

# Mohawk High School Communicable Disease Management Plan

School Year 2023-2024



---

## School/District/Program Information

District or Education Service District Name and ID: Marcola School District #79J

School or Program Name: Mohawk High School

Contact Name and Title: Rex Hoffman, School Principal

Contact Phone: (541) 933-2512      Contact Email: [rhoffman@marcola.k12.or.us](mailto:rhoffman@marcola.k12.or.us)

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
<b>School District Communicable Disease Management Plan</b> <a href="#">OAR 581-022-2220</a>	<a href="https://docs.google.com/document/d/e/2PACX-1vSmqDUPM6MHpAzc3vRShoCNacn4K_USCdzmfiVVMff2lv_aSe6jJJY4B-BYDtY2EFRIPL_c-31tKkh/pub">https://docs.google.com/document/d/e/2PACX-1vSmqDUPM6MHpAzc3vRShoCNacn4K_USCdzmfiVVMff2lv_aSe6jJJY4B-BYDtY2EFRIPL_c-31tKkh/pub</a>
<b>Exclusion Measures</b> Exclusion of students and staff who are diagnosed with certain communicable diseases. <a href="#">OAR 333-019-0010</a>	Communicable disease plan outlines specific exclusion criteria for identifying when a student will not attend school while in a communicable stage of a restrictable disease or when an administrator has reason to suspect that any susceptible student has or has been exposed to any disease for which the student is required to be excluded in accordance with law and per administrative regulation.
<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>	<ol style="list-style-type: none"> <li>1. Each School within the district has a dedicated health room for sick or injured staff/students to utilize. Each Health room has a first-aid couch for the sick or injured person to lie down on while being assessed by the RN or designated health room attendant if necessary. Additionally, each school has an isolation space within the health room that is separated by a minimum of 6 feet from other chairs. The student or staff will remain isolated in this space until they are picked up by a parent or can safely leave for home.</li> <li>2. All health room attendants have been instructed to maintain good hand hygiene upon entering and exiting the health room as well as in between students/staff they may be attending to.</li> <li>3. Health room staff are trained annually on first aid and AED use per American Heart Association guidelines.</li> <li>4. First Aid supplies needed to properly apply first aid have been stocked in each health room and will be maintained as needed</li> </ol>

Plan Types	Hyperlinks and Descriptions
<b>Educator Vaccination</b> OAR 333-019-1030	<a href="https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=286290">https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=286290</a>
<b>Emergency Plan or Emergency Operations Plan</b> OAR 581-022-2225	Each School Building must have a written plan for response to medical emergencies; such plan should be articulated with general emergency plans for buildings and districts as required by OAR 581-022-2225. The Marcola School District maintains an Emergency Plan Handbook that is updated annually. Each building and classroom maintains a current copy. One item in the handbook is how to respond to a medical emergency. Handbooks are reviewed at the beginning of the year staff meetings, and on an ongoing throughout the year. The plan specifically addresses when to call 911, how to assess the scene, and how to assess the victim. In addition, all building have AED's and staff trained to use them. Locations of the AED's are reviewed and known by all staff.



## 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> </ul>	Rex Hoffman, School Principal	Terry Augustadt, Superintendent taugustadt@marcola.k12.or.us

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	<ul style="list-style-type: none"> <li>Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li> </ul>	rhoffman@marcola.k12.or.us	
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>	Rex Hoffman, School Principal rhoffman@marcola.k12.or.us	Terry Augustadt, Superintendent taugustadt@marcola.k12.or.us
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>	Kelsea Collum, District Nurse kcollum@marcola.k12.or.us  OR Wendi Gill, School Secretary wgill@marcola.k12.or.us	Rex Hoffman, School Principal rhoffman@marcola.k12.or.us
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>	Linda Brecht-Kwirant, MSD Director of Student Services lbrecht-kwirant@marcola.k12.or.us	Rex Hoffman, School Principal rhoffman@marcola.k12.or.us

