

Weston-McEwen High School Communicable Disease Management Plan

School Year 2023-2024



School/District/Program Information

District or Education Service District Name and ID: Athena-Weston School District 29J

School or Program Name: Weston-McEwen High School

Contact Name and Title: Morgan Rauch, Principal

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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
School District Communicable Disease Management Plan OAR 581-022-2220	Athena Weston School District Communicable Disease Plan
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010	Athena Weston School District Communicable Disease Plan Athena-Weston Pandemic Plan
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	District plans, procedures, and policies incorporate a systematic approach to identifying, mitigating, and monitoring communicable disease outbreaks. We work closely with our LPHA when an outbreak is identified. Symptomatic students are isolated in a health room or dedicated isolation space as needed. Athena Weston School District Communicable Disease Plan Athena-Weston Pandemic Plan

Plan Types	Hyperlinks and Descriptions
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	The district has an Emergency Operations Plan that includes incident command roles and responsibilities, reunification process and responsibilities, communication responsibilities, and student care responsibilities. The document is updated annually.
Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional)	<ul style="list-style-type: none"> • Athena-Weston School District Mental Health Resources • Athena-Weston Suicide Prevention Plan
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. 	Morgan Rauch, WMHS Principal	Ann Vescio, Superintendent

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	<ul style="list-style-type: none"> • 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. 		
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. 	Morgan Rauch, WMHS Principal	Ann Vescio, 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. 	Trista Tovey, IMESD School Nurse	Corrina Robinson, IMESD School Nurse Supervisor

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. 	Loren Stroud, Maintenance Supervisor Julie Schroeder, Transportation Supervisor Karen Webb, Food Service	
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. 	Ann Vescio, Superintendent	Michele Madril, IMESD Communications Department
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. 	Ann Vescio, Superintendent	

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. 	Alisha Lundgren, Umatilla County Health	Joseph Fiumara, Umatilla County Health
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.)

- [IMESD Equity Lens](#)
- Partnership with CTUIR (Confederated Tribes of the Umatilla Indian Reservation), including Indian Education Coordinator
- Support from the InterMountain ESD



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.	The school is able to provide continuity of instruction for students who miss school due to illness by providing work to be sent home, a technology device checked out if needed, as well as extra support when the student returns. Families can request missing work during the absence if a student would like to work on it before their return. If a student is to be out for an extended period of time, the district has a virtual learning program the student can be enrolled in.
Describe how you identify those in your school setting that are disproportionately impacted by communicable disease and which students and families may need	The school recognizes that Covid-19 impacts students differently due to racial/cultural and/or disability factors. For this reason, the school works closely with tribal agencies to support our Native American students, including consulting with the Indian Education Coordinator and with mental health support staff from the tribal health center. In addition, teachers work closely with special education staff to ensure that students with special needs can access programs and activities designed to support connection and reduce negative impacts. Our school-based social emotional staff conduct surveys to determine students' needs and are easily accessible for support.

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:
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.	The school works closely with our Indian Education Coordinator to provide services, tutoring, and other programming to our tribal population who may have been disproportionately impacted and historically underserved. Our SPED Director ensures that the need for Individualized COVID-10 Recovery Services is added to the agenda for each initial IEP meeting and each regularly scheduled annual review meeting. If services are included in the IEP, these will be clearly documented, reviewed and updated annually. Facilitators of IEP meetings have been properly trained to ensure that all eligible students will be considered for Individualized COVID-19 Recovery Services. No predeterminations will be made. Each eligible student will be provided with the opportunity for a team decision that is unique and specific to the student. The district provides all information in languages and formats accessible to the school community.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	The district has added a Student Services Coordinator position. That person will monitor the needs and progress of our historically underserved and disproportionately impacted students and coordinate services and support. The new Student Services Coordinator is working to design a multi-tiered system of support to aid in identification and tracking of services to students in need. Additional training to staff in the area of Trauma Informed Practices, social-emotional support, and suicide prevention will be necessary throughout the upcoming school year.



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	CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. 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.
Face Coverings	During periods of high transmission and in consultation with the LPHA, the district may strongly recommend indoor face coverings for students and staff at the discretion of the superintendent. The district will ensure well-fitting masks are available in all schools. Health protocols, IEP's and 504 Plans for students will be carefully reviewed to ensure that staff members wear masks when in close proximity to students with specific protocols. The school will continue to provide masks to students and staff upon request. Schools will work with families to support their masking decisions.
Isolation	The office at Weston-McEwen High School has a separate health room that is available as an isolation space. Should that space become insufficient during periods of high transmission, the portable classroom out front, which is large, can be converted into an isolation space.
Symptom Screening	During periods of high transmission, teachers will conduct visual symptom screenings at the beginning of class. Thermometers will be made available to teachers to do quick temperature checks if needed.
COVID-19 Diagnostic Testing	The district offers free, on-site COVID-19 testing to students (with signed parental consent form) and staff through the COVID-19 Testing in Oregon's K-12 Schools Program. During periods of high transmission, the district would be willing to increase testing to include students and staff who have been exposed to Covid-19.
Airflow and Circulation	During periods of high transmission, air filtration cycles will be increased as needed. As much as is reasonable and feasible, teachers will open windows and doors to promote air circulation.
Cohorting	Teachers will continue to utilize stable seating charts. Student lunches are split into two cohorts.
Physical Distancing	Classroom spaces are arranged to promote physical distance to the best extent possible while not negatively impacting necessary collaboration.
Hand Washing	The school will maintain ready access to soap, water and hand-sanitizer. Staff will teach and remind students to practice healthy hand hygiene. Posters that demonstrate handwashing procedures and respiratory etiquette are displayed in classrooms, hallways, restrooms, and cafeterias.

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	Weston-McEwen High School teachers regularly wipe down desks and other high-touch services with disinfecting wipes. The building has two aerostatic disinfecting sprayers for use as needed. Water refillable bottles are provided to students, and touchless bottle filler water fountains are available throughout the school. Custodial staff disinfect high-touch areas, such as door knobs, water fountains, etc. nightly in addition to their regular cleaning schedule.
Training and Public Health Education	The school will continue to partner with our local health departments, school nurse and ESD services to access and share accurate public health information as needed. The school will communicate a return to baseline to families and staff.
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.

Date Last Updated: **8/10/2023**

Date Last Practiced: **8/10/2023**