School-Level Communicable Disease Management Plan

For School Year 2023-2024

School/District/Program Information

District or Education Service District Name and ID: **Oregon City School District #62**

School or Program Name: **Gaffney Lane Elementary School**

Contact Name and Title: **Ryann Furrer, Principal**

Contact Phone: **503-785-8600**   Contact Email: **ryann.furrer@orecity.k12.or.us**

Table 1.

	Policies, protocols, procedures and plans already in place
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School District Communicable Disease Management Plan OAR 581-022-2220	OCSD Communicable Disease Management Plan
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010	• School attendance is critical to learning and OCSD works hard to ensure all students regularly attend school. We rely on parents to partner with us in supporting children's health and keeping their children home from school when they are ill. However, there are certain circumstances where exclusion from school for health reasons are necessary. ODE 05/2023: Communicable Disease Guidance for Schools
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	• A dedicated space within the building will be used to allow symptomatic or COVID-19 positive individuals to wait until they are able to leave the building.
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	Oregon City School District utilizes the Standard Response Protocol (SRP). SRP - PARENT HANDOUT - English SRP - PARENT HANDOUT - Spanish (el Protocolo de Respuesta Estándar) Emergency Management

	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.
Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional)	*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 a communicable disease outbreak.* ● School district staff members have access to an Employee Assistance Program (EAP). The EAP provides confidential and professional support to employees, assisting them with various personal and work-related challenges. ODE 05/2023: Communicable Disease Guidance for School
Additional documents reference here:	

SECTION 1. Clarifying Roles and Responsibilities

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

Table 2.   **Roles and Responsibilities**

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	• 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.	Ryann Furrer, Principal	Jammie Landis, Vice-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.	Ryann Furrer, Principal	Jammie Landis, Vice-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.	Cheryl Sharkey, District RN	Linda Previs, District RN Stacy Easley, District RN
School Support Staff as needed (*transportation, food service, maintenance/custodial*)	• Advises on prevention/response procedures that are required to maintain student services.	Michael Sweeten, Director of Operations & Capital Projects	Gail Lockard, Safety and Risk Management Coordinator

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Communications Lead (*staff member responsible for ensuring internal/external messaging is completed*)	• 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.	Ryann Furrer, Principal	Jammie Landis, Vice-Principal
District Level Leadership Support (*staff member in which to consult surrounding a communicable disease event*)	• Has responsibility over communicable disease response during periods of high transmission in the community at large. 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.	Michael Sweeten, Director of Operations and Capital Projects	Lisa Normand, HR Caitlin Bergstrom, District Communications Coordinator
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.	Cheryl Sharkey, District RN	Linda Previs, District RN Stacy Easley, District RN
Others as identified by team		Lisa Normand, HR Director	Sara DeBoy, Assistant Superintendent

Section 2. Equity and Continuity of Education
Preparing a plan that centers equity and supports mental health

Preparing a school to manage a communicable disease case or event 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 communicable disease 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 outbreaks (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 Consultation[1], etc.)

- Oregon City School District Educational Equity, Policy Code: JBB
- Every Student Belongs, Policy Code: ACB
- Equity, Policy Code: GCCB/GDCB/IKAA

Suggested Resources:
1. ODE Equity Decision Tools for School Leaders
    Appendix E: Equity Lens and Tools
2. Community Engagement Toolkit
3. Tribal Consultation Toolkit

Table 3.   **Centering Educational Equity**

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[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.

OHA/ODE Recommendation(s)	Response:
Describe how you will ensure continuity of instruction for students who may miss school due to illness.	- Virtual Learning Platform: Implement a learning platform utilizing Google classroom. Teachers can upload class materials, assignments, and resources. Students who are absent can access these materials from home to keep up with the lessons. - Digital Assignments and Submissions: Use digital platforms for assignments and submission. This way, students can submit their work online even when they are unable to attend school. - Peer Collaboration: Encourage students to collaborate with their classmates who are present in school, They can share notes, discuss lessons, and work together on group projects. - Personalized Student Plans: Provide personalized study plans for students who miss school due to prolonged illnesses. These plans can outline the topics they need to catch up on and suggest additional resources for self-study. - Home Instruction: Provide lessons and classes through OCSDs Itinerant Teaching program. - Communicate with Parents/Guardian: Keep parents informed about the lessons and coursework their child missed. By combining these strategies, schools can ensure that students who miss school due to illness can still access educational resources and continue their learning, minimizing the impact of absences on their academic progress.
Describe how you identify those in your school setting that are disproportionately impacted by communicable disease and which students and families may need differentiated or additional support.	- Should any significant disproportionality in positive rates be evident, this school will utilize district resources including the bilingual Family Liaison to provide information and resources. - Every student in Oregon City School District can access the Health Center located at Oregon City High School. - The school's student support team regularly reviews academic and other data to determine what academic, social, or behavioral services will best meet a student's need(s).

OHA/ODE Recommendation(s)	Response:
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 communicable disease.	• Should any significant disproportionality in positive rates be evident, this school will utilize district resources including the bilingual Family Liaison to provide information and possible resources. • Strategies could include access and information about communicable disease prevention, and if applicable, testing, vaccinations, and treatment options. • Every student in Oregon City School District can access the Health Center located at Oregon City High School. • Each school's student support team regularly reviews academic and other data to determine what academic, social, or behavioral services will best meet a student's need(s).
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	• Clear expectations from admin to staff about what protocol is - re: reporting family needs, and how to refer student(s) for services. • The administrator will remind staff regularly about strategies and implementation.

