School-Level Communicable Disease Management Plan

Template For School Year 2023-2024

School/District/Program Information

District or Education Service District Name and ID: _____Cove School District, ID # 2216_____

School or Program Name: __Cove Charter School_____

Contact Name and Title: _____Earl Pettit, Superintendent_____

Contact Phone: _____541-568-4424_____   Contact Email: _____earl.pettit@covesd.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	See adopted policy: https://policy.osba.org/cove/J/JHCC%20D2.PDF
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010	Exclusion protocol is described in the Cove School District Communicable Disease Management Plan. As indicated by the plan, Isolation Protocols apply equally to all students and staff.
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	**https://policy.osba.org/cove/J/JHCC%20D2.PDF** **https://policy.osba.org/cove/J/JHCC%20R%20D1.PDF**
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	**https://5il.co/18zaw** **https://5il.co/87jl**

Plan Types	Hyperlinks and Descriptions
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.*
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.	Earl Pettit, Superintendent	Dustin Clark, HS Principal

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.	Dustin Clark, High School Principal	Earl Pettit, Superintendent
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.	Dorothy Hancock, School Nurse	CDH
School Support Staff as needed (*transportation, food service, maintenance/custodial*)	• Advises on prevention/response procedures that are required to maintain student services.	Lucas Wagoner. Custodian	Kathaleen Maley, Transportation Supervisor

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.	Earl Pettit, Superintendent	
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.	Earl Pettit, Superintendent	Dorothy Hancock, 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.	Carrie Brogoitti, LPHA Administrator	
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.)

- INSERT
- INSERT
- INSERT

Suggested Resources:

1. Equity Decision Tools for School Leaders
2. Community Engagement Toolkit
3. Tribal Consultation Toolkit

---

[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.

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.	Continuity of instruction is achieved through redundancy of instructional delivery methods which exists in every instructional setting and classroom in our school.
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.	The Cove School District has worked diligently to tread very carefully, strategically and respectfully with our stakeholders to support health and mental health. A hallmark of generational poverty is a culture of distrust in government and authority. We work closely with our partners and staff to focus on building trust so students will have the support at home to access health and mental health services. We secure partners and resources to respond to the basic needs of students and families (e.g., food, shelter, clothing, mental/social/emotional health supports) and the needs of students and families to access learning (e.g., digital devices, hot spots, technology support).
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.	The district uses the following strategies to differentiate and support students and staff: ● Strategically pair educators who infuse culturally responsive and sustaining practices with students who will benefit most from instruction that centers student identity, builds intellectual capacity, and develops academic mindsets. ● Respond to trauma and collective grieving as it arises. ● Recognize that COVID-19 impacts staff differently based on their race, age, culture, role, etc. ● Develop students' abilities to connect across cultures by affirming racial and cultural identities and creating ● Opportunities for students to learn from each other and with each other.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	As a Superintendent and Elementary School Principal experiencing the prior pandemic further isolate and divide; my leadership, decision-making and recommendations are increasingly influenced by concern for the students in our community who often lack healthy role models and depend on each other and have developed a general mistrust of government to handle a crisis. We are learning about how best to gain trust, provide the time, attention and care that our small school culture allows.

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	*Immunizations are promoted for clinics are referred for student immunizations as recommended by ODE and OHA.*
Face Coverings	Face coverings may be implemented but it depends upon the nature of the communicable disease.
Isolation	May be implemented but it depends upon the nature of the communicable disease.
Symptom Screening	May be implemented but it depends upon the nature of the communicable disease.
COVID-19 Diagnostic Testing	May be implemented but it depends upon the nature of the communicable disease.
Airflow and Circulation	May be implemented but it depends upon the nature of the communicable disease.
Cohorting	May be implemented but it depends upon the nature of the communicable disease.
Physical Distancing	May be implemented but it depends upon the nature of the communicable disease.
Hand Washing	Always encouraged but additional may be implemented but it depends upon the nature of the communicable disease.
Cleaning and Disinfection	Regularly accomplished but additional measures may be implemented but it depends upon the nature of the communicable disease.

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	Training and Public Health education of students, staff, and community stakeholders will happen based on current school/district data when in HIGH Risk in addition to the general information which is also shared regularly.

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.

INSERT THE LINK where this plan is available for public viewing.

Date Last Updated: **8/18/23**   Date Last Practiced: **8/23/2023**