

School-Level Communicable Disease Management Plan
Template For School Year 2023-2024



School/District/Program Information

District or Education Service District Name and ID: **Reynolds School District 7 (2182)**

School or Program Name: **Community Transition Program (CTP)**

Contact Name and Title: **James Charles, Special Education Program Administrator**

Contact Phone: **503.661.7200**

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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	The Communicable Disease Management Plan is utilized as a framework for responding to cases of disease seen in Reynolds school. This plan was adapted from the Multnomah Education Service District (MESD)'s plan.
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010	This information is found on page 8 of the Communicable Disease Management Plan .
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	This information is found on page 10 of the Communicable Disease Management Plan .
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	Each school has a Safe School/Emergency Response plan that is updated regularly.

Plan Types	Hyperlinks and Descriptions
Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional)	Comprehensive School Counseling Framework Student Health Center Family Resources Federal Programs
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. 	James Charles, Special Education Program Administrator	Wade Bakley, Chief of Staff

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. 		
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"> 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. 	James Charles, Special Education Program Administrator	Wade Bakley, Chief of Staff
Health Representative (<i>health aid, administrator, school/district nurse, ESD support</i>)	<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. 	Lorie Coe, Nurse	Wade Bakley, Chief of Staff
School Support Staff as needed (<i>transportation, food service, maintenance/custodial</i>)	<ul style="list-style-type: none"> Advises on prevention/response procedures that are required to maintain student services. 	Deb Miller, Director of Special Education	Wade Bakley, Chief of Staff

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. 	Steve Padilla, Director of Communications	Wade Bakley, Chief of Staff
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 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. 	Wade Bakley, Chief of Staff	Shaunice Silas, Executive Director of Human Resources
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. 	Multnomah Education Service District (MESD) Nursing Staff and Multnomah County Health Representatives	Wade Bakley, Chief of Staff
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.)

- [Reynolds School District Strategic Plan](#)
- [Equity and Student Success Department](#)
- [School Improvement Plans](#)
- [Aligning for Student Success Planning](#)



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 will have continued access to their Schoology accounts from home. Classwork will be sent home for the student to work on and teachers will be available for questions.
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>Schools will utilize the state provided framework for equity decision making in addition to data dashboards for our Student Support Team / Rapid Response Team protocols. Our student information system “Synergy” has been adopted to have Analytics and MTSS options that allow school-based sites to dive deep into proactive data representation that can be aggregated to target our student populations most impacted by the primary, secondary, and tertiary effects of the communicable diseases.</p> <p>We will utilize our social worker, counselors, school nurses, and administrators to engage our student populations most disproportionately impacted.</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.	Our Student Support Teams or Rapid Response Teams will host individualized conversations as part of our PLC framework. Within these protocols, students and their families are discussed at an individualized level with multiple stakeholders invited to the table to ensure the student and family receive adequate support for their needs. These meetings utilize data, parent/guardian/advocate voice, resources from school counselors and social workers, school health professionals (nurses etc.) county and district level support to provide a plan of support for the student and then is documented within the Student Information system and revisited every six weeks. Additionally, OHA resources and information would be included to provide a plan of support for students with deep collaboration alongside our social work teams.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	School social workers and counselors will be given ongoing training and resources to be able to navigate the menu of services provided for families on a district, local, state, and national levels.



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>Reynolds immunization requirements can be found here.</p> <p>We will work with Multnomah County Health Department to COVID-19 vaccination clinics as needed.</p> <p>We post vaccine and immunization information on our website to help families know where to go in the community.</p>
Face Coverings	Reynolds will follow statewide face covering requirements.
Isolation	<p>When students are identified with restrictable diseases or excludable symptoms, they should be separated from the well-population, in an appropriate space until they can be dismissed to home. This isolation space should be separated from the healthcare area used to assess and treat injured and non-symptomatic children or to provide medication management and care of chronic healthcare conditions. Every school has identified an appropriate care space (if not the healthcare area) for students identified with restrictable diseases or excludable symptoms.</p>
Symptom Screening	We use the OHA Symptom Based Exclusion Chart, found on page 36 of the Communication Disease Management Plan .
COVID-19 Diagnostic Testing	Free testing is available at our school based health center.
Airflow and Circulation	<p>HVACs are maintained and functional in all buildings. Additional HEPA filters have been distributed to every classroom at each school building to ensure high quality air flow. The Facilities Maintenance Dept. has ensured that all of our HVAC systems are serviced on a regular basis to ensure they are operating to specifications. The Division of District Operations will also be working with schools and their staff to adopt the EPA Tools for Schools recommendations so everyone is collaboratively adopting best practices and working together to ensure healthy indoor air quality.</p>
Cohorting	Students will stay in their respective classes/cohorts as much as possible. Assigned cohorts / classes are tracked within the Student Information System.

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	Reynolds will follow any state mandated social distancing requirements.
Hand Washing	Handwashing and respiratory etiquette will be a constant reminder at each school. Staff will remind students how to correctly wash hands and keep any coughs into their sleeves. School sites have also communicated to parents/guardians and students on the importance of handwashing and respiratory etiquette.
Cleaning and Disinfection	All high touch surfaces in schools and buildings are sanitized and cleaned thoroughly by custodial staff each day. Areas where students and staff eat and or use more frequently will be wiped and sanitized more often, and as often as feasibly possibly throughout the school/work day.
Training and Public Health Education	Student and staff will be regularly trained on the benefit of proper hygiene (hand washing, sanitizing surfaces, covering mouth/nose when sneezing/coughing). They will be reminded to provide additional space to their classmates and co-workers and to stay home when not feeling well. Reynolds SD will work with MESD and the MESD Nursing staff at each school for additional resources and helpful educational products.

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.

Plans can be viewed: reynolds.k12.or.us/district/communicable-disease-management-plans

Date Last Updated: **September 6, 2023**

Date Last Practiced: **September 6, 2023**