

Program-Level COVID-19 Management Plan
For Program Year 2022-23



Program/District/Program Information

District or Education Service District Name and ID: Southern Oregon Educational Services District (SOESD)


Program or Program Name: Southern Oregon Education Service District (SOESD)


Contact Name and Title: Scott Beveridge, Superintendent

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Table 1.

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|  | <p>Policies, protocols, procedures and plans already in place</p> <p>Provide hyperlinks to any documents or other resources currently utilized in your program/district. Consider adding a brief description about how each is used within your program.</p> |
| <p>Program District Communicable Disease Management Plan OAR 581-022-2220</p> | <p>Per OAR 581-022-2220 SOESD maintains a Communicable Disease Plan (CDMP) which includes policies and procedures that incorporate a comprehensive layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19. SOESD works closely with Local Public Health Authorities (LPHA) to ensure the health and well-being of the SOESD program community. The CDMP is posted on the SOESD website and available to the public.</p> <p>Link to plans: https://www.soesd.k12.or.us/covid-management</p> |
| <p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p> | <p>Exclusion protocols are found in the SOESD CDMP pages 5-6.</p> |
| <p>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</p> | <p>Isolation protocols are found in the SOESD CDMP page 6.</p> |

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|  | <p>Policies, protocols, procedures and plans already in place</p> <p>Provide hyperlinks to any documents or other resources currently utilized in your program/district. Consider adding a brief description about how each is used within your program.</p> |
| <p>Educator Vaccination OAR 333-019-1030</p> | <p>Per OAR 333-019-1030 teachers, program staff, partners and volunteers may not teach, work, learn, study, assist, observe or volunteer at a program unless they are fully vaccinated or have provided documentation of a medical or religious exception.</p> |
| <p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p> | <p>SOESD maintains an Emergency Operations Plan. Link to SOESD Emergency Operation Plan</p> |
| <p>Additional documents reference here:</p> | |



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 program health and safety reside with program and district officials. Together with local public health officials, program/district administrators should consult a variety of individuals when making decisions about health and safety in program.

Table 2. Roles and Responsibilities

| Program planning team members | Responsibilities: | Primary Contact (Name/Title): | Alternative Contact: |
|--|---|---|---|
| Building Lead / Administrator | <ul style="list-style-type: none"> • 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 program community members, health partners, and other local partners. | Patty Michiels, SOESD Chief Human Resources Officer | Daniel Weaver, Chief Financial Officer Diane Dunas, Steps & LTCT Special Ed Coordinator Jamie Sullivan, Early Childhood Services Special Ed Coordinator |
| Program Safety Team Representative <i>(or staff member knowledgeable about risks within a program, emergency response, or operations planning)</i> | <ul style="list-style-type: none"> • 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. | Patty Michiels, SOESD Chief Human Resources Officer | Daniel Weaver, Chief Financial Officer Diane Dunas, Steps & LTCT Special Ed Coordinator Jamie Sullivan, Early Childhood Services Special Ed Coordinator |
| Health Representative <i>(health aid, administrator, program/district nurse, ESD support)</i> | <ul style="list-style-type: none"> • 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. | Patty Michiels, SOESD Chief Human Resources Officer | Daniel Weaver, Chief Financial Officer Tina Talamantes, District Nurse |

