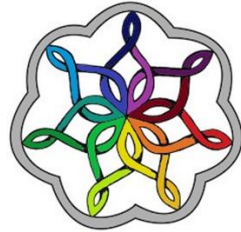


School-Level COVID-19 Management Plan

For School Year 2022-23



WOODLAND CHARTER SCHOOL

Challenge the head, inspire the heart, motivate the hands

School/District/Program Information


District or Education Service District Name and ID: _____ Three Rivers School District / Woodland Charter School 5063 _____

School or Program Name: _____ Woodland Charter School _____

Contact Name and Title: _____ Teri Rothenbach – Business Director _____

Contact Phone: _____ 541-846-4246 _____ Contact Email: _____ teri.rothenbach@woodlandcharterschool.org _____

Table 1.

	<p>Policies, protocols, procedures and plans already in place</p> <p>Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>
<p>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>Here is the link to Woodland’s Communicable Disease Management Plan: https://www.woodlandcharterschool.org/wp-content/uploads/2020/08/Woodland-Charter-School-Health-Plan-with-Covid-addendum.pdf</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>Woodland follows our Communicable Disease Management Plan as well as the criteria for exclusion per the COVID-19 Exclusion Summary Guidance provided by ODE. https://www.woodlandcharterschool.org/about-us/policies-notice/</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>This is the link to Woodland Charter School’s Isolation Protocol: https://www.woodlandcharterschool.org/wp-content/uploads/2021/08/Isolation-Protocol-for-Students-and-Staff.pdf</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>Per the OAR 333-019-1030, Woodland requires either proof of vaccination or documentation of a medical or religious exception which has been approved.</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>We follow TRSD plans found here: https://policy.osba.org/threersd/search.asp?si=75853865&pid=r&nsb=1&n=0&_charset_=windows-1252&bcd=%F7&s=threersd&query=safety</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:



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. 	Teri Rothenbach, Business Director	Chris Carmiencke, Education Director

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. 	Heather Saunders, Office Manager	Amy Chamberlin, District Nurse
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. 	Amy Chamberlin, District Nurse	Heather Saunders, Office Manager
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. 		

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



Section 2. Equity and Mental Health

Preparing a plan that centers equity and supports mental health

Preparing a school to manage COVID-19 requires an inclusive and holistic approach to protect access to in-person learning for all students. In this section suggested resources are offered to help prepare for COVID-19 management while centering an equitable and caring response.

Centering Equity

Identify existing district or school plans and tools that can be utilized when centering equity in prevention, response, and recovery from incidents of COVID-19 (e.g., district or school equity plans/stances/lenses/decision tools, Equity Committee or Team protocols, district or school systems for including student voice, existing agreements or community engagement or consultation models, Tribal Consultation¹, etc.)

- [Equity Decision Tools](#)
- [Oregon's COVID-19 Data Dashboards](#)
- [Community Engagement Toolkit](#)



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.	TRSD Nursing staff or our Office Manager made a call to each family/individual that tested positive for COVID or had COVID like symptoms. In that call they would ask questions pertaining to access to testing, access to medical and any other needs such as food, technology, school work etc.
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.	If it was determined that a family had a need, outreach would begin through our administrative team.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Our district nurse receives training from Josephine County Health Department, Oregon School Nurses Association and online professional development. We engage in continuous communication and, when necessary, additional staff training to ensure current strategies are known and adhered to.

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.)

- ODE [Mental Health Toolkit](#)
- Oregon Health Authority [Youth Suicide Prevention](#)
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	<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.	Our school culture is based heavily on connection between students, their class teacher and their larger school community. We make time for connection in the classroom each morning at the opening of school and throughout the day. There are multiple supports throughout our staff for students who need more focused attention. We have multiple assemblies, festivals and buddy class events throughout the year.
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.	Art and creative opportunities are woven into our curriculum throughout each day. We engage in creative activities during our faculty meetings each week. As a school, we are engaging the Restorative Justice model which places at its center building strong relationships. If individual time is needed, our Child Development Specialist is available to meet with students.
Describe how you will link staff, students and families with culturally relevant health and	We have a Child Development Specialist on staff who will help our families find local health support as needed. We have an ongoing relationship with Option Mental Health Services to work with staff or students as needed.

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 work with buddy classes, pairing older students with younger ones, to model and create community relationships. As we continue to work with the restorative justice model, students will have the opportunity to participate in restorative circles, building skills and awareness.



