

School-Level COVID-19 Management Plan

School Year 2022-23



School/District/Program Information

District or Education Service District Name and ID: Scappoose School District 1J


School or Program Name: All Scappoose Schools follow this plan

Contact Name and Title: Tim Porter

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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>Communicable Disease Management Plan</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>See communicable disease plan</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>Each school will have a separate space identified for isolation. This is so that students with Covid-19 like symptoms or other communicable diseases will be separated from students using the health room for noncommunicable health care.</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>SSD used Blackboard communication and the LPHA to assist families in accessing the Covid vaccine. SSD will continue to assist families in the 2022-2023 school year and will encourage vaccinations where appropriate for students. The staff is required to provide a copy of their vaccination cards or documentation of a medical or religious exemption and complete a form to file in Human Resources.</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>Emergency Operations Plan</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.

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. • Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners. 	Tim Porter, Superintendent	Jen Stearns, Director of Student Achievement

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
School Safety Team Representative <i>(or staff member knowledgeable about risks within a school, emergency response, or operations planning)</i>	<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. 	Principals: Elementary <ul style="list-style-type: none"> • Warren – Bill Schildbach • Grant Watts – Amanda Small • Otto Petersen – Anita Hansen Secondary <ul style="list-style-type: none"> • Scappoose Middle School – Adam Strachan • Scappoose High School – Jerimy Kelley 	Brenda VanDomelen
Health Representative <i>(health aid, administrator, school/district nurse, ESD support)</i>	<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. 	Brenda VanDomelen, Nurse	Tim Porter
School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i>	<ul style="list-style-type: none"> • Advises on prevention/response procedures that are required to maintain student services. 		

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<p>Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i></p>	<ul style="list-style-type: none"> Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the school is responding, and action community members can take to protect their health. Shares communications in all languages relevant to school community. 	<p>Kendall Keierleber, Communications</p>	<p>Tim Porter</p>
<p>District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i></p>	<ul style="list-style-type: none"> Has responsibility over COVID-19 response during periods of high transmission. May act as school level support to Building lead/Administrator activating a scaled response. Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers. 	<p>Brenda VanDomelen, Nurse</p>	<p>Tim Porter</p>
<p>Main Contact within Local Public Health Authority (LPHA)</p>	<ul style="list-style-type: none"> Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response. Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners. 	<p>Brenda VanDomelen, Nurse</p>	<p>Tim Porter</p>
<p>Others as identified by team</p>			



Section 2. Equity and Mental Health

Preparing a plan that centers equity and supports mental health

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

Centering Equity

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

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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](#)

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.	Family Outreach Liaisons and School Nurses track data, assess needs, and provider resources. In addition, schools have weekly/monthly care meetings to assess the universal and targeted needs of students and families in collaboration with CARE coordinators, Specialists, Counselors, Grad Coaches, Students Success Coaches and others contained within the building. Working collaboratively, student needs are addressed and support is provided.
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 address this issue on a case-by-case basis because no two situations are the same, but our baseline is a process that involves direct contact between the Student Nurse and the parents to establish how the student and family are impacted to determine what additional support may be needed. The building principal works with teachers, students and families to assess and address needs, e.g., technology, access to learning materials, etc.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Ongoing communication with staff, families, and community partners.

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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	<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.	SSD will begin the year focused on care and connection. We will utilize ODE’s Care and Connection Toolkit to reinforce a welcome back centered on connections with each student. Kindergarten students and families will begin the year in a soft-start where each student meets for a 60-minute 1-on-1 session with their assigned kindergarten teacher. These appointments fostered care, connection, and community, and created a healthy foundation for the school year. Elementary schools, kindergarten-6th grade, have a built-in morning meeting in their master schedule for a minimum of 20 minutes daily.
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.	Students have time through morning meetings, “Buddy Up,” to explore and process experiences in and out of the classroom. Social workers, behavior specialist, instructional coaching, and High School Success staffing are there to support student care coordination.
Describe how you will link staff, students and families with culturally relevant health and	SSD has a framework that includes SEL/Trauma-Informed Care under the umbrella of Equity. This includes ongoing staff development and enrichment. Elementary schools have a built-in morning meeting in their master schedule daily that will allow for check-in times with students as teachers make connections to all students but especially those that identify outside the dominant culture. The leadership team worked with the 6th grade and 7th-grade teams to identify students in most need of support/interventions. These students are going to be placed into Tier 2/Tier 3 classes for ELA/Math depending on need. Through these relationships, the interventionists can also

OHA/ODE Recommendation(s)	Response:
mental health services and supports.	help identify students in need of mental health support, partnering with our building counselor, the district social worker, families, and CCMH. Every other week we will have MTSS/SST meetings to discuss student progress, needs, and avenues of support.
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	Through student leadership and organizations, they come up with theme activities to build and foster positive relationships for all students. At the elementary levels, attention and instruction prioritizing the SSD Profile of a Graduate and corresponding character traits are consistently built upon throughout the year. Student-led organizations at the secondary level such as Damworthit, Student Leadership, Link Crew, and Equity and Social Justice, are also actively involved in empowering the student voices of all so that mental health and wellbeing are being addressed.



