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

**Template For School Year 2022-23**

**Paisley School District 11c**

**School/District/Program Information**

District or Education Service District Name and ID: Paisley School District 11c 2060

School or Program Name: Paisley School

Contact Name and Title: Paul Hauder, Superintendent

Contact Phone: 541-943- Contact Email: p.hauder@paisleyschooldistrict.com

**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) | Link: “Public Health Guidance” at: paisleyschooldistrict.com |
| **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) | |  | | --- | | 1. Refer to the OHA communicable disease guidance for current guidance regarding isolation determination and process. 2. All students who become ill at school will remain at school supervised by staff until parents can pick them up in the designated area. Students will be provided a facial covering if they are able to safely wear one. Staff supervising the isolated student will wear a facial covering and maintain at least six feet of distance, but should never leave a child unattended 3. Staff should maintain student confidentiality as appropriate. 4. Daily logs must be maintained containing the following: a. name of student sent home for illness; cause of illness; time of onset; b. name of student visiting the office for illness, even if not sent home. 5. Staff and students with known or suspected COVID-19 cannot remain at school and should return only when their symptoms have resolved and they are ready to return. In no case can they return before: a. the passage of 5 calendar days after exposure and b. symptoms have been resolved for 24 hours without the use of fever-reducing medication. | | | |
| **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) | Link: “Public Health Guidance” at: paisleyschooldistrict.com  A plan for staff supervised isolation—including documentation and appropriate safety protocols—has been determined. The plan includes provision for students with special needs. |
| **Educator Vaccination**  [OAR 333-019-1030](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=280616) | Paisley School District will continue to comply with OAR 333-019-1030. Documentation of compliance is maintained in a secure, confidential file. |
| **Emergency Plan or Emergency Operations Plan**  [OAR 581-022-2225](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145271) | Board approved policies are in place that govern the emergency plan as well as state OAR and ORS mandates surrounding emergency planning and practice of such plan. |
| **Additional documents reference here:** | Paisley Operational Blueprint, at: paisleyschooldistrict.com  Resiliency Framework, at: paisleyschooldistrict.com |

| "" | **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. | Paul Hauder, Superintendent |  |
| 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. | Paul Hauder, Superintendent |  |
| 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. | Miranda Philibert, RN  Lake County Public Health Department  541-947-6045 ext. 409 | Lake County Public Health Department |
| School Support Staff as needed (*transportation, food service, maintenance/custodial*) | * Advises on prevention/response procedures that are required to maintain student services. | Paul Hauder, Superintendent | Travis Way, Maintenance and Transportation Supervisor |
| 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. | Paul Hauder, Superintendent | Ruth Robinson, District Secretary |
| 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. | Paul Hauder, Superintendent | Mollie O’Leary, District Business Manager |
| 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. | Miranda Philibert, RN  Lake County Public Health Dept.  541-947-6045, ext. 409 | Lake County Public Health Department |
| 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.

“Public Health Guidance” document located at: paisleyschooldistrict.com

“Paisley School Operational Blueprint” document located at: paisleyschooldistrict.com

“Resiliency Framework” document located at: paisleyschooldistrict.com

| "" | **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. | Paisley School is a small, rural school district with a teacher to student ratio of approximately 1:10. We meet regularly to discuss challenges facing our students, both as staff and with parents and service providers. We maintain close contact with our students and families and engage with students and families both within and outside of 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. | Students needing additional support are quickly identified during regular meetings with staff. A plan is developed during this process and follow-on support is identified and put into place immediately. All school resources are shepherded to provide this support. |
| What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully. | All staff members are provided opportunities for training needed to support our students. This training is supported by school resources—including financial—as well as the district board of directors. |

**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.)

* County Health Department contact: Miranda Philibert, RN
* School Counselor
* ODE mental health resources, including “Classroom WISE” program and district Suicide Prevention Plan

| "" | **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. | During school opening, activities are planned to include team-building, information on resources available, introduction and welcoming of new students and staff. Staff meet on a weekly basis, sharing concerns and developing plans for students needing mentoring, support services or physical needs met (food, clothing, mental or medical health support, etc.) |
| 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. | Teachers and staff make continual efforts to connect with students. Some teachers have a formal structure in place to assure relationship-building opportunities are equitable, others have informal, on-going support with individual students. Our small size ensures an environment where every student is known by name, need and strength and no student falls between the cracks. |
| Describe how you will link staff, students and families with culturally relevant health and mental health services and supports. | Due to high needs and limited availability of local resources, the Lakeview Hospital District has assigned staff to maintain weekly office hours on our campus. This hospital staff member will take referrals from staff or community members and will provide access to medical, mental health, and other resources in the form of "wrap-around" services to our students, staff and community. The community will be reminded of this service and provided access information at various intervals during the school year, including the beginning of school, back to school events and during individual parent contacts. |
| Describe how you will foster peer/student lead initiatives on wellbeing and mental health. | -Beginning of year cross-age, peer led team building/bonding activity  -Renewal of “Sources of Strength” program  -Point Break--breakthrough training for middle through high school students and staff  -Across the year activities are planned and led by student leadership students  -Mental health support is accessible through county  -On-site mental health support for individual students, small groups and for whole class instruction is currently in place and operational through site-based counselor |

