

School-Level Communicable Disease Management Plan

School Year 2023-2024



**Powell Butte Community Charter School**




## School/District/Program Information

District or Education Service District Name and ID: Powell Butte Community Charter School

Contact Name and Title: Kevin Milner, Administrator

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Table 1.

	<h2 style="text-align: center;">Policies, protocols, procedures and plans already in place</h2>
<p><b>School District Communicable Disease Management Plan</b>  <a href="#">OAR 581-022-2220</a></p>	<p>PBCCS coordinates with Crook County School District and local public health authorities. Decisions about when or how schools respond to an outbreak of a communicable disease involve collaboration. School health is a shared responsibility. Health policies and procedures are developed in collaboration with individuals licensed and trained in the health field, who have specific knowledge. These persons may include but are not limited to: school nurse local and state public health authority, pediatricians, Oregon Occupational Health and Safety Administration (OR-OSHA), school-based health centers.</p> <p><b>CCSD COVID Management Plan:</b>  <a href="https://drive.google.com/file/d/1v82RZuR7loqkQSb7yIH6TnLkEZWFBJOe/view">https://drive.google.com/file/d/1v82RZuR7loqkQSb7yIH6TnLkEZWFBJOe/view</a></p> <p><b>Communicable Disease Guidance for Schools</b>  <a href="https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commndisease.pdf">https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commndisease.pdf</a></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>For the protection of public health and safety, and per Oregon law, an individual may not attend or work at a school or facility during a communicable stage of a restrictable disease as outlined in OAR 333-019-0010. In the case of an exclusion(s) due to a communicable disease, Crook County School District follows the Oregon Department of Education’s Communicable Disease Guidance for Schools and may collaborate with local and/or state health authorities for additional support.</p> <p>PBCCS policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and works closely with LPHA.          OHA Communicable Disease  <b>Guidance for Schools: Communicable Disease Guidance for Schools</b>  <a href="https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commndisease.pdf">https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commndisease.pdf</a></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>Each school site will designate a space to isolate students or staff members who develop symptoms of a restrictable communicable disease following Oregon Department of Education’s Communicable Disease Guidance for Schools.          Students and/or staff who report or develop symptoms of a restrictable disease will be isolated following the Oregon Department of Education Communicable Disease Guidance.          While waiting to go home, individuals displaying symptoms should wear a face covering, as should supervising staff as long as they are not reporting or displaying signs or symptoms of nausea, vomiting, difficulty breathing, or in distress.</p>



## Policies, protocols, procedures and plans already in place

**Emergency Plan or Emergency Operations Plan**  
[OAR 581-022-2225](#)

**CCSD Emergency Plan**  
[https://drive.google.com/file/d/1uY9ObB6HmNlKrVPRV\\_3GiBSXLWwd472V/view](https://drive.google.com/file/d/1uY9ObB6HmNlKrVPRV_3GiBSXLWwd472V/view)

**Mental Health and Wellbeing Plans such as those prepared for [Student Investment Account](#)** (optional)

*Our school is committed to ensuring the safety and well being of all of our students. Our school leadership team (administrators and school counselor) and support teachers will facilitate safe spaces to support students and ensure their wellbeing. Our parents will be notified as soon as possible in order to effectively communicate any difficulties their child may be experiencing.*

**Additional documents reference here:**

**Powell Butte Community Charter School Policies**  
<https://powellbuttecharterschool.org/board-policies/>



## 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**

**Kate Plumb, Crook County Health Department**

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> <li>• Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li> </ul>	Kevin Milner, Administrator  (In consult with CCSD, Leland Bliss, Director of Facilities and Safety)	Meridith Foley, Vice Principal  (In consult with CCSD, Leland Bliss, Director of Facilities and Safety)
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"> <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>	Kevin Milner, Administrator  (In consult with Kate Plumb, Crook County Health Department)	Meridith Foley, Vice Principal  (In consult with Kate Plumb, Crook County Health Department)
Health Representative <i>(health aid, administrator, school/district nurse, ESD support)</i>	<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>	Kate Plumb, Crook County Health Department	Kevin Milner, Administrator  (In consult with Kate Plumb, Crook County Health Department)

