School-Level Communicable Disease Management Plan

Template For School Year 2023-2024

School/District/Program Information

District or Education Service District Name and ID: Medford School District 2048

School or Program Name: Kids Unlimited Academy

Contact Name and Title: : Lindsay Ochs, Principal

Contact Phone: : 541-774-3900   Contact Email: lindsay.ochs@kuaoregon.org

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.
School District Communicable Disease Management Plan OAR 581-022-2220	School District Communicable Disease Management Plan: **Main Document** MSD Comprehensive Communicable Disease Management Plan updated 8/23 Including: MSD Communicable Disease Prevention Plan MSD Exposure Control Plan MSD Pandemic Response Plan Covid-19 Specific Considerations
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010	KUA follows district policies and procedures that incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and works closely with JaCoPH. Applicable documents: OHA/ODE Communicable Disease Guidance for Schools: ● Symptom-Based Exclusion Guidelines ● Transmission Routes ● Prevention or Mitigation Measures ● School Attendance Restrictions and Reporting Exclusion Letter (OHA) This letter is available through OHA in multiple languages. Symptoms for Recommending Stay at Home (ODE/OHA) Isolation and Exclusion Guidelines (ODE/OHA)
Isolation Space Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for	KUA will maintain an appropriately supervised space to isolate sick students that is separate from the space where other health care tasks take place in order to separate people who have or may have a contagious disease from people who are not sick required by OAR 581-022-2220. KUA will identify an isolation room by start of school, as well as a health room. OSNA toolkit sample

	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.
students with special health care needs. OAR 581-022-2220	
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	School District Emergency Plan or Emergency Operations Plan: MSD Emergency Operations Plan MSD Safety and Security Protocol MSD Emergency Communications Protocol
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.* MSD has implemented the American School Counseling Association (ASCA) framework with a Comprehensive School Counseling Plan K-12. Every school site has a student service team that has Multi-Tiered Systems of Support (MTSS) for social and emotional wellness. KUA has also developed plans and tools that can be utilized in supporting student and staff wellbeing and mental health through a communicable disease outbreak and recovery. KUA Medford Annual SIA Report 2021-2022 Applicable documents: STAT Manual ODE MTSS for Mental and Behavioral Health
Additional documents reference here:	MSD Suicide Prevention Manual

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. - Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.	Lindsay Ochs/Principal	Emmanuel Balan/Assistant Principal
School Safety Team Representative (*or staff member knowledgeable about risks within a school,*	- 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.	Lindsay Ochs/Principal	Emmanuel Balan/Assistant Principal

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
emergency response, or operations planning)			
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.	Lindsay Ochs/Principal	Emmanuel Balan/Assistant Principal Fred Holloway/Human Resources
School Support Staff as needed (*transportation, food service, maintenance/custodial*)	Advises on prevention/response procedures that are required to maintain student services.	Fred Holloway/Human Resources	Jason Patterson/Maintenance Director

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.	Lindsay Ochs/Principal	Emmanuel Balan/Assistant Principal
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.	Jeanne Grazioli - MSD Deputy Superintendent	Natalie Hurd - MSD Communications Specialist
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.	Bonnie Simpson - Jackson County Health Department	Carlie Appling - Jackson County Health Department
Others as identified by team		Tom Cole - CEO Kids Unlimited	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:

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.)

- MSD Educational Equity
- Family Outreach Goals 2023-24
- Family Outreach Team

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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.

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.	Student Service teams at each site, monitor student attendance and respond with strategies and interventions. At the secondary level, Positive Attendance Support Specialist make home visits to promote positive attendance, with an emphasis on barrier removal. MSD has built Medford Online Academy for online learning, along with asynchronous options through Edgenuity and Canvas. Homeschool tutors are also available for students who qualify due to a significant medical condition.
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.	Within MSD, All Administrators, Counselors, SEAs, Teaching and Learning Facilitators use the Multi-Tiered System of Support (MTSS) and the Response to Intervention (RTI) systems. School data teams meet weekly to review school data and identify students that may need more support in academics, social-emotional or behavioral, or have lower attendance. Identifying students who experience barriers or are disproportionately impacted and build a student success plan or provide additional resources. Data team s collaborate to determine interventions and strategies for a student to be successful. All schools have Pre -Referral Intervention Manuals (PRIM) to develop student success plans and address student needs and utilize school and district resources. UniteUs/Connect Oregon is an efficient navigation tool to refer students and families to outside agencies and resources.

