

School-Level COVID-19 Management Plan

School Year 2022-23



School/District/Program Information

District or Education Service District Name and ID: Klamath Falls City Schools


Institution ID: 4545

School or Program Name: EagleRidge High School

Contact Name and Title: Kimberly Cappel Executive Director

Contact Phone: 541-884-7627 Contact Email: kim.cappel@ehsr3.org

Table 1.

	<p>Policies, protocols, procedures and plans already in place Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>
<p>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>Communicable Disease Management Policy – Student Communicable Disease Management Procedure – Student Communicable Disease Management Policy – Staff Communicable Disease Management Procedure – Staff</p> <p>EagleRidge High School is committed to ensuring best practices for our policies and procedures for our Communicable Disease Management Plan. We will continue our collaboration with Klamath County Public Health Authority and district nursing services to ensure best practices with contact tracing, quarantine and isolation.</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>Screening and Isolation Protocols</p> <p>Example Letter on not sending ill students to school</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</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>All staff and students have been given access to COVID-19 vaccines and been encouraged to receive the vaccines. We have communicated and will continue to communicate all opportunities for vaccinations within Klamath County. All staff will be required to have proof of vaccination on file. Those staff members that are exempt to vaccination due to medical or religious exemptions, shall have documentation on file with the executive director and/or business manager.</p>



Policies, protocols, procedures and plans already in place
 Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.

**Emergency Plan or
 Emergency Operations
 Plan**
[OAR 581-022-2225](#)

[Safety and Emergency Plans](#)

**Additional documents
 reference here:**



SECTION 1. Clarifying Roles and Responsibilities

Identifying roles central to communicable disease management. Clarifying responsibilities related to communicable disease response is a first step in keeping communities healthy and safe. In general, decisions of school health and safety reside with school and district officials. Together with local public health officials, school/district administrators should consult a variety of individuals when making decisions about health and safety in school.

Table 2. Roles and Responsibilities

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	<ul style="list-style-type: none"> 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. 	Kimberly Cappel Executive Director	Emilie Benke Assistant Director

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	<ul style="list-style-type: none"> Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners. 		
<p>School Safety Team Representative <i>(or staff member knowledgeable about risks within a school, emergency response, or operations planning)</i></p>	<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. 	<p>Kimberly Cappel Executive Director</p>	<p>Wally Olszowka Facilities Manager</p>
<p>Health Representative <i>(health aid, administrator, school/district nurse, ESD support)</i></p>	<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 on any cluster of illness among staff or students. Provides requested logs and information to the LPHA in a timely manner. 	<p>Candace Hatley Administrative Asst/Registrar</p>	<p>Kimberly Cappel Executive Director</p>
<p>School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i></p>	<ul style="list-style-type: none"> Advises on prevention/response procedures that are required to maintain student services. 	<p>Kimberly Cappel Executive Director</p>	<p>Emilie Benke Assistant Director</p>

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<p>Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i></p>	<ul style="list-style-type: none"> 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 the school community. 	<p>Kimberly Cappel Executive Director</p>	<p>Emilie Benke Assistant Director</p>
<p>District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i></p>	<ul style="list-style-type: none"> 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. 	<p>Kimberly Cappel Executive Director</p>	<p>Candace Hatley Administrative Asst/Registrar</p>
<p>Main Contact within Local Public Health Authority (LPHA)</p>	<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. 	<p>Kimberly Cappel Executive Director</p>	<p>Emilie Benke Assistant Director</p>
<p>Others as identified by team</p>		<p>Tina Douglas Business Manager</p>	



Section 2. Equity and Mental Health

Preparing a plan that centers equity and supports mental health

Preparing a school to manage COVID-19 requires an inclusive and holistic approach to protect access to in-person learning for all students. In this section suggested resources are offered to help prepare for COVID-19 management while centering an equitable and caring response.

