

School-Level Communicable Disease Management Plan
For School Year 2023-2024



School/District/Program Information


District or Education Service District Name and ID: Northwest Regional Education Service District

School or Program Name: Cascade Academy

Contact Name and Title: Jon Tannler, RN-District Nurse

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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>Oregon School Nurse Association (OSNA) toolkit samples: OSNA COVID-19 Toolkit Summary 2022-2023 ODE/OHA Communicable Disease Guidance for Schools: Communicable Disease Guidance for Schools</p> |
| <p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010</p> | <p>Investigation and control of disease. District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases and works closely with LPHA. Applicable documents: ODE/OHA Communicable Disease Guidance for Schools: Communicable Disease Guidance for Schools</p> <ul style="list-style-type: none"> o Prevention or Mitigation Measures o School Attendance Restrictions and Reporting <p>Do Not Send Sick Students to School Letter: Community Letter This letter is available in multiple languages. Exclusion guidelines: Isolation & Exclusion Guidelines</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>Isolation spaces are required. Protocols are established in each district building for a health room and an isolation room for illness to separate people who have or may have a contagious disease from people who are not sick required by OAR 581-022-2220. District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases and works closely with LPHA. Applicable documents:</p> |
| <p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p> | <p>Emergency Plan available upon request</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.

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.

All NWRESD SEL Schools include embedded mental health / behavioral supports. Students have identified counselors / behavior specialists who work closely with teachers and families to ensure that individual care and connection needs are met. In addition, NWRESD schools will be focusing on improving student attendance through engagement and connection.

Additional documents reference here:

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](#)

Oregon Health Authority [Youth Suicide Prevention](#)



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. | Cara Olson-Sawyer-Principal | Chad Waldman-Vice Principal |
| 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. | Jon Tannler, RN,-District Nurse | Chad Waldman-Vice Principal |
| 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. | Jon Tannler, RN,-District Nurse | Richelle Kaye -Covid Coordinator |

| 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. | Patricia Burro - Administration Assistant | Piper Ryan-Administration Assistant |
| 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. ● Share communications in all languages relevant to the school community. | Patricia Burro -Administration Assistant | Piper Ryan-Administrative Assistant |
| 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 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. | Richelle Kaye - Covid Coordinator | Jon Tannler- District Nurse |

| School planning team members | Responsibilities: | Primary Contact (Name/Title): | Alternative Contact: |
|--|--|-------------------------------|---|
| 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. | Jon Tannler-District Nurse | Richelle Kaye - Covid Coordinator |
| Others as identified by team | | | |



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 Consultation¹, etc.)

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.

- [NWRESD Equity and Family Partnerships](#)
- [NWRESD Equity Policy](#)
- [NWRESD Strategic Plan](#)



Suggested Resources:

1. [Equity Decision Tools](#) for School Leaders
2. [Community Engagement Toolkit](#)
3. [Tribal Consultation Toolkit](#)

Table 3. Centering Educational Equity

| | Response: |
|--|--|
| Describe how you will ensure continuity of instruction for students who may miss school due to illness. | <p>Teachers and other appropriate school staff (e.g. Case Managers, Counselor, ELD teacher, P.E. teacher, etc.) will work with families and students on a plan to ensure continuity of instruction during prolonged periods of absence due to illness. This may include, but is not limited to the following: assigning work through CANVAS, synchronous or asynchronous instruction, hard copies of work packets, distribution of Chromebooks and hotspots for use at home.</p> <p>Supports for Continuity of Services</p> |
| 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. | <p>NWRESD SEL Schools have implemented a Multi-Tiered Systems of Support (MTSS), which includes regular review of student progress and attendance information, ensuring that at-risk students receive timely support in partnership with their families and home districts.</p> <ul style="list-style-type: none"> ● Utilize registration information and previous academic records to identify students who experience barriers to their education or who are disproportionately impacted by illness (e.g., students at increased risk of severe illness due to cognitive or developmental function, students at increased risk of negative impact/complications related to immunocompromised health status, etc.). ● Teachers will be asked to identify additional students in their classroom who may be disproportionately impacted. |

