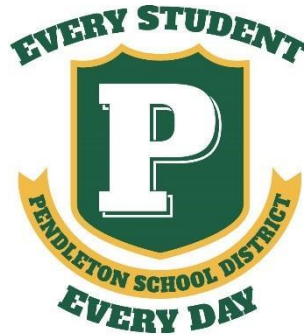


**School-Level COVID-19 Management Plan
For School Year 2022-23**



School/District/Program Information


District or Education Service District Name and ID: Pendleton School District 16 R, 2207

School or Program Name: PTTC/Hawthorne School

Contact Name and Title: Pat Dutcher/Principal

Contact Phone: 541-276-3621 Contact Email: pdutcher@pendletonsd.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>The Pendleton School District Communicable Disease Management Plan is the foundation of decision making for public health in our schools. We utilize the ODE/OHA guidance and model our plan to mirror the recommendations of the agency. The plan includes essential information for mitigating the spread of communicable diseases including COVID-19 in schools. Here it the link to our plan Communicable Disease Plan last updated 3/30/22 We review and update this plan with our local health authorities at least one time per year and more often when necessary.</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>Symptoms based exclusion guidelines are covered on pages 7-8 & 10 of our Communicable Disease Plan. Disease-Specific guidelines are covered on pages 11-21 of our Communicable Disease Plan. These guidelines for exclusion apply to students, staff, and visitors to our schools. We developed them in accordance with Oregon Health Authority and Oregon School Nurse Association guidance while keeping our equity lens in the forefront of our decision-making process.</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>Appendix VI of our Communicable Disease Plan outlines our isolation space protocol. These align with guidance from the CDC, OHA, and our school nurses. These spaces are accessible for all abilities within our school to ensure universal access.</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>We have a high level of implementation for this component. Approximately 90% of our staff are vaccinated against COVID-19. We follow the regulations set forth by the state for mandatory staff vaccination with allowance of medical or religious exceptions. We continue to encourage new and existing staff to take all health precautions including vaccination against COVID-19.</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.

**Emergency Plan or
Emergency Operations Plan**
[OAR 581-022-2225](mailto:OAR.581-022-2225)

District level safety procedures are outlined on our website. We have a larger handbook and guidance that all building administration and staff follow outlining the various types of emergencies and district procedures and guidelines. A multi-disciplinary team reviews the procedures and guidelines on a regular basis. We have a Pandemic Plan that we follow developed with our local health authorities (Umatilla County Health and YellowHawk Tribal Health)

**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. 	Pat Dutcher/Principal	Curt Thompson/Assistant Principal

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	<ul style="list-style-type: none"> Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners. 		
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. 	Pat Dutcher/Principal	Curt Thompson/Assistant Principal
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. 	Dawn Jeffers/IMESD School Nurse	Olivia Holmes/School Based Health Center Nurse
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. 	Felicia Smith/Custodian	Curt Thompson/Assistant Principal
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. 	Pat Dutcher/Principal	Curt Thompson/Assistant Principal

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. 	Superintendent Kevin Headings	Director of Curriculum, Assessment & Instruction Matt Yoshioka
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. 	Alisha Lundgren, Deputy Director Umatilla County Health Department Dr. Katie Morioka, Public Health Director Yellowhawk Tribal Health Center	Joe Fiumara, Director Umatilla County Public Health Department
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.)

- We engage our board [Educational Equity Policy JBB](#) in addition to the IMESD Equity Lens Questions to make all decisions in our district
- All decisions utilize our [strategic plan](#) to ensure instructional excellence and that we are responsive to the needs of all students.
- We meet monthly at the district level with the Confederated Tribes of the Umatilla Indian Reservation Education Department Leadership to ensure meaningful ongoing engagement and recognition of Tribal Sovereignty in the education of our students.



