

# School-Level COVID-19 Management Plan

## For School Year 2022-23



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### School/District/Program Information


District or Education Service District Name and ID: 4J School District: Lane ESD / Institution ID 4041

School or Program Name: Network Charter School

Contact Name and Title: Penny Studt, Principal

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**Table 1.**

	<p><b>Policies, protocols, procedures and plans already in place</b></p> <p>Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>
<p><b>School District Communicable Disease Management Plan</b>  <a href="#">OAR 581-022-2220</a></p>	<p>Link to 4J School District Communicable Disease Management Plan:  <a href="https://www.4j.lane.edu/wp-content/uploads/2022/03/4J_COVID-19_CommunicableDiseaseManagementPlan_2021-22_1.2_2022-03-30.pdf">https://www.4j.lane.edu/wp-content/uploads/2022/03/4J_COVID-19_CommunicableDiseaseManagementPlan_2021-22_1.2_2022-03-30.pdf</a></p>
<p><b>Exclusion Measures</b>          Exclusion of students and staff who are diagnosed with certain communicable diseases  <a href="#">OAR 333-019-0010</a></p>	<p>NCS will communicate with any staff, student, or family in which exclusion due to COVID-19 exposure is required.</p> <p>NCS will provide access to continued learning at home and let families know how to communicate needs.</p> <p>Teachers keep all assignments on Google Classroom so that students who are isolated have access.</p> <p>Counseling will be offered to student and family to help them through the period of isolation.</p>
<p><b>Isolation Space</b>          Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for students with special health care needs.  <a href="#">OAR 581-022-2220</a></p>	<p>NCS has a furnished, quiet, well-equipped room in the admin suite where students may go to be isolated or have minor injuries treated. The room is designed to be a calming space, with windows to the outside and the inside, and a door that closes. Isolated students can be monitored but they also have privacy.</p> <p>The “Zen room” has a variety of amenities to allow students to shape the experience of isolation to fit their needs.</p>
<p><b>Educator Vaccination</b>  <a href="#">OAR 333-019-1030</a></p>	<p>Every eligible staff member has been vaccinated.</p> <p>NCS accommodates religious and medical exemption requests and provides onsite testing for those who are not vaccinated.</p>
<p><b>Emergency Plan or Emergency Operations Plan</b>  <a href="#">OAR 581-022-2225</a></p>	<p><b>Link to 4J School District Emergency Operations Plan:</b>  <a href="https://www.4j.lane.edu/safety/emergency-preparedness/">https://www.4j.lane.edu/safety/emergency-preparedness/</a>  <a href="https://www.4j.lane.edu/safety/">https://www.4j.lane.edu/safety/</a></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.

Additional documents reference here:

Network Charter’s Healthy and Safe School Plan  
[https://drive.google.com/file/d/1reOLk9DgczYDNnLWy8-Hs\\_hZkXbP651C/view](https://drive.google.com/file/d/1reOLk9DgczYDNnLWy8-Hs_hZkXbP651C/view)



## SECTION 1. Clarifying Roles and Responsibilities

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

**Table 2. Roles and Responsibilities**

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	<ul style="list-style-type: none"> <li>Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained.</li> <li>In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary.</li> <li>Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li> </ul>	Penny Studt, Principal	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
School Safety Team Representative <i>(or staff member knowledgeable about risks within a school, emergency response, or operations planning)</i>	<ul style="list-style-type: none"> <li>• Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures.</li> <li>• Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system.</li> </ul>	Penny Studt, Principal	
Health Representative <i>(health aid, administrator, school/district nurse, ESD support)</i>	<ul style="list-style-type: none"> <li>• Supports building lead/administrator in determining the level and type of response that is necessary.</li> <li>• Reports to the LPHA any cluster of illness among staff or students.</li> <li>• Provides requested logs and information to the LPHA in a timely manner.</li> </ul>	Penny Studt, Principal	
School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i>	<ul style="list-style-type: none"> <li>• Advises on prevention/response procedures that are required to maintain student services.</li> </ul>	Penny Studt, Principal	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i>	<ul style="list-style-type: none"> <li>Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the school is responding, and action community members can take to protect their health.</li> <li>Shares communications in all languages relevant to school community.</li> </ul>	Penny Studt, Principal	
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<ul style="list-style-type: none"> <li>Has responsibility over COVID-19 response during periods of high transmission. May act as school level support to Building lead/Administrator activating a scaled response.</li> <li>Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>	Penny Studt, Principal	
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>	Penny Studt, Principal	
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.)

