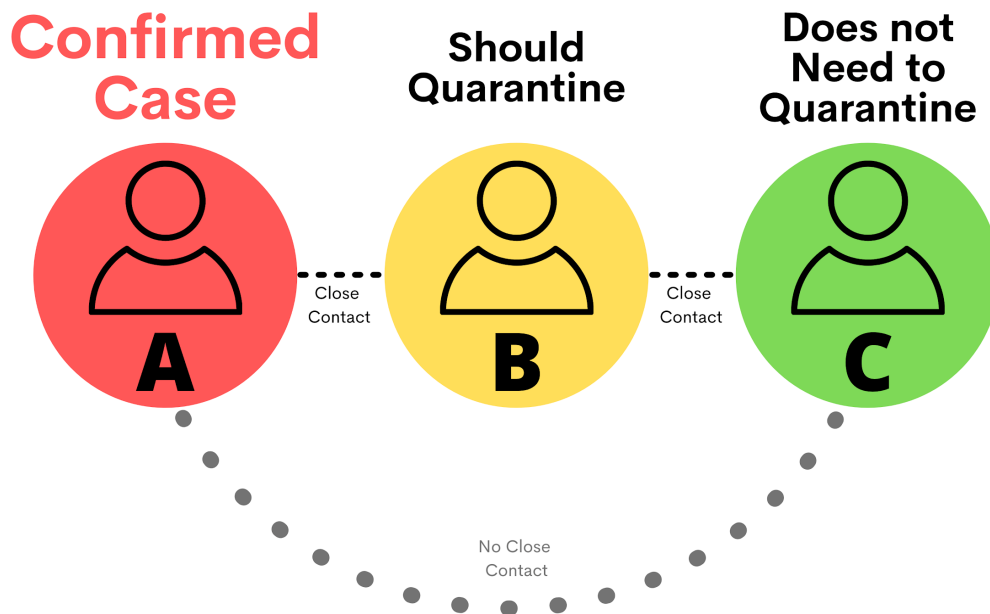A   B   C

No Close Contact

Figure 1. General Quarantine Protocol
A PDF of this figure is available [here](#).

As an overall framework:

- People who have tested positive for COVID-19 **should** isolate.
- Any person who has been in close contact with a person with positive COVID-19 **should** quarantine.
- Anyone who has been in close contact with someone who was exposed to COVID-19 does not **need to** quarantine.

This framework will need to be applied within an ever-changing local context. The following graphic represents the application of this framework in one possible local context to support school leaders in building the schema necessary to apply this information successfully in their own situation:

School-Based Examples of Responses Required
Due to Exposure to SARS-CoV-2 or Infection with COVID-19
Based on Classroom and Transportation Cohorts

This student could be considered A1 because they are in Cohort A and ride Bus 1.

If student A1 is exposed to SARS-CoV-2 or infected with COVID-19, all of the people in cohort A (students and teachers) **and** all of the students on Bus 1 must shift to Distance Learning for 14 days. The driver on Bus 1 must also be isolated for 14 days.

Cohort A	Cohort B	Cohort C
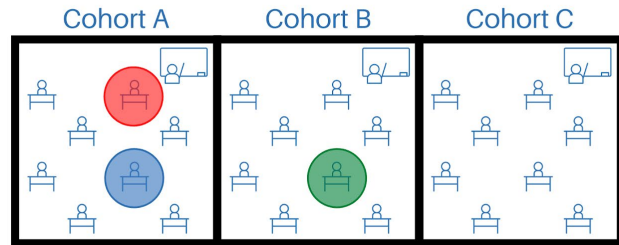
This student could be considered B1 because they are in Cohort B and ride Bus 1.

Because student A1 was exposed to SARS-CoV-2 or infected with COVID-19, student B1 must shift to Distance Learning for 14 days, since they share a transportation cohort. However, the remainder of Cohort B can remain in On-Site Instruction unless they also directly interacted with student A1.

Bus 1   Bus 2   Bus 3

This student could be considered A2 because they are in Cohort A and ride Bus 2.

Because student A1 was exposed to SARS-CoV-2 or infected with COVID-19, student A2 must shift to Distance Learning for 14 days, since they share a classroom cohort. However, the remainder of Bus 2 can remain in On-Site Instruction unless they also directly interacted with student A1.

Figure 2. School-Based Examples of Responses Required
A PDF of this figure is available here.

Identify Area of Responsibility and Next Steps outlined in Scenarios

The scenario tables offer different examples with critical steps for schools and LPHAs. The roles and responsibilities, including communication protocols, from each entity (the school district and LPHA) will need to include partnership with the LPHA. Local public health authorities by county. School and classroom sizes are highly variable across Oregon, and cohort sizes also vary. Schools and LPHAs should consider the sizes of potentially affected cohorts when determining if closures are necessary. **Schools should strive to maintain small "stable cohorts," as this will minimize schoolwide disruptions when a case of COVID-19 is identified in a school.**

The response to a case of COVID-19 in the school setting requires a collaboration among many community partners. The following guidance tables categorize general "involved groups" in the response, in order to fit as many school settings as possible. It is recognized that the tables do not capture the community-level partners that may be critical in supporting public health. This includes the active community partners that support Oregon's schools, school districts, LPHAs, and the Oregon Health Authority.

Scenarios

The following table summarizes the scenarios in the tables that follow.

Click on the underlined scenario number to go to the scenario table that describes actions required by involved persons. The information in the following scenarios can also be accessed in a flowchart format here.