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>We identify those groups disproportionately impacted by COVID-19 through ongoing parent, family, and community engagement. Throughout this pandemic and our engagement with our families we have identified the following groups that have been disproportionately impacted:</p> <p>Student experiencing poverty and /or homelessness: The students may lack adequate access to direct parent support, medical care, or other health care services and as a result may experience increased infection rate, increased length/duration of symptoms, and decreased access to vaccination, and increased exposure to others that may be symptomatic due to lack of adequate child care services. Students will likely need to access more educational services from their home or other alternative locations during repeated isolation periods.</p> <p>Students with disabilities (specifically those with immunocompromised health conditions): These students will likely experience a higher rate of infection, increased length/duration and strength of symptoms, and increased mortality rate. PSD district administration, building administration, and special education staff will work directly with families to provide services and supports as needed in a collaborative approach due to isolation needs or requirements.</p> <p>Students from the Confederated Tribes of the Umatilla Indian Reservation and other Indigenous communities: The history of generational trauma related to extermination efforts of U. S. state and federal governments means the COVID-19 pandemic has disproportionately impacted our tribal communities. We work closely with our tribal partners to mitigate the disproportionate impacts and support students and families.</p> <p>Students who are Latino/a: These communities have been disproportionately impacted by the COVID-19 Pandemic. Our families live in multi-generational homes or with other families with high susceptibility for increased infection and increased severity of infection. PSD district administration, and building administration will work directly with families to provide services and supports as needed in a collaborative approach due to isolation needs or requirements.</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>PSD will continue to train teachers and educational staff on needs of students and technology to provide distance learning in partnership with our local educational service district.</p> <p>PSD will provide technology, accounts access to Google Classroom and other distance learning apps as necessary.</p> <p>PSD admin and staff will communicate with students and families that are impacted by COVID-19 and develop individualized plans for providing access to learning.</p> <p>PSD admin and staff will monitor student progress and provide opportunities to communicate regularly with teachers for support.</p> <p>PSD will continue to partner with our CTUIR Education Department to ensure continuity of services to our Native American Students.</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>Technology training for staff</p> <p>Training on individualized support/services/plans for students experiencing COVID - 19</p> <p>Appropriate staffing and resources to provide supports as needed during distance learning.</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.)

- Pendleton School District Communicable Disease Plan
- [School Based Health Center Resources](#)
- Pendleton School District Suicide Prevention Plan
- [LGBTQ2SIA+ Student Success Plan \(ODE\)](#)
- [Creating a Safe and Supportive School Environment for Transgender Students \(ODE\)](#)
- [ODE Mental Health Toolkit](#)
- [ODE Mental Health and Well-Being Resources](#)



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.	Our Strategic Plan outlines a specific goal focused on the culturally responsive social emotional well-being of students and staff. We are in our sixth year of implementation of this plan with strong embedded practices K-5, developing practices 6-8, and emerging practices 9-12. We will continue our district-wide focus on Culturally Responsive Social Emotional Learning and Trauma Informed Practices. This includes additional time at the beginning of each school year focused on building strong class and school families through a variety of activities focused on fostering connections with all school community staff and students.

