

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



School/District/Program Information

District or Education Service District Name and ID: 48J ID # 2243

School or Program Name: Beaverton School District

Contact Name and Title: Dr. Heather Cordie, Deputy Superintendent of Teaching and Learning

Contact Phone: 503-335-4500 Contact Email: heather_cordie@beaverton.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
School District Communicable Disease Management Plan OAR 581-022-2220	Communicable Disease Management Guidance from ODE Symptom-Based Exclusion Guidelines
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010	Disease Specific Guidelines from ODE General Outbreak Guidance from Washington County Non medical Immunization exemption flowsheet from OHA
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	Each School will have a separate space identified for isolation. This is so that students with communicable disease symptoms or those who meet too sick for school guidelines will be from students accessing the health room for non-communicable disease health care.
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	BSD Emergency Operations Plan

Plan Types	Hyperlinks and Descriptions
<p>Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional)</p>	<p>Oregon Classroom WISE, ODE Mental Health Toolkit, Mental Health America</p> <ul style="list-style-type: none"> • These resources are utilized to help build mental health awareness and literacy among staff and support communication and outreach efforts with families and the community. • Student Supports Framework - This resource includes our multi-tiered systems of support for students' mental health and wellbeing including school, district, and community points of contact. It represents the available strategies and resources the buildings can tap into when a student is struggling or requesting support as well as the channels for accessing available support. • Care Team Meetings - The Care Team is a building-level team meeting that includes representatives from the school, BSD Partners, and district representatives to review students who have indicated a need for more targeted support or services in order to develop comprehensive intervention plans and connect students to available building-level, district, and community supports. • Comprehensive Mental and Behavioral Health google site - Landing page for resources, events, and updates related to student mental health and wellbeing including link to suicide prevention, intervention and postvention Plan. <p>1. <i>Adi's Act Toolkit- Student education plan</i> - developed to support implementation of student prevention by training staff in Assist Prevention with timelines, curriculum resources, and recommendations for scheduling. Suicide prevention: building mental health literacy for students and staff and help them become more aware of risk factors and warning signs for suicide and how to seek support for self of others if there is a concern.</p> <ul style="list-style-type: none"> • Each school has a behavior health and wellness team that supports tier 1 and tier 2 interventions across all K-12 schools. They are multidisciplinary teams that may include counselors, social workers, academic and behavior coaches, administration, teachers and other support staff.
<p>Additional documents reference here:</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"> • 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. 	Heather Cordie, Deputy Superintendent of Teaching and Learning Shellie Bailey-Shaw, Communications Officer Alternative Contact: Lori Perkins, Lead Nurse Deputy Superintendent of Teaching and Learning: Dr. Heather Cordie	Lori Perkins, Lead Nurse Dr. Heather Cordie, Deputy Superintendent of Teaching of Learning

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<p>School Safety Team Representative (or staff member knowledgeable about risks within a school, emergency response, or operations planning)</p>	<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. 	<p>Elementary School, Principals: Aloha Huber Park K-8, Sarita Amaya Barnes , Edgar Solares Beaver Acres, Angela Tran Bethany , Toni Rosenquist Bonny Slope, Betty Skundrick Cedar Mill, Amy Chamberlin Chehalem, Melissa Holz Cooper Mountain, Allison Montelongo Elmonica , Kalay McNamee Errol Hassell, Paul Marietta Findley, Sherry Marsh Fir Grove, Erin Miles Greenway , Jennifer Whitten Hazeldale, Carolina Christmann Cavedon Hiteon, Janet Maza Jacob Wismer, Laurie Huntwork Kinnaman, Ashlee Hudson McKay, Erin Kollings McKinley, Brian Curl Montclair, Angee Silliman Nancy Ryles, Conica Arbow Oak Hills, Thao Do Gwilliam Raleigh Hills , Jennifer DeMartino Raleigh Park, Aki Mori Ridgewood , Meghan Warren Rock Creek, David Westhora Sato, Annie Pleau Scholls Heights, Tracy Bariao-Arce Sexton Mountain, Cherie Reese Springville , Christy Batsell Terra Linda, Wendy Bernard Vose, Monique Singleton</p>	<p>Public Safety Chief: Patrick Meigs, Executive Administrator for K-8</p> <p>Public Safety Director: Rick Puent:</p> <p>Building Administrators</p>

