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

**Template For School Year 2022-23**

Insert district logo

**School/District/Program Information**

District or Education Service District Name and ID: \_\_\_\_Fossil Public Charter School District\_\_\_\_\_\_\_\_ID 2248\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School or Program Name: \_\_\_\_\_\_\_\_\_Fossil Public Charter School District\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Name and Title: \_\_\_\_\_\_\_\_\_\_\_Jon McMurray\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Phone: \_\_\_\_541-763-4303\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Contact Email: \_\_jmcmurray@fossil.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](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145269) | Fossil Schools has a comprehensive Communicable Disease Management Plan. Our plan can be found on our web page at, fossilschools.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) | Any staff or student that has a temperature over the CDC guidelines is immediately isolated and then sent home.  See Communicable Disease Management Plan |
| **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) | Each of our two Buildings has a room where we are able to isolate sick or injured students.  See Communicable Disease Management Plan |
| **Educator Vaccination**  [OAR 333-019-1030](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=280616) | At the present time All staff have meet the standard of vaccination or the exception clause. |
| **Emergency Plan or Emergency Operations Plan**  [OAR 581-022-2225](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145271) | Fossil Schools has a comprehensive Communicable Disease Management Plan. Our plan can be found on our web page at, fossilschools.com |
| **Additional documents reference here:** |  |

| "" | **SECTION 1. Clarifying Roles and Responsibilities** |
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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. | Jon McMurray – Superintendent  [jmcmurray@fossil.k12.or.us](mailto:jmcmurray@fossil.k12.or.us)  541-763-4303 | Corrina Jaeger  cjaeger@fossil.k12.or.us |
| 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. | Superintendent – Jon McMurray  Elementary Principal, James Smith  Principal, …. Title Director, Business manager, 2 staff leaders and 2 administrative assistants. | James Smith will lead the safety team in 2022-2023  jsmith@fossil.k12.or.us |
| 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. | Same as above. We are so small we do not have a nurse. We do work with our local ESD in case of specific issues, but our LPHA is our go to in this area. |  |
| School Support Staff as needed (*transportation, food service, maintenance/custodial*) | * Advises on prevention/response procedures that are required to maintain student services. | Superintendent – Jon McMurray.  [jmcmurray@fossil.k12.or.us](mailto:jmcmurray@fossil.k12.or.us)  541-763-4303 |  |
| 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. | Jon McMurray – Superintendent  [jmcmurray@Fossil.k12.or.us](mailto:jmcmurray@Fossil.k12.or.us)  541-763-4303 | Corrina Jaeger  cjaeger@fossil.k12.or.us |
| 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. | Superintendent – Jon McMurray  Elementary Principal, James Smith  Others…Title Director, Business manager, 2 staff leaders and 2 administrative assistants. |  |
| 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. | Wheeler County Public Health  Shelby Hahn - LPHA |  |
| Others as identified by team |  |  |  |

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| "" | **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.

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| **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[[1]](#footnote-2), etc.)

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| "" | **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) |
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**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 wake up every day and come to our individual learning environments to ensure each and every child is treated with respect and interacted with at their level and place of emotional standing and academia. |
| 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. | Our Leadership team met and we asked staff for input. We are very small and we know our families and students. Our traditional underserved students are getting ALL the support and services they need. Our staff would not have it any other way! |
| What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully. | During the 2020-2021 and 2021-2022 school year we were able to stay in school and be in person. We never lost continuity of services at any level or on any front. In fact, our test scores were solid when we use the growth model lens to see our individual students growth. Not just SWA but our in house assessments as well |

**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](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) |
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**Table 4.**  **Mental Health Supports**

| **OHA/ODE Recommendation(s)** | **Response:** |
| --- | --- |
| Describe how you will devote time for students and staff to connect and build relationships. | As we are so small we have natural occurring time to connect. We have staff and student activity days, W ego 2 week long ALL school field trips. We are like a little family. We call ourselves a high functioning dysfunctional family. Because as ODE surely knows, being around a group of teenagers with adult leaders and mentors, there are still moments and issues to deal with. But we work as a team and get through those. Our team is awesome. |
| 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. | We have monthly class and ASB meeting to discuss all things school.  Our students have a huge voice in what we do to care for them as people. |
| Describe how you will link staff, students and families with culturally relevant health and mental health services and supports. | Our LPH director will speak with the staff to educate and update staff on our counties health situation. Superintendent McMurray will have a monthly meeting with our local LPH director to stay inform. Clear, concise and timely communication.  We have a full time HS Social services director. Our families have access to their services at any time that is needed. If outside care is need our counselor can help coordinate that for our whole community. |
| Describe how you will foster peer/student lead initiatives on wellbeing and mental health. | Our ASB will do a few activities throughout the year. IE. Red Ribbon Week. We do a be “Kind Week” It is a great week to realy share with kids about kindness. |

