

Lundy Elementary Communicable Disease Management Plan
School Year 2023-2024



School/District/Program Information

District or Education Service District Name and ID: Lowell SD #71


School or Program Name: Lundy Elementary

Contact Name and Title: Scott Yakovich, Superintendent

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Table 1.

	<p>Policies, protocols, procedures and plans already in place</p> <p>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.</p>
<p>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>https://docs.google.com/document/d/1u6RgxFDa1lfj5GuZ_Vy4hutXoAbQKKeD/edit?usp=sharing&oid=104935226162088430458&rtpof=true&sd=true</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>Communicable disease plan outlines specific exclusion criteria for identifying when a student will not attend school while in a communicable stage of a restrictable disease or when an administrator has reason to suspect that any susceptible student has or has been exposed to any disease for which the student is required to be excluded in accordance with law and per administrative regulation.</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>	<ol style="list-style-type: none"> 1. Each School within the district has a dedicated health room for sick or injured staff/students to utilize. Each Health room has a first-aid couch for the sick or injured person to lie down on while being assessed by the RN or designated health room attendant if necessary. Additionally, each school has an isolation space within the health room that is separated by a minimum of 6 feet from other chairs. The student or staff will remain isolated in this space until they are picked up by a parent or can safely leave for home. 2. All health room attendants have been instructed to maintain good hand hygiene upon entering and exiting the health room as well as in between students/staff they may be attending to. 3. Health room staff are trained annually on first aid and AED use per American Heart Association guidelines. 4. First Aid supplies needed to properly apply first aid have been stocked in each health room and will be maintained as needed.
<p>Educator Vaccination OAR 333-019-1030</p>	<p>https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=286290</p>



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.

**Emergency Plan or
Emergency Operations Plan**
[OAR 581-022-2225](#)

Each School Building must have a written plan for response to medical emergencies; such plan should be articulated with general emergency plans for buildings and districts as required by OAR 581-022-2225.

The Lowell School District maintains an Emergency Plan Handbook that is updated annually. Each building and classroom maintains a current copy. One item in the handbook is how to respond to a medical emergency. Handbooks are reviewed at the beginning of the year staff meetings, and on an ongoing throughout the year. The plan specifically addresses when to call 911, how to assess the scene, and how to assess the victim. In addition, all building have AED's and staff trained to use them. Locations of the AED's are reviewed and known by all staff. At the High School only, each athletic team also maintains an Emergency Action Plan (EAP). This plan is updated each season, with roles being identified and assigned to new team members.



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.	Jessica Edgerton, Principal jedgerton@lowell.k12.or.us	Scott Yakovich, Superintendent syakovich@lowell.k12.or.us
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.	Jessica Edgerton, Principal jedgerton@lowell.k12.or.us	Scott Yakovich, Superintendent syakovich@lowell.k12.or.us

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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. 	Colette Ullrich, Lead Secretary cullrich@lowell.k12.or.us	Jessica Edgerton, Principal jedgerton@lowell.k12.or.us
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. 	Jason Pickett, Maintenance, Operations, Transportation Director jpickett@lowell.k12.or.us	Jessica Edgerton, Principal jedgerton@lowell.k12.or.us
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. 	Michelle Stephens, Human Resources, Communication Director stephens@lowell.k12.or.us	Jessica Edgerton, Principal jedgerton@lowell.k12.or.us
District Level Leadership Support (<i>staff member in which to consult surrounding a</i>	<ul style="list-style-type: none"> Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers. 	Jessica Edgerton, Principal jedgerton@lowell.k12.or.us	Scott Yakovich, Superintendent syakovich@lowell.k12.or.us

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<i>communicable disease event)</i>			
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. 	Johnie Matthews, Superintendent jmatthews@lowell.k12.or.us	Michelle Stephens, Human Resources, Communication Director stephens@lowell.k12.or.us



Section 2. Equity and Mental Health

Preparing a plan that centers equity and supports mental health

Preparing a school to manage illnesses 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 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 illnesses (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.)



