

School-Level Communicable Disease Management Plan

Template For School Year 2023-2024



School/District/Program Information

District or Education Service District Name and ID: Harrisburg School District No. 7

School or Program Name: Harrisburg Middle School

Contact Name and Title: Pat Jarman, Principal

Contact Phone: 541-995-6551

Contact Email: pat.jarman@harrisburg.k12.or.us

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
School District Communicable Disease Management Plan OAR 581-022-2220	https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1490205/Comm_Dis_Mgmt_PlanHSD_3.pdf
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010	https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1057540/Protocol_for_Isolation_Measures.pdf
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>Anyone developing cough, fever, chills, shortness of breath, difficulty breathing, or sore throat while at school must be given a face covering to wear, isolated from others immediately; and sent home as soon as possible.</p> <ol style="list-style-type: none"> 1. Designated space to isolate student or staff members who develop COVID-19 symptoms. Isolate students and staff who report or develop symptoms, with staff supervision and symptom monitoring by a school nurse or other school-based health care provider, until they are able to go home. While waiting to go home, people displaying symptoms should wear a face covering, as should supervising staff. *If students are nauseous, struggling breathing, or in distress, they should not wear any face covering while waiting to go home. 2. Designated space for students to receive non-COVID-19 health services that is separate from COVID-19 isolation space.

Plan Types	Hyperlinks and Descriptions
	We will consult with our LPHA when necessary.
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	https://policy.osba.org/harrsbrg/E/EBAC%20R%20D1.PDF https://policy.osba.org/harrsbrg/E/EBC_EBCA%20D1.PDF https://policy.osba.org/harrsbrg/E/EBC_EBCA%20R%20D1.PDF
Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional)	<p>Coordinate communication and partnership:</p> <ul style="list-style-type: none"> o School Counselors (All Schools) o Linn County Mental Health Partnership o Trillium Family Services Partnership o Family Support Liaison o High School Student Success Coach <p>SEL lessons from counselors and in classrooms. Implementation of DESSA Screener (K-8) for SEL. Whole-learner emphasis in all classrooms, schools, and other facilities Staff professional learning related to positive school culture for staff and students. EAP (Employee Assistance Program) available for staff members. Schools will prioritize and encourage communication strategies with counselors, administration, and staff. Various homeroom lessons will focus on removing the stigma around mental health and the importance of emotional well-being and belonging.</p>
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. 	Pat Jarman, MS 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"> • 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. 	Pat Jarman, MS Principal Kathy Edmiston, Teacher Gregg Huskey, Custodian	
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. 	Rochelle Warren, District Nurse	

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. 	Amy Traw, Transportation Supervisor Barbara Perry, Food Service Supervisor Terry Thorn, Maintenance Supervisor	
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. 	Steve Woods, 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 the 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. 	Steve Woods, Superintendent Richard Fielder, HS Principal Darcey Edwards, ES Principal	

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. 	<p><i>LPHA:</i></p> <p>Linn County: Neva Anderson, Emergency Preparedness Coordinator</p> <p>Email: nanderson@co.linn.or.us Phone: (541) 967-3888, ext. 2677</p>	
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.)

- Equity Lense - https://docs.google.com/document/d/1QsicxPFQVpGQd00mz4YmqK5_mVqTbmC90GEPFWDQBv8/edit#heading=h.gjdgxs
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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.	Teachers use google classroom and post notes and daily assignments. Students who fall into this category will be identified by the school counselors, and administration. The school will provide homework and other assistance as needed.
Describe how you identify those in your school setting that are disproportionately impacted by communicable disease and which	By the beginning of the 2023-2024 school year school counselors, administration, and student support teams will utilize registration information and previous academic records to identify students who experience barriers to their education or 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.).

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:
students and families may need 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.	<p>By mid-September, 2023, counselors, administrators, and teachers will reach out to students' families to begin the process of developing a plan. For students who are identified later in the process, teachers will connect with families during conferences or by special appointment.</p> <p>By October, counselors in partnership with the teacher will develop a plan in consultation with the student and family based on the unique needs of each student. The plan will be written and reviewed periodically throughout the year to ensure that it continues to fulfill the support needs.</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>All school staff will continue professional development to assist in this work, and to implement needed support for students disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19. Selected professional development days will be dedicated to identification and support strategies school staff can use to serve ALL students.</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 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	<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>
Face Coverings	For all individuals, the use of face coverings is not required, however their use is welcomed.
Isolation	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. Isolation rooms are identified in Table 1 of this document. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.
Symptom Screening	In communication with families the school will include information to watch their student for symptoms of communicable disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present, families are asked to keep their student home and get tested for COVID-19.
COVID-19 Diagnostic Testing	<i>OHA offers schools a diagnostic testing program to all public and private K-12 schools in Oregon. Please indicate whether your school will offer diagnostic testing.</i>
Airflow and Circulation	District maintenance department tests and screens airflow and circulation effectiveness on a regular basis. The department also addresses any student, staff, or public concerns pertaining to issues with airflow and circulation.
Cohorting	Cohorting is a mitigation practice that the school district will put into practice only when required.
Physical Distancing	Physical distancing is encouraged but not required.
Hand Washing	During the first month, the school will teach and reinforce proper handwashing and covering coughs and sneezes to lower the risk of spreading viruses, including the virus that causes COVID-19. Throughout the year, the school will monitor and reinforce these behaviors. Handwashing will be done before and after meal or snack times and after recess and after using the bathroom. <ul style="list-style-type: none"> Teachers will teach proper handwashing, covering coughs, and sneeze techniques to lower the risk of spreading viruses.

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?
Cleaning and Disinfection	Custodial staff maintain a comprehensive cleaning and disinfection schedule conducted on a daily basis. Surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) will be cleaned daily to reduce the risk of germs spreading by touching surfaces.
Training and Public Health Education	The school posts updates received from Linn County Health Department on the website. These communications are meant to provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school.
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.

INSERT THE LINK where this plan is available for public viewing. <https://5il.co/20xw0>

Date Last Updated: **August 2, 2023**

Date Last Practiced: **June 14, 2023**