

# School-Level Communicable Disease Management Plan

2023-2024



## School/District/Program Information

Institution Name:	ID Number:	School/Program Names:	Contact:
Dallas School District	2190	Dallas High School Morrison Campus Alternative HS LaCreole Middle School Whitworth Elementary Oakdale Heights Elementary Lyle Elementary	Todd Baughman, Whole Child Administrator <a href="mailto:Todd.baughman@dsd2.org">Todd.baughman@dsd2.org</a> 503-623-8480

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><b>School District Communicable Disease Management Plan</b>  <a href="#">OAR 581-022-2220</a></p>	<p>Dallas School District <a href="#">policies and administrative rules</a> regarding protecting students and staff from communicable diseases.</p> <p><a href="#">ODE/OHA Communicable Disease Guidance for Schools</a>, updated May 2023</p>
<p><b>Exclusion Measures</b>                      Exclusion of students and staff who are diagnosed with certain communicable diseases.  <a href="#">OAR 333-019-0010</a></p>	<p>Dallas School District <a href="#">policies and administrative rules</a> regarding student/staff exclusion measures. Students and staff must be excluded from the school setting if they are DIAGNOSED with a school-restrictable disease, until permitted to return per local public health guidance. Other illnesses warrant exclusion until no longer contagious. <a href="#">See Disease Specific Guidelines (pages 14-24)</a>. In accordance with OAR 333-019-0010, the school administrator must also exclude susceptible students and school staff if they are EXPOSED to measles, mumps, rubella, diphtheria, pertussis, hepatitis A or hepatitis B. The local public health authority (LPHA) can assist with guidance in individual cases and may waive the requirement for restriction.</p>
<p><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></p>	<p>Each DSD school and program provides health services and education, including promotion of healthy habits in school settings and spaces dedicated to caring for ill students and isolation as needed.</p>
<p><b>Emergency Plan or Emergency Operations Plan</b>  <a href="#">OAR 581-022-2225</a></p>	<p>Dallas SD fulfills Division 22 Standards for Public Schools, <a href="#">Emergency Plans and Safety Programs</a>, through Critical Incident Manual guides, <a href="#">Standard Response Protocols</a>, and <a href="#">regular safety drills</a>. Drills (e.g., lockdown/secure, fire, evacuation, duck-cover-hold, and shelter-in-place) allow students and staff to practice the steps they should take in emergency situations and give school leaders opportunities to review and improve plans and procedures.</p>

Plan Types	Hyperlinks and Descriptions
<b>Mental Health and Wellbeing Plans such as those prepared for <a href="#">Student Investment Account</a></b> (optional)	School-based Mental Health Therapists work in each school, providing individual and small group support for students and collaborating with school teams such as Student Intervention Teams, CARE teams, PBIS teams, and behavior support teams.
<b>Additional documents reference here:</b>	



## 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 Contacts (Administrators):	Alternative Contacts (Head Secretaries, unless otherwise noted):
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>	Reed Langdon, Lyle Elementary Liz Postlewait, Oakdale Elementary Darrick Bruns, Whitworth Elementary Kasshawna Knoll, LaCreole MS Tim Larson, Dallas High School Todd Baughman, Morrison Alt. HS	Darcy Naughton, Lyle Elementary Renee Sunday, Oakdale Elementary Julie Church, Whitworth Elementary <b>TBA</b> , LaCreole MS Casey Trowbridge, Dallas High School Carmen Halcom, Morrison Alt. HS
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>	Reed Langdon, Lyle Elementary Liz Postlewait, Oakdale Elementary Darrick Bruns, Whitworth Elementary Kasshawna Knoll, LaCreole MS Tim Larson, Dallas High School Todd Baughman, Morrison Alt. HS	Darcy Naughton, Lyle Elementary Renee Sunday, Oakdale Elementary Julie Church, Whitworth Elementary <b>TBA</b> , LaCreole MS Casey Trowbridge, Dallas High School Carmen Halcom, Morrison Alt. HS

School planning team members	Responsibilities:	Primary Contacts (Administrators):	Alternative Contacts (Head Secretaries, unless otherwise noted):
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>	Todd Baughman, Whole Child Administrator Autymn Galbraith, Special Education Director Jennifer Lenoue, District Registered Nurse Ginger Perkins, District Licensed Practical Nurse	Carmen Halcom, Morrison Alt. HS Heidi Totten, District Office
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>	Todd Baughman, Whole Child Administrator for transportation Debe Castang, Director of Food Services Bob Archer, Director of Facilities	Fernando Manzo-Morales, Building Engineer Bob Wallace, Building Engineer Gary Klinger, Building Engineer Greg Hiebert, Building Engineer Gabe Hayes, Building Engineer Carl Earhart, Custodian
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 school community.</li> </ul>	Reed Langdon, Lyle Elementary Liz Postlewait, Oakdale Elementary Darrick Bruns, Whitworth Elementary Kasshawna Knoll, LaCreole MS Tim Larson, Dallas High School Todd Baughman, Morrison Alt. HS Jennifer Lenoue, District Nurse	Darcy Naughton, Lyle Elementary Renee Sunday, Oakdale Elementary Julie Church, Whitworth Elementary <b>TBA</b> , LaCreole MS Casey Trowbridge, Dallas High School Carmen Halcom, Morrison Alt. HS
District Level Leadership Support <i>(staff member in which to consult surrounding a</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> </ul>	Todd Baughman, Whole Child Administrator	Steve Spencer, Superintendent Rachel Alpert, Assistant Superintendent

School planning team members	Responsibilities:	Primary Contacts (Administrators):	Alternative Contacts (Head Secretaries, unless otherwise noted):
<i>communicable disease event)</i>	<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>		
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>	Lucy Wehr, Community Health Coordinator, Polk County Public Health Dept.	Naomi Adeline, Health Admin, Polk County Public Health Dept.
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 Consultation<sup>1</sup>, etc.)