Centering Equity

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

- [School Equity Policy](#)
- [Equity Lens Decision Maker](#)



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](#)

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.	EHS has a support system that identifies students that have been disproportionately impacted by COVID-19. This support system provides wrap around services for not only students but for their families. As an administrative staff, with input from certified and classified employees, we identify these students to ensure that they receive the additional support necessary to lessen the impact COVID-19 has caused.
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.	When a student is identified as needing additional support, we assess the needs of the student and/or the families. If applicable, as a school, we provide additional support. However, there is support needed that will be served by community partners to help provide the resources and support necessary for our students.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	EHS care and connection culture is centered around the health and wellbeing of our students. When a need has been identified we reach out to our community resources for support. Some of wrap around services include; McKinney Vento supports, clothing, transportation, tribal health and wellness, technology supports, mentoring, mental health, and academic interventions.

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.)

- Counseling services and partnership with mental health services through CRT Counseling
- Partnership with Klamath Tribes and Sources of Strength program for suicide prevention
- Partnership with Citizens for Safe Schools for support of LGBTQIA students academically and emotionally



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:
<p>Describe how you will devote time for students and staff to connect and build relationships.</p>	<p>Before school starts:</p> <ul style="list-style-type: none"> - Staff Bonding Trip – all staff will have the opportunity during in-service to bond and connect outside of the school building. - High-Tech Academy – this is a weeklong session that provides new students with an opportunity to meet other new students and become familiar with the school. This helps especially in the transition from 8th to 9th grades. <p>Beginning of the year:</p> <ul style="list-style-type: none"> - Innovate EHS – first three weeks of school devoted to staff and student bonding through course offerings of fun and engaging electives. - First day of school – modified schedule for students to have in depth grade level bonding with their advisory teachers. - First day of school back to school BBQ lunch with music and games for all students/staff to build relationships in a relaxed and fun environment. <p>Ongoing:</p> <ul style="list-style-type: none"> - Advisory class where each student is paired with an advisory teacher for the year and is able to bond with other students in their grade level.

OHA/ODE Recommendation(s)	Response:
	<ul style="list-style-type: none"> - Monthly Family Engagement nights for staff members and families to connect and provide support. - School spirit week each term with dress up themes and fun events. - Discussion Circles for staff and students to connect to discuss any issues that may arise at school or in the community.
<p>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>	<p>Advisory class:</p> <ul style="list-style-type: none"> - Students will be scheduled an advisory class every day with opportunities to discuss mental health and ensure that SEL is prioritized. Restorative practices and community circles for discussion will be a part of the weekly curriculum. <p>Tutorial:</p> <ul style="list-style-type: none"> - Students are welcome to attend after-school tutorials for extra academic and emotional support. <p>Citizens for Safe Schools:</p> <ul style="list-style-type: none"> - Mentors are available to students to support and process their emotional and academic well-being. <p>Engagement Events:</p> <ul style="list-style-type: none"> - Staff, students and families are all invited to attend family engagement events that will focus on various types of support for students to include academics, mental health, cultural relevance and awareness, parenting, and relationship building. <p>Mental Health Support Staff:</p> <ul style="list-style-type: none"> - An onsite counselor (s) is available to all students and staff for individual and group counseling sessions.
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>Engagement Events:</p> <ul style="list-style-type: none"> - Mental health will be prioritized and supported during family engagement events. <p>Mental Health Support Staff:</p> <ul style="list-style-type: none"> - An onsite counselor will be available to all students and staff. - The counselor will also provide information and support to families seeking mental health services for their students.
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>Sources of Strength:</p> <ul style="list-style-type: none"> - Students may participate in the Sources of Strength program, a student led campaign initiative that focuses on mental health and suicide prevention. <p>Leadership:</p> <ul style="list-style-type: none"> - The leadership class will promote schoolwide initiatives and events to build school community and foster relationships to promote wellbeing and an inclusive school culture. <p>Culture Club:</p>

OHA/ODE Recommendation(s)	Response:
	<ul style="list-style-type: none"><li data-bbox="625 207 1696 240">– Student-led activities to engage peers and foster a sense of safety and belonging.



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

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

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



Suggested Resources:

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

Table 5.

