

School-Level COVID-19 Management Plan

Wilson River School 2022-23



School/District/Program Information

District or Education Service District Name and ID: 2197

School or Program Name: Wilson River Campus

Contact Name and Title: Jennifer Guarcello, Communications Director

Contact Phone: 503-842-4414 x1065 Contact Email: guarcelloj@tillamook.k12.or.us

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	The Tillamook School District Pandemic Plan is utilized as a guide to make decisions and take actions related to pandemics and severe contagious illnesses.
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010	The Tillamook School District follows the Oregon Health Authority's Communicable Disease Guidance for Schools to make decisions related to the exclusion of students and staff diagnosed with certain communicable diseases.
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	A designated primary isolation area will be used for students and staff who are symptomatic in consultation with school nurses and others with medical expertise. Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear medical grade facial coverings and other needed PPE.
Educator Vaccination OAR 333-019-1030	All TSD9 staff are required to provide proof of vaccination or submit a medical or religious exception as part of their employment.
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	The Tillamook School District Emergency Operations Plan is utilized as a guide for decision making and taking action related to a variety of emergencies in the district.



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	• Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained. • In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary. • Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.		

School 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>	• Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures. • Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system.		
Health Representative <i>(health aid, administrator, school/district nurse, ESD support)</i>	• 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.	Trina Goss, Nurse	Anna Kleeman, Nurse
School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i>	• Advises on prevention/response procedures that are required to maintain student services.	Jay Marugg, Transportation/Maintenance Director Richard Reidt, Food Service Director	Jennifer Guarcello, Communications Director/District Administrator

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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.	Jennifer Guarcello, Communications Director/District Administrator	Curt Shelley, Superintendent
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.	Jennifer Guarcello, Communications Director/District Administrator	Curt Shelley, Superintendent
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.	Curt Shelley, Superintendent	Jennifer Guarcello, Communications Director/District Administrator
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.)

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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.	We conduct regular attendance meetings. We use that data to facilitate contact with our Family Resource Coordinator, Campus Connections Coach, and school nurse when necessary. Based on that information, the team is able to build supports for families as needed. The health department also acts as a partner and reaches out as needed.
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 conduct regular attendance meetings. We use that data to facilitate contact with our Family Resource Coordinator, Campus Connections Coach, and school nurse when necessary. Based on that information, the team is able to build supports for families as needed. The health department also acts as a partner and reaches out as needed. We will work in collaboration with the Title 9A Coordinator, the Special Education Director, and the District nursing team to plan and implement support for any students from those categories that could use differentiated support.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	We need to clearly communicate who is on our roster for McKinney Vento, Special Education, and ELL services. FRL information is protected. We need to attend annual McKinney Vento training so we know how to identify those students. Our front office staff needs to be trained to understand what paperwork needs to be completed for referral to accessing ESL, 504, IEP, etc services. There also needs to be training with our special education teachers and counselors on how to support those students.

Mental Health Supports

Schools are encouraged to continue to prioritize cultivating care, connection, and community to support the mental, emotional, and social health and well-being of students, families, staff, and administrators.

Identify existing district or school plans and tools that can be utilized in supporting student and staff wellbeing and mental health during prevention, response, and recovery from incidents of COVID-19 (e.g., counseling services; partnerships with community mental and behavioral health providers; school district suicide prevention, intervention, and postvention plan; School Based Health Center resources; tribal resources, etc.)

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Suggested Resources:

1. ODE [Mental Health Toolkit](#)
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.	Our building will have intentional time built into the daily schedule to access our school-wide SEL curriculum.
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.	Time has been allotted each day for students to connect with a core peer group and staff member. The SEL curriculum focuses on developing relationships and lifelong skills that could be accessed throughout the day as needed.
Describe how you will link staff, students and families with culturally relevant health and	With the use of our Family Resource Coordinator and school-based counseling, we will continue to develop positive relationships and supports not only within the building, but also with outside agencies (TIDES of change, Advenist Health, Health Dept, etc)

OHA/ODE Recommendation(s)	Response:
mental health services and supports.	
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	These are the conversations that happen in our SEL classes. Students hold places on school leadership teams and act as representatives and liaisons between staff, students, and community. This ensures that student voices are represented when decisions are being made.



