

**SOESD ODE Communicable Disease Management  
Template For School Year 2023-2024**



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**School/District/Program Information**

District or Education Service District Name and ID: \_\_Southern Oregon Education Service District\_\_

School or Program Name: \_\_\_\_\_STEPS, Gilbert Creek, SOESD\_\_\_\_\_

Contact Name and Title: \_\_\_\_\_Patty Michiels, Chief Human Resource Officer\_\_\_\_\_

Contact Phone: \_\_\_\_541-776-8590 \_\_\_\_      Contact Email: \_\_patricia\_michiels@soesd.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
<p><b>School District Communicable Disease Management Plan</b>  <a href="#">OAR 581-022-2220</a></p>	<p>Per OAR 581-022-2220 SOESD maintains a Communicable Disease Plan (CDMP) which includes policies and procedures that incorporate a comprehensive layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases. SOESD works closely with Local Public Health Authorities (LPHA) to ensure the health and well-being of the SOESD program community. The CDMP is posted on the SOESD website and available to the public. <a href="#">LINK to 2023-2024 Communicable Disease Management Plan</a></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>Exclusion protocols are found in the SOESD CDMP pages 13</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>Isolation protocols are found in the SOESD CDMP page 2.</p>
<p><b>Emergency Plan or Emergency Operations Plan</b>  <a href="#">OAR 581-022-2225</a></p>	<p>SOESD maintains an Emergency Operations Plan. Link to <a href="#">SOESD Emergency Operation Plan</a></p>

Plan Types	Hyperlinks and Descriptions
<b>Mental Health and Wellbeing Plans</b> such as those prepared for <a href="#">Student Investment Account</a> (optional)	<ol style="list-style-type: none"> <li>1. <a href="#">Equity Decision Tools for School Leaders</a></li> <li>2. <a href="#">Community Engagement Toolkit</a></li> <li>3. <a href="#">Tribal Consultation Toolkit</a></li> <li>4. <a href="#">Oregon Classroom WISE</a></li> <li>5. <a href="#">ODE Mental Health Toolkit</a></li> <li>6. <a href="#">Mental Health Guidance and Resources</a></li> <li>7. <a href="#">Care and Connection Resources</a></li> <li>8. <a href="#">Oregon Health Authority Youth Suicide Prevention</a></li> <li>9. <a href="#">988 &amp; Crisis Lifeline</a></li> <li>10. <a href="#">OHA School-Based Mental Health Partnerships</a></li> <li>11. <a href="#">Comprehensive School Counseling</a></li> <li>12. <a href="#">School-Based Health Centers</a></li> <li>13. <a href="#">Centering Health and Wellbeing in Education</a></li> <li>14. <a href="#">Multi-Tiered Systems of Support in Education</a></li> </ol>
<b>Additional documents reference here:</b>	



## 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>	Patty Michiels, SOESD Chief Human Resources Officer	Daniel Weaver, Chief Financial Officer Diane Dunas, Steps & LTCT Special Ed Coordinator Susan Peck, Early Childhood Services Special Ed Coordinator
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>	Patty Michiels, SOESD Chief Human Resources Officer	Daniel Weaver, Chief Financial Officer Diane Dunas, Steps & LTCT Special Ed Coordinator Susan Peck, Early Childhood Services Special Ed Coordinator
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>	Patty Michiels, SOESD Chief Human Resources Officer	Daniel Weaver, Chief Financial Officer Tina Talamantes, 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"> <li>• Advises on prevention/response procedures that are required to maintain student services.</li> </ul>	Patty Michiels, SOESD Chief Human Resources Officer	Daniel Weaver, Chief Financial Officer Diane Dunas, Steps & LTCT Special Ed Coordinator Susan Peck, Early Childhood Services Special Ed Coordinator
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>	Patty Michiels, SOESD Chief Human Resources Officer	Daniel Weaver, Chief Financial Officer Diane Dunas, Steps & LTCT Special Ed Coordinator Susan Peck, Early Childhood Services Special Ed Coordinator
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 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>	Patty Michiels, SOESD Chief Human Resources Officer Tanya Frisendahl, SOESD SSA/SIA Consultant – Educational Services	Daniel Weaver, Chief Financial Officer
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>	Patty Michiels, SOESD Chief Human Resources Officer Tanya Frisendahl, SOESD SSA/SIA Consultant – Educational Services	Scott Beveridge, Superintendent

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 Consultation<sup>1</sup>, etc.)