COVID-19 Mitigating Measures

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures the school will implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
COVID-19 Vaccination	<p>All staff and students have been given access to COVID-19 vaccines and been encouraged to receive the vaccines. We will continue to publicize opportunities for vaccinations and boosters within Klamath County.</p> <p>All staff will be required to have proof of vaccination on file. Those staff members that are exempt to vaccination due to medical or religious exemptions, shall have documentation on file with the executive director and/or business manager.</p>
Face Coverings	<p>Face Coverings are an essential protective layer of protection from the spread of COVID-19. Universal masking is no longer required, however if transmission levels begin to increase, we will recommend face coverings for both students and staff.</p>
Isolation	<p>When a screening indicates that a student may be symptomatic, the student is offered a mask and directed to the 'isolation area'. The isolation area has been specified as the counseling office.</p>
Symptom Screening	<p>Students will be visually screened by staff upon entering the building. When a screening indicates that a student may be symptomatic, the student is offered a mask and directed to the 'isolation area'. The isolation area has been specified as the counseling office. Protocols from the Communicable Disease Management Plan will be implemented. Screening will include updating local and district student logs.</p>
COVID-19 Testing	<p>The safety and well-being of all students and staff is our priority. We will offer an opportunity for our families to opt-in to diagnostic testing and screening programs. We will ensure there is equitable access to diagnostic testing and screening for all our staff and students. We will also increase access to students that are medically fragile or may have a severe illness.</p>
Airflow and Circulation	<p>HVAC systems have been upgraded to ensure efficient air flow within the buildings. We will continue with the system filters being changed often to ensure appropriate airflow and circulation.</p> <p>We will take measures to ensure that there will be limited gatherings, postponement of gatherings or outside gatherings during periods of high transmission levels.</p>
Cohorting	<p>During periods of high transmission, each class space will be identified as a cohort that will be monitored using regular attendance tracking.</p>
Physical Distancing	<p>When there are periods of high transmission or active outbreaks, we will encourage staff and students to maintain at least 3 feet to the greatest extent possible.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures the school will 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?
Hand Washing	All staff and students will have access to hand washing and hand sanitizing stations. Opportunities will be given to all staff and students several times throughout the instructional day. Staff and students will have the opportunity to sanitize their hands upon entering the building and wash and sanitize their hands before meals.
Cleaning and Disinfection	We will continue to use the Communicable Disease Maintenance procedures to ensure proper cleaning and disinfection. The following will be completed: <ul style="list-style-type: none"> • Daily cleaning of all touch points in classrooms, common areas with Alpha HP. • All restrooms will be disinfected daily. • During an active outbreak, there will be extensive cleaning within the school and especially in high touch areas.
Training and Public Health Education	EHS has communication protocols that include informing families and staff of COVID-19 cases within the school community. These communications are meant to provide clarity and support materials to community members (in their preferred language) about the specific health and safety protocols in place at the school, and why these might differ from those of nearby schools or be different across school districts.

Table 6. 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	We will continue with our Communicable Disease Maintenance, Prevention and Recovery Protocols. During periods of high transmission, EHS will collaborate with the Klamath County Public Health Authority (KCPHA) to provide information and equitable access to local vaccination sites. We will provide clear communication and information to families for accessibility to these sites, in the family’s preferred language.

