

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



School/District/Program Information


District or Education Service District Name and ID: Madrone Trail Public Charter School 4593

School or Program Name: Madrone Trail Public Charter School

Contact Name and Title: Kendall Roberts, Executive Director

Contact Phone: 541-842-3657 Contact Email: kendall.roberts@madronetrail.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>We have developed our own Communicable Disease Management Plan https://madronetrail.org/about-madrone/</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>We follow all exclusion guidance provided by ODE and OHA.</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>We have developed a new Health Room where individuals can isolate and receive first aid treatment. This room allows for supervision from two office areas, and is adjacent to a restroom.</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>All of our staff are vaccinated or have a documented medical or religious exemption.</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>All safety drills are conducted on a regularly scheduled basis and all required reporting procedures are in place.</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. 	Kendall Roberts, Executive Director	Cori Royer, Assistant 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. 	Kendall Roberts, Executive Director	Cori Royer, Assistant Director
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. 	Kendall Roberts, Executive Director	Tess Orr, Office Manager
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. 	Kendall Roberts, Executive Director	Cori Royer, Assistant Director

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. 	Kendall Roberts, Executive Director	Cori Royer, Assistant Director
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. 	Kendall Roberts, Executive Director	Cori Royer, Assistant Director
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. 	Our LPHA is Bonnie Simpson at Jackson County Public Health.	
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.)

- Diversity, Equity, and Inclusion Policy
- Diversity, Equity, and Inclusion Committee



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.	We have a multi-disciplinary team that tracks the progress of student in their academics as well as in the area of social/emotional development and well-being. We also have a process of targeted review that we refer to as a Child Study where the entire faculty discusses strategies to support a student.
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.	Our multi-disciplinary team and faculty identify areas of need and develop a strategic plan to address those needs. If necessary, we collect data to pass along for a possible referral to special education if a disability is suspected.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	The process is reviewed, discussed and refined by the multi-disciplinary team and school administration.

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 Behavior Interventionist
- Child Study Team



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.	We have hired a Behavior Intervention Teacher that will run small groups, work with whole class activities, and assist with the development of support plans.

OHA/ODE Recommendation(s)	Response:
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.	Our Behavior Intervention Teacher is available to schedule times for classrooms, small groups, and/or individuals to work together or individually to process their experiences.
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	We will work with our community partners to connect families with necessary supports outside of the school if necessary.
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	Our Behavior Intervention Teacher will solicit feedback from students and support them as they develop peer led activities. Our Waldorf approach to education encourages and provides opportunities for students to collaborate on relevant student issues.



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

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

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



Suggested Resources:

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

Table 5.

COVID-19 Mitigating Measures

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?</p>
<p>COVID-19 Vaccination</p>	<p><i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community.</i></p>
<p>Face Coverings</p>	<p>Face coverings are optional unless directed by OHA or ODE</p>
<p>Isolation</p>	<p>Students testing positive will be isolated until parents can collect them. We will then follow ODE and OHA quarantine guidance.</p>
<p>Symptom Screening</p>	<p>Routine and scheduling will be a regular component should that requirement be implemented by ODA and OHA</p>
<p>COVID-19 Testing</p>	<p><i>OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</i></p> <p>We will provide rapid tests and/or refer students for outside testing</p>
<p>Airflow and Circulation</p>	<p>We will conduct an airflow test to see if upgrades to our existing systems are required.</p>
<p>Cohorting</p>	<p>Interaction between students in different stable cohorts will be minimized to the extent possible but will occur on campus due to having a limited number of bathrooms: 1 boys and 1 girls for half of cohort 3 and all of 4, and 1 boys and 1 girls for Cohort 5. Half of Cohort 3 will use the bathroom in the 1st grade classroom and Cohort 2 will use the ones located in the KG bathroom.) Renting portable toilets is still under consideration.</p>
<p>Physical Distancing</p>	<p>Physical distancing will be supported with the use of permanent markings on the ground and fences for lining up as well as the use of transportable nylon ropes to assist in this support for circle time and transitions.</p>
<p>Hand Washing</p>	<p>Mobile stations will be set up throughout campus to make this easier and increase the frequency. Teachers will encourage handwashing and sanitation and incorporate the routine in their daily schedules. Sanitation stations will be mounted everywhere.</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?
Cleaning and Disinfection	We have contracted with a janitorial service that regularly disinfects all classroom and surfaces and student use areas.
Training and Public Health Education	Information will be provided for outside resources.

