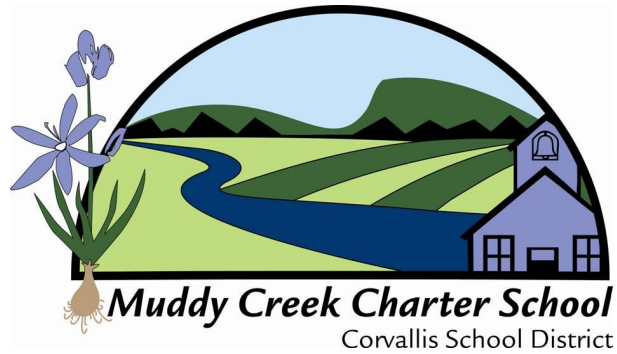


School-Level Communicable Disease Management Plan

For School Year 2023-2024



School/District/Program Information

District or Education Service District Name and ID: Muddy Creek Charter School #4637

School or Program Name: Muddy Creek Charter School

Contact Name and Title: Sarah Danforth, Executive Director

Contact Phone: 541-752-0377 x213 Contact Email: sarah.danforth@muddycreekcharterschool.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://drive.google.com/file/d/1m8aDcXhT-XmvRMyQ0nxKVTnpyb6qe-dO/view</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010</p>	<p>In addition to COVID-19 symptoms, individuals should be excluded from school for signs of other infectious diseases, per existing school policy and protocols.</p> <ul style="list-style-type: none"> ● MCCS follows the Exclusion Guidelines which are included in the Communicable Disease Management Plan and Communicable Disease Guidance provided by OHA/ODE. ● MCCS partners with the Benton County Health Department whenever there is a known case to enforce health department isolation and quarantine periods for staff and students.
<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>	<ul style="list-style-type: none"> ● Individuals who report or develop symptoms will be isolated in a designated isolation area in the building, with adequate space and staff supervision and symptom monitoring by a school-based health care provider, or school staff until they are able to go home. ● Staff who may provide care for individuals in isolation will receive specialized training with regards to isolation space procedures, aspects of care, hygiene, and use of PPE from school-based health care providers.
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>We are in the process of currently updating our Emergency Plan</p>

Plan Types	Hyperlinks and Descriptions
Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional)	<ul style="list-style-type: none"> ● MCCS will implement the SecondStep SEL program for students in all classrooms this school year. ● MCCS has hired a full-time Behavior Intervention Coach for 2023-24 school year. ● MCCS employees have access to a free EAP program which includes free referral to counseling.
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. 	Sarah Danforth, Executive Director	

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. 	TBH, Facilities Manager	Sarah Danforth, Executive Director
<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. 	Morgan Hoffer, Office Manager/Student Health	
<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. 	Morgan Hoffer, Office Manager/Student Health	

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. 	Sarah Danforth, Executive Director	Morgan Hoffer, Office Manager/Student Health
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 the 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. 	Sarah Danforth, Executive 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. 	Morgan Hoffer, Office Manager/Student Health	
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.)

- [Every Student Belongs Resolution](#)
- [Healthy and Safe Schools Plan](#)
- Diversity, Equity, Inclusion & Empowerment committee



Suggested Resources:

1. [Equity Decision Tools](#) for School Leaders
2. [Community Engagement Toolkit](#)
3. [Tribal Consultation Toolkit](#)

Table 3.

Centering Educational Equity

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.

OHA/ODE Recommendation(s)	Response:
Describe how you will ensure continuity of instruction for students who may miss school due to illness.	As a small charter school we have the advantage of knowing all of our students and families. We are able to provide educational materials and support for any students who miss in-person learning due to quarantine protocols. We also can provide school-issued chromebooks for students able to make up for missing work from home.
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.	Our small student population size allows us to understand the living and economic situations of our families very well. If/when a family is impacted by communicable disease a phone conversation will be initiated by the Office Manager or Executive Director and we will ask the family what, if any, support they may need from M CCS. Reasonable accommodations will be made for all our 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.	Student Support Teams will discuss each student disproportionately impacted or at high risk of negative impacts related to COVID-19 and make plans for how to mitigate the impact for those students. Student Support Teams will determine if a Special Education referral, a 504 referral, or modifications to an existing IEP or 504 is needed. Student Support Teams will review students as part of the normal SST process. Communication and learning resources have been provided by our counselor, classroom teachers, classroom assistants, office manager, technology coordinator, and the executive director.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Professional development involving timely communication, educational resources, and emotional support for students and families will be provided by the executive director to all staff prior to students returning.



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	<i>MCCS will continue to share information on local vaccine clinics and stress the importance of receiving boosters.</i>
Face Coverings	MCCS will continue to provide face covering to those that choose to wear them.
Isolation	We will continue utilizing our space in view of the office where students can be isolated when exhibiting COVID symptoms.
Symptom Screening	Teachers and classroom assistants will check-in with students upon arrival to check for COVID symptoms. MCCS will send home parent communication regarding COVID symptoms and the importance of staying home when your child is experiencing symptoms.
COVID-19 Diagnostic Testing	At this time the school will not provide rapid testing on site. Information on testing locations and free test availability will be provided to families who request it.
Airflow and Circulation	<i>All classrooms and hallways are well ventilated, and we will continue to take advantage of outdoor instruction when feasible. Ventilation systems will be checked and maintained monthly by maintenance staff. Where possible, increased ventilation and outdoor air supply will be provided. All student areas have portable air filtration systems.</i>
Cohorting	Each classroom is self-contained and students stay together while indoors. Students that ride the bus have assigned seats in order to alert families that may have been exposed.
Physical Distancing	MCCS has small class sizes and will continue to maintain 3 feet of distance between students when feasible.
Hand Washing	Students will be trained on proper handwashing techniques, and encouraged to wash their hands before snacks and meals. Additionally students will be asked to wash their hands after activities where shared items are used.
Cleaning and Disinfection	The school will be cleaned and disinfected daily. Tables in classrooms and eating areas will be disinfected between usages of different student cohorts.
Training and Public Health Education	MCCS will continue to share information from the Benton county health authority regarding COVID 19 transmission and case counts with families. We will also share information about vaccine boosters, and opportunities to receive them.

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://www.muddycreekcharterschool.org/parents-students/student-health/>

Date Last Updated: **08-23-2023**

Date Last Practiced: **08-23-2023**