Chief Joseph Elementary Communicable Disease Management Plan

For School Year 2023-2024

District Information

District ID: Portland Public Schools 1J

School Name: Chief Joseph ES

Building Administrator Name: Amber Gerber

Phone: 503.916.6255   cell: 971.284.7108

Email: agerber@pps.net

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.

School District Communicable Disease Management Plan
OAR 581-022-2220
	The PPS 2023-24 Communicable Disease Management Plan (CDMP) provides a broad response to communicable disease in school, inclusive of but not limited to COVID-19. Previous COVID-19 SOPs have been archived. Administrators will use the 2023-24 CDMP to prevent, detect, respond to, and recover from communicable disease.
	
	The District will:
	1. Incorporate by reference the MESD Comprehensive Communicable Disease Management Plan (forthcoming by 8/25/2023) into its District-Level Communicable Disease Management Plan.
	2. Implement all measures in the District-Level Communicable Disease Management Plan that begin with "The District will:"
	3. Ensure each School-level Communicable Disease Plan is posted and made available to the public.
	4. Contract with MESD to provide Communicable Disease support including:
	   a. Assuring that each School Nurse will submit a Staff/Student Communicable Disease Information Form (SCIF) on behalf of a student who has a reportable communicable disease, e.g. Varicella (chicken pox), Pertussis (whooping cough), Measles, hMPXV (mpox), and Meningitis; or if an absenteeism threshold had been reached. Please note: COVID-19 is no longer considered a reportable communicable disease and schools do not need to complete a SCIF except for staff who work in a residential facility; residential program staff who test positive for COVID-19 should notify their Senior Director.
	   b. Review the SCIFs in order to determine whether there are unusual levels of absenteeism and to report a potential outbreak to MCHD.
	   c. Coordinate with MCHD to investigate potential outbreaks.
	   d. Provide guidance to building administrators about actions to take in the event of a communicable disease exposure, including notification to an affected cohort or the school community.
	
	Building Administrators will:
	1. Review and adapt for their individual schools the District-Level Communicable Disease Management Plan; and attest to the District that they will follow the protocols therein and especially that begin with "Schools will" or "Building Administrators will."

	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.**
	2. Educate staff to submit a [Staff/Student Communicable Disease Information Form (SCIF)](#) as soon as they are aware that they have a reportable communicable disease. 3. Ensure teachers provide education learning supports for students who must isolate due to a communicable disease for longer periods. 4. Follow standard attendance coding practices to identify illness related to absence and alert MESD of unusual levels of absenteeism related to illness, e.g. 20% with at least 3 students or staff in a classroom; or 30% with at least 10 students or staff in a school are absent due to illness. 5. Submit a SCIF to report unusual levels of absenteeism in a classroom or program related to illness. 6. Per guidance from the MESD CD team, MCHD and/or OHA, notify the school community about mitigation measures to practice, as needed, when MESD/MCHD has determined an Outbreak has occurred. Resources: ● [OHA Novel Coronavirus Disease 2019 (COVID-19) Interim Investigative Guidelines](#) (Effective 05/22/2023) ● [OHA Respiratory Disease Outbreak Investigative Guidelines](#) (05/2022)
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. [OAR 333-019-0010](#)	In order to ensure that all schools follow appropriate Exclusion Measures and that students may return to class as soon as it is possible: The District will: 1. Follow the [OHA/ ODE Communicable Disease Guidance for Schools](#) and work with the Multnomah Educational Service District (MESD) and Multnomah County Public Health as needed to ensure proper exclusion measures and a safe return for individuals. 2. Post on the [School Health Services](#) webpage the OHA [Symptom-Based Exclusion Chart](#) for staff, family and student reference. 3. Contract with MESD to to provide School Nurse support including: a. Assisting building administrators to identify students or staff who should be excluded due to communicable disease as indicated by the MESD CD team, MCHD, and/or OHA/ODE Communicable Disease Guidance for Schools.

