

**Dufur School District**  
**School-Level Communicable Disease Management Plan**  
**School Year 2023-2024**



### **School/District/Program Information**

District or Education Service District Name and ID: Dufur School District 2929

School or Program Name: Dufur School

Contact Name and Title: Jack Henderson, 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.

Plan Types	Hyperlinks and Descriptions
<b>School District Communicable Disease Management Plan</b> <a href="#">OAR 581-022-2220</a>	<p>The Dufur School District follows the published Communicable Disease Guidelines from the Oregon Department of Education along with the Oregon Health Authority recommendations. The Dufur Pandemic Plan along with Dufur School District Board Policies GBEB, JHCC and GBEB-AR.</p> <p>Please click on the link below for Dufur School District Communicable Disease Management Annex Information</p> <p><a href="https://www.dufur.k12.or.us/page/health-and-nursing-services">https://www.dufur.k12.or.us/page/health-and-nursing-services</a></p>
<b>Exclusion Measures</b> Exclusion of students and staff who are diagnosed with certain communicable diseases. <a href="#">OAR 333-019-0010</a>	<p><b>Transportation:</b>            Students developing symptoms on the bus shall be seated in designated rows and will be taken immediately to office upon arrival to the school for additional screening.            Students with symptoms upon screening will be sent to the supervised isolation room until they may be transported home or picked up.</p> <p><b>Upon Arrival:</b>            Students shall be visually screened in their cohorts by their supervising staff.            Students exhibiting symptoms upon arrival will be sent to the supervised isolation room until they may be transported home or picked up.</p> <p><b>During Day:</b></p>



Plan Types	Hyperlinks and Descriptions
	Students and staff exhibiting symptoms shall be sent to the Wellness Center for screening and placement in an isolation room.
<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="https://www.oregon.gov/OSL/Programs/HealthServices/Pages/Isolation-Space.aspx">OAR 581-022-2220</a>	<b>Isolation:</b> Isolation rooms are identified below. Rooms shall be staffed when occupied. All occupants in the room will wear masks unless health conditions prohibit such use.  Dufur School Wellness Center Dufur School Sick Room in the Administrative hall -Kamala School Nurse
<b>Emergency Plan or Emergency Operations Plan</b> <a href="https://www.oregon.gov/OSL/Programs/HealthServices/Pages/Emergency-Plan-or-Emergency-Operations-Plan.aspx">OAR 581-022-2225</a>	<a href="https://www.dufur.k12.or.us/page/health-and-nursing-services">https://www.dufur.k12.or.us/page/health-and-nursing-services</a>
<b>Mental Health and Wellbeing Plans such as those prepared for <a href="#">Student Investment Account</a></b> (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.
<b>Additional documents reference here:</b>	





## 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>	Jack Henderson /Superintendent	Kristin Whitley - Principal
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 events, informing continuous improvement of the planning, prevention, response, and recovery system.</li></ul>	Kamala Malcolm - School Nurse	Kristin Whitley/Principal



School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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>	Kamala Malcolm/School Nurse	Kristin Whitley/Principal
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>	Jack Henderson/Superintendent  <u>Support Staff Team:</u> School Nurse - Kamala Malcolm Nutritional Services: Lindsey Harvey Transp Coord.: Josie Turner/Rayana Hurt Facilities Director: Don Peterson	Kamala Malcolm/School Nurse
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>Share communications in all languages relevant to the school community.</li> </ul>	Jack Henderson/Superintendent	Kristin Whitley/Principal
District Level Leadership Support ( <i>staff member in which to consult surrounding a</i>	<ul style="list-style-type: none"> <li>Has responsibility over communicable disease response during periods of high transmission in the community at large. May act as school level support to Building lead/Administrator activating a scaled response.</li> </ul>	Kamala Malcolm	Kristin Whitley/Principal



School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<i>communicable disease event)</i>	<ul style="list-style-type: none"> <li>Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>		
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>	Dr. Christopher Van Tilburg, Public Health Officer, North Central Public Health Department	Shellie Campbell, Public Health Director, North Central Public Health Department.
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.)

