**School-Level COVID-19 Management Plan**

**For School Year 2022-23**



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**By completing this section PPS Building Administrators acknowledge that they have reviewed this document and will follow the recommendations and requirements outlined in the PPS COVID-19 Management Plan.**

**School/District/Program Information**

| District or Education Service District Name and ID | Portland Public Schools 1J |
| --- | --- |
| School or Program Name | Jackson Middle School |
| Building Administrator | [Joe Mitacek](mailto:jmitacek@pps.net) |
| Building Administrator Phone Number | (503) 729-4913 |
| Building Administrator Email Address | jmitacek@pps.net |

**Table 1.**

| "" | **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](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145269) | PPS will continue to utilize the [MESD COVID MANAGEMENT PLAN](https://www.multnomahesd.org/uploads/1/2/0/2/120251715/cdmp.pdf) provided by the Multnomah ESD and operationalize the guidance by creating internal processes reflected in our district standard operating procedures to prevent, detect, respond to, and recover from communicable disease.  Resources   * [OHA Novel Coronavirus Disease 2019 (COVID-19) Interim Investigative Guidelines (Effective 05/272022](https://www.oregon.gov/oha/PH/DISEASESCONDITIONS/COMMUNICABLEDISEASE/REPORTINGCOMMUNICABLEDISEASE/REPORTINGGUIDELINES/Documents/Novel-Coronavirus-2019.pdf)) * [OHA Respiratory Disease Outbreak Investigative Guidelines (05/2022)](https://www.oregon.gov/oha/PH/DISEASESCONDITIONS/COMMUNICABLEDISEASE/REPORTINGCOMMUNICABLEDISEASE/REPORTINGGUIDELINES/Documents/respi-iguide.pdf) * [PPS Communicable Disease Response Process SOP](https://docs.google.com/document/d/1sCGUNQ9st5YR8iwacRmmjh2UlVWEPeXZzwSagWUR-WM/edit?usp=sharing) |
| **Exclusion Measures**  Exclusion of students and staff who are diagnosed with certain communicable diseases  [OAR 333-019-0010](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=287268) | Consistent with public health and state law, students or staff who report a communicable disease, including COVID-19 to isolate and follow as indiciated by the Multnomah Educational Service District (MESD) Communicable Disease Team, Multnomah County Public Health and/or OHA/ODE Communicable Disease Guidance for Schools.  Resources:   * [PPS Communicable Disease Response Process SOP](https://docs.google.com/document/d/1sCGUNQ9st5YR8iwacRmmjh2UlVWEPeXZzwSagWUR-WM/edit?usp=sharing) * [Symptomatic Student/Staff Response SOP](https://docs.google.com/document/d/1zfB8HLw2psAWeZ_FKPx3-80RxytUS9gM10SVyBexrHA/edit?usp=sharing) * [Self-Screening Tool](https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/50/PPS_self-screening_checklist_22-23.pdf) (EN) * [Communicable Disease Guidance for Schools](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commdisease.pdf)   + Symptom-Based Exclusion Guidelines (pages 8-12) |
| **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](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145269) | Every PPS school building, as required by state rules, will have a dedicated Health Room to provide first aid and address minor illnesses and injuries, and a distinct Symptom/Isolation Space to separate individuals who present with communicable diseases and/or excludable symptoms from the healthy school population.  Resources:   * [Health Room & Symptom/Isolation Space Requirements SOP](https://docs.google.com/document/d/1jorHqg1SEJzNAxHyWI7yyD29vssD4gce9UxlUOnIRsc/edit?usp=sharing) * [MESD COVID MANAGEMENT PLAN](https://www.multnomahesd.org/uploads/1/2/0/2/120251715/cdmp.pdf), p. 9 |
| **Educator Vaccination**  [OAR 333-019-1030](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=280616) | PPS will require all staff and volunteers to be vaccinated against COVID-19.  Resources:   * COVID-19 [Employee Vaccination Requirements & Screening SOP](https://docs.google.com/document/d/1u5pWHrPtKHB4lNu23t9-cHUhwZqNVIEGVkqf2htlKZw/edit?usp=sharing): Following OAR 333-019-1030, PPS requires all employees (including new hires) to be vaccinated against COVID-19 or have an approved medical or non-medical exception. * Additional details are available on our [Employee COVID-19 Vaccination](https://www.pps.net/Page/17949) webpage. |
| **Emergency Plan or Emergency Operations Plan**  [OAR 581-022-2225](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145271) | The Portland Public Schools Emergency Operations Plan (PPS EOP) provides a comprehensive framework for District-wide emergency management. It addresses the roles and responsibilities of District staff and assigned Emergency Management personnel and provides a link to local, state, federal, and private organizations and resources that may be activated to  address disasters and emergencies in the vicinity of District-owned and operated facilities.  Resource:   * [**PPS Emergency Operations Plan**](https://drive.google.com/file/d/1xm1IvE4bGD26qOeiJ02pV5wLJfNDLqh6/view?usp=sharing) |
| **Additional documents reference here:** | The following administrative directives provide roles and responsibilities of the Health Services provided at PPS schools:   * [4.50.021-AD Health Services - Implementation](https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4814/4.50.021-AD.pdf) * [4.50.022-AD Guidelines For Students With Bloodborne Pathogens](https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4814/4.50.022-AD.pdf) |

| "" | **SECTION 1. Clarifying Roles and Responsibilities** |
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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 the school district’s 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. | Please see list of [PPS Building Administrators & their Supervisors](https://docs.google.com/spreadsheets/d/1IGnNv7pnCtr_NjQroj5RNYeZusbkZ6tqaPTn1ZKJefs/edit?usp=sharing) | Please see list of [PPS Building Administrators & their Supervisors](https://docs.google.com/spreadsheets/d/1IGnNv7pnCtr_NjQroj5RNYeZusbkZ6tqaPTn1ZKJefs/edit?usp=sharing) |
| 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. | Please see list of [PPS Building Administrators & their Supervisors](https://docs.google.com/spreadsheets/d/1IGnNv7pnCtr_NjQroj5RNYeZusbkZ6tqaPTn1ZKJefs/edit?usp=sharing) | Please see list of [PPS Building Administrators & their Supervisors](https://docs.google.com/spreadsheets/d/1IGnNv7pnCtr_NjQroj5RNYeZusbkZ6tqaPTn1ZKJefs/edit?usp=sharing) |
| 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. | [Betse Thielman](mailto:ethielman@pps.net), Health Services Program Manager | [Leti Ayala](mailto:layalaguillen@pps.net), Health Services Program Coordinator |
| School Support Staff as needed (*transportation, food service, maintenance/custodial*) | * Advises on prevention/response procedures that are required to maintain student services. | [Betse Thielman](mailto:ethielman@pps.net), Health Services Program Manager | [Leti Ayala](mailto:layalaguillen@pps.net), Health Services Program Coordinator |
| 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. | At individual school levels, please see list of [PPS Building Administrators & their Supervisors](https://docs.google.com/spreadsheets/d/1IGnNv7pnCtr_NjQroj5RNYeZusbkZ6tqaPTn1ZKJefs/edit?usp=sharing).  Districtwide communication will originate from the Office of Communication, Freddie Mack, Sr. Director of Communications ([fmack@pps.net](mailto:fmack@pps.net)). | [CommsTeam@pps.net](mailto:CommsTeam@pps.net) - Team members can help with messaging if/when school-based staff are unable to send communications directly. |
| 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. | [Betse Thielman](mailto:ethielman@pps.net), Health Services Program Manager   * Direct all media inquiries to [MediaRelations@pps.net](mailto:MediaRelations@pps.net) | Dr. Jon Franco, Chief of Schools |
| 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. | Chandra Siim, BSN, RN  PPS Nurse Consultant, School Health Services  Multnomah Education Service District (MESD) | Heather Godsey, BSN, RN  Nurse Consultant, School Health Services  Multnomah Education Service District (MESD) |