	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.**

	Schools will:
	
	● Share with staff and students the OHA [Symptom-Based Exclusion Chart](#) (see also [these versions](#) which include translations and examples of when individuals should not be in school) on either/both the SHS webpage or their own school website.
	● Remind ill students and staff to stay home and to notify the school office.
	● Enforce exclusion of staff and students who report excludable symptoms or communicable disease as indicated by the MESD CD team, MCHD and/or OHA/ODE Communicable Disease Guidance for Schools.
	
	Resources:
	
	● [OHA/ODE Communicable Disease Guidance for Schools](#) (05/2023)
	   ○ Section E: Symptom-Based Exclusion Guidelines
	● [Symptom-Based Exclusion Chart](#)
	   ○ [Translated charts](#) and [Parent Communicable Disease Letters](#).

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](#)
	Every PPS school building, as required by state rules, has a dedicated Health Room to provide first aid and address minor illnesses and injuries, and a distinct Symptom/Isolation Space or plan to separate individuals who present with communicable diseases and/or excludable symptoms from the healthy school population.
	
	Schools will follow the steps for Building Administrators/Supervisors or their designees to determine to which location to send ill individuals include:
	
	1. Individuals who are onsite and exhibit:
	   ● [Excludable symptoms](#) should be separated and put into a designated Symptom/Isolation Space to be fully screened.
	      ■ MESD SHA/ Nurse will log all interactions with students within their electronic health record.
	   ● Non-excludable symptoms (headache, sore throat, fatigue, muscle pain, congestion, runny nose) should be sent immediately to the designated Health Room to be fully screened.

	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.

	2. MESD or designated school staff may offer diagnostic testing in the Isolation Space to Staff or Students (latter must have consent on file) who develop symptoms consistent with COVID-19 while at school.
	3. Student remains in isolation space until they are released to go home.
	4. The School Nurse, School Health Assistant, or designated office staff will call the student's home to provide exclusion guidelines.
	If a school is not able to provide a designated symptom space, an office or other multi-purpose space may be designated as the symptom space with the following precautions:
	● Ensure Symptom Space has a door.
	● Limit access to the space to supervising staff and the symptomatic student(s) who are waiting to be picked up.
	● Advise against utilizing a hallway as a place where symptomatic students wait to be picked up.
	● Ensure appropriate cleaning and disinfection is done according to OSHA & CDC guidance prior to allowing healthy individuals into the space.
	● Increase ventilation by opening windows & placing a portable HEPA filter in the room when it is occupied by symptomatic individuals.
	● Have a spill kit readily available to immediately clean up bodily fluids, including vomit.
	Resources: ● MESD Communicable Disease Management Plan
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	The Portland Public Schools Emergency Operations Plan (PPS EOP) provides a comprehensive framework for District-wide emergency management. In addition, each school site maintains a School Emergency Response Plan. The School Emergency Plan establishes the School Emergency Team and is based on six emergency actions: a. Secure The Perimeter b. Lockdown c. Team Response d. Evacuate

	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.**
	e. Duck-Cover-Hold On f. Shelter-in-Place Schools will: ● Maintain a School Emergency Team with pre identified roles and responsibilities to assist in the school and district response to emergency situations. ● Hold and practice emergency drills as required by State Law. ● Identify local, state, federal, and private organizations and resources to activate and assist in response to disasters and emergencies on/or in the vicinity of District-owned and operated facilities. Resource: ● PPS Emergency Operations Plan ● School Site Emergency Operations Plan_Template
Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional)	*Identify existing district or school plans and tools that can be utilized in supporting student and staff wellbeing and mental health during prevention, response, and recovery from incidents of a communicable disease outbreak.* The PPS Student Success & Health Department works collaboratively with schools, families, students and community partners to support academic success and social emotional well-being for every child by providing support and consultation regarding student interventions and supports, staff development, resources and technical assistance. The Department team specifically supports this work in the following ways including professional development opportunities for school social workers, school counselors, & school psychologists; as well as through student health services, 504 Plans, behavioral safety assessments, crisis recovery supports, substance use services, suicide prevention and intervention, supporting students of color, LGBTQ2SIA+ supports, the Student Success Center; and external/community based/culturally-specific mental health and wellness resources. Each PPS school also has at least one school counselor and access to a school psychologist. Some schools also have a school social worker and/or a QMHP. These school-based mental health professionals support the mental, emotional and social health and well-being of students, families, staff and administrators. Resources:

