

Eddyville Charter School COVID-19 Management Plan

School Year 2022-23



School/District/Program Information


District or Education Service District Name and ID: Lincoln County School District 3361

School or Program Name: Eddyville Charter School

Contact Name and Title: Stacy Knudson – Charter Superintendent/K-12 Principal

Contact Phone: 541-875-2942 Contact Email: stacy.knudson@lincoln.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://www.eddyvillecharterschool.org/uploads/1/1/4/2/114263281/communicable_disease_management_plan.pdf</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>http://www.eddyvillecharterschool.org/uploads/1/1/4/2/114263281/operational_blueprint_march_2022.pdf</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>http://www.eddyvillecharterschool.org/uploads/1/1/4/2/114263281/operational_blueprint_march_2022.pdf</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>http://www.eddyvillecharterschool.org/health-center.html</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>http://www.eddyvillecharterschool.org/uploads/1/1/4/2/114263281/operational_blueprint_march_2022.pdf</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. 	Stacy Knudson: Charter Superintendent/K-12 Principal	Missy Endicott: HR/ Business Mgt.

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. 		
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, RN Stacy Knudson, Charter Superintendent/K-12 Principal	Yvonne Castillo/CNA2
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. 	Stacy Knudson, Charter Superintendent/K-12 Principal	Danny Wheeler: Facilities Manager Missy Endicott: HR/Business Mgt.

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>Stacy Knudson, Charter Superintendent/K-12 Principal</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>Stacy Knudson, Charter Superintendent/K-12 Principal</p>	<p>Betsy Brooks, RN Yvonne Castillo, Health Asst.</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>Stacy Knudson, Charter Superintendent/K-12 Principal Betsy Brooks, RN</p>	<p>Yvonne Castillo: Health Asst.</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.)

- LCSD Board Policy AA
- [Data for Decisions Dashboard](#)
- [Oregon's COVID-19 Data Dashboards](#)

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:
<p>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.</p>	<ul style="list-style-type: none"> • ECS policies, protocols and procedures are focused on providing equitable access to evidence-based instructional practices that target the unique academic and social-emotional learning needs of our students in the midst of and in response to the trauma and disrupted learning created by the pandemic. • ECS has access to bilingual tutors through our sponsoring district.
<p>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>	<ul style="list-style-type: none"> • ECS policies, protocols and procedures are focused on providing equitable access to evidence-based instructional practices that target the unique academic and social-emotional learning needs of our students in the midst of and in response to the trauma and disrupted learning created by the pandemic. • Translations to the home language are provided and the sponsoring district has a Hispanic Family Liaison.
<p>What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.</p>	<ul style="list-style-type: none"> • ECS will provide training to staff at the beginning of the school year and any time there is an increased transmission. • Signage will be hung in the buildings at entry/exit points, hallways, restrooms, lobby areas and other high traffic areas.

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.)

- Oregon Health Authority [Youth Suicide Prevention](#)
- [ECS Wellness Page](#)

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.	Continue 4-day/week on campus school week. Home language translation Open Houses and family nights are planned for relationship building with students and their families Sponsor District Hispanic Liaison Designated collaboration time for staff to meet
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.	SEL each day am and pm for elementary and during advisory for secondary ECS's ASB and student leadership continues to interact in various ways to build student voice and relationships among students and staff.
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	Students, staff and families are communicated with in regards to both mental and physical health resources: -School counselor -Partnerships with DHS, LC Mental Health and Behavioral Health specialists -School based health and wellness center
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	Incorporating student voice when it comes to well-being and mental health through student leadership. Students peer mentor new students ECS Wellness Center



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. [ECS Communicable Disease Plan](#)
2. [CDC Guidance for COVID-19 Prevention in K-12 Schools](#)
3. [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)
4. [COVID-19 Investigative Guidelines](#)
5. [Planning for COVID-19 Scenarios in School](#)
6. [CDC COVID-19 Community Levels](#)
7. [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	<i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Eddyville Charter School will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community.</i>
Face Coverings	Face coverings are not required. ECS will support students, staff and parents in their personal decision regarding the use of face coverings while in attendance at school and school sponsored events.
Isolation	ECS has a designated space for isolation for those experiencing COVID-19 symptoms. ECS also has a designated health staff person trained in isolation procedures. Each designated health staff have access to protective equipment from COVID-19, training in CPR/First Aid and has access to a school nurse.
Symptom Screening	ECS will use the district guidance for symptom screening. When to Keep Your Child Home (English) When to Keep your Child Home (Espanol)
COVID-19 Testing	<i>ECS will be offering COVID-19 testing for staff or students who, while at school, present with 2 or more primary symptoms.</i>
Airflow and Circulation	<i>ECS has air purification systems in each room and office. There is also a filter change schedule in place and managed by the onsite facilities manager. Staff are also allowed to open exterior windows unless it presents a health or safety risk.</i>
Cohorting	ECS will continue to design consistent cohorts for students to the extent possible at all grade levels.
Physical Distancing	ECS will recommend physical distancing in all daily activities. 3 feet distance to the extent possible will be advised.
Hand Washing	ECS will ensure that students and staff have access to soap, water and alcohol-based hand sanitizer with 60-90% alcohol and will be encouraged and reminded to use these items during key times: before, during and after preparing food – Before and after eating. – Before and after caring for someone at home who is sick with COVID-19 symptoms, vomiting or diarrhea. – Before and after treating a cut/wound. – After using the toilet. – After changing diapers or cleaning up a child who has used the toilet. – After blowing your nose, coughing or sneezing. – After touching an animal, animal feed or animal waste.- After touching garbage. Nurse will provide training to staff and students regarding proper handwashing and respiratory etiquette. Staff will reinforce procedures frequently within the classroom setting.

