

# School-Level Communicable Disease Management Plan

## Template For School Year 2024-2025



### School/District/Program Information

District or Education Service District Name and ID: Central Point School District ID: 2042


School or Program Name: Rogue Primary School

Contact Name and Title: Maggie Staley, Principal

Contact Phone: 541-494-6570

Contact Email: [Maggie.staley@district6.org](mailto:Maggie.staley@district6.org)

Table 1.

	<p><b>Policies, protocols, procedures and plans already in place</b></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><b>School District Communicable Disease Management Plan</b>  <a href="#">OAR 581-022-2220</a></p>	<p><a href="#">CPSD Communicable Disease Management Plan</a></p>
<p><b>Exclusion Measures</b>            Exclusion of students and staff who are diagnosed with certain communicable diseases.  <a href="#">OAR 333-019-0010</a></p>	<p>District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases. CPSD works closely with the Local Public Health Authority (LPHA).</p> <p><u>Applicable documents:</u>  <a href="#">JHCC - Communicable Diseases - Students (osba.org)</a>  <a href="#">GBEB - Communicable Diseases - Staff (osba.org)</a></p> <p><u>Applicable resource:</u>  <a href="#">Communicable Disease Guidance (oregon.gov)</a></p> <ul style="list-style-type: none"> <li>• <i>Symptom-Based Exclusion Guidelines</i> and prevention or mitigation measures</li> </ul>
<p><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></p>	<p>RPS will maintain an appropriately supervised space to isolate sick students that is separate from the space where other health care tasks take place, such as routine care for diabetes, medication administration, etc. The designated isolation space may occasionally be used for other purposes, and when a student becomes sick, it is easily converted to an isolation space where other activities do not take place. RPS will assure that students who may have a contagious condition are separated from those who are not sick. Access to this isolation space will be strictly limited and monitored.</p> <p><a href="#">Isolation Measures Protocols</a></p>
<p><b>Emergency Plan or Emergency Operations Plan</b>  <a href="#">OAR 581-022-2225</a></p>	<p><a href="#">CPSD Emergency Plan</a></p>



## 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 such as those prepared for [Student Investment Account](#)** (optional)

We devote several days of time and space at the beginning of the school year, and ample opportunities throughout the year for students and staff to connect and build relationships in and out of the classroom. CPSD utilizes its partnership with La Clinica School Based Health Centers to provide mental health supports for students and staff.

**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:
	<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> </ul>	Maggie Staley, Principal	Windy Sigler, District Nurse

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	<ul style="list-style-type: none"> <li>• In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary.</li> <li>• Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li> </ul>	Maggie Staley, 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"> <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>	Maggie Staley, Principal	Brad Eaton Crater High School Athletics & Activities Director
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>	Windy Sigler, RN	Ryan Munn, Director of Student Services

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"> <li>• Advises on prevention/response procedures that are required to maintain student services.</li> </ul>	Maggie Staley, Principal	Ryan Munn, Director of Student Services
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>	Walt Davenport, Superintendent	Ryan Munn, Director of Student Services
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>	Walt Davenport, Superintendent	Ryan Munn, Director of Student Services

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"> <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>	Windy Sigler, RN	Ryan Munn, Director of Student Services
Others as identified by team		Kandas Hensley, RN	Ryan Munn, Director of Student Services



## 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.)

<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.

- When making decisions, we utilize our CPSD6 equity lens
- Additional equity resources include consultation with our district nurses, regional health organization (La Clinica)
- Consultation with our bi-lingual parent liaison



**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.	Schools will ensure that continuity of instruction is provided for students who miss school due to illness. The district may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting. We will also use digital curriculum and learning platforms that are accessible via the internet. We will ensure students have access to appropriate hardware and software to support students who are limited to attendance due to illness.
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.	Each school has a student wellness specialist specifically tasked with identifying and supporting students who have barriers to accessing their educational program.

OHA/ODE Recommendation(s)	Response:
<p>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>	<p>Each school has a student wellness specialist specifically tasked with identifying and supporting students who have barriers to accessing their educational program. The SWS will work with case managers, teachers and specialists to ensure differentiated instruction and supports are provided for all students.</p>
<p>Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.</p>	<p>With district oversight, the Student Wellness Specialists will meet monthly as a district group to exchange ideas and engage in professional development related to student support services. Additionally, the SWS staff will meet 3 times per month with their assigned school staff through professional learning communities, SST meetings and data team opportunities.</p>