Scenario	Description
Scenario 1a	A student or staff member has been **exposed to a person with confirmed COVID-19** within their household. The student or staff member is not currently showing symptoms.
Scenario 1b	A student or staff member has been **exposed to a person with confirmed COVID-19** outside of their household. The student or staff member is not currently showing symptoms.
Scenario 2a	A student or staff member **becomes ill** with primary COVID-19 symptoms (cough, temperature of greater than 100.4 °F or chills, shortness of breath, or difficulty breathing). Ill symptomatic person has no known COVID-19 contacts in past 14 days.
Scenario 2b	A student or staff member **becomes ill** with primary COVID-19 symptoms (cough, temperature of greater than 100.4 °F or chills, shortness of breath, or difficulty breathing). Ill symptomatic person was in close contact with someone who had COVID-19 in past 14 days.
Scenario 3a	An ill symptomatic student or staff member has a **negative** COVID-19 viral test and has no known COVID-19 contacts in past 14 days.
Scenario 3b	An ill student or staff member has a **negative** COVID-19 viral test. Ill person was in close contact with someone who had COVID-19 in past 14 days.
Scenario 4a	An ill student or staff member **does not get tested** with a COVID-19 viral test. Ill person has no known COVID-19 contacts in past 14 days.
Scenario 4b	An ill student or staff member **does not get tested** with a COVID-19 viral test, and a clear alternative non-respiratory diagnosis **is not** identified. Ill person was in close contact with someone who had COVID-19 in past 14 days.
Scenario 4c	An ill student or staff member **does not get tested** with a COVID-19 viral test, and a clear non-respiratory diagnosis is identified as cause of illness. Ill person was in close contact with someone who had COVID-19 in past 14 days.
Scenario 5	**One student or staff** member has a **positive** COVID-19 viral test.
Scenario 6	**Two or more people** within same cohort have a **positive** COVID-19 viral test within 14 days.
Scenario 7	**Two or more people** in different cohorts have a **positive** COVID-19 viral test within 14 days.

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Scenario 1a. A student or staff member has been **exposed to a person with confirmed COVID-19** within their household. The student or staff member is not currently showing symptoms.

Involved persons	Action
School	● Send individual home (if not home already). ● Record the date school became aware and excluded the individual.
Exposed person	● Quarantine at home for *14 days after date of last exposure* to the COVID-19 positive contact. If additional household members become ill with COVID-19, or if the exposed person cannot avoid continued close contact, the length of quarantine may be >14 days. See CDC for quarantine scenario examples. ● If exposed person becomes ill during quarantine, see Scenario 2b.
Household members, including siblings (if exposed person is a student)	● Siblings should also quarantine at home for 14 days after date of last exposure to the COVID-19 positive contact. If additional household members become ill with COVID-19, or if the exposed person cannot avoid continued close contact, the length of quarantine may be >14 days. See CDC for quarantine scenario examples. ● If exposed sibling becomes ill during quarantine, see Scenario 2b.

Scenario 1b. A student or staff member has been **exposed to a person with confirmed COVID-19** outside of their household. The student or staff member is not currently showing symptoms.

Involved persons	Action
School	● Send individual home (if not home already). ● Record the date school became aware and excluded the individual.
Exposed person	● Quarantine at home for *14 days after date of last exposure* to the COVID-19 positive contact. ● If exposed person develops COVID-19 symptoms during quarantine, see Scenario 2b.
Household members, including siblings (if exposed person is a student)	● **If household members were *not* exposed to the person with confirmed COVID-19:** they may continue school attendance as long as exposed sibling remains healthy.

Scenario 2a. A student or staff member **becomes ill** with primary COVID-19 symptoms (cough, temperature of greater than 100.4 °F or chills, shortness of breath, or difficulty breathing). Ill symptomatic person has no known COVID-19 contacts in past 14 days.

Involved persons	Action
School	- Isolate student or staff member following RSSL 1i - Send student or staff home. - Record the symptoms reported or observed, and the date school became aware and excluded the individual.
Ill person	- Seek testing from healthcare provider. If individual does not have a provider and needs assistance finding a testing site, use the Oregon Health Authority (OHA) testing map to find the closest testing location: https://govstatus.egov.com/or-oha-covid-19-testing or call 211. - If the ill person has a *negative* COVID-19 viral test, see Scenario 3b - If the ill person does *not get tested* for COVID-19, see Scenario 4b - If the ill person has a *positive* COVID-19 viral test, see Scenario 5
Household members, including siblings (if ill person is a student)	All household members may continue school attendance while ill student is evaluated for COVID-19 infection.

Scenario 2b. A student or staff member **becomes ill** with primary COVID-19 symptoms (cough, temperature of greater than 100.4 °F or chills, shortness of breath, or difficulty breathing). Ill symptomatic person was in close contact with someone who had COVID-19 in past 14 days.

Involved persons	Action
School	- Isolate student or staff member following RSSL 1i - Send student or staff home. The ill person is a "presumptive case," due to recent contact with a COVID-19 case. - Record the symptoms reported or observed, and the date school became aware/excluded the individual.
Ill person	- Seek testing from healthcare provider. If individual does not have a provider and needs assistance finding a testing site, use the Oregon Health Authority (OHA) testing map to find the closest testing location: https://govstatus.egov.com/or-oha-covid-19-testing or call 211. - If the ill person has a *negative* COVID-19 viral test, see Scenario 3b - If the ill person *does not get tested* for COVID-19, see Scenario 4b - If the ill person has a *positive* COVID-19 viral test, see Scenario 5
Household members, including siblings (if ill person is a student)	Any household member should be sent home while ill student is evaluated for COVID-19 infection. Decision to quarantine will depend on ill person's test result (see "Ill person" guidance above).

Scenario 3a. An ill symptomatic student or staff member has a **negative** COVID-19 viral test and has no known COVID-19 contacts in past 14 days.

Involved persons	Action
School	● Send individual home (if not home already).
Ill person	● Isolate at home until 24 hours after fever is resolved, without use of fever-reducing medicine, ***and*** symptoms are improving.
Household members, including siblings (if ill person is a student)	● Healthy asymptomatic household members may continue school attendance.

Scenario 3b. An ill student or staff member has a **negative** COVID-19 viral test. Ill person was in close contact with someone who had COVID-19 in past 14 days.

