

# School-Level Communicable Management Plan

**Bandon School District #54**

**School Year 2023-24**



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

District or Education Service District Name and ID: Bandon School District #54 ID: 1969


Contact Name and Title: Shauna Schmerer, Superintendent

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Table 1.

	<b>Policies, protocols, procedures and plans already in place</b> 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.
<b>School District Communicable Disease Management Plan</b> <a href="#">OAR 581-022-2220</a>	<a href="http://www.bandon.k12.or.us/wp-content/uploads/2020/11/Emergency-plan-20-21.pdf">http://www.bandon.k12.or.us/wp-content/uploads/2020/11/Emergency-plan-20-21.pdf</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="http://www.bandon.k12.or.us/wp-content/uploads/2020/11/Emergency-plan-20-21.pdf">http://www.bandon.k12.or.us/wp-content/uploads/2020/11/Emergency-plan-20-21.pdf</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="http://www.bandon.k12.or.us/wp-content/uploads/2020/11/Emergency-plan-20-21.pdf">http://www.bandon.k12.or.us/wp-content/uploads/2020/11/Emergency-plan-20-21.pdf</a>

<a href="#">Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional)</a>	<a href="http://www.bandon.k12.or.us">http://www.bandon.k12.or.us</a>
<b>Emergency Plan or Emergency Operations Plan</b> <a href="tel:581-022-2225">OAR 581-022-2225</a>	<a href="http://www.bandon.k12.or.us/wp-content/uploads/2020/11/Emergency-plan-20-21.pdf">http://www.bandon.k12.or.us/wp-content/uploads/2020/11/Emergency-plan-20-21.pdf</a>

	<p><b>Policies, protocols, procedures and plans already in place</b></p> <p>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.</p>
<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 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>	Shauna Schmerer, Superintendent	Sabrina Belletti , High School Principal Becky Armistead, Middle School Principal Courtney Wehner, Elementary School Principal Liz Deters, BSD Nurse

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
School Safety Team Representative (or staff member knowledgeable about risks within a school, emergency response, or operations planning)	<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>	Shauna Schmerer, Superintendent	Brent Robertson, Director of Operations

<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>Liz Deters, BSD Nurse</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>Shauna Schmerer, Superintendent</p>	

<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>Shauna Schmerer, Superintendent</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"> <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 communicable disease event and ensures that those responsible for communication are</li> </ul>	<p>Shauna Schmerer, Superintendent</p>	

	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>	Liz Deters, BSD Nurse	Shauna Schmerer, Superintendent Sabrina Belletti, High School Principal Becky Armistead, Middle School Principal Courtney Wehner, Elementary School Principal
Others as identified by team			



## Section 2. Equity and Mental Health

### 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 out-breaks(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.) • INSERT

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**Suggested Resources:**

1. [Equity Decision Tools](#) for School Leaders
2. [Oregon Data for Decisions Guide](#)
3. [Oregon's COVID-19 Data Dashboards](#) by Oregon Health Authority COVID-19
4. [Data for Decisions Dashboard](#)
5. [Community Engagement Toolkit](#)
6. [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 Equity**

<b>OHA/ODE Recommendation(s)</b>	<b>Response:</b>
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.	BSD#54 uses a benchmark screener at fall, winter, and spring to identify student academic needs. We also have Student Study Teams that focus on students demonstrating skill deficits across locations/subjects. Our special education teams meet annually with each child identified as eligible for special education services to review the potential need for Services and possible gaps that can be addressed through the IEP process. Bandon also participated in the Spring 2022 pilot of the new supervision protocols through the Office of Enhancing Student Opportunities during which time we looked at disaggregated data through the lens of student achievement and potential learning gaps for students in each subpopulation.

<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 of complications related to communicable disease.</p>	<p>Our district is focused on serving all students and bridging the learning gap created and/or exacerbated by communicable disease event. We have regular Special Education meetings (district based team and with individual families), our SpEd teachers coordinate directly with classroom teachers to identify students with potential needs for intervention and/or evaluation, and we leverage our community support to ensure that all students receive what they need from their education. One population that we identified as being disproportionately impacted was our low SES families and we have gone to great lengths to provide free meals, free school supplies, free/reduced sports fees, no academic fees, plus individual family outreach through local grants specifically for that purpose.</p>
<p>What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.</p>	<p>BSD committed the bulk of our back to school professional development time to train teachers on the new benchmark assessment system (K-12) and our social-emotional learning program (K-12), with additional training for our high school staff on supplemental SEL training for our 9<sup>th</sup>-12<sup>th</sup> graders. We will continue this training throughout the school year to ensure that staff are fully capable of administering assessments, analyzing results, and implementing instructional shifts and interventions, as indicated by the data. We will continue our focus on SEL for staff and students as we work to build resilience skills in our students.</p>

<p>Describe how you will ensure continuity of instruction for students who may miss school due to illness.</p>	<p>BSD is focused on helping all students. If a student becomes ill and needs time and support the District will do an individualized plan for said student. Policy in place right now is for short term absences and make-up time, but can be individualized for a student needing more supports and time.</p>
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Schools are encouraged to continue to prioritize cultivating care, connection, and community to support the mental, emotional, and social health and well-being of students, families, staff, and administrators.

