School-Level COVID-19 Management Plan

For School Year 2022-23

School/District/Program Information

District or Education Service District Name and ID: **Salem-Keizer Public School 24J - 2142**

School or Program Name: **Pringle Elementary**

Contact Name and Title: **Dave Bertholf, Principal**

Contact Phone: **503-399-3178**   Contact Email: **bertholf_dave@salkeiz.k12.or.us**

Table 1 (Communicable Disease Maintenance).

	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.
School District Communicable Disease Management Plan [OAR 581-022-2220](#)	School District Communicable Disease Management Plan: ❑ **QAM HST-M002-COVID-19 Pandemic Addendum** ❑ **QAM HST-W008-Communicable Disease** ❑ **QAM HST-M001 Pandemic Flu and Infectious Disease** Applicable documents: OHA Communicable Disease Guidance for Schools: Communicable Disease Guidance for Schools
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases [OAR 333-019-0010](#)	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. Applicable documents: ❑ [Communicable Disease Guidance for Schools (oregon.gov)](#) • Symptom-Based Exclusion Guidelines (post in health room and isolation room) • Transmission Routes • Prevention or Mitigation Measures • School Attendance Restrictions and Reporting Applicable SKPS QAM policies and documents: ❑ **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** ❑ **How to set up an isolation room (reach out to building nurse)** ❑ **HST-F014 LPHA Communicable Disease Line List** ❑ **SOS illness Call Plan (reach out to building nurse)**

	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	• Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained. • In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary. • Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.	Dave Bertholf, 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 (*or staff member knowledgeable about risks within a school, emergency response, or operations planning*)	• Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures. • Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system.	Dave Bertholf, 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 (*health aid, administrator, school/district nurse, ESD support*)	• Supports building lead/administrator in determining the level and type of response that is necessary. • Reports to the LPHA any cluster of illness among staff or students. • Provides requested logs and information to the LPHA in a timely manner.	*District Health Authority*: Jodi Peterson, Coordinator of Health Services and Management	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 (*transportation, food service, maintenance/custodial*)	• Advises on prevention/response procedures that are required to maintain student services.	*Transportation*: T.J. Crockett, Director of Transportation Services *Nutrition Services*: Curtis Eriksen, Director of Nutrition Services *Main / Cust*: Joel Smallwood, Director of Facilities and Custodial *Safety and Risk Management Services*: Chris Baldridge, Director of Safety and Risk Management *Human Resources*: Tara Baldridge, Principal on Special Assignment *District Health Authority*: Jodi Peterson, Coordinator of Health Services and Management	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Communications Lead (*staff member responsible for ensuring internal/external messaging is completed*)	• 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. • Shares communications in all languages relevant to school community.	Aaron Harada, Communications PM and Operations Supervisor	
District Level Leadership Support (*staff member in which to consult surrounding a communicable disease event*)	• 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. • Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.	*District Lead*: Chris Baldridge, Director of Safety and Risk Management *Media Inquiries*: Sylvia McDaniel, Director of Communications	
Main Contact within Local Public Health Authority (LPHA)	• Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response. • Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners.	*District Health Authority*: 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[1], 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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[1] 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.	We have regular reviews of student performance based on data and observation. Teams meet to determine the most appropriate academic or behavior intervention for students who are not keeping pace with their peers.
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.	Once the need for additional support or intervention is determined, staff provide intervention to students on a regular basis. The impact of that intervention is monitored regularly with data and observation to determine the efficacy of the intervention.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Teams have been provided ongoing professional development in interventions in order to increase the effectiveness for students.

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: ❑ District-wide K-12 focuses on care and connection during Back-to-School events and during the first weeks of the school year. ❑ Smooth start for all Salem-Keizer Kindergarten, 6th, and 9th grade students. ❑ Embedded time for Social-Emotional Learning 30-60 minutes/daily at elementary and during advisory classes at the secondary level. ❑ Panorama survey prioritizing students' 'Sense of Belonging' and staff analysis of results, twice yearly.

