

School-Level COVID-19 Management Plan

Template For School Year 2022-23



School/District/Program Information

District or Education Service District Name and ID: Hillsboro School District 1J, ID# 2239

School or Program Name: All Hillsboro Schools follow this plan


Contact Name and Title: Travis Reiman, Assistant Superintendent of Academic Services

Contact Phone: 503-844-1500 **Contact Email:** reimant@hsd.k12.or.us

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>Communicable Disease Guidelines from ODE</p> <p>Symptom Based Exclusion Guidelines</p> <p>HSD Communicable Disease Management Plan and COVID-19 Specific Guidance</p> <p>COVID-19 Infection Control Plan</p> <p>Staff Training and Guidance</p> <p>Isolation and Exclusion Guidelines for K-12 Settings</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>COVID-19 Exclusion Summary Chart</p> <p>Isolation and Exclusion Guidelines for K-12 Settings</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>Each school will have a separate space identified for isolation. This is so that students with Covid-19 like symptoms or other communicable diseases will be separated from students using the health room for non-communicable health care. HSD uses Planning and Responding to COVID-19 Scenarios in Schools with exposures and positive cases.</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>All staff are required to be vaccinated against COVID-19 or have an approved medical or religious exception.</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>HSD Emergency Operations Plan</p>

	<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.</p>
<p>Additional documents reference here:</p>	

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. 	Travis Reiman, Assistant Superintendent of Academic Services	Michelle Brady, Safety & Emergency Preparedness Manager

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

<p>School Safety Team Representative (or staff member knowledgeable about risks within a school, emergency response, or operations planning)</p>	<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>Principals: <i>Elementary</i></p> <ul style="list-style-type: none"> ● Atfalati Ridge - Dani Johnson ● Brookwood - Emily Caldwell ● Butternut Creek - Amanda Bethune ● Eastwood - Jose Barraza ● Free Orchards - Karen Murphy ● Farmington View - Jen McCalley ● Groner - Teresa Vázquez ● Imlay - Mykle Rojas ● Indian Hills - Katie Thomas ● Jackson - Kasia Gutierrez ● Ladd Acres - Jennifer Robbins ● Lenox - Sarah Keller ● Lincoln Street - Carmen Brodniak ● McKinney - Tristin Burnett ● Minter Bridge - Martha Rodriguez ● Mooberry - Pete Muilenburg ● North Plains - Kellie Petrick ● Orenco - Allison Combs ● Patterson - Jamie Lentz 	<p>Michelle Brady, Emergency Preparedness Manager</p>
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		<ul style="list-style-type: none">● Quatama - Yolanda Coleman● Reedville - Berta Lule● Rosedale - Erika Pierce (Sarah Miller 9/6 - 12/16/2022)● Tobias - Andrew Bekken● West Union - Juliet Hong● Witch Hazel - Christy Walters● W.L. Henry - Lisa Aguilar <p><i>Middle</i></p> <ul style="list-style-type: none">● R.A. Brown - Roger Will● Evergreen - OJ Gulley● Poynter - Jon Pede● South Meadows - Chris Benz <p><i>High</i></p> <ul style="list-style-type: none">● Century - Julie Kasper● Glencoe - Claudia Ruf● Hilhi - Dave Vickery● Liberty - Greg Timmons <p><i>Other</i></p> <ul style="list-style-type: none">● Hillsboro Online Academy - Linda Harrington● Oak Street Campus - Amy Torres	
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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. 	Michelle Brady, Emergency Preparedness Manager	Travis Reiman, Assistant Superintendent of Academic Services
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. 	Michelle Brady, Emergency Preparedness Manager	Travis Reiman, Assistant Superintendent of Academic Services

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. 	Beth Graser, Communications Officer Principals: <i>Elementary</i> <ul style="list-style-type: none"> • Atfalati Ridge - Dani Johnson • Brookwood - Emily Caldwell • Butternut Creek - Amanda Bethune 	Michelle Brady, Emergency Preparedness Manager

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| | | <ul style="list-style-type: none">● Eastwood - Jose Barraza● Free Orchards - Karen Murphy● Farmington View - Jen McCalley● Groner - Teresa Vázquez● Imlay - Mykle Rojas● Indian Hills - Katie Thomas● Jackson - Kasia Gutierrez● Ladd Acres - Jennifer Robbins● Lenox - Sarah Keller● Lincoln Street - Carmen Brodniak● McKinney - Tristin Burnett● Minter Bridge - Martha Rodriguez● Mooberry - Pete Muilenburg● North Plains - Kellie Petrick● Orenco - Allison Combs● Patterson - Jamie Lentz● Quatama - Yolanda Coleman● Reedville - Berta Lule● Rosedale - Erika Pierce (Sarah Miller 9/6 - 12/16/2022)● Tobias - Andrew Bekken● West Union - Juliet Hong | |
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<p>District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i></p>	<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. 	<p>Beth Graser, Communications Officer</p>	<p>Travis Reiman, Assistant Superintendent of Academic Services</p>

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. 	Michelle Brady, Emergency Preparedness Manager	Beth Graser, Communications Officer
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.)

