

School-Level COVID-19 Management Plan

Template For School Year 2022-23

Camas Valley SD

School/District/Program Information

District or Education Service District Name and ID: _____ Camas Valley SD 21J 1995 _____

School or Program Name: _____ Camas Valley Charter School _____

Contact Name and Title: _____ Tyler Ochs/ Assistant Principal _____

Contact Phone: _____ 541-445-2131 _____ Contact Email: _____ tyler.ochs@camasvalley.k12.or.us _____

Table 1.

	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.
School District Communicable Disease Management Plan OAR 581-022-2220	School Board Policy JHCC- Attached to Plan
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010	School Board Policy JHCC-Attached to Plan
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	Isolation Plan is attached to the COVID Management Plan
Educator Vaccination OAR 333-019-1030	(3) After October 18, 2021: (a) Teachers, school staff and volunteers may not teach, work, learn, study, assist, observe, or volunteer at a school unless they are fully vaccinated or have provided documentation of a medical or religious exception and the exception has been approved or accepted. (b) A school may not employ, contract with, or accept the volunteer services of teachers, school staff or volunteers who are teaching, working, learning, studying, assisting, observing, or volunteering at a school unless the teachers or school staff are fully vaccinated against COVID-19 or have an approved or accepted medical or religious exception.

	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.
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	Attached to the Plan
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	- 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.	Don Wonsley Superintendent/Principal	Tyler Ochs Assistant Principal
School Safety Team Representative (or staff member knowledgeable about risks within a school, emergency response, or operations planning)	- 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.	Don Wonsley Superintendent/Principal	Tyler Ochs Assistant Principal
Health Representative (health aid, administrator, school/district nurse, ESD support)	- 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.	Don Wonsley Superintendent/Principal	Tyler Ochs Assistant Principal

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
School Support Staff as needed (<i>transportation, food service, maintenance/custodial</i>)	• Advises on prevention/response procedures that are required to maintain student services.	Don Wonsley Superintendent/Principal	Tyler Ochs Assistant Principal
Communications Lead (<i>staff member responsible for ensuring internal/external messaging is completed</i>)	• 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.	Don Wonsley Superintendent/Principal	Tyler Ochs Assistant Principal
District Level Leadership Support (<i>staff member in which to consult surrounding a communicable disease event</i>)	• 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.	Don Wonsley Superintendent/Principal	Tyler Ochs Assistant Principal
Main Contact within Local Public Health Authority (LPHA)	• 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.	Don Wonsley Superintendent/Principal	Tyler Ochs Assistant Principal

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

- High School Success Collaboration
- RTI
- Counseling

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.



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.

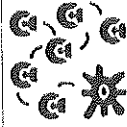
Centering Equity	
OHA/ODE Recommendation(s)	Response:
Describe how you identify those in your school setting that are disproportionately impacted by COVID-19 and which students and families may need differentiated or additional support.	We have intervention teams at all levels in the school. This talks about a variety of interventions for students. These are initialized supports to help eliminate barriers.
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.	We have intervention teams at all levels in the school. This talks about a variety of interventions for students. These are initialized supports to help eliminate barriers.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Counseling from outside agencies and structured meetings make sure the logistics are solid for the interventions.

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.)

- District Student Services Plans
- Care Solace
- Counselor



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.	We have small classrooms in our school district and students
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.	Electives and art time will be given to all students.
Describe how you will link staff, students and families with culturally relevant health and	Care Solace (therapy, drug counseling, and family counseling)

OHA/ODE Recommendation(s)	Response:
mental health services and supports.	
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	Care Solace and counseling.



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	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. The school district will not offer COVID vaccine clinics, if any community member requests information then we will gladly research.
Face Coverings	Any person who chooses to wear a face covering will be allowed to do so.
Isolation	See Isolation Plan
Symptom Screening	See Isolation Plan
COVID-19 Testing	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. Testing will not be completed at the school. Test kits may be given to parents upon parent request.
Airflow and Circulation	Every room has an air filtration system.
Cohorting	No cohorting during this school year.
Physical Distancing	3 feet from their peers when possible.
Hand Washing	Students and staff will be encouraged to wash their hands.
Cleaning and Disinfection	Rooms/busses will be disinfected at the end of every day.

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? The local nurse will educate students and staff about COVID-19
Training and Public Health Education	

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 <u>CDC COVID-19 Community Levels</u> . 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). No requirement beyond required Oregon Law <u>OAR 333-019-1030</u>
COVID-19 Vaccination	
Face Coverings	Upon Superintendent discretion. Students and staff are always welcome to wear masks.
Isolation	See Board Policy JHCC
Symptom Screening	See Isolation Plan
COVID-19 Testing	No testing offered in the school.
Airflow and Circulation	Every room has an air filtration device.
	<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? *Within the community, high transmission is defined at the county level through <u>CDC COVID-19 Community Levels</u>. 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). 1. <i>At the school level: $\geq 30\%$ absenteeism, with at least 10 students and staff absent</i> 2. <i>At the cohort level: $\geq 20\%$ absenteeism, with at least 3 students and staff absent</i>
Cohorting ²	
Physical Distancing	At least 3 feet when it is appropriate.
Hand Washing	Students and staff will be encouraged to wash their hands.
Cleaning and Disinfection	Rooms/busses will be disinfected at the end of every day.
Training and Public Health Education	The nurse will be used to help train students and staff.

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

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?
COVID-19 Vaccination	No Requirement beyond Oregon Law <u>OAR 333-019-1030</u>
Face Coverings	Upon Superintendent discretion. Students and staff are always welcome to wear masks.
Isolation	See Isolation Plan
Symptom Screening	See Board Policy JHCC
COVID-19 Testing	No testing offered in the school.
Airflow and Circulation	Every room has an air filtration device.
Cohorting	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: 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	At least 3 feet when it is appropriate.
Hand Washing	Students and staff will be encouraged to wash their hands.

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	Rooms/busses will be disinfected at the end of every day.
Training and Public Health Education	The nurse will be used to help train students and staff.

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.

