

School-Level COVID-19 Management Plan

School Year 2022-23



School/District/Program Information

District or Education Service District Name and ID: Lake Oswego School District


School or Program Name: Harmony Academy

Contact Name and Title: Sharon Dursi Martin

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Table 1.

	<p>Policies, protocols, procedures and plans already in place Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>
<p>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>https://www.losdschools.org/Page/7729 Lake Oswego School District provides detailed direction in case of a rise in COVID-19 cases.</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>https://drive.google.com/drive/folders/12T_2vTrjhFcmsk808oxPCJkF-05M7Pyj Harmony displays and follows all guidelines in accordance with ODE regulations and mandates.</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>Harmony will maintain an isolation space, protocols for identifying symptomatic individuals, a plan for transporting sick to their home or healthcare facility quickly, and record and monitor symptomatic individuals.</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>Harmony will follow the Oregon Administrative rules that apply to staff, volunteer, or contractor vaccinations.</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>Harmony will continue to follow OAR 581-022-2225. This includes standard response protocols, training, and practicing responses to potential emergencies.</p>



Policies, protocols, procedures and plans already in place

Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.

Additional documents reference here:

<https://docs.google.com/document/d/1Y6OlpX8kdn8DnXQZuFWZb8WM32d8JZUu/edit>
Harmony is committed to keeping students, staff and the community safe and healthy.



SECTION 1. Clarifying Roles and Responsibilities

Identifying roles central to communicable disease management. Clarifying responsibilities related to communicable disease response is a first step in keeping communities healthy and safe. In general, decisions of school health and safety reside with school and district officials. Together with local public health officials, school/district administrators should consult a variety of individuals when making decisions about health and safety in school.

Table 2. Roles and Responsibilities

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	<ul style="list-style-type: none"> Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained. In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary. Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners. 	Sharon Dursi Martin/Principal	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
School Safety Team Representative <i>(or staff member knowledgeable about risks within a school, emergency response, or operations planning)</i>	<ul style="list-style-type: none"> Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures. Leads debrief of communicable disease events, informing continuous improvement of the planning, prevention, response, and recovery system. 	Sharon Dursi Martin/Principal	Taylor Jarvis/Office Manager
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. 	Sara Goldman/School Counselor	Taylor Jarvis/Office Manager
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. 	Sharon Dursi Martin/Principal	Taylor Jarvis/Office Manager

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



Section 2. Equity and Mental Health

Preparing a plan that centers equity and supports mental health

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

Centering Equity

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

- Northstar Document
- Equity Decision Tools for School Leaders
- Community Engagement Toolkit
- Oregon Data for Decisions Guide



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.	The Northstar Document centers our school in equity, especially with regards to responsive recovery. We also use the Equity Decision Tools for School Leaders, the Community Engagement Toolkit and the Oregon Data for Decisions Guide to help steer our MTSS teams. More importantly, we know our youth and their families and how they are impacted by COVID-19. We speak directly with program participants to find out what differentiated or additional support they may need.
Describe the process by which the school will implement a differentiated plan for those that are disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19.	The Harmony MTSS Team will meet to review identified students and interventions and recommend the next steps. Using absenteeism data and daily check-ins with recovery mentors, as well as regular check-ins with our dropout prevention specialist, students from populations that are disproportionately impacted, historically underserved or at greater risk for the negative impacts of COVID will be supported through multiple tiers of support.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	All staff will receive training to make sure that Harmony’s strategies are understood, implemented, and monitored successfully. MTSS strategies will be part of all-staff development. The Director of Peer Services will play an important role in making sure youth needs are met.

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.)

