

OYCP COVID-19 Management Plan

School Year 2022-23

6/8/2022

School/District/Program Information


District or Education Service District Name and ID: **Bend La Pine Administrative SD#1**

School or Program Name: **Oregon Youth Challenge Program**

Contact Name and Title: **Dan Radabaugh, Director**

Contact Phone: **541-317-9623 Ext 221** Contact Email: **Daniel.m.radabaugh@omd.oregon.gov**

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>	<ul style="list-style-type: none"> • OYCP conducted the required OSHA Exposure Risk Assessment and submitted it to OSHA and OMD on December 16, 2020. A copy of the plan is on file at OYCP for employees to review. • OYCP follows the published Communicable Disease Guidelines from the Oregon Department of Education, the Oregon Health Authority and the local public health office. • OYCP complies with Bend La Pine School (BLP) Board Policies EBA-AR and GBEB/JHCC-AR. • OYCP has an established communicable disease policy. Policy# 122. • OYCP completed the OSHA Infection Control Plan and submitted it to OSHA and OMD on December 16, 2020. A copy of the plan is on file at OYCP for employees to review.
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<ul style="list-style-type: none"> • Students will not attend OYCP while in a communicable stage of a restrictable disease. When the Director or Deputy Director has reason to suspect a student has a restrictable disease, the student may be medically dismissed from the program. • The Director or Deputy Director shall exclude a susceptible student from OYCP if the Director or Deputy Director has reason to suspect that the student has been exposed to measles, mumps, rubella, diphtheria, pertussis, hepatitis A, or hepatitis B, unless the local health officer determines that exclusion is not necessary to protect the public’s health. OYCP may request the local health officer to make a determination as allowed by law. If the disease is reportable, the Deputy Director will report the occurrence to the local health department. • The Director or Deputy Director shall exclude a student if they have been notified by a local public health administrator or local public health officer that the student has had a substantial exposure to an individual with a restrictable disease and exclusion is deemed necessary by same. • A student will be excluded in such instances until such time as 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 stating that the student does not have or is not a carrier of any restrictable diseases. If the period surpasses the number of days a student can be absent from the program the student may be medically dismissed from the program. • More stringent exclusion standards for students from OYCP may be adopted by the local health department.



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.

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](#)

- Health care services are maintained in the medical area of the facility with basic first aid and triage items available in each platoon area.
- OYCP has an established communicable disease policy.
- Sick bays #1-5 are the primary isolation areas for students who are sick or injured.
- All students accepted into OYCP have a health screening conducted prior to attendance which includes immunizations.
- Students with special health care needs will be identified by OYCP medical staff.
- OYCP has an established Bloodborne Pathogen policy.
- Medication policies and procedures will follow OYCP and ODE policies.

Educator Vaccination

[OAR 333-019-1030](#)

- All teachers and staff at OYCP are either fully vaccinated or have a medical or religious exception per OAR 333-019-1030.

Emergency Plan or Emergency Operations Plan

[OAR 581-022-2225](#)

- Emergency operations are found in OYCP SOPs 224 & 225.

Additional documents reference here:



SECTION 1. Clarifying Roles and Responsibilities

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

school/district administrators should consult a variety of individuals when making decisions about health and safety in school.

Table 2. Roles and Responsibilities

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	<ul style="list-style-type: none"> • Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained. • In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary. • Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners. 	Dan Radabaugh/Director	Frank Tallman
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. 	Frank Tallman/Deputy Director	Steve Wolfe/Larry DeMarr
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. 	Joel Johnson/Medical Provider	Hailey Burress

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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. 	Marte Stanley/Kitchen Supervisor	Russell Turner
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. 	Jim Calice/IT	Frank Tallman
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. 	Eric Powel/District ALO Rep	Steve Cook
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. 	Frank Tallman/Deputy Director	Steve Wolfe/Larry DeMarr

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.)



Suggested Resources:

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

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

Table 3.

Centering Equity

OHA/ODE Recommendation(s)	Response:
<p>Describe how you identify those in your school setting that are disproportionately impacted by COVID-19 and which students and families may need differentiated or additional support.</p>	<p>OYCP is a residential program designed to serve those under resourced and disproportionate population of students and families.</p> <p>The below percentages reflect our average student population. Free lunch: 100% Minorities: 57% Special Needs / 504/ IEP: 42% ELL/ESL: 19%</p>
<p>Describe the process by which the school will implement a differentiated plan for those that are disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19.</p>	<ul style="list-style-type: none"> • OYCP utilizes a QUAD system that meets weekly to discuss and problem solve student issues. • This panel sets goals and provides additional resources to be both proactive and preventative. • OYCP curriculum involves a whole section on life coping skills for all students. • OYCP staff are trained on verbal judo (de-escalation training) annually. • OYCP has two observation rooms that students can use as a place to help them self-regulate/de-escalate. It provides a safe place away from others.
<p>What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.</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.)



