

School-Level Communicable Disease Management Plan
chool Year 2026-2027



School/District/Program Information

District or Education Service District Name and ID: _____507_____

School or Program Name: _____Coburg Community Charter School_____

Contact Name and Title: _____David Wallace – Executive Director_____

Contact Phone: ____541-344-4113_____ Contact Email: ____director@coburgcharter.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
School District Communicable Disease Management Plan OAR 581-022-2220	We utilize the Eugene School District Communicable Diseases plan https://www.4j.lane.edu/instruction/studentservices/health/communicable/ and related linked documents.
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010	We follow the recommendations of the most recent ODE and OHA guidance, currently reflected in this document: www.oregon.gov/ode/students-and-family/healthsafety/Documents/Updated%20CD%20Guidance.pdf
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	We utilize the Eugene School District plans, including having a separate health room area - see page 9 of www.4j.lane.edu/coronavirus/healthsafety/
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	CCCS follows all requirements in OAR 581-22-2225 and has adopted varied policies in support which is located on our website on our Policies, Procedures and Forms page .

Plan Types	Hyperlinks and Descriptions
Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional)	Comprehensive counseling plan as foundation, with individualized student support plans created for extended health exclusions.
Additional documents reference here:	Measles Management Protocol: clear procedures for immediate masking, LPHA notification (541-682-4041), 2-hour isolation room aeration before cleaning, and complete staff/student immunity tracking.



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	- 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.	Dave Wallace – Executive Director	Alissa Chase – Dean of Students

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	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>)	- 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.	Dave Wallace – Executive Director	Alissa Chase – Dean of Students
Health Representative (<i>health aid, administrator, school/district nurse, ESD support</i>)	- 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.	Dave Wallace – Executive Director	Alissa Chase – Dean of Students
School Support Staff as needed (<i>transportation, food service, maintenance/custodial</i>)	Advises on prevention/response procedures that are required to maintain student services.	Dave Wallace – Executive Director	Alissa Chase – Dean of Students

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>	- 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.	Dave Wallace – Executive Director	Alissa Chase – Dean of Students
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	- 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.	Dave Wallace – Executive Director	Alissa Chase – Dean of Students
Main Contact within Local Public Health Authority (LPHA)	- 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.	Dave Wallace – Executive Director	Alissa Chase – Dean of Students
Others as identified by team		Laura Ralls – Administration Consultant	



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.)



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.	Students that miss school due to illness, and their families as appropriate, have direct communication with teaching staff to develop a plan that best works for the student. We have the facilities and capacity to provide internet based synchronous or asynchronous instruction as needed and best meet the individual needs of the student.
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.	Regular systems based approaches to analyzing our disaggregated data, ongoing equity work and examining our data through an equity lens, and a school-wide focus on community and communication that is an integral part of our school culture, helps us to identify those who are disproportionately impacted. We have increased our student services staffing to provide additional and differentiated support to those students and 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.	We will continue to examine our data in our regular data team meetings and supplement this fall with family surveys to help with identification; our process will include an intentional step to examine our data through an equity lens. We will utilize our additional student support staff and academic specialists to provide differentiated supports as needed.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Support and training will be provided as needs arise. Logistically we will be implementing a weekly scheduled meeting with the students services team and the executive director to monitor implementation as a supplement to the regularly scheduled data team meetings.



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>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>
Face Coverings	Face coverings are currently optional, with an emphasis on being supportive of those that choose to wear them. Face coverings will be recommended per the guidelines and recommendations of the CDC, ODE, or LCHP. Face coverings will be provided as needed and requested.
Isolation	CCCS will follow all guidelines and requirements of the CDC, ODE, or LCHP in regards to isolation.
Symptom Screening	Families will be informed about COVID-19 symptoms and will be requested to test their students if symptoms present themselves. We will follow all guidelines and recommendations of the CDC, ODE, or LCHP; we will provide information aligned to what is being shared in this regard in Eugene School District.
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> CCCS will participate in the OHA voluntary testing programs, and will share whatever is offered in regards to diagnostic and screening as an option for families. Parents will be provided information for how to participate prior to the beginning of the school year. Staff will follow up with reminders about the program in regular communications.
Airflow and Circulation	**CCCS installed air purification components into the HVAC system for the school and placed portable air purifying systems in each classroom, office, gym, and cafeteria space. **Staff open windows and doors to increase the amount of fresh outside air into the building space. ** Fans are located in each learning space facing away from students and staff.
Cohorting	CCCS has a structure such that there is systemic cohorting; we only have 1 class per grade level and they generally don't intermingle other than at lunch and outside recess.

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?
Physical Distancing	Physical distancing will be practiced to the greatest extent possible within the course of a regular school environment. Staff will find ways and adjust plans to accommodate greater than typical physical distancing to reduce the spread of diseases.
Hand Washing	CCCS will follow protocols to ensure appropriate Handwashing and Respiratory Etiquette. **Staff is trained in preventative procedures ** Students are trained in practices to reduce the spread of germs, including handwashing, coughing/sneezing, and hand sanitizing protocols. **Posters are placed in all entrances, sink areas, bathrooms , and classroom entries reminding staff and students of safety protocols.
Cleaning and Disinfection	CCCS will continue the practices of increased daily cleaning and disinfection per recommendations. Appropriate equipment and supplies will be easily available.
Training and Public Health Education	CCCS uses the ODE COVID-19 Communication Toolkit as our foundation for communicating with families along with suggestions from Lane County Public Health and OHA. All communications are available in the preferred language of our families. General information and relevant policies will be available and updated regularly on our school website. Staff will receive information and training in health and safety protocols and instruction during regular meetings and as plans are updated and information changes.

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.

This plan is available for public viewing at <https://www.coburgcharter.org/policies-procedures-and-forms>

Date Last Updated: **This plan is being updated on August 7, 2023, and will updated on the site by August 15, 2023**

Date Last Practiced: **CCCS will practice this plan with all staff during the in-service day on August 29, 2023**