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	<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> All TSD9 staff and volunteers are required to provide proof of vaccination or submit a medical or religious exception as part of their employment. Notice about vaccine clinics in the community may be shared by the district.
Face Coverings	Face coverings will not be required by staff or students. It will be left to personal choice. Those choosing to wear masks will be supported by staff and peers.
Isolation	A designated primary isolation area will be used for students and staff who are symptomatic in consultation with school nurses and others with medical expertise. Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear medical grade facial coverings and other needed PPE.
Symptom Screening	Students and staff will self-screen as they enter the building each day. If symptoms arise during the day they will go to the isolation room for further assessment. All stakeholders will be educated on symptoms within the first two weeks of school.
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> TSD9 will continue to offer testing to both symptomatic students and staff. Signed parent consent will be required prior to testing for students.
Airflow and Circulation	Windows and doors are opened regularly to allow for increased airflow when conditions are appropriate. When possible, fans will be placed in front of windows to increase ventilation. Bathroom and kitchen exhaust fans will be left on whenever the building is occupied and/or people are present. All building ventilation systems are inspected quarterly to change out fan belts and filters. Tillamook School District uses the highest rated "MERV" filters available. In addition to quarterly, anytime there is an issue with an air handling unit, we inspect the rest of the units in the building to make sure they don't have similar issues. In the summer months, the building engineer staff clean the air intake screens for better air quality. This will remain the same regardless of the rate of transmission.
Cohorting	TSD9 will do our best to minimize the number of exposures/cohorts a student is in on a daily basis within reason.
Physical Distancing	When possible, students will be spaced 3 feet apart, students will be in line at a minimum, and one-way traffic will be encouraged.

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?
Hand Washing	Regular hand washing will continue to be a priority. Hand sanitizer will be available upon entry to any building. Hand washing, or use of sanitizer, will be part of regular procedures whenever possible prior to eating and/or upon entry or exit of the playground. Signage will be placed in elementary restrooms to remind students of proper hand washing etiquette.
Cleaning and Disinfection	Cleaning schedules are created and followed carefully to ensure consistent, thorough cleaning of all building areas with special emphasis (throughout the day times) for high traffic/touch areas.
Training and Public Health Education	The principal will review all processes and procedures at the welcome back inservice for all staff. This includes cleaning, handwashing, cohorting, testing, isolating, and overall safety. Parents will also be informed of processes and procedures established to maintain safety and health for all students.

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? <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>
COVID-19 Vaccination	All TSD9 staff and volunteers are required to provide proof of vaccination or submit a medical or religious exception as part of their employment. Notice about vaccine clinics in the community may be shared by the district.
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> Face coverings will not be required by staff or students. It will be left to personal choice. Those choosing to wear masks will be supported by staff and peers. If board approved, the district may recommend the use of face coverings in times of high transmission.
Isolation	A designated primary isolation area will be used for students and staff who are symptomatic in consultation with school nurses and others with medical expertise. Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear medical grade facial coverings and other needed PPE. Secondary isolation areas may be identified if/as needed/community levels increase.

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).
Symptom Screening	Students and staff will be screened as they enter the building each day. If symptoms arise during the day they will go to the isolation room for further assessment. All stakeholders will be educated on symptoms within the first two weeks of school.
COVID-19 Testing	TSD9 will continue to offer testing to both symptomatic students and staff. Consent forms may be sent home to all parents to further prepare for large amounts of testing. Additional staff may be trained to conduct tests and additional spaces may be dedicated for the purpose of testing. Signed parent consent will be required prior to testing for students.
Airflow and Circulation	Windows and doors are opened regularly to allow for increased airflow when conditions are appropriate. When possible, fans will be placed in front of windows to increase ventilation. Bathroom and kitchen exhaust fans will be left on whenever the building is occupied and/or people are present. All building ventilation systems are inspected quarterly to change out fan belts and filters. Tillamook School District uses the highest rated "MERV" filters available. In addition to quarterly, anytime there is an issue with an air handling unit, we inspect the rest of the units in the building to make sure they don't have similar issues. In the summer months, the building engineer staff clean the air intake screens for better air quality. This will remain the same regardless of the rate of transmission.
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> <i>1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i> <i>2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i> TSD9 will communicate/consult with LPHA regarding respiratory disease activity when numbers are significant. We will do our best at all times to minimize the number of exposures/cohorts a student is in on a daily basis within reason, particularly when rates of transmission are high.
Physical Distancing	When transmission rates are high, administrators will re-educate staff and students on the importance of physical distancing. Students will be spaced 3 feet apart, students will be in line at a minimum, and one-way traffic will be encouraged in all locations. Students may return to their classrooms to eat if the administrator believes it is necessary.

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.