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.	<ul style="list-style-type: none"> • OYCP conducts a two-week acclimation phase for all students. • This period of time is designed for the students to learn the rules and procedures at OYCP. • During this period, students participate in team building opportunities to get to know each other.
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.	<ul style="list-style-type: none"> • OYCP utilizes a QUAD system that meets weekly to discuss and problem solve student issues. • This panel sets goals and provides additional resources to be both proactive and preventative. • OYCP curriculum involves a whole section on life coping skills for all students. • OYCP staff are trained on verbal judo (de-escalation training) annually. • OYCP has two observation rooms that students can use as a place to help them self-regulate/de-escalate. It provides a safe place away from others.
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	<p>OYCP is a residential program designed to serve those under resourced and disproportionate population of students and families.</p>

OHA/ODE Recommendation(s)	Response:
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	All students at OYCP participate in a wellness and nutritional education program.



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	<ul style="list-style-type: none"> All teachers and staff at OYCP are either fully vaccinated or have a medical or religious exception per OAR 333-019-1030.
Face Coverings	<ul style="list-style-type: none"> Face coverings will be worn by students the first five days of the program to mitigate possible exposure. After the first five days face covering are optional. Face covering are optional for all staff and visitors. Face coverings will be issued to students.
Isolation	<ul style="list-style-type: none"> Isolation quarters are available for students who exhibit symptoms or test positive for COVID-19.
Symptom Screening	<ul style="list-style-type: none"> Staff are required to stay home when sick or symptomatic. Screening will occur for everyone exhibiting symptoms. Screening will involve temperature checks, COVID-19 questionnaire of symptoms. COVID testing is available for students and staff. Assigned staff will be present at the entry point to visually screen visitors for symptoms. When the screening indicates that a staff or student may be symptomatic. Follow established protocol from OYCP CDP #122. Hand-sanitizers will be placed throughout the facility. Staff are required to report when they have symptoms related to COVID-19.
COVID-19 Testing	<ul style="list-style-type: none"> OYCP offers diagnostic testing for those exhibiting symptoms. OYCP offers screening testing as needed/required. All tests results are reported to the LPHA.
Airflow and Circulation	<ul style="list-style-type: none"> Ventilation systems will be checked and maintained as required by maintenance schedule. OYCP installed MERV-13 filters in the ventilation system to reduce exposure to allergens.
Cohorting	<ul style="list-style-type: none"> OYCP is a 22-week residential program. OYCP utilizes a military model which is inherent to cohort groupings. Students will be divided into 3 cohort groups.

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?
	<ul style="list-style-type: none"> • Students will remain in their assigned cohort throughout the 22 weeks of the program to the greatest extent possible. • OYCP will maintain tracing information for each student. • During the first two weeks, OYCP will clean and sanitize all common areas such as classrooms, dormitories, and dining facility daily. • After the first two weeks, OYCP will follow normal cleaning procedures which will include a weekly sanitizing of all common areas. • All staff who interact with different cohorts will wash or sanitize their hands between interactions. • OYCP developed cadre schedules and shifts assigned to specific cohorts to minimize interaction with different cohorts.
Physical Distancing	<ul style="list-style-type: none"> • Maintain 3ft physical distancing to the greatest extent possible. • OYCP reduced class sizes. • OYCP uses staggered shifts and schedules for staff. • All students will be briefed on physical distancing requirements on day one of the program.
Hand Washing	<ul style="list-style-type: none"> • Hand sanitizers are located throughout the facility. • Students will wash their hands prior to and after all meals. • Students and staff will wash their hands after use of restrooms. • Signs are placed throughout the facility on proper hand washing procedures.
Cleaning and Disinfection	<ul style="list-style-type: none"> • Cleaning and sanitizing supplies are located throughout the facility. • All frequently touched surfaces (e.g., sports equipment, door handles, sink handles, and transport vehicles) and shared objects will be cleaned between uses and multiple times per day. • OYCP has purchased electrostatic sanitizers and sanitizing agents that are effective against COVID-19 to use in the facility for sanitizing. Additionally, OYCP uses OXIVIR spray which is effective against COVID-19. • Door handles, desks, and tables will be cleaned. • Facility will be cleaned daily and sanitized weekly except during the first two weeks and breaks which sanitizing will occur daily. • Dormitories will be cleaned and sanitized while students are in class.