- Oregon Charter Schools' Equity Resource Guide: <https://www.oregon.gov/ode/learning-options/schooltypes/charter/Documents/2016-equity-resource-guide.pdf>
- 4J Equity Lens Draft Resource: [https://www.4j.lane.edu/wp-content/uploads/2022/03/4JEquityLens\\_DRAFT\\_2021-11-03.pdf](https://www.4j.lane.edu/wp-content/uploads/2022/03/4JEquityLens_DRAFT_2021-11-03.pdf)



#### Additional 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](#)

<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.

**Table 3.**

**Centering Equity**

OHA/ODE Recommendation(s)	Response:
<p>Describe how you identify those in your school setting that are disproportionately impacted by COVID-19 and which students and families may need differentiated or additional support.</p>	<p>Network Charter School made a commitment at its founding to nurture a close-knit, intimate school community to assure that each student could be well-known by staff and have access to the best opportunities and resources for cultivating success. This allows, especially during unprecedented times, the ability for staff to effectively identify members of the community disproportionately impacted by various factors, including COVID-19, so that additional support and the resources can be allocated.</p>
<p>Describe the process by which the school will implement a differentiated plan for those that are disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19.</p>	<p>How differentiated plans will be implemented for students and families who have been disproportionately impacted, historically underserved or are at higher risk will vary depending on individual needs and conditions. An emphasis on providing resources and assistance to meet basic needs will be fulfilled first and then efforts will be prioritized based on need and available resources thereafter.</p> <p>Per 4J guidance: Some examples of service for students in historically disadvantaged groups is supported through the following and more:</p> <ul style="list-style-type: none"> <li>• Providing a learning device (iPad or laptop) to every student to use at school and home</li> <li>• Supporting internet access for students who need assistance such as mobile hotspots</li> <li>• Providing free face masks to any student who needs one</li> <li>• Providing key health information in the primary language of the student and family</li> <li>• Continuing efforts to promote vaccination events among BIPOC families, economically disadvantaged families, and families whose child has a disability.</li> </ul>
<p>What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.</p>	<p>Network Charter School will offer training and resources, as necessary, that emphasizes current, relevant strategies to help ensure that the aforementioned community is supported and most effectively served through continuous understanding, implementation and progress monitoring.</p> <p>Staff members engage in a Professional Learning Community that specifically addresses meeting the needs of students and families who are disproportionately impacted, historically underserved or are at higher risk. This PLC routinely shares strategies, trainings, and resources to help staff, students and the school community.</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.)

- Network Charter School’s Mental Health Resources: <http://www.networkcharterschool.net/back-to-school-info>
- Eugene School District’s Mental Health Resources: <https://www.4j.lane.edu/safety/mental-health-resources/>
- ODE Mental Health and Wellness Resources: [https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Pages/Safe\\_and\\_Inclusive\\_Schools.aspx](https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Pages/Safe_and_Inclusive_Schools.aspx)