- Individualized Recovery Plans
- Youth Suicide Prevention
- ARS Accreditation Standards



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.	Recovering in community is the foundation of recovery school. Relationships are key. Through 1:1 time with recovery staff, participation in daily recovery groups, small class sizes, support from our school counselor, and time to connect with staff and each other, youth build strong relationships. We are also building an after school program.
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.	Creative and regular opportunities to express feelings about lived experience are foundational to the success of any recovery community—for adolescents it is more vital. Youth have opportunities across the curriculum to explore and process their experiences—from psychology to recovery group to cultural literacy class and access to staff in a variety of supportive roles—from art teacher to principal to peer mentors.
Describe how you will link staff, students and families with culturally relevant health and	As part of the Clackamas County Behavioral Health Resource Network, we are closely connected to behavioral health resources with an emphasis on culturally relevant and culturally specific services. As a recovery high school, we respond holistically to youth needs. Most of our youth have concurring

OHA/ODE Recommendation(s)	Response:
mental health services and supports.	disorders and require help along the continuum of care. Successful networks emphasize community, student and family strengths.
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	All School meetings are part of the fabric of our community. Youth are key decision-makers, especially in leading initiatives that concern their health and well-being. Their feedback is crucial to creating recovery school programming that effectively addresses physical, mental, and behavioral health and allows for change that matches youth goals.



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

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

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



Suggested Resources:

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

Table 5.

COVID-19 Mitigating Measures

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?</p>
<p>COVID-19 Vaccination</p>	<p><i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community.</i></p> <p>Harmony has followed the Governor’s mandate regarding staff vaccinations and is in full compliance. For the community and students, Harmony's district sponsor facilitated vaccination clinics throughout the 2021-22 school year. Vaccination clinics offered by the County or district partners and recovery CBOs will continue to be shared with our student population.</p>
<p>Face Coverings</p>	<p>All staff and students are trained on proper use of masks. Wearing masks is optional for all staff and students. All staff and students will be given the option of wearing masks according to the Oregon Health Authority, and CDC guidelines. In addition, staff and students know that the option to wear a mask is a choice that should be respected. Harassment or intimidation will be addressed via current school and Board policies. Students who test positive for COVID are recommended to wear masks on days 6-10 while at school and in public.</p>
<p>Isolation</p>	<p>Isolation of symptomatic individuals is a necessary strategy we can use to prevent the spread of disease.</p>
<p>Symptom Screening</p>	<p>District nurse(s) from LOSD provide testing for COVID-19, if needed. Symptom screening is one of the layered strategies that we can use to slow the spread of disease and is the responsibility of the adults. Staff members will be responsible for knowing the symptoms of Covid-19 and take steps to manage those symptoms. The adults, especially parents, are also responsible for monitoring students and then taking the necessary steps to mitigate the spread of any disease.</p>
<p>COVID-19 Testing</p>	<p><i>OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</i></p> <p>Harmony will offer diagnostic and screening testing at the request of parents, families, or students and according to the OHA diagnostic and screening programs. Our emphasis will be to students and families that may not have easy access to services outside of school.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
Airflow and Circulation	Plug-in air filters are available to all offices and classrooms. Windows and doors are opened as often as possible in our very old building.
Cohorting	Harmony is a small community with fewer than 50 students who are separated into 3 groups for most of the day.
Physical Distancing	Proximity to an infected person or area is critical to the successful spread of any bacteria or virus. Using physical distance wherever possible will mitigate the spread of COVID-19 (and variants), and a host of other communicable diseases including the common cold. Our small overall group and class sizes are an additional proven strategy to mitigate infectious disease spread. Proximity to an infected person or area is critical to the successful spread of any bacteria or virus. Using physical distance wherever possible will mitigate the spread of COVID-19 (and variants), and a host of other communicable diseases including the common cold.
Hand Washing	Proper handwashing techniques will be retaught to all students & staff. We use all of our handwashing stations. 60% alcohol based hand sanitizer will continue to be used in stations throughout the building & classrooms. Proper handwashing and respiratory etiquette are well-known methods for hindering the spread of disease. Regardless of COVID-19, these techniques should be taught and reinforced regularly to all students as a life-long disease mitigation strategy.
Cleaning and Disinfection	Cleaning/disinfection is one of several layered intervention that when used can help to prevent the spread of disease. Regular touch point cleaning, bathroom sanitation, and wiping of equipment will be emphasized. We will remind adults and students that we are all responsible for assisting to keep equipment and surfaces sanitary. Our cleaning service will be the lead sanitation experts who can guide others to assist.
Training and Public Health Education	Ongoing training, information sharing, and reminders will be shared with the staff and the community. Harmony will continue to encourage symptomatic individuals to mask, test, and stay home until no longer contagious. We will also isolate symptomatic individuals until they are able to leave. We will remind all adults and students to screen for disease symptoms and then self-isolate when necessary. Physical distancing and hand washing protocols will be retaught as needed.