	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.
	• [Mental Health & Wellness webpage](#) • [Mental Wellness Resources](#) list • [Mental Health Resources Flowchart](#) • [Navigating Crisis Together](#): Recovery Guide
Additional documents reference here:	The following administrative directives provide roles and responsibilities of the Health Services provided at PPS schools: • [4.50.021-AD Health Services - Implementation](#) • [4.50.022-AD Guidelines For Students With Bloodborne Pathogens](#) • [4.50.027- AD Administering Medication to Students](#)

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	• 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.	Amber Gerber, principal	Jennifer Whitaker, SCS

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	● Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners. ● Oversees all aspects of health and safety in their building. In the event of a communicable disease outbreak or emergency, the building administrator will consult with the MESD Communicable Disease Team and School Nurse to determine appropriate response and notification of the school community. It is important to note that, in such events, the MESD CD Team is in regular communication with the Multnomah County Health Department.		
School Safety Team Representative (*or staff member knowledgeable about risks within a school, emergency response, or operations planning*)	● Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures. ● Leads debrief of communicable disease events, informing continuous improvement of the planning, prevention, response, and recovery system.	Amber Gerber, Principal	Michelle Rowley, Principal Secretary
Health Representative (*health aid, administrator, school/district nurse, ESD support*)	● 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.	Tyler Mayburry, School Nurse	Zoe Eberspecher , SHA

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
School Support Staff as needed (*transportation, food service, maintenance/custodial*)	● Advises on prevention/response procedures that are required to maintain student services.	Amber Gerber, Principal	Michelle Rowley, Principal Secretary
Communications Lead (*staff member responsible for ensuring internal/external messaging is completed*)	● Ensures accurate, clear, and timely information is communicated regarding communicable disease outbreaks, a description of how the District and/or school is responding, and action community members can take to protect their health. ● Shares communications in all languages relevant to school community.	Amber Gerber, Principal	Michelle Rowley, Principal Secretary
District Level Leadership Support (*staff member with whom to consult surrounding a communicable disease event*)	● 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.	Leti Ayala, Health Services Coordinator, layalaguillen@pps.net Betse Thielman, Health Services Program Manager, ethielman@pps.net	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Main Contact within Local Public Health Authority (LPHA)	• Upon notification from MCHD about an outbreak, the MESD nurse consultant will communicate with the School nurse and Building Lead/Administrator and offer recommendations for appropriate response. • Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners.	Lorraine Parga, BSN, RN Nurse Supervisor, School Health Services,Multnomah Education Service District (MESD) Sara McCall, Nursing Supervisor, Communicable Disease Services Multnomah County Communicable Disease Department	Jamie Smith, BSN, RN, School Health Services Supervisor Multnomah Education Service District (MESD)
Others as identified by School Health 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[1], etc.)

	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.	For students who must miss school due to illness, teachers provide content via various Distance Learning platforms and tools tailored to different grade levels. Resources: ● [Distance Learning Platform and Tools](#) webpage ● [PPS Digital Toolkit](#) provides a comprehensive list of all PPS digital resources.
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.	We know that communities of color--in the US and globally--have been disproportionately impacted by the health threat and subsequent consequences of the global pandemic. In fact, COVID-19 and the public responses have shone a light on what we have known: our systems are inequitable. Portland Public Schools is committed to academic excellence and personal success for all students, central to this commitment is the support of racial equity and social justice. PPS teams are encouraged to ask themselves questions outlined in our [PPS RESJ Lens](#), a critical thinking tool which is applied to the internal systems, processes, resources and programs of PPS to create increased opportunities for all students by evaluating burdens, benefits and outcomes to underserved communities. Through consistent utilization of the RESJ Lens, PPS works to strengthen our strategies and approaches toward more equitable outcomes for every student, especially in our individual school community responses to COVID-19 and other communicable diseases.

