

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



School/District/Program Information


District or Education Service District Name and ID: _____ 2249 _____

School or Program Name: _____ Mitchell School _____

Contact Name and Title: _____ Vince Swagerty, Superintendent _____

Contact Phone: _____ (541) 462-3311 _____ Contact Email: _____ vswagerty@mitchell.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>The purpose of a Communicable Diseases Management Annex (CDM Annex) is to provide a general, comprehensive plan to help protect the whole school community (students, staff, and visitors) from communicable diseases. This plan is not intended to build fear but to provide a thoughtful, measured response to help support health and safety in the school community.</p> <p>http://www.mitchell.k12.or.us/files/ugd/ae9564_0e2a9f24f5ee434587c511263c9a566f.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.mitchell.k12.or.us/files/ugd/ae9564_0e2a9f24f5ee434587c511263c9a566f.pdf</p> <p>Appendix E</p> <ul style="list-style-type: none"> • We will consistently include training and updating of our COVID-19 response plan including when staff should be excluded. • Teachers and support personnel are trained to recognize potential COVID-19 symptoms and the internal communication protocols to get support for those students to access the designated safe space, connect them with appropriate staff, and assist them with contacting a parent. • We have a relationship South Wheeler Health Center who have strict non-discrimination and equal access policies to ensure services and support are available to all students regardless of age, race, religion, color, national origin, disability, marital or parental status, linguistic background, culture, capability, or geographic location.
<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.mitchell.k12.or.us/files/ugd/ae9564_0e2a9f24f5ee434587c511263c9a566f.pdf</p> <p>Appendix E</p> <ul style="list-style-type: none"> • We have a safe, comfortable space that is supervised by a competent adult who is familiar with our students. • First aid supplies are available as needed. • District protocols require that communications reach all families. We regularly review our practices to ensure this protocol is reaching all families, particularly our focal group families.



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.

Educator Vaccination
[OAR 333-019-1030](#)

In compliance with OAR 333-019-1030 the District requires all employees to be vaccinated or to have a district approved religious or medical exception. The District will not employ, contract with, or accept the volunteer services of teachers, school staff or volunteers who are teaching, working, learning, studying, assisting, observing, or volunteering at a school unless the teachers or school staff are fully vaccinated against COVID-19 or have a documented medical or religious exception.

**Emergency Plan or
Emergency Operations
Plan**
[OAR 581-022-2225](#)

http://www.mitchell.k12.or.us/_files/ugd/ae9564_0e2a9f24f5ee434587c511263c9a566f.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 matters within school community members, health partners, and other local partners. 	Vince Swagerty, Superintendent	Valerie Swagerty, Admin Asst.
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. 	Vince Swagerty, Superintendent	Valerie Swagerty, Admin Asst.

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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. 	Vince Swagerty, Superintendent	Valerie Swagerty, Admin Asst.
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. 	Vince Swagerty, Superintendent	Valerie Swagerty, Admin Asst.
Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i>	<ul style="list-style-type: none"> • Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the school is responding, and action community members can take to protect their health. • Shares communications in all languages relevant to school community. 	Vince Swagerty, Superintendent	Valerie Swagerty, Admin Asst.
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. 	Vince Swagerty, Superintendent	Valerie Swagerty, Admin Asst.

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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. 	Vince Swagerty, Superintendent	Valerie Swagerty, Admin Asst.
Others as identified by team			



Section 2. Equity and Mental Health

Preparing a plan that centers equity and supports mental health

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

Centering Equity

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

- <https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Decision%20Tools%20for%20SY%202020-21.pdf>



Suggested Resources:

1. [Equity Decision Tools](#) for School Leaders
2. [Oregon Data for Decisions Guide](#)
3. [Oregon's COVID-19 Data Dashboards](#) by Oregon Health Authority COVID-19
4. [Data for Decisions Dashboard](#)
5. [Community Engagement Toolkit](#)
6. [Tribal Consultation Toolkit](#)

¹ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

Table 3.

Centering Equity

OHA/ODE Recommendation(s)	Response:
<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>	<p>Mitchell School District uses a continuous improvement process to review data on attendance, academic progress, behavior and social emotional support. Being a small community variation in any of these populations is easily identifiable. Our COVID team will meet at least every 3-6 months to review data and make sure no specific group of students is impacted. Should such a group be identified, a plan to address disproportionality will be implemented immediately</p>
<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>	<p>The COVID team will first identify any disproportionately impacted, historically underserved or any student who is at higher risk of negative impacts or complications related to COVID 19. Should a group be identified, the COVID Team will identify both student and parents to interview and determine what mitigation strategies might make the most impact in the least amount of time. Immediate strategies could include, support from the counselor, additional learning time, or individual coaching from a caring adult, school nursing supports to educate the family and student about COVID prevention. Intermediate strategies could include: Ongoing coaching for the student and family. Long term strategies will also be identified.</p>
<p>What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.</p>	<p>Because strategies will be individualized on a specific focal group, training needs will be identified based on the strategy. The COVID Team and school administration will work together to continue to review data routinely and determine the success of the strategy at a minimum every 6 weeks-3 months.</p>

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.)

