

**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: **Salem-Keizer Public School 24J - 2142**


School or Program Name: **Forest Ridge Elementary**

Contact Name and Title: **Shamika Cleveland, Principal**

Contact Phone: **503-399-5548**

Contact Email: **cleveland\_shamika@salkeiz.k12.or.us**

**Table 1 (Communicable Disease Maintenance).**

	<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>School District Communicable Disease Management Plan:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> QAM HST-M002-COVID-19 Pandemic Addendum</li> <li><input type="checkbox"/> QAM HST-W008-Communicable Disease</li> <li><input type="checkbox"/> QAM HST-M001 Pandemic Flu and Infectious Disease</li> </ul> <p><u>Applicable documents:</u>          OHA Communicable Disease Guidance for Schools: <a href="#">Communicable Disease Guidance for Schools</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>Protocols are established in each building for a health room and an isolation room for illness to separate people who have or may have a contagious disease from people who are not sick required by OAR 581-022-2220. Isolation rooms are required. Investigation and control of disease. District policies and procedures incorporate a layered approach to identifying, monitor, and mitigate outbreaks of communicable diseases including COVID-19 and works closely with LPHA.</p> <p><u>Applicable documents:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Communicable Disease Guidance for Schools (oregon.gov)</a> <ul style="list-style-type: none"> <li>• Symptom-Based Exclusion Guidelines (post in health room and isolation room)</li> <li>• Transmission Routes</li> <li>• Prevention or Mitigation Measures</li> <li>• School Attendance Restrictions and Reporting</li> </ul> </li> </ul> <p><u>Applicable SKPS QAM policies and documents:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> HST-W008 Communicable Disease</li> <li><input type="checkbox"/> HST-M002 COVID-19 Pandemic Addendum</li> <li><input type="checkbox"/> HST-W018 COVID-19 Testing in SKPS K-12 Schools</li> <li><input type="checkbox"/> HST-F013 Do Not Send Ill Student to School Letter</li> <li><input type="checkbox"/> How to set up an isolation room (reach out to building nurse)</li> <li><input type="checkbox"/> HST-F014 LPHA Communicable Disease Line List</li> <li><input type="checkbox"/> SOS illness Call Plan (reach out to building nurse)</li> </ul>



## 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.

### Isolation Space

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.  
[OAR 581-022-2220](#)

Isolation spaces are required. Per [OAR 581-022-2220](#) schools must maintain supervised space to isolate the sick that is separate from the space where other health care tasks take place and cannot be shared spaces or occupied working offices. In SKPS, protocols are established in each building for a health room and an isolation room (for ill or exposed) to separate people who have or may have a contagious disease from people who are not sick required by OAR 581-022-2220. District policies and procedures incorporate a layered approach to identifying and mitigating outbreaks of communicable diseases including COVID-19. Each school location has established protocols to include an isolation room for ill staff or students or for suspected illness.

- Identify isolation room by the start of school
- Identify health room by the start of school

#### Applicable documents:

HST-W008 Communicable Disease

HST-M002 COVID-19 Pandemic Addendum

How to set up an isolation room resource from school nurse

### Educator Vaccination

[OAR 333-019-1030](#)

SKPS fully complies with the OHA vaccine mandates of fully vaccinated and/or medical or religious exceptions. The process for vaccination or exception is tracked and verified by human resources.

### Emergency Plan or Emergency Operations Plan

[OAR 581-022-2225](#)

The district's safety and risk management services will provide overarching support, coordination, and continuity to district operations related to COVID-19 transmission and spread. COVID-19 ill persons or those believed to have primary symptoms of COVID-19 will be investigated and managed by the district's health authority for students, and human resources for staff and volunteers. Building health is managed through a series of systems controlled by building maintenance and custodial who ensure clean spaces and proper ventilation. COVID-19 communication to students, family, and the public, to include dashboard statistics are provided by the district's communication team.

- RSK-041 COVID-19 Prevention and Management Safety Protocols

### Additional documents reference here:

- SKPS QAM'S Insight24J
- [OSNA Covid Toolkit 2022-2023](#)
- [CDC COVID Community Levels](#)



## 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.

- [CDC COVID Data Tracker: County View](#)
- [ODE Layered Health Safety Measures](#)



## 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>	Shamika Cleveland, Principal	The COVID-19 response team utilizes a matrix in HST-M002 COVID-19 Pandemic Addendum to determine the level of response needed, including Safety and Risk, Health Services DHA, Communications, Facilities, DOC/EOC.
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>	Shamika Cleveland, Principal	The COVID-19 response team utilizes a matrix in HST-M002 COVID-19 Pandemic Addendum to determine level of response needed, including Safety and Risk, Health Services DHA, Communications, Facilities, DOC/EOC.