| | Response: |
|---|---|
| | <ul style="list-style-type: none"> ● Work with teachers and staff to understand student barriers within all populations of the student body. ● Use the school data to design strategies that will remove or reduce barriers and provide additional support to students identified as needing additional support. |
| <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 communicable disease.</p> | <p>As noted above, the MTSS process includes “early warning systems” that ensure that students needing differentiated plans are identified quickly and provided intensive support. In addition, educators will be participating in equity professional learning to increase ability to provide culturally sustaining services to students experiencing disability.</p> <p>Reach out to students and families to begin the process of developing a plan. Conferences or team meetings may be a time to connect with families.</p> <p>In partnership with the teacher, develop a plan with the student and family based on the unique needs of each student. The plan may be updated and reviewed throughout the year or as needed.</p> |
| <p>Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.</p> | <p>NWRESD school principals have developed an MTSS implementation plan that includes professional learning; regular review and monitoring of data; and assessment for fidelity of implementation.</p> <p>All school staff will continue professional development to assist in this work, and to implement needed support for students disproportionately impacted, historically underserved or at higher risk of negative impacts or complications from severe illness.</p> <p>Plan for professional development opportunity to be dedicated to professional development that focuses on a specific educational barrier and the best practice strategies for the historically underserved populations.</p> |



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.



Suggested Resources

[Communicable Disease Guidance for Schools](#) which includes information regarding:

- Symptom-Based Exclusion Guidelines (pages 8-10)
- Transmission Routes (pages 29-32)
- Prevention or Mitigation Measures (pages 5-6)
- School Attendance Restrictions and Reporting (page 33)
- [CDC Guidance for COVID-19 Prevention in K-12 Schools](#)
- [Supports for Continuity of Services](#)

Table 4. 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? |
|---|---|
| | <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. Shots are required by law for children in attendance at</i></p> |

| 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 | <i>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.</i> |
| Face Coverings | NWRESD will follow the lead of OHA and LPHA's and institute face coverings as directed. Families and staff will be notified via email and signage at each site. |
| Isolation | <p>Per OAR 581-022-2220 schools must maintain supervised space to isolate the sick that is separate from the space where other health care tasks take place.</p> <p>Each school has designated isolation spaces (required) for every school day and additional spaces in the event of a communicable disease outbreak</p> <p>School staff trained (or re-trained) at the start of the year in isolation protocols for sick students and staff identified at the time of arrival or during the school day according to the CDMP.</p> |
| Symptom Screening | <p>This is a standard protocol for all levels of communicable disease. Communicate with families and staff regularly about information of communicable disease symptoms. If symptoms are present families are asked to keep their student home.</p> <ul style="list-style-type: none"> ● NWRESD will train school staff on the district's flexible, non-punitive, and supportive paid sick leave policies and practices, designed to encourage sick workers to stay home without fear of retaliation, loss of pay, loss of employment, or other negative impacts. ● NWRESD has created communications which include symptoms for communicable disease and instructions to families and staff if/when symptoms are present. ● NWRESD has created a letter template for notifying families of illness within a classroom of communicable disease. The communication will include the message that staying home when sick can lower the risk of spreading communicable diseases. <p>Applicable documents:</p> <p>Communicable Disease Guide for Schools</p> |