Involved persons	Action
School	- Send individual home (if not home already). The ill person is a "presumptive case," due to recent contact with a COVID-19 case. - School nurse or designated staff contact LPHA to confirm case and to begin collaboration on contact tracing. - After confirming "presumptive positive" case, use Common Communication protocol to notify class/cohort/staff that LPHA is aware of COVID-19 case, and will assist in determining and notifying exposed individuals. - Document on cohort logs when 6 feet physical distancing was not maintained during school day. - Provide cohort logs to LPHA, to assist with identifying exposed individuals. - If LPHA determines an entire cohort requires quarantine, follow Common Communication protocol.
Ill person	- Even though the COVID-19 test was negative, the ill person is considered a "presumptive case" because of recent close contact and the negative test may be a false negative viral test. - Ill person should isolate at home for 10 days since symptoms first appeared, *and* until 24 hours after fever is resolved, without use of fever-reducing medicine, *and* other symptoms are improving.
Local public health authority (LPHA)	- Confirm that "presumptive case" was exposed to a confirmed case. - Work with school to review cohort logs to identify exposed individuals. - Review if 6 feet physical distancing was consistently maintained during school day. Identify exposed contacts. - If cannot confirm that 6 feet distancing was consistently maintained during school day, recommend to cohort quarantine. - Notify exposed contacts to initiate quarantine period.
School District Superintendent or Executive Leadership	- Collaborate with LPHA to determine if cohort quarantine is indicated. - Use Common Communication protocol when communicating decision to quarantine the cohort.
Exposed persons	- Refer to Scenario 1a - If student rides school district transportation (not public transit) for transportation *and* bus ride is >15 minutes, all students on bus should be considered an exposed cohort.
Household members, including siblings (if ill person is a student)	All household members should be sent home to quarantine, see Scenario 1a

Scenario 4a. An ill student or staff member **does not get tested** with a COVID-19 viral test. Ill person has no known COVID-19 contacts in past 14 days.

Involved persons	Action
School	● Send individual home (if not home already).
Ill person	● **If the ill person has respiratory symptoms**, isolate at home for 10 days after symptoms first appeared **and** until 24 hours after fever is resolved, without use of fever-reducing medicine, **and** other symptoms are improving. ● **If no** alternative **diagnosis is identified** as the cause of the person's illness, the ill person should isolate at home for 10 days after symptoms first appeared **and** until 24 hours after fever is resolved, without use of fever-reducing medicine, **and** other symptoms are improving. ● **If a** clear **alternative *non-respiratory* diagnosis is identified by a healthcare provider** as the cause of the person's illness (e.g., a positive urine culture in a febrile child), then usual disease-specific return-to-school guidance should be followed **and** person should be fever-free for 24 hours, without use of fever-reducing medicine. ○ A healthcare provider note is required for return to school *before* 10 days of isolation, ensuring that the person is no longer contagious.
Household members, including siblings (if ill person is a student)	● **If no alternative diagnosis is identified by a healthcare provider** as the cause of the person's illness, then all household members should quarantine at home. Refer to Scenario 1a. ● **If a** clear **alternative non-respiratory diagnosis is identified by a healthcare provider** as the cause of the person's illness (e.g., a positive urine culture in a febrile child), then all household members may continue school attendance.

Scenario 4b. An ill student or staff member **does not get tested** with a COVID-19 viral test, and a clear alternative non-respiratory diagnosis **is not** identified. Ill person was in close contact with someone who had COVID-19 in past 14 days.

Involved persons	Action
School	● Send individual home (if not home already). The ill person is a "presumptive case," due to recent contact with a COVID-19 case. ● School nurse or designated staff contact LPHA to confirm case and to begin collaboration on contact tracing. ● After confirming positive cases with LPHA, use Common Communication protocol to notify affected class/cohort/staff that LPHA is aware of COVID-19 case, and will assist in determining and notifying exposed individuals. ● Document on cohort logs when 6 feet physical distancing was not maintained during school day. ● Provide cohort logs to LPHA, to assist with identifying exposed individuals. ● If LPHA determines an entire cohort requires quarantine, follow Common Communication protocol.
Ill person	● **If no alternative diagnosis is identified by a healthcare provider** as the cause of the person's illness, the ill person should isolate at home for 10 days after symptoms first appeared **and** until 24 hours after fever is resolved, without use of fever-reducing medicine, **and** other symptoms are improving. ● **If an** alternative **respiratory diagnosis is identified by a healthcare provider** as the cause of the person's illness (e.g., positive influenza test), COVID-19 is still not ruled out. Co-infection is possible. The ill person should isolate at home for 10 days after symptoms first appeared **and** until 24 hours after fever is resolved, without use of fever-reducing medicine, **and** other symptoms are improving.
Local public health authority (LPHA)	● Confirm that "presumptive case" was exposed to a confirmed case. ● Work with school to review cohort logs to identify exposed individuals. ● Review if 6 feet physical distancing was consistently maintained during school day. Identify exposed contacts. ● If cannot confirm that 6 feet distancing was consistently maintained during school day, recommend to quarantine the cohort. Notify exposed contacts to initiate quarantine period.
School district	● Collaborate with LPHA to determine if cohort quarantine is indicated. Use Common Communication protocol when communicating decision to quarantine the cohort.
Exposed persons	● Refer to Scenario 1a If student rides school district transportation (not public transit) for transportation **and** bus ride is >15 minutes, all students on bus should be considered an exposed cohort.
Household members, including siblings (if ill person is a student)	● **If no alternative diagnosis is identified** as the cause of the person's illness, then all household members should quarantine at home for 14 days after their last exposure to the ill sibling. Refer to Scenario 1a. ● **If an alternative respiratory diagnosis is identified by a healthcare provider**, then all household members still require quarantine at home for 14 days after their last exposure to the ill sibling. Refer to Scenario 1a.

Scenario 4c. An ill student or staff member **does not get tested** with a COVID-19 viral test, and a clear non-respiratory diagnosis is identified as cause of illness. Ill person was in close contact with someone who had COVID-19 in past 14 days.

Involved persons	Action
School	● Send individual home (if not home already). The ill person is not considered a "presumptive case," due to alternative diagnosis.
Ill person	● **If a clear alternative non-respiratory diagnosis is identified by a healthcare provider** as the cause of the person's illness (e.g., a positive urine culture in a febrile child), then usual disease-specific return-to-school guidance should be followed. However, **this student also requires quarantine,** due to recent exposure to COVID-19 case. Person must quarantine at home for *14 days after date of last exposure* to the COVID-19 positive contact (refer to Scenario 1a), **and** meet usual return-to-school guidance for diagnosis. If person develops new COVID-19 symptoms during quarantine, refer to Scenario 2b.
Household members, including siblings (if ill person is a student)	● **If a clear alternative non-respiratory diagnosis is identified by a healthcare provider** as the cause of the person's illness (e.g., a positive urine culture in a febrile child), then all household members may continue school attendance, as long as the family member develops no COVID-19 symptoms during quarantine.

