School-Level Communicable Disease Management Plan

Template for School Year 2023-2024

School/District/Program Information

District or Education Service District Name and ID: Prospect School District 59/2045

School or Program Name: Prospect Charter School

Contact Name and Title: Daye Stone, Superintendent

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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.
School District Communicable Disease Management Plan OAR 581-022-2220	Prospect School District Communicable Disease Management Plan: PSD Communicable Diseases Management Plan
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010	PSD follows district policies and procedures that incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and works closely with JaCoPH. Board Policy JHCC: Communicable Diseases-Students Board Policy JHCC-AF: Communicable Diseases-Students Board Policy GBEB: Communicable Diseases-Staff Board Policy GBEB-AR: Communicable Diseases-Staff OHA/ODE Communicable Disease Guidance for Schools Applicable Documents: Exclusion Letter (OHA) This letter is available through OHA in multiple languages. Symptoms for Recommending Stay at Home (ODE/OHA) Isolation and Exclusion Guidelines (ODE/OHA)
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	PSD will maintain an appropriately supervised space to isolate sick students that is separate from the space where other health care tasks take place in order to separate people who have or may have a contagious disease from people who are not sick required by OAR 581-022-2220. Before the start of the school year: ● Designated isolation rooms are identified. ● Separate designated spaces to support the health needs of healthy students are identified. Applicable documents: OSNA toolkit sample: 2022 OSNA Example Modification to the Health Room

	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	PSD Emergency Plan: Board Policy EBC/EBCA: Emergency Procedures and Disaster Plans
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.* (Blair's note: This paragraph was generically edited from last year's PSD Covid plan's mental health section. It's optional, but I wanted to include it for your review.) The district has an emphasis on the importance of relationship building. We know every student by name, strength and need. The school schedule provides ample time for quality instruction and relationship building. We coordinate with our ESD and Jackson County Public Health in providing relevant health and mental health services and supports, including on-site mental health services. We encourage our students to participate in extracurricular activities, as research shows this is a healthy avenue for building relationships and improving student well-being. Middle school and high school leadership teams promote positivity on campus.
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	• 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.	Daye Stone, Superintendent	Greg Bryant, MS/HS Principal
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.	Daye Stone, Superintendent	Greg Bryant, MS/HS Principal

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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.	Daye Stone, Superintendent	Greg Bryant, MS/HS Principal
School Support Staff as needed (*transportation, food service, maintenance/custodial*)	• Advises on prevention/response procedures that are required to maintain student services.	Daye Stone, Superintendent	Greg Bryant, MS/HS 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.	Daye Stone, Superintendent	Greg Bryant, MS/HS 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.	Daye Stone, Superintendent	Greg Bryant, MS/HS Principal

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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.	Daye Stone, Superintendent	Greg Bryant, MS/HS Principal
Others as identified by team		Sheri Eary/Business Manager Lacy Thompson/Registrar Liz Steward/Exec. Secretary Sandra Walker/Office Clerk	

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 Consultation[1], etc.)

	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 keep track of student attendance and a call is made home and if a student will be out due to an illness and works with parent/student and teacher to assist with school work, access to a computer etc. We have a campus monitor that helps with this as a home liaison.
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.	Our small community here at the school is well known by our staff. We know our families very well and have partnered with them to help serve the needs of our student population. We have a system of knowing every student by name, strength, and need that is coupled with group circles embedded in classes. Knowing every student by name, strength, and need allows for differentiated support based on what the need is coupled with what is working well.

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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.

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.	Every staff member by homeroom will fill out a Name Strength, and Need (NSN) profile on every student in our district. This profile becomes part of our Response to Intervention covering three areas of support. These areas include academic, behavior, and attendance interventions that are discussed as a team and put into action with this system that is developed K-12.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Weekly meetings with leadership from every level within the school district discuss logistics and strategies through a collaborative problem-solving lens. This monitoring is very intense and will be supported and communicated with professional development both on a local, regional, and state level.

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	Universal masking is no longer required of adults or students. Face coverings are optional in all settings. PSD will provide disposable face coverings (as available) and instructions on appropriate face covering use, to students, parents, families and staff. Staff and students who choose to wear face coverings will be respected and supported. If this requirement changes due to a communicable disease outbreak, recommendations for masking issued by Jackson County Public Health (JaCoPH) will be communicated to families in multiple languages. Applicable Resource: Use and Care of Masks | CDC
Isolation	PSD will maintain supervised space to isolate the sick that is separate from the space where other health care tasks take place. School staff are trained in isolation protocols and procedures for students who display communicable disease symptoms while at school. Students who report or develop symptoms will be isolated until they are able to go home. Face coverings will be provided at student request, as available.

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?
Symptom Screening	PSD implements symptom screening as a standard protocol. Self-screening tools are available to staff/students. If symptoms are present staff/students are asked to stay home. All staff participate in communicable disease training at the start of school. Parents are reminded to keep their children home if they have any of the exclusionary symptoms as described in the *Communicable Disease Guidance for Schools*. Families are notified of communicable disease outbreaks when they occur. Applicable resource: Communicable Disease Guidance For Schools • *Symptom-Based Exclusion Guidelines* (p. 9-10 and 13) • *Symptom-Based Exclusion Chart and Sample Letters*, (p.11).
COVID-19 Diagnostic Testing	As available from OHA, PSD will offer diagnostic test kits for students and staff with COVID-19 symptoms. PSD will ensure access and equity in testing support services for disproportionately affected populations. Applicable documents: Oregon COVID-19 Youth Testing Program
Airflow and Circulation	(Blair's note: This section comes directly from last year's COVID plan. If the HVAC system referred to below has been installed, this section could be edited to reflect that.) PSD follows procedures to support fresh air intake, such as keeping classroom windows and doors open when the weather allows. PSD is planning on using ESSER 3 funding to install an HVAC system that will help with ventilation and filtration. Students are allowed time outside to get fresh air frequently. Applicable document: CDC - Ventilation in Schools and Child Care Programs
Cohorting	In the event of a communicable disease outbreak, systems for documenting attendance and schedules make it possible to identify student cohorts. Cohorting may be implemented as a mitigation strategy under guidance from JaCoPH.

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?
Physical Distancing	PSD has protocols in place to implement physical distancing if needed. In the event of a communicable disease outbreak, these protocols may be implemented as a mitigation strategy under guidance from JaCoPH.
Hand Washing	Practicing hand hygiene is a simple yet effective way to prevent infections. PSD follows handwashing protocols including hand hygiene: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. Staff will teach proper handwashing and covering coughs etiquette. Adequate handwashing supplies and access will be available. Applicable documents and resources: Handwashing in Communities: Clean Hands Save Lives | CDC Health Promotion Materials | Handwashing | CDC Respiratory Hygiene/Cough Etiquette | CDC
Cleaning and Disinfection	PSD has established routine cleaning and disinfecting procedures for infection prevention. These include daily cleaning of all high touch points in classrooms, transportation vehicles, common areas, and cafeterias with a general cleaner. All restrooms will be disinfected daily. During an outbreak or illness, additional cleaning and disinfecting protocols will be initiated by PSD. Applicable documents: Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning | CDC
Training and Public Health Education	School staff will be trained on the *School-Level Communicable Disease Management Plan* health and safety protocols annually at the start of school, and as protocols may change due to guidance from OHA. Communication with families on communicable disease prevention is provided throughout the year.

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://www.prospect.k12.or.us/page/healthy-and-safe-schools-plan

Date Last Updated: **September 1, 2023**   Date Last Practiced: **September 5. 2023**