

School-Level COVID-19 Management Plan

For School Year 2022-23



School/District/Program Information

District or Education Service District Name and ID: Lane ESD


School or Program Name: Twin Rivers Charter School

Contact Name and Title: Jay Breslow, Principal

Contact Phone: 541-838-0748

Contact Email: Jaybreslow@twinriverscharter.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>https://www.4j.lane.edu/covid-19_communicablediseaseplan_2022-23_1-0_august2022/</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>Students and staff must be excluded from school and work, at times, to reduce the spread of communicable diseases including COVID-19. The following protocols apply to staff and students, regardless of their vaccination status.</p> <p>Administrators will exclude from school, and supervisors will exclude from the district worksite, all persons diagnosed with, or presumed to have, COVID-19, consistent with OAR 333-19-0010 and the Communicable Disease Guidance published by the Oregon Department of Education and Oregon Health Authority.</p> <p>Students and staff who do not feel well should stay home. If they have any primary symptoms of COVID-19, they are encouraged to seek viral testing. If they have non-primary symptoms that persist for more than one day, they should consider consulting their healthcare provider who can determine if viral testing is advised.</p> <p>Students who report or develop symptoms of an undiagnosed illness at school will be assessed. Students with multiple primary COVID-19 symptoms or a diagnosed case of COVID will be isolated in the 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 other school staff. Students will remain in the isolation area until a parent, guardian or emergency contact arrives to take them home. Persons who have COVID-19 are to follow all instructions from the district point of contact with Lane County Public Health. The district point of contact will consult with LCPH as needed. In general, the person should isolate until at least 5 days after their symptom onset or positive test, 24 hours after any fever has resolved without the use of fever-reducing medicine, and other symptoms are improving. For more detailed information, see page 9 of OHA and ODE’s Communicable Disease Guidance for Schools and page 16 of the same document, linked here: ODE’s COVID-19 Exclusion Summary Guidance Chart.</p>
<p>Isolation Space Requires a prevention-oriented health services</p>	<p>We have a dedicated care room for any student exhibiting the symptoms of COVID-19 during the school day. Students will stay in the care room, supervised by an adult until a family member can pick them up.</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.

program including a dedicated space to isolate sick students and to provide services for students with special health care needs.

[OAR 581-022-2220](#)

Educator Vaccination
[OAR 333-019-1030](#)

Vaccination Required for Employees, Volunteers and Contractors Consistent with state law (OAR 333-019-1030), all district employees, and all volunteers and contractors who provide services at a school requiring direct or indirect contact with students, must be fully vaccinated against COVID-19. “Fully vaccinated” means 14 days have passed since an individual received the final dose of a 2-dose COVID-19 vaccine or 1 dose of a single-dose vaccine. Requests for an exception to the vaccination requirement will be processed as provided by Human Resources

**Emergency Plan or
Emergency Operations
Plan**
[OAR 581-022-2225](#)

We follow the Emergency Plan outlined by the 4j school board here:

file:///P:/Twin%20Rivers%20School/Administration/Staff/staff%20files/2022-23/AC%20Team/Paige%20Kidwell/EBC_EBCA%20D1.PDF

**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. 	Jay Breslow, Principal	Mirranda Riley, Community School Coordinator
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. 	Jay Breslow, Principal	Mirranda Riley, Community School Coordinator

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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. 	Mirranda Riley, Community School Coordinator	Kristin Humphrey, Lead Teacher
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. 	Jay Breslow, Principal	Cory Cummings, Operations Director
Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i>	<ul style="list-style-type: none"> • Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the school is responding, and action community members can take to protect their health. • Shares communications in all languages relevant to school community. 	Jay Breslow, Principal	Jeff Parker, Executive 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. 	Jay Breslow, Principal	Jeff Parker, Executive Director

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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. 	Jay Breslow, Principal	Kate Blair, Lane County Public Health Jason Davis, Lane 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.)

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.

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Suggested Resources:

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

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 school of around 52 student. This small size allows us to get to know our students well and provide culturally, linguistically and individually relevant services bas ed on established or communicated need. Our community school conducts outreach to families to ensure proper supports.
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.	We conduct numerous families meetings during each term to communicate supports and procedures to families. Our community school also provides outreach and phone calls to check in on our families.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	We need to provide support (in this case time, money, and community contacts) for our community school coordinator to conduct necessary outreach and relationship building.

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.)

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	<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.	This is a key part of who we are and what we do. We have 2 week-long camping trips where students and staff interact. We also conduct restorative circles and homeroom classes designed to build strong relationships.
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 is also built into our community focused model. We have dedicated time for art, physical activity, reflection, mindfulness, and mental health.
Describe how you will link staff, students and families with culturally relevant health and	Our community school model is designed to do just this. Our Community School Coordinator’s job is to link students and families with the services and supports they need to be mentally, physically and psychologically healthy.

