

School-Level COVID-19 Management Plan

Template For School Year 2022-23



Sweet Home Charter School

School/District/Program Information

District or Education Service District Name and ID: Sweet Home School District # 55


School or Program Name: Sweet Home Charter School

Contact Name and Title: Monica Isom/Principal

Contact Phone: 541-367-1833

Contact Email: moisom@piecharters.org

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>http://piecharters.k12.or.us/Documents/Covid%20docs/Communicable%20Disease%20Plan-%20PIE%20Charter%20Schools%20update%20822.pdf</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>http://piecharters.k12.or.us/Documents/Covid%20docs/Communicable%20Disease%20Plan-%20PIE%20Charter%20Schools%20update%20822.pdf pages 2-4</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>http://piecharters.k12.or.us/Documents/Covid%20docs/Communicable%20Disease%20Plan-%20PIE%20Charter%20Schools%20update%20822.pdf page 6- “Isolate students who become ill at school with febrile respiratory illness until parents can pick up.”</p> <p>http://piecharters.k12.or.us/Documents/Covid%20docs/Communicable%20Disease%20Plan-%20PIE%20Charter%20Schools%20update%20822.pdf</p> <p>Sick students are isolated in the inner office with one adult and allowed to have a cot/pillows/blanket to help make them comfortable. They stay with that adult until picked up by parent/guardian.</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>https://secure.sos.state.or.us/oard/displayChapterRules.action?selectedChapter=89 Sweet Home Charter will follow all mandates concerning educator vaccinations</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](http://piecharters.k12.or.us/Other.htm#HBP)

<http://piecharters.k12.or.us/Other.htm#HBP>

All in-depth information is within our contract with Sweet Home School District

**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. 	Monica Isom/Principal	Mary Northern/Director Scott Richards/Admin.

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. 	<p>Monica Isom/Principal Scott Richards/Admin.</p>	<p>Mary Northern/Director</p>
<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. 	<p>Monica Isom/Principal</p>	<p>Mary Northern/Director Scott Richards/Admin.</p>
<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. 	<p>Patty Burnham/Food Service Manager Scott Richards/Transportation and maintenance</p>	<p>Mary Northern/Director</p>

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>Monica Isom/Principal</p>	<p>Mary Northern/Director</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>Mary Northern/Director</p>	<p>Monica Isom/Principal</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>Monica Isom/Principal</p>	<p>Mary Northern/Director</p>
<p>Others as identified by team</p>	<p>Help with notification to parents and guardians. Help with implementation of COVID testing and recording.</p>	<p>Mikayla Isom/Admin Assistant</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.)

- Devote time for students and staff to connect and build relationships-this allows staff to identify those students that are greatly impacted by COVID 19 in their home or within their family. We are very aware of the BIPOC community being hit so very hard.
- Link staff, student and families with culturally relevant health and mental health services and supports-Our policies are available and applicable to all students, staff and school community via our website, electronic devices, and direct personal communication. Regardless of access to internet or electronics, our students, staff and parents will be given a hard copy of all materials available.
- Coordination with local public health authorities including Tribal health departments- Sweet Home Charter School relates all relevant information obtained from LCPH to our school community through our website, Remind system, emails, physical notes and face to face conversations through our classroom teachers in order to have equity throughout our student population.



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:
<p>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.</p>	<p>Devote time for students and staff to connect and build relationships, Sweet Home Charter School has been using the last half hour of the school day as a study hall/connection time. The students are allowed to work on homework, talk to the teachers about any issues within a group or they have the option of a one-on-one conversation with the teacher, assistant or principal.</p>
<p>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.</p>	<p>Sweet Home Charter School will offer technical equipment and support, access to free school meals, access to free donated school clothing and access to personal conversations with teacher/administration.</p>
<p>What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.</p>	<p>The training occurs during our weeklong staff orientation. The staff will be trained to recognize and identify students and respond accordingly. This would include all trainings for Title IX and mandatory reporter. We also train staff to look at all this through an equity lens that encompasses all students.</p>

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.)

- Work closely with Linn County Mental Health
- New SEL (Social & Emotional Learning) Curriculum
- For staff we have implemented 3 extra training/planning days to help provide teachers/assistants with the support they need in the classroom
- Staff have a week off after orientation to rejuvenate and prepare on their own time for the beginning of school.
- We are implementing a Parent/Student orientation day, for parents, students and staff to connect before school begins.



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.	Teachers will utilize the first week of school as a “Get to Know You” time 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.	Sweet Home Charter School has been using the last half hour of the school day as a study hall/connection time. The students are allowed to work on homework, talk to the teachers about any issues within a group or they have the option of a one-on-one conversation with the teacher, assistant or principal.

OHA/ODE Recommendation(s)	Response:
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	We use the PIE website and our Remind System to link everyone to all resources and supports.
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	We are implementing a new SEL curriculum that we hope will help foster positive peer connections. The curriculum is “Character Strong”.