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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>	<i>District Health Authority: Jodi Peterson, Coordinator of Health Services and Management</i>	The COVID-19 response team utilizes a matrix in HST-M002 COVID-19 Pandemic Addendum to determine level of response needed, including Safety and Risk, Health Services DHA, Communications, Facilities, DOC/EOC.
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>	<i>Transportation: T.J. Crockett, Director of Transportation Services</i>  <i>Nutrition Services: Curtis Eriksen, Director of Nutrition Services</i>  <i>Main / Cust: Joel Smallwood, Director of Facilities and Custodial</i>  <i>Safety and Risk Management Services: Chris Baldrige, Director of Safety and Risk Management</i>  <i>Human Resources: Tara Baldrige, Principal on Special Assignment</i>  <i>District Health Authority: Jodi Peterson, Coordinator of Health Services and Management</i>	

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>	Aaron Harada, Communications PM and Operations Supervisor	
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>	<i>District Lead:</i> Chris Baldrige, Director of Safety and Risk Management  <i>Media Inquiries:</i> Sylvia McDaniel, Director of Communications	
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>	<i>District Health Authority:</i> Jodi Peterson, Coordinator of Health Services and Management	
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.)

- [Safe and Welcoming Schools](#)



#### 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:
<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>Through our Multi-Tiered Systems of Support (MTSS), we identify the academic and social emotional needs of individual students and families, including those most impacted by COVID. This is initially done through academic and behavioral screening and diagnostic assessments and continued throughout the year with progress monitoring. Students who have unfinished learning will have areas for growth seen in these assessments, as well as day to day anecdotal observations by their teachers. Another way we identify students who may need differentiated or additional support, is through attendance and social emotional needs found in our attendance records and interactions with our School Counselor or our Behavior Support Team. When a teacher finds a student in their class has needs that are beyond what they provide in core instruction, they reach out to an academic or behavioral consultant on our MTSS Team. The consultant supports the teacher in understanding next steps. If the teacher and consultant together determine through further diagnostic assessments, systematic specific interventions, and progress monitoring, that the student is in need of further support, they reach out to the MTSS Team. The MTSS Team invites the teacher to join the next weekly MTSS meeting. Once the teacher and consultant present the data and intervention information at the meeting, the MTSS Team determines if there is a need for more specialized information (such as from a medical provider or testing specialist). The teacher again reaches out to the family to explain where the process has led them, and the concern shared by the team. The Special Education teacher or School Counselor then reach out to the parent to get approval and then needed papers and processes started to move forward with gathering the more specialized information.</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>Through our multi-tiered systems of support, we identify the needs of individual students and the group as a whole. In looking at our core instruction with the group as a whole, we analyze many data points related to all the students in a grade level in our building. We include in our analysis, the information about our subgroups of students. What we know about our subgroups, is that these often represent students who are disproportionately impacted, underserved or at a higher risk of negative impacts from challenges such as COVID. Therefore, as we analyze the data for our subgroups, we determine action steps for us to minimize those impacts on their access to education. Many times, we make goals to address a need seen during this analysis (such as providing additional scaffolds or reaching out to families- depending on the need that arises during the analysis). As we move into determining individual rates of understanding and learning, this is initially done through screening and diagnostic assessments, and continued throughout the year</p>

OHA/ODE Recommendation(s)	Response:
	<p>with progress monitoring and benchmark assessments each grading period. Students who have unfinished learning will have gaps seen in these assessments, as well as in day-to-day anecdotal observations by their teachers. As we learn of the needs of individual students, we differentiate instruction. If this does not increase the rate of learning enough for the student, we provide interventions. The frequency and intensity of the interventions is determined by further analysis of the student needs. Interventions are adjusted as we learn more about the student learning needs.</p>
<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>Our staff are trained in a variety of ways to address student needs each year. One way is through the in-depth work of their grade level collaborative core planning team as they engage in the Data Team Process each week on high leverage core standard analysis and interventions. Another way is through our MTSS Team consultancy process with a colleague guiding and coaching them as they implement interventions and progress monitor a student of focus. At the building level, staff also engage in professional learning and follow up coaching with our Instructional Mentor and our Behavior Specialist. When the topic or strategies are new to even our most trained staff, we access the highly trained and skilled district level Program Associates or related outside agencies and programs to support our staff development (whether for teams of staff or the whole staff). All of these are monitored through the variety of review processes we have in place (Core Review, Intervention Group Review), as well as walk throughs done by Instructional Mentor, Behavior Specialist and Principal.</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.)

