

**School-Level Communicable Disease Management Plan**  
**For School Year 2023-2024**



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**School/District/Program Information**

District or Education Service District Name and ID: Marcola School District 79J, ID: 2094

School or Program Name: TEACH-NW

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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
<b>School District Communicable Disease Management Plan</b> <a href="#">OAR 581-022-2220</a>	<a href="#">Communicable Disease Guidance</a> Communicable disease plan for decision making at both school and district level
<b>Exclusion Measures</b> Exclusion of students and staff who are diagnosed with certain communicable diseases. <a href="#">OAR 333-019-0010</a>	Communicable disease plan outlines specific exclusion criteria for identify when a student will not attend school while in a communicable stage of a restrictable disease or when an administrator has reason to suspect that any susceptible student has or has been exposed to any disease for which the student is required to be excluded in accordance with law and per administrative regulations. <a href="#">See Symptom-based Exclusion Chart</a>
<b>Isolation Space</b> 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. <a href="#">OAR 581-022-2220</a>	<b>Click on link for <a href="#">Marcola School District’s plan to maintain healthcare and space for Isolation</a>.</b> MSD has established guidelines related to restrictions of students and staff for communicable diseases. COVID-19 has been declared a restrictable disease. The district will exclude students and staff as provided by OHA guidelines and by Board Policy and Administrative Rule JHCC and JHCC-AR Communicable Diseases – Students, and GBEB and GBEB-AR Communicable Diseases – Staff. Health Services staff will follow Oregon Health Authority’s current <a href="#">Investigative Guidelines</a> when assessing students for COVID-19.
<b>Emergency Plan or Emergency Operations Plan</b> <a href="#">OAR 581-022-2225</a>	<a href="#">MSD Emergency Operation Plan (EOP)</a>

Plan Types	Hyperlinks and Descriptions
Additional documents reference here:	<a href="#">ESSER</a> updated plan <a href="#">OSNA Covid Toolkit 2022-2023</a> <a href="#">CDC Handwashing Resources</a>



## 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"> <li>Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained.</li> <li>In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary.</li> <li>Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li> </ul>	Mike Deeds, Facilities Administrator	Phillip Johnson, Co-Director

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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"> <li>• Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures.</li> <li>• Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system.</li> </ul>	Mike Deeds, Facilities Administrator	Phillip Johnson, Co-Director
Health Representative <i>(health aid, administrator, school/district nurse, ESD support)</i>	<ul style="list-style-type: none"> <li>• Supports building lead/administrator in determining the level and type of response that is necessary.</li> <li>• Reports to the LPHA any cluster of illness among staff or students.</li> <li>• Provides requested logs and information to the LPHA in a timely manner.</li> </ul>	Mike Deeds, Facilities Administrator	Phillip Johnson, Co-Director
School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i>	<ul style="list-style-type: none"> <li>• Advises on prevention/response procedures that are required to maintain student services.</li> </ul>	Mike Deeds, Facilities Administrator	Phillip Johnson, Co-Director

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"> <li>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.</li> <li>Shares communications in all languages relevant to school community.</li> </ul>	Mike Deeds, Facilities Administrator	Phillip Johnson, Co-Director Jessica Deeds, TEACH-NW Communication Specialist
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<ul style="list-style-type: none"> <li>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.</li> <li>Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>	Mike Deeds, Facilities Administrator	Phillip Johnson, Co-Director Jessica Deeds, TEACH-NW Communication Specialist
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> <li>Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response.</li> <li>Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners.</li> </ul>	Mike Deeds, Facilities Administrator	Phillip Johnson, Co-Director Jessica Deeds, TEACH-NW Communication Specialist
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 Consultation<sup>1</sup>, etc.)

[ESSER](#) • [Equity Decision Tools](#) for school leaders • [Oregon's COVID-19 Data Dashboards - Table of Contents | Tableau Public](#) • [Community Engagement Toolkit](#) • [Emergency and Family Resources](#) list, local area assistance with food/shelter/clothing for those negatively impacted by COVID-19 or other restrictable diseases