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?
	<ul style="list-style-type: none"> • Classrooms will be cleaned and sanitized while students are in the dormitories. • Computer lab will be cleaned and sanitized when not in use. • Backpack electrostatic sprayer will be maintained in the supervisor supply room. • Hand electrostatic sprayer will be maintained in the computer lab.
Training and Public Health Education	<ul style="list-style-type: none"> • COVID awareness signs are placed throughout the facility. • All students receive educational instruction on proper health and hygiene standards.

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	<ul style="list-style-type: none"> • No change during high transmission period from normal periods.
Face Coverings	<ul style="list-style-type: none"> • Students in the exposed cohort are required to wear face coverings for five days following a positive case within the cohort. • Positive students are required to wear a face covering for the first five days after leaving isolation. • Positive staff are required to wear a face covering following return from 5 day isolation. • Staff are advised to wear a face covering during periods of high transmission or follow LPHA guidance. • Essential visitors are required to wear face coverings.
Isolation	<ul style="list-style-type: none"> • Defer to OYCP CDP for appropriate isolation determination and processes. • Director (or designee) will connect weekly with OYCP medical provider on updates for the framework and isolation 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).
Symptom Screening	<ul style="list-style-type: none"> • Staff are required to stay home when sick or symptomatic. • Screening will occur for everyone exhibiting symptoms. • Screening will involve temperature checks, COVID-19 questionnaire of symptoms. • COVID testing is available for students and staff. • Assigned staff will be present at the entry point to visually screen visitors for symptoms. • When the screening indicates that a staff or student may be symptomatic. Follow established protocol from OYCP CDP #122. • Exposure is defined as within 6 feet of someone who has COVID-19 for a total of 15 minutes or more. See CDC definition of close contact. • Staff are required to report when they have symptoms related to COVID-19.
COVID-19 Testing	<ul style="list-style-type: none"> • OYCP will conduct diagnostic testing for those exhibiting symptoms. • Positive students can test out (negative test) of isolation after five days. • All test results are reported to the LPHA.
Airflow and Circulation	<ul style="list-style-type: none"> • No change during high transmission period from normal periods.
Cohorting ²	<ul style="list-style-type: none"> • All staff who interact with different cohorts will wash or sanitize their hands between interactions. • OYCP developed cadre schedules and shifts assigned to specific cohorts to minimize interaction with different cohorts.
Physical Distancing	<ul style="list-style-type: none"> • Maintain 3ft physical distancing to the greatest extent possible. • Keep separation in hallways. • OYCP uses staggered shifts and schedules for staff.

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).
	<ul style="list-style-type: none"> • All students will be briefed on physical distancing requirements on day one of the program.
Hand Washing	<ul style="list-style-type: none"> • No change during high transmission period from normal periods
Cleaning and Disinfection	<ul style="list-style-type: none"> • Facility will be cleaned daily and sanitized daily. • Dormitories will be cleaned and sanitized while students are in class. • Classrooms will be cleaned and sanitized while students are in the dormitories. • Computer lab will be cleaned and sanitized when not in use. • Backpack electrostatic sprayer will be maintained in the supervisor supply room. • Hand electrostatic sprayer will be maintained in the computer lab.
Training and Public Health Education	<ul style="list-style-type: none"> • No change during high transmission period from normal periods

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>	<ul style="list-style-type: none"> • No change during gradual return from normal periods
<p>Face Coverings</p>	<ul style="list-style-type: none"> • Students in the exposed cohort can remove their face coverings five days after the last exposure. • Positive students can remove their face covering five days after leaving isolation. • Positive staff can remove their face covering 5 day after returning to work. • Staff and students working in the dining facility can remove their face coverings 10 days after last positive case. • Staff follow LPHA guidance. • Essential visitors can wear face coverings.
<p>Isolation</p>	<ul style="list-style-type: none"> • Defer to OYCP CDP for appropriate isolation determination and processes. • Director (or designee) will connect weekly with OYCP medical provider on updates for the framework and isolation measures.
<p>Symptom Screening</p>	<ul style="list-style-type: none"> • No change during gradual return from normal periods
<p>COVID-19 Testing</p>	<ul style="list-style-type: none"> • No change during gradual return from normal periods
<p>Airflow and Circulation</p>	<ul style="list-style-type: none"> • No change during gradual return from normal periods
<p>Cohorting</p>	<ul style="list-style-type: none"> • No change during gradual return from normal periods

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?
Physical Distancing	<ul style="list-style-type: none"> No change during gradual return from normal periods
Hand Washing	<ul style="list-style-type: none"> No change during gradual return from normal periods
Cleaning and Disinfection	<ul style="list-style-type: none"> No change during gradual return from normal periods
Training and Public Health Education	<ul style="list-style-type: none"> No change during gradual return from normal periods

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.

Date Last Updated: **1/25/23**

Date Last Practiced: 12/16/22