

# **School-Level Communicable Disease Management Plan**

## **For School Year 2023-2024**



### **School/District/Program Information**

**District or Education Service District Name and ID:** Hillsboro School District 1J, ID# 2239

**School or Program Name:** All Hillsboro Schools follow this plan

**Contact Name and Title:** Brooke Nova, Assistant Superintendent of Academic Services

**Contact Phone:** 503-844-1500    **Contact Email:** novab@hsd.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="#">Communicable Disease Management Guidance from ODE</a> <a href="#">Symptom-Based Exclusion Guidelines</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="#">Disease Specific Guidelines from ODE</a> <a href="#">General Outbreak Guidance from Washington County</a> <a href="#">Immunization Guidelines</a> <a href="#">Non medical Immunization exemption flowsheet from OHA</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>	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 separated from students accessing the health room for non-communicable disease health care.
<b>Emergency Plan or Emergency Operations Plan</b> <a href="#">OAR 581-022-2225</a>	<a href="#">HSD Emergency Operations Plan</a>

Plan Types	Hyperlinks and Descriptions
<p><b>Mental Health and Wellbeing Plans</b> such as those prepared for <a href="#">Student Investment Account</a> (optional)</p>	<ol style="list-style-type: none"> <li>1) <a href="#">Oregon Classroom WISE</a>, <a href="#">ODE Mental Health Toolkit</a>, <a href="#">Mental Health America</a> 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.</li> <li>2) 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.</li> <li>3) Care Team Meetings - The Care Team is a building-level team meeting that includes representatives from the school, HSD 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.</li> <li>4) 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</li> <li>5) Adi's Act Toolkit- Student education plan - developed to support implementation of student prevention lessons k-12 with timelines, curriculum resources, and recommendations for scheduling. Suicide prevention lessons build mental health literacy for student and staff and help them become more aware of risk factors and warning signs for suicide and how to seek support for self or others if there is a concern.</li> </ol>
<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> </ul>	Brooke Nova, Assistant Superintendent of Academic Services	Jennette Ferrill, District Nurse Supervisor
Building Lead / Administrator	<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>	Beth Graser, Communications Officer	Brooke Nova, Assistant Superintendent of Academic Services

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<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>Principals: <i>Elementary</i></p> <ul style="list-style-type: none"> <li>• Atfalati Ridge - Dani Johnson</li> <li>• Brookwood - Emily Caldwell</li> <li>• Butternut Creek - Amanda Bethune</li> <li>• Eastwood - Jose Barraza</li> <li>• Free Orchards - Gabriela Villamagua</li> <li>• Farmington View -Natasha Echeverria</li> <li>• Groner - Teresa Vázquez</li> <li>• Imlay - Mykle Rojas</li> <li>• Indian Hills - Katie Thomas</li> <li>• Jackson - Cherylen Marshall</li> <li>• Ladd Acres - Jennifer Robbins</li> <li>• Lenox - Sarah Keller</li> <li>• Lincoln Street - Carmen Brodniak</li> <li>• McKinney - Tristin Burnett</li> <li>• Minter Bridge - Jaycee Zaugg</li> <li>• Mooberry - Pete Muilenburg</li> <li>• North Plains - Kellie Petrick</li> <li>• Orenco - Allison Combs</li> <li>• Patterson - Jamie Lentz</li> </ul>	<p>Lisa Erickson, Public Safety Chief</p> <p>Michelle Brady, Emergency Preparedness Manager</p>

