

School-Level Communicable Disease Management Plan 2023-24



SALEM-KEIZER
PUBLIC SCHOOLS

School/District/Program Information

District or Education Service District Name and ID: Salem-Keizer Public Schools, 24J

School or Program Name: Howard Street Charter School

Contact Name and Title: Christina Tracy, Teaching Principal

Contact Phone: 503-399-3408 Contact Email: ctracy@howardstreet.org

Policies, protocols, procedures and plans already in place

Table 1. 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>School District Communicable Disease Management Plan:</p> <ul style="list-style-type: none"> • QAM HST-M002 COVID-19 Pandemic Addendum • QAM HST-W008 Communicable Disease • QAM HST-M001 Pandemic Flu and Infectious Disease <p>Applicable Documents:</p> <ul style="list-style-type: none"> • OHA Communicable Disease Guidance for Schools • Communicable Disease Guidance for Schools
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010</p>	<p>Communicable Disease Guidance for Schools (oregon.gov)</p> <ul style="list-style-type: none"> • Symptom-Based Exclusion Guidelines (post in health room and isolation room) • Transmission Routes • Prevention or Mitigation Measures • School Attendance Restrictions and Reporting <p>Applicable SKPS QAM Policies and Documents:</p> <ul style="list-style-type: none"> • HST-W008 Communicable Disease • HST-M002 COVID-19 Pandemic Addendum • HST-M001 Pandemic Flu and Infectious Disease • HST-W018 COVID-19 Testing in SKPS K-12 Schools • HST-F013 Do Not Send Ill Student to School Letter • How to set up an isolation room (Reach out to building nurse.) • HST-F014 LPHA Communicable Disease Line List • SOS Illness Call Plan (Reach out to building nurse.)
<p>Isolation Space Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for</p>	<p>Isolation spaces are required. Per OAR 581-022-2220:</p> <p>(a) Health care space that is appropriately supervised and adequately equipped for providing health care and administering medication or first aid.</p> <p>And</p>

Plan Types	Hyperlinks and Descriptions
<p>students with special health care needs. OAR 581-022-2220</p>	<p>(b) Communicable disease prevention and management plan that includes school-level protocols for: (ii) Exclusion of individuals consistent with OAR 333-019-0010, with a description of an isolation space that is appropriately supervised and adequately equipped and that can be used exclusively for the supervision and care of a sick child when a sick child is present in the school.</p> <ul style="list-style-type: none"> • Identify isolation room by the start of school. • Identify health room by the start of school. <p>Applicable Documents:</p> <ul style="list-style-type: none"> • HST-W008 Communicable Disease • HST-M002 COVID-19 Pandemic Addendum • How to set up an isolation room resource from school nurse <p>Each school to identify a space for isolation use and quick transfer to this plan. That would mean the other reasons the space is in use would no longer be able to be used when using it for ill/isolation space until end of school day.</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>The District’s Safety and Risk Management Services will provide overarching support, coordination, and continuity to District operations related to COVID-19 transmission and spread. COVID-19 ill persons, or those believed to have primary symptoms of COVID-19, will be investigated and managed by the District's Health Authority for students, and Human Resources for staff and volunteers.</p>
<p>Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional)</p>	<p><i>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.</i></p> <ul style="list-style-type: none"> • SKPS Crisis Response Team – (School Counselors, School Social Workers, School Psychologists) • Care Solace – Mental Health Care Coordination @ no cost to SKPS students, families, and staff • Community partnership with Stronger Oregon and Options Counseling
<p>Additional Documents Reference</p>	<ul style="list-style-type: none"> • SKPS QAM’S Insight24J (Staff Access) • Policies and Procedures (Public Access)



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.• Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.	Christina Tracy, teaching principal	Dr. Jenny Hoelter, Board Chair
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.	Christina Tracy, teaching principal	Dr. Jenny Hoelter, Board Chair

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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. 	Christina Tracy, teaching principal	Dr. Jenny Hoelter, Board Chair
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. 	<p><i>Nutrition Services:</i> Christina Tracy, teaching principal, food services coordinator</p> <p><i>Main / Cust:</i> Leah Holsten, Director of Facilities and Custodial</p> <p><i>Safety and Risk Management Services:</i> Chris Baldrige, Director of Safety and Risk Management</p> <p><i>District Health Authority:</i> Jodi Peterson, Coordinator of Health Services and Management</p>	Dr. Jenny Hoelter, Board Chair
Communications Lead (<i>staff member responsible for ensuring internal/external messaging is completed</i>)	<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. 	Emily Reverman, Communications PM and Operations Supervisor	Christina Tracy, teaching principal

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<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. 	<i>District Lead:</i> Chris Baldrige, Director of Safety and Risk Management <i>Media Inquiries:</i> Aaron Harada, Director of Communications	Christina Tracy, teaching principal
Main Contact within Local Public Health Authority (LPHA)	<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. 	<i>District Health Authority:</i> Jodi Peterson, Coordinator of Health Services and Management	School nurse : currently Julie Drohman
Others as identified by team.	<ul style="list-style-type: none"> 		



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.).

