

School-Level COVID-19 Management Plan

For School Year 2022-23



SHERWOOD CHARTER SCHOOL

School/District/Program Information

District or Education Service District Name and ID: Northwest Regional, ID 4220

School or Program Name: Sherwood Charter School

Contact Name and Title: Joy Raboli, Administrator

Contact Phone: 503-925-8007

Contact Email: jraboli@sherwoodcharterschool.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>https://sherwoodcharterschool.org/wp-content/uploads/2022/08/SCS-Communicable-Disease-Management-Plan-202208.pdf</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>Exclusion measures can be found in the Communicable Disease Management Plan: https://sherwoodcharterschool.org/wp-content/uploads/2022/08/SCS-Communicable-Disease-Management-Plan-202208.pdf https://policy.osba.org/shwdcht/G/GBEB%20D1.PDF https://policy.osba.org/shwdcht/J/JHCC%20D1.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>A isolation space will be kept for students (see page 11): https://sherwoodcharterschool.org/wp-content/uploads/2022/08/SCS-Communicable-Disease-Management-Plan-202208.pdf</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>All requirements per OAR 333-019-1030 will be met (page 11): https://sherwoodcharterschool.org/wp-content/uploads/2022/08/SCS-Communicable-Disease-Management-Plan-202208.pdf</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>https://policy.osba.org/shwdcht/E/EBCB%20G1.PDF, https://policy.osba.org/shwdcht/E/EBCD%20G1.PDF</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. 	Joy Raboli, Administrator	

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. 	Joy Raboli, Administrator	
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. 	Joy Raboli, Administrator	
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. 	Cheryl McLeod, Administrative Specialist	

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. 	Joy Raboli, Administrator	
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. 	Joy Raboli, Administrator	
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. 	Washington County Public Health	
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.)

- SCS Community Engagement Survey
- Equity team-reviews survey results and immediately acts to secure support
- Care Closet with needed items



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:
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.	SCS surveys our community to determine if families need additional supports. In addition, we are creating a “Care Closet” that has items such as hygiene, clothing and food to support families in need.
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.	Our team has reviewed survey results and has taken immediate steps to assist families who are disproportionately impacted. Based on the results, we have provided food gift cards, gas cards, school supplies, clothing from our uniform closet and made sure we followed up to ensure needs were met.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	SCS will continue our focus on equity and attend more advanced equity training in the coming school year and beyond. We will create a “Care Closet” with more needed items that will be available to the whole school. The lens of equity will always be front and center in our school value of putting the needs of all children first.

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.)

- Full-time counselor who leads mental health trainings for staff and students

- Hired two Intervention Specialist to assist students who struggle because of COVID learning loss and additional aides for classroom support
- Resources provided for teachers and staff regarding burnout, emotional regulation, and suicide prevention.



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:
<p>Describe how you will devote time for students and staff to connect and build relationships.</p>	<p>SCS has always been a school that devotes more than the usual time to build relationships. It starts with the staff. Instead of staff arriving just a few days prior to students, our staff arrives two weeks early. We spend several days building our own team and discussing equity.</p> <p>Our middle school has something called “Houses” which are small groups of 15 6th-8th grade students. We devote 25 minutes of “House” time each day to build relationships, and help students with resilience, anxiety, mental health, growth mindset and friendship. As a result, our students are prepared and confident to embark on their high school journey and have applied skills to regulate/identify emotions. We also see little to no bullying and exclusion.</p> <p>Our elementary students all attend morning meetings where we teach them about healthy relationships, emotional regulation, friendship and conflict resolution. This is a highly successful way to start the day. Students then process the day regarding how these skills were utilized.</p> <p>As a whole school, we create a culture of inclusion with our H.E.A.R.T. Skills: Developing a love of learning is just as important as mastering skills and acquiring knowledge. Part of what makes learning accessible for students is that they feel emotionally safe and secure in their classroom. We intentionally create “class families” and teach inclusion of every student as part of the curriculum. Everyone belongs, we don’t do “Cliques” and we rarely have to redirect students for behavior challenges. This environment doesn’t happen by accident. We have a heart for our students and it shows in our H.E.A.R.T. Skills program created by our Principal, Joy Raboli in 2003. H.E.A.R.T is an acronym for the values that guide our conduct, choices and actions: HONOR We believe in doing the right thing, even when nobody is looking. We keep our word to our self and others. We strive for self-awareness and to have the courage of our convictions. We work to recognize and protect the rights of others and wholeheartedly understand our connection as human beings. EMPATHY</p>

OHA/ODE Recommendation(s)	Response:
	<p>We lead with empathy. We value being aware of and sensitive to the feelings, needs and experience of others. Appreciating someone else’s point of view starts with being able to really listen. We value the skill of active listening, especially when we are learning together. As a culture, we practice gratitude and seek to make things a little better than we found them.</p> <p>ACCOUNTABILITY</p> <p>We believe in a strong sense of responsibility to our school community, environment and the world around us. We consider the consequences of our actions, and we accept full responsibility for them. We make mistakes and learn from them to help us set new goals. We believe in strong parent partnerships that support our students so that they can achieve their best. We set very high standards and our students leave our school as confident 8th graders ready to take on the world.</p> <p>RESPECT</p> <p>People are treated with dignity and respect here at Sherwood Charter School. You notice it in everything we do. We do manners here at SCS. We look out for each other and make sure each voice is heard. We know our own self-worth and we hold our school community in high regard.</p> <p>TEAMWORK</p> <p>We are preparing our students for the future, and that means being able to work as a team. We are committed to inclusiveness, cooperation, collaboration and healthy competition. We foster fair play and we peacefully solve conflicts. We share, come together and love helping our community.</p> <p>These H.E.A.R.T. Skills are practiced every single day from our tiniest kinders to our tall middle school Leadership Academy students. We teach “keeping your word,” and looking out for your class family. When reading novels, we look to see how the H.E.A.R.T. Skills are being used. We notice our class family using honor, empathy, accountability, respect and teamwork because it is the Sherwood Charter School way.</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>We utilize time in Houses, assemblies, morning meetings and staff meetings to explore and process experiences.</p>
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>Each week, our office sends out critical communications and includes culturally relevant health and mental health services and supports as needed. We also post information on our website.</p>