SOESD is committed to promoting educational systems that support each child’s identity, health and well-being, beauty, and strengths. Equity is central to informing every decision. Every decision is likely to disproportionately impact those whom existing systems most marginalize, as well as historically underserved communities, by exacerbating existing conditions of inequity. Schools should apply an equity-informed, antiracist, and anti-oppressive framework to decision-

<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.

making to promote culturally sustaining and revitalizing education that supports every child. The Equity Lens Graphic Organizer is available and used by all staff in decision making or problem-solving meetings. Staff and school administrators, in partnership with school nurses or other school health providers, work with interdisciplinary teams to address individual student needs. Resources:



**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.	In partnership with families and specialist, teaching staff develop individualized plans to provide needed supports to students and their families who miss school. These plans are integrated with any IEP or 504 plans that may already be in place for a child/teen. This process supports a comprehensive and inclusive approach to serving each individual student and addresses their needs. This individualization allows schools to attend to any loss of instruction.
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>SOESD is committed to ensuring inclusive and equitable access to in-person learning for all students, including those historically underserved or at higher risk of negative impacts or complications. SOESD administers programs including Steps Plus and Family Solutions Long-Term Care and Treatment Sites that exclusively serve children and teens who are medically fragile, have physical disabilities, and/or mental and behavioral health needs.</p> <ul style="list-style-type: none"> <li>• Information on children, teens and their families is initially gathered at registration. Teaching staff use this information to provide needed supports to students. This information is also used to identify trends within program populations that may warrant special programming to meet the special needs of multiple students and families.</li> </ul>

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>In partnership with families, student advocates, and teen students, teaching staff use the information described above to develop plans to provide needed supports to students and their families. These plans are integrated with any IEP or 504 plans that may already be in place for a child/teen. This process supports a comprehensive and inclusive approach to serving each individual student.</p> <ul style="list-style-type: none"> <li>• Plans are revisited and updated during the school year.</li> <li>• SOESD utilizes an “Equity Lens” which provides a structured approach to analyzing the potential impacts of proposed policies, procedures and administrative decisions on programs and students.</li> </ul>
<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>SOESD provides a comprehensive training program to support the effectiveness of teaching staff in working equitably and compassionately with all students.</p> <ul style="list-style-type: none"> <li>• Trainers work closely with teachers and staff to ensure they understand the special needs of their students, and to ensure staff is knowledgeable and competent in implementing evidence-based strategies to work most effectively with students.</li> <li>• Teaching staff receive training in a variety of topics related to equity. Examples include Implicit Bias, Adverse Childhood Experiences (ACEs), Youth Mental Health First Aid, Equity Summit, Southern Oregon White Anti-Racist Educators, and Trauma-Informed Education: DPI Trauma Sensitive Schools.</li> <li>• A tiered system of ongoing professional development is provided to all teaching staff.</li> <li>• Comprehensive training of instructional staff is provided in the diverse menu of mental health strategies, supports, and services described in Table 4.</li> <li>• Funding provides substitutes to support instructional staff in participating in training sessions when needed and coaching and feedback is incorporated to ensure instructional staff are supported in effectively implementing evidence-based strategies.</li> </ul>



### 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
3. Transmission Routes
4. Prevention or Mitigation Measures
5. School Attendance Restrictions and Reporting
6. [CDC Guidance for COVID-19 Prevention in K-12 Schools](#)
7. [Supports for Continuity of Services](#)

**Table 4.**

**Communicable Disease Mitigation Measures**

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>Describe what mitigating measures the school will implement to reduce and respond to the spread of communicable disease and protect in-person instruction?</b></p>
<p>Immunizations</p>	<p><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. <b>Shots are required by law</b> 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 <a href="#">requires shots</a> or a <a href="#">medical</a> or <a href="#">nonmedical exemption</a> to stay enrolled.</i></p>
<p>Face Coverings</p>	<p>Universal masking is not required of SOESD programs. Those staff, volunteers and students who do choose to wear a mask are welcomed and encouraged to do so as their personal choice. SOESD provides face coverings upon request.</p>
<p>Isolation</p>	<p>SOESD program sites will establish and maintain supervised space to isolate sick students, staff and volunteers that is separate from the space where other health care tasks take place. Trained staff will support all student health and safety needs including Individualized Health Management Plans. Additional spaces may need to be identified in the event of a communicable disease outbreak.</p> <ul style="list-style-type: none"> <li>• Following policies and procedures related to identifying, monitoring, and mitigating outbreaks of communicable diseases and working closely with LPHA.</li> <li>• Isolating individuals with symptoms of contagious conditions in a designated isolation space and providing supervision by trained staff until they are able to go home.</li> <li>• Not requiring students to wear a mask in the isolation space if they have a medical condition or disability that prevents them from consistently wearing a face covering, or who are unable to remove a face covering independently.</li> <li>• Requiring that staff providing supervision and symptom monitoring in the isolation space wear an appropriate face covering, preferably a medical-grade mask.</li> <li>• Properly disposing of all Personal Protective Equipment (PPE) used during the care of a symptomatic individual prior to exiting the isolation care space, followed by hand washing once the PPE has been removed and disposed of.</li> </ul>
<p>Symptom Screening</p>	<p>SOESD programs implement symptom screening protocols to prevent the spread of illness and maintain in-person learning.</p> <ul style="list-style-type: none"> <li>• Staff and volunteers are responsible for self-screening of symptoms of contagious conditions.</li> <li>• Programs will continue current practices of notifying families in the event a contagious illness occurs within a classroom and/or the program. Such communication will include the message</li> </ul>

