

MOUNTAIN VIEW ACADEMY CHARTER SCHOOL

COVID-19 Management Plan

2022-23



School/District/Program Information


District or Education Service District Name and ID: Lowell School District

School or Program Name: Mountain View Academy Charter School

Contact Name and Title: Jessica Cardwell or Laurie Cardwell – Directors

Contact Phone: (541) 735-1709 Contact Email: jessica@mtviewacademy.org laurie@mtviewacademy.org

Table 1.

	<p>Policies, protocols, procedures and plans already in place</p> <p>Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>
<p>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>https://mtviewacademy.com/wp-content/uploads/2021/06/MVA-Communicable-disease-plan.pdf</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>https://mtviewacademy.com/wp-content/uploads/2021/06/MVA-Communicable-disease-plan.pdf</p>
<p>Isolation Space Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for students with special health care needs. OAR 581-022-2220</p>	<p>https://mtviewacademy.com/wp-content/uploads/2021/06/MVA-Communicable-disease-plan.pdf</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>https://mtviewacademy.com/wp-content/uploads/2021/06/MVA-Communicable-disease-plan.pdf</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p> https://mtviewacademy.com/wp-content/uploads/2021/06/MVA-Communicable-disease-plan.pdf https://mtviewacademy.com/wp-content/uploads/2022/03/Blueprint.pdf https://mtviewacademy.com/handbook </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.

Master, Emergency plans are maintained in the office of the Mountain View Academy Director and not broadcast online due to the detailed nature of Emergency preparedness plans. All staff members practice and prepare for various types of emergencies on a regular basis, have roles and responsibilities outlined each year, and know the locations they need to meet at, how and what to use to communicate in an emergency, and the route to our evacuation point.

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.	Jessica Cardwell – Director Laurie Cardwell – Asst. Director	(541) 735-1709 Jessica@mtviewacademy.org Laurie@mtviewacademy.org

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	<ul style="list-style-type: none"> Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners. 		
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. 	Jessica Cardwell – Director Laurie Cardwell – Asst. Director Julie Valencia – Board President Kelly Harris – Administrative Asst. Rob Miles – SPED & family services representative	
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. 	Jessica Cardwell – Director Kelly Harris – Administrative asst.	
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. 	Jessica Cardwell – Director	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i>	<ul style="list-style-type: none"> Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the school is responding, and action community members can take to protect their health. Shares communications in all languages relevant to school community. 	Jessica Cardwell – Director Kelly Harris – Administrative Asst.	
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<ul style="list-style-type: none"> Has responsibility over COVID-19 response during periods of high transmission. May act as school level support to Building lead/Administrator activating a scaled response. Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers. 	Jessica Cardwell – Director	
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response. Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners. 	Jessica Cardwell – Director	
Others as identified by team			



Section 2. Equity and Mental Health

Preparing a plan that centers equity and supports mental health

Preparing a school to manage COVID-19 requires an inclusive and holistic approach to protect access to in-person learning for all students. In this section suggested resources are offered to help prepare for COVID-19 management while centering an equitable and caring response.

Centering Equity

Identify existing district or school plans and tools that can be utilized when centering equity in prevention, response, and recovery from incidents of COVID-19 (e.g., district or school equity plans/stances/lenses/decision tools, Equity Committee or Team protocols, district or school systems for including student voice, existing agreements or community engagement or consultation models, Tribal Consultation¹, etc.)

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Suggested Resources:

1. [Equity Decision Tools](#) for School Leaders
2. [Oregon Data for Decisions Guide](#)
3. [Oregon's COVID-19 Data Dashboards](#) by Oregon Health Authority COVID-19
4. [Data for Decisions Dashboard](#)
5. [Community Engagement Toolkit](#)
6. [Tribal Consultation Toolkit](#)

