

# School-Level COVID-19 Management Plan

## Template For School Year 2022-23



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School/District/Program Information

District or Education Service District Name and ID: Bend-La Pine Schools 1976


School or Program Name: Pilot Butte Middle School

Contact Name and Title: Chad Lowe

Contact Phone: 541-355-7400

Contact Email: [chad.lowe@bend.k12.or.us](mailto:chad.lowe@bend.k12.or.us)

Table 1.

|   | <p><b>Policies, protocols, procedures and plans already in place</b><br/>           Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>  |
|--|--|
| <p><b>School District Communicable Disease Management Plan</b><br/> <a href="https://www.oregon.gov/OSHA/Pages/OAR-581-022-2220.aspx">OAR 581-022-2220</a></p>   | <p><a href="#">EOP</a></p> <p>Bend-La Pine Schools teams coordinate with local public health authorities. Decisions about when or how schools respond to an outbreak of COVID-19 involve collaboration.</p> <p>School health is a shared responsibility. COVID-19 health policy and procedures are developed in collaboration with individuals trained and licensed in the health field, who have school-specific knowledge.</p> <p>These persons may include, but are not limited to: School nurse and local public health authority..</p> <p>Local public health authority<br/>           Pediatricians<br/>           Pediatric Cardiologists<br/>           Oregon Occupational Health and Safety Administration (OR-OSHA)<br/>           School-Based Health Centers (OHA School-Based Health Centers)<br/>           Oregon Health Authority (OHA)</p> |
| <p><b>Exclusion Measures</b><br/>           Exclusion of students and staff who are diagnosed with certain communicable diseases<br/> <a href="https://www.oregon.gov/OSHA/Pages/OAR-333-019-0010.aspx">OAR 333-019-0010</a></p> | <p>To protect the public health, and per Oregon law, an individual may not attend or work at a school or facility while in a communicable stage of a restrictable disease.</p> <p>In the case of COVID-19 exclusion, Bend-La Pine Schools’ COVID-19 Response and Recovery Team follow ODE’s <a href="#">COVID-19 Exclusion Summary Guidance for K-12</a> to inform decision making.</p>  |
| <p><b>Isolation Space</b><br/>           Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for</p>   | <p><b>Isolation</b></p> <p>Each school site will designated space to isolate students or staff members who develop COVID-19 symptoms.</p> <p>Students and staff who report or develop symptoms, will be isolated in these locations, with staff supervision and symptom monitoring by a school nurse or other school-based health care provider, until they are able to go home.</p> <p>While waiting to go home, people displaying symptoms should wear a face covering, as should supervising staff.</p>   |



## Policies, protocols, procedures and plans already in place

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

students with special health care needs.  
[OAR 581-022-2220](#)

\*If students are nauseous, struggling breathing, or in distress, they should not wear any face covering while waiting to go home.

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

On August 25, 2021, OHA adopted OAR 333-019-1030 COVID-19 Vaccination Requirements for Teachers and School Staff. Effective October 18, 2021, the law prescribed that Bend-La Pine Schools' teachers, school staff and volunteers may not teach, work, learn, study, assist, observe, or volunteer at a school unless they are fully vaccinated or have provided documentation of a medical or religious exception.

And, a school may not employ, contract with, or accept the volunteer services of teachers, school staff or volunteers who are teaching, working, learning, studying, assisting, observing, or volunteering at a school unless the teachers or school staff are fully vaccinated against COVID-19 or have a documented medical or religious exception. This is also true for school-based program staff and volunteers.

Individuals who request a medical or religious exception must use the OHA forms. Schools that grant an exception to the vaccination requirement must take reasonable steps to ensure that unvaccinated teachers, school staff and volunteers are protected from contracting and spreading COVID-19.

As such, Bend-La Pine Schools has collected and verified the vaccine card or medical exception for more than 2,200 staff members. Those staff members with exceptions are required to attest to completing weekly COVID-19 testing, in addition to other mitigation strategies. Those employees who chose not to complete this process were placed on unpaid leave.