School teams can consult with district or school level equity advisory committees for missing perspectives when engaging in prevention, response, and/or recovery from incidents of outbreaks. Other viable resources include McKinney-Vento, Migrant, and Native Education Program teams, Community Resource Specialists and Community School Outreach Coordinators, appointed Tribal members, faith leaders, elders, and district level community relations specialists.

- [SKPS Safe & Welcoming Schools](#)
- [SKPS Equity Lens Decision Tool](#)

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.	<ul style="list-style-type: none"> Howard Street Charter School uses Google Classroom as a part of its regular instruction and curriculum. Students have access via Google Classroom to classroom notes and assignments. Advisors also help monitor student progress and support academic needs.
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.	<ul style="list-style-type: none"> As a small school, Howard Street gets to know its students in a variety of ways. We review incoming student data as well as previous school year information. Every student is part of an advisory that has a SEL and academic support skill focus. The smaller community allows us to identify students who need supports and work directly with families.
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.	<ul style="list-style-type: none"> Using project-based learning allows students to find success and grow. Students needing additional support are discussed weekly in staff meetings and advisors work with families to best access the supports students need. Every student has an advisor, and they meet weekly with students. Most core classes have an instructional assistant to help with review and small group reteaching as well as individual help. We offer daily after school academic help from 3:30-5pm.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	<ul style="list-style-type: none"> All staff have been trained on project-based learning aspects Fall 2021. This included building in supports for any student who needs additional structures or skill building. Our LRC teacher is a part of all staff meetings to be a part of the team so that all students are being supported in the classroom. Staff have been trained on Chrome/Google tech tools that assist students as well.



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:

- Communicable Disease Guidance for Schools which includes information regarding:
- Symptom-Based Exclusion Guidelines (pages 8-12)
- Transmission Routes (pages 29-32)
- Prevention or Mitigation Measures (pages 5-6)
- School Attendance Restrictions and Reporting (page 33)
- [CDC Guidance for COVID-19 Prevention in K-12 Schools](#)
- [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?
<p>Immunizations</p>	<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. 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.</i></p> <p>Effective June 17, the COVID-19 vaccination requirement for public and private school teachers, staff and school volunteers (OAR 333-019-1030) will be lifted. This means that after June 16, teachers, school staff and volunteers in schools will no longer have to provide proof of vaccination or have a valid medical or religious exception on file to be in direct or indirect contact with students. Being up to date on COVID-19 vaccines continues to offer significant protection against serious illness and hospitalization.</p> <p>Applicable Documents:</p> <ul style="list-style-type: none"> • Vaccines for COVID-19 CDC • Get Vaccinated Oregon • Accessibility Kit Resource • Synergy is used for the student population to document vaccinations.
<p>Face Coverings</p>	<p>Universal masking is no longer required of vaccinated or unvaccinated adults or students, but is supported. At low community levels wear a mask based on your personal preference or when required by district.</p> <ul style="list-style-type: none"> • Masking is required under the following circumstances at SKPS: Disability Services: If a student’s IEP or 504 plan indicates a service that requires close contact (3ft) of a staff member, and that student cannot wear a face-covering due to the nature of the disability, the staff member must wear a face covering while performing that service. • When a local county experiences an increase in communicable disease or when the COVID-19 community level increases, DHA and SKPS communications team will inform families of federal, state, or local recommendations. <p>Applicable Documents:</p> <ul style="list-style-type: none"> • 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	<p>May 11, 2023: A five-day period of isolation for those infected with COVID-19 will also no longer be recommended for the general population, including people in K-12 education settings. Oregon public health officials believe widespread population immunity due to vaccination and repeated infections means most COVID-19 infections are now likely asymptomatic or mildly symptomatic, and the five-day isolation period is doing little to reduce transmission.</p> <p>The recommendation for the general population will be:</p> <ol style="list-style-type: none"> 1. To stay home until fever free for 24 hours and symptoms are improving, 2. To avoid contact with individuals at increased risk for severe disease, including older adults and those with underlying medical conditions, and 3. To consider masking for 10 days. <p>Per OAR 581-022-2220, schools must maintain a supervised space to isolate the sick that is separate from the space where other health care tasks take place in addition to having a space to support healthy individuals.</p> <p>Investigation and control of disease directed by DHA. District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases.</p>
Symptom Screening	<p>This is standard protocol for all communicable diseases. If symptoms are present, families and staff are asked to stay home when sick. Students, staff, and visitors are instructed not to come to SKPS ill. Any person who becomes ill onsite will be moved to the isolation space and sent home.</p> <ul style="list-style-type: none"> • SKPS will create communications which includes symptoms for communicable disease and instructions to families and staff if/when symptoms are present. • SKPS will create a letter template for notifying families of illness within a classroom or communicable disease with the Communications team and Health Services. The communication will include the message that staying home when sick can lower the risk of spreading communicable diseases. <p>Applicable Documents:</p> <ul style="list-style-type: none"> • Communicable Disease Guidance for Schools • Investigative Guidelines by County (DHA) • HST-F013 Do Not Send Ill Student to School Letter

