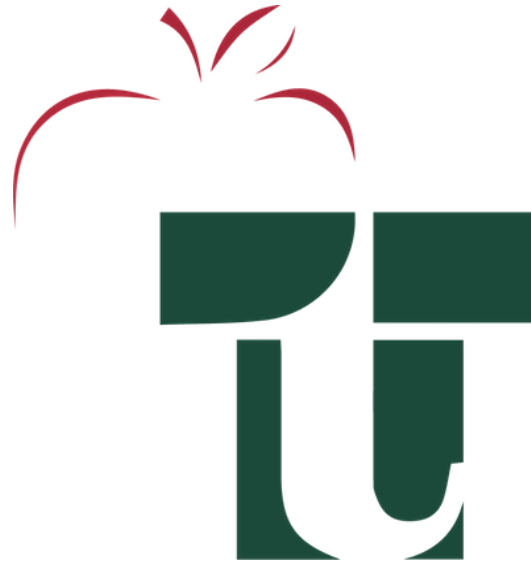


# School-Level Communicable Disease Management Plan Template For School Year 2023-2024

**Tigard-Tualatin School District**



## School/District/Program Information

District or Education Service District Name and ID: Tigard Tualatin School District

School or Program Name: Tigard Tualatin School District

Contact Name and Title: Carol Kinch, Director of Student Services

Contact Phone: 503-431-4006 Contact Email: ckinch@ttsd.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="#">TTSD Health Services Plan</a>
<b>Exclusion Measures</b> Exclusion of students and staff who are diagnosed with certain communicable diseases. <a href="#">OAR 333-019-0010</a>	<a href="#">TTSD Health Services Plan</a>
<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>	<a href="#">TTSD Health Services Plan</a>
<b>Emergency Plan or Emergency Operations Plan</b> <a href="#">OAR 581-022-2225</a>	<a href="#">TTSD Emergency Handbook</a>

Plan Types	Hyperlinks and Descriptions
<p><b>Mental Health and Wellbeing Plans such as those prepared for <a href="#">Student Investment Account</a> (optional)</b></p>	<p>TTSD has a comprehensive, culturally responsive Positive Behavior Intervention Support System. Using a variety of approaches, staff and students have opportunities to build healthy relationships and community. A few programs currently used to facilitate and foster these communities and relationships are: PAX Good Behavior Game, Second Steps, Caring School Communities, Restorative Circles, Morning Meetings, and Affinity Groups. Our schools practice circle work and our collective educational framework of culturally and community responsive education, mindful moments, and opportunities to share experiences that are humanizing and within a culture of care. Classrooms develop co-constructed norms related to how students and staff share their lived experiences within the learning and school community.</p> <p>TTSD offers a continuum of mental health supports and services within our Multi Tiered System of Support model. The <a href="#">Comprehensive Mental Health Services</a> outlines the services and partnerships TTSD offers to provide culturally and community responsive mental health supports.</p> <p>TTSD strives to have a workforce that reflects the students we serve. Unfortunately, this is not a reality at this time. Partnerships with specific organizations will offer students some culturally specific services. Current partnerships include LatinoNetwork, IRCO, REAP, GLSEN, Resolutions NW, SARC, and CARES NW.</p> <p>Affinity groups and equity protocols to help discuss differences, prime environment for difficult topics of discussion. REAP and Resolution NW as well as the district equity protocols help account for impact feelings of belonging and affirmation of self, others and personal identity markers</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>	School Principal	Associate Principal  Carol Kinch, Director of Student Services
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 events, informing continuous improvement of the planning, prevention, response, and recovery system.</li> </ul>	School Principal & District Nurse	Jarvis Gomes, Operations Admin.

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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>	District Nurse	Traci Rose, Director of Communications  Carol Kinch, Director of Student Services
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>	Darin Barnard, Director of Operations and Jarvis Gomes, Operations Administrator	Jarvis Gomes, Operations Administrator
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 the school community.</li> </ul>	Principal and Head Secretary  And Traci Rose, Director of Communications	Traci Rose, Director of Communications
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 the community at large. May act as school level support to Building lead/Administrator activating a scaled response.</li> </ul>	Carol Kinch, Director of Student Services  Traci Rose, Director of Communications	Traci Rose, Director of Communications

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	<ul style="list-style-type: none"> <li>• Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>	Nancy Haning, District 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>	District Nurses & Traci Rose, Director of Communication	Traci Rose, Director of Communications



## 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.)

- [Equity and Collaborations](#)



