

School-Level Communicable Disease Management Plan

Template For School Year 2024 - 2025



School/District/Program Information

District or Education Service District Name and ID: FOREST GROVE SCHOOL DISTRICT

School or Program Name: COMMUNITY ALTERNATIVE LEARNING CENTER

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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
School District Communicable Disease Management Plan OAR 581-022-2220	Forest Grove School District uses a combination of Illness Protocols along with CDC recommendations for communicable disease scenarios, exclusion protocols, ODE recommendations as well as OHA guidelines. Illness Protocol ,
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010	Communicable Diseases Forest Grove School District recognizes the need to exclude students and staff who test positive with Covid-19, in addition staff and students who exhibit signs and symptoms of other communicable diseases. We follow all CDC/OHA/ODE/WCHD requirements for exclusion.
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	All Forest Grove School District Schools adhere to OHA/ODE/WCHD requirements providing isolation spaces within each of it's locations. These locations have been identified to staff within the building, district office staff, and health services
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	In order to best support students and families, FGSD has established a Safe Return to In-Person and Continuity of Services Plan in accordance with Oregon Department of Education protocols.

Plan Types	Hyperlinks and Descriptions
Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional)	We provide SEL (social emotional learning) time each day during breakfast that is served in the classroom, to create that family-like community in each classroom. We also use PBIS (Positive Behavior Interventions & Supports) and PAX strategies to build safe, positive climates in the classroom and the entire school. We have Second Step Curriculum that our counselors use in each classroom weekly to build positive understanding of self and others. We have a school-wide equity plan that allows our students to feel not only welcomed at our school but like we designed the school with them in mind.
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.	Tim Graham, Principal	Melissa Horne, Secretary

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 <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.	Jennifer James-King District Nurse, RN	Kandice Ertman, Health Services
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.	Kandice Ertman, Health Services	Araceli Rodriguez, LPN
School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i>	Advises on prevention/response procedures that are required to maintain student services.	Jenny Acosta, Lead Secretary	Randy Edminston, Facilities

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.	David Warner, Communications Director	Suzanne West, 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.	Kandice Ertman, Health Services	Kim Shearer, Student Services Director
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.	Kandice Ertman, Health Services	Kim Shearer, Student Services 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 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.)

- [School Equity Plan](#)
- [FGSD District Equity Policy](#)



Suggested Resources:

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

Table 3.

Centering Educational Equity

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 will ensure continuity of instruction for students who may miss school due to illness.	The student services team, with the district nurses will review data biweekly and reach out to the schools that have higher illness case numbers. Attention will be paid to title one schools and to the demographic breakdown of those testing positive. In addition to this district wide view, each school has a health assistant that will track at a school level the positive illness cases. School health assistants will meet as a district team regularly to discuss data and to plan extra support where needed.
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 school health assistant will work closely with the school administrator and school counselor to identify and support families that are negatively impacted with any of the following: • Student attendance negatively impacted due to illness • Students displaying heightened anxiety or concern due to illness Schools will reach out to families and refer as appropriate to the district mental health coordinator who will then reach out to the families with resources. In addition, counselors will meet with students and families.
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.	Our school is 100% CEP (receiving funding for breakfast and lunch for all students) because our poverty level is so high at our school. We have high rates of ELLs, Migrant students and we have identified our Special Education students. Our plan for all of our impacted populations is to provide support with food through our backpack program. We have donated gift cards for families who need it for medication, food, or other necessities. We will even deliver medicine to families' homes if they are unable to go to the store because they have communicable diseases. Families reach out to our office or teachers and we get them the support that they need. We have a team that meets weekly to discuss students who are having issues attending school and illness comes up as a reason, often. We strategize to determine how to meet student needs and get them to school.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	A review of the Behavioral Health services will take place early in the school year with all administrators as well as with counselors and health assistants.

OHA/ODE Recommendation(s)	Response:



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. [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. 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.</i>
Face Coverings	FGSD is no longer requiring masks at school, in district facilities or on school buses. It is important to reiterate that as we move into this next phase of the pandemic, there will be many who will choose to continue wearing masks at school. Every individual has the right to make that decision and the district supports the continued use of face coverings by individuals who feel most comfortable doing so.
Isolation	FGSD will provide isolation within it's policy and procedure guidelines based on the communicable disease plan.
Symptom Screening	FGSD will provide screening in every school building within the designated health rooms.
Airflow and Circulation	The district will continue to implement our layered safety protocols of increased ventilation, portable air filtration systems in all classrooms
Cohorting	FGSD will design cohorts for students to the extent possible
Physical Distancing	FGSD will provide physical distancing within it's policy and procedure guidelines based on the communicable disease plan.
Hand Washing	Frequent and thorough hand washing is the primary prevention measure against the spread of communicable diseases. When done correctly, hand washing will help students, school staff and visitors avoid spreading and receiving disease-causing bacteria and viruses. For greatest protection against the spread of disease, hands should be washed thoroughly with soap and water.
Cleaning and Disinfection	OAR 581-022-2223 requires school districts to develop a Healthy and Safe Schools Plan. This plan includes the name of the staff person responsible for maintaining the plan, how the Forest Grove School District monitors and mitigates radon, lead in drinking water, lead paint, and integrated pest management. The plan also specifies where copies and test results may be obtained and how results will be communicated to the public. A summary of improvements and mitigation is reported annually. The Healthy and Safe School Plan can be read here.

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 FGSD is committed to continued education regarding the Covid-19 pandemic, it has developed and regularly updates and maintains a website including a Covid-19 dashboard with current numbers of cases by school, this can be found on the website .
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 [FGSD Website](#)

Date Last Updated: **11/1/24**

Date Last Practiced: **9/1/24**