- [Safe and Welcoming Schools](#) (includes suicide, bullying, child abuse prevention resources)



### 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.	Time is devoted for students and staff to connect and build relationships with the following protocols: <ul style="list-style-type: none"> <li><input type="checkbox"/> District-wide K-12 focuses on care and connection during Back-to-School events and during the first weeks of the school year.</li> <li><input type="checkbox"/> Smooth start for all Salem-Keizer Kindergarten, 6th, and 9th grade students.</li> <li><input type="checkbox"/> Embedded time for Social-Emotional Learning 30-60 minutes/daily at elementary and during advisory classes at the secondary level.</li> <li><input type="checkbox"/> Panorama survey prioritizing students' 'Sense of Belonging' and staff analysis of results, twice yearly.</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.	<p>Creative opportunities that allow students and staff to explore and process their experiences are identified in the following protocols:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> District-wide K-12 Social-Emotional Learning curriculum that supports students' developing these skills.</li> <li><input type="checkbox"/> Dedicated the first week of school to <a href="#">care and connection</a>, with appropriate social-emotional learning tools to create relationships. This will mean that academic demands are intentionally reduced to ensure that reconnecting with peers and teachers are at the forefront.</li> <li><input type="checkbox"/> Before/During/After school Social-Emotional Learning opportunities for students through the development of student unions and equity groups at the secondary level.</li> <li><input type="checkbox"/> Morning meetings at elementary level with time allocated for SEL and wellness.</li> <li><input type="checkbox"/> Focus on student and staff 'Sense of Belonging' through Panorama surveys, twice yearly.</li> <li><input type="checkbox"/> Support sessions with District Coordinator of Multi-tiered systems of support twice per year.</li> </ul>
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	<p>Culturally relevant health and mental health services and supports are identified in the following protocols:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mental health support through community partners at every K-12 school.</li> <li><input type="checkbox"/> Counselors available at all schools K-12, increased counselors at secondary level.</li> <li><input type="checkbox"/> Increased social workers and behavior cadre support at secondary level.</li> <li><input type="checkbox"/> Sensory rooms are available at elementary level and select pilot middle schools to help students build skills and self-regulation.</li> <li><input type="checkbox"/> Calm rooms are available at each middle school and high school for students who need a space to self-regulate.</li> <li><input type="checkbox"/> K-12 professional development on Trauma-Informed Instruction and Restorative Practices.</li> </ul>
Describe how you will foster peer/student led initiatives on wellbeing and mental health.	<p>Fostering peer/student led initiatives on wellbeing and mental health are identified in the following protocols:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> K-12 school-based student advisory teams to provide student voice and lead initiatives on wellbeing and mental health.</li> <li><input type="checkbox"/> Student unions and equity teams at secondary level.</li> <li><input type="checkbox"/> Allow student voice to inform planning of class meetings at elementary level with specific focus on wellbeing and mental health.</li> <li><input type="checkbox"/> Restorative practices district-wide K-12.</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.

- HST-W008 Communicable Disease
- HST-M002 COVID-19 Pandemic Addendum
- HST-W018 COVID-19 Testing in SKPS K-12 Schools
- HST-F013 Do Not Send Ill Student to School Letter



### 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 (Prevention).

## COVID-19 Mitigating Measures

**Resources for table 5-7:** [COVID-19 Community Levels | CDC](#) and [CDC COVID Data Tracker: County View](#)  
**Layered Health and Safety Measures:** [Layered Health Safety Measures \(oregon.gov\)](#)

OHA/ODE Recommendation(s) 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?
COVID-19 Vaccination	<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><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:</i></p> <p>SKPS works in partnerships with healthcare providers to promote the use of vaccines and the location of vaccine clinics throughout the district. Utilize the <a href="#">COVID-19 Pediatric Vaccination Toolkit</a> for resources for families. SKPS will collaborate between medical providers and LPHA as we monitor vaccination rates and need in our communities.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> District works in partnerships with healthcare providers and entities to promote vaccines, access to vaccinations, and access to location of vaccine clinics throughout the district.</li> <li><input type="checkbox"/> Ensure access and equity in vaccination, testing, treatment, community outreach, support services for disproportionately affected populations.</li> <li><input type="checkbox"/> District to coordinate with LPHA to host vaccination clinics on-site and/or promote community access.</li> <li><input type="checkbox"/> Ensure information is accessible in preferred languages in preparation for vaccination clinics.</li> <li><input type="checkbox"/> SKPS staff are to be vaccinated in accordance with OAR 333-019-1030 or have approved exemptions to the requirements of <a href="#">OAR 333-019-1030</a> and are required to follow additional district mitigation measures. Volunteers are to be vaccinated or approved exemptions as allowed in OAR 333-019-1030.</li> <li><input type="checkbox"/> Synergy is used for the student population to document vaccinations.</li> </ul> <p><u>Applicable Documents:</u></p> <p><a href="#">Vaccines for COVID-19   CDC</a></p> <p><a href="#">Get Vaccinated Oregon</a></p> <p><a href="#">Accessibility Kit Resource</a></p> <p><a href="#">COVID-19 Pediatric Vaccination Toolkit</a></p>

