

School-Level COVID-19 Management Plan
Template For School Year 2022-23



School/District/Program Information


District or Education Service District Name and ID: ORDCA 5441

School or Program Name: Destinations Career Academy of Oregon

Contact Name and Title: Melissa Hausmann, Executive Director

Contact Phone: 541-823-5010 Contact Email: mhausmann@k12.com

Table 1.

	<p>Policies, protocols, procedures and plans already in place</p> <p>Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>
<p>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>ISORPH, CVA, ORDCA follows the authorizing district communicable disease plan: ae9564_0e2a9f24f5ee434587c511263c9a566f.pdf (mitchell.k12.or.us)</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>Student exclusion measures are unnecessary due to virtual school nature. Staff exclusion measures: Dianne Hendrix</p>
<p>Isolation Space Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for students with special health care needs. OAR 581-022-2220</p>	<p>N/A Virtual School</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>In compliance with OAR 333-019-1030 the District requires all employees to be vaccinated or to have a district approved religious or medical exception. The District will not employ, contract with, or accept the volunteer services of teachers, school staff or volunteers who are teaching, working, learning, studying, assisting, observing, or volunteering at a school unless the teachers or school staff are fully vaccinated against COVID-19 or have a documented medical or religious exception.</p>



Policies, protocols, procedures and plans already in place

Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.

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

ISORPH, CVA, ORDCA follows the authorizing district emergency plan:
[ae9564_0e2a9f24f5ee434587c511263c9a566f.pdf \(mitchell.k12.or.us\)](#)

**Additional documents
reference here:**



SECTION 1. Clarifying Roles and Responsibilities

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

Table 2. Roles and Responsibilities

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	<ul style="list-style-type: none"> Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained. In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary. 	Dianne Hendrix- HR Coordinator	Melissa Hausmann- Executive Director

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	<ul style="list-style-type: none"> Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners. 		
<p>School Safety Team Representative <i>(or staff member knowledgeable about risks within a school, emergency response, or operations planning)</i></p>	<ul style="list-style-type: none"> Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures. Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system. 	Yancey Fall-Operations Manager	Dianne Hendrix- HR Coordinator
<p>Health Representative <i>(health aid, administrator, school/district nurse, ESD support)</i></p>	<ul style="list-style-type: none"> Supports building lead/administrator in determining the level and type of response that is necessary. Reports to the LPHA any cluster of illness among staff or students. Provides requested logs and information to the LPHA in a timely manner. 	Dianne Hendrix- HR Coordinator	Yancey Fall-Operations Manager
<p>School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i></p>	<ul style="list-style-type: none"> Advises on prevention/response procedures that are required to maintain student services. 	N/A Virtual School	N/A Virtual School

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i>	<ul style="list-style-type: none"> Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the school is responding, and action community members can take to protect their health. Shares communications in all languages relevant to school community. 	Dianne Hendrix- HR Coordinator	Melissa Hausmann- Executive Director
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<ul style="list-style-type: none"> Has responsibility over COVID-19 response during periods of high transmission. May act as 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. 	Melissa Hausmann- Executive Director	Yancey Fall-Operations Manager
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response. Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners. 	Dianne Hendrix- HR Coordinator	Yancey Fall-Operations Manager
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 Consultation¹, etc.)

- [Decision Tools for SY 2021-22 \(oregon.gov\)](#)
- N/A-Virtual School



Suggested Resources:

1. [Equity Decision Tools](#) for School Leaders
2. [Oregon Data for Decisions Guide](#)
3. [Oregon's COVID-19 Data Dashboards](#) by Oregon Health Authority COVID-19
4. [Data for Decisions Dashboard](#)
5. [Community Engagement Toolkit](#)
6. [Tribal Consultation Toolkit](#)

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

Table 3.

Centering Equity

OHA/ODE Recommendation(s)	Response:
Describe how you identify those in your school setting that are disproportionately impacted by COVID-19 and which students and families may need differentiated or additional support.	N/A- Virtual School
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.	N/A- Virtual School
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	N/A- Virtual School

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.)