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[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:
	We will continue to work with and be informed by our partnerships with culturally specific organizations, who we know are uniquely positioned to partner with PPS to support our racial equity and social justice goals.
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.	Schools utilize Attendance Support and Engagement Response Team (ASERT), Student Intervention Team (SIT) and Partners Meetings to identify students and families disproportionately impacted by communicable disease. These meetings will be used to plan, identify a point person, and connect to the right organizations based on the families needs. For students with IEP and 504 plans, school teams consider accommodations and/or modification of requirements based on an individual's unique needs and circumstances through existing district processes for team meetings. The teams will make reasonable accommodations and modifications to health and safety protocol requirements for students experiencing disabilities which cannot be mitigated by other means and that are related to their disability or medical condition.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	PPS continues to ensure that all schools are running regular Attendance Support and Engagement Response Team (ASERT), Student Intervention Team (SIT) and Partners Meeting (where applicable) with fidelity and the correct individuals and decision-makers at the meeting.

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, RSV 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 on their campuses (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:
   a. Symptom-Based Exclusion Guidelines (pages 8-12)
   b. Transmission Routes (pages 29-32)
   c. Prevention or Mitigation Measures (pages 5-6)
   d. School Attendance Restrictions and Reporting (page 33)
2. 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. 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. _____ In order to meet ODE immunization requirements: Schools will: 1. Include information about required immunizations for students in their back to school packets, and where students and families can obtain them (August 2023): 2. Collect student immunization status information, including medical and nonmedical exemption documentation, during enrollment (August 2023). 3. Review the list of students whose immunization status is incomplete, as provided by MESD (October 2023 and again in January 2024). The District also will send personalized letters to families of those students requesting updated records. 4. Post in school newsletters information about community-based vaccine clinics.

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?

	a. MCHD Student Health Centers and the OHSU Benson Wellness Center offer immunizations to Multnomah County youth ages 5-21 years old. Youth do not need to attend the school where the center is located. There are no out-of-pocket costs.
	    b. Multnomah County Health Department Free Community Vaccination Clinics and Primary Care Clinics offer multiple types of immunizations for all ages by appointment.
	5. PPS administrators are required to exclude students who fail to provide proper documentation of immunization by the 3rd Wednesday in February.
	
	The District will:
	1. Collaborate with Multnomah County Health Department (MCHD) and MESD to determine whether to offer in February 2024 a District-wide vaccination clinic at which school-required vaccinations and recommended vaccinations such as flu, COVID-19, and HPV will be offered.
	2. Continue to promote community-based opportunities to access school-required immunizations and recommended vaccinations, including posting the following links on the School Health Services webpage and for use in school newsletters:
	    ● Multnomah County Public Health's Upcoming COVID-19 Vaccine Clinics webpage
	    ● OHA's Get Vaccinated (clinic locator) webpage
	3. Post on its School Health Services/Immunization webpage a list of linked Immunization resources available to students and families, including those listed above and:
	    ● Immunization Resources for Schools and Childcare Facilities
	    ● Exemptions and Immunity Documentation - Instructions and links for parents/guardians to claim a medical or non-medical exemption on behalf of their student for one or all school immunizations.
	    ● Certificate of Immunization - required parent/guardian documentation of student immunization records.
	    ● ALERT Training Tool for Immunization Records - training for MESD and PPS staff.
	    ● PPS Student Immunization Policy 4.10.011-AD
	    ● Oregon School Immunization Rule (OAR 333-050-0000)

