

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



School/District/Program Information


District or Education Service District Name and ID: ODE; School #4850

School or Program Name: Eagle Charter School

Contact Name and Title: Marie C. Ballance, Ed.D., Superintendent-Principal

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Table 1.

	<p>Policies, protocols, procedures and plans already in place</p> <p>Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>
<p>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>A copy of the ECS Communicable Disease Management Plan can be found on the Eagle website. A copy of the COVID-19 specific management plan is found on the Eagle website. https://www.eaglecharter.org/parent-information.html</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>ECS follows the OHA guidelines for exclusion measures. Those guidelines are found here: https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commdisease.pdf.</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>Eagle has an isolation space near the front office where the sick student can be monitored away from other students.</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>All ECS employees are required to be vaccinated against COVID-19 and have submitted vaccination records as evidence to the school office. 100% of Eagle Charter employees are vaccinated against COVID-19.</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>Eagle keeps emergency plans in the front office and trains all staff annually. Specific emergency procedures are reviewed periodically every school year.</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. 	Dr. Marie Ballance, Superintendent-Principal	Mr. Travis Woodside, Assistant Principal

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. 	Dr. Marie Ballance, Superintendent-Principal	Mr. Travis Woodside, 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. 	Dr. Marie Ballance, Superintendent-Principal	Mr. Travis Woodside, Assistant Principal
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. 	Dr. Marie Ballance, Superintendent-Principal	Mr. Travis Woodside, Assistant Principal

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. 	Dr. Marie Ballance, Superintendent-Principal	Mr. Travis Woodside, Assistant Principal
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. 	Dr. Marie Ballance, Superintendent-Principal	Mr. Travis Woodside, Assistant Principal
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. 	Dr. Marie Ballance, Superintendent-Principal	Mr. Travis Woodside, Assistant Principal
Others as identified by team		NA	NA



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.)

- ODE’s [Equity Decision Tools for School Leaders](#)
- [Oregon Data for Decisions Guide](#)
- ECS’s IDEA (Inclusion, Diversity, Equity, and Access) Team review
- PBIS Team data review
- MTSS process and data review

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.	The MTSS (SST) team at Eagle regularly meets to track and analyze academic, behavioral, and attendance data. Academic data is tracked through iReady diagnostics, easyCBM assessments, as well as in-class assessments. Behavioral data is tracked through the referral and PBIS process. Attendance data is tracked in QuickSchools and reported schoolwide each week. The team evaluates the data and puts structures in place to help students who need it.

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.

OHA/ODE Recommendation(s)	Response:
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.	The MTSS (SST) team at Eagle regularly meets to track and analyze academic, behavioral, and attendance data. Academic data is tracked through iReady diagnostics, easyCBM assessments, as well as in-class assessments. Behavioral data is tracked through the referral and PBIS process. Attendance data is tracked in QuickSchools and reported schoolwide each week. The team evaluates the data and puts structures in place to help students who need it. Students who have an IEP may qualify for recovery services, which is determined by the IEP team. All other students are given intervention supports as determined by the school team.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	MTSS/SST training for all the staff. Training on legal requirements for the special education team. Literacy training for all teachers so that they can more fully support student literacy efforts. Additional Instructional Aide hours devoted to small group supports and interventions.

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.)

- Additional counseling FTE to provide more supports to students and parents.
- Parenting classes delivered by a licensed counselor.
- Employee Assistance Program available to all employees.
- Suicide prevention education and resources shared with students and parents.
- Weekly guidance classes for all students.
- Choose Kindness grant to support mental health supports for teachers and students.

Table 4.

Mental Health Supports

OHA/ODE Recommendation(s)	Response:
<p>Describe how you will devote time for students and staff to connect and build relationships.</p>	<p>Staff has a daily “standing meeting” at 8AM. Every class has a morning meeting. Every class incorporates social emotional learning and stories. Weekly guidance classes with the school counselor. “Challenges and successes” shared at staff meeting every week. Staff social events. Schoolwide community events (Holiday Bingo, School Dance, etc.)</p>
<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>Every class has morning meeting time to connect and process information. Classes regularly have art time. Students build a relationship with the school counselor and can access time with her when needed. Weekly guidance classes. Check in/Check out procedures. Sensory room/walk/space breaks.</p>
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>Eagle’s school counselors connect with families to learn what supports are useful and then work through local agencies and non-profits to get families connected to what they need.</p>
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>Eagle has a Peer Helper program in which students in grades 4-5 are trained to help their peers and the younger kids. They understand and can identify</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