- [Mental Health Toolkit](#)
- [Youth Suicide Prevention](#)


	<p>Suggested Resources:</p> <ol style="list-style-type: none"> 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
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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.	Every student has a counselor and a homeroom teacher. Additionally, all staff are expected to make regularly scheduled calls with their students outside of live class time. ISORPH, CVA, and ORDCA incorporate virtual field trips, virtual club, student groups and other ways for connections to be built.
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.	In the virtual setting, teachers are able to tailor education to the individual child and be responsive to each student’s needs.
Describe how you will link staff, students and families with culturally relevant health and	In addition to counseling resources, ISORPH, CVA, and ORDCA have a full-time Student Resource Coordinator. These employees work directly with families to connect them with resources in their community.

OHA/ODE Recommendation(s)	Response:
mental health services and supports.	
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	Student facilitated clubs, homeroom teacher guided 7 mindsets curriculum for all students K-12, student leadership groups leading school events and assemblies.



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	N/A Virtual School
Face Coverings	Offices will follow county restrictions. Otherwise, N/A - Virtual School
Isolation	Offices will follow county restrictions. Otherwise, N/A - Virtual School
Symptom Screening	For office based staff on exemptions, they must verify a lack of symptoms each assigned office day before entering the office.
COVID-19 Testing	<i>OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</i> Diagnostic testing available for in-person work as needed.
Airflow and Circulation	N/A - Virtual School
Cohorting	N/A - Virtual School
Physical Distancing	Offices will follow county restrictions. Otherwise, N/A - Virtual School
Hand Washing	Hand washing signs are at every sink.
Cleaning and Disinfection	Hand sanitizer and disinfectant wipes are dispersed throughout each office space.

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Training and Public Health Education	Mitchell School District routinely sends home public announcements made by the Local Public Health Authority. These notices educate in Spanish and English.

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	N/A - Virtual School
Face Coverings	<i>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.</i> Offices will follow county restrictions. Otherwise, N/A - Virtual School
Isolation	Offices will follow county restrictions. Otherwise, N/A - Virtual School
Symptom Screening	For office based staff on exemptions, they must verify a lack of symptoms each assigned office day before entering the office.
COVID-19 Testing	<i>OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</i> Diagnostic testing available for in-person work as needed.
Airflow and Circulation	N/A - Virtual School

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Cohorting ²	<i>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:</i> 1. <i>At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i> 2. <i>At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i> N/A Virtual School
Physical Distancing	Offices will follow county restrictions. Otherwise, N/A - Virtual School
Hand Washing	Hand washing signs are at every sink.
Cleaning and Disinfection	Hand sanitizer and disinfectant wipes are dispersed throughout each office space.
Training and Public Health Education	Mitchell School District routinely sends home public announcements made by the Local Public Health Authority. These notices educate in Spanish and English.

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

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?</p>
<p>COVID-19 Vaccination</p>	<p>N/A - Virtual School</p>
<p>Face Coverings</p>	<p><i>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.</i> Offices will follow county restrictions. Otherwise, N/A - Virtual School</p>
<p>Isolation</p>	<p>Offices will follow county restrictions. Otherwise, N/A - Virtual School</p>
<p>Symptom Screening</p>	<p>For office based staff on exemptions, they must verify a lack of symptoms each assigned office day before entering the office.</p>
<p>COVID-19 Testing</p>	<p><i>OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</i> Diagnostic testing available for in-person work as needed.</p>
<p>Airflow and Circulation</p>	<p>N/A - Virtual School</p>
<p>Cohorting</p>	<p>N/A - Virtual School</p>
<p>Physical Distancing</p>	<p>Offices will follow county restrictions. Otherwise, N/A - Virtual School</p>
<p>Hand Washing</p>	<p>Hand washing signs are at every sink.</p>

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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.

INSERT THE LINK

- <https://insightor-ph.k12.com>
- <https://cva.k12.com>
- <https://ordca.12.com>

Date Last Updated: **September 6, 2022**

Date Last Practiced: **September 6, 2022**