

## School-Level COVID-19 Management Plan

Template For School Year 2022-23



# Milton-Freewater

Unified School District

### School/District/Program Information

District or Education Service District Name and ID:

Milton-Freewater Unified School District


School or Program Name: Ferndale Elementary School

Contact Name and Title: Aaron Duff, Superintendent

Contact Phone: 541-938-3551

Contact Email: aaron.duff@miltfree.k12.or.us

**Table 1.**

	<p><b>Policies, protocols, procedures and plans already in place</b> 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><b>School District Communicable Disease Management Plan</b> <a href="#">OAR 581-022-2220</a></p>	<p><a href="#">MFUSD Communicable Disease Plan</a></p>
<p><b>Exclusion Measures</b> Exclusion of students and staff who are diagnosed with certain communicable diseases <a href="#">OAR 333-019-0010</a></p>	<p><a href="#">See page 18 of Communicable Disease Plan</a></p>
<p><b>Isolation Space</b> 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. <a href="#">OAR 581-022-2220</a></p>	<p><a href="#">See page 15 of Communicable Disease Plan</a></p> <p><a href="#">Ferndale has a general health room located in the office area and then an isolation room that allows staff to follow isolation protocol for student and staff safety.</a></p>
<p><b>Educator Vaccination</b> <a href="#">OAR 333-019-1030</a></p>	<p>All district staff submit COVID-19 vaccine information. Those requesting an exception to OAR 333-019-1030 need to submit this district form. Approval of the exception and the reasonable steps to ensure that unvaccinated teachers, school staff and volunteers are protected from contracting and spreading COVID-19 are issued by the district.</p>
<p><b>Emergency Plan or Emergency Operations Plan</b> <a href="#">OAR 581-022-2225</a></p>	<p><a href="#">The District has an Emergency Operating Plan that includes detailed information with protocols and response expectations for a variety of situations. It is not publicly shared for safety reasons.</a></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:

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html#vaccines> used to communicate current precautionary measures and county risk levels.



## 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"> <li>Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained.</li> <li>In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary.</li> <li>Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li> </ul>	Sarah Ensunsa, Principal	Ami Muilenburg, Director of Students Services (Students)

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"> <li>• Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures.</li> <li>• Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system.</li> </ul>	Sarah Ensunsa, Principal	Ami Muilenburg, Director of Students Services (Students)
Health Representative <i>(health aid, administrator, school/district nurse, ESD support)</i>	<ul style="list-style-type: none"> <li>• Supports building lead/administrator in determining the level and type of response that is necessary.</li> <li>• Reports to the LPHA any cluster of illness among staff or students.</li> <li>• Provides requested logs and information to the LPHA in a timely manner.</li> </ul>	Megan Glynn, IMESD Contracted Nurse	Ami Muilenburg, Director of Student Services
School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i>	<ul style="list-style-type: none"> <li>• Advises on prevention/response procedures that are required to maintain student services.</li> </ul>	Shane Nelson, Transportation Supervisor  Duane Sorensen, Food Services Director  Craig Gaines, Maintenance and Facilities Manager	

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"> <li>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.</li> <li>Shares communications in all languages relevant to school community.</li> </ul>	Building Principal in partnership with Ami Muilenburg, Director of Students Services	Building Principal in partnership with Amanda Noirot, Director of Federal Programs
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<ul style="list-style-type: none"> <li>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.</li> <li>Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>	Ami Muilenburg, Director of Students Services (Students)  Margo Piver, Director of Human Resources (staff)	Amanda Noirot, Director of Federal Programs (Students)  Ami Muilenburg, Director of Student Services (staff)
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> <li>Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response.</li> <li>Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners.</li> </ul>	Alisha Lundgren, Assistant Director Umatilla County Public Health Department	Joseph Fiumara, Director Umatilla County Public Health Department
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 Consultation<sup>1</sup>, etc.)

