

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

**Lourdes Public Charter School**

**School/District/Program Information**

District or Education Service District Name and ID: Lourdes Public Charter School 2994

School or Program Name: sponsored by Scio SD #95C

Contact Name and Title: Linda Duman

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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><b>School District Communicable Disease Management Plan</b>  <a href="#">OAR 581-022-2220</a></p>	<p>The school communicable disease management plan is available to all parents in the school library. Copies may be provided on request.</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>The link to Oregon Department of Education school guidelines for remaining home when a student is ill is provided to all parents in the registration forms. A copy is also posted on the PTC bulletin Board.</p>
<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>An isolation space is provided for students sick students and students with special health care needs.</p>
<p><b>Emergency Plan or Emergency Operations Plan</b>  <a href="#">OAR 581-022-2225</a></p>	<p>A copy of the Emergency Plan is available in the school library. Copies may be provided on request.</p>

Plan Types	Hyperlinks and Descriptions
<b>Mental Health and Wellbeing Plans such as those prepared for <a href="#">Student Investment Account</a></b> (optional)	For mental health support needs, please contact the school administrator and/or student’s teacher. They will connect the student with appropriate resources.
<b>Additional documents reference here:</b>	<b>N/A</b>



## 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"> <li>• Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained.</li> <li>• In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary.</li> </ul>	Linda Duman, Administrator  Amber Tinney, School Health Nurse	Classroom teacher

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	<ul style="list-style-type: none"> <li>Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li> </ul>		
<p>School Safety Team Representative <i>(or staff member knowledgeable about risks within a school, emergency response, or operations planning)</i></p>	<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>	Amber Tinney, School Health Nurse	
<p>Health Representative <i>(health aid, administrator, school/district nurse, ESD support)</i></p>	<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>	Amber Tinney, School Health Nurse	
<p>School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i></p>	<ul style="list-style-type: none"> <li>Advises on prevention/response procedures that are required to maintain student services.</li> </ul>	Linda Duman, Administrator	

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"> <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>	Linda Duman, Administrator	
<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"> <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>	Linda Duman, Administrator	
<p>Main Contact within Local Public Health Authority (LPHA)</p>	<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>	Classroom teachers	
<p>Others as identified by team</p>		N/A	



## 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.

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.)

- Equity Decision Tools



#### 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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<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.

OHA/ODE Recommendation(s)	Response:
Describe how you will ensure continuity of instruction for students who may miss school due to illness.	Online Instruction and/or School employed tutor.
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.	Individual Contact with family by administrator
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.	Meetings with the classroom teacher and the administrator to develop a plan to fit the families' needs.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Administrator will work with the staff that is assisting the student/family. If an IEP/504 student the administrator will also work with the Scio Special Ed coordinator.



## 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**

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>Describe what mitigating measures the school will implement to reduce and respond to the spread of communicable disease and protect in-person instruction?</b>
Immunizations	State requirements for student vaccinations are enforced. We publicize local immunization events to all families on the PTC bulletin board.
Face Coverings	Not required but allowed for student or staff
Isolation	Students with symptoms of illness are placed in the isolation area until parent or guardian picks up. Proper cleaning procedures are occur after the event.
Symptom Screening	Staff observation using CDC guidelines if appropriate.
COVID-19 Diagnostic Testing	<i>No diagnostic testing will be offered</i>
Airflow and Circulation	<i>Open windows between classes</i>
Cohorting	Not requiring at this time. Sick children are released from school.
Physical Distancing	Students are taught the proper etiquette of allowing comfortable space for classmates.
Hand Washing	Required before all meals, optional for entering the building.
Cleaning and Disinfection	Janitor is instructed to daily cleaning bathrooms, knobs, and desks.

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>Describe what mitigating measures the school will implement to reduce and respond to the spread of communicable disease and protect in-person instruction?</b>
Training and Public Health Education The school nurse gives training prior to the beginning of the school year.	Staff, students, parents and community members will get regular communications in-person, via email and social media regarding the COVID rules and restrictions as well as the best practices to help limit spread. Communications and trainings will be ongoing and adapt to any changes, as needed.

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: **9/8/23**

Date Last Practiced: **9/8/23**