


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



School/District/Program Information

District or Education Service District Name and ID:	Molalla River School District
School or Program Name:	Clarks Elementary
Contact Name and Title:	Christina Newman, Principal
Contact Phone:	503-632-3290
Contact Email:	christina.newman@molallariv.k12.or.us

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>The Molalla River School District adheres to our adopted Communicable Disease Plan which is aligned with OAR 581-022-2220 and all required regulations within the Communicable Disease Guidelines for Oregon. Training on school-level practices designed specifically to prevent the spread of communicable disease is conducted regularly and aligned with job type. District nursing staff provide technical support at all schools, either remotely or in person, at all times during school operation.</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>Staff are trained to screen students throughout the school day. We are in partnership with our local health authorities whenever there is a known case to enforce health department isolation periods. We follow the Exclusion Guidelines which are included in the Molalla River School District Communicable Disease Management Plan.</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>Per the Communicable Disease Management Plan, all school buildings have a designated space for isolation of symptomatic individuals in a location separate from other students and staff.</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>Per the State of Oregon’s OAR 333-019-1030, Molalla River School District schools continue to require staff to be fully vaccinated as a condition of employment and those employees who are eligible for medical or religious reasons may receive exception status with adequate documentation.</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>Local School Safety Plans (LSSPs) are updated annually. LSSP’s are aligned with the District Emergency Operations Plan which is based upon current prevention and preparedness principles and bolstered by agency partnerships (Molalla Police Department, Clackamas Co. Sheriff’s Office, Clackamas County Health Authority).</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 to members, health partners, and other local partners. 	Christina Newman, Principal 503-632-3290	Jennifer Ellis, Director of Human Resources 503-829-2359

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. 	Christina Newman, Principal 503-632-3290	Lindsey Bittner, Lead Secretary 503-632-3290
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. 	Amanda Bickford, MRSD Lead Nurse 503-829-7466	Robin Shobe, Director of Student Services 503-829-2359
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. 	Antonia Etzel, Food Service 503-759-7477 Brenda Morris, Transportation 503-829-2512	Keith McClung, Chief Business Official 503-829-2359

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<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>Christina Newman, Principal 503-632-3290</p>	<p>Allison Holstein, Communications Coordinator 503-829-2359</p>
<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>Tony Mann, Superintendent 503-829-2359</p>	<p>Allison Holstein, Communications Coordinator 503-829-2359</p>
<p>Main Contact within Local Public Health Authority (LPHA)</p>	<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. 	<p>Amanda Bickford, MRSD Lead Nurse 503-829-7466 Tony Mann, Superintendent 503-829-2359</p>	<p>Allison Holstein, Communications Coordinator 503-829-2359</p>
<p>Others as identified by team</p>			



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.)

- [Board Adopted Resolution](#) – November 21, 2019 MRSD Board Resolution - Students, Parents, Equity and Access



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>Covid 19 positive rates are tracked centrally. Schools are alerted to any positive rate anomalies.</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>Should any significant disproportionality in positive rates be evident, this school will utilize district resources to provide information and resources. Strategies could include native language community support on information about Covid 19 prevention and access to testing, vaccinations, and treatment options. Mental health services may be provided by Trillium Family Services (District partner) and support accessing general healthcare may be provided by referral through Clackamas County Public Health.</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>Student support teams at each school are a long-standing model for reviewing student needs. Regular orientation and logistics used by these teams are led by school principals and our counselor, Kathy Javier.</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.)

- MRSD has a long-standing partnership with Trillium Family Services which is an important part of our mental health support system for students and families: [MRSD Trillium Family Services Resources and Links](#)
- MRSD maintains an up-to-date system regarding [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:
Describe how you will devote time for students and staff to connect and build relationships.	Connecting will occur through quality learning experiences and developing deep interpersonal relationships among students and staff. We prioritize activities that will allow for student/staff connection and relationship building with each student. Students will have time throughout their day to explore and process experiences as connected to trends or patterns that are occurring in the classroom, community, and world.