<https://www.camasvalley.k12.or.us/>

Date Last Updated: 8/18/2022

Date Last Practiced: 8/18/2022

COVID Isolation Plan

Onsite Plan	Offsite Plan
• Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. • Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. • School nurse and health staff in close contact with symptomatic individuals (less than six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.	• Designated location for students who are located. • Student must be supervised by staff during isolation. • Several staff members will be identified as possible supervisor for isolated students. • Students will be picked up in a specialized isolation area on campus. • Students suspected of COVID cannot attend school until 10 calendar days after exposure and recommendation by local health professionals.
• Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. • Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset symptoms. • Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).	Record and monitor the students and staff being isolated or sent home for the LPHA review.

Camas Valley School District 21J School Board Policy

Code: JHCC
Adopted: 9-20-90
Re-adopted: 1-26-95
Re-adopted: 1-20-05
Re-adopted: 12-14-17

Communicable Diseases - Students

The district shall provide reasonable protection against the risk of exposure to communicable disease for students. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA). Services will be provided to students as required by law.

When an administrator has reason to suspect that a student has or has been exposed to any restrictable disease for which the student is required to be excluded, the administrator involved shall exclude the student from school and if the disease is a reportable disease, will report the occurrence to the local health department. The administrator will also take whatever reasonable steps it considers necessary to organize and operate its programs in a way which both furthers the education and protects the health of the students and others.

In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.

The district may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting.

The district will include, as a part of its emergency plan, a description of the actions to be taken by district personnel in the case of a declared public health emergency or other catastrophe that disrupts district operations.

The district shall protect the confidentiality of each student's health condition and record to the extent possible and consistent with federal and state law.

The superintendent will develop administrative regulations necessary to implement this policy.

END OF POLICY

Legal Reference(s):

ORS 431.150 to -431.157
ORS 433.001 to -433.526
OAR 333-018

OAR 333-019-0010
OAR 333-019-0014
OAR 437-002-0360

OAR 437-002-0377
OAR 581-022-2220

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2017).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2017); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
R9/28/17 | PE

Camas Valley School District 21J School Board Policy

Code: JHCC-AR
Adopted: 12-14-17

Communicable Diseases – Student

In accordance with state law, administrative rule, the local health authority and the *Communicable Disease Guidance*, the procedures established below will be followed.

1. "Restrictable diseases" are defined by rule and include but are not limited to chickenpox, diphtheria, hepatitis A, measles, mumps, pertussis, rubella, Salmonella enterica serotype Typhi infection, scabies, Shiga-toxicogenic Escherichia coli (STEC) infection, shigellosis and tuberculosis disease, and may include a communicable stage of hepatitis B infection if, in the opinion of the local health officer, the person poses an unusually high risk to others (e.g., a child that exhibits uncontrollable biting or spitting). Restrictable disease also includes any other communicable disease identified in an order issued by the Oregon Health Authority or the local public health officer as posing a danger to the public's health. A disease is considered to be a restrictable disease if it is listed in Oregon Administrative Rule (OAR) 333-019-0010, or it has been designated to be a restrictable disease by Board policy¹ or by the local health administrator, after determining that it presents a significant public health risk in the school setting.
2. "Susceptible" means being at risk of contracting a restrictable disease by virtue of being in one or more categories described in law.
3. "Reportable diseases" means a human reportable disease, infection, microorganism or condition as specified in OAR Chapter 333, Division 18.

Restrictable Diseases

1. An administrator that has reason to suspect that a student has or has been exposed to any restrictable disease for which the student is required to be excluded, shall exclude that student from school and send him/her home. If the disease is reportable, the administrator will report the occurrence to the local health department.
2. The student will be excluded in such instances until such time as the student or the parent or guardian of the student presents a certificate from a physician, a physician assistant licensed under Oregon Revised Statute (ORS) 677.505-677.525, a nurse practitioner licensed under ORS 678.375-678.390, local health department nurse or school nurse stating that the student does not have or is not a carrier of any restrictable diseases.
3. An administrator will exclude a susceptible student that has been exposed to a restrictable disease that is also a reportable disease unless the local health officer determines that exclusion is not necessary to protect the public's health, or the local health officer states the diseases is no longer

¹"OAR 333-019-0010(7) Nothing in these rules prohibits a school or children's facility from adopting more stringent exclusion standards under ORS 433.284."

communicable to others or that adequate precautions have been taken to minimize the risk of transmission. The administrator may request the local health officer to make a determination as allowed by law.

4. The district may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting. A student may remain in an alternative educational setting until such time as a certificate from a physician, physician assistant, nurse practitioner, local health department nurse or school nurse states that the student does not have or is not a carrier of any restrictable disease, or until such time as a local health officer states that the disease is no longer communicable to others or that adequate precautions have been taken to minimize the risk of transmission. A restrictable disease exclusion for chickenpox, scabies, staphylococcal skin infections, streptococcal infections, diarrhea or vomiting may also be removed by a school nurse or health care provider.
5. More stringent exclusion standards for students from school may be adopted by the local health department or by the district through Board adopted policy.
6. A disease is considered to be a restrictable disease if it is listed in OAR 333-019-0010, or it has been designated to be a restrictable disease through Board policy or by the local health administrator, after determining that it presents a significant public health risk in the school setting.
7. The district's emergency preparedness plan shall address the district's plan with respect to a declared public health emergency at the local or state level.

Reportable Diseases Notification

1. All employees shall comply with all reporting measures adopted by the district and with all rules set forth by the Oregon Health Authority, Public Health Division and the local health department.
2. An administrator may seek confirmation and assistance from the local health officer to determine the appropriate district response when the administrator is notified that a student or an employee has been exposed to a restrictable disease that is also a reportable disease.
3. An administrator shall determine other persons with a legitimate educational interest who may be informed of the communicable nature of an individual student's disease, or an employee's communicable disease, within guidelines allowed by law.