Volunteers at Bend-La Pine Schools will be required to follow similar processes and mitigation strategies as employees.



## 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.

Emergency Plan or  
Emergency Operations  
Plan

[EOP](#)

[OAR 581-022-2225](#)

Additional documents  
reference here:



## SECTION 1. Clarifying Roles and Responsibilities

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

**Table 2. Roles and Responsibilities**

| School planning team members  | Responsibilities:  | Primary Contact (Name/Title): | Alternative Contact:            |
|-------------------------------|--|-------------------------------|---------------------------------|
| Building Lead / Administrator | <ul style="list-style-type: none"> <li>Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained.</li> </ul> | Chad Lowe, Principal          | Mary Koike, Assistant Principal |

| School planning team members  | Responsibilities:  | Primary Contact (Name/Title):          | Alternative Contact:  |
|---|--|--|---|
|   | <ul style="list-style-type: none"> <li>● In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary.</li> <li>● Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li> </ul> |  |   |
| <p>School Safety Team Representative <i>(or staff member knowledgeable about risks within a school, emergency response, or operations planning)</i></p> | <ul style="list-style-type: none"> <li>● Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures.</li> <li>● Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system.</li> </ul>         | <p>Mary Koike, Assistant Principal</p> | <p>Chad Lowe, Principal</p>   |
| <p>Health Representative <i>(health aid, administrator, school/district nurse, ESD support)</i></p>   | <ul style="list-style-type: none"> <li>● Supports building lead/administrator in determining the level and type of response that is necessary.</li> <li>● Reports to the LPHA any cluster of illness among staff or students.</li> <li>● Provides requested logs and information to the LPHA in a timely manner.</li> </ul>              | <p>Erica Anderson, School Nurse</p>    | <p>Jennifer Cloward, Main Office Secretary (students)</p> <p>Heather Finley, Office Manager (staff members)</p> |

| School planning team members  | Responsibilities:  | Primary Contact (Name/Title):  | Alternative Contact:                         |
|---|--|--|--|
| School Support Staff as needed<br><i>(transportation, food service, maintenance/custodial)</i>                          | <ul style="list-style-type: none"> <li>● Advises on prevention/response procedures that are required to maintain student services.</li> </ul>  | Steve Kelly/Building Engineer  | Ron Varner/Building Engineer                 |
| Communications Lead<br><i>(staff member responsible for ensuring internal/external messaging is completed)</i>          | <ul style="list-style-type: none"> <li>● Shares communications in all languages relevant to the affected school community.</li> <li>● Directs school community to district COVID-19 Dashboard for 'real time' updates.</li> </ul>  | Chad Lowe with support from Tami Pike and Julianne Repman, or their designees. | Mary Koike/Assistant Principal               |
| District Level Leadership Support<br><i>(staff member in which to consult surrounding a communicable disease event)</i> | <ul style="list-style-type: none"> <li>● Has responsibility over COVID-19 response during periods of high transmission. May act as school level support to Building lead/Administrator activating a scaled response.</li> <li>● Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul> | Julianne Repman, Director of Safety and Communications                         | Tami Pike, Asst. Director of Health Services |

| School planning team members                             | Responsibilities:  | Primary Contact (Name/Title):                    | Alternative Contact:                         |
|--|--|--|--|
| Main Contact within Local Public Health Authority (LPHA) | <ul style="list-style-type: none"> <li>• Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response.</li> <li>• Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners.</li> </ul> | Tami Pike, Assistant Director of Health Services | Michelle Spetic, Nurse on Special Assignment |
| Others as identified by team                             |  |  |  |



## Section 2. Equity and Mental Health

### Preparing a plan that centers equity and supports mental health

Preparing a school to manage COVID-19 requires an inclusive and holistic approach to protect access to in-person learning for all students. In this section suggested resources are offered to help prepare for COVID-19 management while centering an equitable and caring response.

#### Centering Equity

Identify existing district or school plans and tools that can be utilized when centering equity in prevention, response, and recovery from incidents of COVID-19 (e.g., district or school equity plans/stances/lenses/decision tools, Equity Committee or Team protocols, district or school systems for including student voice, existing agreements or community engagement or consultation models, Tribal Consultation<sup>1</sup>, etc.)