Scenario 5. One student or staff member has a **positive** COVID-19 viral test

Involved persons	Action
School	- Send student/staff home, if not already isolated. - School nurse or designated staff contact LPHA to confirm case and to begin collaboration on contact tracing. - After confirming positive case, use Common Communication protocol to notify class/cohort/staff that LPHA is aware of COVID-19 case, and will assist in determining and notifying exposed individuals. - Document on cohort logs when 6 feet physical distancing was not maintained during school day. - Provide cohort logs to LPHA, to assist with identifying exposed individuals. - If LPHA determines an entire cohort requires quarantine, follow Common Communication protocol.
Ill person	- Isolate at home for 10 days after symptoms first appeared **and** until 24 hours after fever is resolved, without use of fever-reducing medicine, **and** other symptoms are improving. - A negative viral COVID-19 test is **not** needed for return to school.
Local public health authority (LPHA)	- Work with school to review cohort logs to identify exposed individuals. - Review if 6 feet physical distancing was consistently maintained during school day. Identify exposed contacts. - If cannot confirm that 6 feet distancing was consistently maintained during school day, recommend to quarantine the cohort. - Notify exposed contacts to initiate quarantine period.
School District Superintendent or Executive Leadership	- Collaborate with LPHA to determine if cohort quarantine is indicated. - Use Common Communication protocol when communicating decision to quarantine the cohort.
Exposed persons	- Refer to Scenario 1a - If student rides school district transportation (not public transit) for transportation **and** bus ride is >15 minutes, all students on bus should be considered an exposed cohort.
Household members, including siblings (if ill person is a student)	All household members must quarantine at home. Refer to Scenario 1a.

Scenario 6. **Two or more people** within same cohort have a **positive** COVID-19 viral test within 14 days

Involved persons	Action
School	- Send student/staff home, if not already isolated outside the school setting. - School nurse or designated staff contact LPHA to confirm case and to begin collaboration on contact tracing. - After confirming positive cases with LPHA, use Common Communication protocol to notify affected class/cohort/staff that LPHA is aware of COVID-19 case, and will assist in determining and notifying exposed individuals. - Document on cohort logs when 6 feet physical distancing was not maintained during school day. - Provide cohort logs to LPHA, to assist with identifying exposed individuals. - If LPHA determines an entire cohort requires quarantine, follow Common Communication protocol.
Ill persons	- Isolate at home for 10 days after symptoms first appeared **and** until 24 hours after fever is resolved, without use of fever-reducing medicine, **and** other symptoms are improving. - A negative viral COVID-19 test is **not** needed for return to school.
Local public health authority (LPHA)	- Work with school to review cases and cohort logs. - Review if 6 feet physical distancing was consistently maintained during school day. Identify exposed contacts. - If cannot confirm that 6 feet distancing was consistently maintained during school day, recommend to quarantine entire cohort. - Notify exposed contacts to initiate quarantine period.
School District Superintendent or Executive Leadership	- Collaborate with LPHA to determine if cohort quarantine is indicated. - Use Common Communication protocol when communicating decision to quarantine the cohort.
Exposed person	- Refer to Scenario 1a - If student with confirmed COVID-19 rides school district transportation (not public transit) for transportation **and** bus ride is >15 minutes, all students on bus should be considered an exposed cohort.
Household members, including siblings (if ill person is a student)	All household members must quarantine at home. Refer to Scenario 1a.

Scenario 7. **Two or more people** in different cohorts have a **positive** COVID-19 viral test within 14 days

Involved persons	Action
School	- Send student/staff home, if not already isolated outside the school setting. - School nurse or designated staff contact LPHA to confirm case and to begin collaboration on contact tracing. - After confirming positive cases with LPHA, use Common Communication protocol to notify affected class/cohort/staff that LPHA is aware of COVID-19 case, and will assist in determining and notifying exposed individuals. - Document on cohort logs when 6 feet physical distancing was not maintained during school day. - Provide cohort logs to LPHA, to assist with identifying exposed individuals. - If LPHA determines an entire cohort (or other identified group) requires quarantine, follow Common Communication protocol.
Ill persons	- Isolate at home for 10 days after symptom first appeared **and** until 24 hours after fever is resolved, without use of fever-reducing medicine, **and** other symptoms are improving. - A negative viral COVID-19 test is **not** needed for return to school.
Local public health authority (LPHA)	- Work with school to review cases and cohort logs. **If cases are related** (e.g., same household, or same exposure source outside of school setting), may not be due to transmission across different cohort. - Review if 6 feet physical distancing was consistently maintained during school day in each cohort. Identify exposed contacts. - If cannot confirm that 6 feet distancing was consistently maintained during school day, recommend to quarantine affected cohorts. - Notify exposed contacts to initiate quarantine period. **If cases are unrelated** (e.g., not from same household, cannot identify a common source outside of school setting), these may be sporadic cases. Refer to Scenario 5. **If the cases are unrelated but have definite exposure to each other during school day** (e.g., not assigned to same cohort, but attend same after-school activity), this may be due to transmission during groups outside of cohorts. - Recommend to quarantine if specific groups can be identified. If specific overlapping groups cannot be identified, recommend quarantine of all affected cohorts. - Notify exposed contacts to initiate quarantine period.

Involved persons	Action
School District Superintendent or Executive Leadership	● Collaborate with LPHA to determine if cohort quarantine is indicated. ● Use Common Communication protocol when communicating decision to quarantine the cohort.
Exposed person	● Refer to Scenario 1a ● If student with confirmed COVID-19 rides school district transportation (not public transit) for transportation **and** bus ride is >15 minutes, all students on bus should be considered an exposed cohort.
Household members and siblings (if ill person is a student)	● All household members must quarantine at home. Refer to Scenario 1a.

Communication Tools & Resources

Each of the scenarios require a differentiated approach to communication. School and district leaders should customize these tools for their local scenario and context.