#### 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**

<b>OHA/ODE Recommendation(s)</b>	<b>Response:</b>
Describe how you will ensure continuity of instruction for students who may miss school due to illness.	<p>The district strives to create communities in our classrooms where all students belong. Teachers are encouraged to intentionally build communities to support belonging that include the expectation that students are taught explicit routines/expectations for when they miss school. In addition, the district uses CANVAS where students can manage their course workload online at any time.</p> <p>For additional help, there are staff in the building who can support them including, but not limited to, school counselor, Learning Specialists, Family Partnership Advocate, Student Engagement Specialist, Success Coach, etc.</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>Each of our schools have Family Partnership Advocates (FPAs) who are liaisons between families and the school. The FPAs work with district staff, including Counselors and Colleen Nakanishi, Social Services Manager, to identify the needs and provide additional support and resources as needed.</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>Each of our schools have Family Partnership Advocates (FPAs) who are liaisons between families and the school. The FPAs work with district staff, including Counselors and Colleen Nakanishi, Social Services Manager, to identify the needs and provide additional support and resources as needed.</p> <p>In addition to the FPAs the district has a network of support staff from the Equity &amp; Inclusion Department and Student Services. Current partnerships include LatinoNetwork, IRCO, REAP, GLSEN, Resolutions NW, SARC, and CARES NW also support our work and address the needs of our community.</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>Regularly scheduled meetings with administrators, counselors, FPAs, and other key staff, including ongoing feedback informs our needs and best strategies to meet the needs of the community.</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	District nurses monitor the immunization status of every child. TTSD hosts two School Based Health Clinics- Virginia Garcia and Neighborhood Health. These community clinics provide access to immunizations.
Face Coverings	Wearing a face covering is an effective way to reduce the spread of COVID-19 and other respiratory viruses. When local COVID-19 transmission is high, all individuals should wear a face covering in schools. During periods of low or moderate transmission, all individuals should consider wearing a face covering to reduce the spread of COVID-19 and other viruses. Cough, fever and other symptoms caused by respiratory viruses are important causes of student and staff absence in schools—wearing a face covering helps keep students in school where they learn best. TTSD does not require students or staff to wear masks.
Isolation	The district follows guidance from OHA and ODE, based on Symptoms of Illness for both staff and students. This guidance is clearly stated in <a href="#">Communicable Disease Guidance for Schools 2023</a> including a <a href="#">Symptom-based Exclusion Chart</a> .
Symptom Screening	Teachers will refer students to the main office who show symptoms of COVID. Regular communication will go out to families to encourage home screening for symptoms.
COVID-19 Diagnostic Testing	TTSD will no longer offer routine screening testing for COVID. However, at a high COVID-19 Community Level, the district may consider implementing screening testing for students and staff for high-risk activities (for example, close contact sports, band, choir, theater); and/or at key times in the year, for example before/after large events (such as prom, tournaments, group travel). In any screening testing program, testing will include both vaccinated and unvaccinated people. Schools serving students who are at risk for getting very sick with COVID-19, such as those with moderate or severe immunocompromise or complex medical conditions, should consider implementing screening testing at a medium or high COVID-19 Community Level.
Airflow and Circulation	Ventilation is a primary tool to reduce viral spread indoors and promote a healthy learning environment. Indoor air spaces need special consideration because of potential COVID-19 transmission from the buildup in air of smaller particles and aerosols that are generated from breathing, talking, laughing, shouting, singing, coughing, and sneezing.

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?
	To improve air quality the district is Increasing the amount of fresh outside air that is introduced into the system; Exhausting air from indoors to the outdoors; and cleaning the air that is recirculated indoors with effective filtration methods (e.g., HEPA filters) to remove virus-containing particles from the air.
Cohorting	Students are in classroom cohorts, but may interact with other students during recess, activity, lunch, etc.
Physical Distancing	Physical Distance will not be required.
Hand Washing	Hand hygiene is important. Frequent and thorough hand washing is a critical way to prevent the spread of many communicable diseases. When done correctly, hand washing will help students, school staff and visitors avoid spreading and receiving germs. When soap and water are not available, hand sanitizer can be used to reduce the spread of germs. The soap and rubbing action of handwashing helps dislodge and remove germs. Hand sanitizers kill some germs but do not effectively remove particles, such as dirt or body fluids. Therefore, visibly dirty hands should always be washed with soap and water. Additionally, some bacteria and viruses are not killed by hand sanitizers. For greatest protection, hands should be washed with soap and water when possible.
Cleaning and Disinfection	Surfaces or objects commonly touched by students or staff (such as doorknobs, desktops, toys, exercise mats) should be cleaned at least daily. Staff will disinfect high-touch surfaces, such as door handles, light switches, faucets, toys, Chrome books, and games that children play with at least once daily. Custodial staff will perform an enhanced cleaning every night in all areas, on all touched surfaces.
Training and Public Health Education	The District Nurses will provide information and training to their schools.