OHA/ODE Recommendation(s)	Response:
mental health services and supports.	
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	We create student led spaces for students to interact with each other and we specifically designed opportunities for our students to interact across grade levels.



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>Consistent with state law (OAR 333-019-1030), all district employees, and all volunteers and contractors who provide services at a school requiring direct or indirect contact with students, must be fully vaccinated against COVID-19. “Fully vaccinated” means 14 days have passed since an individual received the final dose of a 2-dose COVID-19 vaccine or 1 dose of a single-dose vaccine. See OHA’s School and School-Based Programs Vaccine Rule FAQs for additional information. The district encourages students and families who are eligible to be vaccinated, to protect their health and reduce the risk of spreading the virus at school, to families, and in the community. COVID-19 vaccines are available through local pharmacies, doctor offices, Lane County Public Health, etc. The district is not organizing vaccine clinics to be held in our buildings</p>
<p>Face Coverings</p>	<p>Effective March 12, 2022, face coverings are optional for students, volunteers and fully vaccinated contractors and employees, with limited exceptions such as in healthcare settings. Any staff or contractors who are not fully vaccinated and are permitted to be on campus with an approved religious or medical exception, based upon approved HR accommodations, may be required to wear face masks indoors. A staff member who has had a positive case of COVID-19 is required to wear a well-fitting face mask for 5 additional days following their 5-day isolation period. Individuals may choose to mask based on their individual risk assessment (e.g., increased risk for severe disease or family or community members at increased risk for severe disease). The TRCS will provide a mask to any staff, student, volunteer or visitor upon request.</p>
<p>Isolation</p>	<p>Students and staff must be excluded from school and work, at times, to reduce the spread of communicable diseases including COVID-19. The following protocols apply to staff and students, regardless of their vaccination status.</p> <p>Administrators will exclude from schools, and supervisors will exclude from the district worksite, all persons diagnosed with, or presumed to have, COVID-19, consistent with OAR 333-19-0010 and the Communicable Disease Guidance published by the Oregon Department of Education and Oregon Health Authority. Students and staff who do not feel well should stay home. If they have any primary symptoms of COVID19, they are encouraged to seek viral testing. If they have non-primary symptoms</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?
	<p>that persist for more than one day, they should consider consulting their healthcare provider who can determine if viral testing is advised. Students who report or develop symptoms of an undiagnosed illness at school will be assessed. Students with multiple primary COVID-19 symptoms or a diagnosed case of COVID will be isolated in the 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 other school staff. Students will remain in the isolation area until a parent, guardian or emergency contact arrives to take them home. Persons who have COVID-19 are to follow all instructions from the district point of contact with Lane County Public Health. The district point of contact will consult with LCPH as needed. In general, the person should isolate until at least 5 days after their symptom onset or positive test, 24 hours after any fever has resolved without the use of fever-reducing medicine, and other symptoms are improving. For more detailed information, see page 9 of OHA and ODE’s Communicable Disease Guidance for Schools and page 16 of the same document, linked here: ODE’s COVID-19 Exclusion Summary Guidance Chart.</p>
Symptom Screening	<p>Staff and students who do not feel well should stay home. Staff and students may return to school and work after being ill consistent with the guidelines published by the Oregon Department of Education and Oregon Health Authority.</p> <p>If an individual has any primary COVID symptoms as described below, they should follow the procedures outlined below in Section IV. COVID Case Response Protocols and OHA and ODE’s Communicable Disease Guidance for Schools (pages 9-11, Symptom-Based Exclusion Guidelines). Primary COVID-19 Symptoms *Temperature of 100.4° F or higher or chills *Cough *Shortness of breath or difficulty breathing *New loss of taste or loss of smell</p>
COVID-19 Testing	<p><i>OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</i></p> <p>TRCS will provide both diagnostic and screening testing programs to students and their families.</p>
Airflow and Circulation	<p>Air circulation and filtration are helpful factors in reducing airborne viruses. The district and its schools will operate ventilation systems properly and will consider and implement ways to increase circulation of outdoor air as much as possible, including by: *Setting ventilation systems to increase air exchanges, increase the amount of outside air where possible, and minimize recirculation of indoor air; *Enhancing building ventilation and filtration systems where feasible, following current guidance; and/or *Opening</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?
	windows and doors while keeping student safety and school security in mind. 2. Air purifying devices are located in all TRCS classrooms to help neutralize and remove viruses and other particles from the air without producing ozone or other harmful byproducts.
Cohorting	TRCS is no longer practicing cohorting
Physical Distancing	While new guidance eliminates the requirement to maintain physical distance, it is still recommended that individuals at high risk for severe illness avoid crowds.
Hand Washing	Regular handwashing is one of the best ways to remove germs and prevent illness. All individuals should clean their hands frequently with handwashing for at least 20 seconds or alcohol-based hand sanitizer with 60–96% alcohol. There are key times when you are likely to get and spread germs, and handwashing after these times is essential: 1. Before, during and after preparing food. 2. Before and after eating food. 3. Before and after using a hand-operated water fountain. 4. Before and after caring for someone at home who is sick with COVID-19 symptoms, vomiting or diarrhea. 5. Before and after treating a cut or wound. 6. After using the toilet. 7. After coughing, sneezing or blowing nose. 8. After touching an animal, animal feed, or animal waste. 9. After touching garbage. All individuals should avoid touching their eyes, nose, or mouth with gloves or unwashed hands. Schools will teach and support hand hygiene and respiratory etiquette.
Cleaning and Disinfection	Custodial staff will have primary responsibility for daily cleaning and/or disinfection as outlined in COVID-19 Cleaning & Disinfection Protocol. Custodial staff will perform cleaning and/or disinfecting of all high touchpoints throughout the buildings at least once per day, including but not limited to restrooms, common areas, door knobs, light switches, and shared student desks throughout the building. Disinfectant spray and towels or disinfectant wipes, with use instructions, will be made available in each classroom. Staff may use these to periodically disinfect common touchpoints within the classroom. Disinfectant spray and towels or wipes will be supplied in all staff-designated areas to be used throughout the day as needed or desired.
Training and Public Health Education	Written documents will be posted on the district website and information will be emailed to parents and staff in both English and Spanish.