- [IMESD Equity Lens](#)
- Consultation available from the InterMountain ESD
  - INSERT



#### 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](#)

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

**Table 3.**

**Centering Equity**


OHA/ODE Recommendation(s)	Response:
Describe how you identify those in your school setting that are disproportionately impacted by COVID-19 and which students and families may need differentiated or additional support.	The District employees Student Success Coaches at the secondary level along with a Family Outreach Coordinator who is a bilingual, bicultural individual whose role is to connect with and support our families that are often disproportionately impacted. At the pre-K and elementary level, we have school counselors, mental health specialist, and a family community partnership liaison that will assist in supporting families that need additional services.
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 district uses research-based curricular programs, described in the following section, including everyone in the school setting and teach them how to support each other. The daily time dedicated to this work provides an opportunity for staff to connect with their students and monitor students who may warrant additional and differentiated support. The school staff then collaborate with each other and additional partners to consider and implement additional options for supporting students and their families.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	District staff are trained to implement the Conscious Discipline, Second Steps, and Character Strong programs. Additionally, we will continue to learn from and with our regional partners.

**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.)

- [Milton Freewater Unified School District Child Development Specialist Program](#)
- [Milton Freewater Unified School District Suicide Prevention Plan](#)



**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.	Staff have a built in class check in time along with time dedicated to our SEL program 2nd steps. This will also be promoted through daily announcements. This will also be supported by events such as Open House, family nights and school activities. We also have a school wide PBIS team that supports relationships and connects students to the school.
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.	We have a flexible schedule that allows the class to have creative opportunities to explore and process their feelings. We also have a child development specialist on staff to support individual students who need more time to process their experiences. We have SEL support for our students through programs such as 2nd steps and conscious discipline to further support them.
Describe how you will link staff, students and families with culturally relevant health and	We will use our child development specialist along with a counselor we partner with to support families and connect them with supports. We actively work with CARE and the county to support our students and families. We are also providing families with handouts from our SEL program.



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 will continue to implement both 2nd steps and conscious discipline in the schools to support our students. This will also be reinforced through daily announcements and any assemblies we have along with our child development specialist.



### 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>We encourage stakeholders to be informed about vaccination options and will provide information to all.</p>
Face Coverings	<p>The district has made face masks optional for all staff, students, and volunteers. Face mask requirements will be reinstated if local COVID-19 infections increase or if the state requires indoor mask wearing.</p>
Isolation	<p>The school will utilize the isolation protocols as outlined in the communicable disease plan.</p>
Symptom Screening	<p>The school will continue to emphasize only coming to school or work healthy and reminding staff and families of the importance of staying home when sick can lower the risk of spreading infectious diseases.</p>
COVID-19 Testing	<p><i>OHA offers both <a href="#">diagnostic and screening testing programs</a> 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>The District will be conducting testing of symptomatic students or staff upon request with a signed consent form on file. Students or staff displaying symptoms will be isolated, sent home and advised to consult with their medical professional. At this time, the district is not offering screening but will direct requests to local options.</p>
Airflow and Circulation	<p>The district complies with all state, federal and manufacturer guidelines for upkeep and maintenance of HVAC systems. Filters meet or exceed current standards.</p>
Cohorting	<p>Students will not be in cohorts unless deemed necessary due to an outbreak or advised by the State or County Health Department.</p>
Physical Distancing	<p>Signage and reminders of the importance of 3’ or more of distance will continue to be in use.</p>
Hand Washing	<p>Students will be encouraged to wash hands before and after each meal, after using the restroom and recess. Signage will be used to remind students and staff of the importance of good hygiene. Hand sanitizer will be deployed at all main entrances/exits to buildings, hallways and classrooms. Sharing of equipment will be kept to a minimum and cleaned frequently.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
Cleaning and Disinfection	<p>All restrooms will be disinfected regularly.</p> <p>During an outbreak or illness, illness cleaning (cleaned and disinfected) will be initiated by school and increased in that area.</p>
Training and Public Health Education	<p>The District provides information about COVID-19 on our website: <a href="https://www.miltfree.k12.or.us">https://www.miltfree.k12.or.us</a></p>

