

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

Tom McCall Elementary SCHOOL



School/District/Program Information


District or Education Service District Name and ID: REDMOND SCHOOL DISTRICT 2J

School or Program Name: Tom McCall Elementary School

Contact Name and Title: Drew Frank, Principal

Contact Phone: 541-526-6400 Contact Email: drew.frank@redmondschools.org

Table 1.

	<p>Policies, protocols, procedures and plans already in place</p> <p>Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>
<p>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>Redmond SD: Communicable Disease Management Plan</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>OHA Communicable Disease Guidance for Schools: Communicable Disease Guidance for Schools</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>REQUIRED by OAR 581-022-2220: Isolation spaces are required...<i>(a) Health care and space that is appropriately supervised and adequately equipped for providing first aid, and isolates the sick or injured child from the student body.</i></p> <p>Each school in Redmond SD has a “health room/nurse office” which meets this requirement. In addition, each nurse office has a designated isolation cot that is separated from the rest of the room by clear partitions. Each nurse office is equipped with an air filtration system. All persons entering the nurse office must wear a mask.</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>Each employee must submit proof of covid vaccination or a signed medical or religious exemption form.</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>Redmond SD Emergency Operations Plan 2022-2023</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:

[Redmond SD Plan for COVID Management 2022-2023](#)



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. 	<p>Drew Frank, Principal</p> <p>District COVID Response Team</p>	<p>Wendy VonSeggern, School Counselor</p>

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 in the event of a communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system. 	Lizzy Howells, School Nurse	District Nurse, Kim Kirk
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. 	Assigned building nurse (see name above) in collaboration with: District Nurse District COVID Response Team	District Nurse, Kim Kirk
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. 	District COVID Response Team Tony Pupo, Asst. Supt., Operations	District Nurse, Kim Kirk

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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. 	District COVID Response Team District Public Information Officer	Gina Blanchette, Admin. Asst. to Superintendent
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. 	District COVID Response Team District Public Information Officer	Gina Blanchette, Admin. Asst. to Superintendent
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. 	District COVID Response Team	District Nurse, Kim Kirk
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.)

- School District Equity Plan/Stance/Decision Tool - *in development*
- RSD Equity Committee Mission Statement - *TBD*



Suggested Resources from ODE:

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>	<ul style="list-style-type: none"> <input type="checkbox"/> Through our MTSS/RTI systems school staff will analyze data to identify students who experience barriers to their education or who are disproportionately impacted by COVID-19 (e.g., students at increased risk of severe COVID-19 illness due to cognitive or developmental function, students at increased risk of negative impact/complications related to immunocompromised health status, etc.). <input type="checkbox"/> Through our MTSS/RTI systems school will review information to design strategies that will remove barriers and provide additional support to students identified as needing additional support.
<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"> <input type="checkbox"/> Once identified, school teams, in partnership with a student’s guidance counselor and teacher, will develop a plan in consultation with the student and family based on the unique needs of each student. The RTI process and plans for support, articulated in the MTSS framework will be reviewed periodically throughout the year to monitor progress and support student/family/caregiver needs.
<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"> <input type="checkbox"/> School staff will continue professional development during School Improvement Wednesday (SIW) to assist in this work, and to implement needed support for students disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19.

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.)

- Comprehensive School Counseling Program
- School District suicide prevention curriculum
- Partnership with School-Based Health Center and Mosaic Medical
- District Behavioral Health MTSS
- Culture of Care Partnership (HDESD)
- Partnership with Rimrock Trails (mental health therapy)
- Employee Assistance Program



Suggested Resources from ODE:

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.	<p>The school commits to creating opportunities that foster creative expression, make space for reflection and connection, and center on the needs of the whole child by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a morning circle or connection process where belonging and connection can be enhanced. <input type="checkbox"/> Implement show and tell to teach to shared interests and caring (elem specific) <input type="checkbox"/> Host a “Meet and Greet Event” for students and parents before the school year begins. <input type="checkbox"/> Family support nights hosted by Administrators, counselors, and specialists

OHA/ODE Recommendation(s)	Response:
	<input type="checkbox"/> Student-led affinity club spaces that are supported by school staff.
<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>	<input type="checkbox"/> Dedicate the first week of school to care and connection, with appropriate social-emotional learning tools to create relationships. This will mean that academic demands are intentionally reduced to ensure that reconnecting with peers and teachers are at the forefront. <input type="checkbox"/> Implement social-emotional learning, which provides quality educational experiences, creating deep interpersonal relationships that focus on inclusion. <input type="checkbox"/> By the end of Sept., our youngest learners (kindergarten and first grade students) will take part in one-to-one family visits and assessments for every student.
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<input type="checkbox"/> Schools and community liaisons will collaborate with district leaders and community partners to share resources and opportunities with our Latinx families, including partnership and collaboration with our local community partner that focuses on supporting this community. <input type="checkbox"/> School teams will partner with district resources to leverage community partnerships for mental health services, medical services, food, and shelter to assist students and their families. <input type="checkbox"/> All school staff will complete training in QPR (Question, Persuade, and Refer) for suicide prevention and student support according to Redmond's two year training schedule. <input type="checkbox"/> District staff will ensure support resources provided to students and families are made available in Spanish.
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<input type="checkbox"/> As part of our district priorities associated with school culture and well-being, schools will develop plans that focus on improving student to student respect and rapport. <input type="checkbox"/> The school will prioritize authentic student voice through regularly-scheduled surveys

OHA/ODE Recommendation(s)	Response:
	<input type="checkbox"/> SEL lessons will focus on removing the stigma around mental health and the importance of emotional well-being and belonging.



