

**Nyssa Elementary School-Level Communicable Disease Management Plan**  
**For School Year 2023-2024**



**School/District/Program Information**


District or Education Service District Name and ID: \_\_\_\_Nyssa School District #26 / Malheur Educational Service District Region 14\_\_\_\_

School or Program Name: \_\_\_\_Nyssa Elementary School\_\_\_\_

Contact Name and Title: \_\_\_\_Shane Pratt, Elementary Prinicipal\_\_\_\_

Contact Phone: \_\_\_\_541-372-3313\_\_\_\_ Contact Email: \_\_\_\_spratt@nyssasd.org\_\_\_\_

**Table 1.**

	<p><b>Policies, protocols, procedures and plans already in place</b></p> <p>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.</p>
<p><b>School District Communicable Disease Management Plan</b>  <a href="#">OAR 581-022-2220</a></p>	<p><a href="https://www.nyssa.k12.or.us/">https://www.nyssa.k12.or.us/</a>  <a href="https://policy.osba.org/nyssa/index.asp">https://policy.osba.org/nyssa/index.asp</a></p> <p>Student and staff health and safety is a top priority of the Nyssa Elementary School. The purpose of this comprehensive guide is to provide infection control guidance and practice standards.</p>
<p><b>Exclusion Measures</b>  Exclusion of students and staff who are diagnosed with certain communicable diseases.  <a href="#">OAR 333-019-0010</a></p>	<p><a href="https://www.nyssa.k12.or.us/">https://www.nyssa.k12.or.us/</a>  <a href="https://policy.osba.org/nyssa/index.asp">https://policy.osba.org/nyssa/index.asp</a></p> <p>Nyssa Elementary follows the Oregon Symptom Based Exclusion Guidelines from the Oregon Department of Education. Symptom Based Exclusion Guidelines are available within our Communicable Disease Plan listed on our district website.</p>
<p><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></p>	<p>Protocols are established at Nyssa Elementary School 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. The School Health Coordinator will be the supervisor of the sick and assisting staff or students in contacting families. District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases and works closely with LPHA.</p>



## 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.

### **Educator Vaccination**

[OAR 333-019-1030](#)

No longer a requirement. However, in working with LPHA, vaccine clinics are offered on the district campus multiple times a year to provide access to those interested in receiving vaccinations.

### **Emergency Plan or Emergency Operations Plan**

[OAR 581-022-2225](#)

<https://www.nyssa.k12.or.us/>

<https://policy.osba.org/nyssa/index.asp>

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

**Account** (optional)<https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Pages/Oregon-Classroom-WISE.aspx><https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Pages/Mental-Health-Toolkit.aspx><https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Pages/Announcements.aspx><https://www.oregon.gov/oha/HSD/BH-Child-Family/Pages/Youth-Suicide-Prevention.aspx><https://www.oregon.gov/oha/HSD/BH-Child-Family/Pages/Schools.aspx>[Oregon Department of Education : Comprehensive School Counseling](#)[School-Based Health Centers : State of Oregon](#)

Circle Time is a required element of each teacher's daily schedule.

Implementation of our Toolbox character education curriculum to all students across all grades, and reinforced by classroom teachers.

Work in conjunction with building counselor, district counselor, ESD staff, and building staff district to implement effective services and set relevant support and address needs of all students, particularly those in categories deemed most adversely affected by trauma, and therefore most at risk.

Counselors, in conjunction with this district level support, will implement plans that are based on ASCA standards and supported by data driven results.



## 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.

Via our 5th Grade Bullpup Leadership Team the school will prioritize authentic student voice on social-emotional learning; this is co-designed with students. SEL will include interactive monthly lessons provided by teachers, the counselor, and the School Health Coordinator, focused on removing the stigma around mental health and the importance of emotional well-being and belonging. Lessons will be shared in the form of a handout that can be discussed at home with families.

Character Traits to focus on School Wide:  
<https://charactercounts.org>

All information will be communicated in both Spanish and English to ensure that ALL students and families have equal access to all services.

Additional documents reference here:

<https://www.oregon.gov/ode/StudentSuccess/Documents/CenteringHealthWellBeinginEducation.pdf>  
<https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Pages/MTSS.aspx>



## 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>	Shane Pratt, Principal	Tricia Book, Vice Principal
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>	Shane Pratt, Principal	Aundra De Witt, School Health Coordinator

School planning team members	Responsibilities:	Primary Contact (Name/Title):	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>	Aundra De Witt, School Health Coordinator	Nilda Matos-Kelly, School Health Coordinator Supervisor
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>	Ryan Hawkins, Interim Superintendent	Gina White, Director of Adult and Student Services
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>	Shane Pratt, Principal	Ryan Hawkins, Interim Superintendent
District Level Leadership Support ( <i>staff member in which to consult surrounding a</i>	<ul style="list-style-type: none"> <li>Has responsibility over communicable disease response during periods of high transmission in the community at large. May act as school level support to Building lead/Administrator activating a scaled response.</li> </ul>	Aundra De Witt, School Health Coordinator	Nilda Matos-Kelly, School Health Coordinator Supervisor

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<i>communicable disease event)</i>	<ul style="list-style-type: none"> <li>• Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>		
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>	Aundra De Witt, School Health Coordinator	Ryan Hawkins, Interim Superintendent



## 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.)

- [Equity Decision Tools](#) for School Leaders
- [Community Engagement 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.	NES will ensure continuity of instruction for students who may miss school due to illness with school work in the areas of Reading and Math. District will utilize email and online content, with hard copy packets of work to support the learning. Items such as workbooks and materials that are here at school will be transferred to the parent and students location until they can be well enough to return to school. Additional services for a student may be utilized to support the student's needs on an individualized basis including an evaluation for a 504 if appropriate.

