

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



**School/District/Program Information**

District or Education Service District Name and ID: Butte Falls School District #91 Institutional ID 2046

School or Program Name: Butte Falls Charter School

Contact Name and Title: Dr. Philip G. Long, Superintendent/Secondary Campus Principal

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## 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.

Table 1.

Plan Types	Hyperlinks and Descriptions
<b>School District Communicable Disease Management Plan</b> <a href="#">OAR 581-022-2220</a>	Here is a <a href="#">link</a> to our current District-wide Communicable Disease Management Plan. This document is our go-to resource for communicable disease control in the school setting. It is located on our Operational Plan for a Healthy and Safe School Year web page.
<b>Exclusion Measures</b> Exclusion of students and staff who are diagnosed with certain communicable diseases. <a href="#">OAR 333-019-0010</a>	Our BFSD Guidelines for Exclusion are contained within our <a href="#">District Communicable Disease Management Plan</a> .
<b>Isolation Space</b> Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for students with special health care needs. <a href="#">OAR 581-022-2220</a>	BFSD regularly updates our practices to align with the most current OHA/ODE guidance concerning isolation space and practices. We are in compliance with OAR 581-022-2220.
<b>Emergency Plan or Emergency Operations Plan</b> <a href="#">OAR 581-022-2225</a>	BFSD maintains a comprehensive safety program for all employees and students per OAR 581-022-2225. We also utilize on-line training annually to assure employees are current in knowledge regarding safe and healthy responses to emergencies.

Plan Types	Hyperlinks and Descriptions
<b>Mental Health and Wellbeing Plans such as those prepared for <a href="#">Student Investment Account</a> (optional)</b>	In the past year, BFSD has expanded mental and behavioral supports through partnerships with Southern Oregon ESD and Rogue Community Health. We are a four-day/week school. Two days each week we have an SOESD counselor on-site. The other two days we have access to an RCH counselor at our Community/School-based Clinic. We can also draw on additional support from these partners as well as our neighboring Eagle Point School District. Additionally, the RCH clinic can provide health care support as well as resources from Jackson County Health and Human Services.
<b>Additional documents reference here:</b>	



## SECTION 1. Clarifying Roles and Responsibilities

Identifying roles central to communicable disease management. Clarifying responsibilities related to communicable disease response is a first step in keeping communities healthy and safe. In general, decisions of school health and safety reside with school and district officials. Together with local public health officials, school/district administrators should consult a variety of individuals when making decisions about health and safety in school.

**Table 2. Roles and Responsibilities**

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	<ul style="list-style-type: none"> <li>Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained.</li> <li>In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary.</li> <li>Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li> </ul>	<p>Elem. Campus: Karina Ferre</p> <p>Sec. Campus: Phil Long</p>	<p>Elem. Campus: Phil Long</p> <p>Sec. Campus: Karina Ferre</p>

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"> <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>	Elem. Campus: Karina Ferre Sec. Campus: Phil Long	Elem. Campus: Phil Long Sec. Campus: Karina Ferre
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 the LPHA any cluster of illness among staff or students.</li> <li>• Provides requested logs and information to the LPHA in a timely manner.</li> </ul>	Elem. Campus: Karina Ferre Sec. Campus: Phil Long  Jackson County Public Health: Bonnie Simpson, REHS	Elem. Campus: Brittney Botts  Sec. Campus: Suzy Ford
School Support Staff as needed ( <i>transportation, food service, maintenance/custodial</i> )	<ul style="list-style-type: none"> <li>• Advises on prevention/response procedures that are required to maintain student services.</li> </ul>	Superintendent: Phil Long	District Admin Assistant: Julie Freeman
Communications Lead ( <i>staff member responsible for ensuring internal/external messaging is completed</i> )	<ul style="list-style-type: none"> <li>• Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the school is responding, and action community members can take to protect their health.</li> <li>• Shares communications in all languages relevant to school community.</li> </ul>	Elem. Campus: Karina Ferre Sec. Campus: Phil Long	Elem. Campus: Brittney Botts  Sec. Campus: Suzy Ford

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<ul style="list-style-type: none"> <li>Has responsibility over communicable disease response during periods of high transmission in community at large. May act as school level support to Building lead/Administrator activating a scaled response.</li> <li>Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>	Superintendent: Phil Long	Principal: Karina Ferre
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>	Superintendent: Phil Long	Principal: Karina Ferre
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.)

