

School-Level COVID-19 Management Plan
Template For School Year 2022-23



School/District/Program Information

District or Education Service District Name and ID: Riddle School District #70

School or Program Name: Riddle Elementary School

Contact Name and Title: David Gianotti- 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</p> <p>OAR 581-022-2220</p>	<p>https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1068971/d58ba3_bba9a5132bf94a8ea8d71eb66d091fee.pdf</p>
<p>Exclusion Measures</p> <p>Exclusion of students and staff who are diagnosed with certain communicable diseases</p> <p>OAR 333-019-0010</p>	<p>Whenever students show up to school with a fever, or flu like symptoms, they are moved to our health room, parents/guardians are contacted, and they are sent home.</p> <p>https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1893428/Safe_Return to In-Person Instruction and Continuity of Services Plan Template 1.4.22_1_.pdf Page 9</p>
<p>Isolation Space</p> <p>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.</p> <p>OAR 581-022-2220</p>	<p>We have a health room which is dedicated to isolation of unhealthy students or health checks of any kind.</p> <p>https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1893428/Safe_Return to In-Person Instruction and Continuity of Services Plan Template 1.4.22_1_.pdf Page 13</p>

Educator Vaccination OAR 333-019-1030	All educators are either vaccinated or have a legal exemption. https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1068971/d58ba3_bba9a5132bf94a8ea8d71eb66d091fee.pdf
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	Staff training to go over the plan each fall. https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1975/RSD70/2390981/20220825063235.pdf
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 	Nikki Simpson/ School Nurse	David Gianotti/ Superintendent

	matters within school community members, health partners, and other local partners.		
School Safety Team Representative (or staff member knowledgeable about risks within a school, emergency response, or operations planning)	<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. 	Nikki Simpson/ School Nurse	David Gianotti/ Superintendent
Health Representative (health aid, administrator, school/district nurse, ESD support)	<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. 	Nikki Simpson/ School Nurse	David Gianotti/ Superintendent
School Support Staff as needed, (Transportation, Food Service, Maintenance, Custodial Staff)	<ul style="list-style-type: none"> Advises on prevention/response procedures that are required to maintain student services. 	Wendy Jarvis/ Transportation Director Kyle Miken/ SODEXO Food Services Rocky Edwards/ Maintenance	Dave Gianotti/ Superintendent

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 the school community. 	David Gianotti/ Superintendent	Russell Hobson/ RHS Principal
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. 	David Gianotti/ Superintendent	Russell Hobson/ RHS Principal
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. 	David Gianotti/ Superintendent	Russell Hobson/ RHS Principal
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 Consultation^[1], etc.)

- RHS Student Council/ Student Voice Committee
- RES Student Services Team/ Equity Committee
- RES REACH Student Voice Program

	Suggested Resources: <ol style="list-style-type: none">1. Equity Decision Tools for School Leaders2. Oregon Data for Decisions Guide3. Oregon's COVID-19 Data Dashboards by Oregon Health Authority COVID-194. Data for Decisions Dashboard5. Community Engagement Toolkit6. Tribal Consultation Toolkit
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Table 3.

Centering Equity

OHA/ODE Recommendation(s)	Response:
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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 above committees convene on a regular basis (weekly/ monthly) to determine the needs of those disproportionately affected by a range of factors including diseases, which may prevent school success. These teams are committed to promoting cultural responsiveness and equity by addressing barriers and providing support as needed.
Describe the process by which the school will implement a differentiated plan for those that are disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19.	<p>The school takes input from the above groups when determining resources and services that are needed. An example of this is the need addressed last year for mental health support services. This prompted the addition of our counselors, who serve both the elementary and junior/senior high schools. Changes were made to different funding sources which allowed us to contract outside our district for counselors.</p> <p>Those groups along with other focus groups are surveyed and then the School Improvement Committee evaluates survey results, determines needs based on the responses and then acts on those identified areas.</p>
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	<p>Every year, a new School Improvement Committee meets and is trained in what their duties and responsibilities will be. Student, Staff, and Family/Community surveys are created based on the work of the School Improvement Committee in targeting key areas to survey. These surveys are provided for all stakeholders, as noted above. Once surveys have been designed and disseminated, there is a window for completing them. Multiple opportunities are provided for completing them, which might include a paper version, an emailed version, or a link that is sent through Remind. Results of the surveys are then tabulated and shared with the stakeholders. This provides a medium for students, parents, and staff to have a voice.</p> <p>Because these surveys and needs-assessments often illuminate areas of concern, they provide a guide to what support, training, or logistics need to be in place. Since it is tied into the School Improvement Plan, committee members are responsible for monitoring progress. Through this process, we have been better able to identify high-risk groups or underserved populations and work to remove barriers for those students and families.</p>

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: <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.	Every Teacher at RES uses circle time and class (family) meetings to better know each other. At RHS the classes all have an advisory period once each week where students meet in groups to discuss issues and meet with advisory staff.
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.	By setting aside a designated time such as listed above to ensure that students have an opportunity to express themselves and work together.
Describe how you will link staff, students and families with	Nurse Nikki Simson, Counselors Johnny McElroy, and Counselor Alyssa Williams all have referral programs in place where students and families can request help or services to ensure that student needs are met.

culturally relevant health and mental health services and supports.	
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	Riddle Elementary has a peer mentoring program called REACH, where students engage with other students to help them develop S.E.L. skills and build character.

