

ODE School-Level COVID-19 Management Plan  
2022-23 School Year



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**School/District/Program Information**


District or Education Service District Name and ID: \_\_\_\_\_ 2190 \_\_\_\_\_ Dallas School District \_\_\_\_\_

School or Program Name: \_\_\_\_\_ Lyle Elementary, Oakdale Heights Elementary, Whitworth Elementary, LaCreole Middle School, Dallas High School, Morrison Campus Alternative Program \_\_\_\_\_

Contact Name and Title: \_\_\_\_\_ (point person) Ryan Sticka, Whole Child Administrator \_\_\_\_\_

Contact Phone: \_\_ 503-623-8480 \_\_ Contact Email: \_\_\_\_\_ ryan.sticka@dsd2.org \_\_\_\_\_

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>Dallas School District policy regarding how to handle a “Restrictable Disease,” such as COVID-19.</p> <p><a href="https://policy.osba.org/dallas/search.asp?si=75853865&amp;pid=r&amp;nsb=1&amp;n=0&amp; charset =windows-1252&amp;bcd=%F7&amp;s=dallas&amp;query=communicable">https://policy.osba.org/dallas/search.asp?si=75853865&amp;pid=r&amp;nsb=1&amp;n=0&amp; charset =windows-1252&amp;bcd=%F7&amp;s=dallas&amp;query=communicable</a></p> <p><a href="https://policy.osba.org/dallas/search.asp?si=75853865&amp;pid=r&amp;nsb=1&amp;n=0&amp; charset =windows-1252&amp;bcd=%F7&amp;s=dallas&amp;query=communicable">https://policy.osba.org/dallas/search.asp?si=75853865&amp;pid=r&amp;nsb=1&amp;n=0&amp; charset =windows-1252&amp;bcd=%F7&amp;s=dallas&amp;query=communicable</a></p> <p>ODE/OHA Communicable Disease Guidance for Schools, updated 2022-23.</p> <p><a href="https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commdisease.pdf?utm_medium=email&amp;utm_source=govdelivery">https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commdisease.pdf?utm_medium=email&amp;utm_source=govdelivery</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>Dallas School District policy regarding how to handle a “Restrictable Disease,” such as COVID-19, and the student/staff exclusion measures that are to be followed.</p> <p><a href="https://policy.osba.org/dallas/search.asp?si=75853865&amp;pid=r&amp;nsb=1&amp;n=0&amp; charset =windows-1252&amp;bcd=%F7&amp;s=dallas&amp;query=communicable">https://policy.osba.org/dallas/search.asp?si=75853865&amp;pid=r&amp;nsb=1&amp;n=0&amp; charset =windows-1252&amp;bcd=%F7&amp;s=dallas&amp;query=communicable</a></p> <p><a href="https://policy.osba.org/dallas/search.asp?si=75853865&amp;pid=r&amp;nsb=1&amp;n=0&amp; charset =windows-1252&amp;bcd=%F7&amp;s=dallas&amp;query=communicable">https://policy.osba.org/dallas/search.asp?si=75853865&amp;pid=r&amp;nsb=1&amp;n=0&amp; charset =windows-1252&amp;bcd=%F7&amp;s=dallas&amp;query=communicable</a></p>
<p><b>Isolation Space</b>          Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for</p>	<p>Each school in Dallas School District continues to host an isolation space for those who may be experiencing symptoms of COVID-19.</p>



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

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

students with special health care needs.

[OAR 581-022-2220](#)

**Educator Vaccination**

[OAR 333-019-1030](#)

Dallas School District continues to support and follow OAR 333-019-1030.

<https://www.dallas.k12.or.us/covid-192022-23>

**Emergency Plan or  
Emergency Operations  
Plan**

[OAR 581-022-2225](#)

Dallas School District is following page 16 of the 'Communicable Disease Guidance for Schools.'

[https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commddisease.pdf?utm\\_medium=email&utm\\_source=govdelivery](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commddisease.pdf?utm_medium=email&utm_source=govdelivery)



## 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>	Reed Langdon, Lyle Elementary Todd Baughman, Oakdale H. Elem. Darrick Bruns, Whitworth Elem. Kasshawna Knoll, LaCreole MS Tanner Smith, Dallas High School Ryan Sticka, Morrison Alt Ed Pro.	Darcy Naughton, Office Manag. Renee Sunday, Office Manager Julie Church, Office Manager Shari Walker, Office Manager Casey Trowbridge, Office Ma. Carmen Halcom, Office Manag.