Face Coverings	With the ending of the Public Health Emergency, Oregon lifted any mask requirements for indoor public places and universal masking in health care settings. Accordingly, PPS lifted masking requirements in schools and its health rooms, respectively, according to OHA's announced schedules. Schools will:

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?
	- Communicate and support individual mask choice through school newsletters and other available venues - Ensure masks continue to be accessible in the Health Room, Isolation Space, and to students and visitors who request them. - Train front office staff about how to order additional masking supplies - Offer masks to students with respiratory symptoms and who are onsite. Resources: School staff can order face masks from the PESC Warehouse on an as-needed basis and until the stock pile is depleted: - MSR #31-3455 Adult/Youth - MSR #31-3499 Child - MSR #31-3402 KN95 (subject to availability)

Isolation	Schools will: - Have a dedicated Health Room to provide first aid and address minor illnesses and injuries, and a distinct Symptom/Isolation Space or plan to separate individuals who present with communicable diseases and/or excludable symptoms from the healthy school population. - Follow the exclusion guidelines in Exhibit E of the OHA/ODE Oregon Communicable Disease Guidance for Schools. - Follow steps to determine to which location to send ill individuals include: 1. Individuals who are onsite and exhibit:
	     a. Excludable symptoms should be sent immediately to the designated Symptom/Isolation Space to be fully screened.
	     b. Non-excludable symptoms (headache, sore throat, fatigue, muscle pain, congestion, runny nose) should be sent immediately to the designated Health Room to be fully screened.
	
	  2. MESD SHA/ Nurse will log all interactions with students within their electronic health record.
	
	  3. MESD or designated school staff may offer diagnostic testing in the isolation space to Staff or Students (latter must have consent on file) who develop symptoms consistent with COVID-19 while at school.

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?
	4. Students will remain in a supervised- symptom space, until they are released to go home. 5. The School Nurse, School Health Assistant, or designated office staff will call the student's home to provide return to school guidelines. Resource: ● MESD Comprehensive Communicable Disease Management Plan (forthcoming by 8/25/2023).
Symptom Screening	The District will: 1. Share the OHA Symptom-Based Exclusion Chart in our 6 supported languages with the PPS community via links to the ODE website. This tool is a resource for staff and students to use before entering district property or using district transportation. Schools will: 1. Refer staff and families to the OHA Symptom-Based Exclusion Chart (translations) to use. 2. Remind staff, students, and families to promptly report to their supervisor or school if they or their student develop excludable symptoms or are diagnosed with a restrictable communicable disease. 3. Consult with their MESD School Nurse if they have questions.
COVID-19 Diagnostic Testing	*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.* The COVID-19 Testing in Oregon's K-12 Schools Program will continue into the 2023-2024 school year. PPS schools will once again have access to OHA's Diagnostic (Symptom-based) Testing and use of the Abbot Binax Now Tests and iHealth Tests to support COVID-19 rapid testing for students and staff who display symptoms of COVID-19 or who have been exposed to COVID-19. These COVID-19 tests should not be used as screening testing for unvaccinated asymptomatic individuals or those without a known exposure to COVID-19. Schools currently enrolled in the testing program will **remain** enrolled and will not need to re-enroll. Schools currently enrolled in the diagnostic testing program and would like to disenroll, please ensure that the BinaxNOW tests are returned to OHA and please send an email to schooltesting.covid@dhsoha.state.or.us to confirm the school's disenrollment and cc Leti Ayala, Health Services Coordinator, (layalaguillen@pps.net). Schools (if participating) will:

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?