| Program planning team members | Responsibilities: | Primary Contact (Name/Title): | Alternative Contact: |
|---|---|--|---|
| Program Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i> | <ul style="list-style-type: none"> Advises on prevention/response procedures that are required to maintain student services. | Patty Michiels, SOESD Chief Human Resources Officer | Daniel Weaver, Chief Financial Officer Diane Dunas, Steps & LTCT Special Ed Coordinator Jamie Sullivan, Early Childhood Services Special Ed Coordinator |
| Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i> | <ul style="list-style-type: none"> Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the program is responding, and action community members can take to protect their health. Shares communications in all languages relevant to program community. | Patty Michiels, SOESD Chief Human Resources Officer | Daniel Weaver, Chief Financial Officer Diane Dunas, Steps & LTCT Special Ed Coordinator Jamie Sullivan, Early Childhood Services Special Ed Coordinator |
| District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i> | <ul style="list-style-type: none"> Has responsibility over COVID-19 response during periods of high transmission. May act as program 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. | Patty Michiels, SOESD Chief Human Resources Officer Tanya Frisendahl, SOESD SSA/SIA Consultant – Educational Services (Re-Opening Lead) | Daniel Weaver, Chief Financial Officer |
| Main Contact within Local Public Health Authority (LPHA) | <ul style="list-style-type: none"> 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. | Patty Michiels, SOESD Chief Human Resources Officer Tanya Frisendahl, SOESD SSA/SIA Consultant – Educational Services (Re-Opening Lead) | Scott Beveridge, Superintendent |

| Program planning team members | Responsibilities: | Primary Contact (Name/Title): | Alternative Contact: |
|-------------------------------|-------------------|-------------------------------|--|
| Others as identified by team | | | Susan Peck, Special Education Director |



Section 2. Equity and Mental Health

Preparing a plan that centers equity and supports mental health

Preparing a program 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 program plans and tools that can be utilized when centering equity in prevention, response, and recovery from incidents of COVID-19 (e.g., district or program equity plans/stances/lenses/decision tools, Equity Committee or Team protocols, district or program systems for including student voice, existing agreements or community engagement or consultation models, Tribal Consultation¹, etc.)

[SOESD Equity Lens Meeting Graphic Organizer](#)

Link to website posting: [SOESD-Equity-Lens-Graphic-Organizer.pdf](#)

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.



Suggested Resources:

1. [Equity Decision Tools](#) for Program 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](#)

Table 3.

Centering Equity

| OHA/ODE Recommendation(s) | Response: |
|--|--|
| <p>Describe how you identify those in your program setting that are disproportionately impacted by COVID-19 and which students and families may need differentiated or additional support.</p> | <p>SOESD is committed to ensuring inclusive and equitable access to in-person learning for all students, including those that are disproportionately impacted by COVID-19, historically underserved or at higher risk of negative impacts or complications related to COVID-19. SOESD administers programs including Steps Plus and Family Solutions Long-Term Care and Treatment Sites that exclusively serve children and teens who are medically fragile, have physical disabilities, and/or mental and behavioral health needs.</p> <ul style="list-style-type: none"> Information on children, teens and their families is initially gathered at registration. Teaching staff use this information to provide needed supports to students. This information is also used to identify trends within program populations that may warrant special programming to meet the special needs of multiple students and families. |
| <p>Describe the process by which the program 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>In partnership with families, student advocates, and teen students, teaching staff use the information described above to develop plans to provide needed supports to students and their families. These plans are integrated with any IEP or 504 plans that may already be in place for a child/teen. This process supports a comprehensive and inclusive approach to serving each individual student.</p> <ul style="list-style-type: none"> Plans are revisited and updated during the school year. SOESD utilizes an “Equity Lens” which provides a structured approach to analyzing the potential impacts of proposed policies, procedures and administrative decisions on programs and students. |
| <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>SOESD provides a comprehensive training program to support the effectiveness of teaching staff in working equitably and compassionately with all students.</p> <ul style="list-style-type: none"> Trainers work closely with teachers and staff to ensure they understand the special needs of their students, and to ensure staff are knowledgeable and competent in implementing evidenced-based strategies to work most effectively with students. |

| OHA/ODE Recommendation(s) | Response: |
|---------------------------|---|
| | <ul style="list-style-type: none"> • Teaching staff receive training in a variety of topics related to equity. Examples include Implicit Bias, Adverse Childhood Experiences (ACEs), Youth Mental Health First Aid, Equity Summit, Southern Oregon White Anti-Racist Educators, and Trauma-Informed Education: DPI Trauma Sensitive Schools. • A tiered system of ongoing professional development is provided to all teaching staff. • Comprehensive training of instructional staff is provided in the diverse menu of mental health strategies, supports and services described in Table 4. • Funding provides substitutes to support instructional staff in participating in training sessions when needed and coaching and feedback is incorporated to ensure instructional staff are supported in effectively implementing evidence-based strategies. |

Mental Health Supports

Programs 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 program 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; program district suicide prevention, intervention, and postvention plan; Program Based Health Center resources; tribal resources, etc.)

