

# School-Level Communicable Disease Management Plan

## For School Year 2023-2024



### School/District/Program Information

District or Education Service District Name and ID: \_\_\_\_\_ Cascade SD #5 2139

School or Program Name: \_\_\_\_\_ Turner Elementary \_\_\_\_\_ 0790 \_\_\_\_\_

Contact Name and Title: \_\_\_\_\_ Lisa Iverson, Principal \_\_\_\_\_

Contact Phone: \_\_\_\_\_ (503)749-8491 \_\_\_\_\_ Contact Email: \_\_\_\_\_ liverson@cascade.k12.or.us \_\_\_\_\_

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.

Plan Types	Hyperlinks and Descriptions
<b>School District Communicable Disease Management Plan</b> <a href="#">OAR 581-022-2220</a>	<a href="#">Cascade School District Communicable Disease Policies</a>
<b>Exclusion Measures</b> Exclusion of students and staff who are diagnosed with certain communicable diseases. <a href="#">OAR 333-019-0010</a>	<a href="#">Cascade School District Exclusion Guidelines</a>  In addition to COVID-19 symptoms, individuals should be excluded from school for signs of other infectious diseases, per existing school policy and protocols.
<b>Isolation Space</b> 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. <a href="#">OAR 581-022-2220</a>	<a href="#">Additional information about the Isolation Plan can be found on pages 47-54 and pages 67-68 of the district's Communicable Disease Plan.</a>  Individuals who report or develop symptoms will be isolated in a designated area in the building, with adequate space and staff supervision and symptom monitoring by a District nurse, other school-based health care provider or school staff until they are able to go home.  If more than one individual becomes symptomatic and separate rooms are not available, staff will ensure that six feet distance is maintained.  Staff who may provide care for individuals in the designated area will receive training with regards to procedures, aspects of care, hygiene, and use of PPE from District Nurses.

Plan Types	Hyperlinks and Descriptions
	Isolation protocol is described in detail on pages 47-54 and pages 67-68 of the CSD Communicable Disease Management Plan.
<b>Emergency Plan or Emergency Operations Plan</b> <a href="#">OAR 581-022-2225</a>	<p>Each classroom, office, and building has an Emergency Response Manual posted by the exit. All staff are trained at least annually on plans for responding to emergency situations as well as on accident prevention. Cascade School District has a Safety Committee that meets on a monthly basis. Facilities are inspected on a regular basis to assure that facilities and programs are maintained and operated in a manner which protects the safety of all students and employees.</p> <p>All students are instructed and have drills on emergency procedures in compliance with ORS 336.071 and include drills and instruction on 1)Fires; 2)Earthquakes; and 3)Safety Threats.</p>
<b>Mental Health and Wellbeing Plans such as those prepared for <a href="#">Student Investment Account</a></b> (optional)	<p>Cascade School District has a student safety management team that meets monthly a part of this team is to identify students that are dealing with mental health issues and implement and manage plans. We also have a link on our Cascade web page that has links to mental health service plans and links for parents and students.</p> <p><a href="https://www.cascade.k12.or.us/parents_and_students/mental_health_resources">https://www.cascade.k12.or.us/parents_and_students/mental_health_resources</a></p>
<b>Additional documents reference here:</b>	



## 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"> <li>• Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained.</li> <li>• In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary.</li> <li>• Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li> </ul>	Lisa Iverson, Principal	Sarah Federico
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"> <li>• Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures.</li> <li>• Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system.</li> </ul>	Lisa Iverson, Principal Krista Gray, District RN Bryan Dyer, Safety Coordinator Sarah Federico	Sarah Federico
Health Representative ( <i>health aid, administrator, school/district nurse, ESD support</i> )	<ul style="list-style-type: none"> <li>• Supports building lead/administrator in determining the level and type of response that is necessary.</li> <li>• Reports to the LPHA any cluster of illness among staff or students.</li> <li>• Provides requested logs and information to the LPHA in a timely manner.</li> </ul>	Krista Gray, District RN	

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"> <li>Advises on prevention/response procedures that are required to maintain student services.</li> </ul>	<a href="#">Mid-Columbia Bus Company</a> <a href="#">Chris Facha, Director of Nutrition Services</a> <a href="#">Joe Lulay, Plant Operations Director</a> <a href="#">Bryan Dyer, Safety Coordinator</a>	
Communications Lead ( <i>staff member responsible for ensuring internal/external messaging is completed</i> )	<ul style="list-style-type: none"> <li>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.</li> <li>Shares communications in all languages relevant to school community.</li> </ul>	<a href="#">Lisa Iverson</a> <a href="#">Krista Gray, RN</a> <a href="#">Greg Koseka, Director of Communications</a>	
District Level Leadership Support ( <i>staff member in which to consult surrounding a communicable disease event</i> )	<ul style="list-style-type: none"> <li>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.</li> <li>Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>	<a href="#">Darin Drill, Superintendent</a>	<a href="#">Dawn Moorefield, Assistant Superintendent</a>  <a href="#">Bryan Dyer, Safety Coordinator</a>

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"> <li>Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response.</li> <li>Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners.</li> </ul>	Krista Gray, RN	
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<sup>1</sup>, etc.)

