School-Level Communicable Disease Management Plan

Template For School Year 2023-2024

School/District/Program Information

District or Education Service District Name and ID: _____South Umpqua SD #19_____

School or Program Name: _____South Umpqua High School_____

Contact Name and Title: _____Carl Simpson, Principal_____

Contact Phone: _____541-863-3118_____   Contact Email: _____carl.simpson@susd.k12.or.us

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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	
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010	School administrators in each building will exclude staff and students from school who are exhibiting symptoms of communicable diseases. They have been instructed to follow the Symptoms-Based Exclusion Guidelines outlined in the Communicable Disease Guidance for Schools.
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	Each of our buildings has an appropriately supervised isolation area for providing first aid and isolation of sick and/or injured children. These spaces will be utilized, as needed, if a communicable disease is suspected. We adhere to all school exclusion processes in the Communicable Diseases Guidelines for schools.
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	Available upon request

Plan Types	Hyperlinks and Descriptions
Mental Health and Wellbeing Plans such as those prepared for [Student Investment Account](#) (optional)	*Identify existing district or school plans and tools that can be utilized in supporting student and staff wellbeing and mental health during prevention, response, and recovery from incidents of a communicable disease outbreak.* Comprehensive mental health resources, assessments, and plans may be obtained through our district Student Services Department. Director of Student Services, Rick Burton, rick.burton@susd.k12.or.us.
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.	Carl Simpson, Principal	

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 (*or staff member knowledgeable about risks within a school, emergency response, or operations planning*)	• 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.	Carl Simpson, Principal	
Health Representative (*health aid, administrator, school/district nurse, ESD support*)	• 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.	Kate McLaughlin, Director of Student Achievement	
School Support Staff as needed (*transportation, food service, maintenance/custodial*)	• Advises on prevention/response procedures that are required to maintain student services.	Wendy Jarvis, First Student, bussing Kyle Mickens, Food services Joe Motta, Maintenance/custodial	

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.	Dr. Paul Hillyer, Superintendent	Kate McLaughlin, Director of Student Achievement
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.	Dr. Paul Hillyer, Superintendent	Kate McLaughlin, Director of Student Achievement
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.	Dr. Bob Dannenhoffer	
Others as identified by team		Tabitha Roberts, Human Resources Rick Burton, 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[1], etc.)

- SUSD Equity Lens
- SUSD Equity Teams

Suggested Resources:

1. Equity Decision Tools for School Leaders
2. Community Engagement Toolkit
3. Tribal Consultation Toolkit

Table 3.   **Centering Educational Equity**

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[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.	All students have access to either a touchscreen device or chromebook. All teachers are directed to provide lesson materials and/or video instruction that may be accessed through student devices in the event of absence due to illness. In cases of prolonged illness or absence the SU Online Academy will provide instruction through Synchronous and Asynchronous instruction modules.
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.	School and district will actively monitor attendance of all students, and disaggregate the data as necessary to determine any impacted individuals and/or student groups. Student Services team (school psych, counselor, TOSAs) intervene in the event of family illness or crisis. School already has high functioning Response to Intervention (RTI) practices in place, and include attendance data. If/When a student is identified as needing additional support or intervention, the team works with the family to provide individualized supports. All students are monitored, but if a historically underserved group is identified as "at risk", those students are given priority for services.
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 based RTI team will monitor all students. If/When a student is identified as needing additional support or intervention, the team works with the family to provide individualized/differentiated supports. School teams meet weekly to review data and monitor. All students are monitored, but if a historically underserved group is identified as "at risk", those students are given priority for services.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	District Student Services team will assist building level RTI team, and provide PD, as needed. Early release time is provided to school staff every Wednesday for the purpose of reviewing data, and discussing individual student needs, implementation of plans, and monitoring

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	All students and staff have access to both required and preventative immunizations through our on-site Telehealth provider, Evergreen Family Medicine. Parents and students may elect this service at any time throughout the year. Additionally, the district uses an all call system for text, email, and phone calls, as well as district and school based social media posts to notify families of immunization events and requirements. Students must maintain all required vaccinations or have a religious or medical exemption.
Face Coverings	Not required. When a person demonstrates symptoms of a communicable disease they will be asked to wear a mask until they exit the building.
Isolation	Students who exhibit signs of a communicable disease will be monitored in the isolation room and parents will be called to pick them up.
Symptom Screening	Staff will watch for signs of communicable disease.
COVID-19 Diagnostic Testing	Covid-19 diagnostic testing is available for staff and students who exhibit symptoms.
Airflow and Circulation	Windows will be open when appropriate. Fans are available to circulate air.
Cohorting	We are not cohorting at this time.
Physical Distancing	We are not practicing physical distancing at this time.
Hand Washing	Hand washing will be encouraged multiple times each day, with special emphasis on restroom, eating, and recess.
Cleaning and Disinfection	Surfaces will be cleaned a minimum of once daily. High touch areas will be cleaned throughout the day.
Training and Public Health Education	Staff and students will be educated on the symptoms of Covid-19 and the importance of handwashing, cleaning, and physical distancing.

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?

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 www.susd.k12.or.us

Date Last Updated: **8.21.23**   Date Last Practiced: **8.24.23**