	1. Collect testing consent forms for students for the 2023-24 School Year.
	2. Order COVID-19 tests:
	   ● For Binax Now tests for Diagnostic (symptom-based) Testing, order tests through the PPS MSR System.
	      ○ Use BinaxNOW SKU #31-3500
	      ○ Order in quantities of 40 (40 test equals 1 box, 80 test 2 boxes, etc.)
	   ● For iHealth tests, submit an order here.
	3. Ensure that all families are aware of available COVID-19 testing opportunities.
	4. Share with parent/ guardians Diagnostic (Symptom-based) Onsite Testing Consent Forms for the 2023-24 School Year.
	5. Ensure that front office staff know how to order additional testing supplies.
	6. Notify OHA via email to schooltesting.covid@dhsoha.state.or.us regarding any changes made to the information provided on the initial registration form, including changes in school testing staff

Airflow and Circulation	In order to ensure airflow and circulation is available throughout a facility to help reduce the risk of airborne virus circulation: Schools will: 1. Be familiar with locations of and maintenance schedules for facility ventilation sources that improve air quality. a. Custodians will consult the Facilities Operations Custodial Guidebook, Section 8-1 Air Filters regarding air filter installation. 2. Identify locations in which to place one or more portable high-efficiency particulate air (HEPA) ventilators, e.g. Symptom spaces, classrooms/instruction spaces. 3. Educate staff about where and when to utilize non-mechanical methods such as opening doors and windows where reasonable to increase air circulation, while avoiding propping open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed). District-level efforts to ensure that all facilities have appropriate facility ventilation resources include: 1. PPS obtained from OHA 3,500 portable air purifiers in Summer 2023 to improve classroom ventilation. Accordingly, the district installed a second purifier in many of its classrooms, allowing air filtration in each location to meet OHA's recommended standards of 3-6 air changes per hour. Variables such as room use, size and building HVAC systems will determine which classrooms receive the additional unit. 2. Obtaining a five-year supply of filters for the new purifiers and for nearly all of the district's existing 5,464

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?
	purifiers. 3. Large communal spaces such as gyms, cafeterias and libraries continue to rely on air handling systems equipped with MERV 13 filters, which are efficient at removing large particles from the air and are often used in commercial and industrial settings. All mechanical system filters are replaced twice annually. 4. PPS Facilities staff perform regular inspections of all HVAC systems in accordance with American Society of Heating, Refrigerating and Air-Conditioning Engineer (ASHRAE) Standard 180-2018 "Standard Practice for the Inspection and Maintenance of Commercial HVAC Systems" and use a PPS standardized field form to document them. 5. PPS is investing $75 million in heating, ventilation, and air conditioning systems over the next several years.
Cohorting	Per updated guidance from the Center for Disease Control (CDC), cohorting is no longer a recommended strategy against COVID-19.
Physical Distancing	PPS follows public health guidance regarding communicable disease response. Accordingly, in June 2021, OHA and OSHA no longer required or recommended physical distancing in most settings including schools. Nonetheless, Schools will: 1. Continue to maintain a physical distance between ill students who are in their school's Symptom/Isolation space and away from others to the greatest extent possible until they are picked up to go home.
Hand Washing	Handwashing is a key component of basic hygiene. To ensure that all students and staff use this sanitation method to prevent the spread of disease: Schools will: 1. Post instructional handwashing posters in supported languages. 2. Ensure soap is available in all bathrooms. 3. Place hand sanitizer in locations where soap and water are not available. 4. Periodically communicate proper hand hygiene – including key times throughout the day to wash hands – and respiratory etiquette to students and staff including the following steps: a. Handwashing will occur each day upon entry to school and throughout the day. Wash with soap and water for at least 20 seconds whenever possible. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).