**Table 6. COVID-19 Mitigating Measures**

OHA/ODE Recommendation(s) Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*</b> : 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 <a href="#">CDC COVID-19 Community Levels</a>. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</i>
COVID-19 Vaccination	<p>During periods of high transmission, the district collaborates with the LPHA and OHA in the establishment of vaccine clinics requested by the health authority or community partners.</p>
Face Coverings	<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></p> <p>During periods of high transmission, the district in collaboration with the LPHA may strongly recommend universal indoor masking at the direction of the superintendent.</p>
Isolation	<p>Staff are trained in isolation room protocols, quarantine protocols, and wearing of PPE. Isolation is used when necessary as per the communicable disease plan.</p>

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> 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 <a href="#">CDC COVID-19 Community Levels</a>. 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>
Symptom Screening	When case counts are high, the district will continue communication to families and staff regarding the importance of at-home symptom screening and staying home when sick to lower the risk of spreading infectious disease.
COVID-19 Testing	The District will be conducting testing of symptomatic students or staff upon request with a signed consent form on file. Students or staff displaying symptoms will be isolated, sent home and advised to consult with their medical professional. At this time, the district is not offering screening but will direct requests to local options.
Airflow and Circulation	During times of high case count, the classroom MERV 13 air filters will be left on 24 hours per day instead of only during school hours.
Cohorting <sup>2</sup>	<p><i>Schools should notify their LPHA about unusual respiratory disease activity if the following absence thresholds are met and at least some students are known to have influenza or COVID-like symptoms:</i></p> <ol style="list-style-type: none"> <li>1. <i>At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i></li> <li>2. <i>At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i></li> </ol> <p>During times of high case count, additional spacing and classroom seating chart monitoring may be utilized to minimize cross-cohort contamination.</p>
Physical Distancing	During periods of high transmission the district will encourage students and staff to maintain at least 3 feet to the greatest extent possible.
Hand Washing	Handwashing procedures (education, reminders, access to handwashing) will be supplemented with increased access to hand sanitizer in each classroom and shared space.

<sup>2</sup> 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><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> 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 <a href="#">CDC COVID-19 Community Levels</a>. 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>Cleaning and Disinfection</p>	<p>During times of high transmission, classrooms will be cleaned and sanitized each day with high touch areas being cleaned and sanitized multiple times per day.</p>
<p>Training and Public Health Education</p>	<p>The school will establish plans in collaboration with Local Public Health Authorities (LPHA) for communicating health and safety protocols to students, families and to our communities within the district.</p>

**Table 7.**

**COVID-19 Mitigating Measures**

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</b> 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>During periods of medium to low transmission, the district collaborates with the LPHA and OHA in the establishment of vaccine clinics requested by the health authority or community partners.</p>
<p>Face Coverings</p>	<p>Continued signage and supports for masking across the school facility along with reminders of respect for masking choices.</p>
<p>Isolation</p>	<p>The school will utilize the isolation protocols as outlined in the communicable disease plan.</p>
<p>Symptom Screening</p>	<p>As cases decrease, the school will continue to emphasize only coming to school or work healthy and reminding staff and families of the importance of staying home when sick can lower the risk of spreading infectious diseases.</p>
<p>COVID-19 Testing</p>	<p>The school will continue to offer free COVID-19 testing on site.</p>
<p>Airflow and Circulation</p>	<p>The school will continue to utilize the MERV 13 filters during school hours only.</p>
<p>Cohorting</p>	<p>Student seat charts will continue to be used but may not use cohorting.</p>
<p>Physical Distancing</p>	<p>Signage and reminders of the importance of 3’ or more of distance will continue to be in use.</p>

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</b> 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?
Hand Washing	Access to handwashing, with instructions and reminders for students, will be used.
Cleaning and Disinfection	Classroom spaces will be cleaned daily with sanitation during classrooms or shared spaces with high transmission.
Training and Public Health Education	The school will communicate the return of baseline activities to parents/families. The communication will include specific health and safety protocols in place at the 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. <http://www.miltfree.k12.or.us>

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

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