

# School-Level COVID-19 Management Plan

## Template For School Year 2022-23



### School/District/Program Information


District or Education Service District Name and ID: \_\_Seaside School District /ID#:0185?\_\_

School or Program Name: \_\_Cannon Beach Academy\_\_

Contact Name and Title: \_\_Ryan Hull - Director\_\_

Contact Phone: \_\_(503)-436-4463\_\_ Contact Email: \_hullr@thecannonbeachacademy.org\_

**Table 1.**

	<b>Policies, protocols, procedures and plans already in place</b> 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.
<b>School District Communicable Disease Management Plan</b> <a href="#">OAR 581-022-2220</a>	<a href="#">2022 CBA Communicable Disease Plan</a>
<b>Exclusion Measures</b> Exclusion of students and staff who are diagnosed with certain communicable diseases <a href="#">OAR 333-019-0010</a>	CBA will comply with all requirements handed down from ODE. In the event of school closure past 5 school days, all students and staff will participate in distance learning temporarily. Consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces. Follow LPHA guidance regarding the return of students and staff for on-site instruction.  <a href="#">2022 CBA Communicable Disease Plan</a>
<b>Isolation Space</b> 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. <a href="#">OAR 581-022-2220</a>	Refer to Communicable Disease Management Plan and Pandemic Response Plan in section 1a for appropriate isolation determination and processes. School Director will connect regularly with district school nurse on updates for plan and isolation measures taken to that point. All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated isolation area. While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.  <a href="#">2022 CBA Communicable Disease Plan</a>
<b>Educator Vaccination</b> <a href="#">OAR 333-019-1030</a>	<b>All vaccinations of staff are on file in the school office.</b>



## **Policies, protocols, procedures and plans already in place**

**Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.**

**Emergency Plan or  
Emergency  
Operations Plan**

[OAR 581-022-2225](#)

**To access our plan please use the link below, click on the word, more info, then scroll down to the word school safety where you will then find our Emergency Plan.**

[\*\*CBA Emergency Plan 2022-2023\*\*](#)

**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**

<b>School planning team members</b>	<b>Responsibilities:</b>	<b>Primary Contact (Name/ Title):</b>	<b>Alternative Contact:</b>
Building Lead / Administrator	<ul style="list-style-type: none"> <li>• Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained.</li> <li>• In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary.</li> <li>• Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li> </ul>	Ryan Hull/Director	Leticia Campos/Teacher
School Safety Team Representative (or staff member knowledgeable about risks within a school, emergency response, or operations planning)	<ul style="list-style-type: none"> <li>• Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures.</li> <li>• Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system.</li> </ul>	Ryan Hull/Director	Leticia Campos/Teacher
Health Representative (health aid, administrator, school/district nurse, ESD support)	<ul style="list-style-type: none"> <li>• Supports building lead/administrator in determining the level and type of response that is necessary.</li> <li>• Reports to the LPHA any cluster of illness among staff or students.</li> <li>• Provides requested logs and information to the LPHA in a timely manner.</li> </ul>	Ryan Hull/Director	Leticia Campos/Teacher

<b>School planning team members</b>	<b>Responsibilities:</b>	<b>Primary Contact (Name/ Title):</b>	<b>Alternative Contact:</b>
School Support Staff as needed (transportation, food service, maintenance/ custodial)	<ul style="list-style-type: none"> <li>• Advises on prevention/response procedures that are required to maintain student services.</li> </ul>	Ryan Hull/Director	Leticia Campos/Teacher
Communications Lead (staff member responsible for ensuring internal/ external messaging is completed)	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Shares communications in all languages relevant to school community.</li> </ul>	Ryan Hull/Director	Leticia Campos/Teacher
District Level Leadership Support (staff member in which to consult surrounding a communicable disease event)	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>	Ryan Hull/Director	Leticia Campos/Teacher
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> <li>• Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response.</li> <li>• Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners.</li> </ul>	Ryan Hull/Director	Leticia Campos/Teacher

School planning team members	Responsibilities:	Primary Contact (Name/ Title):	Alternative Contact:
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<sup>1</sup>, etc.)

<sup>1</sup> 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.

**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](#)

**Table 3.****Centering Equity**

<b>OHA/ODE Recommendation(s)</b>	<b>Response:</b>
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 classroom teachers work with the Director, SPED managers, and the ELD Specialist to identify students who might be disproportionately impacted by COVID-19 and who might need additional support.
Describe the process by which the school will implement a differentiated plan for those that are disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19.	The ELD Specialist will take the lead in implementing a plan to serve students/families identified as needing a differentiated plan. Translation, transportation and outreach services are offered to all students/families who need them. Intervention services are provided to students in grades K-5 with an identified need.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Training at the beginning of the year will be in place so that all staff are aware of their responsibilities. CBA will then meet during the school year to make sure the plan is being implemented to fidelity.

