

School-Level Communicable Disease Management Plan

Template For School Year 2023-2024



School/District/Program Information

District or Education Service District Name and ID: 4J School District: Lane ESD / Institution ID 4041

School or Program Name: Network Charter School

Contact Name and Title: Penny Studt, Principal

Contact Phone: 541-344-1229

Contact Email: penny@networkcharterschool.net

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>NCS will communicate with any staff, student, or family any time in which exclusion is required due to exposure to a communicable disease.</p> <p>NCS will provide access to continued learning at home and let families know how to communicate needs.</p> <p>Teachers keep all assignments on Google Classroom so that students who are isolated have access.</p> <p>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>NCS has a furnished, quiet, well-equipped room in the admin suite where students may go to be isolated or have minor injuries treated. The room is designed to be a calming space, with windows to the outside and the inside, and a door that closes. Isolated students can be monitored but they also have privacy.</p> <p>The “Zen room” has a variety of amenities to allow students to shape the experience of isolation to fit their needs.</p>

Plan Types	Hyperlinks and Descriptions
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	Link to 4J School District Emergency Operations Plan: https://www.4j.lane.edu/safety/emergency-preparedness/ https://www.4j.lane.edu/safety/
Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional)	<p>Network staff, students and their families all have access to two Mental Health Counselors. There is at least one Student Support Counselor available, in-person, each day school is in session. Both Mental Health Counselors can arrange virtual meetings and arrange supports to occur outside of normal school hours as needed.</p> <p>All Mental Health Resources are communicated on our website: http://www.networkcharterschool.net/back-to-school-info</p>
Additional documents reference here:	Network Charter’s Healthy and Safe School Plan https://drive.google.com/file/d/1re0Lk9DgczYDNnLWY8-Hs_hZkXbP651C/view



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:

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. 	Penny Studt, Principal	Jon Kuhns-Obana, Finance Director
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. 	Penny Studt, Principal	Jon Kuhns-Obana, Finance Director
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. 	Penny Studt, Principal	Jon Kuhns-Obana, Finance Director

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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. 	Penny Studt, Principal	Jon Kuhns-Obana, Finance Director
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. 	Penny Studt, Principal	Jon Kuhns-Obana, Finance Director
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. 	Penny Studt, Principal	Jon Kuhns-Obana, Finance Director
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. 	Penny Studt, Principal	Jon Kuhns-Obana, Finance Director

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

- Oregon Charter Schools’ Equity Resource Guide: <https://www.oregon.gov/ode/learning-options/schooltypes/charter/Documents/2016-equity-resource-guide.pdf>
- 4J Equity Lens Draft Resource: https://www.4j.lane.edu/wp-content/uploads/2022/03/4JEquityLens_DRAFT_2021-11-03.pdf

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.	All teachers maintain up-to-date Google Classrooms so students can access class content virtually. Laptops and hotspots can be loaned to any student/family with technology and/or connectivity barriers. Teachers and/or admin maintain communication with any student who experiences an extended duration of time out of school.
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.	Network Charter School made a commitment at its founding to nurture a close-knit, intimate school community to assure that each student could be well-known by staff and have access to the best opportunities and resources for cultivating success. This allows, especially during unprecedented times, the ability for staff to effectively identify members of the community disproportionately impacted by various factors, including impacts had by communicable diseases, so that additional support and the resources can be allocated.

OHA/ODE Recommendation(s)	Response:
<p>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.</p>	<p>How differentiated plans will be implemented for students and families who have been disproportionately impacted, historically underserved or are at higher risk will vary depending on individual needs and conditions. An emphasis on providing resources and assistance to meet basic needs will be fulfilled first and then efforts will be prioritized based on need and available resources thereafter.</p> <p>Per 4J guidance: Some examples of service for students in historically disadvantaged groups is supported through the following and more:</p> <ul style="list-style-type: none"> • Providing a learning device (iPad or laptop) to every student to use at school and home • Supporting internet access for students who need assistance such as mobile hotspots • Providing free face masks to any student who needs one • Providing key health information in the primary language of the student and family • Continuing efforts to promote vaccination events and other wellness opportunities among BIPOC families, economically disadvantaged families, and families whose child has a disability.
<p>Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.</p>	<p>Network Charter School will offer training and resources, as necessary, that emphasizes current, relevant strategies to help ensure that the aforementioned community is supported and most effectively served through continuous understanding, implementation and progress monitoring.</p> <p>Staff members engage in a Professional Learning Community that specifically addresses meeting the needs of students and families who are disproportionately impacted, historically underserved or are at higher risk. This PLC routinely shares strategies, trainings, and resources to help staff, students and the school community.</p>



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.</p> <p>NCS honors individual and family requests. We explicitly teach students to seek understanding about other people’s choices and avoid judgmental words.</p> <p>NCS aligns their practices as recommended by the Oregon Department of Education and the Oregon Health Authority.</p> <p>Anyone who chooses to wear a mask will be supported in their decision to do so. Network will not tolerate bullying or discrimination of choices made by individuals to ensure their health and safety.</p>
<p>Isolation</p>	<p>As needed, when necessary, NCS has a furnished, quiet, well-equipped room in the admin suite where students may go to be isolated or have minor injuries treated. The room is designed to be a calming space, with windows to the outside and the inside, and a door that closes. Isolated students can be monitored but they also have privacy.</p> <p>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</p> <p>Teachers and staff are instructed to monitor students and respond in accordance to CDC and district guidelines.</p> <p>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.</p> <p>Fans and HEPA-grade air purifiers operate in every room and are cleaned routinely.</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?
Cohorting	NCS students are not tracked, except generally by MS and HS level
Physical Distancing	<p>Students attend classes in small groups. All seating arrangements allow for at least 3 feet of distance, often more. All informal spaces and eating sites are arranged to promote distancing.</p> <p>Classes meet for no less than 90 minute or more than 180 minutes a day, so student contacts are minimized.</p>
Hand Washing	<p>Effective hand-washing techniques are taught, re-taught, and enforced across all settings.</p> <p>Sanitation supplies are available throughout all sites, in every classroom.</p>
Cleaning and Disinfection	<p>All hard surfaces are routinely cleaned and disinfected.</p> <p>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.</p>
Training and Public Health Education	NCS 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: **8/11/2023**

Date Last Practiced: **8/15/2023**