¹ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

Table 3.**Centering Equity**

OHA/ODE Recommendation(s)	Response:
Describe how you identify those in your school setting that are disproportionately impacted by COVID-19 and which students and families may need differentiated or additional support.	<p>Everyone was impacted by the school closures and COVID-19 in some way. We are seeing students shut down, disassociate, and pull away a lot more than usual. Therefore, with the assumption that everyone was impacted, we are slowly and methodically working to re-engage our community by providing activities (free of charge), trainings, and walking alongside our families as we return to normal.</p> <p>By developing these relationships with our school community, we can better serve our students and families because we know their needs.</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>Students and families that are disproportionately impacted, historically underserved, or at higher risk of negative impacts do not necessarily want a differentiated plan. They want/need a little more assistance so their child can participate fully in their educational experience.</p> <p>We shop for all school supplies to make sure everyone is equipped with the same things and the highest quality supplies. We provide additional tutoring (homework club) each week for students that have not completed their homework and need extra help. We deliver homework to sick students and in the event that a child cannot attend school, we make accommodations or set them up at our sister school – a virtual/homeschool option.</p>
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	<p>For the last year, we have successfully implemented the above listed processes. We used in-service and staff meetings to train our staff on how to communicate with families and what resources are available for them. As we go into the 2022 – 2023 school year, many of our systems and procedures will remain in place, be re-taught, to provide consistency for families.</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.)

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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.	<p>We are starting the year with 1-on-1 family meetings with each teacher. We hope this will develop our classroom/school culture before students begin the school year. This requires a lot of extra time and effort by our staff but they are committed to doing whatever helps students and families. We decided to start our school year a week early and use these days to develop a culture of care & connection with our students. Our staff has an extra day of in-service to prepare and plan for this coming year.</p> <p>As we enter the 2022 - 2023 school year, wellness & mental health continues to be our top priority. We are planning to offer events and activities where connection & relationship are the focus and where public safety protocols are considered. Our teachers will receive training on social- emotional learning and how to foster & develop strong bonds with their students. We are a very family-oriented school, so our families will have input on what events/activities they feel are going to help their students the most.</p>
Describe how you will ensure class time, and individual time if needed, for creative opportunities that allow students and staff to explore and process their experiences.	<p>Through our daily Character Education, we work with students to help them process all of the changes. Our teachers do a wonderful job of noticing when a student needs extra time or is having a difficult time and they offer small group recess or lunch opportunities to students so they can have 1-on-1 or small group moments with their teacher.</p> <p>We also place a heavy emphasis on social - emotional development and learning. Our teachers and staff receive training each and every year and that training allows our staff to help students navigate issues & feelings.</p>

OHA/ODE Recommendation(s)	Response:
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>Lane County offers a wide variety of culturally and relevant mental health services and supports. We have two counselors on our school board and they help guide us and link our school community to mental health services.</p> <p>In our office, we have many resources to direct families towards. As a small school, we are in touch with parents/guardians on a daily basis and we work with them create mental health plans for their student.</p>
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>Kindergarten - 5th grade- we develop social-emotional skills, where students learn to identify and voice their feelings and needs. As they mature, we create student-led opportunities for service, projects, and activities and we provide them with extra support to reach their academic goals.</p> <p>In Middle School, mental health & wellness are conversations we cultivate in our social emotional class. Each student has a class that focuses on Social-Emotional skills, preparation for middle school, training, and resiliency. We teach students coping mechanisms, stress/anxiety management techniques, and how to ask for what they need.</p>



Section 3. COVID-19 Outbreak Prevention, Response & Recovery:

Implementing mitigation activities, responding to periods of increased transmission, resuming baseline level mitigation, and debriefing actions to improve the process

Planning for and implementing proactive health and safety mitigation measures assists schools in reducing COVID-19 transmission within the school environment for students, staff, and community members. COVID-19 will continue to circulate in our communities and our schools for the indefinite future. Schools will utilize different mitigation measures based on COVID-19 transmission within their facilities and communities. In the following section, teams will document their school's approach to the CDC, OHA and ODE advised health and safety measures at baseline, during increased COVID-19 transmission, and as they roll back the increased mitigating measures, incorporating lessons learned.



Suggested Resources:

1. [CDC Guidance for COVID-19 Prevention in K-12 Schools](#)
2. [Communicable Disease Guidance for Schools](#) which includes information regarding
 - Symptom-Based Exclusion Guidelines (pages 8-12)
 - Transmission Routes (pages 29-32)
 - Prevention or Mitigation Measures (pages 5-6)
 - School Attendance Restrictions and Reporting (page 33)
3. [COVID-19 Investigative Guidelines](#)
4. [Planning for COVID-19 Scenarios in School](#)
5. [CDC COVID-19 Community Levels](#)
6. [Supports for Continuity of Services](#)

Table 5.