**Additional Resources:**

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

**Table 4. Mental Health Supports**

OHA/ODE Recommendation(s)	Response:
<p>Describe how you will devote time for students and staff to connect and build relationships.</p>	<p>Staff returns before students for professional development designed to strengthen professional bonds, renew commitment to our mission, get to know new staff better, and acquire or review skills needed for safe academic and social engagement. Students spent their first day in cohorts, learning how to navigate around the main campus and around the other sites (Heartwise, MECCA, and the Nearby Nature classroom at Alton Baker Park).</p> <p>NCS made a commitment at its founding to keeping class sizes at 15 or lower to assure that each student could be well-known by staff and have the opportunity to be part of a close-knit learning community.</p> <p>Counseling is available to all staff, students, and families. One staff member focuses on building our collective capacity to see each other through hard times. She meets with staff, students, and families individually and together to help them develop skills to meet challenges and achieve goals. Another staff member monitors student progress toward educational and career goals. She helps them find and choose courses and experiences that meet their needs, build on their talents, and reflect their preferences.</p> <p>NCS has a broad range of after school activities that are free and appeal to a broad range of interests— photography, board games, computer games -- activities engaging an array of skills and talents.</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>Small class sizes (and small school size) promote close relationships between staff and students. Small size provides the opportunity to learn each student’s gifts and to find ways for students to express their gifts. This is part of the hands-on, community-embedded learning that motivated our founders and is written into our charter.</p> <p>The director of special education is familiar with the returning students and with the resources of the district that may be used to offer specialized support. Class sessions last 90 minutes or 3 hours, to allow for extended, in-depth learning and the project-based, hands-on activities that are the hallmark of NCS programs.</p> <p>Over the summer, staff members offered credit recovery experiences, based on outdoor experiences often involving well-supervised overnight stays over a period of several days.</p> <p>A small room in the school, the “Zen room” has been dedicated to giving students a quiet, private break space for mental health needs. Although open to all, students on IEP’s and 504 plans have particularly benefitted from this space.</p>
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>NCS staff includes a holistic mental health practitioner who is available to see students and parents (together or separately). The counselor offers support for those struggling with depression, anxiety, isolation, quarantine fatigue, home life dynamics, friendship drama, school performance, and any other issues. She supports students in looking at their lives as a whole and finding ways to make things a little easier. Her hope is that each student speaks to her at least once, so that she can get to know a little about each. There is no commitment. Students can see her once or once a week from now until the end of the school year.</p> <p>Another staff member monitors the progress of each student toward graduation and career goals. She meets with them frequently, arranges job shadowing and internships, helps them find ways to stay on track for graduation.</p> <p>HOOTS, the teen-oriented offspring of CAHOOTS, provides short term counseling, resource referrals, and OHP sign-up.</p>
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>NCS budgets for and sponsors clubs and afterschool activities that respond to student interests. Staff members host the clubs, but the choice of activities, priorities, and focus is left to participants.</p> <p>Credit recovery efforts reflect student interests as well as credit needs.</p> <p>Counseling and guidance programs focus on the individual student’s needs and the family and social systems in which they can be met. This assures that the factors relevant to the students—the things they themselves view as existing or obtainable resources—are used to attain the student’s goals.</p> <p>The structure of NCS support and allocation of FTE operate to identify students’ assets and match students’ with appropriate opportunities.</p>