		<ul style="list-style-type: none"> <li>• Quatama - Kathleen Coolman</li> <li>• Reedville - Berta Lule</li> <li>• Rosedale - Erika Pierce</li> <li>• Tamarack - Christy Walters</li> <li>• Tobias - Genevieve Muramatsu</li> <li>• West Union - Juliet Hong</li> <li>• Witch Hazel - Deborah Alvarado</li> <li>• W.L. Henry - Lisa Aguilar</li> </ul> <p><i>Middle</i></p> <ul style="list-style-type: none"> <li>• R.A. Brown - Andrew Bekken</li> <li>• Evergreen - Kevin Hertel</li> <li>• Poynter - Jon Pede</li> <li>• South Meadows - Chris Benz</li> </ul> <p><i>High</i></p> <ul style="list-style-type: none"> <li>• Century - Julie Kasper</li> <li>• Glencoe - Claudia Ruf</li> <li>• Hilhi - Cary Meier</li> <li>• Liberty - Roger Will</li> </ul> <p><i>Other</i></p> <ul style="list-style-type: none"> <li>• Hillsboro Online Academy - Shannon Freudenthal</li> <li>• Oak Street Campus - Amy Torres</li> </ul>	
--	--	--	--

<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>Nurse Manager:</p> <ul style="list-style-type: none"> <li>• Jennette Ferrill</li> </ul> <p>District Nurses:</p> <ul style="list-style-type: none"> <li>• Tracy Evers Selleck</li> <li>• Lisa Scharosch</li> <li>• Kristen Rueber</li> <li>• Jennifer Fisher</li> <li>• Sarah Shadley</li> <li>• Vickie Morton</li> <li>• Rachel Baker</li> <li>• Jeremiah Hansen</li> <li>• Shelly Binoeder</li> <li>• Laurie Frayn</li> <li>• Cameron Martinez</li> <li>• Marci Heselwood</li> </ul>	<p>Brooke Nova, Assistant Superintendent of Academic Services</p>
<p>School Support Staff as needed (<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>Jennette Ferrill, District Nurse Supervisor</p>	<p>Brooke Nova, Assistant Superintendent of Academic Services</p>

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<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>Beth Graser, Communications Officer</p> <p>Principals:</p> <p><i>Elementary</i></p> <ul style="list-style-type: none"> <li>• Atfalati Ridge - Dani Johnson</li> <li>• Brookwood - Emily Caldwell</li> <li>• Butternut Creek - Amanda Bethune</li> <li>• Eastwood - Jose Barraza</li> <li>• Free Orchards - Gabriela Villamagua</li> <li>• Farmington View -Natasha Echeverria</li> <li>• Groner - Teresa Vázquez</li> <li>• Imlay - Mykle Rojas</li> <li>• Indian Hills - Katie Thomas</li> <li>• Jackson - Cherylen Marshall</li> <li>• Ladd Acres - Jennifer Robbins</li> <li>• Lenox - Sarah Keller</li> <li>• Lincoln Street - Carmen Brodniak</li> <li>• McKinney - Tristin Burnett</li> <li>• Minter Bridge - Jaycee Zaugg</li> <li>• Mooberry - Pete Muilenburg</li> <li>• North Plains - Kellie Petrick</li> <li>• Orenco - Allison Combs</li> </ul>	<p>Brooke Nova, Assistant Superintendent of Academic Services</p>



		<ul style="list-style-type: none"> <li>• Patterson - Jamie Lentz</li> <li>• Quatama - Kathleen Coolman</li> <li>• Reedville - Berta Lule</li> <li>• Rosedale - Erika Pierce</li> <li>• Tamarack - Christy Walters</li> <li>• Tobias - Genevieve Muramatsu</li> <li>• West Union - Juliet Hong</li> <li>• Witch Hazel - Deborah Alvarado</li> <li>• W.L. Henry - Lisa Aguilar</li> </ul> <p><i>Middle</i></p> <ul style="list-style-type: none"> <li>• R.A. Brown - Andrew Bekken</li> <li>• Evergreen - Kevin Hertel</li> <li>• Poynter - Jon Pede</li> <li>• South Meadows - Chris Benz</li> </ul> <p><i>High</i></p> <ul style="list-style-type: none"> <li>• Century - Julie Kasper</li> <li>• Glencoe - Claudia Ruf</li> <li>• Hilhi - Cary Meier</li> <li>• Liberty - Roger Will</li> </ul> <p><i>Other</i></p> <ul style="list-style-type: none"> <li>• Hillsboro Online Academy - Shannon Freudenthal</li> <li>• Oak Street Campus - Amy Torres</li> </ul>	
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</li> </ul>	Beth Graser, Communications Officer	Brooke Nova, Assistant Superintendent of Academic Services

