

School-Level Communicable Disease Management Plan

For School Year 2023-2024



School/District/Program Information

District or Education Service District Name and ID: Silver Falls School District 2138

School or Program Name: The Community Roots School 4746

Contact Name and Title: Christen Kelly, Administrator; Leslie Kuhn, School Nurse Consultant

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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>CRS & SFSD follow OHA/ODE Communicable Disease Guidance for Schools.</p> |
| <p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010</p> | <p>Communications will be sent to families at the start of school, educating and reinforcing families to notify the school if their student has a communicable disease. All broad communication (related to communicable disease events) to families will be available in English and Spanish.</p> <ul style="list-style-type: none"> A letter will be sent to all families before the start of school to include ODE/OHA’s symptom-based exclusion chart. Parents and guardians will be encouraged to follow ODE/OHA’s symptom-based exclusion chart daily before sending their child to school. <p>Staff will be encouraged to follow ODE/OHA’s symptom-based exclusion chart daily before coming to work.</p> <p>Nursing will refer to LPHA guidance and ODE/OHA Communicable Disease Guidance to guide school exclusion decisions. ODE/OHA’s symptom-based exclusion chart will be referenced by secretaries or school staff when talking with parents/guardians reporting illness related absences as able.</p> <p>With the school nurse’s coordination, in times of high illness transmission, building administrators are encouraged to send staff and families routine reminders on keeping sick students home, and if applicable, disease specific information and guidance.</p> <p>School nurse will be point-person of contact with county level communicable disease teams.</p> |
| <p>Isolation Space Requires a prevention-oriented health services program including a dedicated space to isolate sick</p> | <p>CRS has an identified space to isolate a symptomatic student if needed, equipped with PPE and diagnostic COVID-19 testing.</p> |

| Plan Types | Hyperlinks and Descriptions |
|--|--|
| students and to provide services for students with special health care needs. OAR 581-022-2220 | Students receiving routine health services are encouraged to not utilize the same space used for isolating students and instead receive their services in the health room or front office. Staff are encouraged to tend to simple first aid needs within the classroom or playground as possible. Each classroom will have first aid kits to help support this. |
| Emergency Plan or Emergency Operations Plan OAR 581-022-2225 | Emergency Response Plan |
| Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional) | CRS is committed to supporting students with school counselors and social workers employed by SFSD. Staff are also trained in building level crisis response. Staff also have a district-wide wellness team that plans wellness events and supports staff throughout the school year. |
| Additional documents reference here: | |



SECTION 1. Clarifying Roles and Responsibilities

Identifying roles central to communicable disease management. Clarifying responsibilities related to communicable disease response is a first step in keeping communities healthy and safe. In general, decisions of school health and safety reside with school and district officials. Together with local public health officials, school/district administrators should consult a variety of individuals when making decisions about health and safety in school.

Table 2. Roles and Responsibilities

| School planning team members | Responsibilities: | Primary Contact (Name/Title): | Alternative Contact: |
|--|--|--------------------------------------|----------------------|
| Building Lead / Administrator | <ul style="list-style-type: none"> • Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained. • In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary. • Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners. | Christen Kelly, Administrator | |
| 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. | Leslie Kuhn, School Nurse Consultant | |
| 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. | Leslie Kuhn, School Nurse Consultant | |

| School planning team members | Responsibilities: | Primary Contact (Name/Title): | Alternative Contact: |
|---|--|---|----------------------|
| School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i> | <ul style="list-style-type: none"> • Advises on prevention/response procedures that are required to maintain student services. | Christen Kelly, Admin | |
| 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. | Christen Kelly, Admin Leslie Kuhn, School Nurse Consultant | |
| 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. | Dan Busch, Assistant Superintendent | |
| 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. | District level contact: Leslie Kuhn, School Nurse Consultant | |

| School planning team members | Responsibilities: | Primary Contact (Name/Title): | Alternative Contact: |
|------------------------------|-------------------|-------------------------------|----------------------|
| Others as identified by team | | | |



Section 2. Equity and Continuity of Education

Preparing a plan that centers equity and supports mental health

Preparing a school to manage a communicable disease case or event requires an inclusive and holistic approach to protect access to in-person learning for all students. In this section suggested resources are offered to help prepare for communicable disease management while centering an equitable and caring response.

Centering Equity

Identify existing district or school plans and tools that can be utilized when centering equity in prevention, response, and recovery from incidents of outbreaks (e.g., district or school equity plans/stances/lenses/decision tools, Equity Committee or Team protocols, district or school systems for including student voice, existing agreements or community engagement or consultation models, Tribal Consultation¹, etc.)

- Leadership Team
- DEI Committee
- Community Listening Session

¹ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.