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?
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>Howard Street does not participate in diagnostic testing at this time.</p> <p>Additional information regarding testing in Oregon’s K-12 schools is available here. The screening testing program in Oregon’s K-12 schools will end July 31, 2023.</p>
Airflow and Circulation	<p>Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to: In SKPS, standard operating procedures have been established 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, purging the building before and after occupancy, etc. Building HVAC outside air dampers will be adjusted such that their minimum damper setting meets recommended outside air infiltration rates per ADSHRAE 62.11-2019 “Ventilation for Acceptable Indoor Air Quality”.</p> <ul style="list-style-type: none"> • Additional mitigation measures include the assessment of individual spaces to determine the need for portable HEPA filtration systems. • Facilities to train and monitor staff on HVAC, monthly service, repair, and workflow. <p>Applicable Documents:</p> <ul style="list-style-type: none"> • FAC-P021 HVAC Standard Operating Procedure • FAC-W043 Portable HEPA Air Filtration System Operation • Ventilation in Schools and Childcare Programs (cdc.gov)
Cohorting	SKPS identifies Synergy attendance as monitoring.
Physical Distancing	Areas of higher transmission, such as isolation room increase 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?
Hand Washing	<p>Practicing and accessibility to hand hygiene is a simple yet effective way to prevent infections. Hand hygiene, which means cleaning your hands by washing with soap and water or using an alcohol-based hand sanitizer containing at least 60% alcohol, is one of the best ways to avoid getting sick and prevent spreading germs to others. Implementation of routine hand washing, before/during/after preparing food, before/after eating, before/after caring for someone who is sick, before/after using the restroom or changing diapers, after blowing your nose/coughing/sneezing, breakfast/lunch, PE, Music, etc.</p> <ul style="list-style-type: none"> • Staff will teach proper handwashing and covering coughs etiquette. • Adequate handwashing supplies and access will be available. • Access to hand sanitizer with at least 60% alcohol for use. Hand sanitizers will be stored up, away, and out of sight of younger children, and will be used only with adult supervision for children ages 5 years and younger. • Post signs as well as model and teach to students. Visual directions and posters are up across schools and district facilities about hand washing as well as cough etiquette. <p>Applicable Documents:</p> <ul style="list-style-type: none"> • Handwashing in Communities: Clean Hands Save Lives CDC • Health Promotion Materials Handwashing CDC • Respiratory Hygiene/Cough Etiquette FAQs Infection Control Division of Oral Health CDC
Cleaning and Disinfection	<p>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.</p> <ul style="list-style-type: none"> • Daily cleaning of all touch points in classrooms, transportation, common areas, and cafeterias with a general cleaner and per protocol. • Disinfected as per protocol. • During an outbreak or illness, illness cleaning will be initiated by the District Health Authority. <p>Applicable Documents:</p> <ul style="list-style-type: none"> • SKPS QAM Cleaning Product and Use, Disinfecting Products and Use

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?
Training and Public Health Education	<p>SKPS has established plans in collaboration with Local Public Health Authorities (LPHA) for communicating health and safety protocols to students, staff, families and to our diverse communities within the district. Ensuring succinct, accurate and streamlined communication on safety protocols and communicable disease guidance is top priority. Communication incorporates a layered approach using all forms of media to relay essential information in multiple languages including English, Swahili, Spanish, Russian, Arabic, Chuukese and Marshallese.</p> <ul style="list-style-type: none"> • School will work with the school safety committee to ensure that staff have a safe place to bring implementation questions and suggestions forward. • School will work with the District Health Authority to ensure that staff have a safe place to bring implementation questions and suggestions forward (barcode). • Retrain health and safety protocols in the fall upon student arrival.

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://salkeiz.k12.or.us/students-families/health>

Date Last Updated: **25 August 2023**

Date Last Practiced: **Week of 28 August 2023**