| "" | **Section 2. Equity and Mental Health**  **Preparing a plan that centers equity and supports mental health** |
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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** |
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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]](#footnote-0), etc.)

| "" | **Suggested Resources:**   * + - 1. [Equity Decision Tools](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Decision%20Tools%20for%20SY%202020-21.pdf) for School Leaders       2. [Oregon Data for Decisions Guide](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Oregon%20Data%20for%20Decisions%20Guide.pdf)       3. [Oregon’s COVID-19 Data Dashboards](https://public.tableau.com/app/profile/oregon.health.authority.covid.19/viz/OregonsCOVID-19DataDashboards-TableofContents/TableofContentsStatewide) by Oregon Health Authority COVID-19       4. [Data for Decisions Dashboard](https://www.oregondatadecisions.org/?utm_medium=email&utm_source=govdelivery)       5. [Community Engagement Toolkit](https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web%5B1%5D.pdf)       6. [Tribal Consultation Toolkit](https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Documents/20.10.13_%20Web%20Accessible%20Tribal%20Consultation%20Toolkit.pdf) |
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**Table 3.**

| **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 know that communities of color--in the US and globally--have been disproportionately impacted by the  health threat and subsequent consequences of the global pandemic. In fact, COVID-19 and the public  responses have shone a light on what we have known: our systems are inequitable.  Portland Public Schools is committed to academic excellence and personal success for all students, central to this commitment is the support of racial equity and social justice. PPS teams are encouraged to ask themselves questions outlined in our [PPS RESJ Lens](https://www.pps.net/Page/2305), a critical thinking tool which will be applied to the internal systems, processes,resources and programs of PPS to create increased opportunities for all students by evaluating burdens, benefits and outcomes to underserved communities. Through consistent utilization of the RESJ Lens, we intend to strengthen our strategies and approaches toward more equitable outcomes for every student, especially in our individual school community responses to COVID-19 and other communicable diseases.  We will continue to work with and be informed by our partnerships with culturally specific organizations, who we know are uniquely positioned to partner with PPS to support our racial equity and social justice goals. |
| 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. | Schools will utilize Attendance Support and Engagement Response Team (ASERT), Student Intervention Team (SIT) and Partners Meetings to identify students and families disproportionately impacted by COVID-19. These meetings will be used to plan, identify a point person, and connect to the right organizations based on the families needs.  For students with IEP and 504 plans, plan teams will consider adaptation, accommodation, and/or modification of requirements based on an individual’s unique needs and circumstances through existing [district processes](https://www.pps.net/Page/17685) for team meetings. The teams will make reasonable accommodations and modifications to health and safety protocol requirements for students experiencing disabilities which cannot be mitigated by other means. |
| What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully. | We will continue to ensure that all schools are running regular Attendance Support and Engagement Response Team (ASERT), Student Intervention Team (SIT) and Partners Meeting (where applicable) with fidelity and the correct individuals and decision-makers at at the meeting. |

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**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.)

