

School-Level COVID-19 Management Plan

Bandon School District #54

School Year 2022-23




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

Contact Phone: 541-347-4411 Contact Email: sschmerer@bandon.k12.or.us

Table 1.

	<p>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.</p>
<p>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>http://www.bandon.k12.or.us/wp-content/uploads/2020/11/Emergency-plan-20-21.pdf</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>http://www.bandon.k12.or.us/wp-content/uploads/2020/11/Emergency-plan-20-21.pdf</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>http://www.bandon.k12.or.us/wp-content/uploads/2020/11/Emergency-plan-20-21.pdf</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>Educators have to show proof of vaccination to the district office, or fill out an exception form.</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>http://www.bandon.k12.or.us/wp-content/uploads/2020/11/Emergency-plan-20-21.pdf</p>



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.

Additional documents reference here:



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. • Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners. 	Shauna Schmerer, Superintendent	Melissa Radcliffe, High School Principal Becky Armistead, Middle School Principal Courtney Wehner, Elementary School Principal Karrie Devine, BSD Nurse

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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"> • 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. 	Shauna Schmerer, Superintendent	Chris Trevisiol, Director of Operations
Health Representative <i>(health aid, administrator, school/district nurse, ESD support)</i>	<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. 	Karrie Devine, BSD Nurse	
School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i>	<ul style="list-style-type: none"> • Advises on prevention/response procedures that are required to maintain student services. 	Shauna Schmerer, Superintendent	

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>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"> Has responsibility over COVID-19 response during periods of high transmission. 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>Shauna Schmerer, Superintendent</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>Karrie Devine, BSD Nurse</p>	<p>Shauna Schmerer, Superintendent Melissa Radcliffe, High School Principal Becky Armistead, Middle School Principal Courtney Wehner, Elementary School Principal</p>
<p>Others as identified by team</p>			



Section 2. Equity and Mental Health

Preparing a plan that centers equity and supports mental health

Preparing a school to manage COVID-19 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 COVID-19 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 COVID-19 (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.)

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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](#)

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.

Table 3.

Centering Equity


OHA/ODE Recommendation(s)	Response:
<p>Describe how you identify those in your school setting that are disproportionately impacted by COVID-19 and which students and families may need differentiated or additional support.</p>	<p>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 COVID Recovery 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>
<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 COVID-19.</p>	<p>Our district is focused on serving all students and bridging the learning gap created and/or exacerbated by COVID. 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 9th-12th 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>

Mental Health Supports

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.)

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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:
Describe how you will devote time for students and staff to connect and build relationships.	Care and Connect Week: Grades K-12 Character Strong: Grades K-12 Freshman Orientation Assemblies: Grades K-12 Advisory: Grades 5-12 All classrooms will have a dedicated connection time using Character Strong.
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.	Advisory periods: Grades 5-12 Character Strong: Grades K-12 Reset Station/Alternative Work Center: Grades K-12 Friday Choice: Grades K-6 A priority will be placed on project based learning and student driven activities for engagement and

OHA/ODE Recommendation(s)	Response:
	excitement to be in school.
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	<ul style="list-style-type: none"> *Mental Health Counselors available K-12 *Student Support Specialist in each building *Safe Space Ally available in all buildings *District-wide Character StrongPD *Partnered with ESD & U of O to participate as a pilot school for Trauma Informed School Systems in all three buildings. *Partnership with Coast Community Health(BHS) *Partnership with Southern Coos Hospital and Health Center - SchoolNurse *Administration, the school counselor, and the school nurse will reach out to community health and mental health professionals
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	<ul style="list-style-type: none"> *Character Strong: Grades K-12 *Student Leadership: Grades 7-12 *Recruit youth for South Coast Youth Council - Grades7-12 <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. COVID-19 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 COVID-19 transmission within the school environment for students, staff, and community members. COVID-19 will continue to circulate in our communities and our schools for the indefinite future. Schools will utilize different mitigation measures based on COVID-19 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 COVID-19 transmission, and as they roll back the increased mitigating measures, incorporating lessons learned.