Suggested Resources:

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

Table 3. Centering Educational Equity

| OHA/ODE Recommendation(s) | Response: |
|--|---|
| Describe how you will ensure continuity of instruction for students who may miss school due to illness. | All staff will communicate with students and families by email and phone to develop individual plans for students that have extended absence due to illness. Students and parents/guardians have access to assignments through Synergy in the StudentVUE and ParentVUE portals to get up-to-date information. Teachers work with students and families to differentiate expectations for grading and assignment completion for missed work. |
| 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. | School teams meet to review student data at least monthly. Data includes student attendance, student assessments and/or grades, and office discipline referrals. |

| OHA/ODE Recommendation(s) | Response: |
|--|--|
| 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. | School teams will use a variety of resources in order to support students including Student Success Coaches and Advocates, school counselors and social workers, and Child Study. |
| Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully. | Continued data discussions and calibration during Leadership, Guide, and Child Study meetings and continued professional development for all around the Montessori curriculum and social emotional learning. |



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>The school district will continue to inform school community about existing vaccine clinics that are available, which may include flu and COVID-19 immunizations.</p> |
| <p>Face Coverings</p> | <p>People with COVID-19 are recommended to wear a well-fitting mask when around others for 10 days since the onset of symptoms—this guidance will be shared with the school community and when Nursing is providing guidance to those with COVID-19 (as applicable).</p> <p>Each school building is encouraged to create an environment where individual decisions to wear a face covering are honored. Masking should continue to be normalized and welcomed within the school community.</p> <p>Staff interacting with symptomatic students or staff are encouraged to wear a medical-grade face mask.</p> <p>Each classroom has a first aid kit with extra face coverings, first aid supplies, and gloves. Disposable face coverings (adult and child sizes) are available at each school building.</p> <p>Recommended signage to be posted in classroom/shared spaces: OHA’s “Masks are Welcome Here”</p> |
| <p>Isolation</p> | <p>see information on page 2</p> |
| <p>Symptom Screening</p> | <p>see information on page 2</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>CRS will offer diagnostic testing per OHA/ODE:</p> <ul style="list-style-type: none"> ○ Each school is equipped with Diagnostic testing: Abbott BinaxNOW Rapid COVID-19 tests as part of OHA’s COVID-19 Testing in Oregon’s K-12 Schools, to be offered for staff (verbally consented) and students (written parental consent) presenting with COVID-19 symptoms at school, or reporting exposure to COVID-19 while at school. <p>Home/self tests will be available for students with symptoms or exposure (supply dependent).</p> |
| | <p>Portable HEPA filtration devices have been added to spaces found to have inadequate ventilation per Maintenance, and in spaces with students at increased risk for complications to COVID-19 and unable to wear face coverings due to medical reasons.</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? |
|---|--|
| Airflow and Circulation | <ul style="list-style-type: none"> Classrooms and shared spaces will be encouraged to increase outdoor ventilation by opening doors and windows unless doing so creates a health or safety risk. Fans are utilized to aid in air circulation. (Moving indoor air out open windows.) Classrooms will be encouraged to utilize outdoor learning spaces as much as possible. |
| Cohorting | In times of high illness transmission AND if recommended by LPHA: <ul style="list-style-type: none"> Maintaining cohorts will be encouraged to the greatest extent possible. School buildings will be encouraged to establish the smallest cohort size possible, without impacting student educational needs, and limit interactions and cross over with different cohorts during the school day (special programs, recess, PE, mealtimes, etc.). Staff will be encouraged to limit their interaction with multiple cohorts to the greatest extent possible. Disinfection of high-touch surfaces should be done in between groups/cohort use. If cohorts cross, staff and students should perform hand hygiene before/after. |
| Physical Distancing | In times of high illness transmission AND if recommended by LPHA: <ul style="list-style-type: none"> Physical distancing will be encouraged in daily activities and instruction, striving for at least 3 feet between students to the extent possible. This will be supported between staff as well. |
| Hand Washing | All students and staff are encouraged to follow strict hand hygiene, either washing hands with soap and water for 20 seconds, or using alcohol-based hand sanitizer with 60-95% alcohol. Hand washing with soap and water is strongly recommended at the following intervals in the school day: Before and after meals; after students/staff use restroom; After coughing, sneezing, blowing nose, or handling used tissues; After changing diapers or cleaning up a child who has used the toilet; and when hands are visibly soiled. Hand hygiene with hand sanitizer may be appropriate at the following intervals: Before and after using playground equipment (recess and PE); Before and after using a hand-operated water fountain; After touching an animal; After touching garbage. <ul style="list-style-type: none"> Hand sanitizer dispensers are recommended to be installed near entry doors and other high-traffic areas. Students should be taught and regularly reminded by staff of the utmost importance of hand hygiene and respiratory hygiene etiquette. Students that need additional support to achieve hand hygiene will receive this support from staff. Age-appropriate hand washing visual aids will be placed in each classroom, sink, and restroom: CDC Handwashing Posters |
| Cleaning and Disinfection | Defer to SFSD's cleaning and disinfection protocols per Maintenance Department. All frequently touched surfaces (e.g. door handles, sink handles, drinking fountains) within the school will be cleaned and disinfected at least daily and between use as much as possible. |
| Training and Public Health Education | At the beginning of the school year, all district staff will be given training on communicable disease prevention protocols. At the beginning of the school year, a letter to student families will be sent informing them of COVID-19 protocols and resources. Communication on these topics will continue throughout the school year as necessary. |

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: **8/24/23**

Date Last Practiced: **8/24/23**