

School-Level COVID-19 Management Plan

Template For School Year 2022-23



School/District/Program Information

District or Education Service District Name and ID: Forest Grove School District

School or Program Name: Forest Grove Community School

Contact Name and Title: Karen Torry, Director of School Operations

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Table 1.



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.

School District Communicable Disease Management Plan

[OAR 581-022-2220](#)

[FGCS Communicable Disease Management Plan](#)

Exclusion Measures

Exclusion of students and staff who are diagnosed with certain communicable diseases

[OAR 333-019-0010](#)

Exclusion measures are contained in these policies:

[Communicable Diseases Policy](#)

[Communicable Diseases - Student](#)

[Communicable Diseases - Staff](#)

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](#)

FGCS maintains a dedicated isolation space.

Educator Vaccination

[OAR 333-019-1030](#)

FGCS is in compliance with state rules regarding employee vaccination.

Emergency Plan or Emergency Operations Plan

[OAR 581-022-2225](#)



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. 	Karen Torry, Director of Operations	Vanessa Gray, Principal
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. 	Karen Torry, Director of School Operations	Emily Bose, Student Health Aide
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. 	Emily Bose, Student Health Aide	Karen Torry, Director of School Operations

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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. 	Karen Torry, Director of School Operations	Emily Bose, Student Health Aide
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. 	Karen Torry, Director of School Operations	Emily Bose, Student Health Aide
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. 	Kandice Ertman, Health Services	Kathy Lundquist, District Nurse
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. 	Karen Torry, Director of School Operations	Vanessa Gray, Principal

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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.)

FGCS references the tools provided by ODE to address issues of equity in prevention, response and recovery from incidents of COVID-19. We ensure equitable access for all students to, e.g., distance learning while quarantined by providing Chromebook, wifi hotspot if needed and 1-to-1 daily support by phone or Zoom for academic learning during a prolonged absence due ot COVID.

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.



Suggested Resources:

1. [Equity Decision Tools](#) for School Leaders
2. [Oregon Data for Decisions Guide](#)
1. [Oregon's COVID-19 Data Dashboards](#) by Oregon Health Authority COVID-19
2. [Data for Decisions Dashboard](#)
3. [Community Engagement Toolkit](#)
4. [Tribal Consultation Toolkit](#)

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>As a small school with a focus on community connections, FGCS prioritizes forming and maintaining strong relationships and regular communication between families and the school. This allows us to look beyond measures such as qualification for free lunch to identify families that may need additional or different support because of their specific situation (e.g., unemployed or ill parent, housing instability, etc.). Teachers meet with all parents and students before the school year starts and administrative staff have extensive communication with parents regarding issues such as access to school meals, transportation, supplies, etc.</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>We address this issue on a case-by-case basis because no two situations are the same, but our baseline is a process that involves direct contact between the Student Health Aide and the parents to establish how the student and family are impacted to determine what additional support may be needed. The director of operations works with teachers, students and families to assess and address needs, e.g., technology, access to learning materials, etc.</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>Support, training and logistics planning are all part of our back-to-school planning. We have a 4-person administrative team, 8 teaching staff and 204 students, and that small size makes it much easier to make sure we are all aligned in supporting our students.</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.)

- Social-emotional curriculum (Second Step)
- Student Support Specialist (1-to-1 and small group support for struggling students)
- Daily focus on community-building through class meetings and activities, all-school meetings and other established practices.



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.	Care and connection is and always has been built in to our program. Our focus on care and connection has been amplified during the pandemic in recognition of the impact on students and families. Teachers hold daily class meetings. We have a monthly all-school meeting and cross-grade activities that build community. Our student support specialist meets with each class at the start of the year to teach students how to access her support and we share this information with parents.
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.	This occurs in a variety of ways, through journal writing, art class (all students have art class twice weekly) and through other activities. Students who need additional support are referred to the student support specialist or receive additional support from administrative staff or teaching assistants.

OHA/ODE Recommendation(s)	Response:
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	Student Support Specialist works with families to help them access appropriate resources in the community.
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	No information to provide on this at this time.



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	We do not offer vaccine clinics on site because of our small facility but we regularly share information about clinics in the community.
Face Coverings	Face coverings are encouraged but not required. Face coverings are available free of charge to all students and staff.
Isolation	We maintain an isolation room staffed by our student health aide for students experiencing symptoms of communicable illness.
Symptom Screening	Our student health aide conducts symptom screening with any student who expresses or who is observed to be feeling unwell.
COVID-19 Testing	FGCS offers diagnostic testing on site and participates in weekly screening programs for both students and staff.
Airflow and Circulation	Our HVAC system was upgraded prior to the 21-22 school year. Filters are changed twice yearly, air is circulated continuously, each classroom and work space has a room air filter and we open windows/doors as possible to bring in fresh air.
Cohorting	Students are generally cohorted in grade level groups (2 classrooms of 40-54 students).
Physical Distancing	Space of 3-6 feet is maintained to the extent possible in all spaces.
Hand Washing	Students are directed to wash or sanitize hands upon arrival, before meals and periodically throughout the school day.

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	Cleaning/disinfecting of all frequent-touch surfaces occurs at least daily.
Training and Public Health Education	Staff receive all required public health trainings. Student health aide and director of operations participate in trainings provided for school staff working in the public health arena.

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	Same response as Table 5.
Face Coverings	Same response as Table 5.
Isolation	Same response as Table 5.
Symptom Screening	Same response as Table 5.
COVID-19 Testing	Same response as Table 5.
Airflow and Circulation	Same response as Table 5.

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	Same response as Table 5.
Physical Distancing	Same response as Table 5.
Hand Washing	Same response as Table 5.
Cleaning and Disinfection	Same response as Table 5.
Training and Public Health Education	Same response as Table 5.

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>Same response as Table 5.</p>
<p>Face Coverings</p>	<p>Same response as Table 5.</p>
<p>Isolation</p>	<p>Same response as Table 5.</p>
<p>Symptom Screening</p>	<p>Same response as Table 5.</p>
<p>COVID-19 Testing</p>	<p>Same response as Table 5.</p>
<p>Airflow and Circulation</p>	<p>Same response as Table 5.</p>
<p>Cohorting</p>	<p>Same response as Table 5.</p>
<p>Physical Distancing</p>	<p>Same response as Table 5.</p>
<p>Hand Washing</p>	<p>Same response as Table 5.</p>
<p>Cleaning and Disinfection</p>	<p>Same response as Table 5.</p>
<p>Training and Public Health Education</p>	<p>Same response as Table 5.</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.

<https://www.fgcschool.org/>