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.	Creative opportunities that allow students and staff to explore and process their experiences are identified in the following protocols: ❑ District-wide K-12 Social-Emotional Learning curriculum that supports students' developing these skills. ❑ Dedicated the first week of school to care and connection, 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. ❑ Before/During/After school Social-Emotional Learning opportunities for students through the development of student unions and equity groups at the secondary level. ❑ Morning meetings at elementary level with time allocated for SEL and wellness. ❑ Focus on student and staff 'Sense of Belonging' through Panorama surveys, twice yearly. ❑ Support sessions with District Coordinator of Multi-tiered systems of support twice per year.
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	Culturally relevant health and mental health services and supports are identified in the following protocols: ❑ Mental health support through community partners at every K-12 school. ❑ Counselors available at all schools K-12, increased counselors at secondary level. ❑ Increased social workers and behavior cadre support at secondary level. ❑ Sensory rooms are available at elementary level and select pilot middle schools to help students build skills and self-regulation. ❑ Calm rooms are available at each middle school and high school for students who need a space to self-regulate. ❑ K-12 professional development on Trauma-Informed Instruction and Restorative Practices.
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	Fostering peer/student led initiatives on wellbeing and mental health are identified in the following protocols: ❑ K-12 school-based student advisory teams to provide student voice and lead initiatives on wellbeing and mental health. ❑ Student unions and equity teams at secondary level. ❑ Allow student voice to inform planning of class meetings at elementary level with specific focus on wellbeing and mental health. ❑ Restorative practices district-wide K-12.

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	*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.* *Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:* SKPS works in partnerships with healthcare providers to promote the use of vaccines and the location of vaccine clinics throughout the district. Utilize the COVID-19 Pediatric Vaccination Toolkit for resources for families. SKPS will collaborate between medical providers and LPHA as we monitor vaccination rates and need in our communities. ❑ 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. ❑ Ensure access and equity in vaccination, testing, treatment, community outreach, support services for disproportionately affected populations. ❑ District to coordinate with LPHA to host vaccination clinics on-site and/or promote community access. ❑ Ensure information is accessible in preferred languages in preparation for vaccination clinics. ❑ SKPS staff are to be vaccinated in accordance with OAR 333-019-1030 or have approved exemptions to the requirements of OAR 333-019-1030 and are required to follow additional district mitigation measures. Volunteers are to be vaccinated or approved exemptions as allowed in OAR 333-019-1030. ❑ Synergy is used for the student population to document vaccinations. Applicable Documents: Vaccines for COVID-19 | CDC Get Vaccinated Oregon Accessibility Kit Resource COVID-19 Pediatric Vaccination Toolkit

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	*Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:* 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. ❑ 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. ❑ District to create and post signage and place face coverings at the front door, creating an environment where face coverings are truly welcomed. ❑ 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. Applicable documents: Use and Care of Masks | CDC
Isolation	*Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:* *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 in addition to having a space to support healthy individuals. Isolation space at each school location is required.* ❑ School to identify designated isolation space (required) for every school day. ❑ Identify an additional backup space in the event of a larger communicable disease outbreak. ❑ 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. ❑ School to have trained staff that can support all student health and safety needs. Staff to support students on Individualized Health Management Plans. ❑ Offer access to COVID-19 testing.

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?
	❑ 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.
Symptom Screening	*Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:* 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. ❑ SKPS will require mandatory COVID-19 staff training on the ATL. ❑ SKPS will create communications which includes symptoms for communicable disease and instructions to families and staff if/when symptoms are present. ❑ 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. Applicable documents: Communicable Disease Guidance for Schools Investigative Guidelines by County (DHA) HST-F013-Do Not Send Ill Student to School Letter
COVID-19 Testing	*OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.* *Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:* 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

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?
	or building administration are available to provide this diagnostic testing onsite with guardian consent. SKPS will offer: ❑ Diagnostic testing BinaxNOW with consent (by admin or school health nurse) ❑ IHealth home tests as available ❑ Screening for students through Santiam ❑ Screening for staff through OHA ❑ Testing consent forms will be incorporated into online or paper registration. Applicable documents: HST-W018 COVID-19 Testing in SKPS K-12 Schools HST-F016 COVID-19 Consent Form SKPS COVID-19 Testing Quick Reference Guide Oregon Health Authority : Oregon's COVID-19 Testing in K-12 schools : COVID-19 Response : State of Oregon School Testing for COVID-19 | CDC
Airflow and Circulation	*Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:* 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 ADSHRAE 62.11-2019 "Ventilation for Acceptable Indoor Air Quality". ❑ Additional mitigation measures include the assessment of individual spaces to determine the need for portable HEPA filtration systems. ❑ Facilities to train and monitor staff on HVAC, monthly service, repair, workflow Applicable documents: FAC-P021 HVAC Standard Operating Procedure FAC-W043 Portable HEPA Air Filtration System Operation Ventilation in Schools and ChildCare Programs (cdc.gov)
Cohorting	*Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:* ❑ SKPS identifies Synergy attendance as monitoring
Physical Distancing	*Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:* ❑ Maintain at least 3 feet to the greatest extent possible. ❑ Areas of higher transmission, such as isolation room increase distancing.
Hand Washing	*Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:* 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