OHA/ODE Recommendation(s)	Response:
Describe how you will ensure class time, and individual time if needed, for creative opportunities that allow students and staff to explore and process their experiences.	We will incorporate community building in our classrooms through lessons that intentionally build positive relationships with each of our students and with each other. In particular, during planned homeroom lessons, opportunities will be provided to learn about each other, so that students grow together as learners. Time will be provided to individuals as needs arise. We commit to creating learning opportunities that foster creative expression, and we will make space for reflection and connection and center on the needs of the whole child rather than solely emphasizing academic achievement.
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	A variety of methods are used to best meet the health and mental health needs of staff, students and families in culturally relevant ways and in preferred languages. Additionally, on-site staff such as counselors, Trillium Family Services partners, and other staff trained in student engagement and well-being link staff, students and families to school and community resources as needed.
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	We prioritize open communication with students and their families. We utilize broadcast email communication systems as well as two-way communication using surveys, focus groups, and other means to receive feedback.



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	The district will not be offering vaccination clinics. When requested, the District will provide information to the public regarding vaccination clinics in other jurisdictions sponsored by the local public health authority.

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?
Face Coverings	<p>The District will continue to make face coverings available to all students and staff that wish to wear them, but will not be required except when in the below locations as per OAR 333-019-1011:</p> <ul style="list-style-type: none"> - School health rooms - Extra Care [Isolation] rooms - Offices where licensed mental health services are delivered
Isolation	<p>A space will be made available to isolate sick children from injured children that need assistance per OAR 581-022-2220. Staff that manage the isolation room of ill children will be trained on PPE requirements.</p>
Symptom Screening	<p>A symptom poster will remain at the front entrance of all District buildings to discourage those who are ill from entering.</p>
COVID-19 Testing	<p>Students and staff who exhibit symptoms of COVID-19 while at school have an option to be tested with parent permission on-site prior to going home. All staff that oversee the administration of rapid tests will continue to be trained on the requirements and expectations of the COVID-19 Testing in Oregon’s K-12 Schools program.</p>
Airflow and Circulation	<p>The Molalla River School District facilities staff ensure school ventilation systems circulate fresh air regularly. The District continues to ensure effective ventilation and indoor air quality by:</p> <ul style="list-style-type: none"> • Continuing the amount of fresh outside air that is introduced into the system; • Exhausting air from indoors to the outdoors; • Maintaining a climate level that balances comfort and safety within a classroom and building; • Cleaning the air that is recirculated indoors with effective filtration methods to remove virus- containing particles from the air. <p>The Molalla River School District also uses UV-C technology in isolation spaces.</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?
Cohorting	Classes, lunches and recess return to standard pre-COVID setup
Physical Distancing	Classroom configurations return to standard pre-COVID classroom setup with an emphasis of striving for at least 3 feet physical distancing between student desks to the extent possible. Staff and students will maintain as much distance as possible which helps mitigate the transmission of COVID-19. We will minimize students standing in bathroom & lunch lines as much as possible.
Hand Washing	Staff and students will be trained on the importance of hand and respiratory hygiene. Hand sanitizer will be available for use upon entering District buildings, in classrooms and other areas where hand washing may be needed, but handwashing sinks are not immediately available.
Cleaning and Disinfection	Molalla River School District will use Waxie Solsta 730 HP Disinfectant, a one-step hydrogen peroxide-based product for disinfection, cleaning, and deodorizing. PurTabs to clean, sanitize, and disinfect all its facilities for COVID-19. 730 HP Disinfectant Cleaner and PurTabs have been tested and proven to kill SARS-CoV2 the virus responsible for COVID-19, 730 in one minute, and PurTabs in 4 minutes at a dilution rate of 1, 3.3g tablet per 1 quart of water. The 730 HP Disinfectant cleaner will be provided for all staff to use in spray bottles. Employees will be recommended to frequently clean their workspaces. Custodial cleaning protocols include wiping down surfaces such as door handles, light switches, copiers, countertops, water fountain buttons once every 24 hours.
Training and Public Health Education	Staff will receive an updated online COVID-19 training outlining safety measures and mitigation strategies to prevent the spread of COVID-19.

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	The district will not be offering vaccination clinics. When requested, the District will continue providing information to the public regarding vaccination clinics locations in other jurisdictions sponsored by the local public health authority.
Face Coverings	<p>The District will comply with requirements under the jurisdiction of the OHA and ODE during periods of high transmission.</p> <p>A Face Mask will continue be required in the below locations as per OAR 333-019-1011:</p> <ul style="list-style-type: none"> - School health rooms - Extra Care [Isolation] rooms - Offices where mental health services are delivered
Isolation	Specific isolated space will be made available for sick children, separating them from injured children that need assistance per OAR 581-022-2220. Staff that manage the isolation room of ill children will be trained on PPE requirements.
Symptom Screening	<p>A symptom poster will remain at the front entrance of all District buildings to discourage those that are ill from entering.</p> <p>All District staff will be trained and periodically reminded of COVID-19 symptoms. Staff managing the isolation room where ill children are sent will receive additional training on the signs and symptoms of COVID-19.</p>
COVID-19 Testing	Students and staff who exhibit symptoms of COVID-19 while at school have an option to be tested with parent permission on-site prior to going home. All staff that oversee the administration of rapid tests will continue to be trained on the requirements and expectations of the COVID-19 Testing in Oregon’s K-12 Schools program.