* These are described below in the table

| "" | **Suggested Resources:**   1. ODE [Mental Health Toolkit](https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Pages/Mental-Health-Toolkit.aspx) 2. [Care and Connection](https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Pages/Announcements.aspx) Program 3. Statewide [interactive map of Care and Connection examples](https://www.google.com/maps/d/u/0/viewer?mid=1w0o_YcKJoHBeRTsY5x34t-FOT5ADAAMc&ll=44.24430539912518%2C-121.01487690266546&z=6) 4. [Care and Connection District Examples](https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Documents/Care%20%26%20Connection%20District%20Examples.pdf) 5. Oregon Health Authority [Youth Suicide Prevention](https://www.oregon.gov/oha/HSD/BH-Child-Family/Pages/Youth-Suicide-Prevention.aspx) |
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**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. | The following information outlines the district’s [K-12 Health Scope and Sequence](https://docs.google.com/document/d/1YbbmDKK4kiQ_0uUmmrBheYezZR2rH1EYjmC7lYFuJ8U/edit?usp=sharing), which lists the concepts and topics covered in our health curriculum. It outlines and prioritizes relationship building and belonging. Furthermore, our [Social Emotional Learning](https://sites.google.com/pps.net/socialemotionallearninginpps/sel-home) website provides instruction and opportunities to practice self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills. The resources within this site are intended to be supplemental and are for educators, families, and students.  Furthermore, PPS supports relationship-building through:   * Integrating Social Emotional Learning and focus on Transformative Social Emotional Learning district-wide adoption * [PPS 3 Signature Practices Menu (K-12)](https://docs.google.com/presentation/d/1HMiUK_2-1F5sOeowFZgakK8OFpbjH2QCOhVlbVIPUPA/edit#slide=id.gf49f83ffd9_0_34) * [CASEL 3 Signature Practices Overview](https://docs.google.com/presentation/d/1dtRps5PLr7J2NRcvrpCIxUYobOH6EhrrvAs6TFhVWyE/edit#slide=id.gdbc17d63bc_0_14) * [Community Meetings Extension (K-12)](https://docs.google.com/presentation/d/14WFImplpgbksKBeVeBphg60A4ZWKgzLEOHFPY2Nn7qM/edit) * Teacher Planning/PD days * Climate/PD day * Regular investment in Professional Learning Communities (PLC’s)   [581-022-2510 Suicide Prevention Plan](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=269556)-  Suicide Prevention is taught through Mental and Emotional Health Units every year. Specific Suicide Prevention Curriculum is taught in 5th, 7th, and HS Health1. All health courses are LGBTQIAA+ inclusive. |
| 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. | The following information outlines the district’s [K-12 Health Scope and Sequence](https://docs.google.com/document/d/1YbbmDKK4kiQ_0uUmmrBheYezZR2rH1EYjmC7lYFuJ8U/edit?usp=sharing), which lists the concepts and topics covered in our health curriculum. It outlines and prioritizes relationship building and belonging.  PPS is engaged in the 5-year district-wide implementation of a Social-Emotional Learning Program to support students to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.  PPS central office provides schools with [Lessons & Curriculum](https://sites.google.com/pps.net/socialemotionallearninginpps/sel-home/lesson-curriculum-resources), [SEL Pilot Program Information](https://sites.google.com/pps.net/socialemotionallearninginpps/sel-home/sel-pilot-program-information), and [Professional Development Opportunities for Staff](https://sites.google.com/pps.net/socialemotionallearninginpps/sel-home/professional-development-opportunities-for-staff) resources.  All PPS schools have counselors and social workers onsite and most have access to contracted counseling partners. We will also be reviewing all IEP services for students, to include the learning acceleration needs required for the next school year. This will occur during the students’ yearly IEP reviews. |
| Describe how you will link staff, students and families with culturally relevant health and mental health services and supports. | PPS’s [Department of Student Success & Health](https://www.pps.net/Page/17631) (SS&H) supports schools, families, students and community partners to bring about academic success and social emotional well-being for every child by providing student interventions and supports, staff development, resources and technical assistance.  As part of this effort, SS&H coordinates teams of student service providers including school counselors, school psychologists (supported through general education funds) and school social workers that serve every school in the District. School teams and their leadership utilize the customizable [Student Service Provider Framework tool](https://docs.google.com/document/d/1FhPwmzLDQ9WbMtwOJkphYndqmIxRJx0QHs0Ku39lYdQ/edit#) to clarify roles and responsibilities for student services within the school, prioritizing services for Black students, Native students, students receiving special education services and second language learners in order to reduce barriers to educational access so that every student have an educational experience where they can thrive.  Student Success & Health department [contracts with community mental health agencies](https://www.pps.net/Page/1747) to provide school-based services and culturally-responsive mental health supports, and coordinated care.  PPS refers students and families who wish to work with culturally-specific behavioral health providers to contracted, [community-based, culturally-relevant organizations](https://www.pps.net/Page/18190) and [individuals that support](https://www.pps.net/Page/18188) the social-emotional needs of students of Color.  While PPS supports and collaborates with NARA and the NAYA Family Center, there is no Tribal Health Department within our district.  Additionally, PPS continues to implement our Recovery, Education and Action for Healthy Living (REAHL) continuum of care for students experiencing substance use and mental health challenges. Three (3) CADC specialists work with all students who need support, resources, transition support to/from treatment facilities, and regular check-ins. Staff are racially and ethnically diverse and are also bilingual.  The [Title IX department](https://www.pps.net/titleix) at PPS is available to support schools with supporting students in the LGBTQIA+ community, students experiencing bullying, sexual incidents and threats.  PPS invests in [RESJ Partnerships](https://www.pps.net/Page/15401) with culturally specific and multiracial organizations to implement five services and support strategies proven to be effective to support students of color. These include:   1. Culturally Specific Family Engagement 2. Wrap Around Services 3. Mentoring/Leadership Development 4. Enrichment and Extended Learning 5. Positive Cultural Identity Development and Advocacy.   Through service contracts with 20 organizations implementing these strategies at over 50 schools in PPS, it is projected that over 6,000 students will be served receiving over 125,000 service hours.  PPS continues to support our partnership with Multnomah County and the City of Portland to implement the SUN Service system. Through five partner agencies connected to 46 schools, students and families receive a range of supports including: enrichment and extended learning, Early Kindergarten Transition, Food Pantries, service coordination and referral, student advocacy and case management, access to antipoverty supports (rent assistance, utility assistance, benefits eligibility and case management) |
| Describe how you will foster peer/student led initiatives on wellbeing and mental health. | As a school district, building administrators and district leaders continue to seek insight and perspective from our primary audience, our students. Using informal and formal opportunities, students help shape the district’s ongoing response to understanding and supporting student wellbeing and mental health. This includes:   * The [District Student Council (DSC)](https://www.pps.net/Page/1796): Students represent their school at the district wide student council. The DSC develops each Board of Education Student Representative. * Climate Justice Youth Advisory (CJYA): This team supports students in developing and implementing climate justice knowledge. * PPS reImagined Student Interns: Students who identify as BIPOC and/or have experience as part of an affinity/community/leadership group or club are provided with paid opportunities to express thoughts, feelings, experience and expertise to further influence and change the systems and practices of the district. |

| "" | **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** |
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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](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html#anchor_1625661937509) 2. [Communicable Disease Guidance for Schools](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commdisease.pdf) 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)  1. [COVID-19 Investigative Guidelines](https://www.oregon.gov/oha/PH/DISEASESCONDITIONS/COMMUNICABLEDISEASE/REPORTINGCOMMUNICABLEDISEASE/REPORTINGGUIDELINES/Documents/Novel-Coronavirus-2019.pdf) 2. [Planning for COVID-19 Scenarios in School](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools.pdf?utm_medium=email&utm_source=govdelivery) 3. [CDC COVID-19 Community Levels](https://www.cdc.gov/coronavirus/2019-ncov/your-health/covid-by-county.html) 4. [Supports for Continuity of Services](https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/Supports-for-Continuity-of-Services.aspx) |
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**Table 5.**  **COVID-19 Mitigating Measures**