OHA/ODE Recommendation(s) 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?
Face Coverings	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:</i></p> <p>Universal masking is no longer required of vaccinated or unvaccinated adults or students but welcomed and encouraged in baseline measures. At low community levels wear a mask based on your personal preference or when required by district.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Masking is required under the following circumstances at SKPS: Disability Services: If a student’s IEP or 504 plan indicates a service that requires close contact (3ft) of a staff member, and that student cannot wear a face-covering due to the nature of the disability, the staff member must wear a face covering while performing that service.</li> <li><input type="checkbox"/> District to create and post signage and place face coverings at the front door, creating an environment where face coverings are truly welcomed.</li> <li><input type="checkbox"/> When a local county experiences an increase in communicable disease or when the COVID-19 community level increases, DHA and SKPS communications team will inform families of federal, state, or local recommendations.</li> </ul> <p><u>Applicable documents:</u>  <a href="#">Use and Care of Masks   CDC</a></p>
Isolation	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:</i></p> <p>Per <a href="#">OAR 581-022-2220</a> schools must maintain supervised space to isolate the sick that is separate from the space where other health care tasks take place in addition to having a space to support healthy individuals. Isolation space at each school location is required.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School to identify designated isolation space (required) for every school day.</li> <li><input type="checkbox"/> Identify an additional backup space in the event of a larger communicable disease outbreak.</li> <li><input type="checkbox"/> Health services will train school staff in isolation protocols for sick students and staff identified at the time of arrival or during the school day according to the exclusion measures. Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home.</li> <li><input type="checkbox"/> School to have trained staff that can support all student health and safety needs. Staff to support students on Individualized Health Management Plans.</li> <li><input type="checkbox"/> Offer access to COVID-19 testing.</li> </ul>

OHA/ODE Recommendation(s) 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><input type="checkbox"/> Investigation and control of disease directed by DHA. District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and DHA works closely with LPHA.</li> </ul>
Symptom Screening	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:</i> This is a standard protocol for all levels of pandemic/communicable disease. Communication and information to families and staff about symptoms of communicable disease, including COVID-19. If symptoms are present families and staff are asked to stay home when sick. Students, staff, and visitors are instructed not to come to SKPS ill. Any person who becomes ill onsite will be moved to the isolation space and sent home (with COVID testing as an option). SKPS will communicate with the school community and will have the COVID-19 dashboard on the website.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SKPS will require mandatory COVID-19 staff training on the ATL.</li> <li><input type="checkbox"/> SKPS will create communications which includes symptoms for communicable disease and instructions to families and staff if/when symptoms are present.</li> <li><input type="checkbox"/> SKPS will create a letter template for notifying families of illness within a classroom or communicable disease with the communications team and Health Services. The communication will include the message that staying home when sick can lower the risk of spreading communicable diseases, including the virus that causes COVID-19, to other people.</li> </ul> <p><u>Applicable documents:</u></p> <p><a href="#">Communicable Disease Guidance for Schools</a></p> <p>Investigative Guidelines by County (DHA)</p> <p>HST-F013-Do Not Send Ill Student to School Letter</p>
COVID-19 Testing	<p>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.</p> <p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:</i> Testing for students and staff is available at all sites during all phases of the pandemic. SKPS offers on-site diagnostic testing (with consent), screening testing and at-home testing. All testing options will be available when testing is available through OHA. Ensure access and equity in vaccination, testing, treatment, community outreach, support services for disproportionately affected populations. For diagnostic testing school health nurses</p>



OHA/ODE Recommendation(s) 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>or building administration are available to provide this diagnostic testing onsite with guardian consent. SKPS will offer:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Diagnostic testing BinaxNOW with consent (by admin or school health nurse)</li> <li><input type="checkbox"/> IHealth home tests as available</li> <li><input type="checkbox"/> Screening for students through Santiam</li> <li><input type="checkbox"/> Screening for staff through OHA</li> <li><input type="checkbox"/> Testing consent forms will be incorporated into online or paper registration.</li> </ul> <p><u>Applicable documents:</u>  HST-W018 COVID-19 Testing in SKPS K-12 Schools  HST-F016 COVID-19 Consent Form  SKPS COVID-19 Testing Quick Reference Guide  <a href="#">Oregon Health Authority : Oregon's COVID-19 Testing in K-12 schools : COVID-19 Response : State of Oregon School Testing for COVID-19   CDC</a></p>
Airflow and Circulation	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:</i>  In SKPS, standard operating procedures have been established directing the inspection, maintenance, and filtration requirements of HVAC equipment as well as directions to maximize the ventilation of buildings by increasing fresh air intake, purging the building before and after occupancy, etc. Building HVAC outside air dampers will be adjusted such that their minimum damper setting meets recommended outside air infiltration rates per ADSSHRAE 62.11-2019 “Ventilation for Acceptable Indoor Air Quality”.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Additional mitigation measures include the assessment of individual spaces to determine the need for portable HEPA filtration systems.</li> <li><input type="checkbox"/> Facilities to train and monitor staff on HVAC, monthly service, repair, workflow</li> </ul> <p><u>Applicable documents:</u>  FAC-P021 HVAC Standard Operating Procedure  FAC-W043 Portable HEPA Air Filtration System Operation  <a href="#">Ventilation in Schools and ChildCare Programs (cdc.gov)</a></p>
Cohorting	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SKPS identifies Synergy attendance as monitoring</li> </ul>
Physical Distancing	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maintain at least 3 feet to the greatest extent possible.</li> <li><input type="checkbox"/> Areas of higher transmission, such as isolation room increase distancing.</li> </ul>
Hand Washing	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:</i>  Practicing and accessibility to hand hygiene is a simple yet effective way to prevent infections. Hand hygiene, which means cleaning your hands by washing with soap and water or using an alcohol-based hand sanitizer</p>