Suggested Resources:

1. [CDC Guidance for COVID-19 Prevention in K-12 Schools](#)
2. [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)
3. [COVID-19 Investigative Guidelines](#)
4. [Planning for COVID-19 Scenarios in School](#)
5. [CDC COVID-19 Community Levels](#)
6. [Supports for Continuity of Services](#)

Table 5.

COVID-19 Mitigating Measures

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>BASELINE MEASURES: 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 COVID-19 and protect in-person instruction?</p>
<p>COVID-19 Vaccination</p>	<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.</i></p> <p>BSD will comply with all state mandates requiring vaccination for K-12 school staff. We will also share out information regarding vaccine access in our community.</p>
<p>Face Coverings</p>	<p>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.</p>
<p>Isolation</p>	<p>Refer to the district Communicable Disease Management Plan for appropriate isolation determination and processes. All students/staff who demonstrate COVID-19 symptoms will be treated in accordance with the Planning for COVID-19 Scenarios in Schools Toolkit for exclusion/isolation/return to campus. 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 COVID-19 symptoms while on campus.</p>
<p>Symptom Screening</p>	<p>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.</p>
<p>COVID-19 Testing</p>	<p><i>OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</i></p> <p>The district has designated a room to test any school member presenting with COVID-19 symptoms while on campus, which provides the staff and/or student privacy when tested. Each building has home</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: 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 COVID-19 and protect in-person instruction?
	tests available at parent request and is staffed with one or more adults trained to administer the test on site.
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.
Physical Distancing	Previous recommendations included maintaining at least 3 feet of physical distance between students within classrooms to reduce transmission risk. When it is not possible to maintain a physical distance of at least 3 feet, it is especially important to layer multiple other prevention strategies, such as screening testing. Consider physical distancing requirements when setting up classrooms. 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 COVID - 19 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.

Table 6.

COVID-19 Mitigating Measures

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</p>
<p>COVID-19 Vaccination</p>	<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.</i></p> <p>BSD will comply with all state mandates requiring vaccination for K-12 school staff and follow advice shared by our Local Public Health Authority (LPHA). We will also continue to share out information regarding vaccine access in our community.</p>
<p>Face Coverings</p>	<p><i>CDC, OHA, and ODE recommend universal use of face coverings during periods of high transmission. Please include whether your school will implement this critical recommendation.</i></p> <p>BSD will comply with all state guidance regarding the use of face coverings in schools and follow the direction of our LPHA.</p>
<p>Isolation</p>	<p>Refer to the district Communicable Disease Management Plan for appropriate isolation determination and processes. All students/staff who demonstrate COVID-19 symptoms will be treated in accordance with the Planning for COVID-19 Scenarios in Schools Toolkit for exclusion/isolation/return to campus. 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 COVID-19 symptoms while on campus.</p>
<p>Symptom Screening</p>	<p>A visual screen will continue to be conducted as students enter the building and/or classroom, with staff members rerouting any students displaying symptoms to the office for further evaluation.</p>
<p>COVID-19 Testing</p>	<p>The district has designated a room to test any school member presenting with COVID-19 symptoms while on campus, which provides the staff and/or student privacy when tested. Each building has home</p>

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</p>
	<p>tests available at parent request and is staffed with one or more adults trained to administer the test on site.</p>
<p>Airflow and Circulation</p>	<p>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. During periods of high transmission, we will encourage teachers to incorporate more outside learning, weather permitting.</p>
<p>Cohorting²</p>	<p><i>Schools should notify their LPHA 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:</i></p> <ol style="list-style-type: none"> 1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent 2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent <p>Each building will continue to maintain the cohorts within their building to ensure minimal crossover between student groups during the school day.</p>
<p>Physical Distancing</p>	<p>Previous recommendations included maintaining at least 3 feet of physical distance between students within classrooms to reduce transmission risk. When it is not possible to maintain a physical distance of at least 3 feet, it is especially important to layer multiple other prevention strategies, such as screening testing. Consider physical distancing requirements when setting up classrooms. We are continuing to consider physical proximity when making classroom decisions.</p>
<p>Hand Washing</p>	<p>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</p>