| **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 | PPS will require all staff and volunteers to be vaccinated against COVID-19.  PPS will promote and amplify via its communication channels community-based opportunities to access vaccinations, including boosters. All extended time visitors (5 years of age and older who are onsite for 15 minutes or longer) are required to be fully vaccinated against COVID-19 or receive a negative COVID-19 test within the prior 72 hours ([Visitors to PPS Campuses SOP](https://docs.google.com/document/d/1y4SOD-lKIrwqTCWVEC5IbYxydAuiiWZOgMbkYfE6ULU/edit)). PPS will no longer individually check proof of vaccination or a negative test.  PPS will continue to promote community-based opportunities to access the COVID-19 vaccination and/or boosters. This includes:   * Multnomah County Public Health’s  [Upcoming COVID-19 Vaccine Clinics webpage](https://www.multco.us/novel-coronavirus-covid-19/upcoming-covid-19-vaccination-clinics), * OHA’s [Get Vaccinated (clinic locator) webpage](https://getvaccinated.oregon.gov/#/locator?lang=en),   PPS will also offer three centrally located COVID-19 vaccination/booster clinics for students and PPS staff:   * Back to School Clinic (August 2022); * Winter Clinic (November/December 2022); * Spring Clinic (March 2023).   The Multnomah County School-Based Health Centers will also offer regular access to COVID-19 vaccinations and boosters for students.  2022-23 Standard Operating Procedures (SOPs) and Additional Training/Resources   * [Employee Vaccination Requirements and Screening SOP](https://docs.google.com/document/d/1u5pWHrPtKHB4lNu23t9-cHUhwZqNVIEGVkqf2htlKZw/edit) * [Volunteers in Schools SOP](https://docs.google.com/document/d/1cNcTErhgzNP_rmqiINrOP6MOb5PJq4q_Xunz7wo8g6s/edit?usp=sharing) |
| Face Coverings | Across all PPS schools and buildings and across COVID-19 community levels, students, staff, volunteers and visitors may choose to wear masks based on their individual risk assessment (e.g., increased risk for severe disease or family or community members at increased risk for severe disease). Masking will be normalized and welcomed within every school community at PPS. Masking will be strongly encouraged, but not required, during high community transmission. Due to the nature of COVID-19, PPS guidelines are subject to change based on public health directives.  Masks will be required in school health rooms, isolation spaces, offices where mental health counseling services are delivered, school-based health centers, and other areas where healthcare is routinely delivered ([OAR 333-019-1011](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=286317)).  Each school will have readily available standard non-surgical/medical masks, child masks and adult KN95 masks for individuals who want or need a mask.  2022-23 Standard Operating Procedures (SOPs) and Additional Training/Resources   * [Personal Protective Equipment SOP](https://docs.google.com/document/d/1LwuFbRnmTCgeDft9URWFdXFV3u5r6GPxgFupgdsPmZ0/edit?usp=sharing) * [Purchasing and Distribution SOP](https://docs.google.com/document/d/1qIUIL8ZsVsJhCr35mk47i6UOPO0GH-cQVHt9TrUEaSM/edit) * Lesson - [Making Choices: Mask Expectations in Our Community](https://docs.google.com/presentation/d/1NogXfBsYDuZlgacdMbTw1C8I2oyYEv4aGmnqCS3sX4s/edit#slide=id.g118dc473836_0_109) * [CDC COVID-19 Community Levels](https://www.cdc.gov/coronavirus/2019-ncov/your-health/covid-by-county.html) |
| Isolation | Consistent with public health and state law, students or staff who test positive for COVID-19 must isolate at home for 5 days and may return after symptoms are improving and they are fever-free for 24 hours without the use of fever-reducing medication. It is the expectation that individuals wear a well-fitting mask around others for 5 additional days (day 6 through day 10) after the end of the 5-day isolation period. As part of our communication and education plan, we expect school communities to establish a culture of care where this expectation is supported by all in the school community.  All school buildings that provide in-person instruction will maintain a separate isolation space for unwell individuals, apart from those receiving well-care and others, per [OAR 581-022-2220](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145269).   * [Communicable Disease Response Process SOP](https://docs.google.com/document/d/1sCGUNQ9st5YR8iwacRmmjh2UlVWEPeXZzwSagWUR-WM/edit?usp=sharing) * [Health Room & Symptom/Isolation Space Requirements SOP](https://docs.google.com/document/d/1jorHqg1SEJzNAxHyWI7yyD29vssD4gce9UxlUOnIRsc/edit?usp=sharing) |
| Symptom Screening | All individuals should stay home if they are sick. Students with symptoms requiring exclusion will be seperated in the dedicated symptom/isolation space until they are released to go home. Building Administrators will continue to follow the Communicable Disease Guidance for symptom-based exclusion.  PPS shares the Self-Screening Tool in our 6 supported languages with the PPS community. This tool is a resource for staff and students to use before entering district property or using district transportation. Individuals are expected to promptly report to their supervisor or school if they develop excludable symptoms or test positive for COVID-19.   * [Self- Screening Tool](https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/50/PPS_self-screening_checklist_22-23.pdf) (EN) |
| COVID-19 Testing | *OHA offers both* [*diagnostic and screening testing programs*](https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/le3798.pdf#:~:text=CDC%20recommends%20screening%20only%20in%20unvaccinated%20individuals.%20Oregon,all%20interested%20K-12%20schools%20are%20welcome%20to%20enroll.) *to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.*  PPS, in collaboration with OHA, continues to offer free COVID-19 testing options for staff and students. Consent is required to participate in any of the following optional programs:   * Diagnostic Testing for staff and students who develop symptoms or were exposed onsite. * Screening Test through OHSU for students * Mail-in Staff Screening Test through WVT for K-12 staff.   2022-23 Standard Operating Procedures (SOPs) and Additional Training/Resources   * [COVID-19 Diagnostic (Symptomatic) Testing SOP](https://docs.google.com/document/d/1M9dnyr0Ok1FBiWpBSAzuEEpN6Xt6qW9Vum85UY9anww/edit?usp=sharing) * [Purchasing and Distribution SOP](https://docs.google.com/document/d/1qIUIL8ZsVsJhCr35mk47i6UOPO0GH-cQVHt9TrUEaSM/edit) * OHSU Screening Testing Program Information:   + [PPS Information & Expectations](https://docs.google.com/document/d/1OejGUtGNERJfI5ByrZ9XRaLPR9dUTUVC7JF3wVdqqZc/edit#)   + [OHSU Webpage Student Screening Testing Program](https://www.ohsu.edu/health/k-12-covid-19-screening-program) * [Oregon COVID-19 Testing Programs](https://www.oregon.gov/oha/covid19/Pages/K-12-COVID-19-Testing.aspx#:~:text=Oregon%20Health%20Authority%20is%20launching,or%20private%20K%2D12%20staff.) |
| Airflow and Circulation | PPS understands that airflow and circulation are critical components that support everyday health in our buildings and will communicate clearly with families and staff our efforts to improve air quality in schools. Due to the nature of COVID-19, PPS guidelines are subject to change based on public health directives.  PPS Facilities staff perform regular inspections of all HVAC systems in accordance with ASHRAE Standard 180-2018 “Standard Practice for the Inspection and Maintenance of Commercial HVAC Systems” and use a PPS standardized field form to document them. All mechanical system filters are a minimum of Minimum Efficiency Reporting Values (MERV) 13 and are replaced twice annually.  PPSl continues to utilize non-mechanical methods such as opening doors and windows where reasonable to increase air circulation. Staff are trained to avoid propping open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed). Symptom spaces, classrooms/instruction spaces and other selected rooms also have portable high-efficiency particulate air (HEPA) room ventilators. These HEPA filters provide ultrafine-particle filtration.  2022-23 Standard Operating Procedures (SOPs) and Additional Training/Resources   * [Ventilation SOP](https://docs.google.com/document/d/1iFHY7SqarAgsS9X9OJUA76mHd98oCJCvEn63sc9UDgQ/edit?usp=sharing) |
| Cohorting | Per [updated guidance](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-childcare-guidance.html) from the Center for Disease Control (CDC), cohorting is no longer a recommended strategy against COVID-19. |
| Physical Distancing | In accordance with state guidance, physical distancing will be encouraged and promoted by school communities. |
| Hand Washing | Handwashing is a key component of basic hygiene, and it is the expectation that all students and staff use this sanitation method to prevent the spread of disease. All PPS buildings are supplied with instructional handwashing posters in supported languages. Building Administrators periodically communicate proper hand hygiene to students and staff.  2022-23 Standard Operating Procedures (SOPs) and Additional Training/Resources   * [Hand Hygiene and Respiratory Etiquette SOP](https://docs.google.com/document/d/1nazvh5DmQzaeJI5cxwzwAvh_RMV4LkNb5rDkuv5aG_c/edit?usp=sharing) * [Instructional Handwashing Posters](https://drive.google.com/drive/folders/1-_QX8uVqMznHI-ZH-LiUnqOMp7GA9en6?usp=sharing) |
| Cleaning and Disinfection | PPS will continue its protocols for regular cleaning and disinfecting schools and vehicles. Sanitation practices outlined in SOPs have been integrated into standard practice. |
| Training and Public Health Education | *Communications*  Portland Public Schools operates in partnership with MESD to ensure students, staff and families have access to critical public health guidance. PPS will schedule and provide regular communication about updated public health guidance and enhanced communicable disease mitigation efforts, if necessary, to students, families and staff through a variety of channels, including email, website, social media and news media.  If and when information is time-sensitive or urgent, PPS will also use text messages and robocalls to reach the community.  PPS’s materials and messages will be made available to the community in all district-supported languages (English, Spanish, Vietnamese, Chinese, Russian, Somali).  A year-long communications plan will be developed.  *Training*  There are resources and training available as well to support public health in our schools, including a Health & Safety training for all employees to view at the beginning of the school year and on-demand. Resources are curated for students, families/parents, school based staff, administrators and specialized teams (ie. secretaries, custodians).  *Education*  The Office of Student Support Services (MTSS) will develop and share with educators [age-appropriate lessons on COVID-19 health and safety.](https://docs.google.com/presentation/d/1IUPI250Us9w61eCJP3RzoiZxFFyjR_MIIiwB6Xv_Kow/edit?usp=sharing)  A key education resource for the PPS community is the [PPS Communicable Disease Dashboard](https://www.pps.net/Page/18151). The Dashboard automatically updates four times a day with numbers of staff and students at individual schools and district-wide who have tested positive for COVID-19. It allows individuals to assess what self-protective mitigation measures they may take depending on the status of cases at their school or in the broader PPS community.  We also have the [PPS vaccination webpage](https://www.pps.net/covid-19vaccination) available for the community to stay informed about current vaccine clinic opportunities and other vaccine-related information.  Schools operate in partnership with MESD to ensure students, staff and families have access to critical public health guidance. |