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



- [BLS District Equity Stance](#)



**Suggested Resources:**

1. [Equity Decision Tools](#) for School Leaders
2. [Oregon Data for Decisions Guide](#)
3. [Oregon's COVID-19 Data Dashboards](#) by Oregon Health Authority COVID-19
4. [Data for Decisions Dashboard](#)
5. [Community Engagement Toolkit](#)
6. [Tribal Consultation Toolkit](#)

**Table 3.****Centering Equity**

| OHA/ODE Recommendation(s)  | Response:   |
|--|---|
| Describe how you identify those in your school setting that are disproportionately impacted by COVID-19 and which students and families may need differentiated or additional support.   | All schools in Bend-La Pine Schools use MTSS structures to monitor the effectiveness of universal supports and identify students in need of Tier 2 and Tier 3 supports, whether these be in academics, social and emotional wellbeing, or health.   |
| 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>All schools have teams focused on students' wellbeing and health. These teams include administrative representation, counselors, school psychs, etc. and may also include learning specialists, ELD staff, family liaisons, and Family Access Network (FAN) advocates.</p> <p>The role of these teams and other staff is to design differentiated support plans for students and families disproportionately impacted by complications related to COVID-19.</p>  |
| What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.   | <p>Building administrators bear the ultimate responsibility to ensure that support plans are communicated to all relevant staff and then implemented by these staff members. Administrators also have the ultimate responsibility for monitoring implementation.</p> <p>All schools in BLS have regular designated times for staff meetings; in addition, schools have 90 minutes each Wednesday for professional learning and training. These are times in which administrators or other staff provide training and information for differentiated support for students, whether that support is related to COVID-19 or other conditions/situations.</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.)

- [Student Success Tier 3 Mental Health Program](#) in every school
- [UpShift](#) - Substance use prevention and intervention program as an alternative to suspension
- [The Forward Project](#) - Suicide prevention and intervention grant in-service of our district Adi’s Act Plan
- School-based mental health partnership with Trillium Family Service and Thrive Mental health. Contract allows for providers to see clients in our schools with direct referral from staff.
- Increased FTE in school counselors in Elementary schools



**Suggested Resources:**

1. ODE [Mental Health Toolkit](#)
2. [Care and Connection](#) Program
3. Statewide [interactive map of Care and Connection examples](#)
4. [Care and Connection District Examples](#)
5. Oregon Health Authority [Youth Suicide Prevention](#)

**Table 4. Mental Health Supports**

| OHA/ODE Recommendation(s)  | Response:  |
|--|--|
| Describe how you will devote time for students and staff to connect and build relationships. | <p>Bend-La Pine Schools has a history of strong student-staff relationships, as evidenced by YouthTruth data from the last two years, as well as data from our Excellence and Equity review conducted in the fall of 2018.</p> <p>Our schools provide regular time for staff-student connections and the reinforcement of social and emotional skills, whether with daily class meetings at elementary schools or regularly-scheduled advisory periods at secondary schools. In addition, some of the most important times for connections are with co-curricular and extra-curricular activities at the secondary level, as well as unstructured opportunities K-12: recesses and breaks, lunch periods, etc.</p> <p>The district is piloting SEL curricula in multiple schools at both the elementary and secondary level, and we expect to have Tier 1 curricular materials in place by the start of the 23-24 school year.</p> |