	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"> <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>Beth Graser, Communications Officer</p> <p>Nurse Manager:</p> <ul style="list-style-type: none"> <li>• Jennette Ferrill</li> </ul> <p>District Nurses:</p> <ul style="list-style-type: none"> <li>• Tracy Evers Selleck</li> <li>• Lisa Scharosch</li> <li>• Kristen Rueber</li> <li>• Jennifer Fisher</li> <li>• Sarah Shadley</li> <li>• Vickie Morton</li> <li>• Rachel Baker</li> <li>• Jeremiah Hansen</li> <li>• Shelly Binoeder</li> <li>• Laurie Frayn</li> <li>• Cameron Martinez</li> <li>• Marci Heselwood</li> </ul>	Brooke Nova, Assistant Superintendent of Academic Services
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.

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.)

-  EAE 2022-2023
  -  JBB.pdf
  -  Equity Lens Guiding Questions
  - [Climate, Culture and Voice Website](#)



#### Suggested Resources:

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

<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.	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 provider 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.
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>The Hillsboro School District has staffed all schools with family outreach liaisons and key staff who work as cultural brokers to connect our families and caregivers to the school system, and to information and resources in the district and in the community. One resource available to families, and updated frequently, is our <a href="#">Family Resource Guide</a>.</p> <p>One 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, three schools have community care specialists (Lenox, Witch Hazel and Tobias Elementaries) that will support the mental health needs of our families. This is part of a five year Community Care Demonstration Project (ODE's Strengthening Mental Health in Education initiative) being funded by the State Department of Education.</p> <p>One of the primary responsibilities of the family engagement team is to engage and support</p>

	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.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Ongoing communication with staff, families, and community partners.



### 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	<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.</p> <p><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>
Face Coverings	<p>Mask wearing is <b>optional</b> in our schools, district buildings, and buses with the following encouragement to wear a mask:</p> <ul style="list-style-type: none"> <li>● Masks are encouraged in isolation spaces.</li> <li>● Masks are strongly recommended but not required for symptomatic students and staff.</li> </ul>
Isolation	<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>

Symptom Screening	Hillsboro School District follows the ODE <a href="#">Too Sick for School</a> Guidelines.
COVID-19 Diagnostic Testing	Testing will be available if schools choose to test at school and test kits will be available if a parent requests.
Airflow and Circulation	Regular inspection of all HVAC systems is scheduled. HSD also has multiple air purifiers throughout the district and in each isolation space to help with air exchange.
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.
Hand Washing	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	<p>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.</p> <p>(1) Students should NEVER use cleaning products.</p> <p>Custodial staff will clean high touch point surfaces daily.</p>

<b>OHA/ODE</b> <b>Recommendation(s)</b> 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?
Training and Public Health Education	<ul style="list-style-type: none"> <li>■ Cover coughs and sneezes with a tissue or elbow</li> <li>■ Throw used tissues away immediately into a garbage receptacle</li> <li>■ Clean hands after covering coughs and sneezes. <ul style="list-style-type: none"> <li>(1) <a href="#">OHA 2257 Don't Touch Your T-Zone ENGLISH</a></li> <li>(2) <a href="#">Cover your cough/sneeze video</a></li> <li>(3) <a href="#">Wash Your Hands Poster</a></li> <li>(4) <a href="#">Cover Your Cough Poster</a></li> </ul> </li> </ul>

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 page](#) of the District website; direct link [here](#).

Date Last Updated: **August 2023** Date Last Practiced: **August 2023**