<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:
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.	<p>NES has developed an RTI protocol around behavior. The process utilizes an assessment tool which identifies students who have or are at risk of having significant behavior concerns that affect academic performance. The tool is connected to a regular data boards process, in which staff analyze the results of these tools, and in conjunction with our counselor and ESD staff, have developed a menu of behavior options classroom teachers and support staff can implement in order to facilitate behavior instruction for the identified students.</p> <p>The tool helps to identify students who are disproportionately impacted by COVID-19 (e.g., students at increased risk of severe COVID-19 illness due to cognitive or developmental function, students at increased risk of negative impact/complications related to immunocompromised health status, etc.). Teachers will be asked to identify additional students in their classroom who may be disproportionately impacted.</p> <p>Additionally, our Migrant Department works in close communication with school staff regarding the ongoing needs of our parents and their students. When needs are identified, we are able to provide services through community resources, DHS resources, and Migrant resources.</p>
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>NES will be implementing a differentiated plan for those of underserved that are impacted with additional services. Those services may be, but not limited to, Migrant, translation, Special Education, Food needs, Federal Title that they qualify for, and transportation. It is imperative that all students get contacted for initial needs and follow up with continued monitoring of services needed or that are working.</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>The school counselor provided initial training in April of 2022 to staff on the Behavior Data Boards process, namely on the implementation of the data collection tool, how to interpret results, and how to determine interventions based on those results. Interventions have been tailored to meet the specific needs of those students most disproportionately impacted by COVID-19, and other medical and social/economic factors.</p> <p>All school staff will continue professional development to assist in this intervention work ahead of each</p>

OHA/ODE Recommendation(s)	Response:
	<p>Behavior Data Board listed here, and to implement needed support for students disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19.</p> <p>The school principal, in partnership with the school counselor, will review results of the Behavior data Boards process once per quarter according to the attached schedule, to ensure that the needs of the students historically underserved or at higher risk of negative impacts or complications related to COVID-19 are addressed.</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 5. 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>Nyssa Elementary School follows all laws regarding required school vaccinations. Students are required to have required vaccinations, or medical or religious exemptions, by the date set forth by the LPHA. Nyssa Elementary works with the LPHA to ensure all students have access to vaccinations by providing on district campus clinics multiple times a year. Required school vaccinations and COVID vaccinations are made available by the LPHA.</i>
Face Coverings	Face Coverings are no longer required on-campus, but NES still has available face coverings for any student, staff or guest that would like to wear one. Face coverings are available in the main office.

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?
Isolation	Protocols are established at Nyssa Elementary School 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. The School Health Coordinator will be the supervisor of the sick and assisting staff or students in contacting families. District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and works closely with LPHA.
Symptom Screening	If students are not feeling well, staff will direct students to the School Health Coordinator. The School Health Coordinator will evaluate students for symptoms and address concerns with their parents or medical provider as needed. See the district Communicable Disease Plan.
COVID-19 Diagnostic Testing	NES will not offer diagnostic testing. Families and staff will be provided with community resources to obtain testing as needed.
Airflow and Circulation	Our maintenance supervisor will support in responding to the necessary needs of air flow and circulation. NES does have windows that we can open during times of the day to produce additional airflow in the classrooms.
Cohorting	Possible measures: grouping students into two groups to minimize the number of students in a classroom at school, schedule an A day and B day group, or keep students with common peers during learning time and transitions.
Physical Distancing	Respond to the movement of students around each other with guidance for the classroom, hallways, cafeteria, bus transportation and waiting in lines. Utilize markers as reminders and teach the expectations to students, staff and parents.
Hand Washing	Continue education on hand washing every time after using the bathroom, before eating, and after cleaning. Make handwashing available more often and frequently throughout the school day. Hand sanitizer is available to students and staff when handwashing is unavailable.
Cleaning and Disinfection	Daily or more frequent cleaning and disinfecting of high traffic areas throughout the school. (examples, door knobs, desks, tables, bathrooms, and walls) Support from custodial staff and instructional staff to take time to clean and disinfect.

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?
Training and Public Health Education	Keep up to date with the latest “Best Practices” and offer information to staff via emails, staff meetings, and verbal statements. The School Health Coordinator will provide training for Public Health concerns at the start of the school year and ongoing as needed.
<b>PRACTICING PLAN TO BE READY</b>	

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.

Our plan is available for public viewing on the District website. <https://www.nyssa.k12.or.us/>

Date Last Updated: **August 8, 2023**

Last Practiced: **School Year 2022-2023**