Table 6.

COVID-19 Mitigating Measures

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>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).</p>
<p>COVID-19 Vaccination</p>	<p>Vaccinations are the best way to prevent the spread of disease. We will partner as necessary with health care providers to support delivery of vaccines.</p>
<p>Face Coverings</p>	<p><i>CDC, OHA, and ODE recommend universal use of face coverings during periods of high transmission. Please include whether your school will implement this critical recommendation.</i> When directed by LPHA or the Oregon Health Authority we will require face coverings according to guidelines established at that time.</p>
<p>Isolation</p>	<p>As necessary, symptomatic students and adults will be isolated until they are able to leave the physical facility. Those that test positive will be required to follow public health guidelines that could include time away from work or school. Individuals who are positive will be required to remain away from school for the proper amount of time established by ODE after disease diagnosis. (currently 5 days)</p>
<p>Symptom Screening</p>	<p>The symptoms of Covid 19 will be periodically shared with parents and the community to remind them of the importance of keeping symptomatic people away from school. Purposeful sharing of symptoms and procedures will happen during periods of high transmission. Additionally, staff will be retaught building processes and procedures to implement during periods of high transmission when someone is symptomatic.</p>
<p>COVID-19 Testing</p>	<p>To enable quick identification Harmony will increase testing during periods of high transmission.</p>
<p>Airflow and Circulation</p>	<p>Outside airflow and circulation are one of several layers of disease prevention that we will continue to use especially during periods of high transmission. We will also hold more classes in our outdoor learning space during periods of high transmission.</p>
	<p><i>Harmony will notify our 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></p>

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>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).</p>
<p>Cohorting²</p>	<p>1. <i>At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i> 2. <i>At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i></p> <p>Harmony is a small community with fewer than 50 students who are separated into 3 groups for most of the day. At a higher rate of transmission, Harmony may modify the regular schedule to create three cohorts of students that don't mix for classes.</p>
<p>Physical Distancing</p>	<p>Physical distancing is one of several layered mitigation strategies that can help prevent disease. We will remind adults and students that, where possible, to use physical distancing. In high traffic areas, we will be vigilant in reminding students about the need to keep distance between individuals.</p>
<p>Hand Washing</p>	<p>Hand washing is one of several layered interventions that when used can help to prevent the spread of disease. Frequent hand washing is necessary throughout the course of the day. Stations with sanitizer will continue to be placed in common areas throughout our facilities so that washing is convenient. We will reteach adults and students that frequent washing particularly when you arrive at school, to and from lunch, to and from recess and at the end of the day is important to reduce the spread of disease. Handwashing reminders will be given in the homeroom classes during periods of high transmission.</p>
<p>Cleaning and Disinfection</p>	<p>Cleaning/disinfection is one of several layered interventions that when used can help to prevent the spread of disease. Regular touch point cleaning, bathroom sanitation, and wiping of equipment will be emphasized and retaught when outbreak levels are high. We will remind adults and youth that we are all responsible for maintaining surface cleanliness.</p>
<p>Training and Public Health Education</p>	<p>Ongoing training, information sharing, and reminders will be shared with the staff and the community. This training will be revisited in times of high transmission, beginning with intensive training for recovery mentors and new students/families.</p>

² Cohorting refers to establishing a consistent group of students that stay together for a significant portion of the school day. Examples include stable mealtime cohorts, classrooms, table groups, lunch bunches, and other group situations. Cohorts should be as small as feasible to minimize exposure.

Table 7.

