

School-Level Communicable Disease Management Plan
Template For School Year 2023-2024



Philomath School District 17J
1620 Applegate Street
Philomath, Oregon 97370

School/District/Program Information

District or Education Service District Name and ID: Philomath School District 17J

School or Program Name: Philomath Middle School

Contact Name and Title: Steve Bell - Principal

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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
<p>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>PSD Communicable Disease Management Plan</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010</p>	<p>Individuals should be excluded from school for signs of infectious diseases, per existing school policy and protocols. • PSD follows the Exclusion Guidelines which are Included in the Communicable Disease Management Plan and Communicable Disease Guidance provided by OHA/ODE. • PSD partners with the Benton County Health Department whenever there is a known case to enforce health department isolation and quarantine periods for staff and students. Board Policy JHCC - Communicable Diseases - Students Board Policy GBEB - Communicable Diseases - Staff.PDF</p>
<p>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</p>	<ul style="list-style-type: none"> ● Required Isolation Space (Separate from Health Room) for Communicable Diseases: ● Isolation space at Philomath Middle School located in the front office area, secondary location in school annex. ● Isolation space is accessible to all students, including those with mobility or other challenges. ● Supervision staff are highly familiar with students at school and are able to provide care for individuals. ● Safe, comfortable spaces in each school supervised by a competent adult. ● First aid supplies available for use. ● Nursing staff on call, as needed, for emergencies.

Plan Types	Hyperlinks and Descriptions
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	<ul style="list-style-type: none"> ● Emergency Plan located in the red folder located in the Philomath Middle School Office.
Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional)	<ul style="list-style-type: none"> ● Benton County Mental Health ● Trillium Family Services
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	<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. 	Steve Bell – Principal	Jamon Ellingson - Asst. Principal
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 events, informing continuous improvement of the planning, prevention, response, and recovery system. 	Greg Hudson	Susan Halliday - Superintendent

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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. 	Tina Hoch – District Nurse Laura Bryant – District Nurse	Susan Halliday - Superintendent
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. 	Joey DiGiovannangelo – Maintenance Mid Columbia Bus Co. – Transportation 541-929-5474	Susan Halliday - Superintendent
Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i>	<ul style="list-style-type: none"> • 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. • Share communications in all languages relevant to the school community. 	Steve Bell - Principal	Jamon Ellingson - Asst. Principal

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<ul style="list-style-type: none"> Has responsibility over communicable disease response during periods of high transmission in the 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. 	Susan Halliday – Superintendent Tina Hoch – District Nurse Laura Bryant – District Nurse	Susan Halliday - Superintendent
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. 	Benton County Health Department 541-766-6835	
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.)



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.	<ul style="list-style-type: none"> ● Secondary students have access to Canvas class activities. ● Chromebooks are available for checkout. ● Parents and students can access students directly through work email or phone. ● Parents and students may contact the front office of individual schools and request assignments.
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.	By the beginning of the 2023-2024 school year school counselors, administration, and student support teams will utilize registration information and previous academic records to identify students who experience barriers to their education or who are disproportionately impacted by communicable diseases.
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.	<p>By mid-September, 2023, counselors, administrators, and teachers will reach out to students’ families to begin the process of developing a plan. For students who are identified later in the process, teachers will connect with families during conferences or by special appointment.</p> <p>By October, counselors in partnership with the teacher will develop a plan in consultation with the student and family based on the unique needs of each student. The plan will be written and reviewed periodically throughout the year to ensure that it continues to fulfill the support needs.</p>
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	All school staff will continue professional development to assist in this work, and to implement needed support for students disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to communicable diseases. Selected professional development days will be dedicated to identification and support strategies school staff can use to serve ALL students.



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

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>Describe what mitigating measures the school will implement to reduce and respond to the spread of communicable disease and protect in-person instruction?</p>
<p>Immunizations</p>	<p>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. Vaccines 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.</p>
<p>Isolation</p>	<ul style="list-style-type: none"> Individuals who report or develop symptoms will be provided services in a designated isolation area in the building, with adequate space and staff supervision and symptom monitoring by a District nurse, other school-based health care provider, or school staff until they are able to go home.
<p>Symptom Screening</p>	<ul style="list-style-type: none"> PSD will utilize page 13 When to Keep Your Child Home provided by OHA Communicable Disease Guidance to inform parents about when it is safe to come to school. This is published on our district website and available in English and Spanish. PSD will send home parent communication regarding communicable disease and the importance of staying home when your child is experiencing symptoms. PSD will provide the same communication to our staff.
<p>COVID-19 Diagnostic Testing</p>	<p>PSD will not offer COVID-19 diagnostic testing.</p>
<p>Airflow and Circulation</p>	<ul style="list-style-type: none"> Ventilation systems will be checked and maintained monthly by maintenance staff. Where possible, increased ventilation and outdoor air supply will be provided.
<p>Cohorting</p>	<ul style="list-style-type: none"> In elementary school, students will be assigned to classrooms. A student’s assigned classroom will function as their cohort. In middle school and high school, a student’s assigned schedule will function as their cohort. Every classroom is designed to support inclusion of English language learners, students with disabilities consistent with their Individualized Education Program (IEP) or 504 plans, and other students diverse by demographics. The PSD Nursing Department will monitor attendance in collaboration with the building Office Manager by calculating the percentage of students/staff absent within each classroom and within the school.
<p>Physical Distancing</p>	<ul style="list-style-type: none"> Teachers will be encouraged to plan for learning spaces in their classrooms that offer physical distancing. Teachers will be encouraged to minimize time standing in lines.
<p>Hand Washing</p>	<ul style="list-style-type: none"> PSD staff will continue to prioritize handwashing after students or staff use the restroom, handwashing before and after eating, and handwashing after sneezing and coughing. The PSD Facilities Department will provide approved alcohol-based hand sanitizer in school hallways. PSd will provide schools with clear signage on the importance of handwashing.
<p>Cleaning and Disinfection</p>	<ul style="list-style-type: none"> Classrooms are cleaned and disinfected on a regular basis. Surface cleaners are available for individual classrooms.

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	<ul style="list-style-type: none"> District protocols to prevent the spread of communicable disease will be shared with students, staff, and families throughout the school year and are available on the district 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.