

School-Level COVID-19 Management Plan

Nehalem Elementary School 2022-23



**SCHOOL
DISTRICT**

Preparing children for an ever changing world

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School/District/Program Information

District or Education Service District Name and ID: Neah-Kah-Nie School District


School or Program Name: Nehalem Elementary School

Contact Name and Title: Kristi Mills, Principal

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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>https://nknsd.org/wp-content/uploads/2022/08/commdisease.pdf</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>Exclusion per OHA/ODE communicable disease current guidance, page 13 of above communicable disease plan.</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>Health room has isolation space. If health room is in use, healthy students will utilize a separate space and the health room will be used for ill students or those needing isolation. Air purifiers are located in each health room and isolation space. On-site COVID testing is available at any time to identify COVID positive students or staff.</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>See attached staff vaccine verification letter.</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>https://nknsd.org/wp-content/uploads/2022/08/18-19-NKNEmergencyPlan-updated-08192022.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. 	Kristi Mills, Principal	Paul Erlebach, Superintendent

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<p>School Safety Team Representative <i>(or staff member knowledgeable about risks within a school, emergency response, or operations planning)</i></p>	<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. 	<p>Kristi Mills, Principal</p> <p>Principal participates in Safety Committee meetings monthly where incidents regarding safety and health are reviewed and plans placed for any improvement needs.</p> <p>District Nurse will participate in rotating safety meetings throughout the district.</p>	<p>Paul Erlebach, Superintendent</p>
<p>Health Representative <i>(health aid, administrator, school/district nurse, ESD support)</i></p>	<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. 	<p>Denise Weiss, District Nurse</p>	<p>Kristi Mills, Principal</p>
<p>School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i></p>	<ul style="list-style-type: none"> • Advises on prevention/response procedures that are required to maintain student services. 	<p>Jerry Goodwin, First Student Kris Troutman, Food Service Darren Hasting, Lead Custodian</p>	<p>Amy Cram, Head Secretary</p>

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>Kristi Mills, Principal</p>	<p>Denise Weiss, District Nurse</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>Paul Erlebach, Superintendent</p>	<p>Denise Weiss, District Nurse</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>Denise Weiss, District Nurse</p>	<p>Kristi Mills, Principal</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.)

- Equity Statement, <https://nknsd.org/wp-content/uploads/2021/12/District-Equity-Statement-adopted-May-14.pdf>
- District Equity Lens, <https://nknsd.org/wp-content/uploads/2021/12/NKNSD-Equity-Lens-Final-Draft.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:
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.	District nurse and principals work closely with Special Education Director, School Counselors and English Language Learner Specialist to identify individuals or groups disproportionately impacted.
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.	Specific accommodations would be implemented utilizing wrap around services including family resource coordinator, translator or other district or community supports. Individual student plans would be developed as needed including alternative educational options due to complications related to COVID.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Each school has scheduled staff meetings and collaboration days where this information is reviewed, discussed and implemented. Smaller impromptu team meetings can be scheduled and coordinated as needed.

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.)

- School based health center resources, <https://nknhealth.org/resources/>
- Tillamook Family Counseling Center, <http://tfcc.org/>
- School counselors


	<p>Suggested Resources:</p> <ol style="list-style-type: none"> 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
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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.	Under the care and connect model, each school prioritizes Social and Emotional Learning opportunities. A school counselor is dedicated to each school.
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.	NES has class meetings daily for all classes with their homeroom teacher. That time is for community building and connections among students and with their teacher. Additionally, we have weekly Social Emotional Learning lessons with the school counselor in each class to learn new skills and practice skills already learned. Our school counselor runs weekly group and individual counseling sessions for students who need more support.
Describe how you will link staff, students and families with culturally	School counselors are on-site at each school. They work closely with teachers, administrators, students and families. They help coordinate care to outside groups and professionals as needed, including the Neah-Kah-Nie Student Health and Wellness Center, on-site at the High School/Middle School campus. Information regarding