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	<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>Eagle requires all staff and volunteers to be vaccinated against COVID-19. Eagle encourages parents to vaccinate children.</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?
	Eagle regularly promotes vaccination availability and shares OHA information.
Face Coverings	Face coverings indoors are encouraged but not required when there is a low level of COVID spread in the community (as measured in the CDC county data). Face coverings are currently required indoors when there is a high spread of COVID-19 within the community, when there is a large percentage of the school (10%) absent, or when there is a known exposure that impacts all six grades.
Isolation	ECS has a space where students can be monitored but isolated from other students when feeling unwell or experiencing illness symptoms.
Symptom Screening	ECS staff does a visual screening and temperature check of every student at the start of the school day and each visitor entering the building.
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>ECS offers both diagnostic and screening testing and regularly encourages all students to participate.</p>
Airflow and Circulation	ECS has air filters in each room as well as box fans to provide circulation. Each room is required to keep open windows and use the filters and box fans to provide air flow.
Cohorting	Eagle has just one class per grade, so the students are naturally cohorted throughout the first few months of school. After winter break, COVID levels and safety procedures will be reevaluated to determine if multi-grade cohorts during Microsociety time is feasible.
Physical Distancing	Physical distancing is encouraged but not required. It is difficult to enforce with elementary school students.
Hand Washing	Students sanitize hands before entering the building in the morning, after recess, after PE, and after outside break. Students wash class in the morning upon arrival in the classroom and again before lunch and snack time.
Cleaning and Disinfection	All of the rooms are cleaned on a daily basis. Bathrooms are sprayed with disinfectant between uses. Each week, all the classrooms have a deep cleaning. If there is a potential COVID-19 exposure, the classrooms and other impacted spaces are deep cleaned.
Training and Public Health Education	<p>All staff are trained on COVID mitigation procedures annually and as procedures change to meet pandemic demands.</p> <p>OHA information is regularly shared with families on ClassDojo (a messaging app).</p> <p>The school board is updated monthly regarding COVID and health/safety procedures.</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>100% of Eagle staff and volunteers are required to be fully vaccinated. Families are encouraged to be vaccinated and have children vaccinated.</p>
<p>Face Coverings</p>	<p><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> Face coverings are required when the county is in periods of high COVID transmission. Face coverings, once mandatory, will be required in all indoor spaces for at least a week (up to the rest of the school year).</p>
<p>Isolation</p>	<p>There is space available to isolate students or individuals with COVID symptoms away from the rest of the population while keeping them monitored.</p>
<p>Symptom Screening</p>	<p>ECS does a physical/visual symptom check and a temperature check of every student and every building visitor each day. Students who may have a higher temperature or potential symptoms are put into isolation until it can be determined if they are well (at which point they enter the building) or they need to be sent home.</p>
<p>COVID-19 Testing</p>	<p>Diagnostic and screening testing is available to all students. Diagnostic testing is available to all staff.</p>
<p>Airflow and Circulation</p>	<p>ECS has air filters in each room as well as box fans to provide circulation. Each room is required to keep open windows and use the filters and box fans to provide air flow.</p>
<p>Cohorting²</p>	<p>Eagle has just one class per grade, so the students are naturally cohorted throughout the first few months of school. After winter break, COVID levels and safety procedures will be reevaluated to determine if multi-grade cohorts during Microsociety time is feasible. ECS will contact the LPHA if there is unusually high absenteeism.</p>
<p>Physical Distancing</p>	<p>Physical distancing is encouraged but not required. It is difficult to enforce with elementary school students.</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.

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Hand Washing	Students sanitize hands before entering the building in the morning, after recess, after PE, and after outside break. Students wash class in the morning upon arrival in the classroom and again before lunch and snack time.
Cleaning and Disinfection	All of the rooms are cleaned on a daily basis. Bathrooms are sprayed with disinfectant between uses. Each week, all the classrooms have a deep cleaning. If there is a potential COVID-19 exposure, the classrooms and other impacted spaces are deep cleaned.
Training and Public Health Education	All staff are trained on COVID mitigation procedures annually and as procedures change to meet pandemic demands. OHA information is regularly shared with families on ClassDojo (a messaging app). The school board is updated monthly regarding COVID and health/safety procedures.

Table 7. COVID-19 Mitigating Measures

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?
COVID-19 Vaccination	100% of Eagle staff and volunteers are required to be fully vaccinated. Families are encouraged to be vaccinated and have children vaccinated.
Face Coverings	Face coverings will be optional once the county is back into low transmission or the coverings have been mandatory for at least a week, whichever is later.
Isolation	There is space available to isolate students or individuals with COVID symptoms away from the rest of the population while keeping them monitored.
Symptom Screening	ECS does a physical/visual symptom check and a temperature check of every student and every building visitor each day. Students who may have a higher temperature or potential symptoms are put into isolation until it can be determined if they are well (at which point they enter the building) or they need to be sent home.

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?
COVID-19 Testing	Diagnostic and screening testing is available to all students. Diagnostic testing is available to all staff.
Airflow and Circulation	ECS has air filters in each room as well as box fans to provide circulation. Each room is required to keep open windows and use the filters and box fans to provide air flow.
Cohorting	Eagle has just one class per grade, so the students are naturally cohorted throughout the first few months of school. After winter break, COVID levels and safety procedures will be reevaluated to determine if multi-grade cohorts during Microsociety time is feasible. ECS will contact the LPHA if there is unusually high absenteeism.
Physical Distancing	Physical distancing is encouraged but not required. It is difficult to enforce with elementary school students.
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Cleaning and Disinfection	All of the rooms are cleaned on a daily basis. Bathrooms are sprayed with disinfectant between uses. Each week, all the classrooms have a deep cleaning. If there is a potential COVID-19 exposure, the classrooms and other impacted spaces are deep cleaned.
Training and Public Health Education	All staff are trained on COVID mitigation procedures annually and as procedures change to meet pandemic demands. OHA information is regularly shared with families on ClassDojo (a messaging app). The school board is updated monthly regarding COVID and health/safety procedures.

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 viewing at <https://www.eaglecharter.org/parent-information.html>

Date Last Updated: **August 23, 2022**

Date Last Practiced: **August 2022**