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

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>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?</p>
<p>COVID-19 Vaccination</p>	<p>SSD uses Blackboard communication and the LPHA to assist families in accessing the Covid vaccine. SSD will continue to assist families in the 2022-2023 school year and will encourage vaccinations where appropriate for students. The staff is required to provide a copy of their vaccination cards or documentation of a medical or religious exemption and complete a form to file in Human Resources.</p>
<p>Face Coverings</p>	<p>Face coverings are encouraged but not required. Face coverings are available free of charge to all students and staff.</p>
<p>Isolation</p>	<p>Isolation rooms in every school</p>
<p>Symptom Screening</p>	<p>Our school nurse conducts symptom screening with any student who expresses or who is observed to be feeling unwell. Secretarial staff will continue to maintain phone logs of student symptoms when parents call students out ill for attendance. These logs will be monitored by Nursing to determine any cluster illnesses or outbreaks and investigate.</p>
<p>COVID-19 Testing</p>	<p>Students and Staff who exhibit symptoms of COVID-19 while at school will be sent home. Diagnostic testing is available in all district buildings for all students or staff that are symptomatic.</p>
<p>Airflow and Circulation</p>	<p>SSD Plan: ●We have purchased and placed in offices and rooms Dyson air purifying systems. ●Teachers are encouraged to have windows open on a daily basis to increase air circulation.</p>
<p>Cohorting</p>	<p>Students are generally cohorted in grade level groups.</p>
<p>Physical Distancing</p>	<p>Space of 3 – 6 feet is maintained to the extent possible in all spaces.</p>
<p>Hand Washing</p>	<p>Staff and students are trained on the importance of hand and respiratory hygiene. Hand sanitizer is available for use upon entering District buildings. Students are encouraged to wash their hands throughout the day including but not limited to after recess, before and after eating lunch, and after using the restroom.</p>
<p>Cleaning and Disinfection</p>	<p>Cleaning/disinfecting of all frequent-touch surfaces occurs at least daily.</p>

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	Staff receive all required public health trainings. Student health aide and director of operations participate in trainings provided for school staff working in the public health arena. District Nurses will continue to collaborate regularly with the LPHA and facilitate directives from the LPHA to the school setting.

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	SSD uses Blackboard communication and the LPHA to assist families in accessing the Covid vaccine. SSD will continue to assist families in the 2022-2023 school year and will encourage vaccinations where appropriate for students. The staff is required to provide a copy of their vaccination cards or documentation of a medical or religious exemption and complete a form to file in Human Resources.
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COVID-19 Testing	Students and Staff who exhibit symptoms of COVID-19 while at school will be sent home. Diagnostic testing is available in all district buildings for all students or staff that are symptomatic.
Airflow and Circulation	SSD Plan: ●We have purchased and placed in offices and rooms Dyson air purifying systems. ●Teachers are encouraged to have windows open on a daily basis to increase air circulation.

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Cohorting ²	Students are generally cohorted in grade level groups.
Physical Distancing	Space of 3 – 6 feet is maintained to the extent possible in all spaces.
Hand Washing	Staff and students are trained on the importance of hand and respiratory hygiene. Hand sanitizer is available for use upon entering District buildings. Students are encouraged to wash their hands throughout the day including but not limited to after recess, before and after eating lunch, and after using the restroom
Cleaning and Disinfection	Cleaning/disinfecting of all frequent-touch surfaces occurs at least daily.
Training and Public Health Education	Staff receive all required public health trainings. Student health aide and director of operations participate in trainings provided for school staff working in the public health arena. During periods of high transmission in the local community, Nursing staff will employ recommended practices of the LPHA, which could include a mask recommendation.

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>SSD uses Blackboard communication and the LPHA to assist families in accessing the Covid vaccine. SSD will continue to assist families in the 2022-2023 school year and will encourage vaccinations where appropriate for students. The staff is required to provide a copy of their vaccination cards or documentation of a medical or religious exemption and complete a form to file in Human Resources.</p>
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<p>Airflow and Circulation</p>	<p>SSD Plan: ●We have purchased and placed in offices and rooms Dyson air purifying systems. ●Teachers are encouraged to have windows open on a daily basis to increase air circulation.</p>
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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	Cleaning/disinfecting of all frequent-touch surfaces occurs at least daily.
Training and Public Health Education	Staff receive all required public health trainings. Student health aide and director of operations participate in trainings provided for school staff working in the public health arena. District Nurses will continue to collaborate regularly with the LPHA and facilitate directives from the LPHA to the school setting.

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: **8/26/2022**

Date Last Practiced: **8/26/2022**