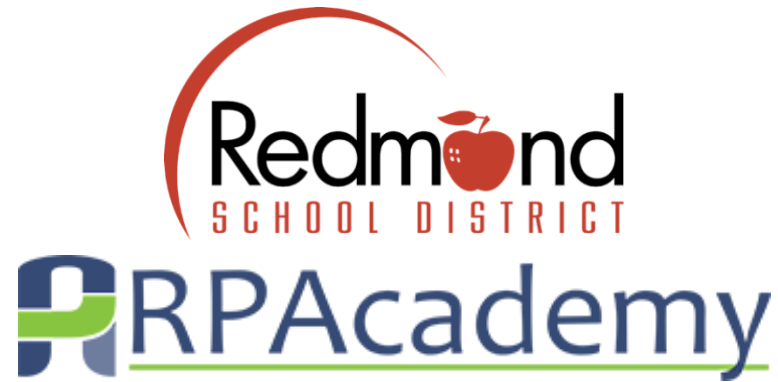


**School-Level Communicable Disease Management Plan**  
**Template For School Year 2023-2024**



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**School/District/Program Information**

District or Education Service District Name and ID: REDMOND SCHOOL DISTRICT 2J

School or Program Name: Redmond Proficiency Academy

Contact Name and Title: Jon Bullock, Executive Director

Contact Phone: 541-526-0882

Contact Email: jon\_bullock@rpacademy.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><b>School District Communicable Disease Management Plan</b>  <a href="#">OAR 581-022-2220</a></p>	<p>Redmond SD: <a href="#">Communicable Disease Management Plan</a></p>
<p><b>Exclusion Measures</b>                      Exclusion of students and staff who are diagnosed with certain communicable diseases.  <a href="#">OAR 333-019-0010</a></p>	<p><a href="#">Exclusion Guidelines</a></p>
<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 students with special health care needs.  <a href="#">OAR 581-022-2220</a></p>	<p>Each school in Redmond SD has a “health room/nurse office” which meets this requirement. Each nurse office is equipped with an air filtration system. Students with active exclusionary symptoms will be isolated and sent home.</p>
<p><b>Emergency Plan or Emergency Operations Plan</b>  <a href="#">OAR 581-022-2225</a></p>	<p><a href="#">Emergency Plan</a>  <a href="#">Emergency Plan Part 2</a></p>

Plan Types	Hyperlinks and Descriptions
<b>Mental Health and Wellbeing Plans such as those prepared for <a href="#">Student Investment Account</a></b> (optional)	<i>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.</i> <a href="#">Counseling website</a> <a href="#">Care and Connection</a>
<b>Additional documents reference here:</b>	



## 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> </ul>	Hillary Kirk, High School Assistant Director	Amy Kapple High School Director (e.g. Asst. Princ., Dean, Office Manager)

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	<ul style="list-style-type: none"> <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>		
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>	Jen Reid, Health Assistant Sue Schmidt- Nurse	Jeff Hawthorne
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 any cluster of illness among staff or students.</li> <li>● Provides requested logs and information to the LPHA in a timely manner.</li> </ul>	Assigned building nurse (see name above) in collaboration with:  District Nurse	District Nurse, Kim Kirk
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>	Tony Pupo, Asst. Supt., Operations	Lance McMurphy, Food Services

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"> <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>	Holly Brown, District Public Information Officer	Gina Blanchette, Admin. Asst. to Superintendent
District 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>	Kim Kirk, Lead Nurse	Debbie Willitts, Lead Nurse
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>	Andi Bloom	Kelly Coyle and Kari Coe
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 Consultation<sup>1</sup>, etc.)

- [Oregon Equity Lens](#)
- [Equity Tool](#)
- [RPA/RSD Equity Tools](#)
- [Engaging Equity Program](#)



#### Suggested Resources:

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

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<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.