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

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

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



### Additional 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> 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>Every eligible staff member has been vaccinated.</p> <p>Students are frequently reminded of where to get vaccines through weekly email announcements; all are eligible. Covid testing is offered to students.</p> <p>NCS accommodates religious and medical exemption requests and provides onsite testing for those who are not vaccinated.</p>
<p>Face Coverings</p>	<p>Face masks are optional under most circumstances; however, free masks in age-appropriate sizes are available to any student, staff member or visitor upon request.</p> <p>NCS honors individual and family requests. We explicitly teach students to seek understanding about other people’s choices and avoid judgmental words.</p> <p>NCS aligns their practices as recommended by the Oregon Department of Education and the Oregon Health Authority.</p> <p>Per the CDC’s recommendations: “Anyone who chooses to wear a mask will be supported in their decision to do so at any COVID-19 Community Level, including low. At a medium COVID-19 Community Level, people who are immunocompromised or at risk for getting very sick with COVID-19 are encouraged to talk to their healthcare provider about the need to wear a mask and take other precautions.”</p> <p>All staff and students will be required to adhere to current CDC mask guidelines relative to exposure (ie, masking for 5 days from date of possible exposure, masking for up to 10 days from date of symptoms or positive Covid test)</p>
<p>Isolation</p>	<p>As needed, when necessary, NCS has a furnished, quiet, well-equipped room in the admin suite where students may go to be isolated or have minor injuries treated. The room is designed to be a calming space, with windows to the outside and the inside, and a door that closes. Isolated students can be monitored but they also have privacy.</p> <p>Per CDC recommendations, individuals with symptoms of infectious diseases, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections should stay home and get tested for COVID-19.</p>
<p>Symptom Screening</p>	<p>Students and staff are expected to remain at home and isolate according to CDC guidelines in the occurrence of covid symptoms</p> <p>Teachers and staff are instructed to monitor students and respond in accordance to CDC and district guidelines.</p> <p>Refer to the 4J COVID-19 Communicable Disease Management Plan for more information.</p>
<p>COVID-19 Testing</p>	<p>Covid-19 testing is available for all students and staff</p> <p>Information about weekly testing for students has been made available in weekly communications, and on the website.</p> <p>NCS keeps a list of locations for free COVID-19 testing across the county, for families to access as needed.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	<b>BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?</b>
Airflow and Circulation	On all the campuses, outside doors and windows are kept open, if weather permits. Fans and HEPA-grade air purifiers operate in every room and are cleaned routinely.
Cohorting	NCS students are not tracked, except generally by MS and HS level
Physical Distancing	Students attend classes in small groups. All seating arrangements allow for at least 3 feet of distance, often more. All informal spaces and eating sites are arranged to promote distancing. Classes meet for no less than 90 minute or more than 180 minutes a day, so student contacts are minimized.
Hand Washing	Effective hand-washing techniques are taught, re-taught, and enforced across all settings. Sanitation supplies are available throughout all sites, in every classroom.
Cleaning and Disinfection	All hard surfaces are routinely cleaned and disinfected. Per CDC recommendations: surfaces are cleaned at least once a day to reduce the risk of germs spreading by touching surfaces. If a student or staff shows symptoms or tested positive for COVID-19, the space(s) frequented by that person is cleaned and disinfected.
Training and Public Health Education	NCS works closely with LCPH and Eugene 4J School District on any public health communications. We share information promptly with staff, students, and families. CDC's COVID-19 Community Levels help communities and individuals make decisions on what COVID-19 prevention strategies to use based on whether their community is classified as low, medium, or high. These levels factor in a combination of COVID-19 hospitalization rates, healthcare burden, and COVID-19 cases. COVID-19 Community Levels treat schools and ECE programs the same as other settings in their community. NCS follows guidance based on the COVID-19 Community Level of the community in which they are located.

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

OHA/ODE Recommendation(s) Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning?</b> *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).
	Increased communication on where to get vaccines through weekly email announcements, website postings, and calls home

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a> . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
<b>COVID-19 Vaccination</b>	Offer free on-site COVID-19 testing to all students and staff  Recommend routine testing for staff and students who are not vaccinated, for in-person instruction
<b>Face Coverings</b>	Staff and students will be encouraged to wear masks during times of increased Covid transmission.  NCS aligns their practices as recommended by the Oregon Department of Education and the Oregon Health Authority.  Per the CDC’s recommendations: “Anyone who chooses to wear a mask will be supported in their decision to do so at any COVID-19 Community Level, including low. At a medium COVID-19 Community Level, people who are immunocompromised or at risk for getting very sick with COVID-19 are encouraged to talk to their healthcare provider about the need to wear a mask and take other precautions.”  “At a high COVID-19 Community Level, universal indoor masking in schools is recommended. When the COVID-19 Community Level is high, people at risk for getting very sick with COVID-19 are encouraged to also wear masks or respirators that provide greater protection, such as N95s or KN95s (CDC).”  Additionally, NCS may require universal masking to ensure a safe learning environment for every school community member. “Schools with students at risk for getting very sick with COVID-19 must make reasonable modifications when necessary to ensure that all students, including those with disabilities, are able to access in-person learning. NCS might need to require masking, based on federal, state, or local laws and policies, to ensure that students with immunocompromising conditions, or other conditions that increase their risk for getting very sick with COVID-19, can access in-person learning (CDC).”  All staff and students will be required to adhere to current CDC mask guidelines relative to exposure (ie, masking for 5 days from date of possible exposure, masking for up to 10 days from date of symptoms or positive Covid test)
<b>Isolation</b>	Any student or staff exhibiting Covid symptoms will be required to isolate until tested  NCS has a furnished, quiet, well-equipped room in the admin suite where students may go to be isolated or have minor injuries treated. The room is designed to be a calming space, with windows to the outside and the inside, and a door that closes. Isolated students can be monitored but they also have privacy.
<b>Symptom Screening</b>	Students and staff are expected to remain at home and isolate according to CDC guidelines in the occurrence of covid symptoms  Teachers and staff are instructed to monitor students and respond in accordance to CDC and district guidelines.  NCS will inform people who may have been in close contact with someone with COVID-19 in the school environment, of their potential exposure, and the actions they should take to remain safe and reduce transmission. Timely notification to all students and staff about potential exposure could include either a phone call, email, or letter.