| OHA/ODE Recommendation(s)   | Response:  |
|---|--|
| <p>Describe how you will ensure class time, and individual time if needed, for creative opportunities that allow students and staff to explore and process their experiences.</p> | <p>This is partially addressed in the response above, but every district school/program has a team that functions as part of its MTSS structures focusing on students' health and well being. In addition to attending to the differentiated supports needed by some students, this team is responsible for Tier I universal supports.</p>   |
| <p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>   | <p>Again, the MTSS team responsible for students' health and well being is the team primarily responsible for making these linkages.</p> <p>In-school support and services: The district has focused the majority of its SIA resources on providing in-school mental health supports and services through its student success coordinators and support staff. The district has begun a long-term partnership with Deschutes County called the Healthy Schools Initiative, which will provide prevention specialists in all high schools, with connection to all feeder schools. The district currently hosts three school-based health centers, in partnership with the county and two area clinics. All administrators and many school staff have received training in restorative practices.</p> <p>Other supports and services: The district has contracted with a local service provider to serve students with mental health needs who qualify for OHP.</p> |
| <p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>   | <p>The district annually surveys middle and high school students in the YouthTruth survey to help identify their priorities. In addition, the district fosters student-led initiatives in multiple ways. Two examples include the following:</p> <p><b>Youth Action Council</b><br/>Bend-La Pine Schools has partnered with school-based health centers (SBHC) and Deschutes County Health Services to expand Youth Action Councils (YAC), which typically focuses on one or more projects intended to improve SBHC services, accessibility, or marketing. This partnership will help to expand our YACs at district high schools.</p> <p><b>The Forward Project</b><br/>Bend-La Pine Schools is engaged in a regional suicide prevention, intervention, and postvention</p>   |

| OHA/ODE Recommendation(s) | Response:  |
|---------------------------|--|
|                           | grant that centers improvement and implementation of the district Adi's Act Plans. |
|                           |  |



## 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><b>OHA/ODE Recommendation(s)</b><br/>Layered Health and Safety Measures</p> | <p><b>BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?</b></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>Bend-La Pine Schools recognizes that the best approach to preventing the spread of COVID-19 is a layered defense of protective measures, with the COVID-19 vaccination being the best defense in protecting individuals from contracting COVID-19 and preventing the spread of the virus to others.</p> <p>Those age 15 or older are encouraged to make health decisions in partnership with their parents/guardians.</p> |
| <p>Face Coverings</p>  | <p>Bend-La Pine Schools prioritizes efforts to help to ensure every student is able to attend school in-person for the entire school year. Bend-La Pine Schools will continue to follow all state rules regarding indoor and outdoor masking.</p> <p>After March 12, 2022, Bend-La Pine Schools began strongly encouraging indoor mask wearing. Certain masking accommodations for medical needs or disability may be necessary for some persons after March 12, 2022.</p> <p>Per Oregon rules, masks will be required in the isolation room and/or health room.</p>  |
| <p>Isolation</p>   | <p>Each school site will use a space to isolate students or staff members who develop COVID-19 symptoms.</p> <p>Students and staff who report or develop symptoms, will be isolated, with staff supervision and symptom monitoring by a school nurse or other school-based health care provider, until they are able to go home.</p> <p>While waiting to go home, people displaying symptoms should wear a face covering, as should supervising staff.</p> <p>*If students are nauseous, struggling breathing, or in distress, they should not wear any face covering while waiting to go home.</p> <p><b>PPE</b></p>   |

| OHA/ODE Recommendation(s)<br>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?  |
|---|--|
|   | School main offices are outfitted with PPE and staff are trained on its use.   |
| Symptom Screening   | Bend-La Pine Schools follows the <a href="#">Communicable Disease Exclusion Guidelines for Schools</a> and guidance from the local public health authority.  |
| COVID-19 Testing  | <p><i>OHA offers both <a href="#">diagnostic and screening testing programs</a> to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</i></p> <p>The district will continue to offer COVID-19 testing opportunities for students or staff who develop symptoms at school or district worksite or are exposed to COVID-19 at school or district worksite.</p> <p>Additionally, the district continues to promote the free at-home rapid COVID tests which are available for order through <a href="#">Oregon Health Authority BinaxNOW Reordering Form</a>.</p> <p>The district will continue to offer enrollment information for OHA’s free COVID-19 weekly screening by mail to interested, unvaccinated staff.</p>   |
| Airflow and Circulation   | <p>Bend-La Pine Schools will continue to ensure effective ventilation and improve the indoor air quality in schools and facilities with the following actions:</p> <ul style="list-style-type: none"> <li>● Continuing to increase the amount of fresh outside air that is introduced into the system.</li> <li>● Exhausting air from indoors to the outside.</li> <li>● Maintaining a climate level that balances comfort and safety within a classroom and building.</li> <li>● Cleaning the air that is recirculated indoors with effective filtration methods (HEPA filters) to remove virus-containing particles from the air. District maintenance staff will continue to monitor and replace air filters in buildings as needed to maintain appropriate levels of filtration.</li> <li>● Adhering to fire code regulations when opening doors and windows for additional air circulation. Fire rated doors will not be propped open for air circulation purposes.</li> <li>● Continuing to monitor air quality during wildfire season to provide guidance on air circulation requirements in schools and buildings, to mitigate hazardous smoke/air from entering building HVAC systems.</li> </ul> |