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

**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.*  Paisley School District will update and continue to maintain records regarding staff vaccination and exemption status.  We will notify staff and community members of local vaccination clinics and support participation in these opportunities by providing release time to staff and excusing student absences related to such participation |
| Face Coverings | Our district has adopted a “mask optional” policy pursuant to the most recent OHA and CDC recommendations. We provide masks for students, staff and visitors requesting them and support use of masks during school operational hours, as well as during school events. |
| Isolation | We have a space and plan for isolation of students who are ill or exhibiting symptoms of COVID or other communicable disease. If isolation is necessary for students, they will be supervised until picked up by parent or guardian. |
| Symptom Screening | We will continue to comply with OHA mandates and CDC recommendations regarding screening for symptoms. We do not currently do daily screenings, but are vigilant in screening students with symptoms of COVID or other suspected communicable diseases. |
| COVID-19 Testing | We will continue to offer on-site rapid testing for staff or students whose parents request such testing. We also have resources and capacity for at-home testing if such testing is requested. This information will be provided to staff and community members at the beginning of the school year, and at regular intervals throughout the year. |
| Airflow and Circulation | We maintain our HVAC equipment and provide frequent replacement of high-quality filters for such equipment. Staff are encouraged to open windows to enhance airflow when temperature and weather permit. |
| Cohorting | Because of our small class sizes, our students spend their day in small, identifiable cohort groups. Most of these cohorts represent groups of 10 or fewer students. Our largest cohort is our middle school group, which has 13 members for four periods per day. |
| Physical Distancing | We will follow current guidance for physical distancing and are able to comply with the most restrictive guidance from previous years in all of our classrooms. Should current guidance return to such mandates, we have capacity to provide six feet of distance in all daily school activities. |
| Hand Washing | We will continue to emphasize appropriate hand-washing protocols by instruction and provision of opportunities for students to comply during the school day at reasonable intervals. Hand sanitizers are available at the entry to every classroom and other communal spaces and will continue to be utilized. |
| Cleaning and Disinfection | We will continue to clean and disinfect daily all student occupied spaces on campus. More frequent sanitization will occur on high traffic spaces such as restrooms, the library and cafeteria. |
| Training and Public Health Education | The district shares information via email, parent letters, Face Book and other means as it becomes available from the LPHA, OHA and CDC. |

**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 provide updated information to staff and community regarding vaccination opportunities as they become available. We will continue to update and keep records of vaccination status for staff. |
| 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.*  We will recommend and encourage face-mask use during periods of high transmission. Should face-coverings become mandatory, we will follow the mandate and provide options for community members opposed to such mandates. |
| Isolation | We will continue our isolation policy for student exhibiting symptoms of COVID or any other communicable disease as described on our web page: paisleyschooldistrict.com "Public Health Resources: If Your Child Becomes Ill at School" |
| Symptom Screening | If mandated, we will return to daily screening of all students. Otherwise, we will continue our practice of screening for symptoms when observed and advising parents to keep students with any symptoms of any communicable disease home until symptom free without medication for 24 hours. |
| COVID-19 Testing | We will continue to offer and provide to students and staff both on-site and take-home COVID-19 testing when requested. |
| Airflow and Circulation | We have adequate ventilation and airflow in our buildings. |
| Cohorting[[1]](#footnote-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*  We will maintain our typical cohort regimen and follow the most current OHA and CDC recommendations for outbreaks at the school level and cohort level. We will report such outbreaks to the LPHA and follow guidance provided. |
| Physical Distancing | If conditions necessitate, we will revert to cohort practices established during the initial response to COVID-19. This will require changes to times during the day when our entire student population might otherwise congregate as our regular classroom cohort model meets size protocols. |
| Hand Washing | We will require hand washing during class for primary classrooms and hand-sanitizing for 4-12 grade cohorts that change classrooms during the instructional day. Hand-washing protocols will be taught/reiterated to all students/grade levels. |
| Cleaning and Disinfection | Classrooms and all touched surfaces will be sanitized at regular intervals throughout the day when local infection rates warrant increased vigilance. |
| Training and Public Health Education | The district will continue to train students and educate parents and community members regarding current protocols to mitigate transmission of COVID-19 or other communicable disease. |

**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 | Our response to vaccination mandates will follow guidance from OHA and CDC. We will provide information regarding vaccination clinics and updates on vaccination information and will maintain mandated records of staff vaccination or exemptions. |
| Face Coverings | The current protocols are “masks recommended” under specific conditions. We will follow this protocol as long as it is in place. We will continue to support mask-wearing by staff, students and visitors and provide masks to anyone who requests them. |
|  | We will continue to provide safe and private isolation space for students exhibiting symptoms of COVID-19 or any communicable disease as specified on our web site under paisleyschooldistrict.com "Public Health Resources: If Your Child Becomes Ill at School" |
| Symptom Screening | When transmission rates have declined to levels below those proscribed by OHA and CDC, we will revert to our “screen as seen” model, whereby we observe and screen students with likely symptoms of COVID or other communicable disease. |
| COVID-19 Testing | We will continue to offer testing on-site or at home for any student or staff member requesting such support. |
| Airflow and Circulation | Our vigilance in providing appropriate air filtration and opportunities for airflow and circulation will continue. |
| Cohorting | Our cohort model will be evaluated and adopted to needs as they arise or change. Our current model meets most protocols and adaptations during times of larger groupings will be adjusted to needs as they arise. We will ramp up or down as needed. |
| Physical Distancing | Our classroom spaces will be adjusted as needed. This will only involve seating arrangements, as our actual numbers will not change and are always within acceptable room-space requirements. |
| Hand Washing | We will revert to our protocols before “high transmission” rates and continue to emphasize healthy habits for handwashing frequency and duration according to established protocols. |
| Cleaning and Disinfection | Our routine standards for daily cleaning and disinfection will be maintained. |
| Training and Public Health Education | We will continue to communicate best practices to our staff and community through all appropriate channels. |

**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. paisleyschooldistrict.com

Date Last Updated:  **August 15, 2022**  Date Last Practiced: **August 23. 2022**

1. 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-2)