- <https://uprisehealth.com/> (Employee Assistance Program)
- <https://uprisehealth.com/resources/covid-19-resources-for-improved-mental-health/> (Employee Assistance Program/COVID-19 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. | <p>SOESD is intentional about building a positive program culture and prioritizes cultivating care, connection, and community throughout the program year to support the social emotional well-being of students, families, and staff. Additional services and supports have been created and implemented to respond to the impacts of COVID-19.</p> <ul style="list-style-type: none"> All staff are provided time and resources to support a variety of activities offered, beginning with welcome activities for incoming students and their families. |
| 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>SOESD provides teaching staff the time and space for creating daily opportunities for students to engage in care, connection, and community-building activities incorporating strengths-based and trauma-informed approaches where students can express their experiences and their learnings in ways that are self-directed and empowering to the extent possible.</p> |
| Describe how you will link staff, students and families with culturally relevant health and mental health services and supports. | <p>SOESD provides comprehensive and culturally relevant health and mental health supports and services to meet the needs of the program community and students. These supports reflect a strengths-based, trauma-informed, and equity-centered educational environment.</p> <ul style="list-style-type: none"> SOESD provides a comprehensive <i>Employee Assistance Program</i> which supports staff mental health and well-being including resources and supports specific to the impacts of COVID-19. |
| Describe how you will foster peer/student lead initiatives on wellbeing and mental health. | <p>SOESD will support and foster student led initiatives on well-being and mental health to the maximum extent possible given the population of students served.</p> |



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

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

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



Suggested Resources:

1. [CDC Guidance for COVID-19 Prevention in K-12 Programs](#)
2. [Communicable Disease Guidance for Programs](#) which includes information regarding
 - Symptom-Based Exclusion Guidelines (pages 8-12)
 - Transmission Routes (pages 29-32)
 - Prevention or Mitigation Measures (pages 5-6)
 - Program Attendance Restrictions and Reporting (page 33)
3. [COVID-19 Investigative Guidelines](#)
4. [Planning for COVID-19 Scenarios in Program](#)
5. [CDC COVID-19 Community Levels](#)
6. [Supports for Continuity of Services](#)

Table 5.

COVID-19 Mitigating Measures

| <p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p> | <p>BASELINE MEASURES: describe what mitigating measures will the program implement all of the time, each and every day of the program year to reduce the spread of COVID-19 and protect in-person instruction?</p> |
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| <p>COVID-19 Vaccination</p> | <p>SOESD complies with OAR 333-019-1030 <i>COVID Vaccination Requirements</i>. Teachers, program staff and volunteers may not teach, work, learn, study, assist, observe or volunteer at a program unless they have provided documentation that they are fully vaccinated or have provided documentation of a medical or religious exception. The rule applies to SOESD teachers, staff, partners, and volunteers who work in our program buildings directly or indirectly with students. SOESD works in partnership with LPHAs to assist staff in accessing required vaccinations. (<i>SOESD Communicable Disease Management Plan (CDMP) p. 4</i>).</p> <p>Programs will continue current practices providing evidence-based information about COVID-19 vaccinations to families. SOESD works in partnerships with LPHA and healthcare providers to promote the benefits of vaccinations and access to vaccine clinics throughout the community.</p> <p>To the greatest extent possible, SOESD:</p> <ul style="list-style-type: none"> ● Ensures access and equity in promoting vaccination testing, treatment, community outreach, and support services for disproportionately affected populations. ● Works with LPHA to promote access to community vaccination events. ● Ensures information on community vaccination events is communicated to families in their preferred languages. <p><u>Applicable documents:</u> Vaccines for COVID-19 CDC Get Vaccinated Oregon</p> |
| <p>Face Coverings</p> | <p>Universal masking is not required of SOESD programs. Those staff, volunteers and students who do choose to wear a mask are welcomed and encouraged to do so as their personal choice. SOESD provides face coverings upon request.</p> |