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	<p><i>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.</i></p> <p>Our school does not offer vaccine clinics, but if it is made available through the district, Sweet Home Charter School will direct eligible staff/students/parents in that direction.</p>
Face Coverings	Face coverings are optional at this time, but we will continue to follow all ODE mandates.
Isolation	Sweet Home Charter School follows all OHA isolation requirements, and they are posted and updated on our website.
Symptom Screening	Visual screening as entering building.
COVID-19 Testing	Sweet Home Charter School takes part in the OHA diagnostic and test to stay program. We use the BinaxNow test.
Airflow and Circulation	<i>We have updated all classrooms to include a Covid19 mitigation ventilation system.</i>
Cohorting	We do cohorting of each classroom and assigned seating of each cohort.
Physical Distancing	Sweet Home Charter School will maintain the 3 ft social distancing to the extent possible.
Hand Washing	We have installed signage throughout the building about handwashing and respiratory etiquette. The younger students are physically taught how to use proper respiratory etiquette and how to properly wash their hands. All classrooms are equipped with hand sanitizer or classroom sink as well as all offices. There are also scheduled bathroom and handwashing breaks that are supervised by adults to insure proper handwashing.
Cleaning and Disinfection	Before students are dismissed for the day, students are provided with sanitizing wipes to wipe down personal desk and chair. Classroom areas are individually cleaned and sanitized by teachers and assistants. Janitors are responsible for all other student areas.

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	The students are physically taught how to use proper respiratory etiquette and how to properly wash their hands. All classrooms are equipped with hand sanitizer or classroom sink as well as all offices. There are also scheduled bathroom and handwashing breaks that are supervised by adults to insure proper handwashing

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	Our school does not offer vaccine clinics, but if it is made available through the district, Sweet Home Charter School will direct eligible staff/students/parents in that direction.
Face Coverings	During high transmission Sweet Home Charter School may implement face coverings for everyone including student/staff/parents/volunteers.
Isolation	Sweet Home Charter School follows all OHA isolation requirements, and they are posted and updated on our website. Possible distant learning/school closure.
Symptom Screening	Sweet Home Charter may return to temperature checks, screening questions and visual screening.
COVID-19 Testing	Sweet Home Charter School takes part in the OHA diagnostic and test to stay program. We use the BinaxNow test.
Airflow and Circulation	We have updated all classrooms to include Covid19 mitigation ventilation systems. Duuring high transmissions, Sweet Home Charter will utilize all outdoor classroom areas.
	<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>

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? <i>*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).</i>
Cohorting ²	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> All cohorts will stay within individual areas, no mingling with other cohorts.
Physical Distancing	Sweet Home Charter will implement the 6 ft physical distancing to the extent possible.
Hand Washing	We have installed signage throughout the building about handwashing and respiratory etiquette. The younger students are physically taught how to use proper respiratory etiquette and how to properly wash their hands. All classrooms are equipped with hand sanitizer or classroom sink as well as all offices. There are also scheduled bathroom and handwashing breaks that are supervised by adults to insure proper handwashing.
Cleaning and Disinfection	During high transmission we step up all cleaning and disinfecting by having staff stay longer for cleaning purposes.
Training and Public Health Education	The students are physically taught how to use proper respiratory etiquette and how to properly wash their hands. All classrooms are equipped with hand sanitizer or classroom sink as well as all offices. There are also scheduled bathroom and handwashing breaks that are supervised by adults to insure proper handwashing. The students are also taught about social distancing and keeping everyone safe.

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>Our school does not offer vaccine clinics, but if it is made available through the district, Sweet Home Charter School will direct eligible staff/students/parents in that direction.</p>
<p>Face Coverings</p>	<p>Face covering would again become optional, student/staff/parents/volunteers would be able to choose.</p>
<p>Isolation</p>	<p>Sweet Home Charter would still follow all OHA mandates.</p>
<p>Symptom Screening</p>	<p>Sweet Home Charter would slowly remove symptom screening until we are back to just visual screening.</p>
<p>COVID-19 Testing</p>	<p>Sweet Home Charter takes part in the OHA diagnostic and test to stay program. We use the BinaxNow test.</p>
<p>Airflow and Circulation</p>	<p>Sweet Home Charter will slowly work their way away from outdoor classrooms and back inside where every classroom has a Covid 19 mitigation ventilation system.</p>
<p>Cohorting</p>	<p>We do cohorting of each classroom and assigned seating of each cohort.</p>
<p>Physical Distancing</p>	<p>We will return to the 3 ft distancing to the extent possible.</p>
<p>Hand Washing</p>	<p>We will reinforce all handwashing through adult supervision.</p>

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	Before students are dismissed for the day, students are provided with sanitizing wipes to wipe down personal desk and chair. Classroom areas are individually cleaned and sanitized by teachers and assistants. Janitors are responsible for all other student areas.
Training and Public Health Education	Staff will reinforce what has been physically taught on how to use proper respiratory etiquette and how to properly wash their hands. All classrooms are equipped with hand sanitizer or classroom sink as well as al offices. There are also scheduled bathroom and handwashing breaks that are supervised by adults to insure proper handwashing. The students are also taught about social distancing and keeping everyone safe.

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. Piecharters.k12.or.us

Date Last Updated: **08/19/2022**

Date Last Practiced: **05/27/2022**