

Sherwood Charter School Communicable Disease Management Plan
For School Year 2023-2024



SHERWOOD
CHARTER SCHOOL

School/District/Program Information

District or Education Service District Name and ID: Northwest Regional, ID 4220

School or Program Name: Sherwood Charter School

Contact Name and Title: Joy Raboli, Administrator

Contact Phone: 503-925-8007

Contact Email: jraboli@sherwoodcharterschool.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>https://sherwoodcharterschool.org/wp-content/uploads/2023/08/SCS-Communicable-Disease-Management-Plan-202308.pdf</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010</p>	<p>Exclusion measures can be found in the Communicable Disease Management Plan: https://sherwoodcharterschool.org/wp-content/uploads/2022/08/SCS-Communicable-Disease-Management-Plan-202208.pdf https://policy.osba.org/shwdcht/G/GBEB%20D1.PDF https://policy.osba.org/shwdcht/J/JHCC%20D1.PDF</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>An isolation space will be kept for students (see page 11): https://sherwoodcharterschool.org/wp-content/uploads/2023/08/SCS-Communicable-Disease-Management-Plan-202308.pdf</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>https://policy.osba.org/shwdcht/E/EBCB%20G1.PDF https://sherwoodcharterschool.org/resources/#1540839722694-17aa37b6-dcd3</p>

Plan Types	Hyperlinks and Descriptions
Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional)	<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>
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. 	Joy Raboli, Administrator	

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. 		
<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"> • 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. 	Joy Raboli, Administrator	
<p>Health Representative <i>(health aid, administrator, school/district nurse, ESD support)</i></p>	<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. 	Joy Raboli, Administrator	
<p>School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i></p>	<ul style="list-style-type: none"> • Advises on prevention/response procedures that are required to maintain student services. 	Cheryl McLeod, Administrative Specialist	

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"> 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. 	<p>Joy Raboli, Administrator</p>	
<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"> 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. 	<p>Joy Raboli, Administrator</p>	
<p>Main Contact within Local Public Health Authority (LPHA)</p>	<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. 	<p>Washington County Public Health</p>	
<p>Others as identified by team</p>			



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.)

- SCS Community Engagement Survey
- Equity team-reviews survey results and immediately acts to secure support
- Care Closet with needed items



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.	Students with prolonged absences due to illness will be able to access assignments online and will be able to remain in contact with their teacher while out. They will also have the number of days they are absent to make up assignments upon their return to 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.	SCS surveys our community to determine if families need additional supports. In addition, we have a “Care Closet” that has items such as hygiene, clothing and food to support families in need.
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.	Our team has reviewed survey results and has taken immediate steps to assist families who are disproportionately impacted. Based on the results, we have provided food gift cards, gas cards, school supplies, clothing from our uniform closet and made sure we followed up to ensure needs were met.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	SCS will continue our focus on equity and attend more advanced equity training in the coming school year and beyond. We have a “Care Closet” with more needed items that is available to the whole school. The lens of equity will always be front and center in our school value of putting the needs of all children first.



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>Masks will be optional for students and staff while on campus.</p>
<p>Isolation</p>	<p>We have a designated space that is appropriately supervised in the event we have a sick or injured child. It is an ideal space because it is away from classrooms. It is well ventilated and the supervisor can easily see when parents arrive for pick up.</p>
<p>Symptom Screening</p>	<p>Students will be passively screened for symptoms. Parents will be notified of exclusion guidelines and to keep children home when ill.</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> We have free on-site COVID-19 diagnostic testing available.</p>
<p>Airflow and Circulation</p>	<p>We have fans for the halls to ventilate the spaces. Each classroom has an air purifier and fans, with open doors and open windows being encouraged when able. When students are outside for recess or lunch breaks, the fans will be circulating air at high speeds with full windows open for ventilation.</p>
<p>Cohorting</p>	<p>Cohorting will not be in effect, unless additional measures are needed to reduce the spread of communicable diseases such as COVID-19.</p>
<p>Physical Distancing</p>	<p>Students will be encouraged to maintain physical distancing, with 3 feet being encouraged when possible.</p>
<p>Hand Washing</p>	<p>Students will be trained in proper hand washing. Students will have multiple hand washing/sanitizing opportunities each day.</p>
<p>Cleaning and Disinfection</p>	<p>Staff will disinfect frequently used surfaces throughout the day, with deeper cleaning taking place each evening.</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?
Training and Public Health Education	Sherwood Charter School has frequent public health communications and our protocols are on our website. In the event of any change to guidance, we promptly update all communications. All staff are trained on the procedures and guidelines.
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.

LINK where this plan is available for public viewing: <https://sherwoodcharterschool.org/resources/>

Date Last Updated: **8/14/23**

Date Last Practiced: **8/24/23**