Education

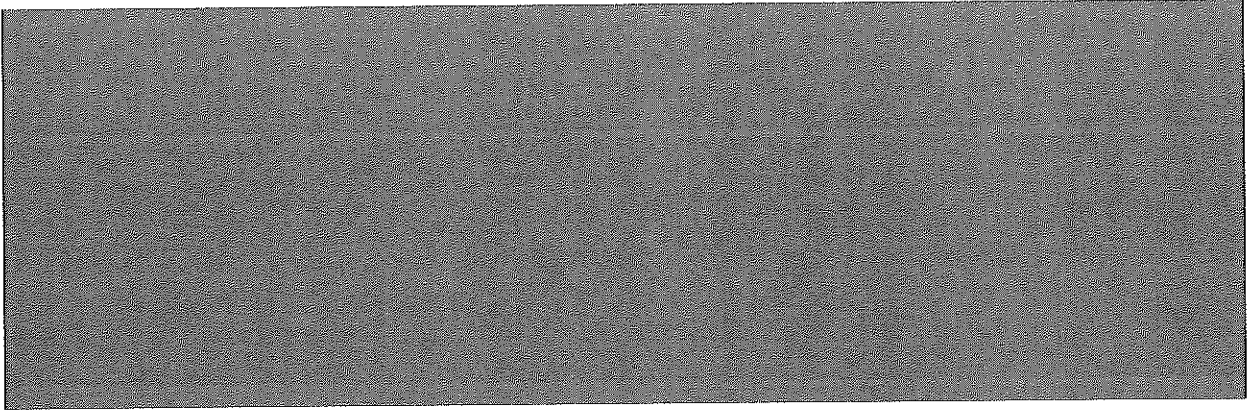
1. The administrator or designee shall seek information from the district's school nurse or other appropriate health officials regarding the health needs/hazards of all students and the impact on the educational needs of a student diagnosed with a restrictable disease or exposed to a restrictable disease.
2. The administrator or designee shall, utilizing information obtained above, determine an educational program for such a student and implement the program in an appropriate (i.e., regular or alternative) setting.

3. The administrator or designee shall review the appropriateness of the educational program and the educational setting of each individual student.

Equipment and Training

1. The administrator or designee shall, on a case-by-case basis, determine what equipment and/or supplies are necessary in a particular classroom or other setting in order to prevent disease transmission.
2. The administrator or designee shall consult with the district's school nurse or other appropriate health officials to provide special training in the methods of protection from disease transmission.
3. All district personnel will be instructed annually [by the school health nurse] to use the proper precautions pertaining to blood and body fluid exposure per the Occupational Safety and Health Administration (OSHA).

10/28/17 | PH



EMERGENCY **OPERATIONS** **PLAN**

School Name: Camas Valley School District

School Address: 197 Main Camas Rd. Camas
Valley, OR 97416

4/3/2018

TABLE OF CONTENTS

Approval and Implementation	3
I. Introduction.....	4
Purpose and Scope of the Plan	
Record of Distribution	
II. Situation Overview	5
Building Information	
General Population	
Functional Needs	
Planning Limitations	
III. Organizational Roles and Responsibilities	6
Expected Actions of First Responders	
Expected Actions of School Administrator, Faculty, Staff, Students and Parents	
Expected Actions of Facilities and Building Operations Personnel	
Expected Actions of Public Information and Media Response Personnel	
Expected Actions of Student Transportation Personnel	
IV. Functional Content.....	8
Evacuation.....	9
Lockdown	12
Lockout.....	15
Medical and Mental Health.....	15
Shelter: Earthquake	17
Severe Weather.....	18
Bus Procedures.....	19
Child Abuse.....	20
Spilled Bodily Fluids.....	21
Emergency Numbers.....	22

APPROVAL AND IMPLEMENTATION

This Emergency Operations Plan addresses Camas Valley School District planned response to extraordinary emergency situations associated with all hazards including natural disasters, technological emergencies and biological incidents. It is the principle guide for mitigating emergencies and incidents; ensuring protection of life, health, safety and property and aiding in the recovery operations to ensure that the school returns to pre-emergency operation. This plan is intended to facilitate coordination with local first responders and establish a framework for an effective system of comprehensive emergency management.

In order to execute this plan effectively and mobilize available resources, all school personnel must have knowledge of the procedures set forth in this plan and be trained in its use. Personnel having roles and responsibilities established by this plan are expected to be familiar with their roles based on the provisions of this plan.

Modifications to this plan may be made under the direction of the Principal/Superintendent for the school district.

This plan supersedes any previous versions.

Superintendent

Date

I. INTRODUCTION

A. Purpose of the Plan

The purpose of the Camas Valley School District Emergency Operations Plan (School EOP) is to provide information on how to respond to emergency incidents by outlining the responsibilities and duties of Camas Valley School District and its employees. This plan has been customized to meet the specific and unique needs, capabilities and circumstances found at Camas Valley Charter School.

This plan provides teachers, staff, students, parents and other members of the community with assurances that Camas Valley Charter School has established guidelines and procedures to respond to incidents/hazards in an effective way.

The Emergency Operations Plan is one component of the Comprehensive Emergency Management Plan. The additional components to the Comprehensive Emergency Management Plan are:

1. Floor Plan(s) that are unique to each floor of the building;
2. A Site Plan that includes all building property and surrounding property; and
3. An Emergency Contact Information Sheet specific to the school

B. Record of Distribution

The Camas Valley Charter School has filed a copy of the entire Comprehensive Emergency Management Plan with each law enforcement agency with jurisdiction over the school building(s). The Camas Valley Charter has offered a copy of the plan to the fire departments, the emergency medical services and any organization that support the school. A list of organizations that have been provided a copy of the plan follows:

Douglas County Sheriff's Office
Camas Valley Fire Department
Camas Valley Grange

A record of distribution may be kept as proof that organizations have acknowledged their receipt, review and/or acceptance of the plan. This record is in a hard copy format.

II. SITUATION OVERVIEW

A. Building Information

Camas Valley School District includes 7 buildings (not including the greenhouse, barn, or bus barn). In addition to traditional classes, our campus is also used for other events and gatherings such as indoor sporting events, outdoor sporting events, community meetings, gatherings in common areas such as library, gym, cafeteria and auditorium. This school EOP shall be applicable to all buildings and all events that occur on campus, regardless of the time or day of the week, if an incident or emergency occurs.

