

LCMCS Communicable Disease Management Plan

2023-2024



School/District/Program Information

District or Education Service District Name and ID: Gresham Barlow School District

School or Program Name: Lewis & Clark Montessori Charter School

Contact Name and Title: Courtney McWilliams, Executive Director

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Table 1.



Policies, protocols, procedures and plans already in place

Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.

Plan Types	Hyperlinks and Descriptions
<p>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>LCMCS was previously part of Clackamas County, but now located in Multnomah County, we utilize the MESD Comprehensive Communicable Disease Management Plan: https://www.multnomahesd.org/uploads/1/2/0/2/120251715/2023-8-15_finalized_version_multnomah_education_service_district_-_comprehensive_communicable_disease_management_plan.pdf</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010</p>	<p>LCMCS follows current ODE and OHA guidelines requiring exclusionary measures. This includes following Multnomah County Public Health guidance which is aligned with the Centers for Disease Control and Prevention (CDC) recommendations. In collaboration with Multnomah ESD communicable disease nurse team, LCMCS follows the Isolation and Exclusion Guidelines outlined by the Oregon Health Authority (see pages 8-10 for exclusion information): OHA Communicable Disease Guidance for Schools</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>LCMCS maintains an isolation space for anyone experiencing symptoms of illness. More information about isolation spaces for students or staff experiencing symptoms of illness can be found here: https://www.multnomahesd.org/uploads/1/2/0/2/120251715/2023-8-15_finalized_version_multnomah_education_service_district_-_comprehensive_communicable_disease_management_plan.pdf</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>LCMCS will continue to follow OAR 581-022-2225. This includes standard response protocols, training, and practicing responses to potential emergencies.</p>

Plan Types	Hyperlinks and Descriptions
Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional)	<i>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.</i>
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. 	Courtney McWilliams, Director	Peter Jensen, Dir of Operations

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	<ul style="list-style-type: none"> Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners. 		
<p>School Safety Team Representative <i>(or staff member knowledgeable about risks within a school, emergency response, or operations planning)</i></p>	<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. 	<p>Courtney McWilliams, Director</p>	<p>Peter Jensen, Dir of Operations</p>
<p>Health Representative <i>(health aid, administrator, school/district nurse, ESD support)</i></p>	<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. 	<p>Courtney McWilliams, Director</p>	<p>Peter Jensen, Dir of Operations</p>
<p>School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i></p>	<ul style="list-style-type: none"> Advises on prevention/response procedures that are required to maintain student services. 	<p>Courtney McWilliams, Director</p>	<p>Peter Jensen, Dir of Operations</p>

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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. 	Courtney McWilliams, Director	Peter Jensen, Dir of Operations
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. 	Courtney McWilliams, Director	Peter Jensen, Dir of Operations
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. 	Courtney McWilliams, Director	Peter Jensen, Dir of Operations
Others as identified by team	N/A		



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.)

- [Community Engagement Toolkit](#)
- [Equity Decision Tools](#) for School Leaders
- [Tribal Consultation Toolkit](#)



Suggested Resources:

1. [Equity Decision Tools](#) for School Leaders
2. [Community Engagement Toolkit](#)
3. [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 Educational Equity

OHA/ODE Recommendation(s)	Response:
Describe how you will ensure continuity of instruction for students who may miss school due to illness.	Using our Leadership Team, Student Support Team, and school-based Counselors to help in identifying students and families. Additionally, our Admin Team and Director of Operations, will regularly review data to determine if students demonstrating a higher-than-average absence rate are impacted by COVID-19. The Administrative Director will work directly with families to coordinate any supports that may be needed.
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.	Student Support Services meets weekly to review absenteeism data to identify students, possible interventions, and recommendations for next steps. Students are supported via multiple tiers of support with oversight by the Student Support Team. Classroom staff have been provided tools and training to help identify and report any student of concern. Montessori addresses the Whole Child and therefore, encompasses Social, Emotional Learning.
Describe the process by which the school will implement a differentiated plan for those that are disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to communicable disease.	The Student Support Team works directly with classroom teachers, family surveys, school-based Counselors and attendance data provided by the Admin Team to identify those Individuals disproportionately impacted and needing differentiated, or additional support. When identified the Administrative Director will serve as a liaison between the school, SAT Coordinator and family to best meet the needs of the student/family. This will be done in coordination with GBSD Student Support Services if needed.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Additional training time, instruction and support will be provided to increase knowledge base. Professional development in MTSS strategies will be part of the training support. Consistent use of data and regular reviews help to identify those students and families in need of intervention, along with using targeted universalism concepts to address all student and families.