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>	Reed Langdon, Lyle Elementary Todd Baughman, Oakdale H. Elem. Darrick Bruns, Whitworth Elem. Kasshawna Knoll, LaCreole MS Tanner Smith, Dallas High School Ryan Sticka, Morrison Alt Ed Pro.	Darcy Naughton, Office Manag. Renee Sunday, Office Manager Julie Church, Office Manager Shari Walker, Office Manager Casey Trowbridge, Office Ma. Carmen Halcom, Office Manag.
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>	Ryan Sticka, Whole Child Administrator Jennifer Lenoue, District Registered Nurse Ginger Perkins, District Licensed Practical Nurse	Cassandra Taylor, Admin Assist. Carmen Halcom, Office Manag.
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>	Ryan Sticka, Whole Child Administrator for transportation Debe Castang, Director of Food Services Bob Archer, Director of Facilities	Fernando Manzo-Morales, Cus. Bob Wallace, Building Engineer Gary Klinger, Building Engineer Greg Hiebert, Building Engineer Gabe Hayes, Building Engineer Carl Earhart, Custodian

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<p>Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i></p>	<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>	<p>Reed Langdon, Lyle Elementary Todd Baughman, Oakdale H. Elem. Darrick Bruns, Whitworth Elem. Kasshawna Knoll, LaCreole MS Tanner Smith, Dallas High School Ryan Sticka, Morrison Alt Ed Pro.</p>	<p>Darcy Naughton, Office Manag. Renee Sunday, Office Manager Julie Church, Office Manager Shari Walker, Office Manager Casey Trowbridge, Office Ma. Carmen Halcom, Office Manag.</p>
<p>District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i></p>	<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>	<p>Ryan Sticka, Whole Child Administrator.</p>	<p>Steve Spencer, Superintendent</p>
<p>Main Contact within Local Public Health Authority (LPHA)</p>	<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>	<p>Lucy Wehr, Community Health Coordinator, Polk County Public Health Dept.</p>	<p>Naomi Adeline, Health Admin, Polk County Public Health Dept.</p>



## 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.)

- Dallas School District: Strategic Plan  
[https://www.dallas.k12.or.us/files/ugd/ad31a0\\_ccb097d0522942ae968153318490689d.pdf](https://www.dallas.k12.or.us/files/ugd/ad31a0_ccb097d0522942ae968153318490689d.pdf)



#### 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](#)

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<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:
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.	Per our District’s Strategic Plan, which was adopted during the 2020-21 school year, includes goals that are aligned to student-centered programs that are grounded in equity-based practices. This includes the district’s Multi-Tiered Systems of Support (MTSS).
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.	Per our District’s Strategic Plan, which was adopted during the 2020-21 school year, includes goals that are aligned to student-centered programs that are grounded in equity-based practices. This includes the district’s Multi-Tiered Systems of Support (MTSS).
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	MTSS team, Academic Skills Team, Technology Advisory Committee (TAC), weekly school administrator professional learning community, Whole Child Administrator.



## 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.)

- Polk County Mental Health Dept. <https://www.co.polk.or.us/bh>
- Willamette ESD Crisis Intervention Team <https://www.wesd.org/Page/177>



### 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.	<ul style="list-style-type: none"> <li>• Intentional master scheduling: Middle School and High School Advisory Groups (AG's) help build connections and relationships on a daily basis.</li> <li>• Open and common meal areas.</li> <li>• Student orientations, planned transitions – including grades K, 4, 6 and 9.</li> </ul>

OHA/ODE Recommendation(s)	Response:
Describe how you will ensure class time, and individual time if needed, for creative opportunities that allow students and staff to explore and process their experiences.	<ul style="list-style-type: none"> <li>• Intentional master scheduling: Middle School and High School Advisory Groups (AG's) help build connections and relationships on a daily basis.</li> <li>• Open and common meal areas.</li> <li>• School counselors and Polk County Mental Health Therapists are available for K-12 students.</li> </ul>
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	<ul style="list-style-type: none"> <li>• Dallas School District school counselors and Polk County Mental Health Therapists are available for K-12 students.</li> </ul>
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	<ul style="list-style-type: none"> <li>• Grades 6-12 student council.</li> <li>• Principal student advisory committees.</li> <li>• K-5 Social Emotional Learning (SLED) such as Ruler (daily).</li> </ul>



## 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> Layered Health and Safety Measures</p>	<p><b>BASELINE MEASURES:</b> describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?</p>
<p>COVID-19 Vaccination</p>	<p><i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community.</i></p> <p>Dallas School District continues to support and follow OAR 333-019-1030.</p> <p>Dallas School District will be hosting a free vaccination clinic for students and staff members this fall: September 17, 10am-4pm and October 15, 10am-4pm at Oakdale Heights Elementary School.</p> <p>There will likely be additional vaccine clinics available in the district later in the school year.</p>
<p>Face Coverings</p>	<p>Face coverings are welcomed but optional in Dallas School District.</p>
<p>Isolation</p>	<p>Each school building continues to have a dedicated isolation space.</p>
<p>Symptom Screening</p>	<p>Student/staff symptom screening (at the door) is not a requirement in Dallas School District.</p> <p>All unvaccinated staff are required to self-screen before arriving to their work site.  <a href="https://www.dallas.k12.or.us/covid-192022-23">https://www.dallas.k12.or.us/covid-192022-23</a></p> <p>All students are encouraged to self-screen before attending school each day.</p>
<p>COVID-19 Testing</p>	<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>COVID testing is available at each building site upon request.</p>
<p>Airflow and Circulation</p>	<p>Dallas School District will maintain effective air ventilation in the work space by opening a window if available and keep HVAC supply and return vents clear of anything that might restrict airflow.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	<b><u>BASELINE MEASURES:</u> 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>
Cohorting	Cohorting is not a requirement in Dallas School District.
Physical Distancing	Physical distancing is not a requirement in Dallas School District.
Hand Washing	Heavily encouraged. There are many signs in our schools asking for people to wash their hands on a regular basis.
Cleaning and Disinfection	Staff heavily encouraged to wash desks in between class periods. Custodial staff continue to deep clean in the evenings between school days; focusing on high touch areas.
Training and Public Health Education	District in-service addresses COVID-19 mitigation best practice steps.