Warm Springs Indian Health Service  
1270 Kot Num Road  
Warm Springs, OR  
541-553-1196

Yakama Nation Health Services  
401 Buster Road  
Toppenish, WA 98948

One Community Health  
1040 Webber St  
The Dalles, Oregon 97058



#### **Suggested Resources:**

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

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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.	<p>To ensure individual success, the district will:</p> <ol style="list-style-type: none"> <li>1. Take an individual approach with teachers and educational assistants reaching out to individual students and families to ensure continuity of instruction.</li> <li>2. If many students are absent, the district will move into our tier two approach, and have staff dedicated specifically to students who are absent.</li> <li>3. Finally, if we reach a critical mass of students absent, the district will shift to a virtual model with teachers/educational assistants instructing students online and following up individually and with families for clarification of instruction and other support.</li> </ol>
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.	<p>Our district is a very small and remote school district. We often know our students at a more personal level than larger districts. With this information we often know who may/may not have good internet for online coursework. We know who may need food support. And, we certainly know who may need additional academic support when they are absent. In the event of a school closure, we would have teachers reach out to students and parents who may need additional support, we would communicate with our intervention and sped teachers for this information as well as survey parents in an attempt to further support families and academic progress during an in-person closure. We now have the infrastructure within our district to shift to online without major disruptions to student learning.</p>
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.	<p>As stated above, I do believe that after living and learning through a recent pandemic that as a small and remote school district, we have some distinct advantages when ensuring students are not impacted disproportionately.</p> <ul style="list-style-type: none"> <li>• We will strive to allow small cohorts back into the buildings when appropriate.</li> <li>• We will communicate with parents, teachers and specialists about how to most effectively support students who are historically underserved.</li> <li>• We will reach out to our community leaders in those underserved areas within the district.</li> <li>• If needed and allowed, we would set up community centers for support in each area.</li> </ul>



OHA/ODE Recommendation(s)	Response:
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	<p>We believe that we have many of the components of good communication and logistics established in our district.</p> <ul style="list-style-type: none"> <li>• Phone blasts, webpage alerts, and media are all methods of communicating with our district. Followed up by more specific and detailed information in letters emailed to all parents.</li> <li>• We will have daily/weekly virtual staff meetings and parent meetings to clarify any information that parents and staff may need clarified.</li> <li>• Our school offices are very good at collecting and monitoring parent input and forwarding those concerns to the school administration.</li> </ul>



### 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	<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</b> 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 <a href="#">requires shots</a> or a <a href="#">medical</a> or <a href="#">nonmedical exemption</a> to stay enrolled.</i>
Face Coverings	The Dufur School District will not require universal masking.
Isolation	The Dufur School District Wellness Center will provide isolation space on an as needed basis.
Symptom Screening	The Dufur School District Nurse will provide initial symptom screening and direct people to local health care providers as needed.
COVID-19 Diagnostic Testing	<i>The Dufur School Wellness Center will offer diagnostic Covid Testing.</i>
Airflow and Circulation	<i>The Dufur School District has clean air units for use inside classrooms throughout the school.</i>
Cohorting	<i>Cohorting will be employed when appropriate and with the recommendation by North Central Public Health Department.</i>
Physical Distancing	<i>Physical distancing will be employed when appropriate and with the recommendation by North Central Public Health Department.</i>
Hand Washing	<i>The district has handwashing signage located in restrooms and offices to remind students and staff of good hygiene practices. The district continues to have hand sanitizer dispensers near restrooms and in common areas</i>
Cleaning and Disinfection	<i>The district has custodians who are trained to clean and disinfect the school buildings. Monthly meetings are held with the custodial staff to reiterate good practices. The district uses cleaning supplies that were approved to kill bacteria and COVID.</i>



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?
Training and Public Health Education	The district trains all cleaning staff on best practices for cleaning educational buildings. All health related information can be found on our webpage. <a href="https://www.dufur.k12.or.us">https://www.dufur.k12.or.us</a>
<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.

**LINK** where this plan is available for public viewing: <https://www.dufur.k12.or.us/page/health-and-nursing-services>

Date Last Updated: **August 2023**

Date Last Practiced: **March 2021**