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 from ODE:

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 - Baseline

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	<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>RSD has already, and will continue to work with DCHD to offer space for vaccine clinics at their request. As a district we encourage vaccination for all students as an important part Covid 19 mitigation measures. Staff and volunteers are required to provide proof of vaccination or a signed medical or religious exception.</p>
Face Coverings	<p>Face coverings are encouraged in all of our buildings by all persons at all times, particularly in times of high community transmission. Unless the state returns to a state-wide school masking mandate, or a Deschutes County specific mask mandate, mask use will be optional but encouraged in our district.</p>
Isolation	<p>Students and staff with symptoms of illness will be isolated from the rest of the school population and sent home per the exclusion guidelines.</p>
Symptom Screening	<p>We do not screen for symptoms at the door. Teachers and other staff are trained to do a quick visual assessment of their class at the start of the day and the start of each period. Parents are reminded of the symptoms to watch for and instructed not to send children with symptoms to school. Staff are instructed to do daily self symptom assessments and not to attend work if they are having symptoms of concern.</p>
COVID-19 Testing	<p><i>OHA offers both <u>diagnostic and screening testing programs</u> 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>Our schools offer both diagnostic and screening COVID testing to all staff and students through OHA.</p>
Airflow and Circulation	<p>District facilities team continues to manage heating, ventilation and air conditioning equipment with protective strategies including the regular monitoring and replacement of efficiency particulate system filters, and increased intake of fresh air to maintain circulation and increase air exchanges.</p>
Cohorting	<p>Cohorting will continue to be practiced to the fullest extent possible in our schools to mitigate the spread of COVID.</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?
Physical Distancing	Classrooms will be set up to maximize physical distance between persons. Staff and students will be advised on the importance of continued physical distancing along with other mitigation measures.
Hand Washing	Good hand-washing practices will be taught and reinforced at all levels of RSD. Students and staff will be reminded to wash or sanitize their hands before and after eating, before and after using the restroom, after touching soiled surfaces and when visibly dirty.
Cleaning and Disinfection	Working surfaces in all buildings will be cleaned every 24 hours. Rooms that are identified as having had a person with covid in them will be cleaned and disinfected.
Training and Public Health Education	Staff will be trained and families will be advised regarding these layered mitigation measures. Signs and posters around the school will reinforce mitigation measures. School newsletters will include reminders for students and families about attention to mitigation measures.

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	In the event of an outbreak, in cooperation with DCHD, Redmond SD may offer a vaccination clinic or clinics on our campuses.
Face Coverings	If mandated by DCHD/ODE, Redmond SD will implement mask wearing.

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>
Isolation	In the event of a potential outbreak in a school, classroom or cohort, the District COVID Response Team, in collaboration with the DCHD, may temporarily close a cohort, classroom or school to stop the spread of disease.
Symptom Screening	If advised by the DCHD, Redmond SD may institute symptom screening, such as temperature checks, for a school, class or cohort, in the event of an outbreak.
COVID-19 Testing	In the event of a potential outbreak in a school, classroom or cohort, the District COVID Response Team, in collaboration with DCHD may offer and encourage testing of all members of the affected group.
Airflow and Circulation	No change from baseline (see above in Table 5).
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>The District COVID Response Team will observe the parameters above and consult with the DCHD if they are met. Daily attendance rates of staff and students will be monitored by office staff and reported to the building nurse and administration as well as the District COVID Response Team when the thresholds are exceeded. Schools may choose to have classes eat as a cohort in their rooms rather than in the cafeteria during outbreaks.</p>
Physical Distancing	No change from baseline (see above in Table 5).
Hand Washing	No change from baseline (see above in Table 5).

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.

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>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).</p>
<p>Cleaning and Disinfection</p>	<p>In the event of an outbreak the district will restrict access to affected areas for 24 hours, then respond with specialized cleaning and enhanced disinfecting techniques.</p>
<p>Training and Public Health Education</p>	<p>Training and messaging specific to outbreaks will be initiated as needed targeting areas of concern to the particular situations.</p>

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 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>If the district has facilitated a vaccination clinic, once it has been completed, information on county vaccination sites will be shared with district staff and families.</p>
<p>Face Coverings</p>	<p>No change from baseline (see above in Table 5). Masks will continue to be encouraged.</p>
<p>Isolation</p>	<p>After a closure we will immediately return to the baseline isolation requirements (see above in Table 5) for those who are symptomatic and who have been diagnosed.</p>
<p>Symptom Screening</p>	<p>After doing symptom screening during an outbreak such as daily temperature checks, staff will be retrained to perform visual inspections for symptoms at the start of the day or class period.</p>
<p>COVID-19 Testing</p>	<p>After an outbreak as we return to our baseline (see above in Table 5), we will remind staff and families that we offer and encourage enrollment in the weekly covid screening program through OHA.</p>
<p>Airflow and Circulation</p>	<p>No change from baseline (see above in Table 5).</p>
<p>Cohorting</p>	<p>Schools may return to grade level lunches with continuation of other mitigation measures.</p>
<p>Physical Distancing</p>	<p>No change from baseline (see above in Table 5).</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how 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	No change from baseline (see above in Table 5).
Cleaning and Disinfection	After an outbreak, facilities will review daily cleaning protocols as they return to baseline daily cleaning.
Training and Public Health Education	After an outbreak administrators will review layers of mitigation with staff and will send review materials home for our families to review.

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 our district website where this plan is available for public viewing.

Date Last Updated: **August 22, 2022**

Date Last Practiced: **By Sept. 16, 2022**