**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 | **Additional Mitigation Measure:** Increase regular communication to PPS stakeholders that amplifies public health information about vaccine access and safety.  PPS will require all staff and volunteers to be vaccinated against COVID-19.  PPS will promote and amplify via its communication channels community-based opportunities to access vaccinations, including boosters. All extended time visitors (5 years of age and older who are onsite for 15 minutes or longer) are required to be fully vaccinated against COVID-19 or receive a negative COVID-19 test within the prior 72 hours ([Visitors to PPS Campuses SOP](https://docs.google.com/document/d/1y4SOD-lKIrwqTCWVEC5IbYxydAuiiWZOgMbkYfE6ULU/edit)). PPS will no longer individually check proof of vaccination or a negative test.  PPS will continue to promote community-based opportunities to access the COVID-19 vaccination and/or boosters. This includes:   * Multnomah County Public Health’s  [Upcoming COVID-19 Vaccine Clinics webpage](https://www.multco.us/novel-coronavirus-covid-19/upcoming-covid-19-vaccination-clinics), * OHA’s [Get Vaccinated (clinic locator) webpage](https://getvaccinated.oregon.gov/#/locator?lang=en),   PPS will also offer three centrally located COVID-19 vaccination/booster clinics for students and PPS staff:   * Back to School Clinic (August 2022); * Winter Clinic (November/December 2022); * Spring Clinic (March 2023).   The Multnomah County School-Based Health Centers will also offer regular access to COVID-19 vaccinations and boosters for students.  2022-23 Standard Operating Procedures (SOPs) and Additional Training/Resources   * [Employee Vaccination Requirements and Screening SOP](https://docs.google.com/document/d/1u5pWHrPtKHB4lNu23t9-cHUhwZqNVIEGVkqf2htlKZw/edit) * [Volunteers in Schools SOP](https://docs.google.com/document/d/1cNcTErhgzNP_rmqiINrOP6MOb5PJq4q_Xunz7wo8g6s/edit?usp=sharing) |
| Face Coverings | **Additional Mitigation Measure:** Increase regular communication to PPS stakeholders that amplifies public health information about mask use and efficacy.  Across all PPS schools and buildings and across COVID-19 community levels, students, staff, volunteers and visitors may choose to wear masks based on their individual risk assessment (e.g., increased risk for severe disease or family or community members at increased risk for severe disease). Masking will be normalized and welcomed within every school community at PPS. Masking will be strongly encouraged, but not required, during high community transmission. **Due to the nature of COVID-19, PPS guidelines are subject to change based on public health directives.**  Masks will be required in school health rooms, isolation spaces, offices where mental health counseling services are delivered, school-based health centers, and other areas where healthcare is routinely delivered ([OAR 333-019-1011](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=286317)).  Each school will have readily available standard non-surgical/medical masks, child masks and adult KN95 masks for individuals who want or need a mask.  2022-23 Standard Operating Procedures (SOPs) and Additional Training/Resources   * [Personal Protective Equipment SOP](https://docs.google.com/document/d/1LwuFbRnmTCgeDft9URWFdXFV3u5r6GPxgFupgdsPmZ0/edit?usp=sharing) * [Purchasing and Distribution SOP](https://docs.google.com/document/d/1qIUIL8ZsVsJhCr35mk47i6UOPO0GH-cQVHt9TrUEaSM/edit) * Lesson - [Making Choices: Mask Expectations in Our Community](https://docs.google.com/presentation/d/1NogXfBsYDuZlgacdMbTw1C8I2oyYEv4aGmnqCS3sX4s/edit#slide=id.g118dc473836_0_109) * [CDC COVID-19 Community Levels](https://www.cdc.gov/coronavirus/2019-ncov/your-health/covid-by-county.html) |
| Isolation | Consistent with public health and state law, students or staff who test positive for COVID-19 must isolate at home for 5 days and may return after symptoms are improving and they are fever-free for 24 hours without the use of fever-reducing medication. It is the expectation that individuals wear a well-fitting mask around others for 5 additional days (day 6 through day 10) after the end of the 5-day isolation period. As part of our communication and education plan, we expect school communities to establish a culture of care where this expectation is supported by all in the school community.  All school buildings that provide in-person instruction will maintain a separate isolation space for unwell individuals, apart from those receiving well-care and others, per [OAR 581-022-2220](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145269).   * [Communicable Disease Response Process SOP](https://docs.google.com/document/d/1sCGUNQ9st5YR8iwacRmmjh2UlVWEPeXZzwSagWUR-WM/edit?usp=sharing) * [Health Room & Symptom/Isolation Space Requirements SOP](https://docs.google.com/document/d/1jorHqg1SEJzNAxHyWI7yyD29vssD4gce9UxlUOnIRsc/edit?usp=sharing) |
| Symptom Screening | **Additional Mitigation Measure:** Increase regular communication to PPS stakeholders that amplifies public health information about symptom monitoring and healthy choices.  All individuals should stay home if they are sick. Students with symptoms requiring exclusion will be seperated in the dedicated symptom/isolation space until they are released to go home. Building Administrators will continue to follow the Communicable Disease Guidance for symptom-based exclusion.  PPS will share the Self-Screening Tool in our 6 supported languages with the PPS community. This tool is a resource for staff and students to use before entering district property or using district transportation. Individuals are expected to promptly report to their supervisor or school if they develop excludable symptoms or test positive for COVID-19.   * [Self-Screening Tool](https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/50/PPS_self-screening_checklist_22-23.pdf) |
