

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



School/District/Program Information


District or Education Service District Name and ID: 2215

School or Program Name: Yamhill Carlton School District

Contact Name and Title: Clint Raever, Superintendent

Contact Phone: 503-852-6980 Contact Email: raeverc@ycschools.org

Table 1.

	<p>Policies, protocols, procedures and plans already in place</p> <p>Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>
<p>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>The Yamhill-Carlton School District follows the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority. The Yamhill-Carlton School District Pandemic Plan, COVID-19 response plan and Board Policies GBEB, JHCC and GBEB/JHCC-AR will be followed.</p> <p>Reporting to LPHA: Principals will notify the superintendent of known cases. Superintendent will contact LPHA. Logs of students and staff sent home with possible symptoms shall be shared with Yamhill County Health as requested. Contract tracing shall be completed at their request and the district will support as necessary.</p> <p>https://cdn5-ss3.sharpschool.com/UserFiles/Servers/Server_743116/File/COVID%20Communications%20Folder/commdisease%20managment%20plan.pdf</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>Staff and students will be excluded per current health and safety protocols in the following scenarios;</p> <ul style="list-style-type: none"> -Present a positive Covid 19 test. -Are displaying primary Covid symptoms after exposure to a confirmed positive Covid 19 case. -Are presenting primary Covid 19 symptoms and have had a fever in the last 24 hours.
<p>Isolation Space Requires a prevention-oriented health services</p>	<p>Bus: Students developing symptoms on the bus shall be seated in designated row and will be taken immediately to office upon arrival to the school for additional screening. Students with symptoms upon screening will be sent to the supervised isolation room until they may be picked up.</p> <p>Upon Arrival: Students shall be visually screened by staff. Students exhibiting symptoms will report to the office for screening and appropriate care until they may be picked 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](#)

During Day: Students and staff exhibiting symptoms shall be sent to the front office for screening and placement in an isolation room. Isolations rooms are identified below.

- o YCES: Room 226 and Room 227
- o YCIS: Office Isolation Room
- o YCHS: Room 25

Students who report or develop symptoms will be isolated and monitored until they are picked up by a parent or caregiver.

Students or staff in need of emergency transport to a medical facility shall be transported via ambulance.

Students and/or staff testing positive for COVID-19 will be quarantined based on the recommendation by the local LPHA and in alignment with guidance provided by the ODE/OHA, prior to re-entry

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

In collaboration with our local LPHA, staff have been and will continue to be provided access to vaccinations, including leave if the vaccine administration takes place during the work day.

On site vaccination clinics have been held, and may be held in the future, on campus to provide opportunities for staff students and community members to easily access vaccinations.

Educators will be required to show proof of vaccination or have an approved exception on file.

Emergency Plan or Emergency Operations Plan

https://www.ycsd.k12.or.us/departments/safety_security

https://www.ycsd.k12.or.us/covid-19_communications_and_information



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.

[OAR 581-022-2225](#)

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. 	<p>YCES:Amanda Dallas-Principal</p> <p>YCIS: Matt Wiles-Principal</p> <p>YCHS:Scott Henderson-Principal</p>	<p>Kelli Fletcher</p> <p>Chad Tollefson</p> <p>Brad Post</p>
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. 	<p>YCES:Amanda Dallas-Principal</p> <p>YCIS: Matt Wiles- Principal</p> <p>YCHS:Scott Henderson-Principal</p>	<p>Kelli Fletcher</p> <p>Chad Tollefson</p> <p>Brad Post</p>

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. 	YCES:Amanda Dallas-Principal YCIS: Matt Wiles-Principal YCHS:Scott Henderson-Principal	Kelli Fletcher Chad Tollfeson Brad Post
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. 	YCES:Amanda Dallas-Principal YCIS: Matt Wiles-Principal YCHS:Scott Henderson-Principal	Kelli Fletcher Chad Tollfeson Brad Post
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. 	YCES:Amanda Dallas-Principal YCIS: Matt Wiles-Principal YCHS:Scott Henderson-Principal	Kelli Fletcher Chad Tollfeson Brad Post
District Level Leadership Support	<ul style="list-style-type: none"> Has responsibility over COVID-19 response during periods of high transmission. May act as school level 	Clint Raever - Superintendent	John Horne – HR Director

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<i>(staff member in which to consult surrounding a communicable disease event)</i>	support to Building lead/Administrator activating a scaled response. <ul style="list-style-type: none"> • Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers. 		
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. 	Bill Michielsen	Lindsay Lopez
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.)