COVID-19 Mitigating Measures

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?</p>
<p>COVID-19 Vaccination</p>	<p>Regardless of the level of disease transmission, vaccinations are the best way to prevent the spread of disease. We will partner as necessary with health care providers to support delivery of vaccines.</p>
<p>Face Coverings</p>	<p>Face coverings are effective at reducing the typical distance that breath after exhalation is spread. Symptomatic individuals will be encouraged to wear masks and test for disease. Harmony will follow public health guidance regarding face coverings after a period of high transmission. Currently it is suggested that students who have been COVID positive will be required to wear masks for five days after they are eligible to return to school. CDC, Oregon Health Authority, or the LPHA face covering recommendations will be shared as they change. We will follow those recommendations. Students or staff that wish to continue wearing coverings, will be supported in that choice. Harmony will continue to supply masks to those that ask for or need them.</p>
<p>Isolation</p>	<p>Regardless of transmission level, as necessary, symptomatic students and adults will be isolated until they are able to leave the physical facility. Those that test positive will be required to follow public health guidelines that could include time away from work or school. Individuals who are positive will be required to remain away from school for five days from disease diagnosis.</p>
<p>Symptom Screening</p>	<p>Regular review of the importance of symptom screening will occur. This information will periodically be shared with parents and community to remind them of the importance of keeping symptomatic people away from school. Purposeful sharing of symptoms and procedures will happen during periods of high transmission, but also as case rates wane. Additionally, staff will be retaught building processes and procedures to implement during periods of high transmission when someone is symptomatic.</p>
<p>COVID-19 Testing</p>	<p>OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. Harmony will offer diagnostic and screening testing at the request of parents, families, or students and according to the OHA diagnostic and screening programs. Our emphasis will be to students and families that may not have easy access to services outside of school.</p>
	<p>Outside airflow and circulation are one of several layers of disease prevention that we will continue to</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?
Airflow and Circulation	use especially during periods of high transmission. We will also consider keeping classes running in our outdoor learning space, as weather allows, following periods of high transmission.
Cohorting	<p>Harmony is a small community with fewer than 50 students who are separated into 3 groups for most of the day.</p> <p>Following periods of high transmission, we may consider keeping youth in three stable cohorts.</p>
Physical Distancing	Physical distancing is one of several layered intervention that when used can help to prevent the spread of disease. As we return to baseline, gradually, after a period of high transmission, we will remind adults and students that, where possible, distancing is an effective disease mitigation strategy.
Hand Washing	Hand washing is one of several layered intervention that when used can help to prevent the spread of disease. Frequent hand washing is necessary throughout the course of the day. Stations with sanitizer will continue to be placed in common areas throughout our facilities so that washing is convenient. We will remind adults and students that frequent washing particularly when you arrive at school, to and from lunch, and at the end of the day is important to reducing the spread of disease.
Cleaning and Disinfection	Cleaning/disinfection is one of several layered interventions that when used can help to prevent the spread of disease. Regular touch point cleaning, bathroom sanitation, and wiping of equipment will be emphasized regardless of outbreak level. We will remind adults and students that we are all responsible for assisting to keep equipment and surfaces clean and sanitary. Harmony uses an outside cleaning company to keep the building sanitized.
Training and Public Health Education	Ongoing training, information sharing, and reminders will be shared with the staff and the community. Our school and district will continue to encourage symptomatic individuals to mask, test, and stay home until no longer contagious. We Will remind all adults and students to screen for disease symptoms and then self-isolate when necessary.

PRACTICING PLAN TO IMPROVE PROCESS

Training exercises are essential to preparedness ensuring individuals understand their role in a communicable disease event. Exercises can also help identify gaps in the planning, thereby building upon and strengthening the plan over time. Schools, districts, and ESDs should schedule to exercise this plan annually and when any revisions are made to update the plan. The plan, or component(s) of the plan, can be tested through conversations, practice exercises, or other activities.

INSERT THE LINK [harmonyacademyrhs.org](https://www.harmonyacademyrhs.org)

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

Date Last Practiced: