

School-Level COVID-19 Management Plan

Template For School Year 2022-23

Lincoln City Career Technical High School



School/District/Program Information

District or Education Service District Name and ID: _Lincoln County School District 3361


School or Program Name: Lincoln City Career Technical High School

Contact Name and Title: Sean Larsen, Senior Operations Manager

Contact Phone: 541-758-2649

Contact Email: slarsen@communityservices.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>LCSD Pandemic Flu & Infectious Disease Plan</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>https://careertech.us/media/2022/03/CT-Safe-Return-to-In-Person-Instruction-and-Continuity-of-Services-Plan.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>Career Tech Isolation Protocol</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>Career Tech follows the requirements of and maintains documentation related to OAR 333-019-1030</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>https://lincoln.k12.or.us/resources/family/safety/</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. 	Sean Larsen, Senior Operations Manager	Kelly Cutsforth, Ed Program Mgr

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. 	Sean Larsen, Senior Operations Manager	Kelly Cutsforth, Ed Program Mgr
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. 	Sean Larsen, Senior Operations Manager	Donna Seeto, Office Specialist
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. 	Sean Larsen, Senior Operations 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"> 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. 	Sean Larsen, Senior Operations Manager	Donna Seeto, Office Specialist
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. 	Sean Larsen, Senior Operations Manager	Rich Shelton, HR
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. 	Sean Larsen, Senior Operations Manager	Kelly Cutsforth, Ed Program Mgr
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.)

- <https://public.tableau.com/app/profile/oregon.health.authority.covid.19/viz/OregonsCOVID-19DataDashboards-TableofContents/TableofContentsStatewide>
- https://www.oregondatadecisions.org/?utm_medium=email&utm_source=govdelivery
- LCSD Board Policy AA



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>Career Tech’s policies, protocols and procedures are focused on providing equitable access to evidence-based instructional practices that target the unique academic and social-emotional learning needs of our students in the midst of and in response to the trauma and disrupted learning created by the pandemic.</p> <p>Career Tech has an ELL teacher and translations are provided where needed.</p> <p>Career Tech is small by design. Teachers work with students in small groups and individually so that students feel known, valued and respected. Developing relationships and connections are central to the school's approach.</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>Career Tech’s policies, protocols and procedures are focused on providing equitable access to evidence-based instructional practices that target the unique academic and social-emotional learning needs of our students in the midst of and in response to the trauma and disrupted learning created by the pandemic.</p> <p>Translations to the home language are provided and the sponsoring district has a Hispanic Family Liaison.</p> <p>Career Tech is small by design. Teachers work with students in small groups and individually so that students feel known, valued and respected. Developing relationships and connections are central to the school's approach.</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>Career Tech will provide training to staff at the beginning of the school year and any time there is increased transmission.</p> <p>Signage will be hung in the buildings (i.e.; entrance and exit, hallways, classrooms).</p> <p>Building administrator will provide reminders to staff and students as needed.</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.)

- Oregon Health Authority [Youth Suicide Prevention](#)
- Lincoln County Mental Health [Adolescent Mental Health \(DBT\)](#)
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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.	<p>In-person learning 5 days per week. Protected, non-instructional time each day for teacher connection and collaboration. Orientation day for new students. Small class sizes with peer-to-peer learning. Foundations for Success classes for all students that include SEL components woven into curriculum. Scheduling that supports one-on-one student/teacher interaction. Weekly outdoor education experiences working as a team on collaborative student projects.</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>Weekly outdoor education experiences for students to work on collaborative projects in open spaces and natural settings. SEL and self-care strategies woven into Foundations for Success courses. Small group and one-on-one art and music classes that encourage self-expression and processing of experiences through creative outlets.</p>

OHA/ODE Recommendation(s)	Response:
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>Career Tech provides mental health services to students on site, and students may also access counseling services through the Lincoln County School District. Staff receive professional development in mental health first aid and trauma-informed practices. The school works closely with families to develop educational plans that accommodate student needs, including mental health needs, and refers students to additional services such as Lincoln County Mental Health as necessary.</p> <p>Weekly group counseling is provided on site in partnership with Lincoln County Mental Health to provide ongoing support to students.</p> <p>An on-site Community Health Worker supports students in crisis and to make appropriate referrals to community supports.</p> <p>Employee Assistance Program services information is regularly shared with staff via e-mail and is posted on site.</p> <p>The school's parent organization is gathering data to better tailor and provide additional supports for staff.</p>
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>Incorporating student voice when it comes to well-being and mental health through student leadership.</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	Career Tech communicates locations and times of vaccination clinics available in the county to all staff, students and families, including those offered at school sites within the district. Career Tech assists students, staff and families with information on eligibility, registration, transportation and required vaccination forms.
Face Coverings	Masks will be provided and acceptance of student/family choice will be supported and respected.
Isolation	Career Tech has a designated isolation space for those experiencing COVID-19 symptoms that is appropriately supervised by staff. CT staff are trained in the school's isolation procedures and have protective equipment from COVID-19. Designated staff receive first aid training.
Symptom Screening	Career Tech will use the district guidance for symptom screening: When to Keep Your Child Home
COVID-19 Testing	Career Tech works with community partners to support, recommend and provide resources for students to access COVID-19 testing, but does not offer testing on site.
Airflow and Circulation	Career Tech has portable HEPA filters appropriately sized for each room in the school that run continuously. Career Tech has procedures in place to change filters on a regular basis. Windows may be opened to increase air flow unless it presents a health or safety risk.
Cohorting	As a very small school, the student body comprises a single cohort.
Physical Distancing	Career Tech will recommend physical distancing in all daily activities. 3 feet distance to the extent possible will be advised.
Hand Washing	Career Tech will ensure that students and staff have access to soap, water and alcohol-based hand sanitizer with 60%-96% alcohol. Career Tech provides training to staff, students and families regarding handwashing and respiratory etiquette, and encourages and reminds students to use hand sanitizer or soap and water during these key times:

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?
	Upon arrival to school. Before, during and after food prep. Before and after eating. Before and after caring for someone at home who is sick with COVID-19 symptoms, vomiting and diarrhea. After using the toilet. Before and after treating a wound. After blowing your nose, coughing or sneezing. After touching an animal, animal feed or waste.
Cleaning and Disinfection	Career Tech will continue to follow guidance from ODE and OHA.
Training and Public Health Education	Building administrators and public health will work together to ensure Career Tech has appropriate training for each staff member and their role.

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	CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Career Tech will provide notices about where to access vaccines in our community.
Face Coverings	CDC, OHA, and ODE recommend universal use of face coverings during periods of high transmission. Career Tech will inform staff, students and families of the increased risk and will continue to allow personal choice regarding the wearing of face coverings unless face coverings become required by law.
Isolation	Career Tech has a designated isolation space for those experiencing COVID-19 symptoms that is appropriately supervised by staff. CT staff are trained in the school's isolation procedures and have protective equipment from COVID-19. Designated staff receive first aid training.
Symptom Screening	Career Tech will use the district guidance for symptom screening: When to Keep Your Child Home During periods of high transmission, Career Tech will inform students, parent/guardians and staff of an increased need to stay home if having symptoms of COVID-19.
	Career Tech helps coordinate access to COVID-19 testing, but does not offer testing on site.

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>
COVID-19 Testing	
Airflow and Circulation	Career Tech has portable HEPA filters appropriately sized for each room in the school that run continuously. Career Tech has procedures in place to change filters on a regular basis. Windows may be opened to increase air flow unless it presents a health or safety risk.
Cohorting ²	<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> <ol style="list-style-type: none"> 1. <i>At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i> 2. <i>At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i> Career Tech will evaluate whether any additional measures can be implemented to limit cohort size.
Physical Distancing	Career Tech will recommend physical distancing in all daily activities. 3 feet distance to the extent possible will be advised.
Hand Washing	Career Tech will ensure that students and staff have access to soap, water and alcohol-based hand sanitizer with 60%-96% alcohol. Career Tech provides training to staff, students and families regarding handwashing and respiratory etiquette, and encourages and reminds students to use hand sanitizer or soap and water during these key times: Upon arrival to school. Before, during and after food prep. Before and after eating. Before and after caring for someone at home who is sick with COVID-19 symptoms, vomiting and diarrhea. After using the toilet. Before and after treating a wound. After blowing your nose, coughing or sneezing. After touching an animal, animal feed or waste.
Cleaning and Disinfection	Administrators will inform custodial staff of a need to increase the cleaning regimen and continue to follow guidance from ODE and OHA.
Training and Public Health Education	Career Tech will inform the students, guardians and staff of an increased need for vigilance. Building administrators and public health will work together to ensure Career Tech has appropriate training for each staff member and their role.

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>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Career Tech will provide notices about where to access vaccines in our community.</p>
<p>Face Coverings</p>	<p>CDC, OHA, and ODE recommend universal use of face coverings during periods of high transmission. Career Tech will inform staff, students and families of the increased risk and will continue to allow personal choice regarding the wearing of face coverings unless face coverings become required by law.</p>
<p>Isolation</p>	<p>Career Tech has a designated isolation space for those experiencing COVID-19 symptoms that is appropriately supervised by staff. CT staff are trained in the school's isolation procedures and have protective equipment from COVID-19. Designated staff receive first aid training.</p>
<p>Symptom Screening</p>	<p>Career Tech will use the district guidance for symptom screening: When to Keep Your Child Home</p>
<p>COVID-19 Testing</p>	<p>Career Tech helps coordinate access to COVID-19 testing, but does not offer testing on site.</p>
<p>Airflow and Circulation</p>	<p>Career Tech has portable HEPA filters appropriately sized for each room in the school that run continuously.</p> <p>Career Tech has procedures in place to change filters on a regular basis.</p> <p>Windows may be opened to increase air flow unless it presents a health or safety risk.</p>
<p>Cohorting</p>	<p>As a very small school, the student body comprises a single cohort.</p>
<p>Physical Distancing</p>	<p>Career Tech will recommend physical distancing in all daily activities. 3 feet distance to the extent possible will be advised.</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?
Hand Washing	<p>Career Tech will ensure that students and staff have access to soap, water and alcohol-based hand sanitizer with 60%-96% alcohol.</p> <p>Career Tech provides training to staff, students and families regarding handwashing and respiratory etiquette, and encourages and reminds students to use hand sanitizer or soap and water during these key times:</p> <p>Upon arrival to school. Before, during and after food prep. Before and after eating. Before and after caring for someone at home who is sick with COVID-19 symptoms, vomiting and diarrhea. After using the toilet. Before and after treating a wound. After blowing your nose, coughing or sneezing. After touching an animal, animal feed or waste.</p>
Cleaning and Disinfection	<p>Career Tech will continue to follow guidance from ODE and OHA.</p>
Training and Public Health Education	<p>Building administrators and public health will work together to ensure Career Tech has appropriate training for each staff member and their role.</p>

PRACTICING PLAN TO IMPROVE PROCESS

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

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

Date Last Updated: **09/01/2022**

Date Last Practiced: **INSERT**