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>We are at the developing level of implementation in this area. This will be our fourth year that we dedicate class time to fostering connections and allowing students to explore and process their life experiences. We allocated additional planning time for teacher teams to develop a scope and sequence for incorporating time dedicated to the social emotional well-being of their students throughout the school year given the circumstances of the past few years. Our Middle and High Schools use advisory periods with consistent staffing for students to increase relationships and adult supports for all students.</p>
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>We have a strong level of implementation in this area. We partner with Umatilla County Health, County Mental Health, and YellowHawk Tribal Health to coordinate on and off-site services for students and families. We utilize our School Based Health Centers to provide onsite access to high quality health and mental health care at our Middle and High School for all Pendleton School District Students. We allocate additional staff to support mental health and well-being for all students. Additionally, we have a county CARE program that provides systems navigation support to families who need it.</p>
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>We are in the beginning stages of implementing peer/student led initiatives on well-being and mental health. Our High School and Middle School leadership classes have done some work in this area. Our students at the middle and high school levels created a program called BIONIC-Believe it or not I care to support one another. We are increasing our student voice at all levels of our system.</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>We have a high level of implementation for this component. Approximately 90% of our staff are vaccinated against COVID-19. Our School Based Health Centers have vaccines available for any student who is eligible to receive one. We promote vaccine clinic offerings available in our community on our media outlets.</p>
<p>Face Coverings</p>	<p>Recent rules allow for districts to make mask wearing optional. We moved to making this optional March 14, 2022 and will remain with them optional for the 22-23 School Year. We will monitor updates from the Oregon Health Authority as conditions change in our community.</p>
<p>Isolation</p>	<p>Each school designates a space dedicated for isolation of symptomatic staff or students. Each space has the required materials and PPE in case needed. Our Communicable Disease Plan contains our isolation protocols in Appendix V on pages 40-41.</p>
<p>Symptom Screening</p>	<p>We have a strong level of implementation of this mitigation measure. Staff are trained to screen students upon school entry and throughout the school day. We partner with our local health authorities whenever there is a known case to enforce health department isolation and quarantine periods for staff and students. We follow the exclusion guidelines outlined in our Communicable Disease Plan pages 10-11 and 14-24.</p>
<p>COVID-19 Testing</p>	<p>We do not plan on implementing this component broadly across all buildings. We will have a small supply of tests available. However, we primarily want people who are symptomatic to stay home. Our county makes testing widely available and free to all our students and their families. We make information about testing widely available to our students and families and advise them to consult with a health care professional should they experience symptoms of COVID-19</p>
<p>Airflow and Circulation</p>	<p>We have strong implementation of proper ventilation and airflow. Maintenance has a regular schedule for monitoring filtration systems and changing filters in accordance with manufacturer guidelines and state and federal law. Outdoor learning is another mitigation measure when weather and air quality permit.</p>
<p>Cohorting</p>	<p>School sites will not be required to minimize student interactions by creating stable cohorts. However, they will need to maintain accurate attendance records, and consider routines that may provide spacing when appropriate to minimize exposure or transmission.</p>
<p>Physical Distancing</p>	<p>School sites will not be required to implement physical distancing standards to minimize student interactions. However, they will be asked to consider routines that may provide physical distancing when appropriate to minimize exposure or transmission throughout the school day.</p>
<p>Hand Washing</p>	<p>We have signs posted in each school reminding staff and students of proper hand washing procedures and respiratory etiquette. We make time for frequent opportunities to wash hands throughout the school day. Staff gently remind students of proper respiratory etiquette when necessary.</p>
<p>Cleaning and Disinfection</p>	<p>School sites will continue to clean and disinfect as per the district school board policy and as normal on the given cycle. Depending on the time of year, given circumstances or risk to the surrounding community, schools may increase cleaning of high touch and traffic surfaces as directed.</p>
<p>Training and Public Health Education</p>	<p>Training and Public Health education of students, staff and community stakeholders will happen annually and periodically throughout the school year. Our IMESD school nurses and Umatilla County Health will be involved in these trainings.</p>

Table 6.