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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](#)

¹ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

Table 3.

Centering Equity

OHA/ODE Recommendation(s)	Response:
<p>Describe how you identify those in your school setting that are disproportionately impacted by COVID-19 and which students and families may need differentiated or additional support.</p>	<p>YCES: Families that lead in communal setting tend to be more apt to have multiple families living together such as apartment building and multi family dwellings. This disproportionately impact low income and hispanic families in our community. We will use our enrollment data to help identify those disproportionately impacted. We COVID test, resources as needed either health care or financial support.</p> <p>YCIS:--Our district is located in a rural setting where some of our families have difficulty accessing technological services such as wi-fi and cell phone services. In the event that Covid-19 cases rise to the point where we are required to return to distance learning we will make every effort and accommodation to serve those families that may not have the resources, electricity or wireless services to access our remote lessons. Chromebooks, Hot Spots and other tech support will be provided to these families so that they may access the instruction. In the event families cannot access the instruction remotely we will work with each family to provide transportation and a designated location to offer limited in person instruction.</p> <p>YCHS:Families that lead in communal settings tend to be more apt to have multiple families living together such as apartment buildings and multi-family dwellings. This disproportionately impacts low income and hispanic families in our community. We will use our enrollment data to help identify those disproportionately impacted. We COVID test resources as needed either health care or financial support.</p>

OHA/ODE Recommendation(s)	Response:
<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>YCES: Point of contact usually secretary will pass information on to the Principal who will then put someone as the point to support the family ie nurse, counselor, county counselor, or WESD extended supports. We will also proactively train staff to identify families that may need more resources.</p> <p>YCIS: Point of contact usually secretary will pass information on to the Principal who will then put someone as the point to support the family ie nurse, counselor, county counselor, or WESD extended supports. We will also proactively train staff to identify families that may need more resources.</p> <p>YCHS:Point of contact usually secretary will pass information on to the Principal who will then put someone as the point to support the family ie nurse, counselor, county counselor, or WESD extended supports. We will also proactively train staff to identify families that may need more resources.</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>YCES: Our Superintendent will attend regional meetings and will disseminate information to administrators. As a district we will continually monitor health authority and CDC. All information will be communicated to staff through professional development and to parents through outreach.</p> <p>YCIS:Our Superintendent will attend regional meetings and will disseminate information to administrators. As a district we will continually monitor health authority and CDC. All information will be communicated to staff through professional development and to parents through outreach.</p>

OHA/ODE Recommendation(s)	Response:
	<p>YCHS:Our Superintendent will attend regional meetings and will disseminate information to administrators. As a district we will continually monitor health authority and CDC. All information will be communicated to staff through professional development and to parents through outreach.</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.)

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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.	<ul style="list-style-type: none"> -The master schedule has 30 minutes of devoted SEL time: Morning Meeting/Closure Meeting -Teacher Supervised Recess -A welcoming and inclusive culture -3rd Grade Fly Up Day in Spring -New student Orientation -Welcome back assemblies -Ice breaker activities in Advisory Class -Back to School Night -Freshman Orientation -Advisory Classes -Clubs, activities, and sports
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.	<ul style="list-style-type: none"> -Tiger's Den (CPS, Sensory Room) -The principal covers class while the teacher talks/CPS with the student. -PAX Vision Boards: create, predict, reflect -Guided play at recess -Structured recess with class -Bank Time: 1 on 1 time with a trusted adult -Professional Development that centers around social/emotional regulation and develops tools to address this with students in crisis. -Advisory periods built in with appropriate lesson for students to reflect and assimilate -Advisory class -On-site counseling and mental health resources
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	<ul style="list-style-type: none"> -Yamhill Family and Youth -Yamhill Family Resources -GFU counseling -Partnership with Yamhill County Health -New Full time school counselor at YCIS -SEL Trainings by certified SEL specialists -Professional Development with all staff on Collaborative -Problem Solving (CPS) -Staff book study-CPS -Creation of SEL committee
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	<ul style="list-style-type: none"> -Tiger's Den (CPS with an adult, small group) -PAX Vision Boards -GFU counseling -PAX Positive Partners (school program partnering older/younger students for leadership and growth opportunities) -Sources of Strength -Leadership Class Activities -Peer tutors