OHA/ODE Recommendation(s) 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>containing at least 60% alcohol, is one of the best ways to avoid getting sick and prevent spreading germs to others. Implementation of routine hand washing, before/during/after preparing food, before/after eating, before/after caring for someone who is sick, before/after using the restroom or changing diapers, after blowing your nose/coughing/sneezing, breakfast/lunch, PE, music ect.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff will teach proper handwashing and covering coughs etiquette.</li> <li><input type="checkbox"/> Adequate handwashing supplies and access will be available.</li> <li><input type="checkbox"/> Access to hand sanitizer with at least 60% alcohol for use. Hand sanitizers will be stored up, away, and out of sight of younger children and will be used only with adult supervision for children ages 5 years and younger.</li> <li><input type="checkbox"/> Post signs as well as model and teach to students. Visual directions and posters are up across schools and district facilities about hand washing as well as cough etiquette.</li> </ul> <p><u>Applicable documents:</u>  <a href="#">Handwashing in Communities: Clean Hands Save Lives   CDC</a>  <a href="#">Health Promotion Materials   Handwashing   CDC</a>  <a href="#">Respiratory Hygiene/Cough Etiquette   FAQs   Infection Control   Division of Oral Health   CDC</a></p>
Cleaning and Disinfection	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:</i>  Cleaning with products containing soap or detergent reduces germs on surfaces by removing contaminants and decreases the risk of infection from surfaces. Disinfecting kills any remaining germs on surfaces, which further reduces any risk of spreading infection.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Daily cleaning of all touch points in classrooms, transportation, common areas, cafeterias with a general cleaner and per protocol.</li> <li><input type="checkbox"/> Disinfected as per protocol.</li> <li><input type="checkbox"/> During an outbreak or illness, illness cleaning will be initiated by COVID-19 response team.</li> </ul> <p><u>Applicable documents:</u>  SKPS QAM Cleaning Product and Use, Disinfecting Products and Use</p>
Training and Public Health Education	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:</i>  SKPS has established plans in collaboration with Local Public Health Authorities (LPHA) for communicating health and safety protocols to students, staff, families and to our diverse communities within the district. Ensuring succinct, accurate and streamlined communication on safety protocols and COVID-19 guidance is top priority. Communication incorporates a layered approach using all forms of media to relay essential information in multiple languages including English, Swahili, Spanish, Russian, Arabic, Chuukese and Marshallese.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SKPS will require mandatory COVID-19 staff training on the ATL.</li> <li><input type="checkbox"/> School will work with the school safety committee to ensure that staff have a safe place to bring implementation questions and suggestions forward.</li> </ul>

<b>OHA/ODE Recommendation(s)</b> 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>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> School will work with the COVID-19 Response Team to ensure that staff have a safe place to bring implementation questions and suggestions forward (barcode).</li> <li><input type="checkbox"/> COVID-19 Response team to train staff on COVID-19 protocols, communicable disease, and safety protocols.</li> <li><input type="checkbox"/> Retrain health and safety protocols in the fall upon student arrival.</li> </ul>

**Table 6 (Response).**

**COVID-19 Mitigating Measures**

<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? <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 Vaccination	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:</i></p> <p>During periods of high transmission SKPS collaborates with the LPHA and OHA in the establishment of vaccine clinics at any school sites requested by the health authority. Synergy is used for the student population to document vaccinations, COVID-19 was added to the platform for documentation and recording purposes. Ensure access and equity in vaccination, testing, treatment, community outreach, support services for disproportionately affected populations.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School district to begin planning additional on-site vaccination clinics in coordination with community partners.</li> <li><input type="checkbox"/> Communication and information to families for accessibility in preferred language for anyone who can benefit from accommodations.</li> </ul> <p><u>Applicable documents:</u></p> <p><a href="#">Vaccines for COVID-19   CDC</a></p> <p><a href="#">Get Vaccinated Oregon.</a></p>