School Population

B. General Population

Current enrollment at Camas Valley School District is approximately 200 students in elementary, middle school and high school. These students are supported by a staff and faculty consisting of:

- 22 Teachers and specialists
- 2 Administrators
- 2 Office/support staff
- 10 Instructional Assistants
- 2 Cafeteria staff
- 3 Maintenance and custodial staff

C. Functional Needs Population

Camas Valley School District is committed to the safe evacuation and transport of students and staff with functional needs. The functional needs population includes, but is not limited to, students/staff with:

- Limited English proficiency,
- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies)

The school's current enrollment of students with functional needs is approximately 2 students; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc. The special education department has individual plans for each student.

III. ORGANIZATIONAL ROLES AND RESPONSIBILITIES

This section provides an overview of organizational functions as well as the roles and responsibilities of school faculty and staff, students, parents, first responders and emergency management. It describes the expected actions of those impacted or responding to a school emergency.

Contacting First Responders

The following methods will be used to contact first responders:

- Office phone
- Two-Way Radios
- Personal cell phone
- Loud speaker and phones in each classroom

Expected Actions of School Administrator, Faculty, Staff, Students and Parents

Administration

Expectations include:

- Assume overall direction of all incident management activities based on procedures outlined in the School EOP.
- Take steps deemed necessary to ensure the safety of students, staff and other individuals.
- Determine whether to implement incident management protocols established in the School EOP (e.g., Evacuation, Reverse Evacuation, Shelter in Place, etc. as described more fully in the annexes).
- Arrange for transfer of students, staff and other individuals when safety is threatened by a disaster.
- Ensure communication with emergency services personnel.

Teachers/Substitute Teachers/Teaching Assistants/Classroom Aides

Expectations include:

- Supervise students under their charge.

Camas Valley School District Emergency Operations Plan

- Take steps to ensure the safety of students, staff and other individuals in the implementation of incident management protocols established in the School EOP.
- Direct students to inside or outside assembly areas, in accordance with signals, warning, written notification or intercom orders according to procedures established in the School EOP.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Administrator
- Obtain first-aid services for injured students from the school nurse or person trained in first-aid. Arrange for first-aid for those unable to be moved.
- Render first-aid if necessary.

School Secretary/Office Staff

Expectations include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Administration
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.
- Account for visitors, contractors and non-teaching staff

Food Service/Cafeteria Workers

Expectations include:

- Use, prepare, and serve food and water on a rationed basis when the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by Administrator

Students

Expectations include:

- Cooperate during emergency drills/exercises and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness and mitigation measures.
- Take an active part in school incident response/recovery activities, as age appropriate.

Parents/Guardians

Expectations include:

- Encourage and support school safety, violence prevention and incident preparedness programs within the school.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Read, understand and observe the school emergency guidance provided before, during and after an emergency.
- Understand their roles during a school emergency.
- Be patient.

Facilities and Building Operations Personnel

Expectations include:

- Survey and report building damage to an Administrator.
- Control main shutoff valves for gas, water and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use and disbursement of supplies and equipment.
- Keep the Administrator informed of school conditions.

Student Transportation Personnel

Expectations include:

- Supervise the care of students if disaster occurs while students are on a bus.
- Transfer students to new location when directed.
- Execute assignments as directed by the Administrator.
- Transport individuals in need of medical attention.

IV. FUNCTIONAL CONTENT

The following functional content provides common protocol and procedures that are implemented and referenced within this plan.

To become familiar with these functional procedures staff and students will participate in drills and, if necessary, additional training.

EVACUATION OF THE BUILDING

I. PURPOSE

Evacuation will take place if it is determined that it is safer outside than inside the building (fire, explosion, hazardous material spill, etc.) and staff, students and visitors can safely reach the evacuation location without danger.

RESPONSIBILITIES

A. Principal

- Call or designate another to immediately call public safety (9-1-1) (police, fire and emergency responders) to give notice the school has been evacuated.
- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm, a two-way radio, or a loud speaker.
- Determine evacuation routes if different then the original evacuation site.
- Communicate changes in evacuation routes based on location and type of emergency.
- Monitor the situation and provide updates and additional instructions as needed.
- During inclement weather, consider requesting buses for sheltering students.
- Communicate when it is safe to re-enter the building or re-occupy a section of the school by bell system, radio transmission, public address system, designated staff, or the intercom.

B. Teachers/Staff

- Instruct students to exit the building using the designated emergency exit routes or as directed by the Principal. Emergency exit routes should be diagramed on the school floor plan drawing posted near the light switch inside each room.
- Use a secondary route if the primary route is blocked or hazardous. Exit routes and the location of the inside the building evacuation location will be selected and communicated by the Principal at the time of the emergency and the evacuation.
- Help those needing special assistance. Students and staff with functional needs that prohibit normal evacuation will be assisted out of the building, if possible, or will be taken to an area of refuge. Emergency Responders will be notified immediately of any individuals in an area of refuge.
- Do not lock classroom doors when leaving, close door and turn off lights.
- Do not stop for student or staff belongings.
- Take class roster, phone lists, first-aid kit and other emergency supplies with you.
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to designated evacuation assembly area when outside the building or inside the building evacuation location, check for injuries.
- Account for all students. Immediately report any missing or injured students to an administrator or office staff.
- Wait for additional instructions.

C. Office Staff

- Take visitor log, student sign out sheet, and emergency binder to evacuation assembly area.
- Gather headcount information from teachers and inform the Principal of any missing students or staff.

D. Evacuation Locations

- In the event of an evacuation of the building, initially all persons will evacuate to The fence near the playground or the football field. If the evacuation will be for a prolonged time, require family reunification or due to weather or other considerations the school will transport students and faculty to the A frame Church or Douglas County Fairgrounds.

E. Shut-off Valves- Maintenance

- Fire Alarms; Main shut off in the Superintendent's office. This system may also be turned off at the panel box in west hall # 8/9
 - Water Mains: In pump house there are 2 turn off valves which control water to:
 - Gym and primary Bldg.
 - Main Bldg.
 - Science / Shop Bldg.
- Middle School is shut off under the building, on the left front part.
- Power Mains: Shut off is located in boiler room. Pull 2 red handles to turn off
 - Gas Main: Propane tank is located in the rear of science building. Arrows point to open reverse to turn off gas.

