

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



School/District/Program Information

District or Education Service District Name and ID: Pendleton School District 16R / 2207

School or Program Name: Sunridge Middle School

Contact Name and Title: Piper Kelm / Principal

Contact Phone: 541-276-4560

Contact Email: pkelm@pendletonsd.org

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
<p>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>The Pendleton School District Communicable Disease Management Plan is the foundation of decision making for public health in our schools. We utilize the ODE/OHA guidance and model our plan to mirror the recommendations of the agency. The plan includes essential information for mitigating the spread of communicable diseases, including COVID-19, in schools. Here is the link to our plan Communicable Disease Plan, last updated August 2022 We review and update this plan with our local health authorities at least one time per year and more often when necessary.</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010</p>	<p>Symptoms based exclusion guidelines are covered on pages 7-9 of our Communicable Disease Plan. Disease-Specific guidelines are covered on pages 12-21 of our Communicable Disease Plan. These guidelines for exclusion apply to students, staff, and visitors to our schools. We developed them in accordance with Oregon Health Authority and Oregon School Nurse Association guidance while keeping our equity lens at the forefront of our decision-making process.</p>
<p>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>	<p>Appendix V of our Communicable Disease Plan outlines our isolation space protocol. These align with guidance from the CDC, OHA, and our school nurses. These spaces are accessible for all abilities within our school to ensure universal access.</p>

Plan Types	Hyperlinks and Descriptions
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	<p><u>District-level safety procedures</u> are outlined on our website. We have a larger handbook and guidance that all building administration and staff follow, outlining the various types of emergencies and district procedures and guidelines. A multi-disciplinary team reviews the procedures and guidelines on a regular basis.</p> <p>We have a Pandemic Plan that we follow developed with our local health authorities (Umatilla County Health and Yellowhawk Tribal Health)</p>
Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional)	<p>Pendleton School District Communicable Disease Plan School Based Health Center Resources Pendleton School District Suicide Prevention Plan LGBTQ2SIA+ Student Success Plan (ODE) Creating a Safe and Supportive School Environment for Transgender Students (ODE) ODE Mental Health Toolkit ODE Mental Health and Well-Being Resources</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. 	Piper Kelm / Principal	Caleb Patterson / Assistant 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. 	Piper Kelm / Principal	Caleb Patterson / Assistant Principal
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. 	Dawn Jeffers / IMESD School Nurse	Olivia Holmes/School Based Health Center 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. 	John Olsen / Custodian	Caleb Patterson / Assistant Principal
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. 	Piper Kelm / Principal	Caleb Patterson / Assistant Principal
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. 	Kevin Headings / Superintendent	Matt Yoshioka / Director of Curriculum, Instruction & Assessment
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, Deputy Director Umatilla County Health Department Dr. Katie Morioka, Public Health Director Yellowhawk Tribal Health Center	Joe Fiumara, Director Umatilla County Public Health Department

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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.)

- We engage our board [Educational Equity Policy JBB](#) in addition to the IMESD Equity Lens Questions to make all decisions in our district
- All decisions utilize our [strategic plan](#) to ensure instructional excellence and that we are responsive to the needs of all students.
- We meet monthly at the district level with the Confederated Tribes of the Umatilla Indian Reservation Education Department Leadership to ensure meaningful ongoing engagement and recognition of Tribal Sovereignty in the education of our students.

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.



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 maintain a Google Classroom and students have access to a Chromebook to access work during distance learning.
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>We identify those groups disproportionately impacted by communicable diseases through ongoing parent, family, and community engagement. Following the pandemic and our engagement with our families we have identified the following groups that have been disproportionately impacted:</p> <p>Student experiencing poverty and /or homelessness: The students may lack adequate access to direct parent support, medical care, or other health care services and, as a result, may experience increased infection rate, increased length/duration of symptoms, and decreased access to vaccination, and increased exposure to others that may be symptomatic due to lack of adequate child care services. Students will likely need to access more educational services from their homes or other alternative locations during repeated isolation periods.</p> <p>Students with disabilities (specifically those with immunocompromised health conditions): These students will likely experience a higher rate of infection, increased length/duration and strength of symptoms, and increased mortality rate. PSD district administration, building administration, and special education staff will work directly with families to provide services and supports as needed in a collaborative approach due to isolation needs or requirements.</p> <p>Students from the Confederated Tribes of the Umatilla Indian Reservation and other Indigenous communities: The history of generational trauma related to extermination efforts of U. S. state and federal governments means communicable diseases have disproportionately impacted our tribal communities. We work closely with our tribal partners to mitigate the disproportionate impacts and support students and families.</p> <p>Students who are Latino/a: These communities have been disproportionately impacted by communicable diseases. Our families live in multi-generational homes or with other families with high susceptibility for increased infection and increased severity of infection. PSD district administration and building administration will work directly with families to provide services and supports as needed in a collaborative approach due to isolation needs or requirements.</p>

