

School-Level COVID-19 Management Plan
Alsea School District School Year 2022-23



School/District/Program Information


District or Education Service District Name and ID: Alsea School District 7J K-12. 1899

School or Program Name: Alsea Charter School

Contact Name and Title: Sean Gallagher Superintendent

Contact Phone: 541-487-5646 Contact Email: sean.gallagher@alsea.k12.or.us

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://alsea.k12.or.us/media/2020/10/ASD-Communicable-Disease-Plan-2020-21.pdf https://policy.osba.org/alsea, the link provides Alsea School policies on Communicable Disease, see Policies JHCC/GBEB-AR, GBEB/JHCC-AR, EBC/EBCA and JHCC.</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>Id staff or students diagnosed as having a school restrictive disease shall not engage with the school. Anyone that has a communicable disease must not come back to school until they have a written statement saying they are now safe to return to school.</p> <p>Policies that apply: JHCC/GBEB-AR, and GBEB/JHC-AR</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>Alsea Schools have a sick room which isolates students until a parent or guardian can pick them up. We have staff that checks on the student and gets them what they may need to be comfortable. Each time a student leaves the sick room the room is disinfected and all trash and other items are removed before it may be used by another student. We do monitor temperatures and if necessary blood pressure. We have gowns, masks and gloves if a student is suspected of having a communicable disease.</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>All educator and staff that do not have a medical or religious exception are to be vaccinated. Our staff are required to report when they have been vaccinated or had boosters</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>http://alsea.k12.or.us/media/2021/08/safe-return-to-in-person-plan.pdf you will find our Rescue Plan for both Elementary and Secondary school emergency relief plan at this link</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.

Additional documents reference here:

<http://alsea.k12.or.us/2022/01/19/covid-update-1-19-2022-letters-from-mr-thielman/>

<http://alsea.k12.or.us/covid-19/#skip>



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. 	Sean Gallagher Acting Superintendent	Eric Clendenin Principle K-12

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. 	Sean Gallagher Acting Superintendent	Eric Clendenini
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. 	Betsy Brooks School Nurse	Benton County Health Services Alsea
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. 	Sean Gallagher Acting Superintendent	Eric Clendenin Principal K-12

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. 	Sean Gallagher Acting Superintendent	Eric Clendenin Principle K-12
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. 	Sean Gallagher Acting Superintendent	Eric Clendenin Principle K-12
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. 	Sean Gallagher Acting Superintendent	Eric Clendenin Principle K-12
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.)

- <http://alsea.k12.or.us/media/2021/08/safe-return-to-in-person-plan.pdf>
- <http://alsea.k12.or.us/media/2020/05/SIA-Plan-2020.pdf>
- <http://alsea.k12.or.us/media/2020/10/Alsea-Operational-Blueprint-8.13.2020.pdf>



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.	In a small school and community like our everyone knows everyone which makes it easier to know which students and families need additional help. We do everything we can to help all our students, but we also try and provide the extra help these families are needing. We are lucky to have an excellent family liaison who can help with all kinds of resources if need be. Some of our families can't always afford the internet so the school has provided it to them at no charge. This way the students aren't left out when we have to do online teaching.
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.	Also get them to someone to talk to and help with getting them what they need in the last question I explained how we do things to help our students. We can also refer them to our mental health and behavioral therapist if they need that type of assistance.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Each of our grade levels Elementary and High School have weekly meeting where they can talk about any children they see at risk. They brainstorm and help each other decide what route to take with students. We do have trainings during Inservice days to help staff learn how to handle issues.

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.)

- <http://alsea.k12.or.us/media/2021/08/safe-return-to-in-person-plan.pdf>
- INSERT
- INSERT


	<p>Suggested Resources:</p> <ol style="list-style-type: none"> 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
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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.	By taking time to build relationships by sharing values, hobbies, likes, dislikes passions and goals being able to joke and have fun all these things help to build good relationships. with your students, and staff. Be helpful and encouraging. The most important thing is to listen. Let the student talk and really listen to what they are saying.
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.	Our staff will be creative, provide relevant study materials accept all students and not show favoritism, set achievable goals for them as well as students. Our elementary teachers' each have an educational aide, and this helps so the teacher and interact with each child individually.
Describe how you will link staff, students and families with culturally relevant health and	We work with the LBLED for services for our students, and we have hired a guidance counselor to support our students. We also have a family liaison that will help family find resources they may need. Our teacher communicates regularly with our students and their family in order to keep a strong relationship between the school students and families.

OHA/ODE Recommendation(s)	Response:
mental health services and supports.	
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	We will encourage student peer support, and guide them to develop shared expectations, encourage friendships, and strengthen collaborative strategies and find them useful resources. Staff can share their personal stories about how they are managing their self-care and experiences as a peer supporter.