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?
Cleaning and Disinfection	ECS and Sodexo will be following all guidance from ODE and OHA.
Training and Public Health Education	Administrators, school nurses and public health will work together to ensure ECS has appropriate training for each staff member in their role.

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. ECS will offer vaccine clinics or notices about where to access vaccines in our community.
Face Coverings	<i>CDC, OHA, and ODE recommend universal use of face coverings during periods of high transmission. ECS will inform staff, students and families of the increased risk and will continue to allow personal choice regarding the wearing of face coverings unless coverings become required by law.</i>
Isolation	ECS has a designated space for isolation for those experiencing COVID-19 symptoms. ECS has a designated health staff person trained in isolation procedures. Each designated health personnel have protective equipment from COVID-19, First Aid training and access to a school nurse.
Symptom Screening	ECS will use district guidance for symptom screening. When to Keep Your Child Home English Espanol During periods of high transmission, ECS will inform students, parent/guardians and staff of an increased need to stay home if having symptoms of COVID-19.
COVID-19 Testing	ECS will be offering COVID-19 testing for staff or students who, while at school, present with 2 or more primary systems of COVID 19.
Airflow and Circulation	<i>ECS has air purification systems in each room and office. There is also a filter change schedule in place and managed by the onsite facilities manager. Staff are also allowed to open exterior windows unless it presents a health or safety risk.</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>
Notification to school nurse and LPHA Cohorting ²	<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> <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> ECS will continue to design consistent cohorts for students to the extent possible at all grade levels.
Physical Distancing	ECS will recommend physical distancing in all daily activities and instruction to the extent possible.
Hand Washing	ECS will ensure that students and staff have access to soap, water and alcohol-based hand sanitizer with 60-90% alcohol and will be encouraged and reminded to use these items during key times: before, during and after preparing food – Before and after eating. – Before and after caring for someone at home who is sick with COVID-19 symptoms, vomiting or diarrhea. – Before and after treating a cut/wound. – After using the toilet. – After changing diapers or cleaning up a child who has used the toilet. – After blowing your nose, coughing or sneezing. – After touching an animal, animal feed or animal waste.- After touching garbage. Nurse will provide training to staff and students regarding proper handwashing and respiratory etiquette. Staff will reinforce procedures frequently within the classroom setting.
Cleaning and Disinfection	Administration and nurse will inform custodial staff of a need to increase cleaning regimen.
Training and Public Health Education	ECS will inform the students, families and staff of an increased need for vigilance. Building administrators, school nurses and public health will work together to ensure ECS has appropriate training for each staff member and their role.

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. ECS will offer vaccine clinics or notices about where to access vaccines in our community.</p>
<p>Face Coverings</p>	<p><i>CDC, OHA, and ODE recommend universal use of face coverings during periods of high transmission. ECS will inform staff, students and families of the increased risk and will continue to allow personal choice regarding the wearing of face coverings unless coverings become required by law.</i></p>
<p>Isolation</p>	<p>ECS will maintain health care and space that is appropriately supervised and adequately equipped for providing first aid, isolates the sick or injured child.</p>
<p>Symptom Screening</p>	<p>ECS will use district guidance for symptom screening. When to Keep Your Child Home English Espanol During periods of high transmission, ECS will inform students, parent/guardians and staff of an increased need to stay home if having symptoms of COVID-19.</p>
<p>COVID-19 Testing</p>	<p>ECS will be offering COVID-19 testing for staff or students who, while at school, present with 2 or more primary systems of COVID 19.</p>
<p>Airflow and Circulation</p>	<p><i>ECS has air purification systems in each room and office. There is also a filter change schedule in place and managed by the onsite facilities manager. Staff are also allowed to open exterior windows unless it presents a health or safety risk.</i></p>
<p>Cohorting</p>	<p>ECS will continue to design consistent cohorts for students to the extent possible at all grade levels.</p>
<p>Physical Distancing</p>	<p>ECS will recommend physical distancing in all daily activities and instruction to the extent possible.</p>
<p>Hand Washing</p>	<p>ECS will ensure that students and staff have access to soap, water and alcohol-based hand sanitizer with 60-90% alcohol and will be encouraged and reminded to use these items during key times: before, during and after preparing food – Before and after eating. – Before and after caring for someone at home who is sick with COVID-19 symptoms, vomiting or diarrhea. – Before and after treating a cut/wound.</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?
	– After using the toilet. – After changing diapers or cleaning up a child who has used the toilet. – After blowing your nose, coughing or sneezing. – After touching an animal, animal feed or animal waste.- After touching garbage. Nurse will provide training to staff and students regarding proper handwashing and respiratory etiquette. Staff will reinforce procedures frequently within the classroom setting.
Cleaning and Disinfection	Administration and nurse will inform custodial staff of a need to increase cleaning regimen.
Training and Public Health Education	ECS will inform the students, families and staff of an increased need for vigilance. Building administrators, school nurses and public health will work together to ensure ECS has appropriate training for each staff member and their role.

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.

www.eddyvillecharterschool.org

Date Last Updated: **8/16/2022**

Date Last Practiced: **8/2022**