

School-Level Communicable Disease Management Plan Template

For School Year 2024-2025



School/District/Program Information

District or Education Service District Name and ID: Harney County School District #4, Crane, OR

School or Program Name: Oregon Family School, a focus virtual charter school

Contact Name and Title: Lori Bogen, PhD – Executive

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Table 1.

	<p>Policies, protocols, procedures and plans already in place</p> <p>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.</p>
<p>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>Link to Communicable Disease Mgmt Plan</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010</p>	<p>Oregon public health law mandates that persons who work in or attend school who are diagnosed with certain diseases or conditions be excluded from school until no longer contagious. However, diagnosis often presumes a physician visit and specific testing, and schools must often make decisions regarding exclusion based on non-diagnostic but readily identifiable signs or symptoms. The Oregon Department of Education Communicable Disease Guidance Document details both symptom based and disease specific exclusion guidelines. The following exclusion criteria and actions extracted from the ODE Guidance Document to abbreviate symptom-based exclusion:</p> <ul style="list-style-type: none"> • Fever or temperature of 100.41 Degrees F (38C) or Greater • New cough or illness or difficulty breathing • Headache with stiff neck or with fever • Diarrhea: 3 loose or watery stools in a day or not able to control bowel movements • Vomiting: One or more episode that is unexplained • Skin rash or open sores • Red eyes with eye discharge: yellow or brown drainage from the eyes • Jaundice: New Yellow color in eyes or skin • Acting differently without a reason: unusually sleep, grumpy, or confused • Major health event like an illness lasting 2 or more weeks or a hospital stay or health condition that requires more care than the school staff can safely provide.
<p>Isolation Space Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for</p>	<ul style="list-style-type: none"> • All students who become ill at school will remain at school, supervised by staff until parents can pick up from the designated isolation area. • While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure so as not to unduly worry a student or family. • Staff will maintain student confidentiality as appropriate. • Space should be cleaned regularly Staff and students displaying COMMUNICABLE DISEASE symptoms, per current OHA guidance, CDC guidance, or JCHA guidance, should not remain at school, should be tested for COMMUNICABLE

students with special health care needs. OAR 581-022-2220	DISEASE, and should return only after they are fever-free for 24 hours.
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	
	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.
Mental Health and Wellbeing Plans	OFS has monthly 1:1 meetings with each student in our school, and weekly check ins. That support, relationship, and personalized connection helps students be known by at least one adult at our school. Frequently those meetings happen with parents as well so our teachers can know mom, dad, sister, brother, aunt, uncle, and various extended family members. This helps us meet the student exactly where they are at with their education, social-emotional needs, mental health, and extracurricular needs. OFS has continued to meet with the school board and administration teams to ensure continuity of programs. We have fall open house events and weekly enrichment activities for students. Our staff training includes a specific training for new staff as well as whole staff training including new and veteran employees where we focus on strong relationship building as well as the nuts and bolts of school operations. OFS has added three staff counselors who work to support both our student population as well as being available to staff when needed.
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:
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Building Lead / Administrator	<ul style="list-style-type: none"> · 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. 	Lori Bogen, PhD Executive Director	Ami Zimmerman HR/Business Manager
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"> · 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. 	Cencio Ulit K-8 Program Administrator	Bob Mahaffey Facilities Manager
Health Representative (<i>health aid, administrator, school/district nurse, ESD support</i>)	<ul style="list-style-type: none"> · 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. 	Lori Bogen, PhD Executive Director	Cencio Ulit K-8 Program Administrator
School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
School Support Staff as needed (<i>transportation, food service, maintenance/custodial</i>)	<ul style="list-style-type: none"> · Advises on prevention/response procedures that are required to maintain student services. 	Cassandra Torgrimson Main Campus Receptionist	Angie Williams Satellite Campus Receptionist
	<ul style="list-style-type: none"> · Ensures accurate, clear, and timely information is 		

Communications Lead (staff member responsible for ensuring internal/external messaging is completed)	<p>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.</p> <ul style="list-style-type: none"> Shares communications in all languages relevant to school community. 	Lori Bogen, PhD Executive Director	Jennifer Baxley Administrative Assistant
Charter School Level Leadership Support (staff member in which to consult surrounding a communicable disease event)	<ul style="list-style-type: none"> 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. 	Lori Bogen, PhD Executive Director	Jennifer Baxley Administrative Assistant
School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> 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. 	Lori Bogen, PhD Executive Director	
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 a communicable disease management while centering an equitable and caring response.