| OHA/ODE Recommendation(s)<br>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?  |
|---|--|
|   | <ul style="list-style-type: none"> <li>Utilizing air handlers that run with MERV-13 filters.</li> </ul> <p><b>Outdoor Air Quality</b><br/> <a href="#">Per OSHA temporary rule</a>, when outdoor air quality index exceeds 101:</p> <ul style="list-style-type: none"> <li>Windows will be closed.</li> </ul> <p>When outdoor air quality index exceeds 201:<br/> Students are required to remain indoors for PE, recess, lunch, etc.</p>  |
| Cohorting   | N/A, per state guidance.   |
| Physical Distancing   | <p>Staff will promote physical distancing by doing the following when possible:</p> <ul style="list-style-type: none"> <li>Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between individuals to the extent possible. Maintaining physical distancing should not preclude return to full-time, in-person instruction for all students. When it is not possible to maintain a physical distance of at least 3 feet, it is especially important to layer multiple other prevention strategies.</li> <li>Consider physical distancing requirements when setting up learning and other spaces, arranging spaces and groups to allow for and encourage at least 3 feet of physical distancing.</li> <li>Physical distancing of desks, floor markers, and one-way traffic are no longer required, but personal distance preferences will continue to be respected.</li> <li>Students and staff who have not been vaccinated are strongly advised to maintain physical distance (avoiding hugs, handshakes and prolonged proximity under 3 feet to the extent possible) in addition to wearing a face mask.</li> <li>Meals may be consumed outdoors, to the extent possible.</li> </ul> <p>Minimize time standing in lines and take steps to ensure that required distance between students is maintained</p> |
| Hand Washing  | Hand hygiene and respiratory etiquette, such as covering coughs and sneezes, is encouraged for staff, students and visitors. Hand sanitation stations are provided throughout all district facilities.   |

| OHA/ODE Recommendation(s)<br>Layered Health and Safety Measures | BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?   |
|---|---|
|   | <p>Safe handwashing procedures will be posted at Bend-La Pine Schools' sites, including bathroom washing stations and classroom sinks.</p> <p>Bend-La Pine Schools will continue to implement protocols and systems to ensure access to soap, water, and alcohol-based hand sanitizer with at least 60% alcohol. Schools will prioritize handwashing with soap and water after students or staff use the restroom and throughout the day as appropriate.</p>  |
| Cleaning and Disinfection                                       | <p>Bend-La Pine Schools has an excellent custodial department. School custodians are trained to follow both state requirements and best practices in cleaning routines and related cleaning products.</p> <p>Transportation staff will regularly clean and disinfect buses using the approved cleaning and disinfecting products and equipment on which they have been trained.</p>   |
| Training and Public Health Education                            | <p>The district's director of safety and communication leads the training for all schools and programs. Each school has a designated safety lead, an administrator charged with ensuring the school/program follows all safety protocols and policies, including those associated with COVID-19. These leads meet monthly with district safety staff for training, discussion, and problem solving.</p> <p>The director of safety and communication works closely with the assistant director of health services and community experts to provide public health education through school and district newsletters, the district's webpage, etc.</p> |

