

School-Level Communicable Disease Management Plan
For School Year 2024-2025



BETHEL
SCHOOL DISTRICT

School/District/Program Information

District or Education Service District Name and ID: Bethel School District #52 ID: 2088

School or Program Name: Cascade Middle School

Contact Name and Title: Ry Robinson, Principal

Contact Phone: 541-689-0641 Contact Email: ry.robinson@bethel.k12.or.us

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	School District Communicable Disease Management Plan: Bethel #52 Communicable Disease Plan 2023-2024 The document also includes: Exposure Control Plan, Pandemic Plan
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010	Investigation and control of disease. District policies and health services procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases and works closely with LPHA. Applicable documents: OHA Communicable Disease Guidance for Schools: Communicable Disease Guidance for Schools (ODE/OHA) ○ Symptom-Based Exclusion Guidelines (pages 8-13) ○ Transmission Routes and Prevention Measures (pages 29-32) ○ School Attendance Restrictions and Reporting (page 33) ○ Guidelines for Handling Body Fluids (Page 34)
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	Protocols are established in each district building for a health room and an isolation space/area for illness to separate people who have or may have a contagious disease from people who are not sick required by OAR 581-022-2220 . The school will: ● Identify isolation space/plan for each school site by start of school ● Identify health room or space to support general health needs for non-communicable students by start of school School to have trained staff that can support all student health and safety needs. Trained staff to support the needs of students on Individualized Health Management Plans.



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](#)

[School District Emergency Plan or Emergency Operations Plan](#)

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.

Schools are encouraged to continue to prioritize cultivating care, connection, and community to support the mental, emotional, and social health and well-being of students, families, staff, and administrators.

Programs currently provide embedded mental health and wellbeing support, such as: Employee Wellness Program activities and free counseling through Employee Assistance Program (EAP); school counselors are at every building during the school day; district health staff provide care, guidance and community resources needed for students, families and staff members; Bethel Health Center therapists provide services at each school and at the Health Center; Sources of Strength programs; Social Emotional Learning curriculum ongoing; Additionally, high school supports include HOOTS and access to Drug and Alcohol counseling and family support.

Bethel Health Center Medical and Mental Health Services: <https://bethelhealth.center/>

Additional documents reference here:

[ODE Emergency Operations Plans \(EOP\)](#) regional School Emergency Management Consultants
[Exposure Control Plans \(Oregon OSHA\)](#)
[ODE Mental Health Toolkit](#)
[Oregon Classroom WISE](#)
Oregon Health Authority [Youth Suicide Prevention](#)



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.	Principals <i>District Nurse assigned to your school</i> <i>District Nurse assigned to your school and Sherine Forrest, RN</i>	 <i>Sherine Forrest, RN</i> <i>Sherine Forrest, RN</i>

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>)	• 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.	<i>District Nurse assigned to your school</i> <i>District Nurse assigned to your school and Sherine Forrest, RN</i>	<i>Sherine Forrest, RN</i> <i>Sherine Forrest, RN</i>
Health Representative (<i>health aid, administrator, school/district nurse, ESD support</i>)	• 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.	<i>District Nurse assigned to your school</i>	<i>Sherine Forrest, RN</i>
School Support Staff as needed (<i>transportation, food service, maintenance/custodial</i>)	• Advises on prevention/response procedures that are required to maintain student services.	<i>District Nurse assigned to your school</i>	

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.	<i>Alisha Dodds- district communication director</i>	
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.		
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.	<i>LCPH school contact- District Nurse assigned to your school</i> <i>Principal/ Alisha Dodds- district communication director</i>	<i>Sherine Forrest, RN</i>
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 Consultation¹, etc.)

- [Bethel Blueprint](#)
- [Equity, Access, and Inclusion](#)



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.	

