

School-Level COVID-19 Management Plan

Template For School Year 2023-24



School/District/Program Information


District or Education Service District Name and ID: Scio School District 95C


School or Program Name: Scio Middle School

Contact Name and Title: Jacob A. Alburn, Principal

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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>Scio Communicable Disease Plan</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>Scio School District policy regarding how to handle a “Restrictable Disease,” such as COVID-19, and the student/staff exclusion measure that are followed</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 in the Scio School District will continue to use their designated isolation space for the 2022-23 school year. Each of these spaces have been in place for the past 2.5 years.</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>Scio School District will continue to follow OAR 333-019-1030. We will continue to communicate and support vaccination clinics in the area and encourage staff to be fully vaccinated.</p> <p>Oregon Health Authority - Chapter 333 Division 19, COVID-19 Vaccination Requirements for Teachers and School Staff</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	Scio School District is following page 16 of the “Communicable Disease Guidance for Schools.” Communicable Disease Guidance for Schools



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. 	Jacob A. Alburn Principal	Steve Martinelli Superintendent

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. 	Jacob A. Alburn Principal	Steve Martinelli Superintendent
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. 	Kylie Stillman District Nurse	Steve Martinelli Superintendent
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. 	Nicole Dirks Transportation Brenda Miller Food Service Harley Stephenson Maintenance	Steve Martinelli Superintendent

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



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.)

- [Scio School District Equity Lens](#)



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.	The Scio School District conducts yearly review or development of school improvement plans. Goals generated are aligned to student-centered programs that are grounded in equity-based practices. This includes the development and refinement of our multi-tiered systems of support (MTSS). The MTSS catches students disproportionately impacted by COVID-19 and ensures we provide needed services.
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.	The Scio School District conducts yearly review or development of school improvement plans. Goals generated are aligned to student-centered programs that are grounded in equity-based practices. This includes the development and refinement of our multi-tiered systems of support (MTSS). The MTSS catches students disproportionately impacted by COVID-19 and ensures we provide needed services. The MTSS builds individual plans for students needing additional support.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	MTSS teams at each building, building level SITE councils and the district level SITE council, the integrated guidance team, bi-weekly school administrator professional learning communities, high school success team, building level professional learning teams.

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.	Each building has a goal for increased connection amongst all stakeholders, staff to staff, staff to students, staff to parents, and staff to community. Master schedules will be built with intentional time for community building within classrooms. Mentors will be assigned to groups of high school students. Open and common meal time areas will be available to connect with others. Planned transition activities will occur at each grade level transition, Kindergarten, 5th, 8th grades.
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.	Master schedules will be built with intentional time for community building within classrooms. Mentors will be assigned to groups of high school students. Mentors will have training in how to connect and encourage community building in their mentor groups. AVID classes will provide ample time for identified students in community building and opportunities to explore and share concerns.

OHA/ODE Recommendation(s)	Response:
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>With the addition of full time counselors at each building and additional support from the Linn Benton Lincoln Education Service District (LBL ESD) which include...</p> <ul style="list-style-type: none"> ● Family support liaison 3 days per week ● Behavior support specialists 2.5 days per week ● Linn County Mental Health contracted as needed <p>In addition to the above, we have entered into a partnership with Santiam Hospital in Stayton, OR to begin a local Service Integration program. This will provide support for families, students and community members in need. You can learn more here at Scio Service Integration.</p>
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>We will use the following as ways to foster peer/student lead initiatives...</p> <ul style="list-style-type: none"> ● Grade 6-12 Student Councils. ● Grade 6-12 Leadership Classes. ● Grade 9-12 AVID Elective Classes ● Grade 9-12 Mentor Groups ● Elementary Self Contained K-5 Social Emotional Learning Curriculum RULER (daily).



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	Please see Linn County Health's COVID-19 website for current guidelines, recommendations, and upcoming vaccination locations.
Face Coverings	Face coverings are optional. Face coverings are provided.
Isolation	Isolation rooms are in every school. Additional backup spaces are available in the event of an outbreak. The school nurse will train school staff in isolation protocol for sick students. Access to COVID-19 testing will be offered to those showing symptoms.
Symptom Screening	Too Sick for School Guidelines (ODE)
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> On-site testing only as available with parent consent
Airflow and Circulation	Testing has been done on building HVAC system and all recommended service and repairs have been completed. Regular replacement of air filters has and will continue throughout the 2022-23 school year.
Cohorting	As a small site, cohorting is an option to move to, if the need arises
Physical Distancing	Staff and students will maintain as much distance as possible to help mitigate transmission of COVID-19.
Hand Washing	Staff and students will be trained about the importance of hand and respiratory hygiene. Hand sanitizer will be available in many locations around the school and in each classroom. Students will be encouraged to wash hands throughout the day including but not limited to after recess, before and after eating lunch, and after using the restroom.

