

School-Level Communicable Disease Management Plan
For School Year 2023-2024



School/District/Program Information

District or Education Service District Name and ID: Black Butte School District

School or Program Name: Black Butte School

Contact Name and Title: Dr. Kirstin Anglea, District Administrator

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Table 1.



Policies, protocols, procedures and plans already in place

Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.

Plan Types	Hyperlinks and Descriptions
<p>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>https://docs.google.com/document/d/1a8n1glxRGM_-GMua2jtqQy8gNOynANxLNxVYJQ4Onyk/edit?usp=sharing – this document is posted on our website and referred to when necessary.</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010</p>	<p>BBSD policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and works closely with LPHA. Essentially, we will ask that students and staff stay home when ill if exhibiting symptoms associated with a communicable disease. If students are boarding the bus, our bus driver will visually screen students for possible symptoms of illness. As students enter the building, we will visually screen students for signs of symptoms associated with communicable illnesses (fever, cough, vomiting, etc.). Staff or students exhibiting any symptoms associated with a communicable disease will be excluded from school until they are no longer contagious. The OHA Communicable Disease Guidance for Schools details both symptom based and disease specific exclusion guidelines.</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>Space is limited in our little school. If isolation is necessary, we will have students or staff isolate in the library until they are able to go home.</p>

Plan Types	Hyperlinks and Descriptions
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	https://drive.google.com/file/d/1KCyJyce0xGx_nPum9SAzPqcO7-UkyA6L/view?usp=sharing – This is a BBSD School Safety Plan that includes emergency responses to a variety of potential emergency.
Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional)	<p>The mental health of our students and staff are of great importance to our community. Our staff and school counselor will provide support to staff, students and families, as needed. Anyone displaying visible signs of distress or unease are to be given the option of connecting with our school Counselor or other support person.</p> <p>We are honing our skills regarding trauma-informed care.</p>
Additional documents reference here:	<p>It feels important to include our Suicide Prevention Plan - https://docs.google.com/document/d/1avDjPwkUkMGz0EE8ECxbsYIKqyiYaW54/edit?usp=sharing&oid=100209041320338482636&rtpof=true&sd=true </p>



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. 	Delaney Sharp/Head Teacher	Kirstin Anglea, District Administrator
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. 	Gary Gray/Facilities Manager	Delaney Sharp/Head Teacher
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. 	Delaney Sharp/Head Teacher	Kirstin Anglea, District Administrator

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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. 	Delaney Sharp/Head Teacher	Kirstin Anglea, District Administrator
Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i>	<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. 	Delaney Sharp/Head Teacher	Kirstin Anglea, District Administrator
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<ul style="list-style-type: none"> • Has responsibility over communicable disease response during periods of high transmission in community at large. May act as school level support to Building lead/Administrator activating a scaled response. • Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers. 	Delaney Sharp/Head Teacher	Kirstin Anglea, District Administrator
Main Contact within Local Public Health Authority (LPHA)	<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. 	Michael Baker, Jefferson Cty Health Services Director	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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 Consultation¹, etc.)

- [Equity Decision Tools for School Leaders](#) –With our small school, the team of 10 staff and 5 school board members can use this decision tool in help us consider responses to dilemmas we’re facing.

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.



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.	We will connect with the family first to understand the extent of the illness. If the students is able to do school work at home, we'll collect school work and drop it off at the family's home. If the student is ill for an extended period of time, we'll also connect with them via zoom to offer any instruction or support that is needed. We may also modify work to keep it as manageable as possible.
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.	With a small student-body and close relationships with our families, we will be able to identify students who may be disproportionately impacted by communicable diseases. We will reach out to the families to understand how best we can support them and their school-aged children.

OHA/ODE Recommendation(s)	Response:
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.	First, we will work to identify the level of need through open communication with student and family members. We will strive to understand any issues of access (internet, technology, health- related, and supports at home, etc). From there, we will work with staff, student, and family to determine how best to differentiate the learning so the student is to learn the essential content.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Each staff person wears multiple hats during any given day. Time will be our greatest need in the event we need to spend significant time working with families and rest of team to develop a differentiated learning plan.



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

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>Describe what mitigating measures the school will implement to reduce and respond to the spread of communicable disease and protect in-person instruction?</p>
<p>Immunizations</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. Shots are required by law for children in attendance at public and private schools, preschools, child care facilities, and Head Start programs in Oregon. Nearly every place that provides care for a child outside the home requires shots or a medical or nonmedical exemption to stay enrolled.</i></p>
<p>Face Coverings</p>	<p>We will encourage face masks when staff and/or students are feeling ill.</p>
<p>Isolation</p>	<p>If necessary, our Library will be considered an isolation area until the student is picked up by a family member.</p>
<p>Symptom Screening</p>	<p>Our staff will complete a visual screening of students each day as they board the bus and enter the school</p>
<p>COVID-19 Diagnostic Testing</p>	<p><i>OHA offers schools a diagnostic testing program to all public and private K-12 schools in Oregon. Please indicate whether your school will offer diagnostic testing.</i></p>
<p>Airflow and Circulation</p>	<p>Our ventilation was updated prior to the return to school in March of 2021.</p>
<p>Cohorting</p>	<p>Cohorting students are assigned to various learning groups. As a school of 25 students, we are a single cohort.</p>
<p>Physical Distancing</p>	<p>We have small class sizes (largest is 12 students). We are able to space desks in a way that reduces the spread of illness.</p>
<p>Hand Washing</p>	<p>We remind students regularly throughout the day, especially after using the restroom and before snack and lunch.</p>
<p>Cleaning and Disinfection</p>	<p>We have disinfecting gel and wipes throughout the building. Each desk is wiped down at the end of each day.</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?
Training and Public Health Education	We update staff and students on appropriate health protocols at the beginning of the year.
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.

INSERT THE LINK https://www.blackbutte.k12.or.us/health_safety

Date Last Updated: **9/1/2023**

Date Last Practiced: **9/1/2023**