

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



School/District/Program Information

District or Education Service District Name and ID: Douglas County SD 4 #1991

School or Program Name: Winchester Elementary School

Contact Name and Title: Meghan Pirtle, Principal

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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 |
|---|--|
| <p>School District Communicable Disease Management Plan OAR 581-022-2220</p> | <p>https://resources.finalsite.net/images/v1692975439/roseburgk12orus/ugzrctxkpwqdriyccmec/ UpdatedCommunicableDiseasePlanAugust2023docx1.pdf</p> |
| <p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010</p> | <p>*Staff are trained to recognize potential communicable disease symptoms and the internal communication protocols to get support for those students in accessing the designated safe space and connect them with the appropriate staff *Staff and students exhibiting communicable disease symptoms or have tested positive for COVID-19 will be excluded from school for the required timelines provided by Douglas Public Health Network (DPHN) and the Center for Disease Control (CDC). *Students and staff will be excluded based on medical protocols and without regard to age, race, religion, color, national origin, disability, linguistic background or culture</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>*OAR 581-022-2220 requires the District to “maintain a prevention-oriented health services program for all services.” This includes space to isolate sick students and services for students with special health care needs. *The Safety Officer or Office Manager will manage and supervise any sick or injured child in the isolation room. *The Safety Officer or Office Manager may call at any time their primary nurse to assist with duties. *An isolation room will be picked out by the building administrator where students can be easily supervised and monitored. *The isolation room will also provide first aid care for students and not just care for kids who are sick or showing signs of a communicable disease. Care will also be provided for students who are medically fragile or have special health care needs. *District practice is to have the isolation room set in a place accessible to all students, including those experiencing mobility challenges *Isolation room supervisors are familiar with all students and provide support and care for each individual based on their needs.</p> |

| Plan Types | Hyperlinks and Descriptions |
|---|---|
| Emergency Plan or Emergency Operations Plan OAR 581-022-2225 | https://www.oregon.gov/osp/Docs/DoTheDrill.pdf |
| Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional) | |
| 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. | Meghan Pirtle - Principal | Leslie Wasson, Office Manager |
| 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. | Meghan Pirtle - Principal | Leslie Wasson, Office Manager |
| 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. | Leslie Wasson - Manager | Destiny Folkins, Office Assistant |

| 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. | Meghan Pirtle- Principal Laura Dowdy- TOSA & Leslie Wasson (Transportation) Kim Cermak- Food Service Lead Jeff Davis- Site Operator | Destiny Folkins- Office Assistant Trista Mason- Food Service Assistant Dave Kemmele- Support Custodian |
| 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. | Chelsea Duncan - Communications Coordinator | Michelle Knee - Assistant Superintendent |
| 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 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. | Shannon Cordon - District Nurse Chelsea Duncan - Communications Coordinator | Ed Villareal - District Safety Coordinator |

| 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. | Dr. Bob Danneffer/Chief Health Strategist | Vanessa Becker/Public Information Officer |
| 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.)

- District Equity Lens: <https://www.roseburg.k12.or.us/about-us/our-mission/strategic-plan>
- District Suicide Prevention, Intervention, and Postvention Plan: <https://resources.finalsite.net/images/v1657823711/roseburgk12orus/or8hknglmrznfyuhjy5s/SuicidePreventionInterventionPostventionPoliciesandProcedures1.pdf>



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. | Plans will be individualized and modified as needed based on individual circumstances. |
| Describe how you identify those in your school setting that are disproportionately impacted by communicable disease and which students and families may need | Our school utilizes data team and behavior team meetings to determine which students are in need of interventions and additional support academically and behaviorally. The teams determine what intervention best fits each student’s needs. Every student is identified by name, strength and need. |

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: |
|--|--|
| 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. | Our school will put together a plan to support students that includes interventions, gathering data, discussing progress, and making adjustments based on student need. This will include plans to support academics, behavior and social/emotional needs of students. |
| Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully. | Data team and behavior team meetings are calendered out for the school year. During monthly PD, data will be analyzed at a school level and areas in need of more training will be identified. Training will be implemented based on the data analysis. |



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 | <p>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. Immunizations are available from primary care physicians, Cow Creek Band of Umpqua Tribe of Indians and DPHN.</p> |
| Face Coverings | <p>* All individuals may choose to mask based on their individual risk assessment.</p> |
| Isolation | <p>*OAR 581-022-2220 requires the District to “maintain a prevention-oriented health services program for all services.” This includes space to isolate sick students and services for students with special health care needs. *The Safety Officer or Office Manager will manage and supervise any sick or injured child in the isolation room. *The Safety Officer or Office Manager may call at any time their primary nurse to assist with duties. *An isolation room will be picked out by the building administrator where students can be easily supervised and monitored. *The isolation room will also provide first aid care for students and not just care for kids who are sick or showing signs of illness. Care will also be provided for students who are medically fragile or have special health care needs.</p> |
| Symptom Screening | <p>*All students/staff exhibiting symptoms at school are referred to the office/health office for more in-depth screening</p> |
| COVID-19 Diagnostic Testing | <p>Covid-19 diagnostic testing will not be provided by the district or in our schools. Contact DPHN for information on Covid-19 diagnostic testing in the community.</p> |
| Airflow and Circulation | <p><i>*All classrooms are equipped with air purifiers with HEPA filters. *Staff are encouraged to open windows when safe to do so to increase air flow. *Maintenance staff ensures HVAC systems operate properly and provide acceptable indoor air quality for the current occupancy level for each space. *Filters in air purifiers and HVAC systems are replaced as recommended by the manufacturer.</i></p> |
| Cohorting | <p>*Thoughtful planning has been done to use cohorting, to the extent possible, as a mitigation strategy to reduce the spread of communicable diseases.</p> |
| Physical Distancing | <p>*Physical distancing will be employed, to the extent possible, as a mitigation strategy to the spread of communicable diseases.</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? |
|---|--|
| Hand Washing | *Frequent hand washing & hand sanitizer use is strongly encouraged. *Students will be reminded to wash or sanitize their hands before and after eating food, after using the restroom and after blowing their nose, coughing and sneezing. |
| Cleaning and Disinfection | *Clean surfaces at least once a day. If the school/building has had a sick person or someone tested positive within the last 24 hours, the space should be cleaned and disinfected. |
| Training and Public Health Education | *Our school district nursing team and Safety Officer will meet weekly with the Local Public Health Officer. We will continue to both develop and share training opportunities on mitigation best practices, and vaccination and testing opportunities. |

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.

<https://www.roseburg.k12.or.us/community/communicable-disease> where this plan is available for public viewing.

Date Last Updated: **8/24/23**

Date Last Practiced: **8/21/23**