MAINTENANCE DEPARTMENT BEFORE TURNING ON. IF ANY OF THE ABOVE SYSTEMS HAVE BEEN TURNED OFF, PLEASE CALL BEFORE TURNING ON

Power Surge / loss of power or serious electrical problems:

Shut off main in the boiler room. Pull 2 red handles to the off position (down)
Before turning on call maintenance dept.

LOCKDOWN

I. PURPOSE

Lockdown is the initial physical response to provide a time barrier during an active shooter, intruder, or significant threat to students or staff. Lockdown is not a stand-alone defensive strategy. When securing in place, this procedure should involve barricading the door and readying a plan of evacuation or counter tactics should the need arise.

II. RESPONSIBILITIES

A. Principal/Administration

- Make the following announcement using the 2-way radio, telephone, or loudspeaker:

YOUR ATTENTION PLEASE. WE ARE EXPERIENCING AN
EMERGENCY SITUATION AND WE ARE NOW UNDER LOCKDOWN.

- Notify public safety by calling 9-1-1: police, fire and emergency services responders, as appropriate.
- Notify staff and classes outside to immediately move to the off-site assembly area(s), account for the students and be prepared to move to a relocation site.
- Notify the transportation director to stop all inbound buses and redirect them to designated relocation site(s).

B. Teachers

- Clear the hallway and bathrooms by your room, moving everyone into the classroom.
- Lock your doors.
- Move students to parts of the room which will be less visible for any intruder.
- Take attendance and be prepared to notify an Administrator or Office staff of missing students or additional students, staff or guests sheltered in your classroom.
- Allow no one outside of the classroom until an Administrator gives the "All Clear" signal unless a life-threatening situation exists and a means to safe exit is available (through a window or other safe passage).

C. Office Staff

- Stay by the phones to wait for additional procedures from Administrators.
- Remotely check status of classrooms via PA, telephone, computer, or other method.

D. Custodians

- Close and lock all delivery doors.
- Direct any contractors, delivery drivers, vendors or repairmen located inside the building into a safe area and lock the door.

E. Parents

- Parents will not be allowed inside of the school until the lockdown is over.

If students and school personnel are outside of the school building at the time of a LOCKDOWN, teachers or other school personnel will move students to the closest secured location.

LOCKOUT

I. PURPOSE

Lockout should occur when conditions are safer inside the building than outside, generally when conditions involve severe weather, community emergencies, gang activity, or something hazardous in the community.

II. RESPONSIBILITIES

A. Principal/Administration

- Order a LOCKOUT for students and staff outside to move inside the building. Use the building public address system, megaphone, 2-way radio, telephones or runners to gather students and staff inside.
- Notify public safety by calling 9-1-1: police, fire and emergency services responders, as appropriate.
- Designate staff to monitor radio, Internet, and other media for information on incident conditions.
- Close and lock all exterior doors and windows.

B. Teachers/Staff

- Immediately lock the doors to the classroom.
- No students or staff should be outside the building.
- Close and lock all windows.
- Teachers will take attendance and account for all students and report any missing students to the office staff or an Administrator.
- Continue with classroom activity with the door locked.
- If the students have recess or change classes then the students will need to remain within the classroom.

MEDICAL HEALTH

MEDICAL EMERGENCY

I. PURPOSE

The purpose of this is to ensure that there are procedures in place to assist staff and students in the event of a medical emergency.

II. RESPONSIBILITIES

A. School Staff

- Quickly assess the situation. Make sure the situation is safe for you to approach (i.e., live electric wires, gas leak, building damage, etc.).
- Immediately notify the Principal.
- Assess the seriousness of the injury or illness.
- Call or have someone call 9-1-1 immediately. Be prepared to provide the school name and address, exact location (floor, room number); describe illness or type of injury; and age of the victim(s).
- Protect yourself against contact with body fluids (blood borne pathogens).
- Administer appropriate first-aid according to your level of training until help arrives.
- Comfort and reassure the injured person. DO NOT MOVE an injured person unless the scene is unsafe.
- If the injured person is not breathing or there is no pulse, ask someone to retrieve the Automated External Defibrillator (AED) and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use, or call staff trained in the use of the AED to respond to the scene and apply the device.

B. Administrative Staff

- Direct staff to call 9-1-1, if necessary, and provide appropriate information to emergency responders.
- Send school staff with first responder/first-aid/AED training to the scene if this has not already occurred.
- Assign a staff member to meet emergency medical service responders and lead them to the injured person.
- Assign a staff member to remain with the injured person if they are transported to the hospital.
- If injured person is a member of school personnel or a student, notify parent, guardian, or other appropriate family member of the situation, include type of injury or illness, medical care given and location where the injured person has been transported.
- Ensure student or staff medical information from administrative records is sent to the hospital.
- Advise faculty and staff of the situation, as appropriate.
- Develop and maintain written documentation of the incident.

- Follow-up with appropriate persons and determine if other procedures should be activated such as MENTAL HEALTH AND HEALING.

SHELTER: DROP, COVER AND HOLD (EARTHQUAKE)

I. PURPOSE

Shelter- Drop, Cover and Hold procedures may be used when an incident occurs with little or no warning. This action is taken to protect students and staff from flying or falling debris resulting from explosions, structural failures, severe weather or an earthquake.

II. RESPONSIBILITIES

Designated staff members, including teachers and bus drivers, should participate in the development, implementation, and evaluation of this procedure.

III. PROCEDURES

A. Indoor Procedure

When indoors, students/staff should:

- Drop to the floor.
- Cover by getting under a sturdy table, desk, or other piece of furniture. If there is no suitable furniture nearby, cover their face and head with their arms.
- Hold on to the table or desk until directed to stop.
- When directed by the Principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

B. Outdoor Procedure

When outdoors, students/staff should:

- Move away from buildings, streetlights and utility wires.
- Drop to the ground.
- Cover their face and head with their arms.
- When directed by the Principal/designee and/or when it is safe to do so, staff members will evacuate students to the football field.