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).
Face Coverings	<p>We will continue with our Communicable Disease Maintenance, Prevention and Recovery Protocols.</p> <p>During periods of high transmission, EHS in collaboration with the KCPHA may require or strongly recommend universal indoor masking at the direction of the executive director. When Klamath County experiences an increase in a communicable disease or when the COVID-19 cases increase, EHS administration will communicate to families of the federal, state, or local recommendations for face coverings at EHS.</p> <p>If an individual is immunocompromised or at elevated risk for severe illness EHS will strongly recommend that these individuals wear a mask or respirator that provides greater protection.</p> <p>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.</p>
Isolation	<p>We will continue with our Communicable Disease Maintenance Protocols.</p> <p>EHS will be in regular contact with the Klamath Falls City district nurse to update the plan and isolation measures.</p> <ul style="list-style-type: none"> ▪ All students who become ill at school will remain at school supervised in isolation area by designated staff until parents can pick them up. ▪ Students will continue to wear a facial covering if they can wear one safely. ▪ Staff will wear facial covering, appropriate PPE and maintain physical distancing, but never leave a student unattended. ▪ Staff must maintain composure when a student is exhibiting symptoms, so that it does not cause unnecessary anxiety to the child, parents, or staff. ▪ Staff will maintain student confidentiality. ▪ Staff will contact KFCS district nurse to provide the name of the student, cause of illness and time of onset.
Symptom Screening	<p>We will continue with our Communicable Disease Maintenance Protocols.</p>

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>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).</p>
	<p>EHS will communicate clearly with families and staff regularly about information pertaining to communicable disease symptoms, including COVID-19. If symptoms are present families are asked to keep their student at home.</p> <p>EHS will require Communicable Disease Training with the inclusion of COVID-19 training during in-service for all staff.</p> <ul style="list-style-type: none"> • EHS will train staff in the flexible, non-punitive, and supportive paid sick leave policies and practices, designed to encourage sick workers to stay home without fear of retaliation, loss of pay, loss of employment, or other negative impacts. • EHS will create communications which include symptoms for communicable disease and instructions to families and staff if/when symptoms are present. • School will create a letter template for notifying families of illness within a classroom or communicable disease. 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.
<p>COVID-19 Testing</p>	<p>We will continue with our Communicable Disease Maintenance Protocols. At high levels of community transmission, EHS will offer increased access to testing. This will be accomplished in collaboration with the Klamath County Public Health Authority. EHS will:</p> <ul style="list-style-type: none"> • EHS will communicate with families to offer the opportunity of opt-in 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, if requested by staff and families.
<p>Airflow and Circulation</p>	<p>We will continue with our Communicable Disease Maintenance Protocols.</p> <p>Ventilation is one component of mitigation strategies to prevent COVID-19 in the school setting. During elevated levels of community spread, our facilities manager will ensure all airflow and circulation systems are working at full capacity.</p>

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>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).</p>
	<p>EHS will plan outside school events such as lunches, and classes, when it is safe and weather appropriate. During periods of high transmission, EHS will move activities to an outdoor setting or postpone activities where the students, family and community comes together.</p>
<p>Cohorting²</p>	<p>We will continue with our Communicable Disease Maintenance Protocols.</p> <p>EHS will notify the Klamath County Public Health Authority (KCPHA) if there is an increase or an unusual amount of respiratory disease activity.</p> <p>During high periods of transmission, strategies will be put in place to identify each class space as a cohort which is established and followed utilizing regular attendance tracking.</p>
<p>Physical Distancing</p>	<p>We will continue with our Communicable Disease Maintenance Protocols.</p> <p>During high transmission periods EHS will, to the greatest extent possible:</p> <ul style="list-style-type: none"> • Maintain at least 3 feet distance between individuals. • Move indoor activities outdoors to increase distance and ventilation.
<p>Hand Washing</p>	<p>We will continue with our Communicable Disease Maintenance Protocols.</p> <p>During high transmission periods EHS will:</p> <ul style="list-style-type: none"> • Increase time for hand hygiene. • Schoolwide access to handwashing and hand sanitizing stations. • Additional mitigation measures will be used during higher risk activities such as breakfast, lunch, after school supper, PE, and music. • Post visual directions and posters about hand washing and cough etiquette.
<p>Cleaning and Disinfection</p>	<p>We will continue with our Communicable Disease Maintenance Protocols.</p> <p>During high transmission periods EHS will:</p>

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.