**Table 6.**

**COVID-19 Mitigating Measures**

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b><u>MEASURES DURING PERIODS OF HIGH TRANSMISSION*</u>: 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 <u>CDC COVID-19 Community Levels</u>. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</p>
<p>COVID-19 Vaccination</p>	<p>Dallas School District continues to support and follow OAR 333-019-1030.</p> <p>Dallas School District will be hosting a free vaccination clinic for students and staff members this fall: September 17, 10am-4pm and October 15, 10am-4pm at Oakdale Heights Elementary School.</p> <p>There will likely be additional vaccine clinics available in the district later in the school year.</p>
<p>Face Coverings</p>	<p><i>CDC, OHA, and ODE recommend universal use of face coverings during periods of high transmission. Please include whether your school will implement this critical recommendation.</i></p> <p>Face coverings remain optional but would be encouraged/recommended while indoors in Dallas School District.</p>
<p>Isolation</p>	<p>Each school building continues to have a dedicated isolation space.</p>
<p>Symptom Screening</p>	<p><b>Increased</b> communication to remind not to come to school or work if feeling ill.</p> <p>Student/staff symptom screening (at the door) is not a requirement in Dallas School District.</p> <p>All unvaccinated staff are required to self-screen before arriving to their work site. <a href="https://www.dallas.k12.or.us/covid-192022-23">https://www.dallas.k12.or.us/covid-192022-23</a></p> <p>All students are encouraged to self-screen before attending school each day.</p>

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b><u>MEASURES DURING PERIODS OF HIGH TRANSMISSION*</u>: 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> <i>*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).</i>
COVID-19 Testing	<p><b>Increased</b> communication to remind not to come to school or work if feeling ill.</p> <p>COVID testing is available at each building site upon request.</p>
Airflow and Circulation	<p>Dallas School District will maintain effective air ventilation in the work space by opening a window if available and keep HVAC supply and return vents clear of anything that might restrict airflow.</p>
Cohorting <sup>2</sup>	<p><i>Schools should notify their LPHA about unusual respiratory disease activity if the following absence thresholds are met and at least some students are known to have influenza or COVID-like symptoms:</i></p> <ol style="list-style-type: none"> <li><i>1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i></li> <li><i>2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i></li> </ol>
Physical Distancing	<p>Recommend 6 ft social distancing be maintained while indoors.</p>
Hand Washing	<p><b>Increased</b> communication to remind. There are many signs in our schools asking for people to wash their hands on a regular basis.</p>
Cleaning and Disinfection	<p>Staff heavily encouraged to wash desks in between class periods. Custodial staff continue to deep clean in the evenings between school days; focusing on high touch areas.</p>

<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).
Training and Public Health Education	<b>Increased</b> communication at staff meetings at with student through Advisory Groups.

**Table 7. COVID-19 Mitigating Measures**

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE</b> : describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?
COVID-19 Vaccination	<p>Dallas School District continues to support and follow OAR 333-019-1030.</p> <p>Dallas School District will be hosting a free vaccination clinic for students and staff members this fall: September 17, 10am-4pm and October 15, 10am-4pm at Oakdale Heights Elementary School.</p> <p>There will likely be additional vaccine clinics available in the district later in the school year.</p>
Face Coverings	Face coverings are welcomed but optional in Dallas School District.
Isolation	Each school building continues to have a dedicated isolation space.
Symptom Screening	Student/staff symptom screening (at the door) is not a requirement in Dallas School District.



<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b><u>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</u></b> describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?
	All unvaccinated staff are required to self-screen before arriving to their work site. <a href="https://www.dallas.k12.or.us/covid-192022-23">https://www.dallas.k12.or.us/covid-192022-23</a>  All students are encouraged to self-screen before attending school each day.
COVID-19 Testing	COVID testing is available at each building site upon request.
Airflow and Circulation	Dallas School District will maintain effective air ventilation in the work space by opening a window if available and keep HVAC supply and return vents clear of anything that might restrict airflow.
Cohorting	Cohorting is not a requirement in Dallas School District.
Physical Distancing	Physical distancing is not a requirement in Dallas School District.
Hand Washing	Heavily encouraged. There are many signs in our schools asking for people to wash their hands on a regular basis.
Cleaning and Disinfection	Staff heavily encouraged to wash desks in between class periods. Custodial staff continue to deep clean in the evenings between school days; focusing on high touch areas.
Training and Public Health Education	District in-service addresses COVID-19 mitigation best practice steps.

## 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.

**Where** this plan is available for public viewing. <https://www.dallas.k12.or.us/covid-192022-23>

Date Last Updated: **8/24/22**

Date Last Practiced: **8/24/22**