² Cohorting refers to establishing a consistent group of students that stay together for a significant portion of the school day. Examples include stable mealtime cohorts, classrooms, table groups, lunch bunches, and other group situations. Cohorts should be as small as feasible to minimize exposure.

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</p>
	<p>health services related training.</p>
<p>Cleaning and Disinfection</p>	<p>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. During times of high transmission, our custodial team will do additional sanitization and deep cleaning of the impacted areas on campus.</p>
<p>Training and Public Health Education</p>	<p>Our district partners with the local LPHA and has developed a safety plan for COVID - 19 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. During periods of high transmission, our nurse will provide additional health education lessons targeting hand hygiene and other measures to slow/stop the spread of illness for our students.</p>

Table 7.

COVID-19 Mitigating Measures

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?</p>
<p>COVID-19 Vaccination</p>	<p>Our plan for baseline will remain the same through periods of high transmission as we are following the recommendations of our local LPHA and encouraging vaccination by sharing out information with our school community. There will be no need to return to baseline because our baseline already demonstrates a high level of support and encouragement in this area.</p>
<p>Face Coverings</p>	<p>We will continue to follow the guidance provided by the state, LPHA, and CDC regarding face coverings. We will continue to encourage any students and/or staff who want to wear masks to do so.</p>
<p>Isolation</p>	<p>Refer to the district Communicable Disease Management Plan for appropriate isolation determination and processes. All students/staff who demonstrate COVID-19 symptoms will be treated in accordance with the Planning for COVID-19 Scenarios in Schools Toolkit for exclusion/isolation/return to campus. 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 COVID-19 symptoms while on campus.</p>
<p>Symptom Screening</p>	<p>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.</p>
<p>COVID-19 Testing</p>	<p>The district has designated a room to test any school member presenting with COVID-19 symptoms while on campus, which provides the staff and/or student privacy when tested. Each building has home tests available at parent request and is staffed with one or more adults trained to administer the test on site.</p>
<p>Airflow and Circulation</p>	<p>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</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?
	<p>to the outside, and maintaining a climate level that balances comfort and health. During periods of high transmission, we will encourage teachers to incorporate more outside learning, weather permitting.</p>
Cohorting	<p><i>Schools should notify their LPHA 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:</i></p> <ol style="list-style-type: none"> 1. At the school level: $\geq 30\%$ absenteeism, with at least 10 students and staff absent 2. At the cohort level: $\geq 20\%$ absenteeism, with at least 3 students and staff absent <p>Each building will maintain the cohorts within their building to ensure minimal crossover between student groups during the school day.</p>
Physical Distancing	<p>Previous recommendations included maintaining at least 3 feet of physical distance between students within classrooms to reduce transmission risk. When it is not possible to maintain a physical distance of at least 3 feet, it is especially important to layer multiple other prevention strategies, such as screening testing. Consider physical distancing requirements when setting up classrooms. We are continuing to consider physical proximity when making classroom decisions.</p>
Hand Washing	<p>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.</p>
Cleaning and Disinfection	<p>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. During times of high transmission, our custodial team will do additional sanitization and deep cleaning of the impacted areas on campus and we will use attendance numbers as our benchmark for returning to baseline practices.</p>
Training and Public Health Education	<p>Our district partners with the local LPHA and has developed a safety plan for COVID - 19 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.</p>

PRACTICING PLAN TO IMPROVE PROCESS

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

Date Last Updated: **8/23/22**

Date Last Practiced: **8/30/22-9/1-22**