OHA/ODE Recommendation(s)	Response:
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.	Data teams collaborate to determine interventions and strategies for a student to be successful. Conferences are held with the parents and input from the teacher(s). MSD's top initiative is to "know every student by name, strength and need and do something about it. All schools have Pre -Referral Intervention Manuals (PRIM) to develop student success plans and address student needs and utilize school and district resources. For 2023-24 the implementation of UniteUs/Connect Oregon will be an efficient navigation tool to refer students and families to outside agencies and resources.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Ongoing professional development is provided for the leadership team on building and enhancing the student services at each school site. District leaders are assigned to work with specific staff i.e.: Assistant Principals, Counselors, SEAs, and SPED staff to ensure that MSD has system s in place at each level to address student needs. One example, MSD is partnered with Hatching Results to build and enhance the Comprehensive Counseling and Guidance Plan for a data driven MTSS in academics, social-emotional learning and career readiness.

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	*Shots 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.
Face Coverings	Universal masking is no longer required of adults or students. Face coverings are optional in all settings. KUA will continue to provide disposable face coverings (as available) and instructions on appropriate face covering use, to students, parents, families and staff. Staff and students who choose to wear face coverings for any reason will be respected and supported. If this requirement changes due to a communicable disease outbreak, recommendations for masking issued by Jackson County Public Health (JaCoPH) will be communicated to families in multiple languages. Applicable Resource: Use and Care of Masks | CDC

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?
Isolation	Per OAR 581-022-2220 KUA will 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. Face coverings will be provided at student/staff request, as available.
Symptom Screening	KUA implements symptom screening as a standard protocol. Screening protocols recognize that students and staff who have conditions that cause chronic symptoms (e.g., asthma, allergies, etc.) should not be automatically excluded from school. 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. 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 *Communicable Disease Guidance for Schools*. KUA will provide written notification to families of illness within a classroom or communicable disease. The communication will include the message that staying home when sick can lower the risk of spreading communicable diseases, including the virus that causes COVID-19, to other people. Applicable resource: Communicable Disease Guidance For Schools ● *Symptom-Based Exclusion Guidelines* (p. 9-10 and 13) ● *Symptom-Based Exclusion Chart and Sample Letters*, (p.11).
COVID-19 Diagnostic Testing	As available from OHA, KUA will offer diagnostic test kits for students and staff with COVID-19 symptoms. KUA will ensure access and equity in testing support services for disproportionately affected populations. Applicable documents: Oregon COVID-19 Youth Testing Program

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?
Airflow and Circulation	KUA follows 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. Applicable document: CDC - Ventilation in Schools and Child Care Programs
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 JaCoPH.
Physical Distancing	KUA has protocols in place to minimize interactions between stable groups and minimize 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 JaCoPH.
Hand Washing	Practicing hand hygiene is a simple yet effective way to prevent infections. KUA follows handwashing protocols including hand hygiene: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. Staff will teach proper handwashing and covering coughs etiquette, and model these practices for students. Signage will be posted and adequate handwashing supplies and access will be available. Applicable documents and resources: Handwashing in Communities: Clean Hands Save Lives | CDC Health Promotion Materials | Handwashing | CDC Respiratory Hygiene/Cough Etiquette | CDC

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?
Cleaning and Disinfection	Cleaning with products containing soap or detergent reduces germs on surfaces by removing contaminants, and decreases the 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 infection prevention should follow the CDC cleaning and disinfecting guidance, and include daily cleaning of classrooms, high-touch areas, common areas and cafeterias. All restrooms will be disinfected daily. During an outbreak or illness, additional cleaning and disinfecting protocols will be initiated by KUA and at the recommendation of JaCoPH. Protocols include the type and storage location of supplies and the person(s) responsible. Applicable documents: Cleaning and Disinfecting Your Facility | CDC
Training and Public Health Education	School staff will be trained on the *School-Level Communicable Disease Management Plan* and protocols annually in the fall upon student arrival, and as protocols may change due to guidance from OHA. KUA will work with the school district to ensure that staff have a safe place to bring implementation questions and suggestions forward. Communication with families on communicable disease prevention is provided throughout the year.

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.

https://kuaoregon.org/communicable-disease-management-plan/Date Last Updated: 8/31/23   Date Last Practiced: 8/31/23