OHA/ODE Recommendation(s)	Response:
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	During our House time and morning meetings, students feel safe and secure discussing initiatives on wellbeing/mental health because we have created a safe space to share. Students in middle school can lead an initiative to create a club for wellbeing/mental health. Our entire school population is treated with dignity and respect with a focus on inclusion. Any student-led initiative would be taken into consideration.



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

<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>
<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> Vaccine clinics will not be offered through the school but will be recommended to families.</p>
<p>Face Coverings</p>	<p>Masks will be optional for students and staff while on campus.</p>
<p>Isolation</p>	<p>We have a designated space that is appropriately supervised in the event we have a sick or injured child. It is an ideal space because it is away from classrooms. It is well ventilated and the supervisor can easily see when parents arrive for pick up.</p>
<p>Symptom Screening</p>	<p>Students will be passively screened for symptoms. Parents will be notified of exclusion guidelines and to keep children home when ill.</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> We have free on-site COVID-19 diagnostic testing available.</p>
<p>Airflow and Circulation</p>	<p>We have fans for the halls to ventilate the spaces. Each classroom has an air purifier and fans, with open doors and open windows being encouraged when able. When students are outside for recess or lunch breaks, the fans will be circulating air at high speeds with full windows open for ventilation.</p>
<p>Cohorting</p>	<p>Cohorting will not be in effect, unless additional measures are needed to reduce the spread of COVID-19.</p>
<p>Physical Distancing</p>	<p>Students will be encouraged to maintain physical distancing, with 3 feet being encouraged when possible.</p>
<p>Hand Washing</p>	<p>Students will be trained in proper hand washing and how to safely wear a face covering. Students will have multiple hand washing/sanitizing opportunities each day.</p>
<p>Cleaning and Disinfection</p>	<p>Staff will disinfect frequently used surfaces throughout the day, with deeper cleaning taking place each evening.</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	Sherwood Charter School has weekly public health communications and our protocols are on our website. In the event of any change to guidance, we promptly update all communications. All staff are trained on the procedures and guidelines.

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? <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 Vaccination	Vaccination will be encouraged for all students during high transmission with resources provided with more information.
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 highly recommended for affected grades levels during high transmission. Staff will be required to wear a mask during these times.
Isolation	We have a designated space that is appropriately supervised in the event we have a sick or injured child. It is an ideal space because it is away from classrooms. It is well ventilated and the supervisor can easily see when parents arrive for pick up.
Symptom Screening	Students in the affected grades will be visually screened upon entering for any symptoms.
COVID-19 Testing	SCS will participate in the diagnostic testing program and will offer testing to those with symptoms and to any student exposed.
Airflow and Circulation	Increased fan usage and ventilation will be put into place in high transmission levels.
	<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>
Cohorting²	<p><i>1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i></p> <p><i>2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i></p> <p>During levels of high transmission, each situation will be reviewed and grade level cohorts will be put into place to minimize spread as needed.</p>
Physical Distancing	Every classroom will physically distance 3ft when possible during high transmission.
Hand Washing	Increased handwashing and sanitizing will be put into place, with students encouraged to wash between activities or location changes.
Cleaning and Disinfection	Deep cleaning in the affected areas will take place daily while in high transmission. Disinfecting commonly used surfaces throughout the day will also be in place.
Training and Public Health Education	Sherwood Charter School has weekly public health communications and our protocols are on our website. In the event of any change to guidance, we promptly update all communications. All staff are trained on the procedures and guidelines. Staff will be further trained on additional measure to be put into place during high transmission levels.

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>Vaccinations will continue to be encouraged during a return to baseline response.</p>
<p>Face Coverings</p>	<p>Face coverings will be optional and no longer required for staff once high transmission has passed.</p>
<p>Isolation</p>	<p>We have a designated space that is appropriately supervised in the event we have a sick or injured child. It is an ideal space because it is away from classrooms. It is well ventilated and the supervisor can easily see when parents arrive for pick up.</p>
<p>Symptom Screening</p>	<p>Students will be passively screened once high transmission as passed.</p>
<p>COVID-19 Testing</p>	<p>SCS will participate in the diagnostic testing program and will offer testing to those with symptoms and to any student exposed.</p>
<p>Airflow and Circulation</p>	<p>Increased use will remain in effect during the return to baseline response.</p>
<p>Cohorting</p>	<p>Cohorting will be assessed and we will transition out of cohorting as cases decline.</p>
<p>Physical Distancing</p>	<p>Physical distancing will be encouraged but not required.</p>
<p>Hand Washing</p>	<p>Handwashing practices will be continued.</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	Highly used surfaces will continue to be disinfected throughout the day with daily cleaning returning to normal.
Training and Public Health Education	Sherwood Charter School has weekly public health communications and our protocols are on our website. In the event of any change to guidance, we promptly update all communications. All staff are trained on the procedures and guidelines.

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: <https://sherwoodcharterschool.org/resources/>

Date Last Updated: **8/25/22**

Date Last Practiced: **8/26/22**