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?

	b. Encourage staff and students to cover coughs and sneezes with an elbow or a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
	
	Resources
	● Wash Your Hands! Posters
	    ● English
	    ● Español
	    ● Tiếng Việt
	    ● 中文
	    ● Русский
	    ● Soomaali

Cleaning and Disinfection	The District's Custodial and Facility Services departments enhance the learning environment of PPS students by providing facilities that are clean and well managed. These departments are responsible for 94 school buildings and are managed in a two-shift operation. School custodians will continue to follow protocols and schedules for regular cleaning and disinfection of school facilities as outlined in the PPS Facilities Operations Custodial Guidebook.
Training and Public Health Education	*Communications* The District will: 1. Obtain updated public health guidance from its public health partners (OHA, MCHD, MESD). 2. Communicate updated public health guidance and enhanced communicable disease mitigation efforts to students, families and staff through a variety of channels, including email, website, social media and news media. 3. Use text messages and robocalls to reach the community If and when information is time-sensitive or urgent. 4. Provide all communication materials and messages in all district-supported languages (English, Spanish, Vietnamese, Chinese, Russian, Somali). 5. Contract with MESD's School Health Services Communicable Disease Team to provide individualized guidance to staff and families of students who test positive for a communicable disease.

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?
	Schools will: 1. Check Admin Portal weekly for prepared public health information to share via school newsletters and/or on their website. 2. (as needed) Send MCHD-provided notification of an outbreak to an affected class, cohort or the school community via School Messenger or other school communication channels. 3. (as needed) If advised by MCHD or OHA, send MCHD- or OHA-provided notification of a case of a restrictable disease on the premises, as defined by OAR 333-019-0010. *Education* In order to ensure that school staff understand their role in a communicable disease event, schools will: 1. Ensure that the Building Administrator, School Nurse and SHA, School Safety Team representative, and School Support Staff identified in Section 1, Table 2 above review this Communicable Disease Management Plan at the beginning of the School Year. 2. Post their School-Level Communicable Disease Management Plan on their school website. 3. Reach out to their MESD School Nurse/SHA with questions, including re: required health training for staff as indicated below. *Training* The District will: 1. Distribute CDMP Training slides to all building administrators to review with their school communities. 2. Create separate but aligned training for building administrators which outline the health-training requirements specified in OAR 581-022-2220, based on the assumption that certain communicable diseases may cause students or staff to exhibit symptoms that require First Aid/CPR/AED or medication administration. Schools will: 1. Provide and review with their staff and families the CDMP Training slides in Fall 2023. 2. Ensure that all persons who are assigned to job tasks which may put them at risk for occupational exposure to blood or other potentially infectious materials (OPIM). Educational Assistants, Custodians, Coaches, playground assistants, school personnel who manage students who are medically complex, medically fragile, or nursing dependent, and designated staff who provide back-up support to the Health Room are

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?

	examples of school personnel who may required annual training compliant with OR-OSHA Bloodborne Pathogens Standards. <u>Contact</u> Risk Management for assistance with determination of Occupational Exposure [(503) 916-2000, ext 63502 or [Incident Entry Portal]](#). Employees may also review their assigned training in the Pepper PD learning management system.
	3. Ensure there is at least one staff member with a current First Aid/CPR/AED card for every 60 students enrolled onsite and at school-sponsored activities where students are present, per OAR 581-022-2220..
	   a. Each of these certified staff also must receive annual training on school-level emergency response plans.
	   b. Designate at least two of these personnel to additionally receive annual training in Medication Administration to administer medication to students who are in school; at a school-sponsored activity; under the supervision of school personnel; in transit to or from school or school-sponsored activities; in before-school or after-school care programs on school-owned property; or who have severe allergies or adrenal insufficiency.
	   c. Assign backup designated personnel to cover absences, workload issues and off-campus activities.
	   d. Ensure that school personnel who manage students who are medically complex, medically fragile, or nursing dependent, including those with life threatening allergies or adrenal insufficiency, receive annual training in First Aid/CPR/AED, medication administration, and other topics related to student needs.
	
	Resources:
	● [4.50.027-AD: Procedures for Administering Medication to Students](#)
	● [MESD Training Requirements for Unregulated Assistive Person (UAP)](#)
	● [MESD Health Education & Training Class Registration web page](#)
	● Pepper: Naloxone training

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: **INSERT**   Date Last Practiced: **INSERT**