<p><b>OHA/ODE Recommendation(s)</b> 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? *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><a href="#">OAR 333-019-1030</a></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> <i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:</i> During periods of high transmission:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When a local county experiences an increase in communicable disease or when the COVID-19 community level increases, DHA and SKPS communications team will inform families of federal, state, or local recommendations for the school setting.</li> <li><input type="checkbox"/> District in collaboration with the LPHA may require or strongly recommend universal indoor masking at the direction of the superintendent.</li> <li><input type="checkbox"/> At high community levels wear a well-fitting mask indoors in public, regardless of vaccination status or individual risk and/or per state regulations. If you are immunocompromised or at <a href="#">high risk for severe illness</a> wear a mask or respirator that provides you with greater protection.</li> <li><input type="checkbox"/> Create and post signage at all entrances to facilities.</li> <li><input type="checkbox"/> Masking is required under the following circumstances at SKPS: Disability Services: If a student’s IEP or 504 plan indicates a service that requires close contact (3ft) of a staff member, and that student cannot wear a face-covering due to the nature of the disability, the staff member must wear a face covering while performing that service.</li> </ul> <p><u>Applicable documents:</u> <a href="#">Use and Care of Masks   CDC</a></p>
<p>Isolation</p>	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:</i></p>

<p><b>OHA/ODE Recommendation(s)</b> 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? *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>At high community levels, schools have designated trained staff that can support all student health and safety needs and be well informed of COVID-19 protocols. Staff trained in isolation room protocols, quarantine protocols, and wearing of PPE. Staff to support students on Individualized Health Management Plans and medical procedures. Offer access to COVID-19 testing.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School will begin to prepare the additional spaces identified for isolation use during an active outbreak.</li> <li><input type="checkbox"/> Screening protocols at time of arrival or during the school day per communicable disease protocol. Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home.</li> <li><input type="checkbox"/> District policies and procedures incorporate a layered approach to identifying and mitigating outbreaks of communicable diseases including COVID-19.</li> </ul> <p><u>Applicable documents:</u> HST-W008 Communicable Disease HST-M002 - COVID-19 Pandemic Addendum <a href="#">OAR 581-022-2220</a></p>
<p>Symptom Screening</p>	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:</i> Consider setting specific recommendations for prevention strategies based on local factors when cases are high:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Emphasis on school communication to only come healthy to school and work healthy.</li> <li><input type="checkbox"/> Visual screenings upon arrival</li> <li><input type="checkbox"/> Isolation of symptomatic or ill, offer testing and send home.</li> <li><input type="checkbox"/> Communication message to families about the active outbreak(s).</li> <li><input type="checkbox"/> Continue communication to families to only come to school healthy, staying home when sick can lower the risk of spreading infectious disease.</li> <li><input type="checkbox"/> Advised students and staff to monitor daily for symptoms (similar to CICO).</li> </ul> <p><u>Applicable documents:</u> HST-F013-Do Not Send Ill Student to School Letter <a href="#">Communicable Disease Guidance for Schools</a> Investigative Guidelines by County</p>
<p>COVID-19 Testing</p>	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:</i> Testing for students and staff is available at all sites during all phases of the pandemic, especially focusing on high levels of community transmission and need for access. SKPS to increase resources to offer this increased access</p>

<p><b>OHA/ODE Recommendation(s)</b> 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? *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>such as in drive through clinics, before/after school testing sites, onsite collaboration, community outreach. Ensure access and equity in vaccination, testing, treatment, community outreach, support services for disproportionately affected populations.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication to families offering the opportunity to opt-in to diagnostic testing or screening programs with appropriate consent.</li> <li><input type="checkbox"/> Increase access to testing with possible testing clinic options.</li> <li><input type="checkbox"/> Increase access to utilize the enhanced exposure testing, offering COVID-19 tests to students or staff at increased risk of severe illness, medically fragile individuals.</li> </ul> <p><u>Applicable documents:</u> HST-W018 COVID-19 Testing in SKPS K-12 Schools HST-F013-Do Not Send Ill Student to School Letter SKPS COVID-19 Testing Quick Reference Guide (3/2020) <a href="#">Oregon Health Authority : Oregon's COVID-19 Testing in K-12 schools : COVID-19 Response : State of Oregon School Testing for COVID-19   CDC</a></p>
<p><b>Airflow and Circulation</b></p>	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:</i> During high levels of community spread ensure all systems are working at full capacity. Plan outside school events such as lunches, classes, recess when it is safe. In SKPS, standard operating procedures have been established directing the inspection, maintenance, and filtration requirements of HVAC equipment as well as directions to maximize the ventilation of buildings by increasing fresh air intake, purging the building before and after occupancy, etc. Building HVAC outside air dampers will be adjusted to the maximum setting that will not damage the system due to freezing and that will allow the system to maintain temperatures in an acceptable range for occupancy. Additional mitigation measures include the assessment of individual spaces to determine the need for portable HEPA filtration systems.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encourage outdoor spaces for breaks, meals, and learning when safe.</li> <li><input type="checkbox"/> Relocate to an outdoor setting or postpone activities where the school community comes together while an outbreak is active, or the COVID-19 community level is high.</li> </ul> <p><u>Applicable documents:</u> FAC-P021 HVAC Standard Operating Procedure FAC-W043 Portable HEPA Air Filtration System Operation</p>