- [EAE 2022-2023](#)
- [JBB.pdf](#)
- [Equity Lens Guiding Questions](#)
- [Climate, Culture and Voice Website](#)



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](#)

¹Tribal 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>Family Outreach Liaisons and School Nurses track data, assess needs, and provider resources. In addition, schools have weekly/monthly care meetings to assess the universal and targeted needs of students and families in collaboration with CARE coordinators, Specialists, Counselors, Grad Coaches, Students Success Coaches and others contained within the building. Working collaboratively, student needs are addressed and support is provided.</p>
<p>Describe the process by which the school will implement a differentiated plan for those that are disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19.</p>	<p>We staff Family Outreach Liaisons who meet the basic and academic needs of families. One resource available to families is our Family Resource Guide. In addition, three schools have community care specialists (Lennox, Witch Hazel and Tobias Elementary) that will support the mental health needs of our families.</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>Ongoing communication with staff, families, and community partners.</p>
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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.)

- [Climate, Culture and Voice Website](#) (For your reference)
- [Drug, Alcohol and Tobacco module](#) (Staff Training)
- [CASEL](#): We are anchored to Collaborative for Academic, Social, and Emotional Learning is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL).

District SEL Curriculum To move our CASEL work forward while building a culture and system of Care and Belonging we utilize the following materials as well as other resources.

- *Sanford Harmony* - [Harmony](#) is a social emotional learning program available to all K-6 grade teachers designed to foster communication, connection, and community both in and outside the classroom by engaging students in lessons and activities that promote empathy, understanding, and respect
- *CharacterStrong* - Middle School students across our district are using CharacterStrong as a prosocial curriculum in advisory classes. CharacterStrong's curriculum braids the core components of Social Emotional Learning (SEL) as [defined by CASEL](#) and character development into one. One of the strengths of the CharacterStrong curriculum is the relationships it builds between students to peers, students and school staff, students and family, and students and the greater

community. This is done through intentional relationship building activities that put a daily and weekly focus on skill development and community building.

- *HS Advisory* - Advisory is a class designed to support student’s Social and Emotional Learning, academic needs and a place to teach Career and College Readiness skills for all high school students. Our [Advisory Lesson Site HERE](#) is a curative bank of lessons from all of our high schools that addresses many of the goals below. Advisory does count as instructional time for students and our hope is that with issuing credit we will emphasize and encourage the need for regular attendance by students. The systematic approach to Advisory provides an additional layer of academic support, a cohesive peer-peer and peer-adult community for the entire academic year, and new learning opportunities in professional skills and social emotional learning.
- The [Teen Intervene](#) curriculum used is evidence-based and uses an Screening Brief Intervention and Referral to Treatment (SBIRT) structure.


	<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.	<p>HSD has adopted a calendar that includes a two day care and connection slow start that will allow for welcome back connections with each student.</p> <p>Elementary schools have a built-in morning meetings in their master schedule for a minimum of 20 minutes daily. Advisory is set for both high school and middle school that allows for time to connect and support the emotional well being of students.</p>

	<p>This follows our district equity guiding principles and policy centering on the health and well being of students and committing to make space for students to connect and focus on themselves while reconnecting with our community, families and students. This connects to our Equity policy as evident in the Welcome Back Connections and Care Conference that we are implementing this year (3rd year in a row). These conferences will allow staff and students/families time to build relationships. Our adopted policies and actions as noted in our calendar (Connecting and Engagement Week in HSD aligns with ODE Care and Connect).</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>Students will have time through morning meetings or advisory to explore and process experiences as connected to trends or patterns that are occurring in the classroom. This also helps students build universal supports in the area of social and emotional mental and behavioral health.</p> <p>Additional staffing has been added in the categories of school counseling and student success supportive positions. In addition at the secondary level, student wellness counselors are available for support.</p> <p>This follows our district equity guiding principles and policy centering on the health and well being of our students by building in time to make space for reflection, processing and to support students with additional staffing that is committed to the whole child in addition to academic needs. This will be afforded through Morning Meetings (PK-6) and Advisory time (7-12) for students to connect with a small cohort of students as they engage in SEL and relationship building activities with an equity lens on all but targeted on our underrepresented and historically marginalized students and families. This will be embedded during instructional time in all subject areas with the use of Sanford Harmony, Second Steps, Character Strong, Second Steps and NWOW.</p>
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>HSD has a framework that includes SEL/Trauma Informed Care under the umbrella of Equity. This includes ongoing staff development and enrichment and will build upon</p> <p>Elementary schools have a built-in morning meetings in their master schedule daily that will allow for check-in times with students as teachers make connections to all students but especially those that identify outside the dominant culture. Secondary schools have Advisory built into their schedule that also allows for time to connect and support the emotional well being of students.</p> <p>As a school system, we are providing monolingual and bilingual counseling through internal and</p>