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?
	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. ❑ Staff will teach proper handwashing and covering coughs etiquette. ❑ Adequate handwashing supplies and access will be available. ❑ 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. ❑ 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. Applicable documents: Handwashing in Communities: Clean Hands Save Lives | CDC Health Promotion Materials | Handwashing | CDC Respiratory Hygiene/Cough Etiquette | FAQs | Infection Control | Division of Oral Health | CDC
Cleaning and Disinfection	*Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:* 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. ❑ Daily cleaning of all touch points in classrooms, transportation, common areas, cafeterias with a general cleaner and per protocol. ❑ Disinfected as per protocol. ❑ During an outbreak or illness, illness cleaning will be initiated by COVID-19 response team. Applicable documents: SKPS QAM Cleaning Product and Use, Disinfecting Products and Use
Training and Public Health Education	*Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:* 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. ❑ SKPS will require mandatory COVID-19 staff training on the ATL. ❑ School will work with the school safety committee to ensure that staff have a safe place to bring implementation questions and suggestions forward.

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?
	❑ 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). ❑ COVID-19 Response team to train staff on COVID-19 protocols, communicable disease, and safety protocols. ❑ Retrain health and safety protocols in the fall upon student arrival.

Table 6 (Response).   COVID-19 Mitigating Measures

OHA/ODE Recommendation(s) Layered Health and Safety Measures	MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
COVID-19 Vaccination	*Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:* 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. ❑ School district to begin planning additional on-stie vaccination clinics in coordination with community partners. ❑ Communication and information to families for accessibility in preferred language for anyone who can benefit from accommodations. Applicable documents: Vaccines for COVID-19 | CDC Get Vaccinated Oregon.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. 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).
	OAR 333-019-1030
Face Coverings	*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.* *Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:* During periods of high transmission: ❑ 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. ❑ District in collaboration with the LPHA may require or strongly recommend universal indoor masking at the direction of the superintendent. ❑ 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 high risk for severe illness wear a mask or respirator that provides you with greater protection. ❑ Create and post signage at all entrances to facilities. ❑ 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. Applicable documents: Use and Care of Masks | CDC
Isolation	*Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:*

OHA/ODE Recommendation(s) Layered Health and Safety Measures	MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. 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).
	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. ❑ School will begin to prepare the additional spaces identified for isolation use during an active outbreak. ❑ 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. ❑ District policies and procedures incorporate a layered approach to identifying and mitigating outbreaks of communicable diseases including COVID-19. Applicable documents: HST-W008 Communicable Disease HST-M002 - COVID-19 Pandemic Addendum OAR 581-022-2220
Symptom Screening	*Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:* Consider setting specific recommendations for prevention strategies based on local factors when cases are high: ❑ Emphasis on school communication to only come healthy to school and work healthy. ❑ Visual screenings upon arrival ❑ Isolation of symptomatic or ill, offer testing and send home. ❑ Communication message to families about the active outbreak(s). ❑ Continue communication to families to only come to school healthy, staying home when sick can lower the risk of spreading infectious disease. ❑ Advised students and staff to monitor daily for symptoms (similar to CICO). Applicable documents: HST-F013-Do Not Send Ill Student to School Letter Communicable Disease Guidance for Schools Investigative Guidelines by County
COVID-19 Testing	*Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:* 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

OHA/ODE Recommendation(s) Layered Health and Safety Measures	MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. 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).
	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. ❏ Communication to families offering the opportunity to opt-in to diagnostic testing or screening programs with appropriate consent. ❏ Increase access to testing with possible testing clinic options. ❏ 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. Applicable documents: 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) Oregon Health Authority : Oregon's COVID-19 Testing in K-12 schools : COVID-19 Response : State of Oregon School Testing for COVID-19 | CDC
Airflow and Circulation	*Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:* 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. ❏ Encourage outdoor spaces for breaks, meals, and learning when safe. ❏ 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. Applicable documents: FAC-P021 HVAC Standard Operating Procedure FAC-W043 Portable HEPA Air Filtration System Operation

OHA/ODE Recommendation(s) Layered Health and Safety Measures	MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. 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).
Cohorting[2]	*Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:* *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:* *1. At the school level: ≥ 30% absenteeism ill above normal absent student population absent d/t illness* *2. At the cohort level: ≥ 20% absenteeism ill above the normal absent rate absent d/t illness* ❑ 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. ❑ SKPS identifies each class space as a cohort which is established and tracked utilizing regular Synergy attendance taking. Applicable documents: HST-W008 Communicable Disease HST-M002 - COVID-19 Pandemic Addendum HST-F014-LPHA Communicable Disease Line List
Physical Distancing	*Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:* ❑ During periods of high transmission encourage students and staff to maintain at least 3 feet to the greatest extent possible. ❑ Areas of higher transmission, such as isolation room increase distancing. ❑ When and where possible indoor activities will be moved outdoors to increase distance and ventilation.
Hand Washing	*Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:* ❑ During times of increased transmission, increase time for hand hygiene. ❑ 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.