C. Moving Vehicle Procedure

When in a moving vehicle, drivers/staff should:

- Stop as quickly as safety permits.
- Instruct all students/staff to stay in the vehicle.
- When it is safe to do so, proceed cautiously or evacuate the vehicle.

SEVERE WEATHER CONDITIONS

Periodically, Oregon experiences severe weather conditions which might result in floods, unusually heavy snow, extreme icing, or strong windstorms. Usually, these storms happen with sufficient warning so that precautions can be taken.

WARNINGS: When weather conditions indicate the possibility of a severe storm, the superintendent shall assign watchers to the monitor radio and TV stations to receive messages from the state warning system. Office staff will be alerted to receive telephone messages from patrons living in the variety of areas around the district who will report the development of any severe weather conditions locally.

As soon as he is certain that weather conditions do exist which will make transportation hazardous, the Superintendent will put the action plan into effect.

ACTION PLAN:

1. Alert Staff Members and Parents – Use emergency telephone tree or ONE CALL system to notify delay or shortened day.
2. Transportation plan will be created for returning students
3. Grades K-5 students will not be transported unless approved by parent/guardian
4. If parents can't be contacted in grades K-5 then students will remain with a licensed staff member until they can be reunited with their parents.

BUS PROCEDURES

ACTION PLAN

1. Driver's Responsibility
 - a. Remain with bus
 - b. Determine extent of problem
 - c. Fill out emergency notification check list (Forms are to be carried on each bus)
 - Driver on bus
 - Problem
 - Location
 - Assistance needed
 - d. Request assistance of passing motorists or send two older students to make A telephone report.
 - e. Set out warning signals
 - f. Calm students and care for their comfort; administer first aid

(At least two students on each bus are to be trained in emergency procedures to assist the driver or to act in event the driver is incapacitated.)

2. Call Received – School Bus Emergency
 - a. Get the facts!
Bus number _____
Driver's name _____
Location _____
Problem _____
Are there injuries? _____ How many? _____
Is there fire or danger of a fire? _____
Signature of person receiving call _____
 - b. Action – If There Are Injuries Notify:
Ambulance – 911
Hospitals – Mercy Medical Center – 541-673-0611
Fire Department – 911
State Police – 541- 440-3333
Douglas County Sheriff – 541- 440-4450
Superintendent – School 541-445-2131 ext. 202
Alternate Bus Driver
 - c. If there are no injuries – Notify: Transportation Manager and Superintendent

Child Abuse Reporting

1. School employees are legally obligated to report to Oregon Department of Human Services or law enforcement agency if they believe any child maybe suffered abuse.
2. Do not inform parents
3. Any school employee who suspects an adult of child abuse is legally obligated to immediately report to DHS or a law enforcement agency

DHS Phone Number- 541-440-3373

Non-Emergency Sheriff- 541-440-4471

What is Abuse?

- Any physical injury to a child cause by other than accidental means, including any injury inconsistent with an explanation of how the injury occurred.
- Neglect which leads to physical harm
- Sexual abuse
- Mental injury
- Threat of harm
- Buying or selling a child

Investigating Suspected Abuse

- School staff are required to follow board policies JHFE-AR and JHFE-AR(2) if investigation is done on school property.

Note: Employees may lose certification if they do not report suspected abuse. When in doubt, REPORT!

Spill Body Fluids

1. Wear disposable latex gloves at all times when dealing with another person's body fluids.
2. Avoid getting another person's body fluids in your eyes, mouth, open sores, or wounds.
3. If exposed, rinse the affected area immediately, wash with soap and water, and report the exposure to the building principal or supervisor immediately.
4. Clean up fluids and clean-up materials in a plastic bag, tie the bag, and place it in a plastic-lined garbage receptacle
5. Place contaminated fluids and clean-up materials in a plastic bag, tie the bag and place it in the plastic-lined receptacle
6. Your school custodian is familiar with safe clean-up and disposal procedures. If possible, ask him or her for assistance
7. See the Exposure Control Plan (available from your school office, the building administrator or the superintendent) for more information about related exposure and clean-up issues.
8. All exposure incidents shall be reported by staff to the building administrator or supervisor, who shall immediately make available to exposed staff member a confidential medical evaluation and follow-up (outlined in the Exposure Control Plan)

Camas Valley Emergency Operations Plan

Emergency Phone Numbers

Superintendent's Office	202 (541-445-2131)
Administrative Office	200 (541-445-2131)
Business Office	201 (541-445-2131)
Transportation Department	200 (541-445-2131)
Maintenance Department	227 (541-445-2131)

Note: Home phone numbers for administrators and supervisors may be found in the current district staff directory.

Fire- Rescue

Camas Valley Rural Fire Department	911
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Police

Sheriff's Department	911 or 541-440-4471 (non-emergency)
Oregon State Police	541-440-3333
FBI (Portland)	503-224-4181
FBI (Eugene)	541-343-5222

Ambulance	911
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Poison Control

Toll Free (Portland)	1-800-222-1222
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Hospitals

Mercy Medical Center	541-673-0611 (general information)
Veterans	541-440-1000

American Red Cross	541-673-3255
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Camas Valley SD 21J

American Rescue Plan Elementary and Secondary
School Emergency Relief Fund (ARP ESSER);
OAR 581-022-0106 (State Operational Plan)

Safe Return to In-Person Instruction and Continuity of Services Plan

District Information

Institution ID: 1995 Institution Name: Camas Valley SD 21J

District Continuity of Services Plan/RSSL Contact Name and Title:

Tyler Ochs- Vice Principal

Contact Phone: 5414452131 Contact Email: tyler.ochs@camasvalley.k12.or.us

Safe Return to In-Person Instruction and Continuity of Services Plan

In order to best support students and families with the safest possible return to school for the 2021 school year, the Oregon Department of Education (ODE) has created an operational plan template to align guidance from the federal and state level in support of local decision-making and transparency of health and safety measures in the communities that school districts serve. The Safe Return to In-Person Instruction and Continuity of Services Plan serves the following purposes:

- 1) Replaces the Ready Schools, Safe Learners Operational Blueprint required under Executive Order 21-06; and
- 2) Meets the requirements for:
 - a. An operational plan required under OAR 581-022-0106(4), while aligning the CDC Guidance on School Reopening with the Ready Schools, Safe Learners Resiliency Framework for the 2021-22 School Year (RSSL Resiliency Framework);
 - b. Section 2001(i)(1) of the ARP ESSER and the US Department of Education's Interim Final Requirements for Safe Return/Continuity of Services Plan; and
 - c. Communicable Disease Plan and Isolation Plan under OAR 581-022-2220 (Division 22 requirements).