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	Students, families, and staff will be given information on vaccinations and resources to pursue a vaccination should they so choose.
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> Yes, if so directed
Isolation	Our Health room will be our quarantine area as it is separate and has its own bathroom. If a child is screened while in the car, they will be asked to take the child home. If dropped off or from a bus, the student will be immediately taken to the quarantine area. Beds will be six feet apart and parents called immediately.
Symptom Screening	Staff will be placed at each entrance to screen students as they arrive. If a staff member discovers a symptomatic student, they will be sent home immediately.
COVID-19 Testing	Students, families, and staff will be given information on COVID-19 Testing and resources to pursue a test should they so choose.
	We will conduct an airflow test to see if upgrades to our existing systems are required.

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>
Airflow and Circulation	
Cohorting ²	<p><i>Schools should notify their LPHA about unusual respiratory disease activity if the following absence thresholds are met and at least some students are known to have influenza or COVID-like symptoms:</i></p> <ol style="list-style-type: none"> <i>1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i> <i>2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i>
Physical Distancing	Physical distancing will be supported with the use of permanent markings on the ground and fences for lining up as well as the use of transportable nylon ropes to assist in this support for circle time and transitions. Students will be spaced at the recommended distances in the classroom and on campus.
Hand Washing	Mobile stations will be set up throughout campus to make this easier and increase the frequency. Teachers will encourage handwashing and sanitation and incorporate the routine in their daily schedules. Sanitation stations will be mounted everywhere.
Cleaning and Disinfection	We have contracted with a janitorial service that regularly disinfects all classroom and surfaces and student use areas.
Training and Public Health Education	Staff will meet at the school after reading through our plan for on-site training to ensure full understanding and successful implementation. We expect the need for dry runs for screening at arrival, teacher transitions to classroom, cohort/classroom logging, sanitation of commonly used areas between cohort use, practicing social distancing and logistics for each classroom when entering and exiting, circle times, dismissal and emergency drills. Office staff training will also take place. Dry runs of new equipment (walkie talkies, logs, social distancing nylon ropes, masks and mask distribution and sanitation stations) and procedures revolving around handwashing/sanitation, quarantining, contacting the LPHA and implementing LPHA advice, dysregulated students.

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>Students, families, and staff will be given information on vaccinations and resources to pursue a vaccination should they so choose.</p>
<p>Face Coverings</p>	<p>Face coverings will be optional. Face coverings will be provided for students that need them.</p>
<p>Isolation</p>	<p>Our Health room will be our quarantine area as it is separate and has its own bathroom. If a child is screened while in the car, they will be asked to take the child home. If dropped off or from a bus, the student will be immediately taken to the quarantine area. Beds will be six feet apart and parents called immediately.</p>
<p>Symptom Screening</p>	<p>Staff will be able to screen. If a staff member discovers a symptomatic student, they will be sent home immediately.</p>
<p>COVID-19 Testing</p>	<p>Students, families, and staff will be given information on COVID-19 Testing and resources to pursue a test should they so choose.</p>
<p>Airflow and Circulation</p>	<p>We will conduct an airflow test to see if upgrades to our existing systems are required.</p>
<p>Cohorting</p>	<p>Interaction between students in different stable cohorts will be minimized to the extent possible.</p>
<p>Physical Distancing</p>	<p>Physical distancing will be encouraged with the use of permanent markings on the ground and fences for lining up as well as the use of transportable nylon ropes to assist in this support for circle time and transitions. Students will be spaced at the recommended distances in the classroom and on campus.</p>
<p>Hand Washing</p>	<p>Mobile stations will be set up throughout campus to make this easier and increase the frequency. Teachers will encourage handwashing and sanitation and incorporate the routine in their daily schedules. Sanitation stations will be mounted everywhere.</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?
Cleaning and Disinfection	We have contracted with a janitorial service that regularly disinfects all classroom and surfaces and student use areas.
Training and Public Health Education	Information will be provided for outside resources.

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.

Faculty Meetings: <https://madronetrail.org/calendar/>

Date Last Updated: **8/24/2022**

Date Last Practiced: **8/24/2022**