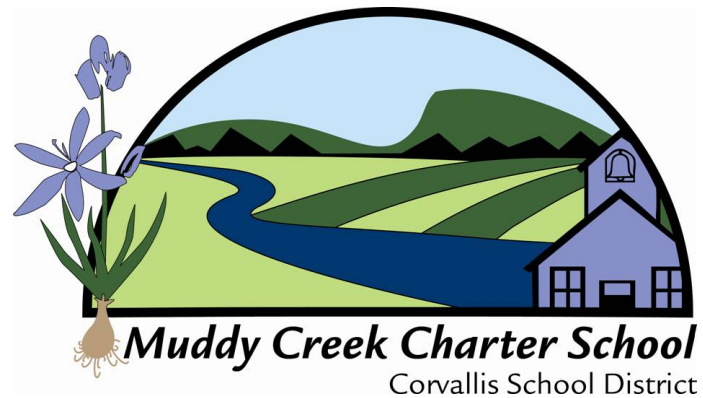


School-Level COVID-19 Management Plan
For School Year 2022-23



School/District/Program Information

District or Education Service District Name and ID: Muddy Creek Charter School #4637


School or Program Name: Muddy Creek Charter School

Contact Name and Title: Josh Stauber, Executive Director

Contact Phone: 541-752-0377

Contact Email: josh.stauber@muddycreekcharterschool.org

Table 1.

	<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>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>https://drive.google.com/file/d/1m8aDcXhT-XmvRMyQ0nxKVTnpyb6qe-dO/view</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>In addition to COVID-19 symptoms, individuals should be excluded from school for signs of other infectious diseases, per existing school policy and protocols.</p> <ul style="list-style-type: none"> ● MCCS follows the Exclusion Guidelines which are Included in the Communicable Disease Management Plan and Communicable Disease Guidance provided by OHA/ODE. ● MCCS partners with the Benton County Health Department whenever there is a known case to enforce health department isolation and quarantine periods for staff and students.
<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>	<ul style="list-style-type: none"> ● Individuals who report or develop symptoms will be isolated in a designated isolation area in the building, with adequate space and staff supervision and symptom monitoring by a school-based health care provider, or school staff until they are able to go home. ● Staff who may provide care for individuals in isolation will receive specialized training with regards to isolation space procedures, aspects of care, hygiene, and use of PPE from school-based health care provider.
<p>Educator Vaccination OAR 333-019-1030</p>	<p>MCCS adheres to the OAR 333-019-1030 regarding the vaccination requirement for education staff, contractors, and visitors to our schools.</p> <ul style="list-style-type: none"> ● MCCS works with the CSD to offer vaccination clinics in district buildings for staff and students and their families in collaboration with the Benton County Health Department and Samaritan Health Services.
<p>Emergency Plan or Emergency Operations Plan</p>	<p>We are in the process of currently updating our Emergency Plan</p>

**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.	Josh Stauber, Executive Director	
School Safety Team	<ul style="list-style-type: none">• Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures.	Jeff Cygan, Facilities Manager	

<p>Representative (<i>or staff member knowledgeable about risks within a school, emergency response, or operations planning</i>)</p>	<ul style="list-style-type: none"> Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system. 		
<p>Health Representative (<i>health aid, administrator, school/district nurse, ESD support</i>)</p>	<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. 	<p>Amanda Vanderzee, Office Manager/Student Health</p>	
<p>School Support Staff as needed (<i>transportation, food service, maintenance/custodial</i>)</p>	<ul style="list-style-type: none"> Advises on prevention/response procedures that are required to maintain student services. 	<p>Josh Stauber, Executive Director</p>	
<p>Communications Lead (<i>staff member responsible for ensuring internal/external messaging is completed</i>)</p>	<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. 	<p>Amanda Vanderzee, Office Manager/Student Health</p>	
<p>District Level Leadership Support (<i>staff member in which</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. 	<p>Amanda Vanderzee, Office Manager/Student Health</p>	

<i>to consult surrounding a communicable disease event)</i>	<ul style="list-style-type: none"> • Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers. 		
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> • Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response. • Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners. 	Josh Stauber, Executive Director	
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.)