| OHA/ODE Recommendation(s) Layered Health and Safety Measures | BASELINE MEASURES: describe what mitigating measures will the program implement all of the time, each and every day of the program year to reduce the spread of COVID-19 and protect in-person instruction? |
|--|--|
| | <p>In the following situations, teachers, program staff and volunteers are required to wear masks:</p> <ul style="list-style-type: none"> ● OAR 333-019-1011 <i>Masking Requirements to Control COVID-19 in Health Care Settings</i> requires program nurses, program staff, students, and visitors to wear a mask in areas of a program identified as health care settings. Program health care settings include program health rooms, isolation spaces, non-academic counseling offices, offices where mental health services are delivered, program-based health centers, and other areas where healthcare is routinely delivered. Each program identifies which areas are considered health care settings and monitors masking compliance in those designated spaces. ● Teachers, school staff and volunteers may not teach, work, learn, study, assist, observe or volunteer at a school unless they have provided documentation that they are fully vaccinated or have provided documentation of a medical or religious exception. The rule applies to SOESD teachers, staff, partners, and volunteers who work in our school buildings directly or indirectly with students. If wearing a mask is included as a requirement in a staff or volunteer’s exception plan due to not meeting the vaccination requirement, they must wear the mask identified in their plan. ● During episodes of high community transmission of COVID-19, the district, in collaboration with the LPHA, may require or strongly recommend universal indoor masking at the discretion of the superintendent. <p>(SOESD Communicable Disease Management Plan (CDMP) p. 4).</p> <p><u>Applicable documents:</u> Use and Care of Masks CDC</p> |
| Isolation | <p>SOESD program sites will establish and maintain supervised space to isolate sick students, staff and volunteers that is separate from the space where other health care tasks take place. Trained staff will support all student health and safety needs including <i>Individualized Health Management Plans</i>. Additional spaces may need to be identified in the event of a communicable disease outbreak.</p> |

| OHA/ODE Recommendation(s) Layered Health and Safety Measures | BASELINE MEASURES: describe what mitigating measures will the program implement all of the time, each and every day of the program year to reduce the spread of COVID-19 and protect in-person instruction? |
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| | <p>To the greatest extent possible, SOESD programs will continue current practices including:</p> <ul style="list-style-type: none"> ● Following policies and procedures related to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and work closely with LPHA. ● Isolating individuals with symptoms of contagious conditions including COVID-19 in a designated isolation space and providing supervision by trained staff until they are able to go home. ● Supporting COVID-19 home testing by providing tests for symptomatic students, including those that are medically fragile, to bring home or for families to pick up, as available. ● Not requiring students to wear a mask in the isolation space if they have a medical condition or disability that prevents them from consistently wearing a face covering, or who are unable to remove a face covering independently. ● Requiring that staff providing supervision and symptom monitoring in the isolation space wear an appropriate face covering, preferably a medical-grade mask. ● Properly disposing of all Personal Protective Equipment (PPE) used during the care of a symptomatic individual prior to exiting the isolation care space, followed by hand washing once the PPE has been removed and disposed of. <p><i>(SOESD Communicable Disease Management Plan (CDMP) p. 6).</i></p> |
| Symptom Screening | <p>SOESD programs implement symptom screening protocols for COVID-19 to prevent the spread of illness and maintain in-person learning.</p> <ul style="list-style-type: none"> ● Staff and volunteers are responsible for self-screening of symptoms of contagious conditions including COVID-19. ● Staff will check for symptoms of COVID-19 for students, staff and anyone entering the ESD building or interacting with staff. ● All itinerant and district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings are strongly recommended to keep a log or calendar of their time in each program building and who they were in contact with at each site. Staff members |

