

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

Reynolds Arthur Academy Charter School

ARTHUR ACADEMY
Public Charter School



School/District/Program Information

District or Education Service District Name and ID: Reynolds School District, ID


School or Program Name: Reynolds Arthur Academy

Contact Name and Title: Stephani Walker, Executive Director

Contact Phone: 503-762-6061

Contact Email: swalker@arthuracademy.org

Table 1.

	<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.</p>
<p>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>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>The exclusion measures are listed on pages 7 and 8 of our CDMP.</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>The school will provide space that is appropriately supervised and adequately equipped for providing first-aid, and isolates the sick or injured child from the student body. This is outlined on pages 6 and 9 of our CDMP.</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>The school will follow the Educator Vaccination guidelines per OAR 333-019-1030</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>The school follows the Emergency Operations Plan outlined in OAR 581-022-2225, including maintaining logs of regular safety drills and annual trainings.</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. 	Chris Arnold, Principal	Stephani Walker, Executive Director

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. 	Chris Arnold, Principal	Mary Martin, Office Coordinator
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. 	Chris Arnold, Principal	Mary Martin, Office Coordinator
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. 	Chris Arnold, Principal	Stephani Walker, Executive Director
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. 	Chris Arnold, Principal	Stephani Walker, Executive Director

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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. 	Stephani Walker, Executive Director	Chris Arnold, Principal
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> ● Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response. ● Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners. 	Chris Arnold, Principal	Stephani Walker, Executive Director
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.)

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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:
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.	Our school community is very small which gives us the capability of reaching out on a more personal or one-one level to families to ask if they need additional support. We offer many ways to communicate and our communication app translates to the desired language of the family. The app allows easy access to message all staff and other parents/families. We have created a culture of care in our community, and will continue to do so, that makes reaching out to us comfortable for many of our families.
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 school will strive to go beyond the minimum health requirements to ensure that it creates an environment at which the risks are reduced to the extent possible, recognizing that historically underserved populations are at a higher risk of negative impacts related to COVID-19.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Staff will continuously be trained on health and safety protocols throughout the year. We have a health and safety reporting procedure if staff have feedback. Handwashing signs will be posted throughout the school. Students and families will be sent information about our health and safety protocols.

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.)

- ODE Mental Health Toolkit
- Care and Connection Program



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.	<p>Schedule has been built to allow teachers time to collaborate and support each other.</p> <p>Throughout the year, staff will be encouraged to evaluate the emotion of the classroom and take time to address classroom needs accordingly.</p>

OHA/ODE Recommendation(s)	Response:
<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>Throughout the year, staff will be encouraged to evaluate the emotion of the classroom and take time to address classroom needs accordingly.</p> <p>SEL skills building curriculum will be continued and encouraged.</p> <p>Time will be taken at staff meetings to allow for reflective sharing. Communication between staff to share personal challenges and successes will be encouraged.</p>
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>Link to the district created website that has culturally relevant public health services.</p> <p>Communicate with families when aware of new/updated services.</p>
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>SEL skills building curriculum will be continued and encouraged.</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

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>The school does not plan to offer vaccine clinics but will share vaccination clinic opportunities via our newsletter and communication app.</p>
Face Coverings	<p>The school will encourage face coverings, especially during times of high transmission. We will have a large supply of face coverings for any students or staff who want to wear face coverings.</p>
Isolation	<p>The school will provide space that is appropriately supervised and adequately equipped for providing first aid, and that isolates the sick or injured child from the student body.</p>
Symptom Screening	<p>The school will encourage home symptom screening.</p>
COVID-19 Testing	<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>The school will offer diagnostic testing.</p>
Airflow and Circulation	<p>Classrooms/rooms will have air purifiers and we will maintain the filters. Doors and windows will be open when possible. HVAC systems will be maintained.</p>
Cohorting	<p>Each class will eat lunch with their cohort/class only.</p>
Physical Distancing	<p>The school will encourage physical distancing as reasonably practicable.</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	Hand hygiene will be taught often during lessons in the classroom and by adding posters on the wall. All students will wash/sanitize before entering and exiting the classroom and before eating food.
Cleaning and Disinfection	The school will continue enhanced cleaning protocols.
Training and Public Health Education	The school will continuously monitor public health guidance.

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	The school will provide vaccination clinic opportunities via our newsletter and communication app.
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> The school will encourage face coverings during times of high transmission. We will have a large supply of face coverings for any students or staff who want to wear face coverings.
Isolation	The school will provide space that is appropriately supervised and adequately equipped for providing first aid, and that isolates the sick or injured child from the student body.
Symptom Screening	The school will encourage home symptom screening and might require it during times of high transmission.

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 Testing	The school will offer diagnostic testing.
Airflow and Circulation	Classrooms/rooms will have air purifiers and we will maintain the filters. Doors and windows will be open when possible. HVAC systems will be maintained.
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>Each class will eat lunch with their cohort/class only.</p>
Physical Distancing	The school will encourage physical distancing as reasonably practicable.
Hand Washing	Hand hygiene will be taught often during lessons in the classroom and by adding posters on the wall. All students will wash/sanitize before entering and exiting the classroom and before eating food.
Cleaning and Disinfection	The school will continue enhanced cleaning protocols especially on high touch surfaces during times of high transmission.

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.

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 <u>CDC COVID-19 Community Levels</u> . 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).
Training and Public Health Education	The school will continuously monitor public health guidance. Administration will attend the ODE-provided health and safety trainings/office hours.

Table 7.

COVID-19 Mitigating Measures

OHA/ODE Recommendation(s) Layered Health and Safety Measures	STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?
COVID-19 Vaccination	The school will share vaccination clinic opportunities via our newsletter and communication app.
Face Coverings	The school will encourage face coverings, especially during times of high transmission. We will have a large supply of face coverings for any students or staff who want to wear face coverings.
Isolation	The school will provide space that is appropriately supervised and adequately equipped for providing first aid, and that isolates the sick or injured child from the student body.
Symptom Screening	The school will encourage home symptom screening and might require it during times of high transmission.
COVID-19 Testing	The school will offer diagnostic testing.

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?
Airflow and Circulation	Classrooms/rooms will have air purifiers and we will maintain the filters. Doors and windows will be open when possible. HVAC systems will be maintained.
Cohorting	Each class will eat lunch with their cohort/class only.
Physical Distancing	The school will encourage physical distancing as reasonably practicable.
Hand Washing	Hand hygiene will be taught often during lessons in the classroom and by adding posters on the wall. All students will wash/sanitize before entering and exiting the classroom and before eating food.
Cleaning and Disinfection	The school will continue enhanced cleaning protocols especially on high touch surfaces during times of high transmission.
Training and Public Health Education	The school will continuously monitor public health guidance. Administration will attend the ODE-provided health and safety trainings/office hours.

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.

INSERT THE LINK Click [HERE](#)

Date Last Updated: **August 25, 2022**

Date Last Practiced: **August 25, 2022**