- [Every Student Belongs Resolution](#)
[Healthy and Safe Schools Plan](#)

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.

[Policy PR00029c](#) Non-discrimination Policy



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](#)

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.	As a small charter school we have the advantage of knowing all of our students and families. We have been able to provide educational materials and support for any student that missed in person learning due to quarantine protocols.
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.	Student Support Teams will discuss each student disproportionately impacted or at high risk of negative impacts related to COVID-19 and make plans for how to mitigate the impact for those students. Student Support Teams will determine if a Special Education referral, a 504 referral, or modifications to an existing IEP or 504 is needed. Student Support Teams will review students as part of the normal SST process. Communication and learning resources have been provided by our counselor, classroom teachers, classroom assistants, office manager, technology coordinator, and the executive director.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Professional development involving timely communication, educational resources, and emotional support for students and families will be provided by the executive director to all staff prior to students returning.

Mental Health Supports

Schools are encouraged to continue to prioritize cultivating care, connection, and community to support the mental, emotional, and social health and well-being of students, families, staff, and administrators.

Identify existing district or school plans and tools that can be utilized in supporting student and staff wellbeing and mental health during prevention, response, and recovery from incidents of COVID-19 (e.g., counseling services; partnerships with community mental and behavioral health providers; school district suicide prevention, intervention, and postvention plan; School Based Health Center resources; tribal resources, etc.)

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	<p>Suggested Resources:</p> <ol style="list-style-type: none"> 1. ODE Mental Health Toolkit 2. Care and Connection Program 3. Statewide interactive map of Care and Connection examples 4. Care and Connection District Examples 5. Oregon Health Authority Youth Suicide Prevention
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Table 4. Mental Health Supports

OHA/ODE Recommendation(s)	Response:
Describe how you will devote time for students and staff to connect and build relationships.	Each class begins the day with a whole class check-in morning meeting. We also meet as a whole school twice a month where we share what is happening in every classroom, celebrate new students, birthdays, and recognize students that are doing well.
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.	MCCS has a full time counselor that is available to all students, and teaches social emotional lessons each week in all classrooms.
Describe how you will link staff, students and families with culturally relevant health and mental health services and	Our returning counselor will connect with staff, students and families to ensure that everyone is aware of local mental health supports within Benton county.

supports.	
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	One of the advantages of being a small school is that we know all of our students and families very well. Our counselor teaches weekly classes to all students that focus on mental health and overall wellbeing. Students have the opportunity to voice their ideas and thoughts so that we can support everyone with their specific challenges or needs.



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	MCCS will continue to share information on local vaccine clinics and stress the importance of receiving boosters.
Face Coverings	MCCS will continue to provide face covering to those that choose to wear them.
Isolation	We will continue utilizing our space in view of the office where students can be isolated when exhibiting COVID symptoms.
Symptom Screening	Teachers and classroom assistants will check-in with students upon arrival to check for COVID symptoms. MCCS will send home parent communication regarding COVID symptoms and the importance of staying home when your child is experiencing symptoms.
COVID-19 Testing	MCCS will continue to offer onsite Rapid tests to staff and students that exhibit COVID symptoms. We also will continue to offer weekly take home PCR tests for all students.
Airflow and Circulation	All classrooms and hallways are well ventilated, and we will continue to take advantage of outdoor instruction when feasible. Ventilation systems will be checked and maintained monthly by maintenance staff. Where possible, increased ventilation and outdoor air supply will be provided.
Cohorting	Each classroom is self-contained and students stay together while indoors. Students that ride the bus have assigned seats in order to alert families that may have been exposed.
Physical Distancing	MCCS has small class sizes and will continue to maintain 3 feet of distance between students when feasible.
Hand Washing	Students will be trained on proper handwashing techniques, and encouraged to wash their hands before snacks and meals. Additionally students will be asked to wash their hands after activities where shared items are used.
Cleaning and Disinfection	The school will be cleaned and disinfected daily. Tables in classrooms and eating areas will be disinfected between usages of different student cohorts.
Training and Public Health	MCCS will continue to share information from the Benton county health authority regarding COVID 19 transmission and case counts with families. We will also share information about vaccine boosters, and