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
		West T.V., Scarlet Valentine William Walker, Derek Johnston	
		<p>Middle School Principals: Conestoga, Jared Freeman Five Oaks, Kelly Laverne Rachel Carson, at Cedar Park Highland Park, Lori Krumm Meadow Park, Johanna Castillo Stoller, Kelly Angelina Tumwater, Matt Smith Whitford , Zan Hess</p> <p>High School Principals: Aloha High, Matt Casteel Beaverton High, Andrew Kearl Mountainside High, Natalie Labossiere Southridge High, Maria Copelan Sunset High, Elisa Schorr Westview High, Matt Pedersen</p> <p>Option Schools Principals: A.C.M.A., Bjorn Paige Beaverton Academy of Science & Engineering (BASE), Diane Fitzpatrck Early College, Michael Crandall</p>	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
		Flex Online, Paul Ottum International School of Beaverton , Andrew Gilford Merlo Campus Community, Jonathon Sanchez Terra Nova, Michael Crandall Community Transition Program CTP, Dawn Hehman	
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. 	Lead Nurse: Lori Perkins District Nurses: Anita Good Kim Bartholomew Amelia Carnahan Sydney Garl Laura VanDyke Lindsey Henning Kanesha Phillips Meghan O'Loughlin Annelise Stanton Frances O'Connor Heather O'Leary Joni Busche Yaasi Seyedhossini Hunter Rudd Kori Carbonaro Carey Stephens Jennilyn Vowell Danielle Gonzales Nicole Sandoval	Dr. Heather Cordie, Deputy Superintendent of Teaching and Learning

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<p>School Support Staff as needed (<i>transportation, food service, maintenance/custodial</i>)</p>	<ul style="list-style-type: none"> • Advises on prevention/response procedures that are required to maintain student services. 	<p>Lead Nurse: Lori Perkins</p>	<p>Dr. Heather Cordie, Deputy Superintendent of Teaching and Learning</p>
<p>Communications Lead (<i>staff member responsible for ensuring internal/external messaging is completed</i>)</p>	<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. 	<p>Shellie Bailey-Shaw, Communications Officer</p> <p>Elementary School, Principals: Aloha Huber Park K-8, Sarita Amaya Barnes , Edgar Solares Beaver Acres, Angela Tran Bethany , Toni Rosenquist Bonny Slope, Betty Skundrick Cedar Mill, Amy Chamberlin Chehalem, Melissa Holz Cooper Mountain, Allison Montelongo Elmonica , Kalay McNamee Errol Hassell, Paul Marietta Findley, Sherry Marsh Fir Grove, Erin Miles</p>	<p>Dr. Heather Cordie, Deputy Superintendent of Teaching and Learning</p>

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
		<p>Greenway , Jennifer Whitten Hazeldale, Carolina Christmann Cavedon Hiteon, Janet Maza Jacob Wismer, Laurie Huntwork Kinnaman, Ashlee Hudson McKay, Erin Kollings McKinley, Brian Curl Montclair, Angee Silliman Nancy Ryles, Conica Arbow Oak Hills, Thao Do Gwilliam Raleigh Hills , Jennifer DeMartino Raleigh Park, Aki Mori Ridgewood , Meghan Warren Rock Creek, David Westhora Sato, Annie Pleau Scholls Heights, Tracy Bariao-Arce Sexton Mountain, Cherie Reese Springville , Christy Batsell Terra Linda, Wendy Bernard Vose, Monique Singleton West T.V., Scarlet Valentine William Walker, Derek Johnston</p> <p>Middle School Principals: Conestoga, Jared Freeman Five Oaks, Kelly Laverne Rachel Carson, at Cedar Park Highland Park, Lori Krumm Meadow Park, Johanna Castillo Stoller, Kelly Angelina Tumwater, Matt Smith Whitford , Zan Hess</p>	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
		<p>High School Principals: Aloha High, Matt Casteel Beaverton High, Andrew Kearl Mountainside High, Natalie Labossiere Southridge High, Maria Copelan Sunset High, Elisa Schorr Westview High, Matt Pedersen</p> <p>Option Schools Principals: A.C.M.A., Bjorn Paige Beaverton Academy of Science & Engineering (BASE), Diane Fitzpatrick Early College, Michael Crandall Flex Online, Paul Ottum International School of Beaverton , Andrew Gilford Merlo Campus Community, Jonathon Sanchez Terra Nova, Michael Crandall Community Transition Program CTP, Dawn Hehman</p>	
District Level Leadership Support <i>(staff member in which to consult</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. 	Shellie Bailey-Shaw, Communications Officer	Dr. Heather Cordie, Deputy Superintendent of Teaching and Learning

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<i>surrounding a communicable disease event)</i>	<ul style="list-style-type: none"> • Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers. 		
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. 	Shellie Bailey-Shaw, Communications Officer Lead Nurse: Lori Perkins District Nurses: Anita Good Kim Bartholomew Amelia Carnahan Sydney Garl Laura VanDyke Lindsey Henning Kanessa Phillips Meghan O'Loughlin Annelise Stanton Frances O'Connor Heather O'Leary Joni Busche Yaasi Seyedhossini Hunter Rudd Kori Carbonaro Carey Stephens Jennilyn Vowell Danielle Gonzales Nicole Sandoval	Dr. Heather Cordie, Deputy Superintendent of Teaching and Learning

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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.)