<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? <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>
Cohorting <sup>2</sup>	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:</i></p> <p><i>Schools should notify their DHA 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 with the investigative process by school and DHA:</i></p> <ol style="list-style-type: none"> <li><i>1. At the school level: ≥ 30% absenteeism ill above normal absent student population absent d/t illness</i></li> <li><i>2. At the cohort level: ≥ 20% absenteeism ill above the normal absent rate absent d/t illness</i></li> </ol> <ul style="list-style-type: none"> <li><input type="checkbox"/> During periods of high transmission, cohorting is a significant strategy to reduce COVID-19 spread. Cohorting refers to establishing a consistent group of students that stay together for a significant portion of the school day. Cohorts help manage risks in the potential spread of COVID-19.</li> <li><input type="checkbox"/> SKPS identifies each class space as a cohort which is established and tracked utilizing regular Synergy attendance taking.</li> </ul> <p><u>Applicable documents:</u>            HST-W008 Communicable Disease            HST-M002 - COVID-19 Pandemic Addendum            HST-F014-LPHA Communicable Disease Line List</p>
Physical Distancing	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> During periods of high transmission encourage students and staff to maintain at least 3 feet to the greatest extent possible.</li> <li><input type="checkbox"/> Areas of higher transmission, such as isolation room increase distancing.</li> <li><input type="checkbox"/> When and where possible indoor activities will be moved outdoors to increase distance and ventilation.</li> </ul>
Hand Washing	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> During times of increased transmission, increase time for hand hygiene.</li> <li><input type="checkbox"/> Across all SKPS district facilities and schools, access to hand washing stations augmented by the use hand sanitizer containing at least 60% alcohol will always be available.</li> </ul>

<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> 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? *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>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Additional mitigation measures will be taken at higher risk activities such as breakfast/lunch, PE, and music.</li> <li><input type="checkbox"/> Visual directions and posters are up across schools and district facilities about hand washing as well as cough etiquette.</li> </ul>
<p>Cleaning and Disinfection</p>	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:</i> At high levels of community transmission have access to cleaning and disinfecting (for trained staff) products readily available. Clean routinely throughout the day and especially focusing on high frequency touch points. At times when a space has increased illness or outbreak, assign appropriate staff to disinfect those areas at a higher level. Have a district plan of how to communicate that to staff and families to reduce any risk of spreading infection.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Daily cleaning of all touch points in classrooms, transportation, common areas, cafeterias with a general cleaner and per protocol.</li> <li><input type="checkbox"/> Disinfected as per protocol.</li> <li><input type="checkbox"/> During an outbreak or illness, illness cleaning will be initiated by COVID-19 response team.</li> <li><input type="checkbox"/> Utilize a full room disinfecting process for areas identified to have high transmission rates or spread of illness.</li> </ul>
<p>Training and Public Health Education</p>	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:</i> Increase communication on transparency of cases and outbreaks with staff and families. The district dashboard of data would be an ideal way for districts to communicate case rates. DHA and LPHA will work on communicable disease communication and notifications.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SKPS has established plans in collaboration with Local Public Health Authorities (LPHA) for communicating health and safety protocols to students, families and to our diverse communities within the district.</li> <li><input type="checkbox"/> Ensuring succinct, accurate and streamlined communication on safety protocols and COVID-19 guidance is top priority. Communication incorporates a layered approach using all forms of media to relay essential information in multiple languages including English, Swahili, Spanish, Russian, Arabic, Chuukese and Marshallese.</li> <li><input type="checkbox"/> Review health and safety protocols and reteaching staff and students.</li> </ul>



**Table 7 (Recovery).**

**COVID-19 Mitigating Measures**

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p><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?</p>
<p>COVID-19 Vaccination</p>	<p><i>All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> During periods of medium transmission SKPS collaborates with the LPHA and OHA in the establishment of vaccine clinics at school sites or information about community vaccine events.</li> <li><input type="checkbox"/> This collaboration decreases as case counts lower and increases as case counts rise. Ensure access and equity in vaccination, testing, treatment, community outreach, support services for disproportionately affected populations.</li> </ul> <p><u>Additional documents:</u></p> <p><a href="#">Vaccines for COVID-19   CDC</a></p> <p><a href="#">Get Vaccinated Oregon.</a></p> <p><a href="#">OAR 333-019-1030</a></p>
<p>Face Coverings</p>	<p><i>All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:</i></p> <p>As case levels decrease to moderate slowly return to baseline.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Face coverings become optional or partially optional based on district and community protocols. If you are immunocompromised or at <a href="#">high risk for severe illness</a> talk to your healthcare provider about additional precautions, such as wearing masks or respirators indoors in public.</li> <li><input type="checkbox"/> Recommended use of face coverings indoors and following district protocols.</li> <li><input type="checkbox"/> Communication to families and staff about recommendations to reduce the risk of spreading disease.</li> <li><input type="checkbox"/> Masking is required under the following circumstances at SKPS: Disability Services: If a student’s IEP or 504 plan indicates a service that requires close contact (3ft) of a staff member, and that student cannot</li> </ul>

