

# School-Level Communicable Disease Management Plan

School Year 2023-2024



## School/District/Program Information

District or Education Service District Name and ID: Reynolds School District #7

School or Program Name: Rockwood Preparatory Academy

Contact Name and Title: John Nelsen, Executive Director

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**Table 1.**

	<p><b>Policies, protocols, procedures and plans already in place</b></p> <p>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.</p>
<p><b>School District Communicable Disease Management Plan</b></p> <p><a href="#">OAR 581-022-2220</a></p>	<p><a href="https://www.rockwoodprep.org/_files/ugd/e77791_5ff8f00348c543d4a3c663a888d55a97.pdf">https://www.rockwoodprep.org/_files/ugd/e77791_5ff8f00348c543d4a3c663a888d55a97.pdf</a></p>
<p><b>Exclusion Measures</b></p> <p>Exclusion of students and staff who are diagnosed with certain communicable diseases.</p> <p><a href="#">OAR 333-019-0010</a></p>	

<p><b>Isolation Space</b></p> <p>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.</p> <p><a href="#">OAR 581-022-2220</a></p>	<p><b>Student health room located in the main office where students are helped when ill or injured by trained staff. Staff will enter the visit in an “office support” form</b></p>
<p><b>Emergency Plan or Emergency Operations Plan</b></p> <p><a href="#">OAR 581-022-2225</a></p>	<p><a href="http://rockwoodprep.org/wp-content/uploads/2022/07/RPA-Emergency-Response-Plan-2022.pdf">http://rockwoodprep.org/wp-content/uploads/2022/07/RPA-Emergency-Response-Plan-2022.pdf</a></p>
<p><b>Mental Health and Wellbeing Plans such as those prepared for <a href="#">Student Investment Account</a> (optional)</b></p>	<p><b>Rockwood Preparatory Academy uses Sources of Strength, a curriculum which teaches strategies to staff and students to create safe and supportive classroom environments, student behaviors and positive relationships. Sources of Strength is used daily in the classrooms during community circle and once a month with staff on Professional Development days.</b></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>	John Nelsen, Executive Director	Maria McCollum- Principal K-2  Danielle Barnard- Principal 3-5

<p>School Safety Team Representative <i>(or staff member knowledgeable about risks within a school, emergency response, or operations planning)</i></p>	<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>	<p><b>John Nelsen- Executive Director</b></p> <p><b>Jason McCollum, Devon Barnard- Maintenance</b></p> <p><b>Maria McCollum- Principal K-2</b></p> <p><b>Danielle Barnard- Principal 3-5</b></p>	
<p>Health Representative <i>(health aid, administrator, school/district nurse, ESD support)</i></p>	<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>	<p><b>John Nelsen- Executive Director</b></p> <p><b>Maria McCollum- Principal K-2</b></p> <p><b>Danielle Barnard- Principal 3-5</b></p>	<p><b>Ana Martinez-Registrar</b></p> <p><b>Maria Ramos-Secretary</b></p>

<p>School Support Staff as needed</p> <p><i>(transportation, food service, maintenance/custodial)</i></p>	<ul style="list-style-type: none"> <li>· Advises on prevention/response procedures that are required to maintain student services.</li> </ul>	<p><b>John Nelsen- Executive Director</b></p> <p><b>Maria McCollum- Principal K-2</b></p> <p><b>Danielle Barnard- Principal 3-5</b></p>	
<p>Communications Lead (<i>staff member responsible for ensuring internal/external messaging is completed</i>)</p>	<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>	<p><b>Maria McCollum- Principal K-2</b></p> <p><b>Danielle Barnard- Principal 3-5</b></p>	<p><b>Ana Martinez- Registrar</b></p> <p><b>Maria Ramos- Secretary</b></p>
<p>District Level Leadership Support</p> <p><i>(staff member in which to</i></p>	<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</li> </ul>	<p><b>John Nelsen- Executive Director</b></p>	<p><b>Maria McCollum- Principal K-2</b></p> <p><b>Danielle Barnard- Principal 3-5</b></p>

<i>consult surrounding a communicable disease event)</i>	<p>that those responsible for communication are designated speakers.</p>		
<p>Main Contact within Local Public Health Authority (LPHA)</p>	<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>	<p><b>John Nelsen- Executive Director</b></p> <p><b>Maria McCollum- Principal K-2</b></p> <p><b>Danielle Barnard- Principal 3-5</b></p>	
<p>Others as identified by team</p>			

## 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], etc.)

1. Collection of “Deepening Questions” which offer leaders prompts they could select from to deepen their own reflections or bring to community or staff meetings to help get underneath core decision making challenges.
2. Before and after school that offers enrichment opportunities for students and child care for working families
3. Restorative Committee who will reach out to families and staff, provide resources, and build connections

#### Suggested Resources:

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



**Table 3.**

**Centering Educational Equity**

<b>OHA/ODE Recommendation(s)</b>	<b>Response:</b>
<p>Describe how you will ensure continuity of instruction for students who may miss school due to illness.</p>	<p><b>Rockwood Preparatory Academy will offer during school and after school “make up” sessions for students who miss school and need to be caught up through small group or 1:1 instruction.</b></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>	<p><b>Rockwood Preparatory Academy identifies those in the school setting that are disproportionately impacted by illness through empathy phone calls and by building connections with families. RPA also believes in the restorative justice model where students and families receive the differentiated and or additional support that is needed to be safe and successful.</b></p>