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)

	<ul style="list-style-type: none"> • School Attendance Restrictions and Reporting (page 33) <ol style="list-style-type: none"> 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
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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	The school district offers information on where and when vaccinations are available. The district has offered free vaccines to students during school physicals and events such as family fun nights and open houses.
Face Coverings	Face Coverings are no longer required unless students have been exposed and secluded for a period and need to return to school. All Students and staff are allowed to wear a face covering if they feel the need.
Isolation	Students who have been exposed or have tested positive are asked to stay home and isolate for the required time.
Symptom Screening	Students exhibiting symptoms are put into the medical isolation rooms while a parent/guardian is contacted. They are sent home and are required to stay home until symptom-free or until they have two consecutive days of negative test results.
COVID-19 Testing	Riddle School District will offer diagnostic and screening tests at each building office.
Airflow and Circulation	As much as possible, school doors and windows allow good airflow. Rooms with filtration and air handling systems will remain operational.
Cohorting	No cohorting is required at this time.
Physical Distancing	Students, staff, and volunteers will be required to keep a three-foot distance during the school day whenever possible.

Hand Washing	Students, staff, and volunteers are encouraged to wash their hands frequently, carefully, and thoroughly throughout the day. This includes reminders for students before and after eating and whenever they use the bathrooms.
Cleaning and Disinfection	Rooms will be disinfected after heavy use by students. Daily cleaning and disinfection is a building-wide expectation.
Training and Public Health Education	All students will be trained in safety protocols such as "Cover your Cough," "A-Z Handwashing," and other forms of disease spread prevention.

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 will continue to encourage parents to vaccinate their children at all family engagement events.
Face Coverings	The district will continue the universal use of face coverings during periods of high transmission.
Isolation	Students who have been exposed or have tested positive are asked to stay home and isolate for the required time.
Symptom Screening	Students exhibiting symptoms are put into the medical rooms and required to go home until symptom free or until they get two days of negative test results
COVID-19 Testing	Students, staff, and volunteers will all be encouraged to wash hands carefully and thoroughly throughout the day, before and after eating, and whenever they use the bathrooms.
Airflow and Circulation	As much as is possible, school doors and windows will allow good airflow and those rooms with filtration and air handling systems will remain operational.
Cohorting ^[2]	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: $\geq 30\%$ absenteeism, with at least 10 students and staff absent 2. At the cohort level: $\geq 20\%$ absenteeism, with at least 3 students and staff absent
Physical Distancing	Physical distancing rules are followed in accordance with CDC, OHA, ODE, and Douglas County regulations and guidance, no matter how often this guidance changes.

Hand Washing	Students, staff, and volunteers will all be encouraged to wash hands carefully and thoroughly throughout the day before and after eating and whenever they use the bathrooms.
Cleaning and Disinfection	Rooms will be disinfected after heavy use by students or otherwise daily by staff
Training and Public Health Education	All students will be trained in safety protocols such as "Cover your Cough," "A-Z Handwashing," and other forms of disease spread prevention.

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	Students will still be encouraged to be vaccinated as we recover from COVID.
Face Coverings	Face Coverings will not be required once we see a reduction of covid to moderate or low levels county wide.
Isolation	Students will continue to be isolated and sent home if they have flu-like symptoms. They will be asked not to return until the symptoms subside.
Symptom Screening	Students who have transmissible symptoms such as cough, runny nose, sneezing, or fever will continue to be isolated and then sent home until symptoms subside.
COVID-19 Testing	Covid-19 Testing will be available for students who have symptoms and any student who (with parent permission) wishes to be tested. This mitigation measure will continue regardless of transmission rates returning to medium or low.
Airflow and Circulation	As much as is possible, school doors and windows will allow good airflow, and those rooms with filtration and air handling systems will remain operational.

Cohorting	Cohorting will not be required at this time.
Physical Distancing	Physical distancing rules are followed in accordance with CDC, OHA, ODE, and Douglas County regulations and guidance, no matter how often this guidance changes.
Hand Washing	Students, staff, and volunteers will all be encouraged to wash hands carefully and thoroughly throughout the day before and after eating and whenever they use the bathrooms.
Cleaning and Disinfection	Rooms will be disinfected after heavy use by students or otherwise daily by staff
Training and Public Health Education	All students will be trained in safety protocols such as "Cover your Cough," "A-Z Handwashing," and other forms of disease spread prevention.

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: **8/24/2022**

Date Last **8/25/2022**

Practiced: **8/29/2022**

^[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.

^[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.