OHA/ODE Recommendation(s)	Response:



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

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>Describe what mitigating measures the school will implement to reduce and respond to the spread of communicable disease and protect in-person instruction?</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. 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.</i></p> <p>Families are notified via the “All School” Friday emails of regular vaccination clinics offered by the County or district partners. Many of the clinic locations have been purposefully organized so that underserved populations have easier access. LCMCS regularly encourages and recommends those eligible students and families to be up to date with all immunizations. LCMCS requires any adults wishing to volunteer with students to have a Covid-19 vaccination.</p>
<p>Face Coverings</p>	<p>Face masks are optional for students and staff at LCMCS; however students, staff and families are encouraged to determine what is the best situation specific to their family. Masks are provided at school for anyone requesting. Students and staff have been trained and regularly reminded how to properly wear masks. Staff and students are regularly reminded that mask wearing is a personal choice and should always be respected. Harassment or intimidation will be addressed via current school and Board policies. Students or staff who test positive for COVID are required to mask for 10 days after symptom onset.</p>
<p>Isolation</p>	<p>Isolating those individuals who are symptomatic is a necessary strategy that is used in the prevention of additional spread of disease. The Front Office Coordinator is responsible for isolating symptomatic individuals, tracking symptoms and possible exposures. This information is communicated with the Leadership Team.</p>
<p>Symptom Screening</p>	<p>Symptom screening is one of the layered strategies that can be used to help identify and slow the spread of disease. This regular screening is the responsibility of staff and families. Necessary steps are taken in order to mitigate the spread of any disease.</p>
<p>COVID-19 Diagnostic Testing</p>	<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>LCMCS has continued to participate in the diagnostic and screening tests at the request of parents, families, or students and according to the OHA diagnostic and screening program. The continuation of</p>

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?
	these services is especially important to those students and families that may not have easy access to services outside of school.
Airflow and Circulation	LCMCS is participating in OHA's HEPA Air Filtration and Cleaning Supplies Project for schools. This has provided an air filtration unit for each classroom and 3 years' worth of replacement filters. Staff have been shown how to inspect Filter housing seals for proper fit and repair if necessary. We continue to bring in 100% outside air unless heating and cooling becomes challenging. Extended operation of HVAC systems has been established to promote greater ventilation. Increased ventilation is an additional mitigation measure to reduce viral spread. The HVAC system can meet the requirements by increasing the outside, filtered air brought into the facilities.
Cohorting	All students are assigned an individual classroom which will serve as their cohort.
Physical Distancing	Physical distancing is one of several layered interventions that when used can help to prevent the spread of disease. Adults and students are regularly reminded to use physical distancing when at all possible.
Hand Washing	Hand washing is one of several layered interventions that when used can help to prevent the spread of disease. Frequent hand washing is required throughout the course of the day. Stations with sanitizer will continue to be placed in common areas throughout our facilities. Adults and students are reminded that frequent washing particularly when you arrive at school, to and from lunch, to and from recess, and at the end of the day is important to reducing the spread of disease.
Cleaning and Disinfection	Cleaning/disinfection is one of several layered interventions that when used can help to prevent the spread of disease. Regular touch point cleaning, bathroom sanitation, and wiping of equipment, doorknobs and high touch items will be emphasized. Adults and students are reminded that we are all responsible for assisting to keep equipment and surfaces clean and sanitary. Custodial staff have been advised of what sanitation guidelines to follow. These are based on information provided by lead sanitation experts.
Training and Public Health Education	Regular training, information sharing, and reminders are shared with staff and the community. LCMCS continues to encourage those individuals experiencing symptoms to monitor and stay home until 24 hr free of fever and symptoms. Those symptomatic individuals at school will be isolated until they are able to leave. Adults and students are regularly reminded to screen for disease symptoms and then self-

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?
	isolate when necessary. Diagnostic testing following the LPHA and ODE requirements will continue to be offered as well.

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 www.lcmcs.org

Date Last Updated: **August 27,2023**

Date Last Practiced: **June 2023**