

## School-Level Communicable Disease Management Plan

2023-2024



### School/District/Program Information

South Lane School District 45J3 (2087)

School or Program Name: Cottage Grove High School


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	<h2>Policies, Protocols, Procedures and Plans Already in Place</h2>
<b>School District Communicable Disease Management Plan</b> <a href="#">OAR 581-022-2220</a>	<a href="#">SLSD Communicable Disease and Pandemic Plan</a> <a href="#">OHA Communicable Disease Guidance for Schools</a>
<b>Exclusion Measures</b> Exclusion of students and staff who are diagnosed with certain communicable diseases <a href="#">OAR 333-019-0010</a>	Protocols are established in each 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. Isolation rooms are required. District policies and procedures incorporate a layered approach to identifying, monitor, and mitigate outbreaks of communicable diseases including COVID-19 and works closely with LCPH. Applicable documents:  <u>LINKS</u> <a href="#">SLSD Communicable Disease and Pandemic Plan</a> <a href="#">“When to send your child to school”</a> <a href="#">OHA Communicable Disease Guidance for Schools</a>



## Policies, Protocols, Procedures and Plans Already in Place

### 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](#)

Isolation spaces are required. 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 and cannot be shared spaces or occupied working offices. In SLSD, protocols are established in each building for a health room and an isolation room (for ill or exposed) to separate people who have or may have a contagious disease from people who are not sick required by OAR 581-022-2220. Each school location has established protocols to include an isolation room for ill staff or students or for suspected illness.

The isolation space for this school is located in the staff lounge.

The health room for this school is located in the office.

### Emergency Plan or Emergency Operations Plan

[OAR 581-022-2225](#)

SLSD Leadership will provide overarching support, coordination, and continuity to district operations related to COVID-19 transmission and spread. COVID-19 ill persons or those believed to have primary symptoms of COVID-19 will be referred to the school nurse (for students), and human resources for staff and volunteers. Building maintenance and custodial staff will be involved to ensure clean spaces and proper ventilation.

### Additional documents reference here:

[OSNA Covid Toolkit 2022-2023](#)

[CDC COVID Community Levels](#)

[ODE Layered Health Safety Measures](#)



## SECTION 1. Clarifying 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 LCPH 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>	Chris Wells/Assistant Principal	The Building Admin/Nursing Team, which includes district nursing and administrative staff will serve as an alternative contact.
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>	Chris Wells/Assistant Principal	The Building Admin/Nursing Team, which includes district nursing and administrative staff will serve as an alternative contact.
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>	To be determined	The Building Admin/Nursing Team, which includes district nursing and administrative staff will serve as an alternative contact.

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>	Garrett Bridgens/Assistant Principal Corina Boylen, Food Service Supervisor John Dahl, Transportation Supervisor Matt Allen, Maintenance Supervisor	The Building Admin/Nursing Team, which includes district nursing and administrative staff will serve as an alternative contact.
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</li> <li>Shares communications in all languages relevant to school community.</li> </ul>	Brian McCasline, Assistant Superintendent	The Building Admin/Nursing Team, which includes district nursing and administrative staff will serve as an alternative contact.
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 COVID-19 response during periods of high transmission. 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>	Bill Bartram, Lead Nurse	The Building Admin/Nursing Team, which includes district nursing and administrative staff will serve as an 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>	Jennifer Scheit, Jose Zacarias Lane County Public Health	The Building Admin/Nursing Team, which includes district nursing and administrative staff will serve as an alternative contact.



## SECTION 2: EQUITY AND Continuity of Education

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 Educational 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.)

OHA/ODE Recommendation(s)	Response:
Describe how you will ensure continuity of instruction for students who may miss school due to illness.	Students who miss school due to illness will be provided materials to make up the classroom instruction that was missed.
Describe how you identify those in your school setting that are disproportionately impacted by COVID-19 and which students and families may need differentiated or additional support.	Student learning is monitored on a regular basis and students who are missing foundational skills or falling behind are provided with additional instruction to mitigate the impact that long term learning struggles can have. The support system is not limited to academics and includes supports that are outside of the classroom and providing support that is directed at families. Counselors (including social/emotional learning specialists) and Community Care Specialists will also identify needs amongst all students, and particularly those that are disproportionately impacted.

OHA/ODE Recommendation(s)	Response:
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 COVID-19.	Staff take the time to create plans for groups of students or individuals to meet their needs. Part of the plans that are created are checkpoints in the future to make sure that the support is having the intended consequences. If different or additional supports are needed, then the plan can be adjusted to best meet the needs of the student or family.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Staff are regularly trained about the supports in place as well as the processes used to monitor and identify students that may need additional support. Since the building has been implementing MTSS for a few years, the logistics are in place for appropriate and timely support implementation

## Mental Health Supports

OHA/ODE Recommendation(s)	Response:
Describe how you will devote time for students and staff to connect and build relationships.	<p>Time is devoted for students and staff to connect and build relationships with the following protocols:</p> <ul style="list-style-type: none"> <li>District-wide K-12 focuses on care and connection during Back-to-School events and during the first weeks of the school year.</li> <li>Staggered start for all students K-12 that provides more 1:1 time for students and staff</li> <li>Embedded time for Social-Emotional Learning each week K-12</li> <li>Administration of survey (Youth Truth) to all students K-12 twice a year</li> </ul>