| OHA/ODE Recommendation(s) Layered Health and Safety Measures | BASELINE MEASURES: describe what mitigating measures will the program implement all of the time, each and every day of the program year to reduce the spread of COVID-19 and protect in-person instruction? |
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| | <p>such as student teachers, itinerant staff, substitute teachers and other district staff who move between buildings are not considered visitors.</p> <ul style="list-style-type: none"> • Programs will continue current practices of notifying families in the event a contagious illness occurs within a classroom and/or the program. Such communication will include the message that staying home when sick can lower the risk of spreading communicable diseases to other people, including the virus that causes COVID-19. <p><i>(SOESD Communicable Disease Management Plan (CDMP) p. 6).</i></p> <p><u>Applicable documents:</u> Communicable Disease Guide for Programs Investigative Guidelines by county OHA do not send sick child to program letter</p> |
| COVID-19 Testing | <p>SOESD programs will provide information to staff, volunteers, and families on how to access COVID-19 testing in the community.</p> <p><i>(SOESD Communicable Disease Management Plan (CDMP) p. 7).</i></p> <p><u>Applicable documents:</u> Oregon Health Authority : Oregon's COVID-19 Testing in K-12 programs : COVID-19 Response : State of Oregon Program Testing for COVID-19 CDC</p> |
| Airflow and Circulation | <p>Ventilation is a primary tool to reduce viral spread indoors and promote a healthy learning environment. Indoor air spaces need special consideration because of potential COVID-19 transmission from the buildup in air of smaller particles and aerosols that are generated from breathing, talking, coughing, and sneezing.</p> <p>To the extent possible, SOESD ensures effective ventilation and improvements in the indoor air quality in schools by:</p> <ul style="list-style-type: none"> • Increasing the amount of fresh outside air that is introduced into the system. • Exhausting air from indoors to the outdoors; and |

| OHA/ODE Recommendation(s) Layered Health and Safety Measures | BASELINE MEASURES: describe what mitigating measures will the program implement all of the time, each and every day of the program year to reduce the spread of COVID-19 and protect in-person instruction? |
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| | <ul style="list-style-type: none"> • Cleaning the air that is recirculated indoors with effective filtration methods (e.g., HEPA filters) to remove virus-containing particles from the air. <p>Staff are strongly encouraged to increase the circulation of outdoor air into indoor classrooms as much as possible by opening windows and doors, using fans, and other methods. However, staff must <u>not</u> use fans if:</p> <ul style="list-style-type: none"> • They would pose a safety or health risk to staff or students, such as those with pollen allergies or whose asthma symptoms would be exacerbated. • Doors and windows are closed, and the fans are recirculating the classroom air. <p>SOESD has protocols in place for HVAC maintenance and monitoring as well as additional mitigation measures such as the assessment of individual spaces to determine the need for portable HEPA filtration systems.</p> <p><i>(SOESD Communicable Disease Management Plan (CDMP) p. 8).</i></p> <p><u>Applicable documents:</u> Ventilation in Programs and ChildCare Programs (cdc.gov)</p> |
| Cohorting | SOESD does not require cohorting. |
| Physical Distancing | <p>SOESD promotes physical distancing in all daily activities to the extent possible.</p> <p><i>(SOESD Communicable Disease Management Plan (CDMP) p. 9).</i></p> |
| Hand Washing | SOESD has protocols in place to ensure hand hygiene is regularly practiced in order to reduce the spread of contagious conditions including COVID-19. Hand hygiene, which means cleaning your hands by washing with soap and water or using an alcohol-based hand sanitizer containing at least 60% alcohol, is one of the best ways to avoid getting sick and prevent spreading germs to others. |