- The CSD Communicable Disease Management Plan was developed by an administrative team representative of the entire district and community, including local partners. The Team consulted the Equity Lens in addition to the OAR to ensure that the resulting protocols serve the health and safety of all students, staff and visitors indiscriminately.
- All communications will be provided in English and Spanish and delivered to families in their preferred language.
- In an effort to reach all audiences the district will continue communicating in multiple modalities to share updated information.
- Isolation Protocols apply equally to all students and staff.



#### Suggested Resources:

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

**Table 3. Centering Educational Equity**

OHA/ODE Recommendation(s)	Response:
Describe how you will ensure continuity of instruction for students who may miss school due to illness.	Identifying those that are disproportionately impacted by long term illness and which students and families may need different services is an individualized process that requires the school team to review all relevant information regarding student's overall progress and access to education which may include virus driven school closures, distance learning, limited in person instruction, and quarantine periods.
Describe how you identify those in your school setting that are disproportionately impacted by communicable disease and which	The school team will consider the needs of the student regarding the need for Individualized communicable disease Recovery Services. The team will consider evidence such as: progress reports, attendance, input from team members, rate of learning, etc. The team will document the discussion and decision about recovery services in meeting notes and develop an appropriate plan.

<sup>1</sup> 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:
students and families may need differentiated or additional support.	
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>Please discuss your TAT/care team plans at your school</p> <p>Every Monday, the Turner Assistance Team meets to address the care and needs of children brought forward for discussion. An action plan is set up with regards to the student to ensure their needs are met.</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>Beginning of the year staff meetings and training and additional training as needed throughout the school year.</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:

1. Communicable Disease Guidance for Schools which includes information regarding:
2. Symptom-Based Exclusion Guidelines (pages 8-12)
3. Transmission Routes (pages 29-32)
4. Prevention or Mitigation Measures (pages 5-6)
5. School Attendance Restrictions and Reporting (page 33)
6. [CDC Guidance for COVID-19 Prevention in K-12 Schools](#)
7. [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?
Immunizations	<i>Cascade is hosting a flu shot vaccine provided by Santiam Hospital. <b>Shots are required by law</b> 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 <u>requires shots</u> or a <u>medical</u> or <u>nonmedical exemption</u> to stay enrolled.</i>
Face Coverings	Face coverings are not required within our schools. They are available in the front offices if students, if they feel the need to have one on during the school day. Teachers will respect those students that choose to wear a mask at school.
Isolation	Individuals who report or develop symptoms will be isolated in a designated isolation area in the building, with adequate space and staff supervision and symptom monitoring by a District nurse, other school-based health care provider or school staff until they are able to go home. If more than one individual becomes symptomatic and separate rooms are not available, isolation staff will ensure that six feet distance is maintained. Staff who may provide care for individuals in isolation will receive specialized training with regards to isolation space procedures, aspects of care, hygiene, and use of PPE from District Nurses. Isolation protocol is described in detail on pages 47-54 and pages 67-68 of the CSD Communicable Disease Management Plan.
Symptom Screening	Staff and students need to stay home when sick and until 24 hours fever free, without the use of fever-reducing medication.
COVID-19 Diagnostic Testing	<i>Cascade is not offering COVID Testing at this point as of August of 2023</i>
Airflow and Circulation	Ventilation and air purification are district/school mitigation strategies identified in the CSD Communicable Disease Management Plan page 45. The district complies with all state, federal and manufacturer guidelines for upkeep and maintenance of HVAC systems. Filters meet or exceed current standards. Facilities staff monitor buildings and partner with other school staff to implement strategies for improving ventilation and air quality such as opening doors and windows, utilizing fans and exhaust systems and supporting healthier occupancy practices. All buildings have been equipped with AIRPHX filtration systems.
Cohorting	When cohorting is required, staff will ensure that students are placed into cohorts of students who will stay together during a significant portion of the school day.

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?
Physical Distancing	When physical distancing is required, staff, supported by administrators, will ensure students are physically distanced in accordance with current requirements to the extent practicable. The CSD Communicable Disease Management Plan addresses physical distancing and cohorting on pages 43-44. These practices are also highlighted in the “Guiding Principles” section beginning on page 40
Hand Washing	All schools have posted clear signage on how to stop the spread of diseases, including COVID-19, by properly washing hands, covering coughs and sneezes, and properly wearing a face covering. Schools will promote everyday protective measures by teaching and reinforcing covering coughs and sneezes among children and staff.
Cleaning and Disinfection	Disinfection shall occur daily in each classroom. Restrooms, doorknobs, and isolation rooms shall be cleaned multiple times per day and logs of cleaning will be maintained by custodial staff.
Training and Public Health Education	District protocols to prevent the spread of communicable diseases will be shared with students, staff and families beginning at the onset of the school year and will continue periodically The CSD Communicable Disease Management Plan referred to repeatedly throughout this document was strategically designed by the team, including public health professionals, to meet OAR requirements but also to serve as a sustainable, consistent source of information for staff, students and their families. The District will continue to use additional communication platforms and consult with local public health professionals to craft and share supplemental information.

## 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.

[LINK for public viewing](#)

Date Last Updated: **August 23, 2023**

Date Last Practiced: **August, 2023**