

# School-Level Communicable Disease Management Plan

## Template For School Year 2023-2024





## School/District/Program Information

District or Education Service District Name and ID: **Bend-La Pine Schools**

Cascade Middle School

School or Program Name

Gabe Pagano, Principal

Contact Name and Title

541-355-7002

Contact Phone

gabe.pagano@bend.k12.or.us

Contact Email

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>Emergency Operations <a href="#">Plan</a> for Bend-La Pine Schools.</p> <p>Bend-La Pine Schools teams coordinate with local public health authorities. Decisions about when or how schools respond to an outbreak of a communicable disease involve collaboration.</p> <p>School health is a shared responsibility. Health policies and procedures are developed in collaboration with individuals licensed and trained in the health field, who have specific knowledge. These persons may include but are not limited to: school nurse local and state public health authority, pediatricians, Oregon Occupational Health and Safety Administration (OR-OSHA), school based health centers.</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>For the protection of public health and safety, and per Oregon law, an individual may not attend or work at a school or facility during a communicable stage of a restrictable disease as outlined in OAR 333-019-0010.</p> <p>In the case of an exclusion(s) due to a communicable disease, Bend-La Pine Schools follows the <a href="#">Oregon Department of Education’s Communicable Disease Guidance for Schools</a> and may collaborate with local and/or state health authorities for additional support.</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 school site will designate a space to isolate students or staff members who develop symptoms of a restrictable communicable disease following <a href="#">Oregon Department of Education’s Communicable Disease Guidance for Schools</a>.</p> <p>Students and/or staff who report or develop symptoms of a restrictable disease will be isolated following the Oregon Department of Education Communicable Disease Guidance.</p>

Plan Types	Hyperlinks and Descriptions
	While waiting to go home, individuals displaying symptoms should wear a face covering, as should supervising staff as long as they are not reporting or displaying signs or symptoms of nausea, vomiting, difficulty breathing, or in distress.
<b>Emergency Plan or Emergency Operations Plan</b> <a href="#">OAR 581-022-2225</a>	Emergency Operations <a href="#">Plan</a> for Bend-La Pine Schools.
<b>Mental Health and Wellbeing Plans such as those prepared for <a href="#">Student Investment Account</a></b> (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>
<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>• BLS Director of Communication will direct how/what/when community health-related matter information will be sent out to school community members, media, health partners and other local partners.</li> </ul>	Gabe Pagano	Kristy Knoll
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>	Gabe Pagano Kristy Knoll	
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 BLS Assistant Director of Health Services any cluster of illness among staff or students. Assistant Director of Health Services will consult with LPHA as needed.</li> <li>• Provides requested logs and information to the LPHA in a timely manner.</li> </ul>	Hannah Steiner	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<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>Carrie Shuster</p>	<p>Craig Kidder Walt Norris - Assistant Director of Operations, Custodial Kim Crabtree - BLS Director of Transportation Garra Schluter – BLS Assistant Director of Nutrition</p>
<p>Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i></p>	<ul style="list-style-type: none"> <li>• At the direction of the BLS Director of Communications - 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>Gabe Pagano</p>	<p>Kristy Knoll Carrie Shuster</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>• BLS Director of Communications - Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>	<p>Tami Pike – Assistant Director of Health Services Scott Maben – Director of Communications</p>	<p>Michelle Spetic – Nurse on Special Assignment Becca Burda – Assistant Director of Communications</p>

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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>	Tami Pike – Assistant Director of Health Services	Michelle Spetic – Nurse on Special Assignment
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.)

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**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.	Every year there are some students with medical conditions that necessitate interim educational services outside of the school building. These services are offered for school aged children and include individual instruction by a certified teacher through a digital platform.
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.	All schools in Bend-La Pine Schools use MTSS structures to monitor the effectiveness of universal supports and identify students in need of Tier 2 and Tier 3 supports, whether these be in academics, social and emotional wellbeing, or health.

<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>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>All schools have teams focused on students’ wellbeing and health. These teams include administrative representation, counselors, school psychologists, etc. and may also include learning specialists, ELD staff, family liaisons, and Family Access Network (FAN) advocates.</p> <p>The role of these teams and other staff is to design differentiated support plans for students and families disproportionately impacted by complications related to communicable disease.</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>Every district school/program has a team that functions as part of its MTSS structures focusing on students’ health and well-being. In addition to attending to the differentiated supports needed by some students, this team is responsible for Tier I universal supports.</p> <p>In-school support and services: The district has focused the majority of its SIA resources on providing in-school mental health supports and services through its student success coordinators and support staff. The district has begun a long-term partnership with Deschutes County called the Healthy Schools Initiative, which will provide prevention specialists in all high schools, with connection to all feeder schools. The district currently hosts three school-based health centers, in partnership with the county and two area clinics. All administrators and many school staff have received training in restorative practices.</p> <p>Other supports and services: The district has contracted with a local service provider to serve students with mental health needs who qualify for OHP.</p> <p>The district annually surveys middle and high school students in the YouthTruth survey to help identify their priorities. In addition, the district fosters student-led initiatives in multiple ways. Three examples include the following:</p> <p><b>Youth Action Council</b>  Bend-La Pine Schools has partnered with school-based health centers (SBHC) and Deschutes County Health Services to expand Youth Action Councils (YAC), which typically focuses on one or more projects intended to improve SBHC services, accessibility, or marketing. This partnership</p>