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a> . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
	Refer to the 4J COVID-19 Communicable Disease Management Plan for more information.
<b>COVID-19 Testing</b>	Symptomatic students and staff will be required to isolate until testing can be administered. Any symptomatic staff or student will be required to test in order to remain for in-person instruction.  Covid-19 testing is available for all students and staff  Information about weekly testing for students has been made available in weekly communications, and on the website.  NCS keeps a list of locations for free COVID-19 testing across the county, for families to access as needed.
<b>Airflow and Circulation</b>	To the extent weather and facilities allow, airflow and circulation will be increased  On all the campuses, outside doors and windows are kept open, if weather permits. In addition, indoor doors will remain open too  Fans and HEPA-grade air purifiers operate in every room and are cleaned routinely.
<b>Cohorting<sup>2</sup></b>	Schools should notify their LPHA about unusual respiratory disease activity if the following absence thresholds are met and at least some students are known to have influenza or COVID-like symptoms: 1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent 2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent  Student transmission will be monitored per the MS and HS cohort. Where outbreaks occur, cohort exposure to other cohorts will be minimized.
<b>Physical Distancing</b>	NCS staff will communicate the expectation of distancing frequently and patiently to all students and then follow up with reminders as necessary.  Students attend classes in small groups. All seating arrangements allow for at least 3 feet of distance, often more. All informal spaces and eating sites are arranged to promote distancing and include laminated signs with reminders.  Outdoor educational opportunities should be increased. The courtyard can be re-arranged to provide additional seating covered from rain.

<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.

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a> . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
<b>Hand Washing</b>	<p>Increased vigilance on sanitation: Instruction, guidance, and expectations are offered with compassion and respect—firmly but kindly.</p> <p>Effective hand-washing techniques are taught, re-taught, and enforced across all settings.</p> <p>Sanitation supplies are available throughout all sites, in every classroom.</p>
<b>Cleaning and Disinfection</b>	<p>All hard surfaces will be cleaned and disinfected per use and then additionally sanitized at the end of each day.</p> <p>Per CDC recommendations: surfaces are cleaned at least once a day to reduce the risk of germs spreading by touching surfaces. If a student or staff shows symptoms or tested positive for COVID-19, the space(s) frequented by that person is cleaned and disinfected.</p>
<b>Training and Public Health Education</b>	<p>NCS works closely with LCPH and Eugene 4J School District on any public health communications. We share information promptly with staff, students, and families.</p> <p>NCS will increase communication with families by linking CDC guidelines and area health resources on the website and in weekly email announcements.</p> <p>CDC’s COVID-19 Community Levels help communities and individuals make decisions on what COVID-19 prevention strategies to use based on whether their community is classified as low, medium, or high. These levels factor in a combination of COVID-19 hospitalization rates, healthcare burden, and COVID-19 cases. COVID-19 Community Levels treat schools and ECE programs the same as other settings in their community. NCS follows guidance based on the COVID-19 Community Level of the community in which they are located.</p>