	<p>external partners to support students. We have coaches at our secondary schools on-site available at all levels. Through family nights and PAC meetings, we provide information in bilingual messages and translators are available upon request.</p> <p>CARE coordinators provide training in skills such as QPR training to help address the need and offer to classified, certified and administration staff.</p> <p>Additional bilingual counselors are on-call all summer long to provide services to students during the summertime.</p> <p>Our district equity policy and instructional framework that is embedded in our Strategic Plan, focuses on Health and Wellness. This reflects our guiding principles in regards to culturally relevant support and pedagogy. Our guiding principles center on the health and well being of students, with particular attention and focus on the mental/social/emotional/behavioral well being of our marginalized and underrepresented students. We are committed to making space and providing opportunities for students to connect and focus while learning targeted skills for success. This is evident in our partnerships with agencies such as Lifeworks and Western Psychological of which we have working partnerships for our families. This is communicated through building administration and counselors as well as our family liaisons, PACs, PTO/PTAs and family engagement with our identity specific cultural groups.</p> <p>Local Wellness Program Resource Educational Equity Request for Support</p>
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OHA/ODE Recommendation(s)	Response:
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	

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.

	<p>Suggested Resources:</p> <ol style="list-style-type: none"> 1. CDC Guidance for COVID-19 Prevention in K-12 Schools 2. Communicable Disease Guidance for Schools which includes information regarding <ul style="list-style-type: none"> • 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
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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>
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<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>We will support community partners in providing vaccines.</p> <p>HSD used <i>Family Health Navigators</i> to assist families in accessing the Covid vaccine which helped Washington County reach a threshold of having 70 % of its residents vaccinated. HSD will continue to use Navigators to assist families in the 2022-2023 school year and will encourage vaccination where appropriate for staff and students.</p> <p>HSD will also request student Covid vaccination information during online registration/verification when asking about other immunizations.</p>
<p>Face Coverings</p>	<p>Mask wearing will be optional for most students and staff members. Masks are required in medically fragile classrooms when staff are performing medical procedures, and in school health rooms and isolation rooms. Masks may be required in certain classrooms, cohorts, or schools on a short-term basis if there is an outbreak. Available in every facility.</p>
<p>Isolation</p>	<p>Isolation rooms in every school.</p>
<p>Symptom Screening</p>	<p>Too-sick-for-school guidelines.</p>
<p>COVID-19 Testing</p>	<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>On-site testing only as available and with parent consent.</p>
<p>Airflow and Circulation</p>	<p><i>Continue with HVAC plan from SY21-22</i></p> <ul style="list-style-type: none"> ○ <i>Have roughly 100 air purifiers on hand</i> ○ <i>Requests through Risk Manager or Facilities deployment if there was a failure in a classroom.</i> ○ HSD Heating, Ventilation, Air Conditioning COVID-19 Standard Operating Procedure ○ HSD HVAC Video
<p>Cohorting</p>	<p>Optional</p>

Physical Distancing	<p><i>Classroom configuration</i> Return to standard pre-COVID classroom setup striving for at least 3 ft physical distancing between student desks to the extent possible.</p> <p>Staff and students will maintain as much distance as possible which helps mitigate transmission of COVID-19</p> <p>Minimize having students stand in Bathroom & lunch lines as much as possible.</p>
Hand Washing	<p>Staff and students will be trained on the importance of hand and respiratory hygiene.</p> <p>Hand sanitizer will be available for use upon entering District buildings. Students will be encouraged to wash their hands throughout the day including but not limited to after recess, before and after eating lunch and after using the restroom</p>
Cleaning and Disinfection	As needed.
Visitors	<p>Visitors are considered adults entering the school building during the day for a limited amount of time (i.e. picking up a student for an appointment, dropping off supplies, meeting with a teacher, watching their student get an award, etc.). Visitors are highly encouraged to wear a mask when entering the building during the school day. If they are entering a health room or isolation room to pick up their student, they are required to wear a mask. If a visitor is interacting with children other than their own or spending a longer amount of time in the building with other students, they will need to go through our volunteer application process, which includes a background check, fingerprinting, and providing proof of vaccination (or requesting a medical or religious exception).</p>

<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>
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<p>Training and Public Health Education</p>	<p>Staff will receive an Updated Staff Training and Guidance outlining newest safety measures and mitigation strategies to prevent the spread of COVID-19.</p> <p>When a positive case is identified the school will enter case information into the Illness Reporting Form and contact tracing team will confirm isolation dates with school and family.</p>
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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. www.hsd.k12.or.us/202223schoolyear

Date Last Updated: **09-22-22**

Date Last Practiced: **08-17-22**