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>Information about opportunities for vaccinations will be provided to the community.</p>
Face Coverings	<p>Face coverings will be optional for students and staff.</p>
Isolation	<p>We will follow the CDC, OHA and local public authority recommendations regarding isolation.</p>
Symptom Screening	<p>We will continue to encourage students and staff to self-screen prior to arriving at campus and stay home if experiencing any symptoms of illness.</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>We will provide diagnostic testing when requested.</p>
Airflow and Circulation	<p>We will continue to monitor and maintain appropriate levels of airflow and circulation.</p>
Cohorting	<p>Students and staff will not be placed in cohorts.</p>
Physical Distancing	<p>Students and staff will not be monitored for physical distancing.</p>
Hand Washing	<p>Students and staff will be encouraged to practice good hygiene including handwashing and sanitization.</p>
Cleaning and Disinfection	<p>We will maintain practices of regular cleaning and disinfection.</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?
Training and Public Health Education	We will provide information to our school community on symptoms of illness, how to self-screen, and under what circumstances staff and students should not report to school.

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	Information about opportunities for vaccinations will be provided to the community.
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> Face coverings will be optional for students and staff.
Isolation	We will follow the CDC, OHA and local public authority recommendations regarding isolation.
Symptom Screening	We will continue to encourage students and staff to self-screen prior to arriving at campus and stay home if experiencing any symptoms of illness.
COVID-19 Testing	We will encourage and provide diagnostic testing when requested.
Airflow and Circulation	We will continue to monitor and maintain appropriate levels of airflow and circulation.
	<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>

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>
Cohorting ²	<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> We will consult with our LPHA.
Physical Distancing	We will consult with our LPHA.
Hand Washing	Students and staff will be encouraged to practice good hygiene including handwashing and sanitization.
Cleaning and Disinfection	We will maintain practices of regular cleaning and disinfection.
Training and Public Health Education	We will provide information to our school community on symptoms of illness, how to self-screen, and under what circumstances staff and students should not report to school.

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>Information about opportunities for vaccinations will be provided to the community.</p>
<p>Face Coverings</p>	<p>Face coverings will be optional for students and staff.</p>
<p>Isolation</p>	<p>We will follow the CDC, OHA and local public authority recommendations regarding isolation.</p>
<p>Symptom Screening</p>	<p>We will continue to encourage students and staff to self-screen prior to arriving at campus and stay home if experiencing any symptoms of illness.</p>
<p>COVID-19 Testing</p>	<p>We will provide diagnostic testing when requested.</p>
<p>Airflow and Circulation</p>	<p>We will continue to monitor and maintain appropriate levels of airflow and circulation.</p>
<p>Cohorting</p>	<p>We will consult with our LPHA.</p>
<p>Physical Distancing</p>	<p>We will consult with our LPHA.</p>
<p>Hand Washing</p>	<p>Students and staff will be encouraged to practice good hygiene including handwashing and sanitization.</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 will maintain practices of regular cleaning and disinfection.
Training and Public Health Education	We will provide information to our school community on symptoms of illness, how to self-screen, and under what circumstances staff and students should not report to school.

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.ycsd.k12.or.us/c_o_v_i_d-19_communications_and_information

Date Last Updated: **August 19, 2022**

Date Last Practiced: **August 16, 2022**