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| "" | **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.*  We have a vast majority of staff and age 12 and above students vaccinated. We will not run a clinic. Our Local clinic in town offers those to anyone. We leave that to them |
| Face Coverings | Face Coverings are a choice. Upon a break out and coming out of a brek out our leadership team will meet and discuss with guidance from our LHA. |
| Isolation | We will follow prescribed guidelines for isolation provided by the CDC, if and when a breakout occurs in our schools. |
| Symptom Screening | We will not system screen at the start of the day as we have been doing the past 2 years. However, if a child appears sick we will take their temperature and Isolate if the temperature is over the standard allowed. |
| COVID-19 Testing | *OHA offers both* [*diagnostic and screening testing programs*](https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/le3798.pdf#:~:text=CDC%20recommends%20screening%20only%20in%20unvaccinated%20individuals.%20Oregon,all%20interested%20K-12%20schools%20are%20welcome%20to%20enroll.) *to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.*  We have tests available for all of our patrons. We have them available. They are not mandatory. |
| Airflow and Circulation | Both schools have HVAC in and outside air circulating. Filters are checked Monthly. We were able to use ESSR ll and lll funds to put in a 1.4 million dollar HVAC at our elementary that was built in the 1920’s.  Also, every learning environment is equipped with an air purifier. |
| Cohorting | We will not be Cohorting |
| Physical Distancing | We will not practice PD. But we will be aware of personal space. |
| Hand Washing | We have always practiced and taught great hygiene in the FSD. We will continue these practices. |
| Cleaning and Disinfection | We plan to stay on our cleaning and disinfecting schedule that we have been on the past 2 years. Every desk and every piece of furniture gets disinfected several times a day. And again in the evening by the janitorial staff. |
| Training and Public Health Education | Staff in-service and meetings with reminders and up-to-date information about the infection rates locally and nationally |

**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 |  |
| 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.*  If and at the time we will need to make this decision, we will include our community and our school board and decide then. It is our intention to make face coverings a choice for the rest of our years in school. |
| Isolation | As determined by Symptoms or diagnosis, We will have staff and students isolate from school until they are symptom free. |
| Symptom Screening | We will revert back to temperature screening to start the day. Until the high transmission has passed. |
| COVID-19 Testing | All testing will be optional and available. NOT MANDATORY! |
| Airflow and Circulation | Both schools have HVAC in and outside air circulating. Filters are checked Monthly. We were able to use ESSR ll and lll funds to put in a 1.4 million dollar HVAC at our elementary that was built in the 1920’s.  Also, every learning environment is equipped with an air purifier. |
| Cohorting[[2]](#footnote-3) | *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*  During an outbreak we will pull our leadership team together and discuss moving back to Cohorting. We will include our community and our school board in the dialogue. We will let the situation and parameters at hand guide our decision. |
| Physical Distancing | We will bring back PD during an outbreak. |
| Hand Washing | We have always practiced and taught great hygiene in the FSD. We will continue these practices. |
| Cleaning and Disinfection | We plan to stay on our cleaning and disinfecting schedule that we have been on the past 2 years. Every desk and every piece of furniture gets disinfected several times a day. And again in the evening by the janitorial staff. |
| Training and Public Health Education | Staff in-service and meetings with reminders and up-to-date information about the infection rates locally and nationally. Superintendent will send information home and post on all our various media platforms. |

**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 | Our district is a supporter of vaccination choice. We support and respect all our staff, families and students in their choice on vaccination. A return to normal after and outbreak wont effect our vaccination beliefs. |
| Face Coverings | During an outbreak recovery we will pull our leadership team together and discuss moving back to Face coverings. We will include our community and our school board in the dialogue. We will let the situation and parameters at hand guide our decision. |
| Isolation | we will pull our leadership team together and discuss our options with isolation. We will include our community and our school board in the dialogue. We will let the situation and parameters at hand guide our decision. Most likely if a person has symptoms and a temperature we will have them stay home |
| Symptom Screening | We will pull our leadership team together and discuss continued or reducing screening. We will include our community and our school board in the dialogue. We will let the situation and parameters at hand guide our decision. |
| COVID-19 Testing | We believe testing is a personal choice, we will offer it but it will not be mandatory. |
| Airflow and Circulation | Same as before on tables 5 and 6. |
| Cohorting | In resuming after an outbreak we will pull our leadership team together and discuss moving back to Cohorting. We will include our community and our school board in the dialogue. We will let the situation and parameters at hand guide our decision. |
| Physical Distancing | As we resume to regular activities after a uptick in transmissions, we will gather or leadership team and discuss our need for PD. |
| Hand Washing | We have always practiced and taught great hygiene in the FSD. We will continue these practices. |
| Cleaning and Disinfection | We plan to stay on our cleaning and disinfecting schedule that we have been on the past 2 years. Every desk and every piece of furniture gets disinfected several times a day. And again in the evening by the janitorial staff. |
| Training and Public Health Education | Staff in-service and meetings with reminders and up-to-date information about the infection rates locally and nationally. Superintendent will send information home and post on all our various media platforms. This will be an ongoing effort in our communication with the whole of our community at every level of transmission or outbreak. |

**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** [www.fossilschools.com](http://www.fossilschools.com)

Date Last Updated: **INSERT** Date Last Practiced: **INSERT**

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](https://www.justice.gov/archive/otj/Presidential_Statements/presdoc1.htm) basis*.* [↑](#footnote-ref-2)
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. [↑](#footnote-ref-3)