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Communications Lead (staff member responsible for ensuring internal/external messaging is completed)	<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>	Heather VanderPloeg, Executive Assistant/Human Resources hvanderploeg@marcola.k12.or.us	Rex Hoffman, School Principal rhoffman@marcola.k12.or.us
District Level Leadership Support (staff member in which to consult surrounding a communicable disease event)	<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>	Rex Hoffman, School Principal rhoffman@marcola.k12.or.us	Terry Augustadt, Superintendent taugustadt@marcola.k12.or.us
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>	Terry Augustadt, Superintendent taugustadt@marcola.k12.or.us	Heather VanderPloeg, Executive Assistant/Human Resources hvanderploeg@marcola.k12.or.us



## Section 2. Equity and Mental Health

## 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.)



#### 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.	Office staff or school staff identify students and families who may need extra assistance through daily interaction or during phone interaction. Families who are impacted by illness and would like assistance of any kind are then referred to our office secretary who can further identify needs specific to that family. Our office secretary is able to assist families who may require additional support during their illness or recovery period.

<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:
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.	Office staff or school staff identify students and families who may need extra assistance through daily interaction or during phone interaction. Families who would like assistance during their illness will be referred to our office secretary. Our office secretary is able to assist families with various social needs during their illness or recovery period, including but not limited to, food support, schoolwork support and health services. Office secretary will continue to check in with families until they identify as no longer needing additional support.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Our office secretary will assist families with support needed related to illness or other restrictable diseases. Building administrators are readily available by phone or email to discuss specifics surrounding family support.

## 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 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 illness (e.g., counseling services; partnerships with community mental and behavioral health providers; school district 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 District Examples

5. Oregon Health Authority Youth Suicide Prevention

**Table 4. Mental Health Supports**

OHA/ODE Recommendation(s)	Response:
Describe how you will devote time for students and staff to connect and build relationships	<p>The school commits to creating learning opportunities that foster creative expression, make space for reflection and connection, and center on the needs of the whole child by:</p> <ul style="list-style-type: none"> <li>● Create a connection process where belonging and connection can be enhanced.</li> <li>● Host a “Open House” for students and parents in the fall.</li> </ul>
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.	<ul style="list-style-type: none"> <li>● Dedicate the first week of school to care and connection, with appropriate social-emotional learning tools to create relationships. This will mean that academic demands are intentionally reduced to ensure that reconnecting with peers and teachers are at the forefront.</li> <li>● Implement social-emotional curriculum, which provides quality learning experiences, creating deep interpersonal relationships that focus on inclusion.</li> </ul>
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	<ul style="list-style-type: none"> <li>● Administrators will collaborate with district leaders and community partners to share resources and opportunities with our families, including partnership and collaboration with our local community partner that focuses on supporting this community.</li> <li>● Administrators will have on hand a list of referrals to multicultural resources for both physical and mental health services.</li> <li>● District staff will collaborate with community partnerships for mental health services, medical services, food, and shelter to assist students and their families.</li> <li>● Administrators will ensure support resources provided to students and families will be made available in multiple languages if needed.</li> </ul>





### 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 covers are optional for students, staff, and volunteers.
Isolation	We have an isolation area listed in our communicable disease management plan, all necessary staff members know of this area and are able to follow the disease management plan.
Symptom Screening	We have many layers of symptom screening. All parents are given a list of symptoms to screen their students for (with many reminders throughout the year), we have a staff member visually screening all students throughout the day.
COVID-19 Diagnostic Testing	COVID -19 Diagnostic Testing sites will be made available to staff and students.
Airflow and Circulation	We have HEPA air purifiers in each classroom, our ventilation systems are working as they are intended, and we leave the doors and windows open as much as possible.
Cohorting	In the event of a communicable disease outbreak, we are prepared to return to cohorting.
Physical Distancing	In the event of a communicable disease outbreak, we have the ability to create physical distancing between the staff and students.
Hand Washing	We are intentional about teaching good hygiene and creating opportunities for students to wash their hands throughout the day.
Cleaning and Disinfection	Our staff will continue to clean and disinfect on a regular basis.

## 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.

Date Last Updated: **August 2023**

Date Last Practiced: **August 30, 2023**