

School-Level COVID-19 Management Plan

School Year 2022-23



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

Contact Phone: 541-595-6203

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Table 1.

	<p>Policies, protocols, procedures and plans already in place</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>
<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.</p> <p>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.</p> <p>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</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>



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.

dedicated space to isolate sick students and to provide services for students with special health care needs.

[OAR 581-022-2220](#)

Educator Vaccination

[OAR 333-019-1030](#)

All educators are vaccinated.

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.

Additional documents reference here:

Here is our Suicide Prevention Plan - <https://docs.google.com/document/d/1avDjPwkUkMGz0EE8ECxbsYIKqyiYaW54/edit?usp=sharing&oid=100209041320338482636&rtpof=true&sd=true>



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. 	Morgan Griffin, Facilities Manager	Delaney Sharp, Head Teacher

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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 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 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. 	Delaney Sharp/Head Teacher	Kirstin Anglea, District Administrator

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"> • 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	
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 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.)

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.

- [Equity Decision Tools for School Leaders](#) – With our small school, the team of 9 staff and school board members can use the decision tools in this document to help us consider responses to dilemmas we’re facing.



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](#)

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>We have a student body of 23 students. We will review enrollment forms to determine if there are students that may be immunocompromised.</p> <p>By mid October, we will complete empathy interviews to understand student barriers.</p> <p>If a student is impacted by COVID-19 or other communicable disease, we will reach out to understand and determine how best to support the student and family.</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>Through one-to-one conversation, we will determine how best to support them so the student does not miss out on learning.</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>All school staff will continue professional development to assist in this work, and to implement needed support for students disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19.</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.)

- [Comprehensive Guidance and Counseling Plan](#)
- [Suicide Prevention Plan](#)
- [Culture of Care Resources](#)

	<p>Suggested Resources:</p> <ol style="list-style-type: none"> 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
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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.	<p>Our school team is committed to developing meaningful relationships with our students and their families. To this end we will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Connect with each child 1:1 each day <input type="checkbox"/> Work with students and families to identify their strengths and interests. <input type="checkbox"/> Host an Open House before the start of the school year in an effort to help families feel welcome and partners in their child/ren’s education. <input type="checkbox"/> Host wellness events throughout the year, with the help of our school counselor, administrator, and local yoga teacher and health professional.
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.	<ul style="list-style-type: none"> <input type="checkbox"/> We will dedicate the first week to building connections between students and staff. <input type="checkbox"/> Our new school counselor will begin to meet with each child and their family to build a supportive connection.

OHA/ODE Recommendation(s)	Response:
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"> <input type="checkbox"/> We will share resources from our school district website to families. <input type="checkbox"/> One staff member has completed the Sources of Strength training and will be using it as part our health and wellness program. <input type="checkbox"/> Our school counselor will identify community partnerships directly aligned with student/family needs.
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	With our student-body of 23 students, K-8, we will work with our students to plan some meaningful initiatives related to wellbeing and mental health.



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

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?
COVID-19 Vaccination	<i>We will provide information about where families can get their children vaccinated in Sisters, our nearest community.</i>
Face Coverings	We will encourage face masks when staff and/or students are feeling ill.
Isolation	If necessary, our Library will be considered an isolation area until the student is picked up by a family member.
Symptom Screening	Our staff will complete a visual screening of students each day for symptoms associated with COVID.
COVID-19 Testing	<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. Black Butte School will not provide COVID testing.</i>
Airflow and Circulation	<i>Our ventilation was updated prior to the return to school in March of 2021.</i>
Cohorting	Students are assigned to various learning groups. As a school of 23 students, we are a single cohort.
Physical Distancing	Desks are arranged about 3 feet from each other.
Hand Washing	We will teach/review good hand washing hygiene with all our students. We have signs posted by each sink. We will make sure students wash their hands before snack and lunch. Students will also be taught proper method for covering their mouths when they have a cough.
Cleaning and Disinfection	Each classroom will be cleaned nightly. Students will also assist with cleaning tables at the end of each school day as part of our classroom cleanup. If a student tests positive for COVID, there will be thorough disinfecting of all areas (handles, desk tops, etc.)

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?
Training and Public Health Education	We will take time during Inservice week to train the staff of any changes to cleaning protocols.

Table 6. COVID-19 Mitigating Measures

OHA/ODE Recommendation(s) Layered Health and Safety Measures	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).
COVID-19 Vaccination	We will provide information about COVID vaccination clinics within our area.
Face Coverings	We will strongly recommend face masks when staff and/or students are feeling ill.
Isolation	If necessary, our Library will be considered an isolation area until the student is picked up by a family member.
Symptom Screening	Our staff will complete a visual screening of students each day for symptoms associated with COVID.
COVID-19 Testing	We will not be offering COVID testing.
Airflow and Circulation	<i>Our ventilation was updated prior to the return to school in March of 2021. We have air purifiers in each classroom.</i>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	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).
Cohorting ²	Students are assigned to various learning groups. As a school of 23 students, we are a single cohort.
Physical Distancing	Desks are arranged about 3 feet from each other.
Hand Washing	We will teach/review good hand washing hygiene with all our students. We have signs posted by each sink. We will make sure students wash their hands before snack and lunch. Students will also be taught proper method for covering their mouths when they have a cough.
Cleaning and Disinfection	Each classroom will be cleaned nightly. Students will also assist with cleaning tables at the end of each school day as part of our classroom cleanup. If a student tests positive for COVID, there will be thorough disinfecting of all areas (handles, desk tops, etc.)
Training and Public Health Education	We will take time during Inservice week to train the staff of any changes to cleaning protocols.

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.

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><i>We will provide information about where families can get their children vaccinated in Sisters, our nearest community.</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 for symptoms associated with COVID.</p>
<p>COVID-19 Testing</p>	<p><i>Black Butte School will not provide COVID testing.</i></p>
<p>Airflow and Circulation</p>	<p><i>Our ventilation was updated prior to the return to school in March of 2021. We have HEPA air filters in all classrooms.</i></p>
<p>Cohorting</p>	<p>Students are assigned to various learning groups. As a school of 23 students, we are a single cohort.</p>
<p>Physical Distancing</p>	<p>Desks are arranged about 3 feet from each other.</p>
<p>Hand Washing</p>	<p>We will teach/review good hand washing hygiene with all our students. We have signs posted by each sink. We will make sure students wash their hands before snack and lunch. Students will also be taught proper method for covering their mouths when they have a cough.</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?
Cleaning and Disinfection	Each classroom will be cleaned nightly. Students will also assist with cleaning tables at the end of each school day as part of our classroom cleanup. If a student tests positive for COVID, there will be thorough disinfecting of all areas (handles, desk tops, etc.)
Training and Public Health Education	We will provide any necessary training and/or review

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.

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

Date Last Updated: **August 29, 2022**

Date Last Practiced: **September 1, 2022**