Schools also must adhere to FERPA regulations when communicating with families and the community. Schools must take extra precautions when sending communications

Plan Communication Methods

When it comes to communicating with staff, students and families, school and district leaders are a trusted source. Parents, families and the community want to feel listened to, valued, and considered in decision-making regarding events that impact the school community.

To the extent possible, schools should initiate routine status updates to keep staff, students and families informed before a crisis occurs. Build your network of key messengers, ensuring all communities have access to relevant and timely information and post information and resources on the homepage of your website. Follow these tips:

- **Keep it simple!** (who, what, were, when, why, how, how much)
- **Be clear, concise, and factual.** Information moves quickly in times of crisis.
- **Customize the sample templates in this resource.** Modify for your school community.
- **Use methods that work best for families and students** which can direct people to additional resources and information on the web, which may include:
  - Voice
  - Text
  - Push notifications
  - Email
  - Social media
  - Web

Letter to Families: Prevention and Information

Use this letter to help prepare parents and families for COVID-19 events in your school or district. Let them know how they'll be updated and where to go for more information.

Dear Parents and Families,

This letter will help your family prepare should our school or school district have a COVID-19 event occur. Events may include positive cases, outbreaks or exposures. It is important to know that currently there are no positive cases in our school community. However, we want you to know that your health and safety is our top priority.

We are partnering closely with local public health officials and they will provide support and direction for managing COVID-19 related scenarios that impact our school community.

When an event occurs in our school or district you will receive information via (email, alert, notification). This webpage will have the most up to date information.

We want our community to protect themselves against COVID-19. Here are some ways to protect your family:
- ✓ Keep children who are sick at home. Don't send them to school.
- ✓ Teach your children to wash hands with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.
- ✓ Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow. Be sure to set a good example by doing this yourself.
- ✓ Teach your children to stay at least three feet away from people who are sick.
- ✓ People who are sick should stay home from work or school and avoid other people until they are better. If you have questions, please contact your school nurse, healthcare provider, or your local board of health or check the CDC website

More information can be found on the Oregon Department of Education's Ready Schools, Safe Learners page, the Oregon Health Authority's COVID-19 page and [INSERT district website with COVID information, if applicable]. If you have any questions, please contact [INSERT contact information].

Sincerely,

Principal _____

Letter to Staff and Families: Case of COVID-19 in School

Dear Staff and Families of XXXX School,

Recently, we were notified that a person in _____ school has been diagnosed with COVID-19. As members of the school community, we understand that this might raise concerns alongside a caring response. We are working closely with [INSERT local health department] to respond to this news and protect the health of our community by temporarily closing [INSERT name of school here].

Each situation calls for different protocols. In this case, we will follow the following steps:

1. (customize steps)
2.

[INSERT steps taken here. They can include – but are not limited to – explaining cohort impacts, addressing contact tracing, any relevant information on staying home or testing, a deep clean of classrooms and common areas in the school, manual wiping of surfaces, use of an electrostatic disinfectant sprayer that deploys charged disinfectant particles into an area that covers every surface in the space.]

The best way to prevent the spread of COVID-19 is through wearing face coverings, physical distancing and to practice good health hygiene habits. Be sure to wash your hands frequently with soap and water, cover your coughs and sneezes, and avoid contact with people who have signs of illness. Get plenty of rest, exercise, and eat a healthy diet. Protect the community by following the Governor's safety requirements. Wearing cloth face coverings reduce the spread of virus and help prevent those who have the virus, but do not have symptoms, from passing it to others. [INSERT any additional physical distancing requirements that may have been approved by your city or county government]

We will keep you updated with any new information as it comes out, while meeting the requirements to honor everyone's right to privacy.

More information can be found on the Oregon Department of Education's Ready Schools, Safe Learners page, the Oregon Health Authority's COVID-19 page and [INSERT district website with COVID information, if applicable]. If you have any questions, please contact [INSERT contact information].

Sincerely,

Superintendent

Notification to Families: Schools Close to In-Person Instruction

Use this letter to inform parents and families about a school closure

Dear Parents and Families,

We have worked in partnership with health officials to recommended that _____ school(s) in _____ school district to close immediately.

This shift to Comprehensive Distance Learning is due to an outbreak in the school with an increased number of positive COVID-19 cases. _____ school(s) is/are immediately closed until _____ and children should stay home. The school(s) may be closed for several days or weeks to reduce contact among children and stop the spread of the virus.

We know this is a hard time for our community and our hearts go out to those who are ill. We will remain in contact with you to update the status of the school(s). Please check our school district webpage for updated information.

We will contact you as soon as we have information about when school will reopen, and we will inform the local news media.

This closure will result in Comprehensive Distance Learning for all students.

Notification: Exposure to COVID-19

Use this notification message to alert families when their child has been exposed to a positive case of COVID-19 or to alert Staff members when they have been exposed to a positive case of COVID-19.

Dear Parents and Families (or staff),

The _____health officials have worked closely with school officials to review cohort logs to identify individuals who may have been exposed to a person who tested positive for COVID-19. It has been determined that your child (you) may have had direct exposure to an ill person with COVID-19 symptoms/a person with a confirmed positive COVID-19 case.

In consultation with the the LPHA, we are immediately closing the following cohorts: _____ who will remain at home for 14 days under Comprehensive Distance Learning, with a tentative plan to return to in-person learning on _____(insert date).

It's important to notify us If additional household members become ill with COVID-19. Additional protocols will be followed to ensure a safe return to school.

We know this is a hard time for everyone and our hearts go out to those who are ill. We will remain in contact with you to update the status of the school(s). Please check our school district webpage for updated information.

If you have questions, please contact _____.

Script for Teachers / Staff - Positive Case at School

A positive case of COVID-19 was reported today (date).

This is difficult news and impacts all who are part of the (school / district) community.

While we are not able to share personally-identifiable information, we care about keeping our community informed.

Here's what we know about the COVID-19 case(s) reported:

- On [date], an employee / student at [District / School Name] notified us of their positive test result for COVID-19.

- It has been ___ days since the employee / student was last in contact with staff or students in our district.

- The individual(s) involved have been asked to stay home and self-isolate, as have any those who were in close contact.

The safety and well-being of our staff and students is our top priority.

