School-Level Communicable Disease Management Plan

Template For School Year 2025-2026



School/District/Program Information

District or Education Service District Name and ID: __Baker School District 5J, Institution ID: 1894_____

School or Program Name: _Baker Virtual Academy_____

Contact Name and Title: _Thomas Joseph, Principal_____

Contact Phone: __541-524-2310_____ Contact Email: _thomas.joseph@bakersd.org____

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
School District Communicable Disease Management Plan OAR 581-022-2220	Baker School District 5J - Health Information (bakersd.org)
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010	**Incorporated into District Communicable Disease Management Plan:** Baker School District 5J - Health Information (bakersd.org)
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	**Incorporated into District Communicable Disease Management Plan:** Baker School District 5J - Health Information (bakersd.org)
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	Baker School District 5J - Emergency Preparedness (bakersd.org)

Plan Types	Hyperlinks and Descriptions
Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional)	*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.* **Incorporated into District Integrated Plan:** Baker School District 5J - Curriculum & Federal Programs (bakersd.org)
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	• 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.	Thomas Joseph, Principal	John Thew, Teacher

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	• Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.		
School Safety Team Representative (*or staff member knowledgeable about risks within a school, emergency response, or operations planning*)	• 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.	Thomas Joseph, Principal	Riley Hall/Hailey Keller, School Nurses
Health Representative (*health aid, administrator, school/district nurse, ESD support*)	• 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.	Thomas Joseph, Principal	Riley Hall/Hailey Keller, School Nurses
School Support Staff as needed (*transportation, food service, maintenance/custodial*)	• Advises on prevention/response procedures that are required to maintain student services.	Thomas Joseph, Principal	Amanda Dolby, Food Service Supervisor Kim Ogan, Transportation Supervisor Curtis Dunn, Maintenance/Custodial Supervisor

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Communications Lead (*staff member responsible for ensuring internal/external messaging is completed)*	• 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.	Thomas Joseph, Principal	Lindsey McDowell, District Public Information & Communications Coordinator
District Level Leadership Support (*staff member in which to consult surrounding a communicable disease event*)	• 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.	Casey Hallgarth, Superintendent	Lindsey McDowell, District Public Information & Communications Coordinator
Main Contact within Local Public Health Authority (LPHA)	• 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.	Baker County Public Health Director	Baker County Public Health Officer
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[1], etc.)

- District Communicable Disease Management Plan: Baker School District 5J - Health Information (bakersd.org)
- Key staff, such as Special Education Director, ESL Coordinator/Family Liaison, and School Nurse
- Town Hall meetings
- Community surveys
- Extensive community partnership

Suggested Resources:

1. Equity Decision Tools for School Leaders
2. Community Engagement Toolkit
3. 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 Educational Equity

OHA/ODE Recommendation(s)	Response:
Describe how you will ensure continuity of instruction for students who may miss school due to illness.	Provide flexible attendance and learning platforms with qualified instructors for students and families requesting accommodations for high-risk health needs. Baker School District implements a comprehensive plan for continuity of instruction, including online learning, credit recovery, academic and enrichment learning. The District has invested in technology, curriculum, and professional training to fully support these learning options.
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.	Provide opportunity for staff, students, and families to self-identify as being at high risk. Work with the school health nurse to identify students listed as medically complex, medically fragile, or nursing dependent. Work with the Special Education Director and ESL Coordinator/Family Liaison to identify disproportionately impacted students/families.
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.	Ensure equitable consideration is given for students with special needs (e.g., low income students who rely on the school food service for daily meals), students requiring additional support (students with disabilities, mental, and/or physical health considerations), students identified as homeless, those in special facilities (e.g., juvenile justice facilities), as well as those who do not speak English as their first language. Provide flexible attendance and learning platforms with qualified instructors for students and families requesting accommodations for high-risk health needs. Under the guidance of the Special Education Director, establish interdisciplinary teams who will communicate with parents and health care providers to determine the current needs of each student identified as medically complex, medically fragile, or nursing dependent and modify health care plans, IEPs, 504s, or other student medical plans accordingly and ensure requirements for ADA and FAPE are met.

OHA/ODE Recommendation(s)	Response:
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Ensure that the Communicable Disease Management Plan is updated, reviewed regularly by staff, and readily available/easily accessible to the public. Baker School District implements a comprehensive plan for continuity of instruction, including online learning, credit recovery, academic and enrichment learning. The District has invested in technology, curriculum, and professional training to fully support these learning options. Baker School District maintains an ongoing collaborative relationship with local public health authorities. The LPHA advises and provides consultation to the BSD leadership team regarding health and safety in schools. Input from community partners and key organizations has been solicited in the development of plans. Some of these partners include Eastern Oregon Coordinated Care Organization, Building Healthy Families, Baker County YMCA, Eastern Oregon Head Start, EI/ECSE, and the Confederated Tribes of Umatilla Education Center.



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

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?**
Immunizations	*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.* Baker School District collaborates with our LPHA to provide easy access to COVID-19 and other vaccinations. COVID-19 vaccination is advertised and included in the vaccinations offered at the School-Based Health Center.
Face Coverings	While the implementation of universal and correct face coverings is no longer an OHA requirement, the district supports all individuals who wish to continue wearing face coverings as a mitigation strategy.
Isolation	Baker School District follows OHA and ODE's Symptom-Based Exclusion Guidelines and asks that those who show symptoms of illness stay home. Baker 5J schools provide isolation areas for students and staff who exhibit symptoms of illness while at school, in alignment with ODE's Exclusion Summary Guidance for K-12.
Symptom Screening	Basic symptom screening is used to identify and isolate any staff or students showing symptoms of illness at school.
COVID-19 Diagnostic Testing	*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.* Medical staff managing the School-Based Health Center are trained in administering COVID-19 diagnostic testing. Testing is available daily at no cost for staff and students during school hours.
Airflow and Circulation	Funding has been appropriated to continue upgrading the HVAC systems in existing facilities. Baker School District ensures common areas, classrooms, and health rooms are ventilated as much as practicable.
Cohorting	n/a
Physical Distancing	n/a

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?**
Hand Washing	Hand hygiene and respiratory etiquette is demonstrated to students and reinforced daily through visual and verbal reminders. Hand sanitizer stations are set up at entry of each school building; soap and water is available in restrooms and classrooms.
Cleaning and Disinfection	Baker School District utilizes appropriate disinfection and sanitization procedures.
Training and Public Health Education	Baker School District follows a plan developed in collaboration with our LPHA for communicating with students, staff, families, and the community regarding communicable disease-related information affecting the school environment.

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.

Baker School District 5J - Health Information (bakersd.org) where this plan is available for public viewing.

Date Last Updated: **July 31, 2026**

Date Last Practiced: **May 17, 2023**