Section 3. Communicable Disease Outbreak Prevention and Response:
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 communicable disease transmission within the school environment for students, staff, and community members. Communicable disease, including norovirus, flu and COVID-19, will continue to circulate in our communities and our schools. Schools will utilize different mitigation measures based on local data, and observation of what is happening in their schools (e.g., 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 transmission.

Table 5.   **Communicable Disease Mitigation Measures**

OHA/ODE Recommendation(s) Layered Health and Safety Measures	Describe what mitigating measures the school will implement to reduce and respond to the spread of communicable disease and protect in-person instruction?
Immunizations	*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.* **Shots are required by law** *for children in attendance at public and private schools, preschools, child care facilities, and Head Start programs in Oregon. Nearly every place that provides care for a child outside the home* [requires shots](#) *or a* [medical](#) *or* [nonmedical exemption](#) *to stay enrolled.* • **Effective June 17, 2023 the COVID-19 vaccination requirement for public and private school teachers, staff and school volunteers ([OAR 333-019-1030](#)) was lifted**. This means that after June 16, 2023, teachers, school staff and volunteers in schools will no longer have to provide proof of vaccination or have a valid medical or religious exception on file to be in direct or indirect contact with students. Being up to date on COVID-19 vaccines continues to offer significant protection against serious illness and hospitalization. • Oregon law requires [immunizations](#) for school and child care attendance.
Face Coverings	• As of April 3, 2023, the [Oregon Health Authority](#) does not have masking requirements for any settings. • Choosing to wear a mask / face covering will be left up to the individual.
	• Student(s) who become ill at school with excludable symptoms will remain at school, supervised by staff, until parent / guardian can pick them up from the designated symptoms / isolation area.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	Describe what mitigating measures the school will implement to reduce and respond to the spread of communicable disease and protect in-person instruction?
Isolation	● Effective May 11, 2023: <u>Per OHA</u>, a five-day period of isolation for those infected with COVID-19 is no longer required for the general population, including people in K-12 education settings. ○ The recommendation for the general population will be to stay home until fever free for 24 hours and Covid-19 symptoms are improving; to avoid contact with individuals at increased risk for severe disease, including older adults and those with underlying medical conditions; and to consider masking for 10 days.
Symptom Screening	● Staff are aware of communicable disease symptoms and when a student exhibits symptoms, student will be asked to report to the office for assessment / follow up from a district employee.
COVID-19 Diagnostic Testing	*OHA offers schools a diagnostic testing program to all public and private K-12 schools in Oregon. Please indicate whether your school will offer diagnostic testing.* ● Onsite BinaxNow Covid-19 diagnostic testing is available at each site and will be available to all students / staff members exhibiting Covid-19 symptoms for the 2023-24 school year. ● For students under the age of 15, signed parent permission will be obtained before a student receives Covid-19 testing. Testing is optional.
Airflow and Circulation	● Beginning in November 2020, an independent ventilation expert assessed all OCSD buildings and identified ventilation deficiencies. A separate outside HVAC contractor was hired to resolve any noted deficiencies and completed this work in early 2021. ● OCSD continues to regularly review every building in the district, systematizing routine ventilation system assessment and response. ● Air purifiers when needed. ● Requests through Facilities deployment if there is a failure in a classroom.
Cohorting	In elementary schools, a class and a cohort are essentially the same thing; students generally stay with the same group of students throughout the day. ● For example, students in first grade have the same teacher for all of their core classes and they travel together to go to art, music, PE, and other special classes. Often times a grade level will be

OHA/ODE Recommendation(s) Layered Health and Safety Measures	Describe what mitigating measures the school will implement to reduce and respond to the spread of communicable disease and protect in-person instruction?
	considered a cohort because they eat together, and may mix together throughout the day for instruction (i.e. reading groups, math groups)
Physical Distancing	● Return to standard pre-COVID classroom setup with emphasis of maintaining 3 ft physical distancing between student desks to the extent possible. ● Staff and students will be encouraged to maintain as much distance as possible which helps mitigate transmission of COVID-19.
Hand Washing	● Staff and students will continue to be trained on the importance of hand and respiratory hygiene. ● Hand sanitizer will continue to be available for use upon entering the school, in classrooms and throughout the building. ● Students will be encouraged to wash their hands throughout the day including but not limited to after recess, before and after eating lunch and after using the restroom.
Cleaning and Disinfection	● Custodians clean each building on a daily basis (Monday-Friday) and when needed, provide additional sanitation - re: Health / Isolation room, classroom, bathrooms, etc. ● Cleaning / sanitization is also done on the weekends, when sports / activities take place on a Saturday or Sunday inside the bldg. ● Disposable disinfecting wipes are provided for staff to use on high touch surfaces throughout the day. ● In the evening after everyone has gone for the day, custodial staff will disinfect high touch surfaces. These areas include, but are not limited to drinking fountains, doorknobs, light switches, restroom doors, etc.
Training and Public Health Education	● **Staff will be made aware of mitigation measures** and encouraged to continue with health protocols.

PRACTICING PLAN TO BE READY

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

This plan is available for public viewing.

Date Last Updated: **05/17/2023, 06/22/2023, 07/12/23, 08/15/23**   Date Last Practiced: **08.15.23**