Our district has taken these action steps:

- They've contacted, and are working closely with, the Local Public Health Authority.

- They've contacted all person(s) who were in close contact with the individual.

- They've (closed the school building) and launched deep cleaning efforts.

- They've notified all students and families.

Phone Call (Pre-Recorded Message)

This is Superintendent (name) from (name) school district.

Recently, we were notified that a school district employee / student has tested positive for COVID-19. If you have not been notified that your child was in direct contact with an exposed person, they can return to school.

As members of the school community, we understand that this might raise concerns and questions about how this impacts your child and family.

We are working closely with [INSERT local health department] to respond to this news and protect the health of our community by temporarily closing [INSERT name of school here].

We have taken immediate action:

(list steps)

We care about the health and safety of our community.

For more information, visit the homepage of our website at _____.

Media Talking Points for COVID-19 Events

For School Leaders to Customize.

About the COVID-19 Scenario
- On X date, at X school located in X county, X number of individuals were confirmed positive for the COVID-19 virus.
- The individual(s) involved have been asked to stay home and self-isolate, as have any of those who were in close contact.
- The safety and well-being of our staff and students is our top priority.
- We have contacted the local health department and are working cooperatively and collaboratively with any additional direction given by them.

As a School District, we have initiated a Response Plan:
- We have notified staff, students and families of the event.
- We are undertaking additional cleaning and sanitation protocols throughout the school (or "affected places in" the school).
- We also continue to follow and maintain Oregon Health Authority and Oregon Department of Education guidelines; namely practicing handwashing, physical distancing to the degree we can, requiring people wear masks inside the building, and upholding cleaning and sanitizing protocols.

(Optional - When the school building closes temporarily or students are asked to quarantine after being exposed or testing positive for COVID-19)
- While our school buildings have had to close for on-site instruction, learning has continued because of our dedicated teachers and school leaders.
- Throughout this crisis, we have come to recognize the importance of face-to-face interaction and look forward to students and teachers returning to school buildings as soon as it is safe for all students and teachers.
- Our goal is for students and staff to be able to return once it is safe to do so.
- Students will continue learning at home, online, and in their communities for (eg. the remainder of the 2019-2020 school year)
- The school is working to address questions and decisions necessary to reopen school buildings safely, and we will engage parents, teachers, school leaders and policymakers throughout this process.
- We are working with our district and school leaders to make accommodations for vulnerable people.

NEWS RELEASE

September XX, 2020

Media Contact:

_____ School District Responds to Positive COVID-19 Case(s)

The _____ School District and _____ Health Authority Partner in Response to Ensure Safety of All Students and Staff Members

(CITY, Ore.) - A _____School District employee / student at _____ School has tested positive for COVID-19.

We are working closely with _____[INSERT local health department] to respond to this news and protect the health of our community.

Each situation calls for different protocols. In this case, we will follow the following steps:

1. (customize steps)
2.

We will post updates on the homepage of our website.

Initial Response to Any Scenario Checklist

Checklist For School Leader to Use when initially responding to a COVID-19 scenario in their school.

The initial response by school leaders will differ from event to event. The initial response checklist below is in the event that a positive case is identified at the school and/or an outbreak has occurred.

Confirm Details with Local Public Health Authority
Local public health officials call the superintendent with details.
- ❏ Who - student / staff name, gender, race/ethnicity, age, grade or occupation/role
- ❏ When - date, time
- ❏ Where - specific location, including school name, classroom(s)
- ❏ How - any related details that connect the positive COVID-19 case to the known person.
- ❏ Current status - is the positive individual self-isolating? hospitalized?

Assign Response Team Duties
Use protocols from Communicable Disease Management Plan to:
- ❏ Designate team members to specific jobs during the day.
- ❏ Prepare emergency communication methods and scripts.
- ❏ Establish Comprehensive Distance Learning

Initiate Emergency Communication Methods
Staff is informed via a written notice
- ❏ Share the facts
- ❏ Identify School Level Crisis Team members including Emergency Counseling Support (if necessary).
- ❏ Share clear action steps and what this means for school operations, instructional time, families, etc.
- ❏ Pass out a prepared script of information for staff to use with students.
- ❏ Discuss how students may react and how to help reduce fear, anxiety.
- ❏ Give plans for the day: e.g., tell students at the start of the school day, notify families.
- ❏ Refer all media contacts to district office spokesperson.
- ❏ Respond to questions, reactions.

Students and Families are informed via email alert / notification:
- ❏ Share facts
- ❏ Define initial actions and what this means for school operations, instructional time, students, etc.
- ❏ Share where to go for more information and where to direct questions.

Terms to Know

Term	Definition
Coronavirus	A large family of viruses that are common in people and many different species of animals.
COVID-19	Abbreviation for the coronavirus diseases 2019, a disease caused by a novel (or new) coronavirus that has not previously been seen in humans.
Outbreak	Two or more COVID-19 cases in 14 days and share an epilink.
Epilink	A place or someone that people who test positive for COVID-19 have in common such as a workplace or family member. It serves as a link or connection between people who are confirmed to have COVID-19.
Presumptive Positive	Individuals with at least one respiratory specimen that tested positive for the virus that causes COVID-19 at a state or local laboratory.
Community Spread	When people have been infected with the virus in an area and some are not sure how or where they became infected.
Epidemic	Affecting or tending to affect a disproportionately large number of individuals within a population, community or region at the same time.
Pandemic	Occurring over a wide geographic area and affecting an exceptionally high proportion of the population.
Isolation	Separates sick people with a contagious disease from people who are not sick.
Quarantine	Separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.
Social Distancing	Measures intended to limit the movement of people in order to interrupt the transmission of infectious, contagious diseases.

Sample: Frequently Asked Questions for Families

How will parents and families be informed about outbreaks in their schools?
In XX district, we will use XX method to communicate information. Parents will be informed about how their children were exposed, such as whether it was in a classroom or other part of the school, but they will not be given any information about the identity of the individual to whom they were exposed to protect that individual's confidentiality.

How else will the district communicate the latest information about COVID-19?
In emergency situations, X District relies on three methods of communication:
1. Messenger service / push notifications (automatic messages delivered instantly to your mobile device)
2. Website homepage for alerts and notifications
3. Social Media

What information will be shared when there is an outbreak at my child's school?
Per the Oregon Health Authority, we will share the school of the person who was ill as well as notify staff/students when they have been in direct contact with a positive or presumptive case.