| OHA/ODE Recommendation(s) Layered Health and Safety Measures | BASELINE MEASURES: describe what mitigating measures will the program implement all of the time, each and every day of the program year to reduce the spread of COVID-19 and protect in-person instruction? |
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| | <p>To the greatest extent possible, program staff shall:</p> <ul style="list-style-type: none"> ● Wash hands frequently with soap and water for at least 20 seconds. (CDC guidance). ● Reinforce protocols and provide handwashing and/or hand sanitizing facilities, tissues and garbage receptacles that are easily accessible to both students and staff. ● Reinforce covering coughs and sneezes among children and staff. ● Teach and model proper handwashing and covering coughs etiquette. ● Post signs about handwashing and cough etiquette. ● Ensure adequate handwashing supplies and access are available. ● Ensure access to hand sanitizer containing at least 60% alcohol for use. ● Ensure hand sanitizers are 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. <p><i>(SOESD Communicable Disease Management Plan (CDMP) p. 9).</i></p> <p><u>Applicable documents:</u> 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</p> |
| Cleaning and Disinfection | <p>SOESD has cleaning and disinfection protocols in place to prevent the transmission of contagious conditions. Cleaning with products containing soap or detergent reduces germs on surfaces by removing contaminants and decreases risk of infection from surfaces. Disinfecting kills any remaining germs on surfaces, which further reduces any risk of spreading infection.</p> <p>Staff will follow cleaning and disinfecting procedures to the extent possible including:</p> |

| OHA/ODE Recommendation(s) Layered Health and Safety Measures | BASELINE MEASURES: describe what mitigating measures will the program implement all of the time, each and every day of the program year to reduce the spread of COVID-19 and protect in-person instruction? |
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| | <ul style="list-style-type: none"> ● Cleaning, sanitizing, and disinfecting frequently touched surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. ● Maintaining clean and disinfected environments (CDC guidance), including classrooms, cafeterias and restrooms. ● Ensuring safe and correct application of disinfectants and keep these products away from students following labeling direction as specified by the manufacturer. ● Cleaning and disinfecting tables between meal periods. ● Providing additional cleaning and disinfecting of affected areas during an outbreak or illness. (SOESD CDMP, p.15) <p>(SOESD Communicable Disease Management Plan (CDMP) p.10).</p> <p><u>Applicable documents:</u> Operational Guidance for K-12 Programs and Early Care and Education Programs to Support Safe In-Person Learning CDC Cleaning and Disinfecting Your Facility CDC</p> |
| Training and Public Health Education | <p>SOESD provides annual comprehensive in-service training in the fall to staff and volunteers prior to the arrival of students including all the protocols and guidance in the <i>SOESD Communicable Disease Plan</i>, and the <i>Program-Level COVID-19 Management Plan</i>. Other training provided includes:</p> <ul style="list-style-type: none"> ● Annual training through Public School Works, COVID-19: How To Protect Yourself and Others. ● Periodic follow-up training by department administrators to re-enforce routines, problem solve specific needs, answer implementation questions, and ensure equity, care, and connection to support the social/emotional well-being of students, families and staff. ● Training on local district protocols posted on the SOESD website. ● Content training for teaching staff on topics related to centering equity and evidence-based mental health supports for promoting care, connection, and relationships within the program community. |

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| OHA/ODE Recommendation(s) Layered Health and Safety Measures | BASELINE MEASURES: describe what mitigating measures will the program implement all of the time, each and every day of the program year to reduce the spread of COVID-19 and protect in-person instruction? |
| | <ul style="list-style-type: none"> • New staff hired after the beginning of the program year will receive training at their onboarding orientation. <p>Communication regarding SOESD health and safety protocols, symptoms of contagious conditions including COVID-19, exclusion policies, vaccination information and other public health education is provided to students and families by SOESD staff with guidance from LPHAs when needed. Such communications will be provided in the preferred language of families to the extent possible.</p> <p><i>(SOESD Communicable Disease Management Plan (CDMP) p. 3).</i></p> |

