

School-Level Communicable Disease Management Plan

For School Year 2023-2024



School/District/Program Information

District or Education Service District Name and ID: Sutherlin School District #130

School or Program Name: Sutherlin Valley Online Academy

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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
School District Communicable Disease Management Plan OAR 581-022-2220	
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010	<ul style="list-style-type: none"> • Staff are trained to recognize potentially contagious and/or communicable disease symptoms and the protocols in place to connect with and provide support for students in a designated safe space. • Staff and students showing symptoms of a communicable disease, or who have tested positive for COVID-19 will be excluded from school for the duration of timeline established by Douglas Public Health Network (DPHN) and the Center for Disease Control (CDC). • These exclusions and protocols will apply regardless of age, race, religion, color, national origin, disability, language, or culture.
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	<ul style="list-style-type: none"> • Pursuant to OAR 581-022-2220: the district shall maintain a prevention oriented health services program”. This includes isolation space for ill students and services for students who have special health care needs. Supervisors will be familiar with students and provide appropriate care based on their individual needs. • The Safety Officer or Office Manager will manage the isolation space and supervise any injured or sick child therein. Relevant staff may call their designated county nurse to assist or inform with duties and/or protocol. • An isolation room will be designated by the building administrator and will be a safe, easily monitored space, accessible to all students regardless of mobility issues. • The isolation room will provide first aid as necessary for students regardless of signs of communicable disease symptoms or lack thereof. • Care will be provided as appropriate for medically fragile or special health care needs students.

Plan Types	Hyperlinks and Descriptions
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	oregon.gov/osp/Docs/DoTheDrill.pdf
Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional)	
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. 	Sean Radford, Principal	Sue Gillham – Director
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. 	Sean Radford, Principal	Sue Gillham – Director
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. 	Sue Gillham – Director	Jenny Radmer – Office Manager

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. 	Leonard Goulart – Facilities Supervisor	Night Custodian
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. 	Sean Radford – Principal	Jenny Radmer – Office Manager
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. 	Lori Stoe-Brenchley – District Nurse Kelly Wright – Superintendent’s Executive Assistant	Janel Sorenson – School Improvement Director
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. 	Dr. Bob Dannenhoffer – Chief Health Strategist - DPHN	Vanessa Becker – Public Information Officer - DPHN

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.)

- Notice of Non-Discrimination: <https://www.sutherlin.k12.or.us/page/notice-of-non-discrimination>INSERT
- Integrated Guidance Program: <https://www.sutherlin.k12.or.us/article/996831>
- Equity Decision Tools: <https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Decision%20Tools%20for%20SY%202020-21.pdf>

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.	Modified plans will be implemented based on individual instances and circumstances
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.	Site based data teams and behavior teams meet bi-monthly to determine at-risk students who are in need of interventions and/or additional supports both academically and behaviorally. The team decides which intervention is best for each student based on that student's unique needs.

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.	Each school puts together and implements an intervention and support plan based on data, student's progress and need. Plans include academic supports, behavior supports and support for the social and emotional needs of the student.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	During bi-monthly team meetings, data is reviewed, intervention needs are identified, and plans are discussed and/or implemented. Training deficits are identified and addressed and adjustments will be implemented based on the identified data.



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	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	Face coverings are not required at this time but individuals may use a mask based on individual risk assessment.
Isolation	<ul style="list-style-type: none"> • OAR 581-022-2220 requires the District to “maintain a prevention-oriented health services program for all services.” This includes space to isolate sick students and services for students with special health care needs. • The Safety Officer or Office Manager will manage and supervise any sick or injured child in the isolation room. • The Safety Officer or Office Manager may call at any time their primary nurse to assist with duties. • An isolation room will be picked out by the building administrator where students can be easily supervised and monitored. • The isolation room will also provide first aid care for students and not just care for kids who are sick or showing signs of a communicable disease . Care will also be provided for students who are medically fragile or have special health care needs. 3 Plan Types Hyperlinks and Descriptions • District practice is to have the isolation room set in a place accessible to all students, including those experiencing mobility challenges • Isolation room supervisors are familiar with all students and provide support and care for each individual based on their needs.
Symptom Screening	Any staff or student showing symptoms are referred to the office for more in-depth screening.
COVID-19 Diagnostic Testing	Covid-19 testing is not available in any of district buildings. Contact DPHN for information on Covid-19 diagnostic services in our community: https://douglaspublichealthnetwork.org/covid-19/

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"> • All classrooms are equipped with air purifiers with HEPA filters. • Staff are encouraged to open windows when safe to do so to increase air flow. • Maintenance staff ensures HVAC systems operate properly and provide acceptable indoor air quality for the current occupancy level for each space. • Filters in air purifiers and HVAC systems are replaced as recommended by the manufacturer
Cohorting	Cohort planning is used as a mitigation strategy to reduce the spread of communicable disease as necessary.
Physical Distancing	Physical distancing is used as a mitigation strategy to reduce the spread of communicable disease as necessary.
Hand Washing	<ul style="list-style-type: none"> • Staff and students are required to use frequent handwashing and hand sanitizer to prevent the spread of germs. • Students are reminded to wash or sanitize their hands before and after eating, after using the restroom and after blowing their nose, coughing or sneezing.
Cleaning and Disinfection	Surfaces are cleaned at least once a day. Any space occupied by a sick person or someone who has tested positive for a communicable disease within the last 24 hours will be cleaned and disinfected.
Training and Public Health Education	We will continue to develop and share training opportunities on mitigation and prevention best practices, vaccination and diagnostic opportunities.

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.

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/2016794/Communicable_Disease_and_Guidance_for_COVID-19_and_Other_Viruses.pdf Date Last Updated: April 2022

Date Last Practiced: June 2023