**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.)



**Suggested Resources:**

1. ODE [Mental Health Toolkit](#)
2. [Care and Connection](#) Program
3. Statewide [interactive map of Care and Connection examples](#)
4. [Care and Connection District Examples](#)
5. Oregon Health Authority [Youth Suicide Prevention](#)

**Table 4. Mental Health Supports**

<b>OHA/ODE Recommendation (s)</b>	<b>Response:</b>
Describe how you will devote time for students and staff to connect and build relationships.	CBA will have an SEL course for each classroom that will start each school day. During this time students and staff will connect and build relationships.
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.	CBA will have the aforementioned SEL course. We will also offer Creative opportunities in Art, music, and a homeroom class where students and staff can explore and process their experiences.

<b>OHA/ODE Recommendation(s)</b>	<b>Response:</b>
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	CBA will utilize The Great Body Shop and The 2nd Step program to engage students and families in health related activities. CBA will also follow a school wide growth mindset philosophy.
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	CBA will follow a school wide growth mindset philosophy.



## 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**

<b>OHA/ODE</b> <b>Recommendation(s)</b> Layered Health and Safety Measures	<b>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?</b>
COVID-19 Vaccination	CBA will provide notices about where to access vaccines in our community.
Face Coverings	Face coverings will be optional however, we will provide a safe and welcoming environment for anyone who chooses to wear a mask. Face coverings will be available for anyone who enters the building and will be used in accordance with CDC guidelines. Any accommodations necessary will be provided and access to instruction will be protected.
Isolation	Refer to Communicable Disease Management Plan and Pandemic Response Plan in section 1a for appropriate isolation determination and processes. School Director will connect regularly with district school nurse on updates for plan and isolation measures taken to that point. All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated isolation area. While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.
Symptom Screening	*Follow established protocol from Communicable Disease Plan (see section 1a). Screening will include updating the cohort or individual student logs. Entry All Students and Cohorts Each teacher/staff member will use a sign-in/sign-out protocol to help facilitate contact tracing. Staff will fill in the information and not allow shared pen/paper. Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and sign-in/sign-out. All classes with outside doors will utilize this entrance. Hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas. Share with families the need to keep drop-off/pick-up interactions as brief as possible. Mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot.

<b>OHA/ODE</b> <b>Recommendation(s)</b> Layered Health and Safety Measures	<b>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?</b>
COVID-19 Testing	CBA will provide notices on where to access OHA <a href="#">diagnostic and screening testing programs</a> within the county.
Airflow and Circulation	Air purifiers will be installed in each classroom and windows will be open.
Cohorting	K-5 students estimated for enrollment: 55 Room 1 719 sq ft no more than 24 people Room 2 621 sq ft no more than 24 people Room 3 345 sq ft no more than 18 people Front office 100 sq ft no more than 6 people
Physical Distancing	Physical distancing will be encouraged during all activities and instruction to the maximum extent possible, as well as during all staff meetings and conferences. Remote meetings will be used when possible. One-way traffic markers will be instituted whenever possible. Designated entrances for classrooms will be noted and marked so that cohorts will enter the building via the door closest to the classroom rather than the front door. Routines will be established at the beginning of the reentry to school and practiced regularly to ensure student success. Reminders for physical distancing will be provided as needed.
Hand Washing	Hand Washing: Age appropriate signage and provide regular reminders for hand washing. All who enter the building must wash hands or use hand sanitizer per guidance. All students must wash hands prior to meals. If possible, students will wash hands in the classroom. If not, follow hallway and restroom procedures above. All students will wash hands or use hand sanitizer per guidance when re-entering the classroom from recess and or PE. Staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) will not be excluded from school. Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.
Cleaning and Disinfection	CBA will clean/disinfect student desks after lunch at the end of the day. CBA will also provide a profession cleaning company to clean the school each evening during the school week. If we have an outbreak the aforementioned company will perform a deep clean/disinfection of the school.

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>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?</b>
Training and Public Health Education	CBA will provide any resources and or literature that is requested. We will also continue to send messages through CassDojo on safety options and best practices.

**Table 6. COVID-19 Mitigating Measures**

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>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?</b> *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a> . 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	Same as baseline.
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. CBA will move to requiring masks in our school during High periods of transmission.
Isolation	Same as baseline.
Symptom Screening	Same as baseline.
COVID-19 Testing	Same as baseline.
Airflow and Circulation	Same as baseline.

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>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?</b> *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a> . 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	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 classroom level: ≥ 20% absenteeism, with at least 3 students and staff absent
Physical Distancing	Same as baseline.
Hand Washing	Same as baseline.
Cleaning and Disinfection	Same as baseline.
Training and Public Health Education	We will be in constant communication with our community through ClassDojo when we are in a high transmission situation.

**Table 7.****COVID-19 Mitigating Measures**

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</b> 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	No need to change.
Face Coverings	We will return to optional face coverings when we are no longer in a High transmission situation.
Isolation	No need to change.
Symptom Screening	No need to change.
COVID-19 Testing	No need to change.
Airflow and Circulation	No need to change.
Cohorting	No need to change.
Physical Distancing	No need to change.
Hand Washing	No need to change.
Cleaning and Disinfection	No need to change.



<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</b> 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?
Training and Public Health Education	We will return to regular communications when out of High Transmission situations.

## 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.

**LINK TO PLAN FOR PUBLIC VIEWING: [HERE](#).**

Date Last Updated: **8/18/2022**

Date Last Practiced: **6/16/2023**