

School-Level Communicable Disease Management Plan

School Year 2024-2025



School/District/Program Information

District or Education Service District Name and ID: Scappoose School District

School or Program Name: All Scappoose Schools follow this plan

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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>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>See Disease-Specific Guidelines from ODE Nonmedical immunization Exemption Flow Chart from OHA</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>	<p>Each School will have a separate space identified for isolation. This is so that students with communicable disease symptoms or those who meet too sick for school guidelines will be from students accessing the health room for noncommunicable disease health care.</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>Emergency Operations Plan</p>

Plan Types	Hyperlinks and Descriptions
Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional)	Oregon Classroom WISE ODE Mental Health Toolkit Mental Health America Scappoose School District Suicide Prevention & Wellness Plan
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. 	Brenda VanDomelen, Nurse Tim Porter, Superintendent	Tanya Gardener, Nurse

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	<ul style="list-style-type: none"> Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners. 	Paje Stelling, Communications 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. 	Jerimy Kelley, SHHS Adam Strachan, SMS Megan Ticer, OPE Amanda Small, GWE Jen Stearns, WES	
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. 	District Nurses: Brenda VanDomelen Tanya Gardener	Tim Porter, 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. 	District Nurses: Brenda VanDomelen Tanya Gardener	Tim Porter, Superintendent

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<p>Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i></p>	<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. Shares communications in all languages relevant to school community. 	<p>Paje Stelling, Communications Manager</p>	<p>Tim Porter, Superintendent</p>
<p>District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i></p>	<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. 	<p>District Nurses: Brenda VanDomelen Tanya Gardener</p>	<p>Tim Porter, Superintendent</p>
<p>Main Contact within Local Public Health Authority (LPHA)</p>	<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. 	<p>District Nurses: Brenda VanDomelen Tanya Gardener</p> <p>Paje Stelling, Communications Manager</p>	<p>Tim Porter, Superintendent</p>
<p>Others as identified by team</p>			



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.)

- [Every Student Belongs Policy](#)
- [JBB Equity Policy](#)
- [Diversity, Equity, and Inclusion Webpage](#)



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.	For long term illness, Home Instruction services are provided by the district. For short term illnesses, teachers offer individual make-up work opportunities to students.
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.	Family Outreach Liaisons and School Nurses track data, assess needs, and provider resources. In addition, schools have weekly/monthly care meetings to assess the universal and targeted needs of students and families in collaboration with CARE coordinators, Specialists, Counselors, Grad Coaches, Students Success Coaches and others contained within the building. Working collaboratively, student needs are addressed and support is provided.
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.	As a part of our regular practice, district nurses partner with school staff and families to develop plans to meet the needs of Medically Complex, Medically Fragile, Nursing Dependent, and disproportionately impacted students. The District will continue this process and develop plans for each student meeting these criteria.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	The District and Schools use a continuous improvement process and constantly work to refine procedures and practices related to interventions for disruptions to a student’s education related to absences associated with communicable diseases. We spend time during Inservice week to update and revisit training and logistics.



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>Immunizations 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. Our district adheres to the legal requirements for immunizations, including compliance with school exclusion deadlines for students with no exemptions or immunization records.</p>
<p>Face Coverings</p>	<p>Masking is optional for all students, staff, and visitors.</p>
<p>Isolation</p>	<p>Utilize isolation for individuals on-campus exhibiting symptoms as per communicable disease exclusion guidelines, and follow any additional local health department guidelines</p>
<p>Symptom Screening</p>	<p>Symptom screening information is provided regularly in parent communications at both the school and district levels. Office staff are additionally trained on how to screen for primary symptoms of communicable disease and are provided state-aligned guidance on symptom-based school exclusion.</p>
<p>COVID-19 Diagnostic Testing</p>	<p>District is not currently providing, but is prepared to implement as required by state/local guidance</p>
<p>Airflow and Circulation</p>	<p>The District will refer to ODE and OHA advice to schools to ensure effective ventilation and improve the indoor air quality in schools by: 1. Increasing the amount of fresh outside air that is introduced into the system; 2. Exhausting air from indoors to the outdoors; and 3. Cleaning the air that is recirculated indoors with effective filtration methods to remove virus-containing particles from the air. All ventilation strategies should include safety and health precautions including restricting the amount a window is open, putting screens in windows and covers on fans, and adjusting the thermostat to maintain a comfortable temperature.</p>
<p>Cohorting</p>	<p>Cohorting is not in effect at this time. Our district will implement cohorting practices when directed by OHA or LHPA staff, following direct guidance from those health officials.</p>
<p>Physical Distancing</p>	<p>Physical distancing is not in effect at this time. Our district will implement physical distancing practices when directed by OHA or LHPA staff, following direct guidance from those health officials.</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?
Hand Washing	Per CDC guidance, students and staff will be informed they should practice handwashing and respiratory etiquette (covering coughs and sneezes) to keep from getting and spreading infectious illnesses. Custodial staff will ensure that the school provides adequate handwashing supplies at all times.
Cleaning and Disinfection	Cleaning and disinfection are completed on a regular schedule by the school's custodial staff, with a focus on high-touch/high-traffic areas of the school.
Training and Public Health Education	Public health information is regularly shared with families via both school and district level communications. Training is provided regularly to school administrators and office staff as state and local guidance changes occur.

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 <https://www.scappoosek12.org/departments/nurse-s-office>

Date Last Updated: **August 2024**

Date Last Practiced: **August 2024**