COVID-19 Mitigating Measures

<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>COVID-19 Vaccination</p>	<p>PSD will continue to work with the local health authority to provide communication to staff, students, and families on COVID vaccination and vaccination clinics happening in our local community. PSD will encourage all stakeholders to maintain COVID vaccinations, regardless of local COVID risk level, and to provide increased protection to students, staff, and our community.</p>
<p>Face Coverings</p>	<p>All students and staff would be encouraged to wear an appropriate face covering, mask, or face shield if/when the district entered HIGH RISK based on local context and metrics. We will make face coverings readily available in all of our buildings to ensure universal access.</p>
<p>Isolation</p>	<p>Students and staff who report or develop symptoms will be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring will wear appropriate PPE.</p>
<p>Symptom Screening</p>	<p>During high, or extreme risk within school, all staff assigned to work onsite at a PSD building, will screen daily upon entry. Staff will conduct visual screening of students as they enter the building. They will be looking for symptoms listed and common to COVID. If any symptoms are present, the staff may take the students temperature and start the isolation and notification process.</p>
<p>COVID-19 Testing</p>	<p>Students and staff will be tested when symptoms arise or upon request. The district will use the supply of COVID tests given during the 21-22 school year.</p>
<p>Airflow and Circulation</p>	<p>PSD will provide best airflow and circulation to students and staff based on system capabilities, sq. footage, student/staff/use, and comfort. Staff will work to maintain filters, systems, etc. to keep heating and cooling systems at best functioning level to serve our students, staff and community.</p>
<p>Cohorting²</p>	<p>We will increase our vigilance on using our attendance procedures to track location and connections between student groups. We will limit large gatherings and assemblies during periods of high transmission to the extent possible.</p>
<p>Physical Distancing</p>	<p>We will encourage students and staff to maintain at least 3 feet between each other to the extent possible, in all areas of the school building.</p>
<p>Hand Washing</p>	<p>We have signs posted in each school reminding staff and students of proper hand washing procedures and respiratory etiquette. We make time for frequent opportunities to wash hands throughout the school day. Staff gently remind students of proper respiratory etiquette when necessary</p>
<p>Cleaning and Disinfection</p>	<p>Cleaning and disinfecting is everyone’s responsibility. When in moderate or high risk times, school sites may increase frequency of cleaning protocols to limit exposure and transmission.</p>
<p>Training and Public Health Education</p>	<p>Training and public health education of students, staff, and community stakeholders will happen more frequently when in high risk.</p>

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>District communication will be consistent across the district. Regardless of low or high risk level, district students, staff and community members will be encouraged to be vaccinated. Community information and updates will be shared via the district website, Facebook, and other social media outlets.</p>
<p>Face Coverings</p>	<p>When data indicates community and/or schools are moving from HIGH to LOW RISK for COVID exposures, we will continue to have face coverings optional and encourage people to continue to engage this mitigation measure until we are in low transmission. We will make face coverings readily available in all of our buildings to ensure universal access.</p>
<p>Isolation</p>	<p>District implementation of Isolation protocols will be consistent across the district COVID RISK LEVELS throughout the 22/23 school year.</p>
<p>Symptom Screening</p>	<p>We will continue vigilance per our communicable disease plan for screening students for potential symptoms that may result in necessary exclusion from in person attendance.</p>
<p>COVID-19 Testing</p>	<p>District implementation of Isolation protocols and Covid 19 testing will be consistent across the district COVID RISK LEVELS throughout the 22/23 school year.</p>
<p>Airflow and Circulation</p>	<p>District implementation of Isolation protocols and Covid 19 testing will be consistent across the district COVID RISK LEVELS throughout the 22/23 school year.</p>
<p>Cohorting</p>	<p>We will continue to track student attendance and gradually resume normal operations</p>
<p>Physical Distancing</p>	<p>We will gradually resume normal operations for physical distancing.</p>
<p>Hand Washing</p>	<p>We have signs posted in each school reminding staff and students of proper hand washing procedures and respiratory etiquette. We make time for frequent opportunities to wash hands throughout the school day. Staff gently remind students of proper respiratory etiquette when necessary</p>
<p>Cleaning and Disinfection</p>	<p>We will continue to clean high touch areas and institute daily cleaning protocols for disinfection.</p>
<p>Training and Public Health Education</p>	<p>We will continue to support staff in understanding our communicable disease plan and follow all protocols for mitigating disease transmission in school.</p>

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.

This plan is available for public viewing on our district website <http://pendleton.k12.or.us>

Date Last Updated: **August 4, 2022**