**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	<p><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></p>
Face Coverings	<p>Universal masking is no longer required of adults or students. If this requirement changes due to a communicable disease outbreak, any recommendations for masking issued by the LPHA will be communicated to families in multiple languages. Face coverings are optional in all settings. RPS will continue to provide disposable face coverings and instructions on appropriate face covering use to students, parents, families and staff. Staff and students are welcome to wear face coverings for any reason. RPS respects and supports individual choice.</p> <p>Applicable Resource:  <a href="#">Use and Care of Masks   CDC</a></p>
Isolation	<p>Per OAR 581-022-2220 schools must maintain supervised space to isolate the sick that is separate from the space where other health care tasks take place. Schools will ensure school staff are trained in isolation protocols and procedures for students who display communicable disease symptoms while at school. Students and staff who report or develop symptoms will be isolated with staff supervision and symptom monitoring by a school nurse or other school-based health care provider, until they are able to go home.</p>

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?
	While waiting to go home, ill persons who request a face covering will be offered one, as well as supervising staff.
Symptom Screening	<p>Symptom screening is a standard protocol for all schools. Schools are encouraged to involve school nurses and School Based Health Centers (SBHCs) in the development of protocols and assessment of symptoms. Screening protocols must recognize that students and staff who have conditions that cause chronic symptoms (e.g., asthma, allergies, etc.) should not be automatically excluded from school. Information will be sent home to parents, at regular intervals including at the start of the school year, to remind parents to keep their children home if they have any of the exclusionary symptoms as described in the <i>Communicable Disease Guidance for Schools</i>. Students with symptoms will be sent to the isolation space and parents of students will be called to pick the child up. Staff with symptoms will be sent home.</p> <p><u>Applicable resource:</u>  <a href="#">Communicable Disease Guidance (oregon.gov)</a></p> <ul style="list-style-type: none"> <li>● <i>Symptom-Based Exclusion Guidelines</i> (p.9-10 and 13)</li> <li>● <i>Symptom-Based Exclusion Chart and Sample Letters</i>, (p.11).</li> </ul>
COVID-19 Diagnostic Testing	<p><i>OHA offers schools a diagnostic testing program to all public and private K-12 schools in Oregon. Please indicate whether your school will offer diagnostic testing.</i></p> <p>As available from OHA, schools will offer diagnostic testing kits for students and staff with COVID-19 symptoms. Schools will ensure access and equity in testing support services for disproportionately affected populations.</p> <p><u>Applicable documents:</u>  <a href="#">Oregon Health Authority : Oregon COVID-19 Youth Testing Programs : COVID-19 Updates : State of Oregon</a></p>
Airflow and Circulation	<p>RPS has established standard operating procedures 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. Additional mitigation measures may be adopted, such as the assessment of individual spaces to determine the need for portable HEPA filtration systems. Maintenance staff are trained on HVAC monitoring procedures.</p> <p>Applicable document:</p>

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?
	<a href="#">Ventilation in Schools and ChildCare Programs (cdc.gov)</a>
Cohorting	Cohorting refers to establishing a consistent group of students that stays together or identifying students that were together. In the event of a communicable disease outbreak, cohorting may be implemented as a mitigation strategy under guidance from the LPHA.
Physical Distancing	Schools have a protocol in place for minimizing interactions between stable groups and minimizing changes in stable groups while balancing educational needs for individual curricula. In the event of a communicable disease outbreak, these protocols may be implemented as a mitigation strategy under guidance from the LPHA.
Hand Washing	<p>Practicing hand hygiene is a simple yet effective way to prevent infections. Schools will follow handwashing protocols including hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. Signage and education are provided for students regarding hand hygiene. Hand sanitizing stations are also provided for student and staff hand hygiene upon entry into school.</p> <p><u>Applicable documents and resources:</u>  <a href="#">Hand Hygiene Protocol - Google Docs</a>  <a href="#">Handwashing in Communities: Clean Hands Save Lives   CDC</a>  <a href="#">Health Promotion Materials   Handwashing   CDC</a>  <a href="#">Respiratory Hygiene/Cough Etiquette   FAQs   Infection Control   Division of Oral Health   CDC</a></p>
Cleaning and Disinfection	<p>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. Routine cleaning and disinfecting procedures for routine infection prevention should follow the CDC cleaning and disinfecting guidance, and include cleaning classrooms and high-touch areas. Protocols must include the type and storage location of supplies and the person(s) responsible.</p> <p><u>Applicable documents and resources:</u>  <a href="#">CDC cleaning and disinfecting guidance</a>,</p>
Training and Public Health Education	RPS staff will be trained on the <i>School-Level Communicable Disease Management Plan</i> procedures and protocols at minimum annually and as protocols may change due to guidance from OHA and LPHA.

## 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.](#)

Date Last Updated: **August 31, 2023**

Date Last Practiced: **August 31, 2023**