**Table 7.**

**COVID-19 Mitigating Measures**

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: 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>Every eligible staff member will be vaccinated.</p> <p>Students are frequently reminded of where to get vaccines through weekly email announcements; all are eligible. Covid testing is offered to students.</p> <p>NCS accommodates religious and medical exemption requests and provides onsite testing for those who are not vaccinated.</p>
<p>Face Coverings</p>	<p>Face masks are optional under most circumstances; however, free masks in age-appropriate sizes are available to any student, staff member or visitor upon request.</p> <p>NCS honors individual and family requests. We explicitly teach students to seek understanding about other people’s choices and avoid judgmental words.</p> <p>NCS aligns their practices as recommended by the Oregon Department of Education and the Oregon Health Authority.</p> <p>Per the CDC’s recommendations: “Anyone who chooses to wear a mask will be supported in their decision to do so at any COVID-19 Community Level, including low. At a medium COVID-19 Community Level, people who are immunocompromised or at risk for getting very sick with COVID-19 are encouraged to talk to their healthcare provider about the need to wear a mask and take other precautions.”</p> <p>All staff and students will be required to adhere to current CDC mask guidelines relative to exposure (ie, masking for 5 days from date of possible exposure, masking for up to 10 days from date of symptoms or positive Covid test)</p>
<p>Isolation</p>	<p>Any symptomatic individual will be required to isolate until tested.</p> <p>As needed, when necessary, NCS has a furnished, quiet, well-equipped room in the admin suite where students may go to be isolated or have minor injuries treated. The room is designed to be a calming space, with windows to the outside and the inside, and a door that closes. Isolated students can be monitored but they also have privacy.</p>
<p>Symptom Screening</p>	<p>Students and staff are expected to remain at home and isolate according to CDC guidelines in the occurrence of covid symptoms</p> <p>Teachers and staff are instructed to monitor students and respond in accordance to CDC and district guidelines.</p> <p>Engage in contact tracing as necessary to help mitigate increased exposure</p> <p>Refer to the 4J COVID-19 Communicable Disease Management Plan for more information.</p>
<p>COVID-19 Testing</p>	<p>Covid-19 testing is available for all students and staff</p>



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	<p>Information about weekly testing for students has been made available in weekly communications, and on the website.</p> <p>NCS keeps a list of locations for free COVID-19 testing across the county, for families to access as needed.</p> <p>Testing will remain required for any symptomatic individual.</p>
<b>Airflow and Circulation</b>	<p>On all the campuses, outside doors and windows are kept open, if weather permits.</p> <p>Fans and HEPA-grade air purifiers operate in every room and are cleaned routinely.</p>
<b>Cohorting</b>	<p>NCS students are not tracked, except generally by MS and HS level, but covid cases and potential exposure will be monitored per the MS and HS level and responses to potential exposure will determine potential cohort interactions.</p>
<b>Physical Distancing</b>	<p>Students attend classes in small groups. All seating arrangements allow for at least 3 feet of distance, often more. All informal spaces and eating sites are arranged to promote distancing. These accommodations will remain consistent regardless exposure levels.</p> <p>Classes meet for no less than 90 minute or more than 180 minutes a day, so student contacts are minimized.</p>
<b>Hand Washing</b>	<p>Effective hand-washing techniques are taught, re-taught, and enforced across all settings.</p> <p>Sanitation supplies are available throughout all sites, in every classroom.</p> <p>Routine reminders will remain until potential Covid exposure minimizes</p>
<b>Cleaning and Disinfection</b>	<p>All hard surfaces are routinely cleaned and disinfected. More extensive cleaning will remain at the end of weeks and on breaks.</p> <p>Per CDC recommendations: surfaces are cleaned at least once a day to reduce the risk of germs spreading by touching surfaces. If a student or staff shows symptoms or tested positive for COVID-19, the space(s) frequented by that person is cleaned and disinfected.</p>
<b>Training and Public Health Education</b>	<p>NCS works closely with LCPH and Eugene 4J School District on any public health communications. We share information promptly with staff, students, and families.</p> <p>NCS will continue to communicate with families and partners about current exposure levels, CDC and other health guidelines.</p> <p>CDC's COVID-19 Community Levels help communities and individuals make decisions on what COVID-19 prevention strategies to use based on whether their community is classified as low, medium, or high. These levels factor in a combination of COVID-19 hospitalization rates, healthcare burden, and COVID-19 cases. COVID-19 Community Levels treat schools and ECE programs the same as other settings in their community. NCS follows guidance based on the COVID-19 Community Level of the community in which they are located.</p>

## PRACTICING PLAN TO IMPROVE PROCESS

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

**INSERT THE LINK** where this plan is available for public viewing: [ODE Planning for Covid-19 Scenarios in School](#)

Date Last Updated: **INSERT**

Date Last Practiced: **INSERT**