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

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>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?</p>
<p>COVID-19 Vaccination</p>	<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> <i>We have had several COVID Clinic last year anytime the County requested. Except for once when there were some issues with our past Superintendent surrounding him being a candidate for Governor.</i></p>
<p>Face Coverings</p>	<p>As of today, masks are highly recommended but not required if it becomes mandated our students and staff will be required to wear masks.</p>
<p>Isolation</p>	<p>If a student has a fever or other symptoms we will isolate until parents/guardians are notified and can come, get the said child. We will ask the student to wear a mask until they are picked up. Students if testing positive for COVID must isolate for at least 5 days after symptoms start. They must not return until they have had no fever for at least 24 hours without fever reducing medication.</p>
<p>Symptom Screening</p>	<p>We asked the following since COVID can be different depending on who has it, check for fever, ask if they have chills, cough, shortness of breathe fatigue, headaches loss of taste or smell, sore throat, congestion nausea or vomiting or diarrhea.</p>
<p>COVID-19 Testing</p>	<p><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> <i>Yes, we provide test kits for students and staff.</i></p>
<p>Airflow and Circulation</p>	<p><i>Each room in the school has an air purifier and we encourage windows and doors to be open when weather permits. Teachers will also leave at least on window open where it doesn't impact students comfort.</i></p>
<p>Cohorting</p>	<p>We keep students in cohort groups for classes, lunches, and breaks.</p>
<p>Physical Distancing</p>	<p>We asked that students maintain at least a three-foot space between them and other students' teachers and staff when possible.</p>
<p>Hand Washing</p>	<p>Hand washing is encouraged, and students do handwash before and after breaks, lunches and bathroom breaks.</p>
<p>Cleaning and Disinfection</p>	<p>We have sanitizer in every classroom and office also gym, play shed and hallways. We hired a daytime custodian who is continually wiping down surface such as handrails, door knobs with disinfectant. We also have sprayers to disinfect restroom, playground equipment, and classrooms when students are in not occupying them. Every night the rooms are wiped down and sprayed for the next day</p>

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	Encourage mask use, we will sanitize,

Table 6. COVID-19 Mitigating Measures

OHA/ODE Recommendation(s) Layered Health and Safety Measures	MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
COVID-19 Vaccination	We encourage everyone to have a vaccination. We let them know of clinic's or they can visit our Health Center which is ran by Benton County Health Department. With just hiring a nurse part time she should also be able to give shots or boosters.
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>
Isolation	We have an sick room setup and the child stays there until parent arrives to take them home. It is cleaned and disinfected between each use.
Symptom Screening	We asked the following since COVID can be different depending on who has it, check for fever, ask if they have chills, cough, shortness of breathe fatigue, headaches loss of taste or smell, sore throat, congestion nausea or vomiting or diarrhea.
COVID-19 Testing	We offer testing to students, staff and families.
Airflow and Circulation	Doors and windows open for ventilation, air purifiers in every room.
	<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	<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> We keep our students in their cohort groups though out the day,
Physical Distancing	We would possibly increase the distance to six feet
Hand Washing	Hand washing is something that is always stressed. See above.
Cleaning and Disinfection	We have sanitizer in every classroom and office also gym, play shed and hallways. We hired a daytime custodian who is continually wiping down surface such as handrails, doorknobs with disinfectant. We also have sprayers to disinfect restroom, playground equipment, and classrooms when students are in not occupying them. Every night the rooms are wiped down and sprayed for the next day
Training and Public Health Education	We share all information we receive from ODE, OSHA CDC etc. with our employees. As well as articles we may receive. We also talk to our employees during weekly meeting about the latest information so they can be informed and up to date.

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>Let staff know when the next booster shot will be out and encourage those who haven't done so to get their shots either at a clinic or their doctor.</p>
<p>Face Coverings</p>	<p>Still encourage all to wear face masks.</p>
<p>Isolation</p>	<p>Stay in isolation for at least 10days if your symptoms are improving you will need to wear a mask for at least another 5 days. If your not getting better or are having trouble breathing consult your Doctor.</p>
<p>Symptom Screening</p>	<p>We asked the following since COVID can be different depending on who has it, check for fever, ask if they have chills, cough, shortness of breathe fatigue, headaches loss of taste or smell, sore throat, congestion nausea or vomiting or diarrhea.</p>
<p>COVID-19 Testing</p>	<p>If you think you might have COVID test ASAP. If you are positive go home and isolate for the at least 5 days.</p>
<p>Airflow and Circulation</p>	<p>Keep airflow at a to keep the spread of COVID your home, open windows and run fans to get better circulation.</p>
<p>Cohorting</p>	<p>If you have COVID isolate do not go around family or friends. It is best not to go out in public</p>
<p>Physical Distancing</p>	<p>Maintain 6 feet apart</p>
<p>Hand Washing</p>	<p>Hand wash frequently for at least 20 seconds, wash tops and between fingers.</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	Make sure to clean and disinfect often. Wipe down all surfaces and for home use Lysol spray can also remove germs from the air.
Training and Public Health Education	You may get training at this link: https://www.cdc.gov/vaccines/covid-19/training-education/#resources

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.

Date Last Updated: **INSERT**

Date Last Practiced: **INSERT**