Stanfield Elementary School

School-Level Communicable Disease Management Plan

Template For School Year 2023-2024

School/District/Program Information

District or Education Service District Name and ID: Stanfield School District 61R (2209)

School or Program Name: Stanfield Elementary School

Contact Name and Title: Lacey Sharp, Principal

Contact Phone: (541) 449-3305   Contact Email: lacey.sharp@stanfieldsd.org

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	District Communicable Disease Management Plan: https://5il.co/oy8e
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010	Page 14 of our Safe Return to In-Person Instruction and Continuity of Services Plan: https://5il.co/17uew
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	See page 4 of our Communicable Disease Management Plan: https://5il.co/oy8e Also see page 13 of our Safe Return to In-Person Instruction and Continuity of Services Plan: https://5il.co/17uew
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	SSD Emergency Plan: https://5il.co/1gfgu

Plan Types	Hyperlinks and Descriptions
Mental Health and Wellbeing Plans such as those prepared for [Student Investment Account](#) (optional)	We are utilizing all available resources to support mental health and wellbeing. We work in partnership with Community Counseling Solutions, Wraparound and CARE through Umatilla County. We have a Behavior Support Specialist and a Dean of Students to help support student needs.
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.	Lacey Sharp, Principal	Beth Burton, Superintendent

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	• Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.		
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.	Bryn Braithwaite, School Nurse	Lacey Sharp, 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.	Bryn Braithwaite, School Nurse	Beth Burton, Superintendent
School Support Staff as needed (*transportation, food service, maintenance/custodial*)	• Advises on prevention/response procedures that are required to maintain student services.	Beth Burton, Superintendent	Kurtis Woods, Transportation Frank Longhorn, Facilities Heather Monkus, Food Service

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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.	Beth Burton, Superintendent	Lacey Sharp, 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.	Beth Burton, Superintendent	Bryn Braithwaite, School Nurse
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.	Bryn Braithwaite, School Nurse	Beth Burton, Superintendent
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[1], etc.)
- SSD Equity Lens tool: https://5il.co/22mu6

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 follow our protocols for student absences and extended time to complete assignments. We will utilize our district email system to communicate with students about assignments. Missing school for illness is not a new concept.

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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 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.	We will identify those in our school setting by using the district illness exclusion tracker and attendance records. Through teacher, behavior specialist and secretary communication we will work to help with any additional support needed.
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.	A team meeting will be initiated and a plan created to help support both the student and family based on their individual needs. Additional community resources will be utilized if necessary.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	All team members will be trained on the objectives of a team meeting and educated on the purpose of outside resources available. Additional meetings will be implemented to monitor success of the objectives and to determine if adjustments need to be made. Meetings will decrease as the objectives are met.

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	*We are offering optional immunization clinics in our schools in October.* **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 are allowing our students/staff to make personal choices for masking based on their own circumstances or needs. We are ensuring a respectful and safe environment free of harassment about masking choices and have messaged all stakeholders about expectations regarding personal choice and respect.
Isolation	If in school when symptoms appear, students will be isolated in the health room with the floor to ceiling curtain drawn closed until the student is picked up. We will follow the communicable disease guidelines from OHA/ODE.
Symptom Screening	Staff will visually screen students when necessary.
COVID-19 Diagnostic Testing	SES will offer diagnostic testing.
Airflow and Circulation	The district will ensure airflow and circulation meets the proper standards.
Cohorting	Cohorting will not be implemented at this time.
Physical Distancing	Physical distancing will be encouraged when instructed by district policy.
Hand Washing	Signs will be posted in all bathrooms and near each sink in the school encouraging proper handwashing.
Cleaning and Disinfection	Custodial staff will maintain proper sanitization of classrooms, meeting rooms, bathrooms, cafeterias, etc.

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	When needed: Information will be posted in various high traffic locations to educate on actions indicated based on potential symptoms.

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.stanfield.k12.or.us/page/elementary-school-information

Date Last Updated: **8/18/2023**   Date Last Practiced: **8/15/2023**