School-Level COVID-19 Management Plan

Template For School Year 2022-23

Banks School District

School/District/Program Information

District or Education Service District Name and ID: _____

School or Program Name: ___Banks Elementary School_____

Contact Name and Title: ___Marjorie Salter_____

Contact Phone: ____503-324-2772_____   Contact Email: ___marjories@banks.k12.or.us_____

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	
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010	
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	
Educator Vaccination OAR 333-019-1030	
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	

	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.
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	- Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained. - In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary. - Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.	Marjorie Salter / Principal	Assistant Principal

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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.	Marjorie Salter / Principal	
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.	Rachelle Barnett / Nurse	
School Support Staff as needed (*transportation, food service, maintenance/custodial*)	● Advises on prevention/response procedures that are required to maintain student services.	Marjorie Salter / Principal	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Communications Lead (*staff member responsible for ensuring internal/external messaging is completed*)	● Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the school is responding, and action community members can take to protect their health. ● Shares communications in all languages relevant to school community.	Marjorie Salter / Principal	
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.	Brian Sica / Superintendent	
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.	Samantha Lathrop	Brittney Leisman
Others as identified by team			

Section 2. Equity and Mental Health

Preparing a plan that centers equity and supports mental health

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

Centering Equity

Identify existing district or school plans and tools that can be utilized when centering equity in prevention, response, and recovery from incidents of COVID-19 (e.g., district or school equity plans/stances/lenses/decision tools, Equity Committee or Team protocols, district or school systems for including student voice, existing agreements or community engagement or consultation models, Tribal Consultation[1], etc.)
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Suggested Resources:
1. Equity Decision Tools for School Leaders
2. Oregon Data for Decisions Guide
3. Oregon's COVID-19 Data Dashboards by Oregon Health Authority COVID-19
4. Data for Decisions Dashboard
5. Community Engagement Toolkit
6. Tribal Consultation Toolkit

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[1] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

Table 3.   **Centering Equity**

OHA/ODE Recommendation(s)	Response:
Describe how you identify those in your school setting that are disproportionately impacted by COVID-19 and which students and families may need differentiated or additional support.	Through administrative meetings and parent surveys. We are a small enough district that our staff at each school is able to determine which families and students need additional support.
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.	We have added additional staff for COVID loss of learning and for additional social emotional support for our students. We are going to maintain those additional staff members for the 2022-23 school year.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	The administrative team needs to discuss individual needs of our families. They then need to communicate that to our support staff at each individual building. We have a great system in place and have been very successful providing additional resources to students during this pandemic.

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.)

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Suggested Resources:
1. ODE Mental Health Toolkit
2. Care and Connection Program
3. Statewide interactive map of Care and Connection examples
4. Care and Connection District Examples
5. Oregon Health Authority Youth Suicide Prevention

Table 4.   Mental Health Supports

OHA/ODE Recommendation(s)	Response:
Describe how you will devote time for students and staff to connect and build relationships.	We have added additional support staff to help with building relationships. We use our late start time to discuss interventions and data for our students that are struggling.
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.	With our additional counseling staff and instructional aide staff we will ensure that students will receive individual time and creative opportunities to provide mental health supports.
Describe how you will link staff, students and families with culturally relevant health and	We will communicate to students and families on a regular basis of what supports we have available and what other supports are out there beyond our district. We have added and will maintain additional staffing for the 2022-23 school year.

OHA/ODE Recommendation(s)	Response:
mental health services and supports.	
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	We have a District Wellness Committee that meets regularly. We have advisory classes where students can lead initiatives of wellbeing and mental health. We are making sure there are a lot of opportunities for students to have a say in how they are doing and what they need from us.

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 will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
COVID-19 Vaccination	CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. We will follow all current state mandates on COVID vaccine requirements for staff and volunteers. Medical and religious exemptions will be provided and individuals with exemptions will meet with superintendent to make a plan to mitigate potential spread and possible additional requirements.
Face Coverings	We will follow all current state mandates regarding wearing face coverings in K-12 schools. As a baseline, when no current state mandates exist, face coverings will be optional in the Banks SD.
Isolation	When students or staff show primary or non-primary symptoms, they will be sent to the isolation room to be further screened and possibly tested and sent home. Will follow all current isolation guidelines per ODE/OHA.
Symptom Screening	Passive screening done by all staff daily. Enhanced screening by trained staff when student sent to isolation room for self-reported or observed symptoms.
COVID-19 Testing	Will offer diagnostic testing if available through OHA. Will notify staff of free staff screening program.
Airflow and Circulation	Stand alone HEPA air purifiers in isolation rooms, classrooms without windows and if needed in classrooms with medically fragile students. We also have MERV-13 hospital grade filters in all of our HVAC and Heating systems.
Cohorting	We will follow required cohorting rules from ODE if they exist.
Physical Distancing	We will follow required physical distancing rules from ODE if they exist.
Hand Washing	We will encourage hand washing for 20 seconds. Signs will be posted on how and when to wash hands. Sinks or hand sanitizer available in all classrooms. Hand sanitizing stations are available throughout the building. Teaching reminders on how and when to wash hands at all grade levels.
Cleaning and Disinfection	EPA approved to kill COVID disinfectants available in every classroom and throughout the building. We contract out with Sodexo and this is a national company with a very comprehensive and complete plan for cleaning protocols for COVID.