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>Please see recommendations in Table 5. Baseline Measures, beginning on page 12</p>
<p>Face Coverings</p>	<p>Please see recommendations in Table 5. Baseline Measures, beginning on page 12</p>
<p>Isolation</p>	<p>Please see recommendations in Table 5. Baseline Measures, beginning on page 12</p>
<p>Symptom Screening</p>	<p>Please see recommendations in Table 5. Baseline Measures, beginning on page 12</p>
<p>COVID-19 Testing</p>	<p>Please see recommendations in Table 5. Baseline Measures, beginning on page 12</p>
<p>Airflow and Circulation</p>	<p>Please see recommendations in Table 5. Baseline Measures, beginning on page 12</p>
<p>Cohorting²</p>	<p>The school will notify Lane County Public Health if it experiences absenteeism $\geq 30\%$, with at least 10 students and staff absent.</p>
<p>Physical Distancing</p>	<p>Please see recommendations in Table 5. Baseline Measures, beginning on page 12</p>
<p></p>	<p>Please see recommendations in Table 5. Baseline Measures, beginning on page 12</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.

<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>Hand Washing</p>	
<p>Cleaning and Disinfection</p>	<p>Please see recommendations in Table 5. Baseline Measures, beginning on page 12</p>
<p>Training and Public Health Education</p>	<p>Please see recommendations in Table 5. Baseline Measures, beginning on page 12</p>

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>Please see recommendations in Table 5. Baseline Measures, beginning on page 12</p>
<p>Face Coverings</p>	<p>Please see recommendations in Table 5. Baseline Measures, beginning on page 12</p>
<p>Isolation</p>	<p>Please see recommendations in Table 5. Baseline Measures, beginning on page 12</p>
<p>Symptom Screening</p>	<p>Please see recommendations in Table 5. Baseline Measures, beginning on page 12</p>
<p>COVID-19 Testing</p>	<p>Please see recommendations in Table 5. Baseline Measures, beginning on page 12</p>
<p>Airflow and Circulation</p>	<p>Please see recommendations in Table 5. Baseline Measures, beginning on page 12</p>
<p>Cohorting</p>	<p>We no longer practice cohorting.</p>
<p>Physical Distancing</p>	<p>Please see recommendations in Table 5. Baseline Measures, beginning on page 12</p>
<p>Hand Washing</p>	<p>Please see recommendations in Table 5. Baseline Measures, beginning on page 12</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	Please see recommendations in Table 5. Baseline Measures, beginning on page 12
Training and Public Health Education	Please see recommendations in Table 5. Baseline Measures, beginning on page 12

PRACTICING PLAN TO IMPROVE PROCESS

Training exercises are essential to preparedness ensuring individuals understand their role in a communicable disease event. Exercises can also help identify gaps in the planning, thereby building upon and strengthening the plan over time. Schools, districts, and ESDs should schedule to exercise this plan annually and when any revisions are made to update the plan. The plan, or component(s) of the plan, can be tested through conversations, practice exercises, or other activities.

INSERT THE LINK where this plan is available for public viewing.

Date Last Updated: **INSERT**

Date Last Practiced: **INSERT**