OHA/ODE Recommendation(s)	Response:
<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>PSD will continue to train teachers and educational staff on the needs of students and technology to provide distance learning in partnership with our local educational service district. PSD will provide technology, accounts access to Google Classroom and other distance learning apps as necessary. PSD admin and staff will communicate with students and families that are impacted by communicable diseases and develop individualized plans for providing access to learning. PSD admin and staff will monitor student progress and provide opportunities to communicate regularly with teachers for support. PSD will continue to partner with our CTUIR Education Department to ensure continuity of services to our Native American 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>Technology training for staff Training on individualized support/services/plans for students experiencing the effects of communicable diseases. Appropriate staffing and resources to provide supports as needed during distance learning.</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	Our School Based Health Centers have vaccines available for any student who is eligible to receive one. We promote vaccine clinic offerings available in our community on our media outlets.
Face Coverings	Rules allow for districts to make mask wearing optional. We moved to making this optional March 14, 2022 and will remain with them optional for the 23-24 School Year. We will monitor updates from the Oregon Health Authority as conditions change in our community.
Isolation	Each school designates a space dedicated for isolation of symptomatic staff or students. Each space has the required materials and PPE in case needed. Our Communicable Disease Plan contains our isolation protocols in Appendix V on pages 33-34.
Symptom Screening	We have a strong level of implementation of this mitigation measure. Staff are trained to screen students upon school entry and throughout the school day. We partner with our local health authorities whenever there is a known case to enforce health department isolation and quarantine periods for staff and students. We follow the exclusion guidelines outlined in our Communicable Disease Plan pages 8-9 and 11-21.
COVID-19 Diagnostic Testing	We do not plan on implementing this component. However, we primarily want people who are symptomatic to stay home. Our county makes testing widely available and free to all our students and their families. We make information about testing widely available to our students and families and advise them to consult with a healthcare professional should they experience symptoms of COVID-19.
Airflow and Circulation	We have a strong implementation of proper ventilation and airflow. Maintenance has a regular schedule for monitoring filtration systems and changing filters in accordance with manufacturer guidelines and state and federal law. Outdoor learning is another mitigation measure when weather and air quality permit.
Cohorting	School sites will not be required to minimize student interactions by creating stable cohorts. However, they will need to maintain accurate attendance records and consider routines that may provide spacing when appropriate to minimize exposure or transmission.
Physical Distancing	School sites will not be required to implement physical distancing standards to minimize student interactions. However, they will be asked to consider routines that may provide physical distancing when appropriate to minimize exposure or transmission throughout the school day.
Hand Washing	We have signs posted in each school reminding staff and students of proper hand washing procedures and respiratory etiquette. We make time for frequent opportunities to wash hands throughout the school day. Staff gently remind students of proper respiratory etiquette when necessary.
Cleaning and Disinfection	School sites will continue to clean and disinfect as per the district school board policy and as normal on the given cycle. Depending on the time of year, given circumstances or risk to the surrounding community, schools may increase cleaning of high touch and traffic surfaces as directed.

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	Training and Public Health education of students, staff and community stakeholders will happen annually and periodically throughout the school year. Our IMESD school nurses and Umatilla County Health will be involved in these trainings.
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.

This plan is available for public viewing on our district website <https://pendleton.k12.or.us/>

Date Last Updated: August 4, 2022

Date Last Practiced: Annual Safe Schools Training