<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?
	<p>wear a face-covering due to the nature of the disability, the staff member must wear a face covering while performing that service.</p> <p><u>Additional documents:</u></p> <p><a href="#">Use and Care of Masks   CDC</a></p>
Isolation	<p><i>All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:</i></p> <p>As case levels decrease to moderate, continue to maintain supervised space to isolate the sick that is separate from the space where other healthy tasks take place.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School to continue designated isolation space.</li> <li><input type="checkbox"/> Staff continue to follow protocols for sick students and staff identified according to the exclusion measures.</li> <li><input type="checkbox"/> Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home.</li> <li><input type="checkbox"/> School to continue to have trained staff that can support all student health and safety needs. Staff to support students on Individualized Health Management Plans.</li> <li><input type="checkbox"/> Offer access to COVID-19 testing.</li> <li><input type="checkbox"/> Investigation and control of disease directed by DHA. District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and DHA works closely with LPHA.</li> </ul> <p><u>Applicable documents:</u></p> <p><a href="#">OAR 581-022-2220</a></p>
Symptom Screening	<p><i>All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:</i></p> <p>This is a standard protocol for all levels of pandemic/communicable disease.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> As cases decrease, continue only coming to school or work healthy. Staying home when sick can lower the risk of spreading infectious diseases.</li> </ul>

<b>OHA/ODE Recommendation(s)</b> 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>
	<input type="checkbox"/> Continue to monitor and control disease. District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and school DHA works closely with LPHA.
COVID-19 Testing	<p><i>All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:</i>            At moderate levels of community transmission continue to offer access and community communication around testing options. Support students, staff, and families with promotion and access to testing. Ensure access and equity in vaccination, testing, treatment, community outreach, support services for disproportionately affected populations. Examples:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Diagnostic testing BinaxNOW with consent (by admin or school health nurse)</li> <li><input type="checkbox"/> IHealth home tests as available</li> <li><input type="checkbox"/> Screening for students (though assigned laboratory)</li> <li><input type="checkbox"/> Screening for staff through OHA</li> <li><input type="checkbox"/> Testing consent forms will be incorporated into online or paper registration</li> </ul> <p><u>Applicable documents:</u></p> <p><a href="#">Oregon Health Authority : Oregon's COVID-19 Testing in K-12 schools : COVID-19 Response : State of Oregon</a></p> <p><a href="#">School Testing for COVID-19   CDC</a></p>
Airflow and Circulation	<p><i>All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:</i>            Ventilation is one component of mitigation strategies to prevent COVID-19 in the school setting. During moderate levels of community spread ensure all systems are working correctly. Monitor need for maintenance of systems.</p> <p><u>Applicable documents:</u></p> <p>FAC-P021 HVAC Standard Operating Procedure            FAC-W043 Portable HEPA Air Filtration System Operation</p>
Cohorting	<p><i>All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SKPS identifies Synergy attendance as monitoring.</li> <li><input type="checkbox"/> Areas of higher transmission, such as isolation room increase distancing.</li> </ul>
Physical Distancing	<p><i>All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maintain at least 3 feet to the greatest extent possible.</li> <li><input type="checkbox"/> Areas of higher transmission, such as isolation room increase distancing.</li> </ul>

<b>OHA/ODE Recommendation(s)</b> 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	<p><i>All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:</i>            When cases are moderate, schools are still encouraged to assign times for increased and additional hand hygiene throughout the school day.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff will teach proper handwashing and covering coughs</li> <li><input type="checkbox"/> Adequate handwashing supplies and access will be available</li> <li><input type="checkbox"/> Access to hand sanitizer with at least 60% alcohol for use. Hand sanitizers will be stored up, away, and out of sight of younger children and will be used only with adult supervision for children ages 5 years and younger.</li> </ul>
Cleaning and Disinfection	<p><i>All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:</i>            At moderate levels of community transmission:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to clean routinely throughout the day and especially focusing on high frequency touch points as per district protocols.</li> <li><input type="checkbox"/> At times when a space has increased illness or outbreak, assign appropriate staff to disinfect those areas at a higher level through the COVID-19 response team approval.</li> </ul>
Training and Public Health Education	<p><i>All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:</i>            SKPS has established plans in collaboration with Local Public Health Authorities (LPHA) for communicating health and safety protocols to students, families and to our diverse communities within the district.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensuring succinct, accurate and streamlined communication on safety protocols and COVID-19 guidance is top priority. Communication incorporates a layered approach using all forms of media to relay essential information in multiple languages including English, Swahili, Spanish, Russian, Arabic, Chuukese and Marshallese.</li> <li><input type="checkbox"/> During a rise in infection levels SKPS increases communication to families to help contain spread coming into schools from the community. As cases decrease the communication lessens and focuses on the primary message of staying home if you are ill.</li> </ul>

## 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.

<https://salkeiz.k12.or.us/covid-19-dashboard/>

Date Last Updated: **08/01/2022**

Date Last Conversation: **Week of 08/08/2022**