

School-Level Communicable Disease Management Plan

For School Year 2023-2024



School/District/Program Information

District or Education Service District Name and ID: Tigard Tualatin School District, 2242

School or Program Name: MITCH Charter School

Contact Name and Title: Caitlin Blood, Executive Director

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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
<p>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>TTSD Communicable Disease Management Plan listed on the MITCH Charter School Home Page</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010</p>	<p>MITCH Follows communicable disease exclusion guidance provided by TTSD. It is listed in our Family Handbook, which is approved by the MITCH School Board and available on our Parent Resources Page. This guidance is shared with families through the Family Handbook, at school-wide events, and by the School Secretary.</p>
<p>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</p>	<p>MITCH Charter School provides a health care space that is appropriately supervised and adequately equipped for providing health care, administering medication, first aid, and isolation when necessary in the school’s front office.</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	

Plan Types	Hyperlinks and Descriptions
Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional)	<i>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 a communicable disease outbreak.</i>
Additional documents reference here:	MITCH implements a school-wide Social Emotional Learning program under the supervision of our School Counselor. In addition, the School Counselor implements supports for student and staff wellbeing and mental health through counseling services and food, clothing, transportation, and other resource support.



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. 	Caitlin Blood, Executive Director	1. Traci Rose, Director of Communications 2. Carol Kinch, Director of Student Services

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	<ul style="list-style-type: none"> Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners. 		
<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"> 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. 	Caitlin Blood, Executive Director	Nicole Hans, Vice Principal MaryEllen Rasmussen, Secretary
<p>Health Representative <i>(health aid, administrator, school/district nurse, ESD support)</i></p>	<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. 	Nancy Haning, School Nurse	Carol Kinch, Director of Student Services
<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. 	Darin Barnard, Director of Operations	Jarvis Gomes, Associate Director

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"> 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>Caitlin Blood, Executive Director MaryEllen Rasmussen, Secretary</p>	<p>Traci Rose, Director of Communications</p>
<p>District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i></p>	<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. Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers. 	<p>Caitlin Blood, Executive Director Traci Rose, Director of Communications Carol Kinch, Director of Student Services</p>	<p>Traci Rose, Director of Communications Carol Kinch, Director of Student Services</p>
<p>Main Contact within Local Public Health Authority (LPHA)</p>	<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. 	<p>Traci Rose, Director of Communication</p>	<p>Carol Kinch, Director of Student Services</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.

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.)

- [MITCH Strategic Plan](#)



Suggested Resources:

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

Table 3. Centering Educational Equity

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.

OHA/ODE Recommendation(s)	Response:
Describe how you will ensure continuity of instruction for students who may miss school due to illness.	The Effective Behavioral Interventions and Supports (EBIS) team, specifically the School Counselor, partners with teachers and families to support students academically, socially, and emotionally to address attendance issues and outcomes due to illness.
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.	The School Counselor partners with teachers to engage in regular outreach to families, including surveys and personal outreach, to learn about the impacts of illness and to support students and families impacted by providing resources, counseling differentiation, academic and/or behavioral support.
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.	In the event that a student is disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to a communicable disease, the student's teacher and the school counselor will reach out to the family. Intervention and support plans will be developed in partnership with the family by the EBIS team and applicable support staff, including, but not limited to administrators, the Literacy Coordinator, Learning Specialist, School Counselor, teacher, and Instructional Assistants. Implementation of those plans will largely occur through the School Counselor and Teacher.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Regularly scheduled meetings with administrators, counselor, literacy coordinator, learning specialist, and other key staff, including ongoing feedback informs our needs and best strategies to meet the needs of the community.



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. 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>
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.
Isolation	Students and staff must be excluded while in communicable stages of a restrictable disease- COVID. Follow guidance for school exclusion based on SYMPTOMS in Symptom-Based Exclusion Guideline ODE Communicable Disease Exclusion Guides. The district will follow the ODE Exclusionary Guide, including excluding staff or students for 5 days after onset of COVID symptoms and/or a positive COVID result.
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, music, theater); and/or at key times in the year, for example before/after large events (all-school events, Core Knowledge Events, performances). 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. 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,

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?
	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 regularly. Staff will disinfect high-touch surfaces, such as door handles, light switches, faucets, toys, Chrome books, and games that children play with regularly. Custodial staff will perform an enhanced cleaning every night, on all high-touched surfaces.
Training and Public Health Education	The District COVID Response team will train administrators and head secretaries and district nurses on the protocols and mitigation strategies to prevent the spread of COVID 19. These staff will inform and train any other staff.

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.

[School-Level Communicable Disease Plan @ MITCH Charter School Web Page](#)

Date Last Updated: **8-25-2023**

Date Last Practiced: 8-25-2023