Will I know whether there was a sick person in my child's classroom?
All staff and students who have come into close contact with the individual, will be informed. We value protecting the identities of individuals. In some schools and locations, disclosing this information could lead to identification of individuals who test positive or may be ill and in addition to that being an unauthorized disclosure of personal health information, and could result in stigmatization of these individuals and their families.

Why isn't school closing?
Our school has taken the following steps to reduce the spread of COVID-19. [INSERT steps taken here. They can include – but are not limited to – explaining cohort impacts, addressing contact tracing, any relevant information on staying home or testing, a deep clean of classrooms and common areas in the school, manual wiping of surfaces, use of an electrostatic disinfectant sprayer that deploys charged disinfectant particles into an area that covers every surface in the space.]

How do you define an "outbreak?"
An outbreak of COVID-19 is defined as two or more cases of the virus in a population within a particular geographic area, and which are epidemiologically linked, such as by sharing a specific location or source.

What is an epilink?

An epilink, or epidemiological link, is a particular place or individual that people who test positive for COVID-19 have in common, such as a workplace, co-worker or family member. It serves as a link or connection between people who are confirmed to have COVID-19.

Tips for Communicating about the 2020-21 School Year

Tips to consider when preparing for the 2020 – 21 academic year:

Establish a communications strategy. Consider these methods:
- Administer a survey to educators, parents, and/or students to gather their views around reopening and the role of summer learning as part of the equation.
- Appoint a family liaison in charge of overseeing all communications with families, if one is not present already.
- Ensure a dedicated COVID-19 email address or telephone number run by the district is functional, messages are monitored, and timely responses are provided.
- Host virtual town halls to communicate the results of the survey and work of the Task Force.
- Publish a press release articulating a detailed vision for the 2020-21 school year and how community input was/will be incorporated.
- Create and run public service announcements encouraging steps such as filling out the survey.
- Publish opinion pieces that articulate the district's reasoning behind its reopening plans and describe health and safety precautions being taken.
- Conduct a media briefing to communicate the district's reopening plans.

Provide concrete, parent-friendly information
- Avoid 'education jargon' or difficult instructions that are not plain language and can confuse parents. Explain what the changes will mean and provide step by step instructions for what they can expect when an outbreak occurs. For example, if they will receive an alert message through the school's messenger service.
- Translate updates into school community native languages as needed.
- Be empathetic and personalize the tone of updates as much as possible (parents care first and foremost on how changes will affect their child rather than the system). COVID 19 and school closures are stressful for parents, teachers, and students. Communication should acknowledge this difficult time and offer opportunities for the school community to support each other as much as possible.

Engage partners and key stakeholders
- Co-host meetings with educator organizations, community groups, parents and families, and other civic-minded bodies to hear concerns and provide clarity on the district's vision.
- Record meetings and post to website.
- Discuss and review parent-friendly materials.
- Work with partners to identify additional stakeholders and opportunities for deeper engagement.

Communicate new information frequently using multiple channels and platforms

- Update your website (homepage) regularly with the concrete, easy to understand information and resources. In addition to the updates, consider posting items that are being worked on and let parents know when to check back. (Example: Fall School Plans: In Progress. Check back for updates soon).
- Include all links to district digital learning platforms in one place as well as additional mobile-friendly digital resources or families who may not have access to high speed internet.
- If possible, also include the latest information regarding COVID 19 assistance (i.e. how students can get free meals if they qualify, or technology or internet connectivity assistance if available.)
- Have materials reviewed by civil rights, advocacy groups, and organizations that represent vulnerable communities for tone, cultural competency, and to ensure key issues are addressed and that the communication resources are reaching underserved populations.
- Take steps to ensure that all materials are available in multiple languages and are accessible to parents and other stakeholders with disabilities.
- Communicate via local media (earned, donated, and paid) channels including print, TV, and radio.
- Track questions that are raised and post an FAQ online with clear, detailed answers to respond to common concerns and issues.
- Engage with stakeholders on various social media channels.
- Utilize social media, voice and text to reach parents with key information.
- In addition to the above channels, share information through community-based organizations such as PTAs, Boys & Girls Clubs, and places of worship.

Send Regular updates on a consistent schedule so parents know to expect them. (For example, every Monday night.)

- Use multiple communication methods in a coordinated way to ensure you're reaching all families, including those without email/internet access. For example, share updates by text, phone, and social media.
- If updates are too long for text/social media, link to the website page and/or one pager that can easily be opened from those platforms.
- Consider leveraging an existing auto phone call system or chain (or create one) to contact families and/or students that you haven't been able to reach online. Phone calls should also be used for communicating sensitive or personal information.
- If possible, provide printed updates and instructions for home learning.

Create Opportunities for Two-way Communication

- Consider a way for parents to submit questions, ideas, and share resources.
- Provide a question/contact us box either on the website or Facebook page.
- Based on what parents are asking, post FAQ's on the website.
- Use social media and/or PTA/parent group pages as an avenue for parents to share ideas and resources on both academic as well as social/emotional development.

Frequently Asked Questions for School Leaders

Protecting Student and Staff Privacy

What information can a school / district share in the event of a positive case or outbreak of COVID-19?
Schools are required to protect student privacy under the federal FERPA law. Schools can maintain this privacy right by adhering to the letter templates above, consulting with legal counsel, or reviewing FERPA requirements in light of their own tools for communication. We value protecting the identities of individuals. Schools are discouraged from providing any personally identifiable information and should consider the cohort size when notifying a small group of direct exposure. *Schools continue to be required to share students/staff specific information with the LPHA as required in Section 1a of RSSL.

Can parents and students find out who the COVID-positive cases are?
No. The identities of individuals who test positive for COVID-19 will be kept confidential to protect their privacy. This information is only shared with the LPHA.