Identify existing charter 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.)

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.

- AC Non-Discrimination Policy
- Parent Survey
- Student Survey
- Staff Survey
- Staff Meetings/Trainings

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.	The teacher will assign asynchronous or synchronous differentiated instruction for the student. They may also choose to meet virtually.
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.	OFS has weekly check-ins with students and monthly advisory meetings with parents. At those meetings our teachers and advisors talk about what is going on in the family's life, both individually (students) and as a group (family). This helps identify those disproportionately impacted by communicable diseases who may need additional support.

OHA/ODE Recommendation(s)	Response:
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 communicable disease.	During the weekly and monthly meetings, teachers and advisors discuss with parents and students what is going on in their lives – inclusive of school and home. That personalized connection is an essential aspect of our school that helps us identify those disproportionately impacted by COMMUNICABLE DISEASE, who may need additional support. If we identify a student of family disproportionately impacted by COMMUNICABLE DISEASE, or historically underserved, we will engage our school counselors to help provide for those needs, and/or connect to community/state organizations who can help.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Oregon Family School strives to foster a welcoming school atmosphere where every student feels secure and confident to show their individual strengths and passions. Staff-wide professional development is provided in recognizing and understanding barriers that may lead to academic and/or mental health issues at the beginning of the school year via Safe Schools, throughout the year in staff meetings and in-services, and elsewhere. During our fall training, we incorporate training for both new and veteran staff to make sure they understand and can show that strategies are understood and implemented. Clear expectations from administration to staff about what protocol is re: reporting family needs, and how to refer student(s) for services while at home in isolation. When the administration, receptionist, teacher or counselor learn about a family impacted with a communicable disease, they will contact the family to learn about specific needs and provide local resources or other options to support the family. The administrator will remind staff regularly about sharing this information when they receive it. Continued verbal and written communications will be shared related to procedures, changes, and access to info – including confidentiality protocols.

Mental Health Supports

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.

Identify existing charter school 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 communicable diseases (e.g., counseling services; partnerships with community mental and behavioral health providers; charter school suicide prevention, intervention, and postvention plan; tribal resources, etc.)



Suggested Resources:

1. ODE [Mental Health Toolkit](#)
2. [Care and Connection](#) Program
3. Statewide [interactive map of Care and Connection examples](#)
4. [Care and Connection District Examples](#)
5. Oregon Health Authority [Youth Suicide Prevention](#)

Table 4. Mental Health Supports

OHA/ODE Recommendation(s)	Response:
Describe how you will devote time for students and staff to connect and build relationships.	<p>Children and teens do better in school when student and school staff mental health and well being needs are being met. A large part of student success comes from building great relationships with their teachers and administrators.</p> <ul style="list-style-type: none"> • This year, Oregon Family School will host several open houses, enrichments, field days, along with the monthly parent/advisor meetings. • Educators will be intentional about taking time during the school year to make connections with students and build relationships. The focal vision for the school year is on learning, remembering, and using student names with care. • At OFS, all staff members get to know and build relationships with all students and families quickly, and continue relationship-building over years of contact.
Describe how you will ensure class time, and individual time if needed, for creative opportunities that allow students and staff to explore and process their experiences.	<p>Oregon Family School recognizes that it is important to allow students and staff to make sense of their experiences, and to process personal and professional stresses, emotions, and grief. We feel it is important for students and staff to receive adequate time to feel secure and supported.</p> <ul style="list-style-type: none"> • OFS has added additional counselors to assist students and staff when needed. • We also strive to develop community connections that provide additional staff and student resource access.
Describe how you will link staff, students and families with culturally relevant health and	<ul style="list-style-type: none"> • OFS is constantly updating our website to ensure that students and families know what options and services are available. • An additional mental health counselor will be available to monitor students and interact with students of concern.