| COVID-19 Testing | **Additional Mitigation Measure:** Increase regular communication to PPS stakeholders that amplifies public health information about testing resources and opportunities.  PPS, in collaboration with OHA, will continue to offer free COVID-19 testing options for staff and students. Consent is required to participate in any of the following optional programs:   * Diagnostic Testing for staff and students who develop symptoms or were exposed onsite. * Screening Test through OHSU for students * Mail-in Staff Screening Test through WVT for K-12 staff.     2022-23 Standard Operating Procedures (SOPs) and Additional Training/Resources   * [COVID-19 Diagnostic (Symptomatic) Testing SOP](https://docs.google.com/document/d/1M9dnyr0Ok1FBiWpBSAzuEEpN6Xt6qW9Vum85UY9anww/edit?usp=sharing) * [Purchasing and Distribution SOP](https://docs.google.com/document/d/1qIUIL8ZsVsJhCr35mk47i6UOPO0GH-cQVHt9TrUEaSM/edit) * OHSU Screening Testing Program Information:   + [PPS Information & Expectations](https://docs.google.com/document/d/1OejGUtGNERJfI5ByrZ9XRaLPR9dUTUVC7JF3wVdqqZc/edit#)   + [OHSU Webpage Student Screening Testing Program](https://www.ohsu.edu/health/k-12-covid-19-screening-program) * [Oregon COVID-19 Testing Programs](https://www.oregon.gov/oha/covid19/Pages/K-12-COVID-19-Testing.aspx#:~:text=Oregon%20Health%20Authority%20is%20launching,or%20private%20K%2D12%20staff.) |
| Airflow and Circulation | **Additional Mitigation Measure:** Increase regular communication to PPS staff that encourages open windows when appropriate to increase airflow and circulation.  PPS understands that airflow and circulation are critical components that support everyday health in our buildings and will communicate clearly with families and staff our efforts to improve air quality in schools. Due to the nature of COVID-19, PPS guidelines are subject to change based on public health directives.  PPS Facilities staff perform regular inspections of all HVAC systems in accordance with ASHRAE Standard 180-2018 “Standard Practice for the Inspection and Maintenance of Commercial HVAC Systems” and use a PPS standardized field form to document them. All mechanical system filters are a minimum of Minimum Efficiency Reporting Values (MERV) 13 and are replaced twice annually.  PPS will continue to utilize non-mechanical methods such as opening doors and windows where reasonable to increase air circulation. Staff are trained to avoid propping open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed). Symptom spaces, classrooms/instruction spaces and other selected rooms also have portable high-efficiency particulate air (HEPA) room ventilators. These HEPA filters provide ultrafine-particle filtration.  2022-23 Standard Operating Procedures (SOPs) and Additional Training/Resources   * [Ventilation SOP](https://docs.google.com/document/d/1iFHY7SqarAgsS9X9OJUA76mHd98oCJCvEn63sc9UDgQ/edit?usp=sharing) * Fact Sheet: Airflow and Circulation |
| Cohorting[[2]](#footnote-1) | Per [updated guidance](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-childcare-guidance.html) from the Center for Disease Control (CDC), cohorting is no longer a recommended strategy against COVID-19. |
| Physical Distancing | In accordance with state guidance, physical distancing will be encouraged and promoted by school communities. |
| Hand Washing | Handwashing is a key component of basic hygiene, and it is the expectation that all students and staff use this sanitation method to prevent the spread of disease. All PPS buildings are supplied with instructional handwashing posters in supported languages. Building Administrators periodically communicate proper hand hygiene to students and staff.  2022-23 Standard Operating Procedures (SOPs) and Additional Training/Resources   * [Hand Hygiene and Respiratory Etiquette SOP](https://docs.google.com/document/d/1nazvh5DmQzaeJI5cxwzwAvh_RMV4LkNb5rDkuv5aG_c/edit?usp=sharing) * [Instructional Handwashing Posters](https://drive.google.com/drive/folders/1-_QX8uVqMznHI-ZH-LiUnqOMp7GA9en6?usp=sharing) |
| Cleaning and Disinfection | PPS will continue its protocols for regular cleaning and disinfecting schools and vehicles. Sanitation practices outlined in SOPs have been integrated into standard practice. |
| Training and Public Health Education | *Communications*  Portland Public Schools operates in partnership with MESD to ensure students, staff and families have access to critical public health guidance. PPS will schedule and provide regular communication about updated public health guidance and enhanced communicable disease mitigation efforts, if necessary, to students, families and staff through a variety of channels, including email, website, social media and news media.  If and when information is time-sensitive or urgent, PPS will also use text messages and robocalls to reach the community.  PPS’s materials and messages will be made available to the community in all district-supported languages (English, Spanish, Vietnamese, Chinese, Russian, Somali).  *Training*  There are resources and training available as well to support public health in our schools, including a Health & Safety training for all employees to view at the beginning of the school year and on-demand. Resources are curated for students, families/parents, school based staff, administrators and specialized teams (ie. secretaries, custodians).  *Education*  The Office of Student Support Services (MTSS) will develop and share with educators [age-appropriate lessons on COVID-19 health and safety.](https://docs.google.com/presentation/d/1IUPI250Us9w61eCJP3RzoiZxFFyjR_MIIiwB6Xv_Kow/edit?usp=sharing)  A key education resource for the PPS community is the [PPS Communicable Disease Dashboard](https://www.pps.net/Page/18151). The Dashboard automatically updates four times a day with numbers of staff and students at individual schools and district-wide who have tested positive for COVID-19. It allows individuals to assess what self-protective mitigation measures they may take depending on the status of cases at their school or in the broader PPS community.  We also have the [PPS vaccination webpage](https://www.pps.net/covid-19vaccination) available for the community to stay informed about current vaccine clinic opportunities and other vaccine-related information.  Schools operate in partnership with MESD to ensure students, staff and families have access to critical public health guidance. |