- [DSD Strategic Plan](#)
- DSD is electing to form and initiate the work of a District Equity Committee for 2023-2024, ahead of the September 2025 requirement (SB 732).
- The DSD District Collaboration Team regularly includes employees from all work sites and varied positions to address problems of practice.
- [Policies](#) for Nondiscrimination, Every Student Belongs, Student Rights and Responsibilities, and Equal Educational Opportunity



**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.	Students with short-term illnesses will be supported with care and connection, personalized communications about and time for work that they can complete during and/or after their illness. Students with long-term illnesses will be supported with care and connection and with tutoring.
Describe how you identify those in your school setting that are disproportionately impacted by	Administrators, secretaries, teachers, and Student Intervention Teams regularly monitor student attendance. Communications about student attendance concerns include problem-solving, intervention supports, and team consideration of 504 plans or changes to IEPs.

<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:
<p>communicable disease and which students and families may need differentiated or additional support.</p>	
<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 school will identify students who are disproportionately impacted, historically underserved, or at higher risk of negative impacts from communicable diseases. Based on the findings, student-specific plans including targeted support, accommodations, and resources will be made to meet the unique needs of students. Regular monitoring of student progress will ensure the effectiveness of the plan and enable necessary adjustments to be made as circumstances evolve.</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>Annually, DSD administrators support Professional Learning Communities (PLCs) and Student Intervention Teams (SITs) to analyze student and assessment data for monitoring program and student needs, with analysis focused on disproportionately impacted, historically underserved, and higher-risk students.</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	As recommended by CDC, OHA, and ODE, Dallas School District will continue to offer COVID-19 and other vaccine clinics and/or notices about where to access vaccines in your community. DSD will continue to follow <a href="#">law and policy</a> related to required immunizations and school exclusions. District nurses maintain records of communicable diseases, report as required to public health, and partner with public health officials in planning response should any elevated concern arise.
Face Coverings	Face covering are available and welcome in all DSD locations.
Isolation	Dallas School District <a href="#">policies and administrative rules</a> regarding student/staff exclusion measures  Each school building continues to have a dedicated isolation space. Isolation is an initial response to symptoms that may require exclusion. Students and staff must be isolated in and/or excluded from the school setting if they are symptomatic for or DIAGNOSED with a school-restrictable disease, until permitted to return per local public health guidance. Other illnesses warrant isolation and/or exclusion until no longer contagious. <a href="#">See Disease Specific Guidelines (pages 14-24)</a> . In accordance with OAR 333-019-0010, the school administrator must also isolate and exclude susceptible students and school staff if they are EXPOSED to measles, mumps, rubella, diphtheria, pertussis, hepatitis A or hepatitis B. The local public health authority (LPHA) can assist with guidance in individual cases and may waive the requirement for restriction.  Each DSD school and program provides health services and education, including promotion of healthy habits in school settings and spaces dedicated to caring for ill students and isolation as needed.
Symptom Screening	Ongoing communication to remind students and staff to not come to school or work if feeling ill. All staff are required to self-screen before arriving to their work site. All students are encouraged to self-screen before attending school each day.
COVID-19 Diagnostic Testing	Ongoing communication to remind students and staff to not come to school or work if feeling ill. COVID testing is available at each building site upon request.
Airflow and Circulation	Dallas School District will maintain effective air ventilation in the work space by keeping HVAC supply and return vents clear of anything that might restrict airflow, by regularly maintaining HVAC system filters, and by judicious opening of windows where it does not compromise security or HVAC system operation.

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	<p>Schools should notify district nurses and administration about unusual respiratory disease activity if the following absence thresholds are met and at least some students are known to have influenza or COVID-like symptoms:</p> <ol style="list-style-type: none"> <li>1. At the school level: <math>\geq 30\%</math> absenteeism, with at least 10 students and staff absent</li> <li>2. At the cohort level: <math>\geq 20\%</math> absenteeism, with at least 3 students and staff absent</li> </ol> <p>District nurses and administration will work with LPHA to respond.</p>
Physical Distancing	Recommend 6 ft social distancing be maintained while indoors.
Hand Washing	Ongoing communication to remind. There are many signs in our schools asking for people to wash their hands on a regular basis.
Cleaning and Disinfection	Staff heavily encouraged to wash desks in between class periods. Custodial staff continue to deep clean in the evenings between school days; focusing on high touch areas.
Training and Public Health Education	Ongoing communications about public health habits (handwashing, distancing, self-screening, sanitizing) at staff meetings and with student in classrooms.

## 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 our district website. (Update document linked [here.](#))

Date Last Updated: **August 2023**

Date Last Practiced: **June 2023**