School-Level Communicable Disease Management Plan

For School Year 2023-2024

Vern Patrick Elementary School

School/District/Program Information

District or Education Service District Name and ID: REDMOND SCHOOL DISTRICT 2J

School or Program Name: Vern Patrick Elementary

Contact Name and Title: Doug Taylor, Principal

Contact Phone: 541-923-4830 Contact Email: doug.taylor@redmondschools.org
## Table 1. 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.

<table>
<thead>
<tr>
<th>Plan Types</th>
<th>Hyperlinks and Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School District Communicable Disease Management Plan</strong>&lt;br&gt;OAR 581-022-2220</td>
<td>Redmond SD:&lt;br&gt;&lt;br&gt;<a href="#">Communicable Disease Management Plan</a></td>
</tr>
<tr>
<td><strong>Exclusion Measures</strong>&lt;br&gt;Exclusion of students and staff who are diagnosed with certain communicable diseases.&lt;br&gt;OAR 333-019-0010</td>
<td>OHA Communicable Disease Guidance for Schools:&lt;br&gt;&lt;br&gt;<a href="#">Communicable Disease Guidance for Schools</a></td>
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<td><strong>Isolation Space</strong>&lt;br&gt;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.&lt;br&gt;OAR 581-022-2220</td>
<td>REQUIRED by OAR 581-022-2220: Isolation spaces are required… <em>(a) Health care and space that is appropriately supervised and adequately equipped for providing first aid, and isolates the sick or injured child from the student body.</em>&lt;br&gt;&lt;br&gt;<a href="#">Isolation Space Plan for OAR 581-022-2220</a></td>
</tr>
<tr>
<td><strong>Emergency Plan or Emergency Operations Plan</strong>&lt;br&gt;OAR 581-022-2225</td>
<td>Redmond SD Emergency Operations Plan 2023-2024</td>
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</tbody>
</table>
## Plan Types

### Mental Health and Wellbeing Plans
- such as those prepared for [Student Investment Account](#) (optional)

## Hyperlinks and Descriptions

**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.**

**Suggested Resources:**
- [Oregon Classroom WISE](#)
- [ODE Mental Health Toolkit](#)
- [Mental Health Guidance and Resources](#)
- [Care and Connection Resources](#)
- [Oregon Health Authority Youth Suicide Prevention](#)
- [988: Crisis Lifeline](#)
- [OHA School-Based Mental Health Partnerships](#)
- [School Based Health Centers](#)
- [Centering Health and Wellbeing in Education](#)
- [RSD Student Mental Health Support Webpage](#)
- [First Step Oregon](#)
- [Multi-Tiered Systems of Support in Education-Tiered Systems of Support in Education](#)

## Additional documents reference here:

- [RSD PLAN FOR COMMUNICABLE DISEASE MANAGEMENT 2023-24](#)
- [Investigative Guidelines for Communicable Disease Management (updated May 2023)](#)
- [School Communicable Disease Management Plan Guidance_ODE Slides (May 2023)](#)

### 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.
## Roles and Responsibilities

<table>
<thead>
<tr>
<th>School planning team members</th>
<th>Responsibilities:</th>
<th>Primary Contact (Name/Title):</th>
<th>Alternative Contact:</th>
</tr>
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</table>
| **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. | Doug Taylor, Principal District Communicable Disease Response Team | Kathy Anderson, Office Manager (e.g. Asst. Princ., Dean, Office Manager) |
| **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 events, informing continuous improvement of the planning, prevention, response, and recovery system. | Courtenay Sherwood, School Nurse | District Nurse, Kim Kirk, Debbie Willitts |
| **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. | Assigned building nurse (see name above) in collaboration with:  
District Nurse, Kim Kirk, Debbie Willitts  
District Communicable Disease Response Team | District Nurse, Kim Kirk, Debbie Willitts |
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<td>School Support Staff as needed (transportation, food service, maintenance/custodial)</td>
<td>● Advises on prevention/response procedures that are required to maintain student services.</td>
<td>District Communicable Disease Response Team</td>
<td>District Nurse, Kim Kirk, Debbie Willitts</td>
</tr>
</tbody>
</table>
| 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.  
● Shares communications in all languages relevant to school community. | District Communicable Disease Response Team  
Holly Brown, District Public Information Officer | Gina Blanchette, Admin. Asst. to Superintendent |
| 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 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. | District Communicable Disease Response Team  
Holly Brown, District Public Information Officer | Gina Blanchette, Admin. Asst. to Superintendent |
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| 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. | District Communicable Disease Response Team | District Nurse, Kim Kirk, Debbie Willitts |
| 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 Consultation\(^1\), etc.)