OHA/ODE Recommendation(s)	Response:
Describe how you will ensure class time, and individual time if needed, for creative opportunities that allow students and staff to explore and process their experiences.	Creative opportunities that allow students and staff to explore and process their experiences are identified in the following protocols: District-wide K-12 Social-Emotional Learning curriculum that supports students' developing these skills. Social Emotional Learning staff in every building Administration of survey (Youth Truth) to all students K-12 twice a year
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	Culturally relevant health and mental health services and supports are identified in the following protocols: Mental health support or resource referral through community partners at every K-12 school. Counselors or Social Emotional Learning Specialists available at all in-person schools K-12, increased counselors at secondary level. Calm rooms are available at each Elementary and middle school for students who need a space to self-regulate.
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	Fostering peer/student led initiatives on wellbeing and mental health are identified in the following protocols: Allow student voice to inform planning of class meetings at elementary level with specific focus on wellbeing and mental health.





## Section 3. COMMUNICABLE DISEASE OUTBREAK PREVENTION, RESPONSE AND RECOVERY

### Communicable Disease Mitigation Measures

OHA/ODE Recommendation(s) Layered Health and Safety Measures	Describe what mitigating measures the school will implement to reduce the spread of communicable disease and protect in-person instruction?
Immunizations	<p>While the CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals, South Lane School District will not require Covid-19 vaccinations. At this time, we don't plan to offer COVID-19 vaccine clinics</p> <p><b><i>Shots are required by law</i></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 requires shots or a medical or nonmedical exemption to stay enrolled.</p>
Face Coverings	Universal masking is no longer required.
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 in addition to having a space to support healthy individuals. Isolation space at each school location is required.</p> <p>The designated isolation space (required) for every school day is located in the staff lounge.</p> <p>An additional backup space in the event of a larger communicable disease outbreak is located in the auxiliary gym.</p> <p>Health services will provide information and training (if necessary) in isolation protocols for sick students and staff identified at the time of arrival or during the school day according to the exclusion measures. Individuals with communicable disease symptoms will be isolated, offered a test, and sent home.</p> <p>Our school has a trained staff that can support all student health and safety needs.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	Describe what mitigating measures the school will implement to reduce the spread of communicable disease and protect in-person instruction?
Symptom Screening	<p>SLSD families and staff will be responsible for self-screening for primary communicable disease symptoms ea COVID-19 Testing options will be provided to staff and families</p> <p><a href="#">Communicable Disease Guidance for Schools</a>  <a href="#">Communicable Disease Guidance for Schools</a></p>
COVID-19 diagnostic Testing	<i>SLSD will have Covid-19 diagnostic tests available for students and staff.</i>
Airflow and Circulation	<p>In SLSD 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</p> <p>Additional mitigation measures include the assessment of individual spaces to determine the need for portable filtration systems.</p> <p><a href="#">Ventilation in Schools and ChildCare Programs (cdc.gov)</a></p>
Cohorting/Physical Distancing	<i>When in large group settings, staff and students are encouraged to maintain 3 feet of distance to the greatest extent possible.</i>
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, breakfast/lunch, PE, music ect.</p> <p>Staff will teach proper handwashing and covering coughs etiquette.</p> <p>Access to hand sanitizer with at least 60% alcohol for use.</p> <p>Applicable documents:  <a href="#">Handwashing in Communities: Clean Hands Save Lives   CDC</a>  <a href="#">Health Promotion Materials   Handwashing   CDC</a></p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	Describe what mitigating measures the school will implement to reduce the spread of communicable disease and protect in-person instruction?
	<a href="#">Respiratory Hygiene/Cough Etiquette   FAQs   Infection</a> <a href="#">OHA 2257 Don't Touch Your T-Zone ENGLISH</a> <a href="#">Cover your cough/sneeze video</a> <a href="#">Hand Washing video shorter version</a> elementary <a href="#">Hand Washing video longer version</a> secondary
Cleaning and Disinfection	<p>Staff will use cleaning products containing soap or detergent which reduces germs on surfaces by removing contaminants and decreases the risk of infection from surfaces. Disinfecting kills any remaining germs on surfaces, which further reduces any risk of spreading infection.</p> <p>regular cleaning of all touch points in classrooms, transportation, common areas, cafeterias with a general cleaner and per protocol will occur.</p> <p>During an outbreak or illness, increased cleaning will be initiated by the Maintenance team.</p>
Training and Public Health Education	<p>SLSD will communicate health and safety protocols to students, staff, families and to our diverse communities within the district. Ensuring succinct, accurate and streamlined communication on safety protocols and COVID-19 guidance is a priority.</p> <p>School will work with the school safety committee to ensure that staff have a safe place to bring implementation questions and suggestions forward.</p>

## Plan Link

[This plan is located on the SLSD Website](#)