- <https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Pages/Mental-Health-Students-Families-Guidance.aspx>
- <https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Pages/Care-and-Connection-Tools.aspx>



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

OHA/ODE Recommendation(s)	Response:
Describe how you will devote time for students and staff to connect and build relationships.	Elementary, middle school, and high school classrooms will have built-in morning meetings in their daily schedule to allow for time to connect and support the emotional well-being of students. Students will have time through morning meetings or other class time to explore and process experiences as connected to trends or patterns that are occurring in the classroom. These opportunities allow students and staff to build deep relationships and engage in meaningful conversations centered around social and emotional learning (SEL) and intend to foster strong academic outcomes and supports throughout the year. Older students participate in small group conversations guided by staff. Middle and high school students also have extra-curricular opportunities to participate in after school activities which offer opportunities to build connections and relationships outside of the classroom. Each student and family interacts with the daily check-in person upon entering the school each

OHA/ODE Recommendation(s)	Response:
	<p>morning. This gives one more level of creating connections with students and families. This personal daily greeting protocol has been a positive addition since the onset of COVID-19.</p>
<p>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.</p>	<p>Students will have time through morning meetings or other class time to explore and process experiences as connected to trends or patterns that are occurring in the classroom. These opportunities allow students and staff to build deep relationships and engage in meaningful conversations centered around social and emotional learning (SEL) and intend to foster strong academic outcomes and supports throughout the year. Older students participate in small group conversations guided by staff. Middle and high school students also have extra-curricular opportunities to participate in after school activities which offer opportunities to build connections and relationships outside of the classroom. Each student and family interacts with the daily check-in person upon entering the school each morning. This gives one more level of creating connections with students and families. This personal daily greeting protocol has been a positive addition since the onset of COVID-19.</p>
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>The district is fortunate to have a counselor provided through Community Counseling Solutions the connects will all students, families and staff. The counselor connects them with needed resources.</p>
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>Our Small school environment cultivates close, trusting environments, and valuing each student. The Mitchell School District’s practice is to create a nurturing, positive environment that cultivates a sense of belonging for each student. Our high teacher to student ratio fosters communication, connection, and support for each student and encourages student voice, input, and feedback on school practices, policies, and protocols. Each student has at least one and in most cases multiple teacher/staff/support personnel who knows them and has a strong relationship with them. The high school will utilize student leadership teams, through clubs, athletics, and activities and will lead student groups and initiatives to support student mental health and wellbeing. (Student Government, Athletics, 4-H, FFA) Student leaders will work to organize and sponsor school activities to include all students in positive activities.</p>



Section 3. COVID-19 Outbreak Prevention, Response & Recovery:

Implementing mitigation activities, responding to periods of increased transmission, resuming baseline level mitigation, and debriefing actions to improve the process

Planning for and implementing proactive health and safety mitigation measures assists schools in reducing COVID-19 transmission within the school environment for students, staff, and community members. COVID-19 will continue to circulate in our communities and our schools for the indefinite future. Schools will utilize different mitigation measures based on COVID-19 transmission within their facilities and communities. In the following section, teams will document their school's approach to the CDC, OHA and ODE advised health and safety measures at baseline, during increased COVID-19 transmission, and as they roll back the increased mitigating measures, incorporating lessons learned.



Suggested Resources:

1. [CDC Guidance for COVID-19 Prevention in K-12 Schools](#)
2. [Communicable Disease Guidance for Schools](#) which includes information regarding
 - Symptom-Based Exclusion Guidelines (pages 8-12)
 - Transmission Routes (pages 29-32)
 - Prevention or Mitigation Measures (pages 5-6)
 - School Attendance Restrictions and Reporting (page 33)
3. [COVID-19 Investigative Guidelines](#)
4. [Planning for COVID-19 Scenarios in School](#)
5. [CDC COVID-19 Community Levels](#)
6. [Supports for Continuity of Services](#)

Table 5.