**Suggested Resources:**

- Equity Decision Tools for School Leaders
- Community Engagement Toolkit
- Tribal Consultation Toolkit
- Data for Decisions Dashboard

### Table 3. Centering Educational Equity

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<th>OHA/ODE Recommendation(s)</th>
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<tr>
<td>Describe how you will ensure continuity of instruction for students who may miss school due to illness.</td>
<td>- 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. See <a href="#">Supports for Continuity of Services</a>.</td>
</tr>
</tbody>
</table>

| 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. | - Through our MTSS/RTI systems school staff will analyze data to identify students who experience barriers to their education or who are disproportionately impacted by communicable disease (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.). This will involve consultation with school specialists (e.g. Nurse, Special Ed. Case Managers, BRYT Coordinator, Counselors, etc.) <br> - Through our MTSS/RTI systems school will review information to design strategies that will remove barriers and provide additional support to students identified as needing additional support. |

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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.
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<td>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.</td>
<td>❑ Once identified, school teams, in partnership with a student’s guidance counselor and teacher, will develop a plan in consultation with the student and family based on the unique needs of each student. The RTI process and plans for support, articulated in the MTSS framework will be reviewed periodically throughout the year to monitor progress and support student/family/caregiver needs.</td>
</tr>
<tr>
<td>Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.</td>
<td>❑ School staff will continue professional development during August Inservice week, School Improvement Wednesday (SIW) and monthly Staff Meetings, 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 related to Communicable disease.</td>
</tr>
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</table>

### 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:**

1. [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)
2. [CDC Guidance for COVID-19 Prevention in K-12 Schools](#)
3. [Supports for Continuity of Services](#)

### Table 4. Communicable Disease Mitigation Measures

<table>
<thead>
<tr>
<th>OHA/ODE Recommendation(s)</th>
<th>Describe what mitigating measures the school will implement to reduce and respond to the spread of communicable disease and protect in-person instruction?</th>
</tr>
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<tr>
<td>Immunizations</td>
<td>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. <strong>Shots are required by law</strong> 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. <strong>RSD will continue to comply with the state required vaccination laws.</strong> We will offer COVID-19 vaccination or other vaccination clinics in the district if requested to do so by the DCHD and we will provide referral information for vaccine access in our communities. <strong>We encourage all students and staff to obtain all recommended vaccinations including COVID-19.</strong></td>
</tr>
<tr>
<td>Face Coverings</td>
<td>Redmond SD will comply with DCHD/ODE requirements for face coverings. Face coverings are encouraged during times of high community transmission or school outbreak. Otherwise, the use of face coverings will be optional.</td>
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<tr>
<td>Isolation</td>
<td>Students and staff with symptoms of illness will be isolated from the rest of the school population and sent home per the exclusion guidelines. In the event of a potential outbreak in a school, classroom or cohort, the District Communicable Disease Response Team, in collaboration with the DCHD, may temporarily close a cohort, classroom or school to stop the spread of disease.</td>
</tr>
<tr>
<td>Symptom Screening</td>
<td>Teachers and other staff are trained to do a quick visual assessment of their class at the start of the day and the start of each period. Parents are reminded of the symptoms to watch for and instructed not to send children with symptoms to school. Staff are instructed to do daily self symptom assessments and not to attend work if they are having symptoms of concern. If advised by the DCHD, Redmond SD may institute symptom screening, such as temperature checks, for a school, class or cohort, in the event of an outbreak.</td>
</tr>
<tr>
<td>COVID-19 Diagnostic Testing</td>
<td>OHA offers a diagnostic testing program to all public and private K-12 schools in Oregon. <em>RSD will continue to offer diagnostic testing for staff and students at school in 2023-24, as provided by OHA.</em></td>
</tr>
<tr>
<td>Airflow and Circulation</td>
<td>District facilities team continues to manage heating, ventilation and air conditioning equipment with protective strategies including the regular monitoring and replacement of efficient particulate system filters, and increased intake of fresh air to maintain circulation and increase air exchanges.</td>
</tr>
</tbody>
</table>
| Cohort                   | Cohorting will continue to be practiced to the fullest extent possible in our schools to mitigate the spread of Communicable disease.  

*Schools should notify their 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:*
1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent  
2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent  

The District Communicable Disease Response Team will observe the parameters above and consult with the DCHD if they are met. Daily attendance rates of staff and students will be monitored by office staff and reported to the building nurse and administration as well as the District Communicable Disease Response Team when the
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<td>Layered Health and Safety Measures</td>
<td>thresholds are exceeded. Schools may choose to have classes eat as a cohort in their rooms rather than in the cafeteria during outbreaks.</td>
</tr>
<tr>
<td>Physical Distancing</td>
<td>In the event of potential outbreak in schools, classrooms will be set up to maximize physical distance between persons. Staff and students will be advised on the importance of continued physical distancing along with other mitigation measures.</td>
</tr>
<tr>
<td>Hand Washing</td>
<td>Reminders about good hand-washing practices will be reinforced at all levels of RSD. Students and staff will be reminded to wash or sanitize their hands before and after eating, before and after using the restroom, after touching soiled surfaces and when visibly dirty.</td>
</tr>
<tr>
<td>Cleaning and Disinfection</td>
<td>Working surfaces in all buildings will be cleaned every 24 hours. Rooms impacted by communicable disease outbreak will be cleaned and disinfected.</td>
</tr>
<tr>
<td>Training and Public Health Education</td>
<td>Staff will be trained and families will be advised regarding these layered mitigation measures. Signs and posters around the school will reinforce mitigation measures. School newsletters will include reminders for students and families about attention to mitigation measures.</td>
</tr>
</tbody>
</table>

**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.
Suggested Resources:

- [Communicable Disease Management Procedures - Staff Training Slides](#)

Access this [LINK](#) where this plan is available for public viewing.

Date Last Updated: **August 15, 2023**  
Date Last Practiced: **September 2023**