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?
Cleaning and Disinfection	We know that cleaning with products containing soap or detergent reduce germs on surfaces and reduces the risk of spreading infection. Cleaning supplies are readily available for each classroom in a centralized supply closet within the pod. Surfaces should be wiped down as needed and at the end of the day.
Training and Public Health Education	Information from ODE, OSHA CDC with employees through emails and staff meetings. Ensuring employees are informed and up to date is a priority.

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	Staff will be notified when booster shots are available and be given information about vaccination clinic locations or to discuss vaccination with their doctor.
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> Masking is currently a choice for staff and students. For those that are immunocompromised or at high risk for severe illness the district recommends that a healthcare provider is consulted.
Isolation	The school district has a designated isolation space, with overflow locations. Staff will continue to follow district protocols for sick students and staff. The school will continue to have a trained staff member that can support student health and safety needs.

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).
	<p>COVID-19 at home tests will be offered when available.</p> <p>In the case of an outbreak of a communicable disease, including COVID-19, The school district will work closely with LPHA.</p>
Symptom Screening	<p>Encourage families to monitor their children and only bring them to school when they are healthy.</p> <p>Encourage staff members to only report to work when they are healthy to lower the risk of spreading disease.</p> <p>The school will continue to monitor student and staff health, while mitigating outbreaks. The school will work closely with LPHA to ensure safety measures are followed.</p>
COVID-19 Testing	<p>At home testing will be offered with parent consent. With testing consent from a parent, testing may be offered by administration or a school health nurse, when available.</p>
Airflow and Circulation	<p>Testing has been done on building HVAC system and all recommended service and repairs have been completed. Regular replacement of air filters has and will continue throughout the 2022-23 school year. During periods of high transmission the frequency of air filter changes will increase to half the time period of the regular schedule. High</p>
Cohorting ²	<p><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></p> <ol style="list-style-type: none"> <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>

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).
Physical Distancing	<p>Students and staff will encourage distancing when appropriate.</p> <p>In areas of higher transmission, (such as an isolation room) and increase in distancing is suggested.</p>
Hand Washing	<p>Handwashing is encouraged frequently for at least 20 seconds. The tops of hands and between fingers is encouraged. When handwashing is not an option, hand sanitizer is provided. Handwashing is strongly encouraged prior to meals, after, and after bathroom breaks.</p>
Cleaning and Disinfection	<p>Disinfection and cleaning of surfaces is done when needed and often. During an outbreak or illness, cleaning will be planned more often. Rooms with a higher transmission rate will also utilize a more frequent cleaning schedule.</p>
Training and Public Health Education	<p>Scio will review health and safety protocols.</p> <p>Scio School District will communicate health and safety protocol to students, families and the community.</p>

Table 7.

COVID-19 Mitigating Measures

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?
COVID-19 Vaccination	Families and staff may be reminded that a new booster shot is available and vaccination clinic locations/events will be shared.
Face Coverings	Families are still offered a choice about face masks, but face masks are available in the front office. Families are encouraged to speak to a health care provider regarding health risks and face mask use.
Isolation	<p>Isolation rooms are available in a designated location, along with overflow areas. Staff will continue to follow protocols for sick students and staff according to exclusion measures.</p> <p>Individuals with COVID-19 symptoms will be isolated, offered a test if available, and sent home.</p> <p>Trained staff will support student health and safety needs.</p> <p>The school district will work closely with LPHA to identify, monitor, and mitigate outbreaks of communicable diseases.</p>
Symptom Screening	As cases decrease, students and staff are still encouraged to only come to school if they are healthy.
COVID-19 Testing	At home tests will be offered when available or diagnostic testing with parent consent will be administered by administrators or the school nurse, when available.
Airflow and Circulation	Testing has been done on building HVAC system and all recommended service and repairs have been completed. Regular replacement of air filters has and will continue throughout the 2022-23 school year.
	Attendance will be monitored to look for patterns in student body health.

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?
Cohorting	Areas of higher transmission will have increased distancing.
Physical Distancing	Distances is suggested, especially in areas of higher transmission.
Hand Washing	Staff will continue to teach handwashing. Students will be encouraged to cover their coughs. Handwashing supplies and sanitizer will continue to be available in many locations.
Cleaning and Disinfection	The school will continue to clean routinely throughout the day and will focus on high traffic areas. Staff will clean areas that have received increased illness or outbreak at a higher level.
Training and Public Health Education	Communication is a top priority, and several forms of communication will be used to relay essential information. During a rise in infection communication will also increase. There will also be a continued focus on “Staying home” if you are ill.

PRACTICING PLAN TO IMPROVE PROCESS

Training exercises are essential to preparedness ensuring individuals understand their role in a communicable disease event. Exercises can also help identify gaps in the planning, thereby building upon and strengthening the plan over time. Schools, districts, and ESDs should schedule to exercise this plan annually and when any revisions are made to update the plan. The plan, or component(s) of the plan, can be tested through conversations, practice exercises, or other activities.

INSERT THE LINK <https://scio.k12.or.us/covid-19-management-plans/>

Date Last Updated: **08-25-2023**

Date Last Practiced: **08-31-2023**