

**Nyssa Middle 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 Middle School\_\_\_\_\_

Contact Name and Title: \_\_\_\_Luke Cleaver, Middle School Principal\_\_\_\_\_

Contact Phone: \_\_\_\_541-372-3891\_\_\_\_\_ Contact Email: \_\_\_\_lcleaver@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 Middle 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 Middle School 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 Middle 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. Our 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**

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 school wide and individual student plans and responses. They are based on ASCA standards and supported by data driven results to meet the needs identified.

The school will prioritize authentic social-emotional learning that is reflective of identified needs. SEL will include lessons provided by teachers/administrators, the counselor, the School Health Coordinator and outside



## Policies, protocols, procedures and plans already in place

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agencies. Lessons topics will also be shared in the form of a handout and/or social media posts that can be discussed at home with families.

Information released to the public 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>	Luke Cleaver, Principal	Andrea Arant, 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 events, informing continuous improvement of the planning, prevention, response, and recovery system.</li></ul>	Luke Cleaver, 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>	Luke Cleaver, Principal	Ryan Hawkins, Interim Superintendent
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 the 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>	Aundra De Witt, School Health Coordinator	Nilda Matos-Kelly, School Health Coordinator Supervisor

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>	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:
<a href="#">Describe how you will ensure continuity of instruction for students who may miss school due to illness.</a>	<p>OTI is provided Tues-Thurs for students to receive additional and individualized academic support.</p> <p>Teachers also utilize Google Classroom for students to receive and submit work remotely. This also allows parents and guardians to remain engaged in classroom assignments, activities and grades.</p> <p>Long term illness, students are considered for a 504 as needed with individual structured accommodations.</p> <p>Students and parents are able to access current academic progress in classes online through StudentVue and Parentvue</p>

<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:
<p>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>	<p>Attendance data and grades are monitored regularly and additional supports are provided to needed students ex. communication with teachers for extended time on assignments, opportunity to complete work remotely, OTI assigned when student returns, evaluate for 504 if needed.</p> <p>Supports are put in place when the school is aware of the need. If parents or guardians make the school aware of an upcoming longterm absence, students are assisted with supports in advance of absence to help decrease the impact said absence would create, ex: complete assignments in advance.</p>
<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>	<p>Procedures are in place to monitor attendance and grades. When a student is identified, staff meets with the student to create an individual plan to ensure equity of access to support. Parents and guardians are also included. If needed, a student is evaluated for a 504 or IEP. Student's and family's needs are heard and staff work with them to create a plan to assist the student. Students have access to OTI Tues-Thurs for additional help from their teachers. At times, OTI may be assigned for a student to attend.</p> <p>Teacher's use Google Classroom to assist with remote learning and all students are able to check out a Chromebook that they can take home outside of school hours.</p> <p>The School Health Coordinator will communicate with school admin when a student is identified to be expected to be absent for an extended period of time to initiate procedures and identify at risk students.</p>
<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>	<p>Attendance office staff is trained in attendance and grade policies and their roles on monitoring and providing regular reports to school admin.</p> <p>Monthly Staff meetings are held and attendance and grade policies are educated on and reviewed</p> <p>Staff also identify students of concern monthly during their grade level meetings to assist in the identification and referral process. They are also trained to contact the office when a student is displaying irregular attendance and/or classroom engagement.</p>

OHA/ODE Recommendation(s)	Response:
	<p>MTSS will be used starting in the 2023-2024 school year to identify at-risk students, including students that may be absent for an extended period due to illness or communicable disease.</p> <p>Staff use the PLC process to evaluate both group and individual data collection. They closely monitor student performance data and 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.</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	Nyssa Middle School follows all laws regarding required school vaccinations. Students are required to have required vaccinations, or a medical or religious exemption, by the date set forth by the LPHA. Nyssa Middle School 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.
Face Coverings	Face Coverings are no longer required on-campus, but NMS 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 Middle 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. Our 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 office/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	Nyssa Middle School 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. NMS 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 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

## 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.

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

Last Updated: **August 08,2023**

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