Education	opportunities to receive them.
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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	MCCS will continue to share information on local vaccine clinics and stress the importance of receiving boosters.
Face Coverings	MCCS will continue to encourage the universal use of face masks while indoors for students and staff. Face coverings will be available for all students and staff.
Isolation	MCCS will continue utilizing our space in view of the office where students can be isolated when exhibiting COVID symptoms.
Symptom Screening	Teachers and classroom assistants will check-in with each student upon arrival to check for COVID symptoms. MCCS will send home parent communication regarding COVID symptoms and the importance of staying home when your child is experiencing symptoms.
COVID-19 Testing	MCCS will continue to offer onsite Rapid tests to staff and students that exhibit COVID symptoms. We also will continue to offer weekly take home PCR tests for all students.
Airflow and Circulation	Ventilation systems will be checked and maintained monthly by maintenance staff. Where possible, increased ventilation and outdoor air supply will be provided. Meals and snacks will be consumed outdoors under our covered area. Classroom windows will be opened, and outdoor instruction will be encouraged when feasible.
	MCCS will notify Benton County Health Department about unusual respiratory disease activity due to flu

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.

Cohorting ²	or COVID symptoms when at the school level: ≥ 30% absenteeism, with at least 10 students and staff absent at the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent .
Physical Distancing	MCCS will implement more stringent physical distancing requirements in classrooms and common spaces. Staff, supported by administrators, will ensure students are physically distanced in accordance with current requirements to the extent practicable. Schools or classrooms will be asked to arrange learning and other spaces so at least 3 feet of distance exists between students to the extent possible to encourage distancing.
Hand Washing	MCCS will re-distribute to schools clear signage on the importance of handwashing, how to stop the spread of diseases, including COVID-19, by properly washing hands, and covering coughs and sneezes.
Cleaning and Disinfection	MCCS staff will begin enhanced cleaning measures that include more frequent touchpoint disinfection and twice daily cleanings in the restrooms.
Training and Public Health Education	MCCS will increase school to home communication regarding COVID symptoms and how to prevent the spread. MCCS will retrain staff on COVID protocols and ensure understanding of the measures implemented during periods of high transmission.

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>MCCS will continue to share information on local vaccine clinics and stress the importance of receiving boosters.</p>
<p>Face Coverings</p>	<p>MCCS will continue to encourage the universal use of face masks while indoors for students and staff. Face coverings will be available for all students and staff.</p>
<p>Isolation</p>	<p>MCCS will continue utilizing our space in view of the office where students can be isolated when exhibiting COVID symptoms.</p>
<p>Symptom Screening</p>	<p>Teachers and classroom assistants will check-in with students upon arrival to check for COVID symptoms. MCCS will send home parent communication regarding COVID symptoms and the importance of staying home when your child is experiencing symptoms.</p>
<p>COVID-19 Testing</p>	<p>MCCS will continue to offer onsite Rapid tests to staff and students that exhibit COVID symptoms. We also will continue to offer weekly take home PCR tests for all students.</p>
<p>Airflow and Circulation</p>	<p>All classrooms and hallways are well ventilated, and we will continue to take advantage of outdoor instruction when feasible. Ventilation systems will be checked and maintained monthly by maintenance staff. Where possible, increased ventilation and outdoor air supply will be provided.</p>
<p>Cohorting</p>	<p>Each classroom is self-contained and students stay together while indoors. Students that ride the bus have assigned seats in order to alert families that may have been exposed.</p>
<p>Physical Distancing</p>	<p>MCCS has small class sizes and will continue to maintain 3 feet of distance between students when feasible.</p>
	<p>Students will be trained on proper handwashing techniques, and encouraged to wash their hands</p>

Hand Washing	before snacks and meals. Additionally students will be asked to wash their hands after activities where shared items are used.
Cleaning and Disinfection	The school will be cleaned and disinfected daily. Tables in classrooms and eating areas will be disinfected between usages of different student cohorts.
Training and Public Health Education	MCCS will continue home communication regarding COVID symptoms and how to prevent the spread. MCCS will continue to enforce COVID protocols and ensure understanding of the measures.

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: **August 24, 2022**

Date Last Practiced: **August 24, 2022**