| 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? |
|---|---|
| | <p>ODE Do Not Send Sick Child to School Letter. It is available in multiple languages.</p> <p>Symptoms Based Exclusion Guidelines</p> |
| COVID-19 Diagnostic Testing | <p><i>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.</i></p> <p>NWRESD SEL schools will offer Covid-19 diagnostic testing through June 2024.</p> |
| Airflow and Circulation | <p>Ventilation is one component of mitigation strategies to prevent communicable disease in the school setting. Standard operating procedures have been established directing the inspection, maintenance, and filtration requirements of HVAC equipment as well as directions to maximize the ventilation of buildings by increasing fresh air intake, purging the building before and after occupancy, etc. Building HVAC outside air dampers will be adjusted such that their minimum damper setting meets recommended outside air infiltration rates per ADSHRAE 62.11-2019 “Ventilation for Acceptable Indoor Air Quality”.</p> <p>Monthly service checks of the HVAC system to optimize ventilation. Checks will ensure the system is meeting code requirements, providing acceptable indoor air quality as defined by ASHRAE Standard 62.1 for the current occupancy level for each space in the school.</p> |
| Cohorting | <p>Cohorting is a significant strategy to reduce communicable disease spread. Cohorting refers to establishing a consistent group of students that stays together or identifying students that were together.</p> <p>NWRESD schools have established small classroom sizes averaging approximately 10 students or less. In addition, each school serves fewer than 100 students, allowing for close monitoring of attendance and student interactions. Attendance monitoring is designed to flag unusual absence patterns within a school or classroom. This ensures that potential exposures are identified quickly.</p> <p>Additional documents:</p> |

| 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? |
|---|--|
| | <p>Attendance and absenteeism:</p> <p>Oregon Department of Education : Attendance and Absenteeism : Students</p> |
| Physical Distancing | <p>Educators have set up classroom spaces to offer at least three feet of physical distance between students to the extent possible while also providing individualized supports as needed to students experiencing disability.</p> |
| Hand Washing | <p>Practicing and accessibility to hand hygiene is a simple yet effective way to prevent infections. Hand hygiene, which means cleaning your hands by washing with soap and water or using an alcohol-based hand sanitizer containing at least 60% alcohol, is one of the best ways to avoid getting sick and prevent spreading germs to others. Implementation of routine hand washing, before/during/after preparing food, before/after eating, before/after caring for someone who is sick, before/after using the restroom or changing diapers, after blowing your nose/coughing/sneezing, PE, music, etc.</p> <ul style="list-style-type: none"> ● Educators will teach proper handwashing and covering coughs etiquette. ● Signs are posted, as well as modeling and instruction to students. ● Adequate handwashing supplies and access will be available. ● Access to hand sanitizer with at least 60% alcohol for use. Hand sanitizers will be stored up, away, and out of sight of younger children and will be used only with adult supervision for children ages 5 years and younger. <p>Applicable documents:</p> <p>Handwashing in Communities: Clean Hands Save Lives CDC</p> <p>Health Promotion Materials Handwashing CDC</p> <p>Respiratory Hygiene/Cough Etiquette FAQs Infection Control Division of Oral Health CDC</p> |
| Cleaning and Disinfection | <p>Cleaning with products containing soap or detergent reduces germs on surfaces by removing contaminants and decreases risk of infection from surfaces. Disinfecting kills any remaining germs on surfaces, which further reduces any risk of spreading infection.</p> |

| 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? |
|---|--|
| | <p>Example:</p> <ul style="list-style-type: none"> ● Daily cleaning of all touch points in classrooms, transportation, common areas, cafeterias with a general cleaner. ● All restrooms disinfected daily. ● During an outbreak or illness, illness cleaning (cleaned and disinfected) will be initiated by school and increased in that area. <p>Applicable documents:</p> <p>Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning CDC</p> <p>Cleaning and Disinfecting Your Facility CDC</p> |
| Training and Public Health Education | <p>The school has a communication protocol that includes informing families of communicable diseases within the school community. These communications are meant to provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school, and why these might differ from those of nearby schools or be different across school districts.</p> <ul style="list-style-type: none"> ● work with the school safety committee to ensure that staff have a safe place to bring implementation questions and suggestions forward. ● All staff will be trained on NWRES D health and safety protocols at the start of the school year. |

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.

[NWRES D Covid Safety Information](#)

Date Last Updated: **8-28-23**

Date Last Practiced: **8-28-22, planned week of 8-28-23**