A Single Positive Case of COVID-19

Can a school / district stay open when it has one positive case of COVID-19?
Yes. The school must take these immediate action steps outlined in Scenario 5 above:
- Send student/staff home, if not already isolated.
- School nurse or designated staff contact LPHA to confirm case and to begin collaboration on contact tracing.
- After confirming positive case, use Common Communication protocol to notify class/cohort/staff that LPHA is aware of COVID-19 case, and will assist in determining and notifying exposed individuals.
- Document on cohort logs when 6 feet physical distancing was not maintained during school day.
- Provide cohort logs to LPHA, to assist with identifying exposed individuals.
- If LPHA determines an entire cohort requires quarantine, follow Common Communication protocol.
- Collaborate with LPHA to determine if cohort quarantine is indicated.
- Use Common Communication protocol when communicating decision to quarantine the cohort.

Initial Response to a Positive Case(s) at School

How will school districts find out if there are COVID-positive cases in their schools?

Local public health authorities will be informed of positive cases within schools and will notify the school district superintendent or designee. Families and/or staff may also contact the school directly. Schools and LPHAs should plan for continual communication regarding known cases.

What will schools have to do in response to positive cases?
Decisions about when or how schools need to respond to a COVID-19 event depends on the specific scenarios; refer to scenario table above. School and classroom sizes are highly variable across Oregon and therefore, the response and protocols may vary and will require school leaders to make critical decisions in partnership with the LPHA. *For all COVID-19 events, school and district leaders are required to partner with the local public health authority (LPHA).* The school and school district will coordinate on specific action steps as detailed in the scenario table. School and district leaders will serve as trusted communicators in notifying staff, students, families, and their community about the situation and the action steps taken by the school and district. It is critical that the school and district work with local health officials to protect the privacy of those impacted.

How will schools, parents, students and staff be informed, and how quickly?
Schools will be informed about cases by their local public health authorities. Schools should have as many communication methods as possible for communicating to parents, students and staff to ensure as many people as possible are reached. These methods can include text messages, push notifications, voice messages and email, which direct people to additional information on the web, but it should be done after being informed of the cases by the local public health authorities and notifying the school district and Oregon Department of Education.

Will each school need to be cleaned after a COVID-positive case is reported there?
Yes, and the size of the cleaning area depends on the number of people infected and where they and their close contacts spent time. For example, it may only be necessary to clean, beyond normal procedures, one part of the building if those who tested positive only spent time in that area of the school. If the school is experiencing a large outbreak that affects multiple parts of the facility, a school may choose to close the school and move to a hybrid or Comprehensive Distance Learning model.

Will everyone in the school be tested?
Unless individuals are displaying symptoms of COVID-19 or they were in close contact with confirmed cases, OHA does not recommend universal testing for everyone in a school facility if there are only a handful of cases. Testing may be recommended for a large group of people—up to and including everyone in a school—that may include asymptomatic individuals if it's determined that such testing would be useful in limiting the spread of the virus in a facility. This will be determined by the LPHA and OHA.

When to Close School(s) to In-Person Instruction

How many positive cases are needed to close a school to In-Person Instruction?

This depends on the size of the school, the cohort interactions, and the number of cases within different cohorts. Schools are encouraged to use small stable cohorts with little interaction with other cohorts to limit the potential for full school closure to In-Person Instruction.
The school will:
- Take immediate action to send students/staff home who have tested positive for COVID-19, if not isolated already.
- Contact the LPHA to confirm the case and begin collaboration on contact tracing, by providing cohort logs to identify exposed individuals.
- Use established communication protocol and customize communication templates to notify affected class/cohort/staff that LPHA is aware of COVID-19 case, and will assist in determining and notifying exposed individuals.

If the LPHA recommends an entire cohort (or other identified group) requires quarantine, a notification will be sent to those impacted to isolate at home for 10 days after symptoms first appear and until 24 hours after fever is resolved, without use of fever-reducing medicine and other symptoms are improving. More information can be found in Scenario 7.

If the percentage of cases within a particular school population goes above a level at which managing or containing an outbreak becomes more difficult, schools should consider closing In-Person Instruction to limit the spread of the virus among students and staff, and to allow the facility to be thoroughly cleaned.

Can a school be partially closed to In-Person Instruction when there are COVID-positive cases?
Yes. It depends on the size of the school and the number of people infected. A school could potentially continue offering in-person instruction if, for example, local public health authorities, in their investigation, determine that the outbreak was contained within a certain part of the facility, and that confirmed cases and their close contacts spent time only in certain areas.

Authority to Close School(s) to In-Person Instruction

Who has the authority to close schools?
Decisions about when or how schools need to respond to an outbreak of COVID-19 involve collaboration across multiple jurisdictions. If part or an entire school needs to close to in-person instruction and transition from On-Site or Hybrid Instructional models to *Comprehensive* Distance Learning models as a matter of public health, *or return from Comprehensive Distance Learning Models to Hybrid or On-Site models*, it is also important that educators, students, families, and the general public have a clear understanding of how decisions are made and who makes those decisions.

When determining if part or an entire school needs to close, schools should work in a collaborative manner with Local Public Health Authorities (LPHAs). LPHAs are vital partners to

advise and consult on health and safety in schools with school officials but in general decisions of public health at the local level reside with school and district officials. There can be exceptions within local law and any additional authorities should be clarified at the local level.

Public Reporting of School Cases

Why is it important to report outbreaks of positive COVID-19 cases?
Public reporting of outbreaks can help people better understand how disease transmission is happening in their communities. For example, if there are suddenly many more cases in a smaller county, reporting of a school outbreak responsible for many new cases can better illustrate why cases have spiked. This information also can prompt people within a particular area or location to take steps to protect themselves, such as by social distancing or wearing face coverings.

Role of State and Local Public Health Authorities

What is OHA's role in responding to outbreaks in school districts around the state?
OHA supports local public health authorities and schools in responding to cases and outbreaks through data sharing, technical assistance—recommendations for limiting the spread of the virus within a facility—and case investigation, which includes interviewing individuals who test positive for COVID-19 and tracing their close contacts.

What is the LPHA's role in responding to outbreaks in school districts around the state?
Local public health authorities, with support from the Oregon Health Authority, conduct case investigation and contact tracing activities, as well as provide recommendations on ways to limit the spread of the virus in a particular location, such as separating groups of people, quarantine and isolation, and good disinfection and hygiene practices.