

## School-Level Communicable Disease Management Plan



**LOGOS**  
PUBLIC CHARTER SCHOOL  
*Innovative Education Kindergarten to Career*

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### School/Charter School/Program Information

District or Education Service District Name and ID: Medford School District - 2048

School or Program Name: Logos Public Charter School - 4821

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Table 1.



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

Plan Types	Hyperlinks and Descriptions
<p><b>Charter School Communicable Disease Management Plan</b>  <a href="https://logoscharter.com/operational-blueprint/">OAR 581-022-2220</a></p>	<p><a href="https://logoscharter.com/operational-blueprint/">https://logoscharter.com/operational-blueprint/</a></p>
<p><b>Exclusion Measures</b>                      Exclusion of students and staff who are diagnosed with certain communicable diseases.  <a href="https://www.ode.state.or.us/comm-disease/333-019-0010">OAR 333-019-0010</a></p>	<p>Oregon public health law mandates that persons who work in or attend school who are diagnosed with certain diseases or conditions be excluded from school until no longer contagious. However, diagnosis often presumes a physician visit and specific testing, and schools must often make decisions regarding exclusion based on non-diagnostic but readily identifiable signs or symptoms. The Oregon Department of Education Communicable Disease Guidance Document details both symptom based and disease specific exclusion guidelines. The following exclusion criteria and actions extracted from the ODE Guidance Document to abbreviate symptom-based exclusion:</p> <ul style="list-style-type: none"> <li>• Fever or temperature of 100.41 Degrees F (38C) or Greater</li> <li>• New cough or illness or difficulty breathing</li> <li>• Headache with stiff neck or with fever</li> <li>• Diarrhea: 3 loose or watery stools in a day or not able to control bowel movements</li> <li>• Vomiting: One or more episode that is unexplained</li> <li>• Skin rash or open sores</li> <li>• Red eyes with eye discharge: yellow or brown drainage from the eyes</li> <li>• Jaundice: New Yellow color in eyes or skin</li> <li>• Acting differently without a reason: unusually sleep, grumpy, or confused</li> <li>• Major health event like an illness lasting 2 or more weeks or a hospital stay or health condition that requires more care than the school staff can safely provide.</li> </ul>
<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</p>	<ul style="list-style-type: none"> <li>• All students who become ill at school will remain at school, supervised by staff until parents can pick up from the designated isolation area.                             <ul style="list-style-type: none"> <li>- Students should be wearing a face covering.</li> <li>- Staff should wear a facial covering and maintain distance but never leave the student.</li> </ul> </li> <li>• While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure so as not to unduly worry a student or family.</li> </ul>

Plan Types	Hyperlinks and Descriptions
<p>students with special health care needs.  <a href="#">OAR 581-022-2220</a></p>	<ul style="list-style-type: none"> <li>• Staff will maintain student confidentiality as appropriate.</li> <li>• Space should be cleaned regularly</li> </ul> <p>Staff and students displaying COMMUNICABLE DISEASE symptoms, per current OHA guidance, CDC guidance, or JCHA guidance, should not remain at school, should be tested for COMMUNICABLE DISEASE, and should return only after they are fever-free for 24 hours.</p>
<p><b>Emergency Plan or Emergency Operations Plan</b>  <a href="#">OAR 581-022-2225</a></p>	<p><a href="https://logoscharter.com/operational-blueprint/">https://logoscharter.com/operational-blueprint/</a></p>
<p><b>Mental Health and Wellbeing Plans such as those prepared for <a href="#">Student Investment Account</a> (optional)</b></p>	<p>Logos has weekly 1:1 meetings with each student in our school. That support, relationship, and personalized connection helps students be KNOWN by at least one adult at our school. Frequently those meetings happen with parents as well so our teachers can know mom, dad, sister, brother, aunt, uncle, and various extended family members. This helps us meet the student exactly where they are at with their education, social-emotional needs, mental health, and extracurricular needs. Logos has continued to meet as a school board and administration to ensure continuity of programs. We have many back to school events, a kindergarten quest, teambuilding exercises, staff training for new teachers that is separate from staff training for veterans and then they all intermingle, and a program that personalizes an education and therefore meets the need of every student where they are at. Logos has employed two mental health experts to work with our students two days a week. Those mental health experts are available to help students and staff with mental health services and support. There are students specifically struggling with the past two years of change. These experts can help them through that. We have also sent almost 1/2 of our teachers through Trauma- Informed Practices certification to help teachers directly respond to students facing trauma and crisis. Logos has offered mental health workshops this year and plan to continue it next year. We also offered middle and high school socials this year after the mask requirement was lifted. It was great for students who have felt isolated for the past two years.</p>
<p><b>Additional documents reference here:</b></p>	



