

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



School/District/Program Information

District or Education Service District Name and ID: ___4j School District___

School or Program Name: _____Twin Rivers Charter School_____

Contact Name and Title: _____Jay Breslow_____

Contact Phone: ___541-654-4716___ Contact Email: _jaybreslow@twinriverscharter.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.

Plan Types	Hyperlinks and Descriptions
<p>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>Link to 4J School District Communicable Disease Management Plan: https://www.4j.lane.edu/coronavirus/healthsafety/</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010</p>	<p>TRCS will communicate with any staff, student, or family any time in which exclusion is required due to exposure to a communicable disease. TRCS will provide access to continued learning at home and let families know how to communicate needs. Teachers keep all assignments on Google Classroom so that students who are isolated have access. Counseling will be offered to student and family to help them through the period of isolation.</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>TRCS has a furnished, quiet, well-equipped room in the building where students may go to be isolated or have minor injuries treated. The room is designed to be a calming space, with direct access to the hallway and observation from staff.</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>Link to 4J School District Emergency Operations Plan: https://www.4j.lane.edu/safety/emergency-preparedness/ https://www.4j.lane.edu/safety/</p>

Plan Types	Hyperlinks and Descriptions
Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional)	We provide twice weekly clinic with the team from Helping Out Our Teens in Schools (HOOTS). We also have an on-site counselor once per week.
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. 	Ms. Elizabeth #Subfield#	Kristin Humphrey, Assistant Principal

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. 		
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. #	M #Euhvarz /#SubqfIsd#	Kristin Humphrey, Assistant Principal
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. #	M #Euhvarz /#SubqfIsd#	Kristin Humphrey, Assistant Principal
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. #	M #Euhvarz /#SubqfIsd#	Kristin Humphrey, Assistant Principal

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
# 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. #	M #uhvaz /#ubfisd#	Kristin Humphrey, Assistant Principal
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. 	M #uhvaz /#ubfisd#	Kristin Humphrey, Assistant 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. 	M #uhvaz /#ubfisd#	Kristin Humphrey, Assistant Principal
Others as identified by team			



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.)

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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.	Nearly all of our classes will be maintained in google classroom and will be accessible to students missing time for extended illnesses. We have also instituted a 4-day school week running Tuesday to Friday. Students missing extended time due to illness or for other reasons may be able to attend support sessions with teachers on Mondays as a strategy for making up lost time.
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.	We implemented a community school model in Fall of 2021 with the goal of identifying and addressing the needs of our families and removing barriers to their participation in schools. With a school of only 64 students we are capable of getting to know our families in a way that larger schools simply can not. Through the community school they can access services, get referrals or many other things that will help them to access educational, mental health or physical health care.
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 small size of our school allows us to create personalized plans for families that can account for and address their individual needs. The community school coordinator is the leader in the school of building relationships and ensuring that families have what they need. We also have a student support team that meets weekly to create plans, identify and address needs, and anticipate issues as they arise.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Our community School Coordinator and the Admin team work to build partnership across multiple agencies to create a web of support for families. We all receive training in restorative discipline systems, and we work across institutions to share ideas, strategies and trainings.



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><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>Face Coverings</p>	<p>Face masks are optional under most circumstances; however, free masks in age-appropriate sizes are available to any student, staff member or visitor upon request. TRCSCS honors individual and family requests. We explicitly teach students to seek understanding about other people’s choices and avoid judgmental words. TRCS aligns their practices as recommended by the Oregon Department of Education and the Oregon Health Authority. Anyone who chooses to wear a mask will be supported in their decision to do so.</p>
<p>Isolation</p>	<p>As needed, when necessary, TRCS has a furnished, quiet, well-equipped room in a supervised space where students may go to be isolated or have minor injuries treated. Isolated students can be monitored but they also have privacy. Per CDC recommendations, individuals with symptoms of infectious diseases, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections should stay home and get tested</p>
<p>Symptom Screening</p>	<p>Students and staff are expected to remain at home and isolate according to CDC guidelines in the occurrence of covid symptoms Teachers and staff are instructed to monitor students and respond in accordance to CDC and district guidelines. Refer to the 4J Communicable Disease Management Plan for more information.</p>
<p>COVID-19 Diagnostic Testing</p>	<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>Airflow and Circulation</p>	<p>On all the campuses, outside doors and windows are kept open, if weather permits. Fans and HEPA-grade air purifiers operate in every room and are cleaned routinely</p>
<p>Cohorting</p>	<p>Cohorting is not a current strategy for us.</p>
<p>Physical Distancing</p>	<p>Physical distancing is not a current strategy for us.</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	Effective hand-washing techniques are taught, re-taught, and enforced across all settings. Sanitation supplies are available throughout all sites, in every classroom.
Cleaning and Disinfection	All hard surfaces are routinely cleaned and disinfected. Per CDC recommendations: surfaces are cleaned at least once a day to reduce the risk of germs spreading by touching surfaces. If a student or staff shows symptoms or tested positive for COVID-19, the space(s) frequented by that person is cleaned and disinfected.
Training and Public Health Education	TRCS works closely with LCPH and Eugene 4J School District on any public health communications. We share information promptly with staff, students, and families.
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 where this plan is available for public viewing.

Date Last Updated: **8/25/2023**

Date Last Practiced: **INSERT**