COVID-19 Mitigating Measures

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?</p>
<p>COVID-19 Vaccination</p>	<p><i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community.</i></p> <p>All staff have submitted a record of their vaccination or a waiver prior to reporting to work at MSD. Mitchell School District will offer vaccination clinics at the request of parents and the community. Students are encouraged to be vaccinated. Mitchell School District stands ready to support staff, students and the community in partnership with Wheeler County Public Health District with boosters, vaccination and other layered safety measures.</p>
<p>Face Coverings</p>	<p>Face coverings are optional depending on the severity of COVID in our area and in the state. We enlist support from our local health department to determine this as well as guidance from the CDC.</p>
<p>Isolation</p>	<p>Students and staff showing acute symptoms and or who have tested positive will be asked to isolate in accordance with the guidance from the State of Oregon and the CDC.</p>
<p>Symptom Screening</p>	<p>Students and staff are asked to screen daily at home prior to attending school or events at Mitchell School District.</p>
<p>COVID-19 Testing</p>	<p><i>OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</i></p> <p>Students or staff who exhibit symptoms of COVID-19 while at school will be sent home. Prior to leaving the school students and staff will be offered a rapid COVID test.</p>
<p>Airflow and Circulation</p>	<p>Mitchell School District routinely opens windows, and has increased air cleanliness and flow in classrooms. Filters are changed regularly. HVAC systems have been set to maximize airflow and circulation.</p>
<p>Cohorting</p>	<p>Mitchell School District typically has very small class sizes which essentially results in cohorting even though it is not required</p>
<p>Physical Distancing</p>	<p>Physical Distancing although not required, will be encourages through signs and reminders.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
Hand Washing	Students are encouraged to maintain handwashing protocols established by the CDC and the Department of Education during baseline transmission levels.
Cleaning and Disinfection	Cleaning and disinfection levels remain consistent during baseline transmission
Training and Public Health Education	Mitchell School District routinely sends home public announcements made by the Local Public Health Authority. These notices educate in Spanish and English.

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? <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>
COVID-19 Vaccination	All staff have submitted a record of their vaccination or a waiver prior to reporting to work at MSD. Mitchell School District will offer vaccination clinics at the request of parents and the community. Students are encouraged to be vaccinated. Mitchell School District stands ready to support staff, students and the community in partnership with Wheeler County Public Health District with boosters, vaccination and other layered safety measures.
Face Coverings	<i>CDC, OHA, and ODE recommend universal use of face coverings during periods of high transmission. Please include whether your school will implement this critical recommendation.</i> Working closely with the LPHA Mitchell School district will use county transmission levels and more localized transmission levels (if available) to recommend the use of face coverings during high transmission levels.
Isolation	Students and staff showing acute symptoms and or who have tested positive will be asked to isolate in accordance with the guidance from the State of Oregon and the CDC.

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>
Symptom Screening	MSD offers COVID screenings to all students k-12 on an as needed basis during baseline transmission. During high levels of transmission, all students are screened visually by staff. Should questions arise, parents are contacted and the student is tested.
COVID-19 Testing	COVID testing is offered for elementary and middle school students with parent permission
Airflow and Circulation	Mitchell School District routinely opens windows, and has increased air cleanliness and flow in classrooms. Filters are changed regularly. HVAC systems have been set to maximize airflow and circulation.
Cohorting ²	<p><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></p> <ol style="list-style-type: none"> <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> <p>Given the above circumstances, Mitchell School District will emphasize cohorting in all grades. Given the size of our school, some classes may need to be combined based on staff and student absences.</p>
Physical Distancing	Physical distancing will be encouraged through signs and teacher reminders during times of high transmission.
Hand Washing	Students and staff are encouraged to maintain rigorous handwashing during baseline transmission levels. Signage reminders are posted.
Cleaning and Disinfection	Cleaning and disinfection levels remain consistent during baseline and high transmission
Training and Public Health Education	Mitchell School District routinely sends home public announcements made by the Local Public Health Authority. These notices educate in Spanish and English.

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>All staff have submitted a record of their vaccination or a waiver prior to reporting to work at MSD. Mitchell School District will offer vaccination clinics at the request of parents and the community. Students are encouraged to be vaccinated. Mitchell School District stands ready to support staff, students and the community in partnership with Wheeler County Public Health District with boosters, vaccination and other layered safety measures.</p>
<p>Face Coverings</p>	<p>Face coverings will be encouraged but optional</p>
<p>Isolation</p>	<p>Students and staff demonstrating fever, or acute symptoms will be asked to remain at home or return home.</p>
<p>Symptom Screening</p>	<p>Staff and students will continue to self-screen at home.</p>
<p>COVID-19 Testing</p>	<p>COVID-19 testing will be available upon request</p>
<p>Airflow and Circulation</p>	<p>Airflow and circulation practices will continue</p>
<p>Cohorting</p>	<p>Cohorting will no longer be encouraged. However, given the size of the district, cohorting will occur naturally.</p>
<p>Physical Distancing</p>	<p>Physical Distancing although not required, will be encourages through signs and reminders.</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	Handwashing protocols will remain in place, given that they are part of good hygiene. Signage reminders are in place.
Cleaning and Disinfection	Cleaning and disinfection routines will return to normal. However, some enhanced protocols will remain depending on guidance from the Local Public Health Authority
Training and Public Health Education	Mitchell School District routinely sends home public announcements made by the Local Public Health Authority. These notices educate in Spanish and English.

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.

http://www.mitchell.k12.or.us/files/ugd/ae9564_0e2a9f24f5ee434587c511263c9a566f.pdf

Date Last Updated: **August 16, 2022**

Date Last Practiced: **August 29, 2022**