OHA/ODE Recommendation(s)	Response:
relevant health and mental health services and supports.	mental and physical health support and community services provided at back to school nights as well as through ongoing newsletters throughout the year at each school.
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	<p>A youth advisory council for the onsite School Based Health Center, NKN Student Health and Wellness Center. This council consists of anywhere from 6-12 middle and high school students. Students gather with administrators, the superintendent, district nurse and school based health center staff to provide ideas, feedback and input. Ideas are followed up on through future meetings agenda items.</p> <p>A full-time PE teacher will be leading health, wellbeing and mental health initiatives, taking into account impact and feedback from this age group.</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.</i> Staff are provided information regarding the Oregon OAR for vaccination of school staff and volunteers by the superintendent or during the hiring process with district office staff. Copies of vaccine cards or exception forms are returned to district nurse for storage. The school based health center onsite at the MS/HS campus offers vaccines weekly. At the start of the school year, booster and vaccine clinics will be encouraged and communicated with the staff and community. Newsletters provide health updates and information.</p>
<p>Face Coverings</p>	<p>Face coverings are optional, unless as indicated following COVID isolation and symptom guidelines.</p>
<p>Isolation</p>	<p>Students and staff are isolated as per OHA guidelines for school settings. Secretary and attendance staff communicate current isolation guidelines to students and staff. District nurse provides updated guidelines and training to staff and administrators. District nurse calls families regarding COVID questions or concerns as needed or directed.</p>
<p>Symptom Screening</p>	<p>Students and staff screen at home with “stay home when sick” consistent messaging. Students or staff with symptoms can present to health rooms at each location for screening and potential testing. Students may be referred to health room by school staff as needed for any health concern, COVID or non-COVID related.</p>
<p>COVID-19 Testing</p>	<p>Diagnostic testing is available at each school site. COVID testing consent forms are sent home with all back to school communications. iHealth home tests are sent home during high outbreak periods.</p>
<p>Airflow and Circulation</p>	<p>Air purifiers are in all classrooms and gathering spaces. These will be used daily to improve airflow and circulation. Windows open when students/staff present, as available. When HVAC is available, it will be properly maintained and serviced.</p>
<p>Cohorting</p>	<p>No cohorts assigned for the beginning of the 2022-2023 school year. However, at the elementary level, grade cohorts are typical where students spend most of their daily interactions with the same group. Classes will not be required to cohort for meals or recess.</p>
<p>Physical Distancing</p>	<p>No physical distancing will be required for the beginning of the 2022-2023 school year.</p>
<p>Hand Washing</p>	<p>Hand washing encouraged at multiple points during the school day with a primary focus prior to eating. Hand sanitizer is available and stocked at several high traffic areas.</p>
<p>Cleaning and Disinfection</p>	<p>High touch surface areas cleaned multiple times per day, per a cleaning schedule.</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?
Training and Public Health Education	Letters will be sent home to describe exclusion requirements, health protocols and COVID specific information at the beginning of the school year. Communications will also include COVID testing consent forms for onsite diagnostic testing capabilities. All staff will be trained on the management plan at the start of the school year. District nurse attends monthly board meetings, providing health updates to board members, administrators and community members. District nurse attends regularly scheduled staff meetings to answer questions and provide 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? <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	<i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals.</i> The school shares updated vaccine information with the school community as becomes available.
Face Coverings	The school will recommend (but not require) masking during periods of high transmission or during those times when absenteeism and/or staffing levels reach critical levels.
Isolation	Students and staff are isolated as per OHA guidelines for school settings. Secretary and attendance staff, administrators and district nurse communicate current isolation guidelines to students and staff. District nurse provides updated guidelines and training to staff and administrators. District nurse calls families or staff regarding COVID questions or concerns as needed and as available.
Symptom Screening	During the first period of the day, informal or formal symptom screening will take place in affected groups to encourage sick students to stay home from school. COVID testing and/or nurse screening is available and exclusions are followed based off current ODE/OHA guidelines.
COVID-19 Testing	Diagnostic COVID testing is offered through the elementary school health room. Sports and after school activities may opt for COVID testing prior to activities. iHealth at home tests will be sent home for those with symptoms.
Airflow and Circulation	Air purifiers are in all classrooms and gathering spaces. These will be used daily to improve airflow and circulation. Staff will open windows to increase ventilation during periods of high transmission. When HVAC is available, it will be properly maintained and serviced.

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).
Cohorting ²	During periods of high transmission, the school may modify large gatherings such as assemblies or events to smaller groups to mitigate continued outbreaks.
Physical Distancing	Physical distancing may be adjusted by reducing larger group activities to smaller groups as appropriate.
Hand Washing	Hand washing encouraged at multiple points during the school day with a primary focus prior to eating. Hand sanitizer is available and stocked at several high traffic areas. Hand washing videos will be sent to staff for viewing with students during an advisory period or health class when absenteeism is impacted by periods of high transmission.
Cleaning and Disinfection	High touch surface areas cleaned multiple times per day, per a cleaning schedule. Increased sanitizing between classes may be implemented to specific areas of concern or areas of high transmission.
Training and Public Health Education	The school continues to communicate to staff and families through letters and newsletters including topics such as exclusion requirements, health protocols and COVID specific information. Communication regarding importance of masking, staying home when sick and testing with symptoms will be sent through staff, parent and student letters. District nurse will attend staff meetings when/if updated COVID protocols are implemented.

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>No change in vaccination procedures as school returns to its baseline.</p>
<p>Face Coverings</p>	<p>Face coverings are optional, unless as indicated following COVID isolation and symptom guidelines.</p>
<p>Isolation</p>	<p>Students and staff are isolated as per OHA guidelines for school settings. Secretary and attendance staff, administrators and district nurse communicate current isolation guidelines to students and staff. District nurse provides updated guidelines and training to staff and administrators. District nurse calls families or staff regarding COVID questions or concerns as needed and as available.</p>
<p>Symptom Screening</p>	<p>Students and staff screen at home with “stay home when sick” consistent messaging. Students or staff with symptoms can present to health rooms at each location for screening and potential testing. Students may be referred to health room by school staff as needed for any health concern, COVID or non-COVID related.</p>
<p>COVID-19 Testing</p>	<p>Diagnostic testing is available at each school site. Consent forms are stored onsite if future testing needs during the school year. Those students aged 15 and older can consent for own diagnostic testing. iHealth home tests are sent home during high outbreak periods.</p>
<p>Airflow and Circulation</p>	<p>Air purifiers are in all classrooms and gathering spaces. These will be used daily to improve airflow and circulation. Windows open when students/staff present, as available. When HVAC is available, it will be properly maintained and serviced.</p>
<p>Cohorting</p>	<p>Return to normal level school large group activities.</p>
<p>Physical Distancing</p>	<p>Return to no physical distancing requirements at school.</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	Hand washing encouraged at multiple points during the school day with a primary focus prior to eating. Hand sanitizer is available and stocked at several high traffic areas.
Cleaning and Disinfection	High touch surface areas cleaned multiple times per day, per a cleaning schedule. Increased sanitizing can be reduced to baseline when appropriate.
Training and Public Health Education	Letters will be sent home to describe updated risk levels including exclusion requirements, health protocols and COVID specific information at the beginning of the school year. Communications will also include COVID testing consent forms for onsite diagnostic testing capabilities. All staff will be emailed any updated COVID recommendations or guidance. District nurse will attend staff meetings when changes are made to COVID protocols.

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.

Date Last Updated: **8/25/2022**

Date Last Practiced: 8/23/2022