**Table 6.**

**COVID-19 Mitigating Measures**

| <b>OHA/ODE Recommendation(s)</b><br>Layered Health and Safety Measures | <b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning?<br>*Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a> . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom). |
|--|--|
| COVID-19 Vaccination   | Along with other prevention/mitigation strategies, COVID-19 vaccination information may be provided to staff and families by Pilot Butte Middle School   |
| Face Coverings   | Universal masking may be required to mitigate a classroom, level, or school-wide outbreak at Pilot Butte Middle School   |
| Isolation  | Pilot Butte Middle School will follow isolation guidance from the COVID-19 Response and Recovery Team.   |
| Symptom Screening  | Pilot Butte Middle School will monitor symptoms of illness.  |
| COVID-19 Testing   | Pilot Butte Middle School will provide parent/guardian approved diagnostic testing.  |
| Airflow and Circulation  | Pilot Butte Middle School will continue to ensure effective ventilation and indoor air quality.  |
| Cohorting <sup>2</sup>   | Pilot Butte Middle School will monitor unusual absenteeism or illness within a cohort and notify the nurse about unusual respiratory disease activity.   |
| Physical Distancing  | Pilot Butte Middle School will encourage increased physical distancing, where possible.  |
| Hand Washing   | Safe handwashing procedures will be posted at Pilot Butte Middle School, including bathroom washing stations and classroom sinks.  |

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

|  |   |
|--|---|
| <p><b>OHA/ODE Recommendation(s)</b><br/>Layered Health and Safety Measures</p> | <p><b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*</b>: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning?<br/>*Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a>. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</p> |
| <p>Cleaning and Disinfection</p>   | <p>School staff will regularly clean and disinfect buses using the approved cleaning and disinfecting products and equipment on which they have been trained.</p>   |
| <p>Training and Public Health Education</p>                                    | <p>Our local Public Health Authority is a vital partner to advise and consult on health and safety procedures, training and public health education.</p>  |

**Table 7.**

**COVID-19 Mitigating Measures**

| <p><b>OHA/ODE Recommendation(s)</b><br/>Layered Health and Safety Measures</p> | <p><b>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?</b></p> |
|--|--|
| <p>COVID-19 Vaccination</p>  | <p>Bend-La Pine Schools will continue to promote vaccination efforts of our local health authority and local clinics to our students and families in multiple languages and across multiple communication channels. The district will offer facilities for vaccination clinics, as needed. The district will continue these partnerships to help facilitate community immunity to COVID-19.</p>                                    |
| <p>Face Coverings</p>  | <p>Bend-La Pine Schools makes masks, both youth and adult sizes, will be made available at schools, district buildings, and on buses at no charge to help reduce the spread of COVID-19.</p>   |
| <p>Isolation</p>   | <p>Students and staff who are symptomatic will be isolated to help reduce the spread of COVID-19.</p>  |
| <p>Symptom Screening</p>   | <p>Students and staff will be screened for COVID-19 symptoms to help reduce the spread of COVID-19.</p>  |
| <p>COVID-19 Testing</p>  | <p>Students and staff will be offered diagnostic tests at school to help reduce the spread of COVID-19.</p>  |
| <p>Airflow and Circulation</p>   | <p>Pilot Butte Middle School will continue to ensure effective ventilation and indoor air quality to help reduce the spread of COVID-19.</p>   |
| <p>Cohorting</p>   | <p>Pilot Butte Middle School will monitor unusual absenteeism or illness within a cohort and notify the nurse about unusual respiratory disease activity to help reduce the spread of COVID-19.</p>  |
| <p>Physical Distancing</p>   | <p>Pilot Butte Middle School will encourage increased physical distancing, where possible, to help reduce the spread of COVID-19.</p>  |

| <b>OHA/ODE Recommendation(s)</b><br>Layered Health and Safety Measures | <b>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?</b> |
|--|---|
| Hand Washing   |   |
| Cleaning and Disinfection  |   |
| Training and Public Health Education                                   |   |

## 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.

Available for public viewing. <http://bls.fyi/COVIDschoolplan>

Date Last Updated: **August 2022**

Date Last Practiced: **August 2022**