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

**Template For School Year 2022-23**

Insert district logo

**School/District/Program Information**

District or Education Service District Name and ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School or Program Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Name and Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Contact Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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) |  |
| **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) |  |
| **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) |  |
| **Educator Vaccination**[OAR 333-019-1030](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=280616) |  |
| **Emergency Plan or Emergency Operations Plan**[OAR 581-022-2225](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145271) |  |
| **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.
 |  |  |
| 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.
 |  |  |
| 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.
 |  |  |
| School Support Staff as needed (*transportation, food service, maintenance/custodial*) | * Advises on prevention/response procedures that are required to maintain student services.
 |  |  |
| 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.
 |  |  |
| 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.
 |  |  |
| 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.
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| Others as identified by team |  |  |  |

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| "" | **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.

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| **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]](#footnote-2), etc.)

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* INSERT
* INSERT

| "" | **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)
 |
| --- | --- |

**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. |  |
| 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. |  |
| What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully. |  |

**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](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)
 |
| --- | --- |

**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. |  |
| 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. |  |
| Describe how you will link staff, students and families with culturally relevant health and mental health services and supports. |  |
| Describe how you will foster peer/student lead initiatives on wellbeing and mental health. |  |

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| --- | --- |
| "" | **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](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/Updated%20CD%20Guidance.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)
 |
| --- | --- |

**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. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community.* |
| Face Coverings |  |
| Isolation  |  |
| Symptom Screening  |  |
| 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.* |
| Airflow and Circulation |  |
| Cohorting |  |
| Physical Distancing |  |
| Hand Washing |  |
| Cleaning and Disinfection |  |
| Training and Public Health Education |  |

**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 |  |
| Face Coverings | *CDC, OHA, and ODE recommend universal use of face coverings during periods of high transmission. Please include whether your school will implement this critical recommendation.* |
| Isolation  |  |
| Symptom Screening  |  |
| COVID-19 Testing |  |
| Airflow and Circulation |  |
| Cohorting[[2]](#footnote-3) | *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 |  |
| Hand Washing |  |
| Cleaning and Disinfection |  |
| Training and Public Health Education |  |

**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 |  |
| Face Coverings |  |
| Isolation |  |
| Symptom Screening |  |
| COVID-19 Testing |  |
|   Airflow and Circulation |  |
| Cohorting |  |
| Physical Distancing |  |
| Hand Washing |  |
| Cleaning and Disinfection |  |
| Training and Public Health Education |  |

**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**

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-2)
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-3)