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[2] 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.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. 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).
	❑ Additional mitigation measures will be taken at higher risk activities such as breakfast/lunch, PE, and music. ❑ Visual directions and posters are up across schools and district facilities about hand washing as well as cough etiquette.
Cleaning and Disinfection	*Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:* 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. ❑ Daily cleaning of all touch points in classrooms, transportation, common areas, cafeterias with a general cleaner and per protocol. ❑ Disinfected as per protocol. ❑ During an outbreak or illness, illness cleaning will be initiated by COVID-19 response team. ❑ Utilize a full room disinfecting process for areas identified to have high transmission rates or spread of illness.
Training and Public Health Education	*Continue all recommendations from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) and Table 7 (Recovery) in addition to:* 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. ❑ 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. ❑ 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. ❑ Review health and safety protocols and reteaching staff and students.

Table 7 (Recovery).   **COVID-19 Mitigating Measures**

OHA/ODE Recommendation(s) Layered Health and Safety Measures	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?
COVID-19 Vaccination	*All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:* ❑ 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. ❑ 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. Additional documents: Vaccines for COVID-19 | CDC Get Vaccinated Oregon. OAR 333-019-1030
Face Coverings	*All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:* As case levels decrease to moderate slowly return to baseline. ❑ Face coverings become optional or partially optional based on district and community protocols. If you are immunocompromised or at high risk for severe illness talk to your healthcare provider about additional precautions, such as wearing masks or respirators indoors in public. ❑ Recommended use of face coverings indoors and following district protocols. ❑ Communication to families and staff about recommendations to reduce the risk of spreading disease. ❑ 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

OHA/ODE Recommendation(s) Layered Health and Safety Measures	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?
	wear a face-covering due to the nature of the disability, the staff member must wear a face covering while performing that service. Additional documents: [Use and Care of Masks | CDC](#)
Isolation	*All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:* 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. ❑ School to continue designated isolation space. ❑ Staff continue to follow protocols for sick students and staff identified according to the exclusion measures. ❑ Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home. ❑ 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. ❑ Offer access to COVID-19 testing. ❑ 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. Applicable documents: [OAR 581-022-2220](#)
Symptom Screening	*All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:* This is a standard protocol for all levels of pandemic/communicable disease. ❑ As cases decrease, continue only coming to school or work healthy. Staying home when sick can lower the risk of spreading infectious diseases.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	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?
	❑ 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	*All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:* 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: ❑ Diagnostic testing BinaxNOW with consent (by admin or school health nurse) ❑ IHealth home tests as available ❑ Screening for students (though assigned laboratory) ❑ Screening for staff through OHA ❑ Testing consent forms will be incorporated into online or paper registration <u>Applicable documents:</u> Oregon Health Authority : Oregon's COVID-19 Testing in K-12 schools : COVID-19 Response : State of Oregon School Testing for COVID-19	CDC
Airflow and Circulation	*All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:* 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. <u>Applicable documents:</u> FAC-P021 HVAC Standard Operating Procedure FAC-W043 Portable HEPA Air Filtration System Operation
Cohorting	*All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:* ❑ SKPS identifies Synergy attendance as monitoring. ❑ Areas of higher transmission, such as isolation room increase distancing.
Physical Distancing	*All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:* ❑ Maintain at least 3 feet to the greatest extent possible. ❑ Areas of higher transmission, such as isolation room increase distancing.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	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?
Hand Washing	*All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:* When cases are moderate, schools are still encouraged to assign times for increased and additional hand hygiene throughout the school day. ❑ Staff will teach proper handwashing and covering coughs ❑ Adequate handwashing supplies and access will be available ❑ 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.
Cleaning and Disinfection	*All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:* At moderate levels of community transmission: ❑ Continue to clean routinely throughout the day and especially focusing on high frequency touch points as per district protocols. ❑ 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.
Training and Public Health Education	*All requirements from Table 1 (Communicable Disease Maintenance) and Table 5 (Prevention) in addition to:* 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. ❑ 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. ❑ 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.

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/

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