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?
	that staying home when sick can lower the risk of spreading communicable diseases to other people.
COVID-19 Diagnostic Testing	<p><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></p> <p>SOESD programs will provide information to staff, volunteers, and families on how to access COVID-19 testing in the community.</p>
Airflow and Circulation	<p>Ventilation is a primary tool to reduce viral spread indoors and promote a healthy learning environment. To the extent possible, SOESD ensures effective ventilation and improvements in the indoor air quality in schools by:</p> <ul style="list-style-type: none"> <li>• Increasing the amount of fresh outside air that is introduced into the system.</li> <li>• Exhausting air from indoors to the outdoors; and</li> <li>• Cleaning the air that is recirculated indoors with effective filtration methods (e.g., HEPA filters) to remove virus-containing particles from the air.</li> </ul> <p>Staff are strongly encouraged to increase the circulation of outdoor air into indoor classrooms as much as possible by opening windows and doors, using fans, and other methods. However, staff must not use fans if:</p> <ul style="list-style-type: none"> <li>• They would pose a safety or health risk to staff or students, such as those with pollen allergies or whose asthma symptoms would be exacerbated.</li> <li>• Doors and windows are closed, and the fans are recirculating the classroom air.</li> </ul> <p>SOESD has protocols in place for HVAC maintenance and monitoring as well as additional mitigation measures such as the assessment of individual spaces to determine the need for portable HEPA filtration systems.</p>
Cohorting	SOESD does not require cohorting.
Physical Distancing	SOESD promotes physical distancing in all daily activities to the extent possible.
	SOESD has protocols in place to ensure hand hygiene is regularly practiced in order to reduce the spread of contagious conditions. Hand hygiene, which means cleaning your hands by washing with soap and

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?
Hand Washing	<p>water or using an alcohol-based hand sanitizer containing at least 60% alcohol, is one of the best ways to avoid getting sick and prevent spreading germs to others.</p> <ul style="list-style-type: none"> <li>• Wash hands frequently with soap and water for at least 20 seconds. (CDC guidance).</li> <li>• Reinforce protocols and provide handwashing and/or hand sanitizing facilities, tissues and garbage receptacles that are easily accessible to both students and staff.</li> <li>• Reinforce covering coughs and sneezes among children and staff.</li> <li>• Teach and model proper handwashing and covering coughs etiquette.</li> <li>• Post signs about handwashing and cough etiquette.</li> <li>• Ensure adequate handwashing supplies and access are available.</li> <li>• Ensure access to hand sanitizer containing at least 60% alcohol for use.</li> <li>• Ensure hand sanitizers are stored up, away, and out of sight of younger children and will be used only with adult supervision for children ages 5 years and younger</li> </ul>
Cleaning and Disinfection	<p>SOESD has cleaning and disinfection protocols in place to prevent the transmission of contagious conditions. Cleaning with products containing soap or detergent reduces germs on surfaces by removing contaminants and decreases risk of infection from surfaces. Disinfecting kills any remaining germs on surfaces, which further reduces any risk of spreading infection. Staff will follow cleaning and disinfecting procedures to the extent possible including:</p> <ul style="list-style-type: none"> <li>• Cleaning, sanitizing, and disinfecting frequently touched surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between use multiple times per day.</li> <li>• Maintaining clean and disinfected environments (CDC guidance), including classrooms, cafeterias, and restrooms.</li> <li>• Ensuring safe and correct application of disinfectants and keeping these products away from students following labeling directions as specified by the manufacturer.</li> <li>• Cleaning and disinfecting tables between meal periods.</li> <li>• Providing additional cleaning and disinfecting of affected areas during an outbreak or illness.</li> </ul>
Training and Public Health Education	<p>SOESD provides annual comprehensive in-service training in the fall to staff and volunteers prior to the arrival of students including all the protocols and guidance in the SOESD Communicable Disease Plan. Other training provided includes:</p>

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>Describe what mitigating measures the school will implement to reduce and respond to the spread of communicable disease and protect in-person instruction?</b>
	<ul style="list-style-type: none"> <li>• Annual training through Public School Works</li> <li>• Training on local district protocols posted on the SOESD website.</li> <li>• Content training for teaching staff on topics related to centering equity and evidence-based mental health supports for promoting care, connection, and relationships within the program community.</li> <li>• New staff hired after the beginning of the program year will receive training at their onboarding orientation. Communication regarding SOESD health and safety protocols, symptoms of contagious conditions including COVID-19, exclusion policies, vaccination information and other public health education is provided to students and families by SOESD staff with guidance from LPHAs when needed.</li> </ul> <p>Such communications will be provided in the preferred language of families to the extent possible.</p>

**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.

Date Last Updated: **August 16, 2023**