

Contact Tracing

CHW & SCESD

Contact Tracing

Contact tracing is a critical process in identifying close contacts and stopping the spread of the disease. Cohorting not only increases safety but it allows for close contacts to be identified quickly. If a student or staff member is diagnosed with COVID-19 contact the case investigators to review the situation.

General Process

1. Collect the Cohort logs for locations in which the student/staff interacted (bus, classroom(s), afterschool activities, common areas, meetings).
2. Review the logs to determine who was in close contact with the ill individual.
3. Utilize the excel contact tracing sheet to detail the close contact information.
4. After reviewing the situation with the case investigator and noting all close contacts, send the excel sheet and any additional information requested by the case investigator to Investigative.Team@chw.coos.or.us .
5. Complete district follow up (communicate with quarantined individuals, prepare/send communications, implement CDL etc.).

Step One: Cohort Logs

Cohort Logs

- ❑ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a).
 - Each cohort must have a system to make certain contact tracing can be completed;
 - daily individual student or cohort logs are required;
 - cohorts must be diverse groups of students that would typically be grouped in schools.
 - Sample logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](#)

Limiting the number of contacts an individual has in the given day/week is essential to reducing exposures and maintaining an in-person learning model.

- The greater the exposure number, the increase in likelihood of quarantine for unstable or large cohorts.
- The more teachers are in contact with exposed individuals, the more likelihood of reduction of capacity to provide instruction on site
- Specialty teachers (PE, Music, Electives, Sped, Intervention) who see a variety of students have less stable number of contacts and are more at risk for being exposed/quarantined therefore reducing a school's capacity

Cohorting

Purpose of Cohorts

Cohorting is an essential component in reducing the spread and manage risks in the potential spread of COVID-19. Student cohorting:

- (1) limits the number of exposed people when a COVID-19 case is identified in the school,
- (2) quickly identifies exposed individuals when a COVID-19 case is identified,
- (3) minimizes school-wide disruptions in student learning.

Cohort Requirements

- Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.
- Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.
- Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.
- Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.
- Where feasible , establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.

Key Considerations

- Cohort size determination must take into consideration the requirements for physical distancing and occupancy limits.
- Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently.
- Provide hand sanitizer and tissues for use by students and staff..

Cohorting

Size of Cohorts

Students can be part of more than one stable cohort during the school day, but with each new cohort there is increased risk.

- ❑ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week.

Staff & Cohorts

- ❑ Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.
- ❑ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
- ❑ Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact with in a week. Consider having them engage with a via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.

Cohorting

Key Considerations

- Prepare the logs ahead of time with student information, then just log in/out.
- Determine who will be responsible for logging in the students.
- Create a system of turning in the logs so that leaders have access to the information as calls from the LPHA do not come in only during the workday, and you will need access to the information.
- Consider using technology to make logging easier but remember confidentiality rules.
- All classrooms and common areas should have a contact log.
- Develop a daily/weekly turn in procedure - Keep 4 weeks of past contact logs.

Cohorting

Key Considerations

- Refer to the outbreak guidance/protocols as needed.
- Use AM/PM schedules to break up cohorts.
- Reduce the traditional 7 period day into smaller segments such as block scheduling or accelerated school terms.
- If space permits, utilize technology to break classrooms up into two sections; one that has the teacher and the other with an instructional assistant who has instruction streamed into the room.
- Have teachers move from class to class rather than students.
- Consider having specialty teachers virtually stream into classrooms rather than pulling individual students from multiple rooms/cohorts for services.

Step 2: Determining Close Contacts

Once you receive notice that a person who has been in your school or building has a confirmed or presumptive positive case you should:

1. Collect all the cohort logs where the ill individual has been.
2. Determine who has been exposed to the ill individual.
3. Review the exposure rules below to determine who may be a close contact.
4. Determine the last time the ill individual was in close contact with the exposed people.

Exposure

- An exposure is defined as an individual who has close contact (less than 6 feet) for longer than 15 cumulative minutes in a day with a person who has COVID-19 case. If a student or staff member is diagnosed with COVID-19, then the LPHA should be consulted to review the situation.
- If a school cannot confirm that six-foot distancing was consistently maintained during the school day, all members of a stable cohort group will need to quarantine until the contact tracing process is completed. The clear documentation of the cohort members will allow for the LPHA to rapidly initiate contact tracing.

Step 2: Determining Close Contacts

- Once you have collected the information about close contacts reach out to the case investigator to review the situation and determine next steps.
- Coos Health and Wellness has two case investigators (Becky Fairhurst and Kelsey Orr) who are responsible for the initial investigation of the case. After their assessment contact tracers then follow up with close contacts.
- The case investigators will assist district staff in assessing the case and determining next steps for both the ill individual and the close contacts.
- Please have the information you collected in step 2 ready when you reach out to them.

Case Investigator Contact Information

Sunday to Wednesday

Becky Fairhurst

Becky.Fairhurst@chw.coos.or.us

541-808-4933

Wednesday to Saturday

Kelsey Orr

Kelsey.Orr@chw.coos.or.us

541-294-2842

Step 3: Submit Data to the LPHA

- Submitting clear and concise data to the LPHA will allow the contract tracers to communicate quickly with exposed individuals and decrease the likelihood of spread.
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- Complete the Excel Contact Tracing Log to include:
 1. Label the top of the form with school name and school contact information.
 2. Write the name of all of the individuals who have been identified as close contacts of the ill individual.
 3. Provide the parent/guardian name/phone number if the individual is a student.
 4. Provide the emergency contact name/phone number if it is a staff member/adult.
 5. Provide the date of last known contact for each person who was in close contact with the ill individual.
 6. Write any notes that may provide insight to the situation.
- Submit the Excel Contact Tracing Log to Investigative.Team@chw.coos.or.us.
- The Contact Tracers will then conduct interviews with the close contacts to confirm their level of exposure and detail the quarantine timeline.

Step 4: Complete District Follow-Up

1. Once you have worked with the LPHA and identified close contacts determine how you will respond in the school setting.
 - * Close the classroom and move to CDL
 - * Cover staff who are quarantined
 - * Quarantine close contacts but all building practices continue as planned
2. Contact the affected individuals and explain that they were identified as a close contact
3. Share with them that they must quarantine until the LPHA contacts them and gives them direction.
4. Set up work from home, CDL or other measures to maintain systems as needed.
5. Provide communication to students, families and staff who have come into close contact with a person who has COVID-19.
6. Provide communication immediately to staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.