**Table 7.**  **COVID-19 Mitigating Measures**

| **OHA/ODE Recommendation(s)**  Layered Health and Safety Measures | **STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how 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 | **Reduced Mitigation Measure:** As CDC moves from High to Medium to Low, PPS will communicate this transition to stakeholders.  PPS will continue to require all staff and volunteers to be vaccinated against COVID-19.  PPS will promote and amplify via its communication channels community-based opportunities to access vaccinations, including boosters. All extended time visitors (5 years of age and older who are onsite for 15 minutes or longer) are required to be fully vaccinated against COVID-19 or receive a negative COVID-19 test within the prior 72 hours ([Visitors to PPS Campuses SOP](https://docs.google.com/document/d/1y4SOD-lKIrwqTCWVEC5IbYxydAuiiWZOgMbkYfE6ULU/edit)). PPS will no longer individually check proof of vaccination or a negative test.  PPS will continue to promote community-based opportunities to access the COVID-19 vaccination and/or boosters. This includes:   * Multnomah County Public Health’s  [Upcoming COVID-19 Vaccine Clinics webpage](https://www.multco.us/novel-coronavirus-covid-19/upcoming-covid-19-vaccination-clinics), * OHA’s [Get Vaccinated (clinic locator) webpage](https://getvaccinated.oregon.gov/#/locator?lang=en),   PPS will also offer three centrally located COVID-19 vaccination/booster clinics for students and PPS staff:   * Back to School Clinic (August 2022); * Winter Clinic (November/December 2022); * Spring Clinic (March 2023).   The Multnomah County School-Based Health Centers will also offer regular access to COVID-19 vaccinations and boosters for students.  2022-23 Standard Operating Procedures (SOPs) and Additional Training/Resources   * [Employee Vaccination Requirements and Screening SOP](https://docs.google.com/document/d/1u5pWHrPtKHB4lNu23t9-cHUhwZqNVIEGVkqf2htlKZw/edit) * [Volunteers in Schools SOP](https://docs.google.com/document/d/1cNcTErhgzNP_rmqiINrOP6MOb5PJq4q_Xunz7wo8g6s/edit?usp=sharing) |
| Face Coverings | **Reduced Mitigation Measure:** As CDC moves from High to Medium to Low, PPS will communicate this transition to stakeholders.  Across all PPS schools and buildings and across COVID-19 community levels, students, staff, volunteers and visitors may choose to wear masks based on their individual risk assessment (e.g., increased risk for severe disease or family or community members at increased risk for severe disease). Masking will be normalized and welcomed within every school community at PPS. Masking will be strongly encouraged, but not required, during high community transmission. Due to the nature of COVID-19, PPS guidelines are subject to change based on public health directives.  Masks will be required in school health rooms, isolation spaces, offices where mental health counseling services are delivered, school-based health centers, and other areas where healthcare is routinely delivered ([OAR 333-019-1011](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=286317)).  Each school will have readily available standard non-surgical/medical masks, child masks and adult KN95 masks for individuals who want or need a mask.  2022-23 Standard Operating Procedures (SOPs) and Additional Training/Resources   * [Personal Protective Equipment SOP](https://docs.google.com/document/d/1LwuFbRnmTCgeDft9URWFdXFV3u5r6GPxgFupgdsPmZ0/edit?usp=sharing) * [Purchasing and Distribution SOP](https://docs.google.com/document/d/1qIUIL8ZsVsJhCr35mk47i6UOPO0GH-cQVHt9TrUEaSM/edit) * Lesson - [Making Choices: Mask Expectations in Our Community](https://docs.google.com/presentation/d/1NogXfBsYDuZlgacdMbTw1C8I2oyYEv4aGmnqCS3sX4s/edit#slide=id.g118dc473836_0_109) * [CDC COVID-19 Community Levels](https://www.cdc.gov/coronavirus/2019-ncov/your-health/covid-by-county.html) |
| Isolation | Consistent with public health and state law, students or staff who test positive for COVID-19 must isolate at home for 5 days and may return after symptoms are improving and they are fever-free for 24 hours without the use of fever-reducing medication. It is the expectation that individuals wear a well-fitting mask around others for 5 additional days (day 6 through day 10) after the end of the 5-day isolation period. As part of our communication and education plan, we expect school communities to establish a culture of care where this expectation is supported by all in the school community.  All school buildings that provide in-person instruction will maintain a separate isolation space for unwell individuals, apart from those receiving well-care and others, per [OAR 581-022-2220](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145269).   * [Communicable Disease Response Process SOP](https://docs.google.com/document/d/1sCGUNQ9st5YR8iwacRmmjh2UlVWEPeXZzwSagWUR-WM/edit?usp=sharing) * [Health Room & Symptom/Isolation Space Requirements SOP](https://docs.google.com/document/d/1jorHqg1SEJzNAxHyWI7yyD29vssD4gce9UxlUOnIRsc/edit?usp=sharing) |
| Symptom Screening | All individuals should stay home if they are sick. Students with symptoms requiring exclusion will be seperated in the dedicated symptom/isolation space until they are released to go home. Building Administrators will continue to follow the Communicable Disease Guidance for symptom-based exclusion.  PPS will share the Self-Screening Tool in our 6 supported languages with the PPS community. This tool is a resource for staff and students to use before entering district property or using district transportation. Individuals are expected to promptly report to their supervisor or school if they develop excludable symptoms or test positive for COVID-19.   * [Self-Screening Tool](https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/50/PPS_self-screening_checklist_22-23.pdf) (EN) |