- [Equity Lens Guiding Questions](#)
- [JBB Equity Policy](#)
- [Climate, Culture and Voice Website](#)

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.



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.	For long term illness, Home Instruction services are provided by the district. For short term illnesses, teachers offer individual make-up work opportunities to students.
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.	Family Outreach Liaisons and School Nurses track data, assess needs, and provide resources. In addition, schools have weekly/monthly care meetings to assess the universal and targeted needs of students and families in collaboration with CARE coordinators, Specialists, Counselors, Grad Coaches, Students Success Coaches and others contained within the building. Working collaboratively, student needs are addressed and support is provided.

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>	<p>The Beaverton School District has staffed all schools with family outreach staff and staff who work as cultural brokers to connect our families and caregivers to the school system, and to share information and resources in the district and in the community. One resource available to families, and updated frequently, is our Community Resources Web Page.</p> <p>One health/mental health navigator, working out of the central office, is also available to support schools needing assistance, or to assist families with health/mental health resources and referrals.</p> <p>In addition, we have 2 school-based health and wellness centers providing for students and families health, dental and mental health services through the Virginia Garcia Clinic.</p> <p>One of the primary responsibilities of the family engagement team is to engage and support students and families, especially families of color, LGBTQ2SIA+, multilingual families, and individuals with disabilities, with the goal of strengthening linguistic and culturally responsive health/mental health supports and services in education.</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>Ongoing communication with staff, families, and community partners.</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

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>Describe what mitigating measures the school will implement to reduce and respond to the spread of communicable disease and protect in-person instruction?</p>
<p>Immunizations</p>	<p>Immunization clinics are offered within the community by the Virginia Garcia Clinic and our School Based Health Center at Century High School. These clinics are posted and distributed to all schools and our McKinney Vento Liaisons. <i>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 or a medical or nonmedical exemption to stay enrolled.</i></p>
<p>Face Coverings</p>	<p>Mask wearing is optional in our schools, district buildings, and buses with the following encouragement to wear a mask:</p> <ul style="list-style-type: none"> • Masks are encouraged in isolation spaces. • Masks are strongly recommended but not required for symptomatic students and staff.
<p>Isolation</p>	<p>We have a health room attendant:</p> <p>If a student develops symptoms of a communicable disease while at school, they will be isolated away from others until they can go home. The building nurse or health room assistant will monitor anyone who is in the isolation space. Staff may use the isolation space if they become symptomatic at school and request testing if available prior to going home. Isolation spaces may be used for other purposes when not in use for isolation. If an isolation room is used for isolation purposes it should not be used again until it is cleaned and appropriate amount of time has passed for air exchange to occur.</p>
<p>Symptom Screening</p>	<p>Beaverton School District follows the ODE Too Sick for School Guidelines.</p>
<p>COVID-19 Diagnostic Testing</p>	<p>Testing will be available if schools choose to test at school and test kits will be available if a parent requests while supplies allow.</p>
<p>Airflow and Circulation</p>	<p>Regular inspection of all HVAC systems have been evaluated. BSD also has multiple air purifiers throughout the district and in each isolation space to help with air exchange.</p>

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?
Cohorting	Schools are not using cohorting strategies specifically for the mitigation of communicable disease spread. Some cohorting occurs naturally based on the grade level and subject matter being taught.
Physical Distancing	No set amount of physical distancing is required for the mitigation of communicable disease management. Use of an isolation space for individuals whom are symptomatic creates physical distancing that is appropriate for the decrease in spread of communicable disease. 6 ft between 6 students is encouraged.
Hand Washing	Hand washing is encouraged and hand sanitizer is available Staff and students will be trained on the importance of hand and respiratory hygiene. Hand sanitizer will be available for use upon entering District buildings. Students will be encouraged to wash their hands throughout the day including but not limited to after recess, before and after eating lunch and after using the restroom
Cleaning and Disinfection	Custodial approved cleaning products will be available for staff to use in their classroom to wipe down high touch areas as needed throughout the day. 1. Students should NEVER use cleaning products. Custodial staff disinfect and santiize Custodial staff will clean high touch point surfaces daily.
Training and Public Health Education	<ul style="list-style-type: none"> • Cover coughs and sneezes with a tissue or elbow • Throw used tissues away immediately into a garbage receptacle • Clean hands after covering coughs and sneezes. <ol style="list-style-type: none"> 1. OHA 2257 Don't Touch Your T-Zone ENGLISH 2. Cover your cough/sneeze video 3. Wash Your Hands Poster 4. Cover Your Cough Poster

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.

This plan is available for public viewing on the [Communicable Disease Management Plan](#) page of the District Website; [direct link here \(Insert link to PDF version of this document\)](#)

Date Last Updated: **August 2023**

Date Last Practiced: **August 2023**