**School-Level Communicable Disease Management Plan**

**School Year 2023-2024**

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**School/District/Program Information**

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

School or Program Name: **HOLLA School**

Contact Name and Title: **Chris Riser, Administrator**

Contact Phone: **503-660-8438** Contact Email: **chris@hollaschool.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](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145269) | linked at RSD website |
| **Exclusion Measures**Exclusion of students and staff who are diagnosed with certain communicable diseases. [OAR 333-019-0010](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=287268) | **HOLLA School will follow ODE’s Exclusion Guidance found here:****https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Symptom-based%20Exclusion%20Chart.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](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145269) | **HOLLA School will provide an isolation space as needed for students to prevent the spread of communicable diseases.** |
| **Emergency Plan or Emergency Operations Plan**[OAR 581-022-2225](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145271) | **HOLLA School’s Emergency Plan will be posted at hollaschool.org for families to access.**  |
| **Mental Health and Wellbeing Plans such as those prepared for** [**Student Investment Account**](https://www.oregon.gov/ode/StudentSuccess/Pages/Innovation-and-Improvement.aspx?utm_medium=email&utm_source=govdelivery)(optional)  | *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.*  |
| **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 | * 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.
* Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.
 | Chris Riser, Administrator | Julie Jones, Director of Climate, Instruction & Professional Development |
| School Safety Team Representative (*or* *staff member knowledgeable about risks within a school, emergency response, or operations planning*) | * 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.
 | Chris Riser, Administrator  | Julie Jones, Director of Climate, Instruction & Professional Development |
| Health Representative (*health aid, administrator, school/district nurse, ESD support*) | * 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.
 | Julie Jones, Director of Climate, Instruction & Professional Development | Chris Riser, Administrator |
| School Support Staff as needed (*transportation, food service, maintenance/custodial*) | * Advises on prevention/response procedures that are required to maintain student services.
 | Chelsea West, Director of Partnerships, Mentorship, and Development | Jen Frankamp, Director of Operations |
| Communications Lead (*staff member responsible for ensuring internal/external messaging is completed)* | * 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.
 | Chris Riser, Administrator | Julie Jones, Director of Climate, Instruction & Professional Development |
| District Level Leadership Support (*staff member in which to consult surrounding a communicable disease event*) | * 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.
 | Chris Riser, Administrator | Julie Jones, Director of Climate, Instruction & Professional Development |
| 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.
 | Chris Riser, Administrator | Julie Jones, Director of Climate, Instruction & Professional Development  |
| 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.



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 Consultation[[1]](#footnote-0), etc.)

 **Suggested Resources:**

1. [Equity Decision Tools](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Decision%20Tools%20for%20SY%202020-21.pdf) for School Leaders
2. [Community Engagement Toolkit](https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web%5B1%5D.pdf)
3. [Tribal Consultation Toolkit](https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Documents/20.10.13_%20Web%20Accessible%20Tribal%20Consultation%20Toolkit.pdf)

**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.  | Due to the size of HOLLA School and the family engagement that is core to our school community, HOLLA School is able to provide continuity of instruction for students who may miss school due to illness. For example, when a student is absent or ill, the HOLLA School Leadership Team reaches out to the family to offer school work, books, or subjects for the student and family to complete or explore at 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. | HOLLA School is uniquely equipped to anticipate and identify students and families in our school community that may need specific support. We are a small school with an emphasis on staff/student relationships and classroom mentors that actively work as liaisons between the School and families. At HOLLA School we identify equity as an ongoing consciousness journey that requires continuous reflection, a cycle of inquiry and being able to give and receive feedback throughout the process of learning. HOLLA School has a unique opportunity and responsibility to embody and model these beliefs to staff, students, and families by using culturally responsive means of connecting that enable us to see needs. |
| 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. | HOLLA School’s demographics indicate that instead of a differentiated plan, this need applies to the whole of our school community. HOLLA School is prepared - through the languages besides English spoken by staff, relationships with students and families, and community partnerships with other organizations- to provide an individual plan to students and families who may need it. Upon identification of the student/family who falls under one of these categories, HOLLA School staff will communicate with the family to provide communication, technical, educational, and medical resources 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. | At the beginning of the school year, HOLLA School staff will participate in training to learn and review communicable disease prevention, first aid, and bloodborne pathogens. The HOLLA School Leadership meets weekly and works in a collaborative manner to ensure the team is in alignment and receives support as necessary.  |

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 **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](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Updated%20CD%20Guidance.pdf) 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](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html#anchor_1625661937509)
7. [Supports for Continuity of Services](https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/Supports-for-Continuity-of-Services.aspx)

**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 | *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](https://www.oregon.gov/oha/PH/PREVENTIONWELLNESS/VACCINESIMMUNIZATION/GETTINGIMMUNIZED/Pages/SchRequiredImm.aspx) *or a* [medical](https://www.oregon.gov/oha/PH/PREVENTIONWELLNESS/VACCINESIMMUNIZATION/GETTINGIMMUNIZED/Pages/SchExemption.aspx) *or* [nonmedical exemption](https://www.oregon.gov/oha/PH/PREVENTIONWELLNESS/VACCINESIMMUNIZATION/GETTINGIMMUNIZED/Pages/non-medical-exemption.aspx) *to stay enrolled.* |
| Face Coverings | HOLLA School provides face coverings for students and staff who want them or who have minor illnesses. By providing face coverings, we create equitable access for all students to use face coverings. HOLLA School respects decisions to wear or not wear a mask for healthy individuals.  |
| Isolation  | Students who are ill may be moved outside of the classroom to complete work.  |
| Symptom Screening  | Students who come to school not feeling well will be monitored and HOLLA School will contact the family if the student’s symptoms worsen or are disruptive to learning.  |
| COVID-19 Diagnostic Testing | *OHA offers schools a* [*diagnostic testing program*](https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/le3798.pdf#:~:text=CDC%20recommends%20screening%20only%20in%20unvaccinated%20individuals.%20Oregon,all%20interested%20K-12%20schools%20are%20welcome%20to%20enroll.) *to all public and private K-12 schools in Oregon. Please indicate whether your school will offer diagnostic testing.* HOLLA School has COVID-19 self tests available to families, students, and staff.  |
| Airflow and Circulation | HOLLA School is located in a building owned by Reynolds School District that has an up to date HVAC system for proper air circulation.  |
| Cohorting | If needed, HOLLA School has extra classroom space for students to be placed in cohorts.  |
| Physical Distancing | HOLLA School has adequate classroom space for students showing signs of minor illness to work further from the group or outside the classroom.  |
| Hand Washing | HOLLA School has bathrooms throughout the building for students to have access to hand washing. We require all students to wash hands after bathroom use and before any meals or snacks at school.  |
| Cleaning and Disinfection | HOLLA School employs custodial service to clean the building and disinfect high touch areas.  |
| Training and Public Health Education | Every HOLLA School staff member is required to complete training in the following areas: communicable disease prevention, first aid, and bloodborne pathogens. HOLLA School also provides masks for students and staff to help reduce the spread of communicable disease. These measures, along with following current guidance, work together to protect in-person instruction.  |



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.

**hollaschool.org/resources**

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

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](https://www.justice.gov/archive/otj/Presidential_Statements/presdoc1.htm) basis*.* [↑](#footnote-ref-0)