| COVID-19 Testing | *OHA offers both* [*diagnostic and screening testing programs*](https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/le3798.pdf#:~:text=CDC%20recommends%20screening%20only%20in%20unvaccinated%20individuals.%20Oregon,all%20interested%20K-12%20schools%20are%20welcome%20to%20enroll.) *to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.*  PPS, in collaboration with OHA, will continue to offer free COVID-19 testing options for staff and students. Consent is required to participate in any of the following optional programs:   * Diagnostic Testing for staff and students who develop symptoms or were exposed onsite. * Screening Test through OHSU for students * Mail-in Staff Screening Test through WVT for K-12 staff.   2022-23 Standard Operating Procedures (SOPs) and Additional Training/Resources   * [COVID-19 Diagnostic (Symptomatic) Testing SOP](https://docs.google.com/document/d/1M9dnyr0Ok1FBiWpBSAzuEEpN6Xt6qW9Vum85UY9anww/edit?usp=sharing) * [Purchasing and Distribution SOP](https://docs.google.com/document/d/1qIUIL8ZsVsJhCr35mk47i6UOPO0GH-cQVHt9TrUEaSM/edit) * OHSU Screening Testing Program Information:   + [PPS Information & Expectations](https://docs.google.com/document/d/1OejGUtGNERJfI5ByrZ9XRaLPR9dUTUVC7JF3wVdqqZc/edit#)   + [OHSU Webpage Student Screening Testing Program](https://www.ohsu.edu/health/k-12-covid-19-screening-program) * [Oregon COVID-19 Testing Programs](https://www.oregon.gov/oha/covid19/Pages/K-12-COVID-19-Testing.aspx#:~:text=Oregon%20Health%20Authority%20is%20launching,or%20private%20K%2D12%20staff.) |
| Airflow and Circulation | PPS understands that airflow and circulation are critical components that support everyday health in our buildings and will communicate clearly with families and staff our efforts to improve air quality in schools. Due to the nature of COVID-19, PPS guidelines are subject to change based on public health directives.  PPS Facilities staff perform regular inspections of all HVAC systems in accordance with ASHRAE Standard 180-2018 “Standard Practice for the Inspection and Maintenance of Commercial HVAC Systems” and use a PPS standardized field form to document them. All mechanical system filters are a minimum of Minimum Efficiency Reporting Values (MERV) 13 and are replaced twice annually.  PPS will continue to utilize non-mechanical methods such as opening doors and windows where reasonable to increase air circulation. Staff are trained to avoid propping open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed). Symptom spaces, classrooms/instruction spaces and other selected rooms also have portable high-efficiency particulate air (HEPA) room ventilators. These HEPA filters provide ultrafine-particle filtration.  2022-23 Standard Operating Procedures (SOPs) and Additional Training/Resources   * [Ventilation SOP](https://docs.google.com/document/d/1iFHY7SqarAgsS9X9OJUA76mHd98oCJCvEn63sc9UDgQ/edit?usp=sharing) |
| Cohorting | Per [updated guidance](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-childcare-guidance.html) from the Center for Disease Control (CDC), cohorting is no longer a recommended strategy against COVID-19. |
| Physical Distancing | In accordance with state guidance, physical distancing will be encouraged and promoted by school communities. |
| Hand Washing | Handwashing is a key component of basic hygiene, and it is the expectation that all students and staff use this sanitation method to prevent the spread of disease. All PPS buildings are supplied with instructional handwashing posters in supported languages. Building Administrators periodically communicate proper hand hygiene to students and staff.  2022-23 Standard Operating Procedures (SOPs) and Additional Training/Resources   * [Hand Hygiene and Respiratory Etiquette SOP](https://docs.google.com/document/d/1nazvh5DmQzaeJI5cxwzwAvh_RMV4LkNb5rDkuv5aG_c/edit?usp=sharing) * [Instructional Handwashing Posters](https://drive.google.com/drive/folders/1-_QX8uVqMznHI-ZH-LiUnqOMp7GA9en6?usp=sharing) |
| Cleaning and Disinfection | PPS will continue its protocols for regular cleaning and disinfecting schools and vehicles. Sanitation practices outlined in SOPs have been integrated into standard practice. |
| Training and Public Health Education | *Communications*  **Reduced Mitigation Measure:** As CDC moves from High to Medium to Low, PPS will communicate this transition to stakeholders.  Portland Public Schools operates in partnership with MESD to ensure students, staff and families have access to critical public health guidance. PPS will schedule and provide regular communication about updated public health guidance and enhanced communicable disease mitigation efforts, if necessary, to students, families and staff through a variety of channels, including email, website, social media and news media.  If and when information is time-sensitive or urgent, PPS will also use text messages and robocalls to reach the community.  PPS’s materials and messages will be made available to the community in all district-supported languages (English, Spanish, Vietnamese, Chinese, Russian, Somali).  A year-long communications plan will be developed.  *Training*  There are resources and training available as well to support public health in our schools, including a Health & Safety training for all employees to view at the beginning of the school year and on-demand. Resources are curated for students, families/parents, school based staff, administrators and specialized teams (ie. secretaries, custodians).  *Education*  The Office of Student Support Services (MTSS) will develop and share with educators [age-appropriate lessons on COVID-19 health and safety.](https://docs.google.com/presentation/d/1IUPI250Us9w61eCJP3RzoiZxFFyjR_MIIiwB6Xv_Kow/edit?usp=sharing)  A key education resource for the PPS community is the [PPS Communicable Disease Dashboard](https://www.pps.net/Page/18151). The Dashboard automatically updates four times a day with numbers of staff and students at individual schools and district-wide who have tested positive for COVID-19. It allows individuals to assess what self-protective mitigation measures they may take depending on the status of cases at their school or in the broader PPS community.  We also have the [PPS vaccination webpage](https://www.pps.net/covid-19vaccination) available for the community to stay informed about current vaccine clinic opportunities and other vaccine-related information.  Schools operate in partnership with MESD to ensure students, staff and families have access to critical public health guidance. |

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**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.

[**Link to Jackson Middle School COVID-19 Management Plan**](https://docs.google.com/document/d/1fQcmAOeWeDOt943Zt11qMYQBclbgdyIPh4gA90DIROo/edit?usp=sharing)

Date Last Updated: **8/16/2022** Date Last Practiced: **8/16/2022**

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](https://www.justice.gov/archive/otj/Presidential_Statements/presdoc1.htm) basis*.* [↑](#footnote-ref-0)
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. [↑](#footnote-ref-1)