As districts plan and implement the recommendations in ODE's RSSL Resiliency Framework, they will need to consider a continuum of risk levels when all recommendations cannot be fully implemented. For example, universal correct wearing of face coverings between people is one of the most effective preventive measures. However, there will be times when this is not possible based on a specific interaction or a physical space limitation, such as during meal times. It will be necessary to consider and balance the mitigation strategies described to best protect health and safety while ensuring full time in person learning.

ODE remains committed to the guiding principles introduced in spring of 2020 to generate collective action and leadership for efforts to respond to COVID-19 across Oregon. These principles are updated to reflect the current context:

- **Ensure safety and wellness.** Prioritizing basic needs such as food, shelter, wellness, supportive relationships and support for mental, social, and emotional health of students and staff.
- **Center health and well-being.** Acknowledging the health and mental health impacts of this past year, commit to creating learning opportunities that foster creative expression, make space for reflection and connection, and center on the needs of the whole child rather than solely emphasizing academic achievement.

- **Cultivate connection and relationship.** Reconnecting with one another after a year of separation can occur through quality learning experiences and deep interpersonal relationships among families, students and staff.
- **Prioritize equity.** Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; students living in rural areas; and students and families navigating poverty and homelessness. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.
- **Innovate.** Returning to school is an opportunity to improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and investing in creative approaches to address unfinished learning.

Continued on next page.

Planning Mental Health Supports

ARP ESSER & OAR 581-022-0106 Component	Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the district's policies, protocols, and procedures center on equity?
Devote time for students and staff to connect and build relationships	- Parent classroom visitations - Greeting students at the door - Student Council Activities - School-wide themes, key words - Meals w/ students - Recess w/ students - Student council meetings/student body team building/social/inclusion activities	District non-discrimination policies The district will meet Division 22 standards for equal educational opportunities Small class sizes have equity built-in; teachers know their students as individuals, and have close student/teacher relationships with them and their families.
Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences	-Music classes -CTE Courses -Athletics -After-school clubs and activities -Meeting with counselors -Class meetings/discussions -PE classes	All students, including focal group students have equal opportunity to take classes according to their interest. Our District practice is to continue to offer (performing arts, athletics, extra-curricular activities)

ARP ESSER & OAR 581-022-0106 Component	Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the district's policies, protocols, and procedures center on equity?
Link staff, students and families with culturally relevant health and mental health services and supports	-Relationship with LPHA and the health/mental health services they provide. -Mental health counseling services available to your student, both in-building and contracted.	Outside agencies have non-discrimination policies align with district policies that are followed. Our practice is to work with and support all students and ensure focal groups of students have access to health and mental services.
Foster peer/student lead initiatives on wellbeing and mental health	-Class meetings -Student surveys -Col laborative conversations with students about wellbeing and mental health practices and services in the district -Other student led groups	Small school environment cultivates close, trusting environments, and valuing each student. District practice is to create a nurturing, positive environment that cultivates a sense of belonging for each student High teacher to student ratio fosters communication, connection, and support for each student and encourages student voice, input, and feedback on school practices, policies, and protocols. Each student has at least one and in most cases multiple teacher/staff/support personnel who knows them and has a strong relationship with them.

Communicable Disease Management Plan

Please provide a link to the district's communicable disease management plan that describes measures put in place to limit the spread of COVID-19 within school settings. (OAR 581-022-2220). The advised components of the plan and additional information are found in the Communicable Disease Management Plan section of the RSSL Resiliency Framework and meet the ESSER process requirements of "coordination with local public health authorities."

Link: <http://www.camasvalley.k12.or.us/>

ARP ESSER Component	Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures to ensure continuity of services	How do the district's policies, protocols, and procedures center on equity?
Coordination with local public health authority(ies) including Tribal health departments	Camas Valley SD district has a close partnership with LPHA. We will check-in with regional LPHA to discuss cases, guidance and communication to our community. We will collaborate with LPHA on adopting and implementing mitigation strategies based on the latest guidance.	-All institutions have and ad here to anti-discrimination and/or inclusion policies. -Our district practice is to include all students, including focal group students

Isolation Plan

Please provide a link to the district's plan to maintain health care and space that is appropriately supervised and adequately equipped for providing first aid, and isolates the sick or injured child. (OAR 581-022-2220). If planning for this space is in your communicable disease management plan for COVID-19, please provide the page number. Additional information about the Isolation Plan can be found in the Isolation & Quarantine Protocols section of the RSSL Resiliency Framework.

Link: <http://www.camasvalley.k12.or.us/>

Continued on next page.

Health and Safety Strategies

School administrators are required to **exclude staff or students from school** whom they have reason to suspect have been exposed to COVID-19. ([OAR 333-019-0010](#))

Please complete the table below to include the extent to which the district has adopted policies and the description of each policy for each health and safety strategy. In developing the response, please review and consider the [CDC guidance](#) and the [RSSL Resiliency Framework](#) for each health and safety strategy. Additional documents to support district and school planning are available on the [ODE Ready Schools, Safe Learners website](#).

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<u>COVID-19 vaccinations to educators, other staff, and students if eligible</u>	- Working with LPHA to provide opportunities for staff members to be vaccinated.	Work with LPHA to insure place and scheduling offers opportunity to all our staff, and community members.