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?
Training and Public Health Education	District Nurse and administration will provide training and communication regarding all district mitigating measures at the beginning of the year and when significant updates occur.

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 partner with mobile vaccinators, other districts, and LPHA to organize on-site vaccine clinic or communicate vaccination events in the community. We will follow current COVID vaccine requirements for staff / volunteers and the exemption process.
Face Coverings	CDC, OHA, and ODE recommend universal use of face coverings during periods of high transmission. Staff may model proper usage of face masks. We will consider universal masking in certain cohorts, grades or schools during periods of high transmission and high absenteeism due to COVID like illness before considering shifting to CDL. Encourage staff to wear face coverings when indoors and in sustained close contact with students. We will have free face masks available at the front entrance for anyone that wants them.
Isolation	Reminders sent to parents and staff to stay home when ill. Strict adherence to ODE/OHA COVID exclusion guidance. Students that become symptomatic at school will be kept in isolation room until parent can pickup. Schools may move location of isolation room if more space is needed.
Symptom Screening	Will retrain staff on up-to-date primary and non-primary symptoms of COVID and when to send students to isolation room. Reminders sent to parents on symptoms requiring testing.
COVID-19 Testing	Rigorous diagnostic testing for students and staff. Frequently offer at home tests when provided by OHA. Offer return-to-test and Enhanced Exposure Testing program.
Airflow and Circulation	Continue and monitor our HEPA filters and our MERV-13 filters in our HVAC systems. If more is needed, we will purchase additional HEPA filters and continue to use MERV-13 filters.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
Cohorting[2]	*Schools should notify their LPHA about unusual respiratory disease activity if the following absence thresholds are met and at least some students are known to have influenza or COVID-like symptoms:* *1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent* *2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent*
Physical Distancing	Consider closing or limiting access to water fountains to discourage close contact crowding of fountain. When 1:1 teaching interaction occurs between staff and students, limit interaction to 15 minutes or less and keep 3 to 6 feet of distance when feasible.
Hand Washing	Approved alcohol based hand sanitizer at all entrances to building and on buses. More frequent reminders or signage of how and when to wash hands.
Cleaning and Disinfection	Enhanced cleaning protocols. Increased sanitizing of high touch points. Defogger used by train staff when outbreaks occur in classrooms and at schools.
Training and Public Health Education	Re-teach staff and reminders given to staff, students and parents. Topics include when to test, stay home, and what are preventative measures. Notifications when large outbreaks occur or when exposure identified at large event(s).

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[2] Cohorting refers to establishing a consistent group of students that stay together for a significant portion of the school day. Examples include stable mealtime cohorts, classrooms, table groups, lunch bunches, and other group situations. Cohorts should be as small as feasible to minimize exposure.

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

OHA/ODE Recommendation(s) Layered Health and Safety Measures	STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?
COVID-19 Vaccination	We will provide resources to COVID vaccination providers and events if community desire is present. We will continue to encourage vaccination for those eligible.
Face Coverings	Continue to provide free face masks to students and staff. Also support student choice to wear masks when they choose.
Isolation	District Nurse will continue to monitor all ODE, OHA, CDC guidelines on isolation of students / staff with COVID or COVID like illness. We will continue to have trained staff to operate the isolation room.
Symptom Screening	Continue periodic reminders to staff, students, and parents on symptoms to look for and report.
COVID-19 Testing	As long as OHA continues to offer free diagnostic and exposure testing programs, schools will participate in this program.
Airflow and Circulation	Continue to inspect, maintain and repair all school air purifiers and building HVAC systems and filters.
Cohorting	
Physical Distancing	Continuing to space out at lunch as much as possible. Conduct PE classes and other academic classes outside when possible.
Hand Washing	Leave hand washing education signage posted. Provide age appropriate teaching as needed.

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?
Cleaning and Disinfection	Continue providing appropriate PPE and sanitizing supplies in each classroom.
Training and Public Health Education	Continue providing outbreak information when applicable, resources for families when they test positive or need testing and when to stay home when ill.

PRACTICING PLAN TO IMPROVE PROCESS

Training exercises are essential to preparedness ensuring individuals understand their role in a communicable disease event. Exercises can also help identify gaps in the planning, thereby building upon and strengthening the plan over time. Schools, districts, and ESDs should schedule to exercise this plan annually and when any revisions are made to update the plan. The plan, or component(s) of the plan, can be tested through conversations, practice exercises, or other activities.

INSERT THE LINK where this plan is available for public viewing.

Date Last Updated: **INSERT**   Date Last Practiced: **INSERT**