Suggested Resources:

1. [Equity Decision Tools](#) for School Leaders
2. [Oregon Data for Decisions Guide](#)
3. [Data for Decisions Dashboard](#)
4. [Community Engagement Toolkit](#)
5. [Tribal Consultation Toolkit](#)

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.

Table 3.**Centering Equity**

OHA/ODE Recommendation(s)	Response:
Describe how you identify those in your school setting that are disproportionately impacted by illness and which students and families may need differentiated or additional support.	Office staff or school staff identify students and families who may need extra assistance through daily interaction or during phone interaction. Families who are impacted by illness and would like assistance of any kind then referred to our office secretary who can further identify needs specific to that family. Our office secretary is able to assist families who may require additional support during their illness or recovery period.
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 illness.	Office staff or school staff identify students and families who may need extra assistance through daily interaction or during phone interaction. Families who would like assistance during their illness, a referral to our office secretary will be made. Our office secretary is able to assist families with various social needs during their illness or recovery period, including but not limited to, food support, schoolwork support and health services. Office secretary will continue to check in with families until they identify as no longer needing additional support.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Our office secretary will assist families with support needed related to illness or other restrictable diseases. Building administrators are readily available by phone or email to discuss specifics surrounding family support. A tracking spreadsheet is maintained by the office secretary and building administrators with editable notes for addressing specific student/family needs.

Mental Health Supports

Schools are encouraged to continue to prioritize cultivating care, connection, and community to support the mental, emotional, and social health and well-being of students, families, staff, and administrators.

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 illness (e.g., counseling services; partnerships with community mental and behavioral health providers; school district suicide prevention, intervention, and postvention plan; School Based Health Center resources; tribal resources, etc.)



Suggested Resources:

1. ODE [Mental Health Toolkit](#)
2. [Care and Connection](#) Program
3. Statewide [interactive map of Care and Connection examples](#)
4. [Care and Connection District Examples](#)
5. Oregon Health Authority [Youth Suicide Prevention](#)

Table 4. Mental Health Supports

OHA/ODE Recommendation(s)	Response:
Describe how you will devote time for students and staff to connect and build relationships.	<p>The school commits to creating learning opportunities that foster creative expression, make space for reflection and connection, and center on the needs of the whole child by:</p> <ul style="list-style-type: none"> ● Create a morning circle or connection process where belonging and connection can be enhanced. ● Implement show and tell to teach to shared interests and caring. ● Host a “Meet and Greet Event” for students and parents in the fall. ● Family support nights hosted by Administrators, counselors, and specialists
Describe how you will ensure class time, and individual time if needed, for creative opportunities that allow students and staff to explore and process their experiences.	<ul style="list-style-type: none"> ● Dedicate the first week of school to care and connection, with appropriate social-emotional learning tools to create relationships. This will mean that academic demands are intentionally reduced to ensure that reconnecting with peers and teachers are at the forefront. ● Implement social-emotional curriculum, which provides quality learning experiences, creating deep interpersonal relationships that focus on inclusion.
Describe how you will link staff, students and families with culturally relevant health and	<ul style="list-style-type: none"> ● Administrators will collaborate with district leaders and community partners to share resources and opportunities with our families, including partnership and collaboration with our local community partner that focuses on supporting this community. ● Administrators will have on hand a list of referrals to multicultural resources for both physical and mental health services.

OHA/ODE Recommendation(s)	Response:
mental health services and supports.	<ul style="list-style-type: none"> ●District staff will collaborate with community partnerships for mental health services, medical services, food, and shelter to assist students and their families. ●Administrators will ensure support resources provided to students and families will be made available in multiple languages if needed.
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	The school will prioritize authentic student voice on social-emotional learning. SEL will include interactive monthly lessons focused on removing the stigma around mental health and the importance of emotional well-being and belonging.

Date Last Updated: **August 23, 2023**

Date Last Practiced: **August 23, 2023**