<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><b>Rockwood Preparatory Academy reviews academic data weekly and works together to plan how best to support students at risk. RPA recognizes the importance of bridging the home to school connections and collaborates with families on how best to support students and families both at home and at school.</b></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><b>Rockwood Preparatory Academy will have a Social Emotional Learning Coordinator on campus who will assist in coaching and training all staff and students on the implementation of looking through an equity lens when responding to students from different backgrounds and experiences. RPA will also partner up with Playworks to train staff and students on how to solve conflict and build healthy relationships among our peers. Professional Development will happen weekly to provide staff the opportunity to reflect and plan going into the next week and months. Principals, Title 1 teacher, small group teacher, SEL coordinator work collaboratively to schedule in additional supports during the day and weeks to support academic and behavioral needs.</b></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**

<b>OHA/ODE Recommendation(s)</b>  Layered Health and Safety Measures	<b>Describe what mitigating measures the school will implement to reduce and respond to the spread of communicable disease and protect in-person instruction?</b>
Immunizations	<b>Rockwood Preparatory Academy will share resources, flyers, links, special events, etc. that inform staff and families of vaccine clinics or notices about where to access vaccines in the community.</b>
Face Coverings	<b>Families and staff are encouraged to wear face coverings after recovering from illnesses of any kind. Families are also welcomed to wear face coverings if that is what makes them most comfortable.</b>
Isolation	<b>RPA will have a designated Isolation room. Symptomatic students will remain at school until a designated adult can pick them up following the health room symptom screening.</b>
Symptom Screening	<b>Students will be visually screened by the staff. When the screening indicates that a student may be symptomatic, the student is sent home with parent/guardian before entry takes place following established protocol or student will be escorted to the designated health area if the parent has already left the campus. Staff are required to self-screen and report when they have symptoms related to illness. Staff members are not responsible for screening other staff members for symptoms.</b>

COVID-19 Diagnostic Testing	<b>Rockwood Preparatory Academy will follow protocols and requirements of BINAX, OHA and ODE. If students and or staff are exhibiting COVID-19 symptoms while on site they will have the opportunity to take a free COVID-19 test. Ensures that students and staff have the opportunity to be tested while on site if experiencing COVID-19 like symptoms to better help stop the spread if positive.</b>
Airflow and Circulation	<b>Ventilation system will be checked and maintained monthly by maintenance staff. All classrooms will have operational windows to allow for ventilation. All air-movers are being serviced and repaired to ensure proper air movement throughout the school. Systems are put in place to accommodate efficient air flow. Every classroom will have an air purifier.</b>
Cohorting	<b>Rockwood Preparatory Academy will limit cohorting with the exception of meals, recess and small groups</b>
Physical Distancing	<b>Staff will continue to teach and model social distancing expectations.</b>
Hand Washing	<b>Ensures that all students and staff have access to soap, water and sanitizer and are consistently encouraged and reminded to use them appropriately. Hand washing posters displayed in bathrooms.</b>
Cleaning and Disinfection	<b>All frequently touched surfaces (e.g., playground equipment, door handle, drinking fountains) will be cleaned between uses by different cohorts, but not less than once daily.</b>

	<p><b>Carpets and other soft surfaces will be disinfected daily. Regular cleaning will occur in accordance with the RPA Cleaning And Disinfecting schedule. If a facility has had a sick person or someone who tested positive for COVID-19 within the last 24 hours, the space should be cleaned and disinfected</b></p>
<p>Training and Public Health Education</p>	<p><b>Rockwood Preparatory Academy will assign online safety and cleanliness training in addition to reviewing expectations monthly at a minimum during staff meetings.</b></p>

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** where this plan is available for public viewing.

Date Last Updated: **August 25, 2023**

Date Last Practiced: **August 25, 2023**

[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.

To improve ventilation, it is important to **confirm that your HVAC systems are operating properly**, following the manufacturer’s instructions. This includes:

- Maintaining the HVAC system regularly.
- Changing the filters in the system regularly.
- Ensuring filters fit properly so little or no air gets around the filters.

With a well-maintained HVAC system, schools can adopt additional strategies to improve indoor air quality:

- Aim for **at least 5 air changes per hour** in occupied spaces. More air changes per hour helps increase airflow and reduce the number of viruses in the air.
- Use filters rated **Minimum Efficiency Reporting Value (MERV) 13 or higher**. A higher-rated filter [can trap more particles](#) from the air than a lower-rated one.
- **Adjust HVAC systems to increase total airflow** when the building is occupied. This may mean setting the HVAC fan to “on” instead of “auto” so the fan operates continuously. This will circulate more air and reduce the risk of exposure for people inside.
- **Bring in more outdoor air**. Open outdoor air dampers on HVAC equipment beyond the minimum settings, use exhaust fans, and open windows and doors when safe and healthy to do so. Use fans in spaces where windows are open to better circulate outdoor air.
- Use portable or built-in high-efficiency particulate air (HEPA) fan or filtration systems (e.g., **air cleaners, air purifiers**). These can also help reduce the number of viral particles in the air.
- Use **ultraviolet air treatment** systems. These can kill viruses in the air and on surfaces when used properly.