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 COVID-19 (e.g., counseling services; partnerships with community mental and behavioral health providers; school district suicide prevention, intervention, and postvention plan; School Based Health Center resources; tribal resources, etc.) • INSERT

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**Suggested Resources:**

1. ODE [Mental Health Toolkit](#)
2. [Care and Connection](#) Program
3. Statewide [interactive map of Care and Connection examples](#)
4. [Care and Connection District Examples](#)
5. Oregon Health Authority [Youth Suicide Prevention](#)

**Table 4. Mental Health Supports**

OHA/ODE Recommendation(s)	Response:
<p>Describe how you will devote time for students and staff to connect and build relationships.</p>	<p>Care and Connect Week: Grades K-12            Character Strong: Grades K-12            Freshman Orientation            Assemblies: Grades K-12            Advisory: Grades 5-12</p> <p>All classrooms will have a dedicated connection time using Character Strong.</p>
<p>Describe how you will ensure class time, and individual time if needed, for creative opportunities that allow students and staff to explore and process their experiences.</p>	<p>Advisory periods: Grades 5-12            Character Strong: Grades K-12            Reset Station/Alternative Work Center: Grades K-12            Friday Choice: Grades K-6</p> <p>A priority will be placed on project based learning and student driven activities for engagement and excitement to be in school.</p>

<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<ul style="list-style-type: none"> <li>*Mental Health Counselors available K-12</li> <li>*Student Support Specialist in each building</li> <li>*Safe Space Ally available in all buildings</li> <li>*District-wide Character StrongPD</li> <li>*Partnered with ESD &amp; U of O to participate as a pilot school for Trauma Informed School Systems in all three buildings.</li> <li>*Partnership with Coast Community Health(BHS)</li> <li>*Partnership with Southern Coos Hospital and Health Center - SchoolNurse</li> <li>*Administration, the school counselor, and the school nurse will reach out to community health and mental health professionals</li> </ul>
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<ul style="list-style-type: none"> <li>*Character Strong: Grades K-12</li> <li>*Student Leadership: Grades 7-12</li> <li>*Recruit youth for South Coast Youth Council - Grades7-12</li> </ul> <p>The school counselors, teachers, and administration will help students have a voice about their needs through surveys, conversations, and class/community workshops.</p>



### Section 3. Communicable Disease Outbreak Prevention, Response & Recovery:

#### 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 will continue to circulate in our communities and our schools for the indefinite future. Schools will utilize different mitigation measures based on communicable disease 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, and as they roll back the increased mitigating measures, incorporating lessons learned.



### Suggested Resources:

1. [Communicable Disease Guidance for Schools](#) which includes information regarding
  - Symptom-Based Exclusion Guidelines (pages 8-12)
  - Transmission Routes (pages 29-32)
  - Prevention or Mitigation Measures (pages 5-6)
  - School Attendance Restrictions and Reporting (page 33)
2. [Supports for Continuity of Services](#)

**Table 5. Communicable Disease Mitigating Measures**

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>BASELINE MEASURES:</b> describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of communicable and protect in-person instruction?
Immunizations	<p><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. <b>Shots are required by law</b> 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 <a href="#">requires shots</a> or a <a href="#">medical</a> or <a href="#">nonmedical exemption</a> to stay enrolled.</i></p> <p><i>BSD will not be offering a vaccination clinic on campus.</i></p>

Face Coverings	Facial Coverings are optional, but will be provided for staff and students. BSD will comply with all state guidance regarding the use of face coverings in schools.
Isolation	<p>Refer to the district Communicable Disease Management Plan for appropriate isolation determination and processes. All students/staff who demonstrate symptoms will be treated in accordance with the Planning for Communicable Disease Scenarios in Schools Toolkit for exclusion/isolation/return to campus.</p> <p>Students who become ill at school will remain at school supervised by staff until a parent can pick them up in the designated isolation area (ie, health room). While exercising caution to maintain and ensure safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient distance. Each school building is equipped with an isolation space for students presenting with symptoms while on campus.</p>
Symptom Screening	A visual screen will be conducted as students enter the building and/or classroom, with staff members rerouting any students displaying symptoms to the office for further evaluation.
<i>Covid-19 Diagnostic Testing</i>	<i>Covid-19 Diagnostic Testing will not be administered at BSD.</i>

Airflow and Circulation	HVAC systems were installed in all 3 schools during the 2020-2021 school year. Ventilation systems are checked and maintained monthly by maintenance staff. Bandon Schools will continue to ensure effective ventilation and improve the indoor air quality in schools and facilities by: Continuing to increase the amount of fresh outside air that is introduced into the system, exhausting air from indoors to the outside, and maintaining a climate level that balances comfort and health.
Cohorting	Each building is creating cohorts within their building to ensure minimal crossover between student groups during the school day when needed for an outbreak.

Physical Distancing	We are continuing to consider physical proximity when making classroom decisions.
Hand Washing	Handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to each building; students will utilize classroom stations to wash hands. Each school will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter and signage in the school setting for health promotion. Schools will practice appropriate communicable disease isolation and exclusion measures. Staff will participate in required health services related training.
Cleaning and Disinfection	Our facilities team works diligently to maintain the cleanliness and sanitization of our buildings on a daily basis. Teachers also support in these efforts throughout the day. We have adopted the use of an infrared sanitization machine and an electrostatic disinfection gun to help keep our facilities safe and sparkling.
Training and Public Health Education	Our district partners with the local LPHA and has developed a safety plan for communicable disease for each school and will share that plan with the community and families as necessary. We also have a nurse on staff, through a partnership with Southern Coos Hospital, who will be integrating student health education for elementary and middle school students.

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.

[www.bandon.k12.or.us](http://www.bandon.k12.or.us)

Date Last Updated: **8/23/23**

Date Last Practiced: **8/29/23 -9/1/23**