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).
Airflow and Circulation	<p>The Molalla River School District facilities staff ensure school ventilation systems circulate fresh air regularly. The District continues to ensure effective ventilation and indoor air quality by:</p> <ul style="list-style-type: none"> • Continuing the amount of fresh outside air that is introduced into the system; • Exhausting air from indoors to the outdoors; • Maintaining a climate level that balances comfort and safety within a classroom and building; • Cleaning the air that is recirculated indoors with effective filtration methods to remove virus-containing particles from the air. <p>The Molalla River School District also uses UV-C technology in isolation spaces.</p>
Cohorting	<p>School administrator will notify superintendent and superintendent will notify 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:</p> <ol style="list-style-type: none"> 1. At the school level: $\geq 30\%$ absenteeism, with at least 10 students and staff absent 2. At the cohort level: $\geq 20\%$ absenteeism, with at least 3 students and staff absent
Physical Distancing	<p>Classroom configurations return to standard pre-COVID classroom setup with an emphasis of striving for at least 3 feet 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>We will minimize students standing in bathroom & lunch lines as much as possible.</p>

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).
Hand Washing	<p>Staff and students will continue to be educated on the importance of hand and respiratory hygiene. Hand sanitizer will be available for use upon entering District buildings, in classrooms and other areas where hand washing may be needed, but handwashing sinks are not immediately available.</p> <p>OHA’s “Clean Hands Save Lives” posters will be placed strategically around all District buildings to encourage proper handwashing and/or use of available hand sanitizer.</p> <p>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	<p>Molalla River School District will use Waxie Solsta 730 HP Disinfectant, a one-step hydrogen peroxide-based product for disinfection, cleaning, and deodorizing. PurTabs to clean, sanitize, and disinfect all its facilities for COVID-19. 730 HP Disinfectant Cleaner and PurTabs have been tested and proven to kill SARS-CoV2 the virus responsible for COVID-19, 730 in one minute, and PurTabs in 4 minutes at a dilution rate of 1, 3.3g tablet per 1 quart of water. The 730 HP Disinfectant cleaner will be provided for all staff to use in spray bottles. Employees will be recommended to frequently clean their workspaces. Custodial cleaning protocols include wiping down surfaces such as door handles, light switches, copiers, countertops, water fountain buttons once every 24 hours.</p>
Training and Public Health Education	<p>Staff will continue to receive COVID-19 training outlining safety measures and mitigation strategies to prevent the spread of COVID-19.</p>

Table 7.

COVID-19 Mitigating Measures

OHA/ODE Recommendation(s) Layered Health and Safety Measures	STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how 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?
COVID-19 Vaccination	When requested, the District will continue providing information to the public regarding vaccination clinics locations in other jurisdictions sponsored by the local public health authority.
Face Coverings	The District will continue to make face coverings available to all students and staff that wish to wear them, but will not be required except when in the below locations as per OAR 333-019-1011: <ul style="list-style-type: none"> - School health rooms - Extra Care [Isolation] rooms - Offices where licensed mental health services are delivered
Isolation	A space will be made available to isolate sick children from injured children that need assistance per OAR 581-022-2220. Staff that manage the isolation room of ill children will be trained on PPE requirements.
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Cohorting	<p>Classes, lunches and recess return to standard pre-COVID setup</p>
Physical Distancing	<p>Classroom configurations return to standard pre-COVID classroom setup with an emphasis of striving for at least 3 feet of physical distancing between student desks to the extent possible. Staff and students will maintain as much distance as possible which helps mitigate the transmission of COVID-19. We will minimize students standing in bathroom & lunch lines as much as possible.</p>
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Training and Public Health Education	Staff will receive an updated online COVID-19 training outlining safety measures and mitigation strategies to prevent the spread of COVID-19.

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.

This plan is available for public viewing [HERE](#)

Date Last Updated: **August 23, 2022**

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