## 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"> <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>	Sheryl Zimmerer Executive Director	Cassie Hibbs Business Manager
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>	Sheryl Zimmerer Executive Director	Bruce Kelley School Safety

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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 (when required) any cluster of illness among staff or students.</li> <li>• Provides requested logs and information to the LPHA in a timely manner.</li> </ul>	Brienne Fanelli Elementary Principal	Amber Warren Middle/High Principal
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>	Shawna Pratt Office Manager/Facilities	Sheryl Zimmerer Executive Director
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>	Sheryl Zimmerer Executive Director	Shawna Pratt Office Manager
Charter School 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>	Sheryl Zimmerer Executive Director	Cassie Hibbs Business Manager

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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>	Sheryl Zimmerer Executive Director	
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 Charter 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.)

- AC Non-Discrimination Policy
- Parent Survey
- Student Survey
- Staff Survey
- Staff Meetings



**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.	The teacher will assign asynchronous or synchronous differentiated instruction for the student. They may also choose to meet virtually.
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.	Logos has weekly meetings in-person with students and parents. At those meetings our teachers talk to students about what is going on in their lives. That personalized connection is an important aspect of our school and will help us identify those disproportionately impacted by communicable diseases and may need additional support.

<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.

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>Logos has weekly meetings in-person with students and parents. At those meetings our teachers talk to students about what is going on in their lives. That personalized connection is an important aspect of our school and will help us identify those disproportionately impacted by COMMUNICABLE DISEASE and may need additional support. If we identify a student or family disproportionately impacted by COMMUNICABLE DISEASE or historically underserved, we will engage our Family Advocate to help provide for those needs as possible.</p>
<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>We have created a Scavenger Hunt for new employees to make sure they understand and can show that they understand strategies are understood and implemented.  Clear expectations from admin to staff about what protocol is re: reporting family needs, and how to refer student(s) for services while at home in isolation. When the administration, receptionist, teacher or counselor learn about a family impacted with Covid-19, they will contact the family to learn about specific needs and provide local resources or other options to support the family. The administrator will remind staff regularly about sharing this information when they receive it. Continued verbal &amp; written communications will be shared.  re: procedures, changes, access to info.</p>

## Mental Health Supports

Schools are encouraged to continue to prioritize cultivating care, connection, and community to support the mental, emotional, and social health and well-being of students, families, staff, and administrators.

Identify existing Charter School 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 communicable diseases (e.g., counseling services; partnerships with community mental and behavioral health providers; school Charter School suicide prevention, intervention, and postvention plan; School Based Health Center resources; tribal resources, etc.)





Suggested Resources:

1. ODE [Mental Health Toolkit](#)
2. [Care and Connection](#) Program
3. Statewide [interactive map of Care and Connection examples](#)
4. [Care and Connection Charter School Examples](#)
5. Oregon Health Authority [Youth Suicide Prevention](#)

**Mental Health Supports**

OHA/ODE Recommendation(s)	Response:
<p>Describe how you will devote time for students and staff to connect and build relationships.</p>	<p>Logos has weekly 1:1 meetings with each student in our school. That support, relationship, and personalized connection helps students be KNOWN by at least one adult at our school. Frequently those meetings happen with parents as well so our teachers can know mom, dad, sister, brother, aunt, uncle, and various extended family members. This helps us meet the student exactly where they are at with their education, social-emotional needs, mental health, and extracurricular needs. Logos has continued to meet as a school board and administration to ensure continuity of programs. We have many back to school events, a kindergarten quest, teambuilding exercises, staff training for new teachers that is separate from staff training for veterans and then they all intermingle, and a program that personalizes an education and therefore meets the need of every student where they are at.</p>
<p>Describe how you will ensure class time, and individual time if needed, for creative opportunities that allow students and staff to explore and process their experiences.</p>	<p>We have an individualized program that centers on the needs of each individual student. This helps us meet the student exactly where they are at with their education, social-emotional needs, mental health, and extracurricular needs. All teachers have had trained in Response to Intervention (RTI) and Multi-Tiered System of Support (MTSS). Data teams meet bi-monthly to review any student that may be in need for more support, academically, social-emotionally and behaviorally. All schools have pre-referral intervention manuals to address students' needs. This personalized individual time allows for creative opportunities for students and staff to process and explore their individual experiences.</p>
OHA/ODE Recommendation(s)	Response:

<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>Logos has employed two mental health experts to work with our students two days a week. Those mental health experts are available to help students and staff with mental health services and support. There are students specifically struggling with the past two years of change. These experts can help them through that. We have also sent almost 1/2 of our teachers through Trauma- Informed Practices certification to help teachers directly respond to students facing trauma and crisis. Logos has offered mental health workshops this year and plan to continue it next year. We also offered middle and high school socials this year after the mask requirement was lifted. It was great for students who have felt isolated for the past two years.</p>
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>During the mental health workshops above, students can take the lead to foster peer interactions around topics such as anxiety and depression. We also have added a calming space this school year, increased extracurricular activities, and a mental health support professional two days a week. We've also added a full-time music teacher to our school.</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 5. 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. Logos also recommends immunization for all individuals. We will not be offering COVID-19 vaccine clinics.</i>
Face Coverings	<p>Face coverings are not required.</p> <p>“At Logos, we support choice at our school.            Choice in the way people wish to educate their children.            Choice in the classes and activities they take and how they take them.            Choice in the way people wish to raise their families.            Choice in masking or not masking.</p> <p>We believe those choices and differences are important and a vital part of our school model. At Logos, we also believe in kindness. There will be no tolerance for bullying on either side about a choice a student and family makes on masking after March 11, 2022. We ask that in all things you are kind and respectful of other people's choices, just as we ask people to be respectful of your choice.”</p>
Isolation	<p>All students who become ill at school with excludable symptoms will remain at school, supervised by staff, until parent / guardian can pick them up from the designated symptoms / isolation area.</p> <p>The student will be provided with a facial covering, if they need one and can safely wear it.</p> <p>When a staff member becomes ill at school, with excludable symptoms, they are to report to their administrator immediately at which time they will be sent home. ● If a staff member must wait for a ride home, they will report to the symptoms / isolation room until their ride arrives. ● The staff member will be provided with a facial covering if needed and they can safely wear it. ● Testing is available for staff before leaving, or an iHealth Test kit can be sent home with the individual for at home testing.</p>
Symptom Screening	<p>Students and families will receive school communication about communicable disease symptoms and when to keep their child home from school.</p> <ul style="list-style-type: none"> <li>● Fever or temperature of 100.41 Degrees F (38C) or Greater</li> <li>● New cough or illness or difficulty breathing</li> </ul>

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?
	<ul style="list-style-type: none"> <li>• Headache with stiff neck or with fever</li> <li>• Diarrhea: 3 loose or watery stools in a day or not able to control bowel movements</li> <li>• Vomiting: One or more episode that is unexplained</li> <li>• Skin rash or open sores</li> <li>• Red eyes with eye discharge: yellow or brown drainage from the eyes</li> <li>• Jaundice: New Yellow color in eyes or skin</li> <li>• Acting differently without a reason: unusually sleep, grumpy, or confused</li> </ul> <p>Major health event like an illness lasting 2 or more weeks or a hospital stay or health condition that requires more care than the school staff can safely provide.</p>
COVID-19 Diagnostic Testing	<p>The Oregon Department of Education requires schools to offer access to on-site testing for symptomatic students and staff identified on campus as well as those with known exposures to individuals with COVID. Logos has staff trained to administer the program. In order to test a student, the school must have guardian permission on file. Staff can consent verbally. Agreeing to testing is encouraged, but not mandatory. Logos offers take-home diagnostic screening tests to students.</p> <p>Logos has a table as every person enters the school. The table contains masks, at-home tests and sanitizers. It also lists the symptoms of COVID-19.</p>
Airflow and Circulation	Logos HVAC switches out the air in each room 7-8 times per hour.
Cohorting	Logos does not do cohorting at this time.
Physical Distancing	Students and staff should maintain at least 3 feet of physical distance between students to the fullest extent possible to mitigate communicable diseases.
Hand Washing	All students will have access to hand washing at all times while at school. Opportunity for frequent hand washing will be provided throughout the school day.
Cleaning and Disinfection	Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Disinfect these items frequently. Logos has purchased an electrostatic backpack sprayer that will be used in the event of an outbreak to deep clean the building. Cleaning of the building is every evening. Additional deep cleaning of the building is done

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?
	periodically or as needed. Disinfection is done of all high-touch surfaces. Disposable disinfecting wipes are provided for staff to use throughout the day.
Training and Public Health Education	When cases are identified in the local region, a response team will be assembled to handle the communication and response.

## 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.

Plan is available for public viewing here: <https://logoscharter.com/operational-blueprint/>

Date Last Updated: **08/09/2023**

Date Last Practiced: **08/09/2023**