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).
Hand Washing	Regular hand washing will be a priority and will be re-taught at all grade levels. Hand sanitizer will be recommended upon entry to any building. Hand washing, or use of sanitizer, will be part of regular procedures prior to eating and/or upon entry or exit of the playground. Signage will be placed in elementary restrooms to remind students of proper hand washing etiquette.
Cleaning and Disinfection	Cleaning schedules are created and followed carefully to ensure consistent, thorough cleaning of all building areas with special emphasis (throughout the day times) for high traffic/touch areas. During periods of high transmission, custodial staff will create detailed cleaning plans throughout the day to ensure high touch surfaces are cleaned multiple times throughout the day. Saltwater biocide machines may also be utilized in all of the classrooms daily at minimum during periods of high transmission.
Training and Public Health Education	The principal will review all processes and procedures at the welcome back inservice for all staff. This includes cleaning, handwashing, cohorting, testing, isolating, and overall safety. Parents will also be informed of processes and procedures established to maintain safety and health for all students. During times of high transmission, meetings will be called for re-teach opportunities. Teachers will also be asked to review processes and procedures with students. The district will send reminders home to families about not sending children to school sick as well as the processes and procedures utilized to determine if a student is sent home sick or not.

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	All TSD9 staff and volunteers are required to provide proof of vaccination or submit a medical or religious exception as part of their employment. Notice about vaccine clinics in the community may be shared by the district. This will not change, regardless of transmission rates.
Face Coverings	Face coverings will not be required by staff or students. It will be left to personal choice. Those choosing to wear masks will be supported by staff and peers. If board approved, the district may recommend the use of face coverings in times of high transmission. Should face coverings be recommended at any point, the district would make decisions/plans based on LHA recommendation and review of community metrics..
Isolation	A designated primary isolation area will be used for students and staff who are symptomatic in consultation with school nurses and others with medical expertise. Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear medical grade facial coverings and other needed PPE.
Symptom Screening	Students and staff will self-screen as they enter the building each day. If symptoms arise during the day they will go to the isolation room for further assessment. All stakeholders will be educated on symptoms within the first two weeks of school. Reminders of symptoms and ongoing training will be key to reminding staff and students about symptoms.
COVID-19 Testing	TSD9 will continue to offer testing to both symptomatic students and staff. Signed parent consent will be required prior to testing for students.
Airflow and Circulation	Windows and doors are opened regularly to allow for increased airflow when conditions are appropriate. When possible, fans will be placed in front of windows to increase ventilation. Bathroom and kitchen exhaust fans will be left on whenever the building is occupied and/or people are present. All building ventilation systems are inspected quarterly to change out fan belts and filters. Tillamook School District uses the highest rated "MERV" filters available. In addition to quarterly, anytime there is an issue with an air handling unit, we inspect the rest of the units in the building to make sure they don't have similar issues. In the summer months, the building engineer staff clean the air intake screens for better air quality. This will remain the same regardless of the rate of transmission.
Cohorting	TSD9 will communicate/consult with LPHA regarding respiratory disease activity when numbers are significant. We will do our best at all times to minimize the number of exposures/cohorts a student is in on a daily basis within reason, particularly when rates of transmission are high.

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?
Physical Distancing	When possible, students will be spaced 3 feet apart, students will be in line at a minimum, and one-way traffic will be encouraged.
Hand Washing	Regular hand washing will continue to be a priority. Hand sanitizer will be available upon entry to any building. Hand washing, or use of sanitizer, will be part of regular procedures whenever possible prior to eating and/or upon entry or exit of the playground. Signage will be placed in elementary restrooms to remind students of proper hand washing etiquette. Re-teaches regarding hand-washing will continue.
Cleaning and Disinfection	Cleaning schedules are created and followed carefully to ensure consistent, thorough cleaning of all building areas with special emphasis (throughout the day times) for high traffic/touch areas. Saltwater biocide machines may also be utilized in all of the classrooms daily at minimum during periods of high transmission. Cleaning schedules will be determined by administrators. Administrators will review the local metric and consult with the local LPHA to determine need.
Training and Public Health Education	The principal will review all processes and procedures at the welcome back inservice for all staff. This includes cleaning, handwashing, cohorting, testing, isolating, and overall safety. Parents will also be informed of processes and procedures established to maintain safety and health for all students. Should the LPHA share any additional information regarding public health information, this would also be shared with parents.

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 [W](#) Wilson River Campus School-Level COVID-19 Management Plan .docx

Date Last Updated: **8/25/22**

Date Last Practiced: **8/26/22**