COVID-19 Mitigating Measures

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
COVID-19 Vaccination	<i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community.</i> Our district offered vaccine clinics – which we participated in – and our office will work to keep track of vaccination clinics in the community for those that request that information.
Face Coverings	Face coverings will be made available to students and staff. However, the wearing of a facial covering indoors and outdoors will be optional for all beginning in the 2022 – 2023 school year.
Isolation	We have an isolation area listed in our communicable disease management plan, all necessary staff members know of this area and are able to follow the disease management plan.
Symptom Screening	We have many layers of symptom screening. All parents are given a list of symptoms to screen their students for (with many reminders throughout the year), we have a staff member visually screening all students as they enter campus.
COVID-19 Testing	<i>We have COVID-19 tests on campus and make the at home kits or on campus tests available to all students and families, for quick, local access to testing. Parent/guardian consent is required for every test administered – even if previously the school was given permission.</i>
Airflow and Circulation	<i>We have HEPA air purifiers in each classroom, our ventilation systems were completely remodeled, and we leave the doors and windows open as much as possible.</i>
Cohorting	Cohorting is being maintained throughout the school day, lunch, and recesses.
Physical Distancing	We do not plan on requiring distancing for the 2022 – 2023 school year. If necessary, we could easily transition to 3 feet during cold/flu season.
Hand Washing	Students will have access to sanitizer/handwashing each morning, as they enter, and throughout the day. We will be intentional about handwashing before snacks and lunch.
Cleaning and Disinfection	Our staff will continue to clean and disinfect on a regular basis.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
Training and Public Health Education	<ul style="list-style-type: none"> - We are committed to our screening protocols and teaching our families what to look for before bringing students to school. Our students and staff are committed to handwashing/sanitizing on a regular basis and diligently cleaning our school, classrooms, and supplies. We will continue to have individual supplies for our students, so as not to share germs.

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	Our district offered vaccine clinics – which we participated in – and our office will work to keep track of vaccination clinics in the community. During times of high transmission, we will keep track of local or nearby vaccine clinics so we can provide that information to anyone that needs it.
Face Coverings	Face coverings will continue to be provided to students and staff that request them. However, the wearing of a facial covering indoors and outdoors will be optional for all.
Isolation	We have an isolation area listed in our communicable disease management plan, all necessary staff members know of this area and are able to follow the disease management plan.
Symptom Screening	We have many layers of symptom screening. All parents are given a list of symptoms to screen their students for (with many reminders throughout the year), we have a staff member visually screening all students as they enter campus. During times of high transmission, we will communicate on a more regular basis with our parents about symptoms to be looking for and which are exclusionary.
COVID-19 Testing	COVID-19 testing will be offered by the school. Tests will be given only when requested by a parent/guardian of the student. School staff will not provide a test or administer a test without consent from the parent/guardian.
Airflow and Circulation	We have HEPA air purifiers in each classroom, our ventilation systems were completely remodeled, and we leave the doors and windows open as much as possible.

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).
Cohorting ²	Cohorting is being maintained throughout the school day, lunch, and recesses.
Physical Distancing	We do not plan on requiring distancing for the 2022 – 2023 school year. If necessary, we could easily transition to 3 feet during cold/flu season .
Hand Washing	Students will have access to sanitizer/handwashing each morning, as they enter, and throughout the day. We will be intentional about handwashing before snacks and lunch.
Cleaning and Disinfection	We will return to our COVID -19 cleaning schedule, which requires cleaning after each cohort leaves an area and before a new group arrives.
Training and Public Health Education	Trainings and public health education will take place during staff meetings – if COVID-19 moves into a period of high transmission.

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	Information on COVID – 19 vaccination clinics will continue to be made public in our front office.
Face Coverings	Face coverings will remain optional for students and staff.
Isolation	The Isolation room will remain an important part of our response to COVID-19.
Symptom Screening	We will communicate thoroughly with our families on the importance of symptom screening.
COVID-19 Testing	Testing will be made available to students and families, as a way to make testing equitable for all.
Airflow and Circulation	HEPA air filters will remain in each classroom.
Cohorting	We will continue to cohort our students to make sure we can track COVID-19 outbreaks in our school, as we come out of HIGH transmission.
Physical Distancing	Distancing will remain at 3feet while COVID is in high transmission in our school.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?
Hand Washing	Extra handwashing will be a priority. Education and practice on correct handwashing will be important.
Cleaning and Disinfection	Cleaning and disinfection of classrooms, supplies, and high touch areas will remain a high priority as we return to baseline.
Training and Public Health Education	We will use our staff meetings to train and update staff on COVID-19 procedures and plans.

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.

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Date Last Updated: **AUGUST 2022**

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