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"> <li>Advises on prevention/response procedures that are required to maintain student services.</li> </ul>	Leland Bliss – CCSD Director of Facilities & Safety  Michelle Williams- CCSD Director of Transportation  Denny Bauldree- CCSD Director of Nutritional Services	Kevin Milner, Administrator  (In consult with CCSD, Leland Bliss, Director of Facilities and Safety; Michelle Williams, CCSD Director of Transportation; Denny Bauldree, CCSD Director of Nut. Services)
Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i>	<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>	Kevin Milner, Administrator	Meridith Foley, Vice Principal  Maggie Townsend, Office Manager
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<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>	Kevin Milner, Administrator  (In consult with CCSD, Leland Bliss, Director of Facilities and Safety)	Meridith Foley, Vice Principal  (In consult with CCSD, Leland Bliss, Director of Facilities and Safety)
Main Contact within Local Public Health Authority (LPHA)	<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>	Kate Plumb, Crook County Health Department	Kevin Milner, Administrator  (In consult with CCSD, Leland Bliss, Director of Facilities and Safety and Kate Plumb, CC Health Dept.)

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 Consultation<sup>1</sup>, etc.)

- **ACB – Every Student Belongs** - <https://powellbuttecharterschool.org/site-content/uploads/2022/03/Revision-Policy-ACB-Every-Student-Belongs-1.pdf>
- Oregon Equity Lens

<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.



**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:
<p>Describe how you will ensure continuity of instruction for students who may miss school due to illness.</p>	<p>Prioritize positive student and staff relationships so that each student and their unique needs can be known and met by school staff.</p> <ul style="list-style-type: none"> <li>• Devote several days of time and space at the beginning of the school year, and ample opportunities throughout the year for students and staff to connect and build relationships in and out of the classroom.</li> <li>• Provide ample class time at the beginning of the school year, as well as ongoing time, space, and creative opportunities and outlets for students and staff to make sense of their experiences, and to process personal and professional stresses, emotions, trauma, and grief.</li> <li>• Prioritize linking students and families with culturally responsive mental health services and supports.</li> <li>• Foster peer/student led initiatives on social-emotional well-being and mental health.</li> </ul>
<p>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.</p>	<p>Prioritize positive student and staff relationships so that each student and their unique needs can be known and met by school staff.</p> <ul style="list-style-type: none"> <li>• Devote several days of time and space at the beginning of the school year, and ample opportunities throughout the year for students and staff to connect and build relationships in and out of the classroom.</li> <li>• Provide ample class time at the beginning of the school year, as well as ongoing time, space, and creative opportunities and outlets for students and staff to make sense of their experiences, and to process personal and professional stresses, emotions, trauma, and grief.</li> <li>• Prioritize linking students and families with culturally responsive mental health services and supports.</li> <li>• Foster peer/student led initiatives on social-emotional well-being and mental health.</li> </ul>



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>	<ul style="list-style-type: none"> <li>• Required SafeSchools all-staff trainings provided at start of year</li> <li>• Prioritize positive student and staff relationships so that each student and their unique needs can be known and met by school staff.</li> <li>• Devote several days of time and space at the beginning of the school year, and ample opportunities throughout the year for students and staff to connect and build relationships in and out of the classroom.</li> <li>• Provide ample class-time at the beginning of the school year, as well as ongoing -me, space, and creative opportunities and outlets for students and staff to make sense of their experiences, and to process personal and professional stresses, emotions, trauma, and grief.</li> <li>• Prioritize linking students and families with culturally responsive mental health services and supports.</li> <li>• Foster peer/student led initiatives on social-emotional well-being and mental health.</li> <li>• Careful analysis of student climate survey results which is given throughout the school year, followed by student-support actions.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Required SafeSchools all-staff trainings provided at start of year</li> <li>• Prioritize positive student and staff relationships so that each student and their unique needs can be known and met by school staff.</li> <li>• Devote several days of time and space at the beginning of the school year, and ample opportunities throughout the year for students and staff to connect and build relationships in and out of the classroom.</li> <li>• Provide ample class-time at the beginning of the school year, as well as ongoing -me, space, and creative opportunities and outlets for students and staff to make sense of their experiences, and to process personal and professional stresses, emotions, trauma, and grief.</li> <li>• Prioritize linking students and families with culturally responsive mental health services and supports.</li> <li>• Foster peer/student led initiatives on social-emotional well-being and mental health.</li> <li>• Careful analysis of student climate survey results which is given throughout the school year, followed by student-support actions.</li> </ul>