**Table 3.**

**Centering Educational Equity**

OHA/ODE Recommendation(s)	Response:
<p>Describe how you will ensure continuity of instruction for students who may miss school due to illness.</p>	<p>Students who miss school due to illness will be able to access their education through Google Classroom and the option of zooming into their class if they are able to do so. Students will not be negatively impacted by missing school due to illness. They will be provided with ongoing opportunities to demonstrate proficiency.</p>
<p>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>	<ul style="list-style-type: none"> <li>● Through our MTSS/RTI systems school staff will analyze data to identify students who experience barriers to their education or who are disproportionately impacted by Communicable disease (e.g., students at increased risk of severe illness due to cognitive or developmental function, students at increased risk of negative impact/complications related to immunocompromised health status, etc.).</li> <li>● Through our MTSS/RTI systems school will review information to design strategies that will remove barriers and provide additional support to students identified as needing additional support.</li> <li>● During the first two weeks of the school year, the Assistant Director of Student Services in conjunction with the Student Support team will work to identify students who are more likely to be negatively impacted by communicable disease and work to provide additional support to said students as well as identifying students who are struggling academically.</li> <li>● During staff orientation week, staff will be lead in multiple trainings regarding trauma informed care and student support and interventions.</li> <li>● Student support team will identify students during student intakes, student support referrals and student requests along with using the student tracking data from previous school years.</li> <li>● Set staff goal to prioritize relationship building with students to meet their individual educational and emotional needs.</li> <li>● Devote week one of school to care and connection activities for students to engage with staff and their peers.</li> <li>● Implement ongoing classroom interventions to ensure that one of the primary focuses for staff is to care for and connect with students.</li> <li>● Foster student lead community building programs and student support programs to benefit student wellbeing.</li> <li>● Student support team will prioritize linking students to outside culturally responsive resources such as mental health resources and other support programs.</li> </ul>

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>	<ul style="list-style-type: none"> <li>● Once identified, school teams, in partnership with a student’s guidance counselor and teacher, will develop a plan in consultation with the student and family based on the unique needs of each student. The RTI process and plans for support, articulated in the MTSS framework will be reviewed periodically throughout the year to monitor progress and support student/family/caregiver needs.</li> <li>● School will base student educational needs on assessment data and will work to personalize educational content based on the assessment’s indication of educational need.</li> <li>● Student support team will work to create specialized intervention plans that ensure the specific needs of each student are being addressed.</li> <li>● Student support team will work in conjunction with outside community agencies to ensure that students have access to community resources that will benefit their wellbeing.</li> <li>● Student intervention plans will be reviewed throughout the school year to monitor progress.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>● School staff will continue professional development during School Improvement Wednesday (SIW) to assist in this work, and to implement needed support for students disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to communicable disease.</li> </ul> <p>The following trainings will be used to assist in the above mentioned student support plans:</p> <ul style="list-style-type: none"> <li>● Staff trauma informed training</li> <li>● Staff collaborative problem solving training</li> <li>● Student Care and Connection Lesson outlines</li> </ul> <p>Weekly student support meetings to ensure student interventions are effective and ongoing.</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 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. <b>Shots are required by law</b> 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 <a href="#">requires shots</a> or a <a href="#">medical</a> or <a href="#">nonmedical exemption</a> to stay enrolled.</i>
Face Coverings	Face coverings are encouraged in all of our buildings, particularly in times of high community transmission. Unless the state returns to a state-wide school masking mandate, or a Deschutes County specific mask mandate, mask use will be optional but encouraged in our district.
Isolation	Students and staff with symptoms of illness will be isolated from the rest of the school population and sent home per the exclusion guidelines.
Symptom Screening	We do not screen for symptoms at the door. Teachers and other staff are trained to do a quick visual assessment of their class at the start of the day and the start of each period. Parents are reminded of the symptoms to watch for and instructed not to send children with symptoms to school. Staff are instructed to do daily self-symptom assessments and not to attend work if they are having symptoms of concern.
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> RPA will continue to offer diagnostic testing for students and staff while testing supplies last.
Airflow and Circulation	District facilities team continues to manage heating, ventilation and air conditioning equipment with protective strategies including the regular monitoring and replacement of efficiency particulate system filters, and increased intake of fresh air to maintain circulation and increase air exchanges.  <u><i>Airflow and Circulation</i></u>
Cohorting	Cohorting will continue to be practiced to the fullest extent possible in our schools.
Physical Distancing	Classrooms will be set up to maximize physical distance between persons. Staff and students will be advised on the importance of continued physical distancing along with other mitigation measures.
Hand Washing	Good hand-washing practices will be taught and reinforced at all levels of RSD. Students and staff will be reminded to wash or sanitize their hands before and after eating, before and after using the restroom, after touching soiled surfaces and when visibly dirty.

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?
Cleaning and Disinfection	Working surfaces in all buildings will be cleaned every 24 hours. Rooms that are identified as having had a person actively ill person in them will be cleaned and disinfected.
Training and Public Health Education	staff will be trained and families will be advised regarding these layered mitigation measures. Signs and posters around the school will reinforce mitigation measures. School newsletters will include reminders for students and families about attention to mitigation measures.

**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.

INSERT THE LINK [RPA Website](#) where this plan is available for public viewing.

Date Last Updated: **August 1, 2023**

Date Last Practiced: **By September 01, 2023**