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.	Bethel School District utilizes a wide range of outreach to both families and students designed to identify areas of need. Bethel School District is completing empathy interviews with many of its students. As well as climate surveys to identify areas of need across grade levels and the district. Bethel School District is holding affinity group meetings for students and staff.
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.	All buildings within the Bethel School District will continue to comply with established IEP/504 plans If a student is eligible for, or receiving services under a 504/IEP.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Bethel School District has added additional district level supports to all buildings. These include but are not limited to our behavior cadre, literacy coaches, family navigators, district mentors, and interventionists.



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 5.

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	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. 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	Optional face coverings will be readily available in every health room. Face coverings will be recommended when a student or staff member presents with symptoms of respiratory illness and/or exclusionary illnesses. Communicable Disease Guidance for Schools (ODE/OHA)

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?
Isolation	Protocols are established in each district building for a health room and an isolation space/area for illness to separate people who have or may have a contagious disease from people who are not sick required by OAR 581-022-2220. The school will: • Identify isolation space/plan for each school site by start of school • Identify health room or space to support general health needs for non-communicable students by start of school • During periods of high transmission where the isolation area is insufficient, buildings will utilize larger spaces e.g. empty classrooms, offices, athletic rooms, outdoor spaces. A designated staff member will provide oversight of these spaces to provide safety of all students until transported home.
Symptom Screening	Per Communicable Disease Guidance for Schools (ODE/OHA)
COVID-19 Diagnostic Testing	OHA offers schools a diagnostic testing program to all public and private K-12 schools in Oregon. District has supply and will provide these tests as needed onsite. Multiple community agencies provide testing, resource information will be provided to families.
Airflow and Circulation	Standard operating procedures have been established directing the inspection, maintenance, and filtration requirements of HVAC equipment as well as directions to maximize the ventilation of buildings by increasing fresh air intake, purging the building before and after occupancy, etc. Building HVAC outside air dampers will be adjusted such that their minimum damper setting meets recommended outside air infiltration rates per ADSHRAE 62.11-2019 "Ventilation for Acceptable Indoor Air Quality". Additional mitigation measures include the assessment of individual spaces to determine the need for portable HEPA filtration systems. Resources: Ventilation in Schools and ChildCare Programs (cdc.gov)
Cohorting	Cohorting is a significant strategy to reduce communicable disease spread. Cohorting refers to establishing a consistent group of students that stays together or identifying students that were together. School districts have a clear system for documenting attendance and schedules that will be referenced if needed during times of increased rate of illness. Bethel SD will follow state mandates and consult LPHA for recommendations.

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	During periods of high transmission and to decrease spread of disease, recommendations of LCPHA and State guidelines will be followed. Also consider maintaining at least 3 feet distance when students or staff members present with symptoms of respiratory illness and/or exclusionary illnesses.
Hand Washing	Practicing and accessibility to hand hygiene is a simple yet effective way to prevent infections. Hand hygiene, which means cleaning your hands by washing with soap and water or using an alcohol-based hand sanitizer, is one of the best ways to avoid getting sick and prevent spreading germs to others. Implementation of routine hand washing, before/during/after preparing food, before/after eating, before/after caring for someone who is sick, before/after using the restroom or changing diapers, after blowing your nose/coughing/sneezing, ect. Post signs as well as model and teach to students. Resources: Handwashing in Communities: Clean Hands Save Lives CDC Health Promotion Materials Handwashing CDC Respiratory Hygiene/Cough Etiquette FAQs Infection Control Division of Oral Health CDC
Cleaning and Disinfection	Cleaning with products containing soap or detergent reduces germs on surfaces by removing contaminants and decreases risk of infection from surfaces. Disinfecting kills any remaining germs on surfaces, which further reduces any risk of spreading infection. Resources: Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning CDC Cleaning and Disinfecting Your Facility CDC
Training and Public Health Education	Bethel staff will receive communication on when to stay home and when they will be required to leave work based on excludable symptoms per state Communicable Disease Guidance for Schools (ODE/OHA).
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. <https://www.bethel.k12.or.us/about/public-reporting/>

Date Last Updated: **8/24/23**

Date Last Practiced: **8/24/23**