### 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	<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. <b>Shots are required by law</b> 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 <a href="#">requires shots</a> or a <a href="#">medical</a> or <a href="#">nonmedical exemption</a> to stay enrolled.</i></p>
Face Coverings	<p>Powell Butte Charter School (PBCCS) working in collaboration with Crook County School District, have established procedures that incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and works closely with the Crook County Health Department. PBCCS is no longer requiring masks at school. For this safety measure, we will prioritize family choice to the greatest extent possible while also following all required laws necessary to keep our school safe. With all community health decisions, PBCCS, will consult with the Crook County Health Department on the best course of action for our schools and community based on the specific conditions at a given time. CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals.</p>
Isolation	<p>Powell Butte Charter School (PBCCS) working in collaboration with Crook County School District, have established procedures that incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and works closely with the Crook County Health Department. For this safety measure, we will prioritize family choice to the greatest extent possible while also following all required laws necessary to keep our school safe. With all community health decisions, PBCCS, will consult with the Crook County Health Department on the best course of action for our schools and community based on the specific conditions at a given time. CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals.</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?
Symptom Screening	Powell Butte Charter School (PBCCS) working in collaboration with Crook County School District, have established procedures that incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and works closely with the Crook County Health Department. PBCCS is no longer requiring masks at school. For this safety measure, we will prioritize family choice to the greatest extent possible while also following all required laws necessary to keep our school safe. With all community health decisions, PBCCS, will consult with the Crook County Health Department on the best course of action for our schools and community based on the specific conditions at a given time.CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals.
COVID-19 Diagnostic Testing	<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>
Airflow and Circulation	Powell Butte Charter School (PBCCS) working in collaboration with Crook County School District, have established procedures that incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and works closely with the Crook County Health Department. For this safety measure, we will prioritize family choice to the greatest extent possible while also following all required laws necessary to keep schools open for in-person learning. With all community health decisions, PBCCS, will consult with the Crook County Health Department on the best course of action for our schools and community based on the specific conditions at a given time.CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals.
Cohorting	Powell Butte Charter School (PBCCS) working in collaboration with Crook County School District, have established procedures that incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and works closely with the Crook County Health Department. PBCCS is no longer requiring masks at school. For this safety measure, we will prioritize family choice to the greatest extent possible while also following all required laws necessary to keep our school safe. With all community health decisions, PBCCS, will consult with the Crook County Health Department on the best course of action for our schools and community based on the specific conditions at a given time.CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals.
Physical Distancing	Powell Butte Charter School (PBCCS) working in collaboration with Crook County School District, have established procedures that incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and works closely with the Crook County Health Department. PBCCS is no longer requiring masks at school. For this safety measure, we will prioritize family choice to the greatest extent possible while also following all required laws necessary to keep our school safe. With all community health decisions, PBCCS, will consult with the Crook County Health Department on the best course of action for our schools and community based on the specific conditions at a given time.CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals.
Hand Washing	Powell Butte Charter School (PBCCS) working in collaboration with Crook County School District, have established procedures that incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and works closely with the Crook County Health Department. PBCCS is no longer requiring masks at school. For this safety measure, we will prioritize family choice to the greatest extent possible while also following all required laws necessary to keep our school safe. With all community health decisions, PBCCS, will consult with the Crook County Health Department on the best course of action for our schools and community based on the specific conditions at a given time.CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals.

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	Powell Butte Charter School (PBCCS) working in collaboration with Crook County School District, have established procedures that incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and works closely with the Crook County Health Department. PBCCS is no longer requiring masks at school. For this safety measure, we will prioritize family choice to the greatest extent possible while also following all required laws necessary to keep our school safe. With all community health decisions, PBCCS, will consult with the Crook County Health Department on the best course of action for our schools and community based on the specific conditions at a given time. CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals.
Training and Public Health Education	Powell Butte Charter School (PBCCS) working in collaboration with Crook County School District, have established procedures that incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and works closely with the Crook County Health Department. PBCCS is no longer requiring masks at school. For this safety measure, we will prioritize family choice to the greatest extent possible while also following all required laws necessary to keep our school safe. With all community health decisions, PBCCS, will consult with the Crook County Health Department on the best course of action for our schools and community based on the specific conditions at a given time. CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals.

## 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: **August 2023**

Date Last Practiced: **August 2022**