

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



School/District/Program Information

District or Education Service District Name and ID: 2199

School or Program Name: Nestucca High School

Contact Name and Title: Misty Wharton, Superintendent

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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>The Nestucca Valley School District Pandemic Plan is utilized as a guide to make decisions and take actions related to pandemics and severe contagious illnesses.</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010</p>	<p>The Nestucca Valley School District follows the Oregon Health Authority’s Communicable Disease Guidance for Schools to make decisions related to the exclusion of students and staff diagnosed with certain communicable diseases.</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>designated primary isolation area will be used for students and staff who are symptomatic in consultation with school nurses and others with medical expertise. Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear medical grade facial coverings and other needed PPE.</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>The Nestucca School District Emergency Operations Plan is utilized as a guide for decision making and taking action related to a variety of emergencies in the district.</p>

Plan Types	Hyperlinks and Descriptions
Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional)	<i>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.</i>
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. 	Ken Richwine, Principal	Misty Wharton, Superintendent

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	<ul style="list-style-type: none"> Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners. 		
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. 	Ken Richwine, Principal	Misty Wharton, Superintendent
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. 	Megan Kellow, Special Programs Director	Misty Wharton, Superintendent
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. 	Chad Holloway, District Administrator Transportation Maintenance/Custodial Ursula McVittie, HR Food Service	Misty Wharton, Superintendent

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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. 	Ken Richwine, Principal	Misty Wharton, 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. 	Misty Wharton, Superintendent	Misty Wharton, Superintendent
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. 	Misty Wharton, Superintendent	Misty Wharton, Superintendent
Others as identified by team		Megan Kellow, Special Programs Director	



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.)

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Suggested Resources:

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

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.

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.	The school office will communicate with the student’s teacher(s) and parent(s)/guardians(s) to provide appropriate course work <i>Further, as part of our building-wide PLC, student learning and behavior data is regularly reviewed and analyzed to determine which students might need additional support in the development of foundational academic and social skills.</i>
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.	<i>As part of our building-wide PLC, student learning and behavior data is regularly reviewed and analyzed to determine which students might need additional support in the development of foundational academic and social skills.</i>
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><i>The attendance data review protocol facilitates the identification of families needing extra support in ensuring their child regularly attends school. As families are initially identified, members of our team reach out using multiple methods to make contact and discuss existing barriers and challenges. Supportive relationships with families are fostered throughout this information gathering process to allow the development of specific plans designed to meet the needs of the family. Partnering with the family is central to the successful implementation of these plans.</i></p> <p><i>Collaboration with the Title IX-A Coordinator, the Special Education Director, and the building principal to develop and implement a plan for any students requiring differentiated support offered within these areas will occur as needed.</i></p> <p><i>To support the development of foundational academic and social skills, building based interventions are developed and implemented. Levels of proficiency in the acquisition of new skills are continuously monitored and intentionally measured both within the collaborative grade level meeting as part of the building PLC, by building level specialists, and the administrator.</i></p>
Describe what support, training or logistics need to be in place to ensure that the named strategies	<i>Clear, concise communication is central to developing a common understanding of how building and district level protocols have been designed to support students and families. All staff are trained annually on the identification of students experiencing houselessness and qualifying for the supports offered by the McKinney Vento program. Additional information about how to share concerns about students who are struggling with the development of academic and social skills also will be provided. Always mindful of</i>

OHA/ODE Recommendation(s)	Response:
are understood, implemented, and monitored successfully.	<i>student privacy and maintaining confidentiality, students supported by the different specialized programs within our school, including McKinney Vento, Special Education, EL and SEL, will be identified to staff as necessary.</i>



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

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>Describe what mitigating measures the school will implement to reduce and respond to the spread of communicable disease and protect in-person instruction?</p>
<p>Immunizations</p>	<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 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></p>
<p>Face Coverings</p>	<p><i>Face coverings will not be required by staff or students. It will be left to personal choice. Those choosing to wear masks will be supported by staff and peers.</i></p>
<p>Isolation</p>	<p><i>A designated primary isolation area will be used for students and staff who are symptomatic in consultation with school nurses and others with medical expertise. Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear medical grade facial coverings and other needed PPE.</i></p>
<p>Symptom Screening</p>	<p><i>Students and staff will self-screen as they enter the building each day. If symptoms arise during the day they will go to the isolation room for further assessment. All stakeholders will be educated on symptoms within the first two weeks of school.</i></p>
<p>COVID-19 Diagnostic Testing</p>	<p><i>Our school will not offer diagnostic testing.</i></p>
<p>Airflow and Circulation</p>	<p><i>Windows and doors are opened regularly to allow for increased airflow when conditions are appropriate. When possible, fans will be placed in front of windows to increase ventilation. All building ventilation systems are inspected quarterly to change out fan belts and filters. Nestucca Valley School District uses the highest rated "MERV" filters available. Finally, NVSD's HVAC system meets or exceeds minimum standards and requirements.</i></p>
<p>Cohorting</p>	<p><i>NVSD will communicate/consult with LPHA regarding respiratory disease activity when numbers are significant. We will always do our best to minimize the number of exposures/cohorts a student is in on a daily basis within reason, particularly when rates of transmission are high.</i></p>
<p>Physical Distancing</p>	<p><i>When transmission rates are high, administrators will re-educate staff and students on the importance of physical distancing. Students will be spaced 3 feet apart, students will be in line at a minimum, and one-way traffic will be encouraged in all locations. Students may return to their classrooms to eat if the administrator believes it is necessary.</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?
Hand Washing	<i>Regular hand washing will continue to be a priority. Hand sanitizer will be available upon entry to the building. Hand washing, or use of sanitizer, will be part of regular procedures whenever possible prior to eating and/or upon entry or exit of the playground. Signage will be placed in elementary restrooms to remind students of proper hand washing etiquette.</i>
Cleaning and Disinfection	<i>Cleaning schedules are created and followed carefully to ensure consistent, thorough cleaning of all building areas with special emphasis (throughout the day times) for high traffic/touch areas.</i>
Training and Public Health Education	<i>The principal will review all processes and procedures with staff. This includes cleaning, handwashing, cohorting, testing, isolating, and overall safety. Parents will also be informed of processes and procedures established to maintain safety and health for all students. During times of high transmission, meetings will be called for re-teach opportunities. Teachers will also be asked to review processes and procedures with students. The district will send reminders home to families about not sending children to school sick as well as the processes and procedures utilized to determine if a student is sent home sick or not.</i>

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.nestucca.k12.or.us/hs/content/CommunicableDiseaseManagementPlanDistrict.pdf>

Date Last Updated: **9/18/2023**

Date Last Practiced: **9/18/2023**