BFSD continues to rely on the guidance and direction from the Oregon Department of Education (ODE) with respect to ensuring equity of service and support for our students. Our response to COVID-19 as a public health issue has included the broader consideration of equitable availability of and accessibility to teaching and learning for all of our students.

Throughout the pandemic we have engaged our students, staff and parents through newsletters, public listening sessions, surveys and, more informally, through one-to-one conversations concerning student mental, social and physical health, safety, progress, and success. To date our planning has considered [Equity Decision Tools](#) for School Leaders, the [Oregon Data for Decisions Guide](#), [Oregon's COVID-19 Data Dashboards](#) (when available) and the ODE [Community Engagement Toolkit](#).

The [ODE Equity Decision Tools for School Leaders](#) document includes three tools that support making clear choices with a consistent check against key values and input.

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<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.

1. The **Decision Tree** helps us spot patterns or gaps in our thought process.
2. **Deepening Questions** provides a number of prompts to deepen our own reflections and can help bring our community or staff together to get at underlying challenges.
3. The **Consultancy Protocol** has resulted in a close partnership with our local Jackson County Health Department and the Southern Oregon ESD and has leveraged technical assistance and expertise.



**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 have maintained the use of 1:1 Chromebook devices for our students. We use Google Classroom so our teachers are able to post assignments and instructional video support for students, when needed.
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.	We have Data Teams established at both campuses. These have been in place for several years. They focus on attendance, academic progress, and student behavior and disaggregate this by subpopulations. This helps identify inequities and provides a venue for problem-solving to resolve those inequities.

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>We use a Multi-Tiered System of Supports to respond to individual student needs. Careful identification coupled with a team approach to providing supports helps us direct resources to help those students who are disproportionately impacted, historically underserved, or at higher risk of negative impacts or complications related to COVID-19.</p> <p>Our teachers meet weekly in Professional Learning Teams (PLT) to monitor and discuss student progress and student needs.</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>Regular administrative monitoring of staff participation in PLTs and regular review of minutes from these meetings provides diagnostic data related to the efficacy of PLTs in addressing student subpopulations that historically have been overlooked.</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:

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**

<b>OHA/ODE Recommendation(s) Layered Health and Safety Measures</b>	<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>
Immunizations	We will continue to partner with our local health clinic, our community center, and the Town of Butte Falls to offer and promote vaccination clinics.
Face Coverings	We have adjusted our mask requirement to reflect the changes that occurred last spring in Oregon. Masks are encouraged, but optional. We will encourage the use of masks especially at times of high regional transmission rates.
Isolation	This is an effective practice for other communicable diseases as well, so we will continue to promote it.
Symptom Screening	We will re-implement a more rigorous screening if infection rates rise substantially in our region.
COVID-19 Diagnostic Testing	We will participate in the OHA iHealth self-testing program, which allows us to distribute self-tests to families.
Airflow and Circulation	We will continue to use our industrial air purifiers as they filter out many things beyond COVID.
Cohorting	We are prepared to implement greater cohorting if infection rates rise substantially in our region.
Physical Distancing	Our small class sizes help us in this instance. We have staggered meal times to decrease the amount of time spent waiting in line. We provide picnic tables outside to expand our serving space.
Hand Washing	We will continue to encourage hand washing and the use of hand sanitizer when entering or leaving a room and when entering the cafeteria.
Cleaning and Disinfection	We will maintain our regular program of cleaning, disinfecting, and sanitizing.
Training and Public Health Education	We will maintain support efforts by the health community to provide accurate information and training to our community members and families.

## 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** where this plan is available for public viewing: <https://www.buttefalls.k12.or.us/about-us/operational-plan-for-a-healthy-and-safe-school-year>

Date Last Updated: **August 24, 2023**

Date Last Practiced: **June 16, 2023**  
**(next scheduled for August 29, 2023)**