OHA/ODE Recommendation(s)	Response:
mental health services and supports.	<ul style="list-style-type: none"> Our counselors will be collecting and disseminating additional resources and services for staff and families, and will make referrals as needed.
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	<p>OFS has small learning communities, both virtually and onsite. Our student to staff ratios are such that our students feel welcomed and engaged.</p> <ul style="list-style-type: none"> OFS has hired two new staff members with counseling endorsements, which brings our counseling team to three. This team will meet monthly to develop and present activities, both in person and online to foster peer/student lead initiatives focused on well-being and mental health. OFS has added an extra-duty position for a CTE Coordinator, who will partner with Youth Career Connect, and will involve the students in developing career and community connections - leading to greater connectedness, sense of success, and well-being.

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	<p><i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. OFS will not be offering COVID-19 vaccine clinics.</i></p> <ul style="list-style-type: none"> Students will not be required to be vaccinated for COVID-19 to attend school. Vaccination is optional and will be left to parent discretion.
Face Coverings	<p>Face coverings are not required. "At OFS we support school choice. Choice in the way people wish to educate their children; in the classes and activities students take and how the method in which they take them; in the way people wish to raise their children; and in masking or not masking. We believe those choices and differences are important and a vital part of our school model. At OFS, we also believe in kindness. There will be no tolerance for bullying on either side about a choice a student and family makes on masking after March 11, 2022. We ask that in all things you are kind and respectful of other people's choices, just as we ask people to be respectful of your choice."</p>
Isolation	<p>All students who become ill at school with excludable symptoms will remain at school, supervised by staff, until parent/guardian can pick them up from the designated symptoms/isolation area. The student will be provided with a facial covering, if they need one and can safely wear it. When a staff member becomes ill at school, with excludable symptoms, they are to report to their administrator immediately at which time they will be sent home.</p> <ul style="list-style-type: none"> If a staff member must wait for a ride home, they will report to the symptoms/isolation area until their ride arrives The staff member will be provided with a facial covering if needed and they can safely wear it Testing is available for staff before leaving, or an iHealth Test kit can be sent home with the individual for at home testing
Symptom Screening	<p>Students and families will receive school communication about communicable disease symptoms and when to keep their child home from school.</p> <ul style="list-style-type: none"> Fever or temperature of 100.41 degrees F (38C) or greater New cough or illness or difficulty breathing Headache with stiff neck or with fever Diarrhea: 3 loose or watery stools in a day or not able to control bowel movements Vomiting: One or more episodes that are unexplained Skin rash or open sores Red eyes with eye discharge: yellow or brown drainage from the eyes Jaundice: New yellow color in eyes or skin Acting differently without a reason: unusually sleepy, grumpy, or confused <p>Major health event like an illness lasting 2 or more weeks or a hospital stay or health condition that requires more care than the school staff can safely provide.</p>

COVID-19 Diagnostic Testing	<i>OHA offers diagnostic testing programs to all public and private K-12 schools in Oregon. OFS will not be offering onsite testing.</i>
Airflow and Circulation	HVAC systems on most leased facilities switches out the air in each room 7-8 times per hour. For facilities without HVAC, OFS has high quality air purifiers/filters which are cleaned weekly, and filters replaced regularly.
Cohorting	The community day cohort model (maximum 16 and same classroom each week) lends itself naturally to limit the number of exposed students in the event of a communicable disease outbreak. This also quickly identifies which students would be exposed, and limits the number of students who would need to be placed in quarantine.
Hand Washing	All students will have access to hand washing at all times while at school. Opportunity for frequent hand washing will be provided throughout the school day.
Cleaning and Disinfection	OFS teachers will discourage sharing of community supplies when possible (e.g., scissors, pencils, etc.). Sharable items will be disinfected at the end of each day to further mitigate unnecessary exposure. Buildings are cleaned at the end of each day, and deeper cleaning is performed periodically or as needed. Daily disinfection of all high-touch surfaces is completed daily. Disposable disinfecting wipes are also provided for staff to use throughout the school day.
Training and Public Health Education	When cases are identified in the local region, a response team will be assembled to handle the communication and response.

PRACTICING PLAN TO IMPROVE PROCESS 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.

Plan is available for public viewing here: [School-Level Communicable Disease Management Plan 23-24](#)

Date Last Updated: **8/25/2023**

Date Last Practiced: **8/22/2023**