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>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 <u>CDC COVID-19 Community Levels</u>. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</p>
	<ul style="list-style-type: none"> • Readily provide access to cleaning and disinfecting products. • Routinely clean throughout the day in high frequency touch point areas. • Communicate our plan with students, staff, and families on how to reduce the risk of spreading infection. • Utilize a full room disinfection process for areas identified to have high transmission rates or spread of illness.
<p>Training and Public Health Education</p>	<p>We will continue with our Communicable Disease Maintenance Protocols.</p> <p>EHS will work collaboratively with the KCPHA for communicating health and safety protocols to students and families within our school. The reteaching and review of health and safety protocols will be a part of the beginning of the year training for both staff, students, and families.</p>

Table 7.

COVID-19 Mitigating Measures

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>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?</p>
<p>COVID-19 Vaccination</p>	<p>We will continue with our Communicable Disease Maintenance Protocols.</p> <p>During periods of medium transmission, EHS will collaborate with the KCPHA to communicate the location of vaccine clinics within the community Through this collaboration it will ensure access and equity in vaccination, testing, treatment, community outreach, support services for disproportionately affected populations.</p>
<p>Face Coverings</p>	<ul style="list-style-type: none"> • Face Coverings are an essential protective layer of protection from the spread of COVID-19. Universal masking is no longer required, however if transmission levels begin to increase, we will highly recommend face coverings for both students and staff.
<p>Isolation</p>	<p>We will continue with our Communicable Disease Maintenance Protocols.</p> <p>As case levels decrease EHS is committed to continuing the following protocols:</p> <ul style="list-style-type: none"> • 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 (If permissible), and sent home. • Continue to have trained staff that can support all students' health and safety needs. • Continue working with KFCS to support students on Individualized Health Management Plans. • Offer access to COVID-19 testing with parental permission • School policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and will work closely with the KCPHA.
<p>Symptom Screening</p>	<p>We will continue with our Communicable Disease Maintenance Protocols.</p> <p>School policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and will work closely with the KCPHA. Staff, students and families will be encouraged to only come to school or work, healthy and that staying home when sick can lower the risk of spreading infectious disease.</p>

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 Testing	<p>We will continue with our Communicable Disease Maintenance Protocols.</p> <p>At moderate levels of community transmission EHS will communicate access around testing options. Continued support for students, staff, and families that allows access to testing. EHS is committed to ensure equitable access to vaccinations, testing, treatment, community outreach, and support services for disproportionately affected populations.</p>
Airflow and Circulation	<p>We will continue with our Communicable Disease Maintenance Protocols.</p> <p>The facilities manager will ensure all airflow and circulation systems are working correctly. These systems will be monitored for necessary maintenance regularly.</p>
Cohorting	<p>We will continue with our Communicable Disease Maintenance Protocols.</p> <p>EHS has a clear system for documenting attendance and schedules and to monitor classroom settings.</p>
Physical Distancing	<p>We will continue with our Communicable Disease Maintenance Protocols.</p> <p>EHS staff and students will maintain at least 3 feet distance to the greatest extent possible.</p>
Hand Washing	<p>We will continue with our Communicable Disease Maintenance Protocols.</p> <p>Staff and students will be encouraged to increase the time needed to complete proper hand hygiene. Staff will teach proper handwashing and covering coughs. Additional signs will be placed around the school that show the proper way to wash hands and to cover coughs. All staff, students and visitors will have access to hand-sanitizing stations throughout the school.</p>
Cleaning and Disinfection	<p>We will continue with our Communicable Disease Maintenance Protocols.</p> <p>The custodial staff will continue to clean routinely throughout the day, especially focusing on high frequency touch points. Custodial staff will utilize a full room disinfection process for areas identified to have high transmission rates or spread of illness.</p>

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>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?</p>
<p>Training and Public Health Education</p>	<p>We will continue with our Communicable Disease Maintenance Protocols.</p> <p>EHS will work closely with KCPHA to communicate the following to staff and families:</p> <ul style="list-style-type: none"> • Increase communication on community cases and outbreaks. • Process of return after an exclusion measure has been put in place. • Specific health and safety protocols in place within the school.

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.

INSERT THE LINK: [EagleRidge High School Website](#)

Date Last Updated: **08/19/2022**

Date Last Practiced: **08/19/2022**