Table 6. COVID-19 Mitigating Measures

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| OHA/ODE Recommendation(s) Layered Health and Safety Measures | MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the program 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 program, 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 | SOESD will continue to follow the COVID-19 vaccination protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to address incidences of high community transmission. |
| Face Coverings | <p><i>CDC, OHA, and ODE recommend universal use of face coverings during periods of high transmission. Please include whether your program will implement this critical recommendation.</i></p> <p>SOESD will continue to follow the face covering protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to address incidences of high community transmission.</p> |

| OHA/ODE Recommendation(s) Layered Health and Safety Measures | MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the program 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 CDC COVID-19 Community Levels. Within a program, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</i> |
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| Isolation | SOESD will continue to follow the isolation protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to address incidences of high community transmission. |
| Symptom Screening | SOESD will continue to follow the symptom screening protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to address incidences of high community transmission. |
| COVID-19 Testing | SOESD will continue to follow the COVID-19 testing protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to address incidences of high community transmission. |
| Airflow and Circulation | SOESD will continue to follow the airflow and circulation protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to address incidences of high community transmission. |
| Cohorting ² | <p><i>Programs should notify their LPHA about unusual respiratory disease activity if the following absence thresholds are met and at least some students are known to have influenza or COVID-like symptoms:</i></p> <ol style="list-style-type: none"> <i>1. At the program level: ≥ 30% absenteeism, with at least 10 students and staff absent</i> <i>2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i> <p>SOESD will coordinate with LPHA to develop an individualized plan if cohorting is needed during incidences of high community transmission.</p> |
| Physical Distancing | SOESD will continue to follow the physical distancing protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to address incidences of high community transmission. |
| Hand Washing | SOESD will continue to follow the hand washing protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to address incidences of high community transmission. |

² Cohorting refers to establishing a consistent group of students that stay together for a significant portion of the program 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.

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| OHA/ODE Recommendation(s) Layered Health and Safety Measures | MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the program 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 program, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom). |
| Cleaning and Disinfection | SOESD will continue to follow the cleaning and disinfecting protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to address incidences of high community transmission. |
| Training and Public Health Education | SOESD will continue to follow the training and public health education protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to address incidences of high community transmission. |

Table 7. COVID-19 Mitigating Measures

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| OHA/ODE Recommendation(s) Layered Health and Safety Measures | STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does the program will gradually return to a baseline response. Describe how the program 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 program reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended? |
| COVID-19 Vaccination | SOESD will continue to follow the COVID-19 vaccination protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to develop protocols for a gradual return from high transmission levels to baseline. |
| Face Coverings | SOESD will continue to follow the face coverings protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to develop protocols for a gradual return from high transmission levels to baseline. |
| Isolation | SOESD will continue to follow the isolation protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to develop protocols for a gradual return from high transmission levels to baseline. |

| OHA/ODE Recommendation(s) Layered Health and Safety Measures | STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does the program will gradually return to a baseline response. Describe how the program 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 program reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended? |
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| Symptom Screening | SOESD will continue to follow the symptom screening protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to develop protocols for a gradual return from high transmission levels to baseline. |
| COVID-19 Testing | SOESD will continue to follow the COVID-19 testing protocols described in the baseline measures, and coordinate with LPHA to develop an individualized plan to develop protocols for a gradual return from high transmission levels to baseline. |
| Airflow and Circulation | SOESD will continue to follow the airflow and ventilation protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to develop protocols for a gradual return from high transmission levels to baseline. |
| Cohorting | SOESD coordinate with LPHA to develop an individualized plan to develop protocols if needed for a gradual return from high transmission levels to baseline. |
| Physical Distancing | SOESD will continue to follow the physical distancing protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to develop protocols for a gradual return from high transmission levels to baseline. |
| Hand Washing | SOESD will continue to follow the COVID-19 hand washing protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to develop protocols for a gradual return from high transmission levels to baseline. |
| Cleaning and Disinfection | SOESD will continue to follow the cleaning and disinfection protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to develop protocols for a gradual return from high transmission levels to baseline. |
| Training and Public Health Education | SOESD will continue to follow the training and public health education protocols described in the baseline measures above, and coordinate with LPHA to develop an individualized plan to develop protocols for a gradual return from high transmission levels to baseline. |

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. Programs, 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.