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<u>Face coverings</u>	- District practice is to follow requirements regarding face coverings. When state law allows, the district may choose to make mask optional in educational settings. - When masks are required staff, supported by administration ensure students wear face masks in accordance with current requirements. - Masks are made available to all students at the school entrance, classrooms, and the office.	District refers to applicable state and federal law and requirements for equal opportunity and inclusion. District policy and practice that mask procedures meet all state and federal law and legal advice to insure all students, including those with special education and 504 plans, needs are met. Plans for students with medical issues that present barriers to wearing face coverings are evaluated on a case by case basis in accordance with federal and state law and district policy.
<u>Physical distancing and cohorting</u>	The district will follow the distance rules of keeping a student 3 feet away from other students whenever possible. If the district moves to a mask optional environment then we will move to 6 feet away from other students whenever possible.	District policy and practice requires that cohorts do not present undue or unfair barriers to academic, behavioral, or health and mental health supports for any student.

Health and Safety Strategy	How do the district's policies, protocols, and procedures center on equity?
<u>Ventilation and air flow</u> We have re-visited maintenance procedures and assured that all HVAC equipment is in good repair and filters are changed regularly. Staff are encouraged to open windows when practicable and keep doors open to help with ventilation. We encourage teachers to hold class outside as much as is practicable. We have replaced all air filters with medical grade filters.	District practice is to place all students in environments that are as comfortable and well-ventilated as practicable while not presenting barriers to any sub-group. Staff is encouraged to communicate ventilation/air flow issues to the administration and make suggestions to improve conditions for students, including focal group students.
<u>Handwashing and respiratory etiquette</u> As a district we follow handwashing and respiratory etiquette as recommended by OHA and ODE as a part of our layered strategy to control virus spread. Students are given age-appropriate education and instruction on handwashing and respiratory etiquette at the beginning of the school year and is reinforced as needed. Teachers and support staff are trained in handwashing and respiratory etiquette and model these to students.	We work with students experiencing disabilities and their families to provide accommodations that meet their needs while maintaining safety protocols. District practice is to work with any student having difficulty practicing handwashing or respiratory etiquette and provide support and minimize barriers to ensure their continuing education and the safety of others.

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<u>Free, on-site COVID-19 diagnostic testing</u>	There will be no testing at school.	There will be no testing at school.
<u>COVID-19 screening testing</u>	Upon request from the family. Students will be given a COVID-19 screening test to administer at home. Students may also test on day 5 of quarantine if they wish to return to school sooner.	Parents will request a COVID 19 screener test at the front office or to a school employee. Parents will also be notified if their child is on a 10 day quarantine about options to test and return to school.

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<u>Public health communication</u>	The district will continue to communicate and work closely with the county LPHA to learn and apply OHA and ODE requirements to implement the latest policy and guidance. The district and LPHA communicate about county case rates, in-school cases and cohort/school closure decisions. The district routinely communicates important updates and COVID-19 related information through the district-wide messaging system and letters mailed home.	We review our procedures to ensure communication is reaching all families particularly our focal group families.
<u>Isolation:</u> Health care and a designated space that is appropriately supervised and adequately equipped for providing first aid and isolating the sick or injured child are required by OAR 581-022-2220.	We have a safe, comfortable space that is supervised by a competent adult who is familiar with our students. First aid supplies are available as needed. Isolation protocols are implemented according to our district Communicable Disease Management plan.	District practice is to have the isolation room set in a place accessible to all students including those experiencing mobility challenges. Isolation room supervisors are familiar with all our students and provide support and care for each individual based on their needs.

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
Exclusion: School administrators are required to exclude staff and students from school whom they have reason to suspect have been exposed to COVID-19. (OAR 333-019-0010)	Teachers and support personnel will be trained to recognize potential COVID-19 symptoms and the internal communication protocols to get support for those students in accessing the designated safe space and connect them with the appropriate staff. These protocols may change due to have masks or not in the setting and are based upon our local health authority guidance.	The District will communicate with our LPHA on exclusion decisions with students. Both entities have strict non-discrimination and inclusion policies. Students will be excluded based on medical protocols and without regard to age, race, religion, color, national origin, disability, marital or parental status, linguistic background, culture, capability, or geographic location.

Individualized COVID-19 Recovery Services

The Individualized COVID Recovery Services rule became permanent in December 2021. ESSER III requires at least 20% of funding to be spent on unfinished learning which can include recovery services to students experiencing disability (and prioritizes students in underserved or disproportionately impacted communities, including students who experience disability). Recovery services are special education services designed to meet the needs of eligible students in special education who were adversely impacted by the educational limitations caused by COVID 19. ODE has developed a guide for Planning for Individualized COVID Recovery Services to support school districts in understanding and developing a process to implement this rule.

ODAR 581-015-2228 Requirement	For each of the below areas, describe the district's policies, protocols, or procedures that will be followed to ensure appropriate consideration of Individualized COVID-19 Recovery Services for each eligible student.	For each of the below areas, describe how the district's policies, protocols, and procedures center equity.
The IEP team for each eligible student shall consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting and each regularly scheduled annual review meeting.	-There will be required consideration for COVID recovery during every IEP and progress report. -Recovery services are offered to parents during IEP meeting.	Individualized for every student. Strengths and culture will be considered. Assessment of possible barriers will be discussed.
Each school district or program shall provide written notice to the parents of each eligible student regarding the opportunity for the IEP team to meet to consider Individualized COVID-19 Recovery Services.	-All IEP meeting will be given written notice about student opportunities for COVID recovery services.	Individualized for every student. Strengths and culture will be considered. Assessment of possible barriers will be discussed
After each determination is made, the school district or program shall provide written notice to the parent and/or adult student with a disability regarding the determination of need for Individualized COVID-19 Recovery Services.	-Parents will receive documentation on determination of the COVID recovery services.	Individualized for every student. Strengths and culture will be considered. Assessment of possible barriers will be discussed

Updates to this Plan

To remain in compliance with ARP ESSER requirements, school districts must regularly, but no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools), review, and as appropriate, revise its Safe Return to In-Person Instruction and Continuity of Services Plan.

Date Last Updated: 2/25/2022