

# School-Level Communicable Disease Management Plan

## Template For School Year 2023-2024



### School/District/Program Information

District or Education Service District Name and ID: Central Curry School District 1972

School or Program Name: K-12 School District

Contact Name and Title: Eric Milburn, Superintendent

Contact Phone: (541) 247-2003

Contact Email: [emilburn@ccsd.k12.or.us](mailto:emilburn@ccsd.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.

Plan Types	Hyperlinks and Descriptions
<b>School District Communicable Disease Management Plan</b> <a href="#">OAR 581-022-2220</a>	Central Curry School District follows the <a href="#">Oregon Health Authority</a> guidance for communicable disease planning. Link below. OHA/ODE Guidelines 2023.2024 school year
<b>Exclusion Measures</b> Exclusion of students and staff who are diagnosed with certain communicable diseases. <a href="#">OAR 333-019-0010</a>	<a href="#">CCSD policies and administrative rules</a> regarding student/staff exclusion measures Students and staff must be excluded from the school setting if they are DIAGNOSED with a school-restrictable disease, until permitted to return per local public health guidance. Other illnesses warrant exclusion until no longer contagious. <a href="#">See Disease Specific Guidelines (pages 14-24)</a> . In accordance with OAR 333-019-0010, the school administrator must also exclude susceptible students and school staff if they are EXPOSED to measles, mumps, rubella, diphtheria, pertussis, hepatitis A or hepatitis B. The local public health authority (LPHA) can assist with guidance in individual cases and may waive the requirement for restriction
<b>Isolation Space</b> 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. <a href="#">OAR 581-022-2220</a>	Each CCSD school and program provides health services and education, including promotion of healthy habits in school settings and spaces dedicated to caring for ill students and isolation as needed.
<b>Emergency Plan or Emergency Operations Plan</b> <a href="#">OAR 581-022-2225</a>	The district follows the Standard Response Protocol and Standard Reunification Method for all unplanned emergency situations. The SRP is reviewed monthly through building drills and team discussions and reflection. Each building also has a building safety team that meets monthly and is aligned with the district safety team. <a href="https://iloveguys.org/The-Standard-Response-Protocol.html">https://iloveguys.org/The-Standard-Response-Protocol.html</a>

Plan Types	Hyperlinks and Descriptions
<b>Mental Health and Wellbeing Plans such as those prepared for <a href="#">Student Investment Account</a></b> (optional)	CCSD contracts with Coast Community Health to provide a mental health therapist that is available to the students and staff.
<b>Additional documents reference here:</b>	



## 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	<ul style="list-style-type: none"> <li>Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained.</li> <li>In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary.</li> </ul>	Maureen March, Riley Creek Elementary  Dana Newdall, GB Jr./Sr. High	Eric Milburn

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	<ul style="list-style-type: none"> <li>Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li> </ul>		
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"> <li>Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures.</li> <li>Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system.</li> </ul>	Eric Milburn, Superintendent	<p>Maureen March, Riley Creek Elementary</p> <p>Dana Newdall, GB Jr./Sr. High</p>
Health Representative ( <i>health aid, administrator, school/district nurse, ESD support</i> )	<ul style="list-style-type: none"> <li>Supports building lead/administrator in determining the level and type of response that is necessary.</li> <li>Reports to the LPHA any cluster of illness among staff or students.</li> <li>Provides requested logs and information to the LPHA in a timely manner.</li> </ul>	Dana Drumm, OHA	Eric Milburn, Superintendent
School Support Staff as needed ( <i>transportation, food service, maintenance/custodial</i> )	<ul style="list-style-type: none"> <li>Advises on prevention/response procedures that are required to maintain student services.</li> </ul>	Eric Milburn, Superintendent	<p>Joey Denbaugh, Facilities/Maintenance</p> <p>Allen Walz, Transportation</p> <p>TBD, Food Service</p>

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i>	<ul style="list-style-type: none"> <li>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.</li> <li>Shares communications in all languages relevant to school community.</li> </ul>	Eric Milburn, Superintendent	Maureen March, Riley Creek Elementary  Dana Newdall, GB Jr./Sr. High
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<ul style="list-style-type: none"> <li>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.</li> <li>Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>	Eric Milburn, Superintendent	Danna Drum, OHA
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> <li>Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response.</li> <li>Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners.</li> </ul>	Eric Milburn, Superintendent  Danna Drum, OHA	
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<sup>1</sup>, etc.)

##### Equity Lens Procedural Questions

1. Does this fit with our mission and vision?
2. Who does it impact? • Are all groups considered? • Who are the racial/ethnic and underserved groups affected? • What are the potential consequences - intended or unintended?
3. What barriers exist? • Are we considering mandated, political, emotional, financial, programmatic, or managerial constraints?
4. How are stakeholders engaged? • Are voices of each affected community group represented?
5. Is the decision reasonable? • Does the decision fit our context? • Is there data to support the decision? Is the data reliable and valid? • Can the decision be sustained?



##### Suggested Resources:

1. [Equity Decision Tools](#) for School Leaders

---

<sup>1</sup> 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.

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.	Students with short-term illnesses will be supported with care and connection, personalized communications about and time for work that they can complete during and/or after their illness. Students with long-term illnesses will be supported with care and connection and with tutoring.
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.	Administrators, secretaries, teachers, and Student Intervention Teams regularly monitor student attendance. Communications about student attendance concerns include problem-solving, intervention supports, and team consideration of 504 plans or changes to IEPs.
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 school will identify students who are disproportionately impacted, historically underserved, or at higher risk of negative impacts from communicable diseases. Based on the findings, student-specific plans including targeted support, accommodations, and resources will be made to meet the unique needs of students. Regular monitoring of student progress will ensure the effectiveness of the plan and enable necessary adjustments to be made as circumstances evolve.
Describe what support, training or logistics need to be in place to ensure that the named strategies	Annually, CCSD administrators support Professional Learning Communities (PLCs) and Student Success Teams to analyze student and assessment data for monitoring program and student needs, with analysis focused on disproportionately impacted, historically underserved, and higher-risk students.

OHA/ODE Recommendation(s)	Response:
are understood, implemented, and monitored successfully.	



### 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	<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. <b>Shots are required by law</b> 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 <a href="#">requires shots</a> or a <a href="#">medical</a> or <a href="#">nonmedical exemption</a> to stay enrolled.</i>
Face Coverings	Face covering are available and welcome in all CCSD locations.
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	CCSD will not be participating in diagnostic testing.
Airflow and Circulation	The district will ensure airflow and circulation meets the proper standards as we work towards upgraded school facilities.
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.
<b>PRACTICING PLAN TO BE READY</b>	

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: **August 2023**

Date Last Practiced: **August 2023**