School-Level Communicable Disease Management Plan

Template For School Year 2023-2024

South Columbia Family School
34555 Berg RD
Warren OR 97053
503 366-9009
Scfamilyschool.net

School/District/Program Information

District or Education Service District Name and ID: _____ Scappoose School District (South Columbia Family School (charter) 4221_____

School or Program Name: __South Columbia Family School_____

Contact Name and Title: _Ray Brown, Principal_____

Contact Phone: __503 366 9009__   Contact Email: _____rbrown@scappoose.k12.or.us

Table 1.

Policies, protocols, procedures and plans already in place

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

Plan Types	Hyperlinks and Descriptions
School District Communicable Disease Management Plan **OAR 581-022-2220**	**scfamilyschool.net**
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. **OAR 333-019-0010**	**The school will follow the recommendations of the Oregon Department of Education and Oregon Health Authority's guidelines.** **scfamilyschool.net**
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**	**The school will follow the recommendations of the Oregon Department of Education and Oregon Health Authority's guidelines.** **scfamilyschool.net**
Emergency Plan or Emergency Operations Plan **OAR 581-022-2225**	**The school will follow the recommendations of the Oregon Department of Education and Oregon Health Authority's guidelines.** **scfamilyschool.net**

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.* **We currently offer additional time after school and during summers to support student and staff well being, along with materials from various companies such as LifeLine and Positive Promotions. We meet with families on a weekly or bi-weekly basis to ensure continuity.**
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/Staff	● 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.	Ray Brown/Principal	Audtry Reasoner/Office Manager
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 event, informing continuous improvement of the planning, prevention, response, and recovery system.	Ray Brown/Principal	
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.	Ray Brown/Principal	

School Support Staff as needed (*transportation, food service, maintenance/custodial*)	● Advises on prevention/response procedures that are required to maintain student services.	Ray Brown/Principal	
Communications Lead (*staff member responsible for ensuring internal/external messaging is completed*)	● 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.	Ray Brown/Principal	
District Level Leadership Support (*staff member in which 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.	Ray Brown/Principal	
Main Contact within Local Public Health Authority (LPHA)	● 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.	Ray Brown/Principal	

Others as identified by team		Ray Brown/Principal	

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.

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.)

- Equity Decision Tools

- Staff Protocol

- Parent-Teacher Organization

- Tribal Consultation via District

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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.

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.	We will provide them with sufficient and adequate resources to enable them to continue with their studies until they return to school. This may include virtual classes, Zoom meetings with staff, or hard copies. We, also, use basic telephone calls to parents along with texting.
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.	Due to the nature of our school, parents are communicative about illnesses, including communicable diseases. We have a small minority population, but a larger poverty group which we need to address, specifically if they need connectivity at home.

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.	We will continue to provide contact, support, and follow-up for each and every student to enable them to be successful at our school. If they have excessive absences due to communicable diseases, we will even deliver materials to their home porch so they will have access. Tutoring online will also be available. We will, also, ensure that they have sufficient technology at home.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	As the dynamics change, we need to look at more inventive ways to provide at-home education, whether through video, online meetings, or other items. Staff could use additional training in exacting technological skills for their use.

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**

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.*
Face Coverings	We support students and staff who still use masks. If a student is out due to COVID, we will recommend that they mask up for ten days after the ending of symptoms.
Isolation	Ill students are housed in a room next to the office. The students, when support arrives, exit through a door directly outside.
Symptom Screening	This is done on a daily basis. Students showing symptoms are sent home.
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.* We will offer testing.
Airflow and Circulation	We have new air purifiers for every room, with windows open during school.
Cohorting	Classes are kept at a minimal size, not exceeding 20.
Physical Distancing	We are cohort-based anyway, so this is done through the days at school. Students eat lunch with their class.
Hand Washing	Handwashing is required prior to eating, after recess, and other specific times.
Cleaning and Disinfection	We use high grade disinfectants for our classrooms, and classes are cleaned daily. Thorough cleaning is done each weekend.

Training and Public Health Education	We will continue to train staff on a continual basis to ensure that we are meeting OHA/ODE recommendations and OSHA requirements. Staff receives updates as needed.

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. Scfamilyschool.net

Date Last Updated: **August 11, 2023**   Date Last Practiced:July, 2024