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	CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Woodland will provide vaccination information through links on our website and as requested.
Face Coverings	Face coverings will remain optional, but fully supported.
Isolation	Woodland will follow our Isolation Protocol and Communicable Disease Plan.
Symptom Screening	Families and staff will be informed of the primary symptoms of COVID-19 and asked to screen for illness before attending school. In the event a student or staff members shows signs of illness at school, we will make an informed decision on whether they can remain at school.
COVID-19 Testing	Woodland will continue to offer diagnostic testing to our staff and students. We do not offer screening testing at this time.
Airflow and Circulation	Our ventilation systems are maintained in accordance with the recommendations of the manufacturer and our maintenance team. We spend much of our day outside and keep windows and doors open as much as possible, weather permitting.
Cohorting	Woodland does not require cohorting at this time.
Physical Distancing	Though we don't require physical distancing, we encourage the use of outdoor eating as learning spaces as much as is practical.
Hand Washing	We encourage hand washing/sanitizing before and after meals and after using the restroom.
Cleaning and Disinfection	Our facilities are cleaned each evening and disinfected as necessary throughout the day, following manufacturer protocols.

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	All Three Rivers School District schools will collaborate with LPHA, nurses, and other health professionals to determine priorities and maintain a prevention-oriented health services program for all students in accordance with OAR 581-022-2220 as guided by OHA. This includes space to isolate sick students and services for students with special health care needs.

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	CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Woodland will provide vaccination information through links on our website and as requested.
Face Coverings	Face Coverings will remain optional unless Woodland is directed by Josephine County Health and or ODE to require them.
Isolation	Woodland will follow our Isolation Protocol and Communicable Disease Plan.
Symptom Screening	Families and staff will be informed of the primary symptoms of COVID-19 and asked to screen for illness before attending school. In the event a student or staff members shows signs of illness at school, we will make an informed decision on whether they can remain at school.
COVID-19 Testing	Woodland will continue to offer diagnostic testing to our staff and students. We do not offer screening testing at this time.
Airflow and Circulation	Our ventilation systems are maintained in accordance with the recommendations of the manufacturer and our maintenance team. We spend much of our day outside and keep windows and doors open as much as possible, weather permitting.

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).
Cohorting ²	Woodland will 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: <ol style="list-style-type: none"> 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 Woodland will not require cohorting at this time unless directed by Josephine County Health or ODE to do so.
Physical Distancing	Though we don't require physical distancing, we encourage the use of outdoor eating as learning spaces as much as is practical.
Hand Washing	We encourage hand washing/sanitizing before and after meals and after using the restroom.
Cleaning and Disinfection	Our facilities are cleaned each evening and disinfected as necessary throughout the day, following manufacturer protocols.
Training and Public Health Education	All Three Rivers School District schools will collaborate with LPHA, nurses, and other health professionals to determine priorities and maintain a prevention-oriented health services program for all students in accordance with OAR 581-022-2220 as guided by OHA. This includes space to isolate sick students and services for students with special health care needs.

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>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Woodland will provide vaccination information through links on our website and as requested.</p>
<p>Face Coverings</p>	<p>Face Coverings will remain optional unless Woodland is directed by Josephine County Health and or ODE to require them.</p>
<p>Isolation</p>	<p>Woodland will follow our Isolation Protocol and Communicable Disease Plan.</p>
<p>Symptom Screening</p>	<p>Families and staff will be informed of the primary symptoms of COVID-19 and asked to screen for illness before attending school. In the event a student or staff members shows signs of illness at school, we will make an informed decision on whether they can remain at school.</p>
<p>COVID-19 Testing</p>	<p>Woodland will continue to offer diagnostic testing to our staff and students. We do not offer screening testing at this time.</p>
<p>Airflow and Circulation</p>	<p>Our ventilation systems are maintained in accordance with the recommendations of the manufacturer and our maintenance team. We spend much of our day outside and keep windows and doors open as much as possible, weather permitting.</p>
<p>Cohorting</p>	<p>Woodland will 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:</p> <ol style="list-style-type: none"> 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 <p>Woodland will not require cohorting at this time unless directed by Josephine County Health or ODE to do so.</p>
<p>Physical Distancing</p>	<p>Though we don't require physical distancing, we encourage the use of outdoor eating as learning spaces as much as is practical.</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?
Hand Washing	We encourage hand washing/sanitizing before and after meals and after using the restroom.
Cleaning and Disinfection	Our facilities are cleaned each evening and disinfected as necessary throughout the day, following manufacturer protocols.
Training and Public Health Education	All Three Rivers School District schools will collaborate with LPHA, nurses, and other health professionals to determine priorities and maintain a prevention-oriented health services program for all students in accordance with OAR 581-022-2220 as guided by OHA. This includes space to isolate sick students and services for students with special health care needs.

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. <https://www.woodlandcharterschool.org/about-us/policies-notice/>

Date Last Updated: August 26, 2022

Date Last Practiced: August 26, 2022