OHA/ODE Recommendation(s)	Response:
	<p>will help to expand our YACs at district high schools.</p> <p><b>The Forward Project</b> Bend-La Pine Schools is engaged in a regional suicide prevention, intervention, and postvention grant that centers improvement and implementation of the district Adi's Act Plans.</p> <p><b>Student Voice Counsel</b> Group of students representing the Bend-La Pine Schools seven high schools who share their ideas about policies and decisions connecting with district leaders, including the Superintendent and Board of Directors.</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:

- [Communicable Disease Guidance for Schools](#) which includes information regarding:
  1. Symptom-Based Exclusion Guidelines (pages 8-12)
  2. Transmission Routes (pages 29-32)
  3. Prevention or Mitigation Measures (pages 5-6)
  4. School Attendance Restrictions and Reporting (page 33)
- [CDC COVID-19: Schools and Childcare Programs](#)
- [Supports for Continuity of Services](#)

**Table 4.**

**Communicable Disease Mitigation Measures**

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><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></p>
<p>Immunizations</p>	<p><i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Information regarding immunization locations will be shared with school community. Bend-La Pine Schools follows <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. Schools must verify required immunizations, and should provide related information (including resources) in a method that families can understand.</i></p>
<p>Face Coverings</p>	<p>Medical grade face masks are available to all students and staff. Wearing a face covering is an effective way to reduce the spread of COVID-19 and other respiratory viruses. Students and staff may choose to wear a face covering for many different reasons, and those decisions should be supported. Individuals may choose to mask if they are feeling sick, if they are at increased risk for severe illness or live with someone who is, or when wearing a mask makes them feel more comfortable. 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.</p>
<p>Isolation</p>	<p>Each school site will designate an area for Health care that is appropriately supervised and adequately equipped for providing first aid, and isolates the sick or injured child from the student body. Students who report or develop symptoms of fever, diarrhea, and/or vomiting will be isolated to the specified school isolation location, with staff supervision, until they are able to go home. Medical grade face masks are available to those with symptoms of illness including respiratory symptoms such as cough.</p>
<p>Symptom Screening</p>	<p>Information to students, families, and staff regarding school illness exclusion can be found on the Bend-La Pine Schools website, school newsletters, EOP (which includes the Communicable Disease Management Plan). Illness symptom information provided to staff with referral to school health office for further evaluation.</p>
<p>COVID-19 Diagnostic Testing</p>	<p>COVID-19 home test kits (provided to schools from OHA) are available to all students and staff.. Available testing resource information provided.</p>
<p>Airflow and Circulation</p>	<p>Mitigation strategies to reduce exposure can include the installation of MERV-13 filters in school buildings, adjusting the HVAC air flow, and opening windows.</p>
<p>Cohorting</p>	<p>Bend-La Pine Schools follows the CDC recommendation to no longer place students in cohorts. Should cohorting be considered in the future, Bend-La Pine Schools shall consult with local and state public health authority, CDC, and/or local pediatric medical providers for mitigation information.</p>
<p>Physical Distancing</p>	<p>Not a recommendation at this time unless otherwise directed by LPA.</p>
<p>Hand Washing</p>	<p>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, 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. Hand hygiene promotion and practice is provided throughout the school including: signage (wording and pictures) in various languages, routine practices before lunch, after bathroom use, etc., verbal staff reminders. Hand sanitizer available throughout school sites.</p>

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?
Cleaning and Disinfection	Bend-La Pine Schools follow the Cleaning Standards of District Facility for Health and Safety <a href="#">ECE-AR</a> .
Training and Public Health Education	In consultation with the school nurse, the school safety team will train staff at the start of the academic year and at periodic intervals on communicable disease management procedures. Debrief to staff of communicable disease events shall occur to provide continuous planning improvements, prevention, response, and recovery processes.

**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.

*Common Illness Prevention - Safe Schools training video*

Date Last Updated: **8/2023**

Date Last Practiced: **Required Yearly**