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<sup>1</sup> 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.	Hybrid/Synchronous courses are recorded which allows students to maintain continuity of instruction should they be unable to attend due to illness. TEACH-NW also provides tutorial support for those students who require additional, catch-up support. Instructional Coaches (ICs) provide asynchronous students with additional time and direct tutorial support upon request.
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.	TEACH-NW collaborates with staff via weekly zoom meetings and with families via Zoom meetings, weekly Monday Morning Memos, and daily check-ins. We also communicate with our of new families during the enrollment process. Via these modes of communication, office staff or school staff identify students and families who may need extra assistance through daily interaction or during phone interaction. Families who identify as having tested positive for COVID-19 are specifically asked if they would like assistance of any kind during their exclusion period. They are then referred to our FA who can further identify needs specific to that family. Our FA is able to assist families who may require additional support during their exclusion or recovery period. Additional supports include but are not limited to, food support, schoolwork support, COVID-19 test delivery and health services.
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.	Office staff or school staff identify students and families who may need extra assistance through daily interaction or during phone interaction. Families who identify as having tested positive for COVID-19 are specifically asked if they would like assistance during their exclusion period and a referral to our <b>Facilities Administrator (FA)</b> will be made. Our FA can assist families with various social needs during their exclusion period, including but not limited to, food support, schoolwork support and health services. FA will continue to check in with families until they identify as no longer needing additional support.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	TEACH-NW has hired an FA to assist families with support needed related to COVID-19 or other restrictable diseases. FA and building administrators are readily available by phone or email to discuss specifics surrounding family support. A COVID-19 tracking spreadsheet is maintained by building administrators with editable notes for addressing specific student/family needs. MSD has compiled a list of <a href="#">mental health resources available to those in our community</a> . This list is posted to <a href="#">TEACH-NW website</a> .



### 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	<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. <b>Shots are required by law for children in attendance at public and private schools, preschools, childcare facilities, and Head Start programs in Oregon.</b> Nearly every place that provides care for a child outside the home <a href="#">requires shots</a> or a <a href="#">medical</a> or <a href="#">nonmedical exemption</a> to stay enrolled.</i></p> <p>Since September 7<sup>th</sup>, 2022, TEACH-NW joined Marcola in promoting vaccinations by providing information about COVID-19 vaccine to families encouraging evidence-based information, trust and confidence in vaccines. TEACH-NW also works in collaboration with OHA to advise our extended learning community of vaccination opportunities.</p>
Face Coverings	TEACH-NW complies with OHA's guidance regarding <a href="#">Masking Requirements in Schools</a> .
Isolation	
Symptom Screening	<p>Per OHA, when a student or staff member develops symptoms consistent with COVID-19 while at school, testing may be used to inform their care and return to school. Primary COVID-19 symptoms include cough, fever or chills, shortness of breath, difficulty breathing, or a new loss of taste or smell. Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19 and students or staff may be tested for these symptoms as well. Testing is encouraged regardless of vaccination status. Students or staff with primary COVID-19 symptoms will be asked to return to school for COVID-19 testing if symptoms develop while not at school. OHA has a separate "return-to-school" testing protocol that allows students or staff with symptoms to return to school for COVID-19 testing. Testing under this protocol is available only to school nurses.</p>
COVID-19 Diagnostic Testing	Per OHA, funding for screening testing in Oregon's K-12 schools ended on July 31, 2023. If funding resumes, TEACH-NW will continue to offer screening tests.
Airflow and Circulation	Through the support of OHA, TEACH-NW installed MedifyAir Purifiers in our learning centers to support air circulation and purification.

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?
Cohorting	TEACH-NW is a virtual school which, by design, negates the need to create cohorts.
Physical Distancing	<b>During periods of high transmission:</b> Within 2 school days, building administrators will retrain teachers and students about the importance of physical distancing. The following steps will be taken: When and where possible indoor activities will be moved outdoors to increase distance and ventilation.
Hand Washing	<b>During periods of high transmission:</b> Teachers will reteach proper handwashing and covering coughs and sneezes to students attending in-person activities. Additionally, teachers will ensure that every student washes their hands when entering the classroom. Handwashing supplies, including soap and water will be checked and restocked daily. Every classroom will also have a supply of hand sanitizer containing at least 60% alcohol for use.
Cleaning and Disinfection	<b>During periods of high transmission:</b> Building staff will ensure clean surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) to the highest extent possible in order to reduce the risk of germs spreading by touching surfaces.
Training and Public Health Education	<b>During periods of high transmission:</b> Use of communication protocols which includes informing families of COVID-19 cases within the school community. These communications provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school. Continued efforts to review and retrain staff to ensure that health and safety protocols are reviewed and strengthened. All staff will be asked to reteach lessons on the health and safety protocols to students.
<b>PRACTICING PLAN TO BE READY</b>	

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.

[View Plan Here](#)

Date Last Updated: **8/23/2023**

Date Last Practiced: **May 31<sup>st</sup>, 2023**