



Covid Management Plan: 2022-2023

School/District/Program Information


District or Education Service District Name and ID: _____ Baker 5J _____

School or Program Name: _____ Baker Charter Schools _____

Contact Name and Title: _____ Roland Hobson - Superintendent _____

Contact Phone: 541-519-6225- _____ Contact Email: _____ rhobson@bakercharters.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.
School District Communicable Disease Management Plan OAR 581-022-2220	
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010	https://bakercharters.org/covid19-updates All data with exclusion of staff and students can be found on our webpage above.
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	At all Baker Charter School locations we are able to communicate with students about any possible symptoms of any illness. If symptoms of any kind of illness are present students can be asked to leave the premises and be monitored by a BCS employee. Family members will be contacted to come and pick up student.
Educator Vaccination OAR 333-019-1030	All BCS employees are required to follow the OAR 333-019-1030. If they are going to opt out they need to provide a medical exemption and/or religious reasons. New employees are all subject to the Oct 2021 ruling of vaccination requirement.
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	Gwen is getting from Quinn McAndrews



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.

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	<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. 	Roland Hobson – Superintendent	John Martin – Principal Stephani Rasmussen – Principal Shawn Farrens –Principal Dave Courtney – Principal Jodi Coleman – Principal Jennifer Tracewell – Principal Stehpani Hedin - Principal Kate Saldana - Principal

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<p>School Safety Team Representative <i>(or staff member knowledgeable about risks within a school, emergency response, or operations planning)</i></p>	<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. 	<p>Roland Hobson – Superintendent</p>	<p>John Martin – Principal Stephani Rasmussen – Principal Shawn Farrens –Principal Dave Courtney – Principal Jodi Coleman – Principal Jennifer Tracewell – Principal Stephani Hedin - Principal Kate Saldana - Principal</p>
<p>Health Representative <i>(health aid, administrator, school/district nurse, ESD support)</i></p>	<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. 	<p>Roland Hobson – Superintendent</p>	<p>John Martin – Principal Stephani Rasmussen – Principal Shawn Farrens –Principal Dave Courtney – Principal Jodi Coleman – Principal Jennifer Tracewell – Principal Stephani Hedin - Principal Kate Saldana - Principal</p>
<p>School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i></p>	<ul style="list-style-type: none"> Advises on prevention/response procedures that are required to maintain student services. 	<p>Roland Hobson – Superintendent</p>	<p>John Martin – Principal Stephani Rasmussen – Principal Shawn Farrens –Principal Dave Courtney – Principal Jodi Coleman – Principal Jennifer Tracewell – Principal Stephani Hedin - Principal Kate Saldana - Principal</p>

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<p>Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i></p>	<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. 	<p>Roland Hobson – Superintendent</p>	<p>John Martin – Principal Stephani Rasmussen – Principal Shawn Farrens –Principal Dave Courtney – Principal Jodi Coleman – Principal Jennifer Tracewell – Principal Stehpani Hedin - Principal Kate Saldana - Principal</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"> 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. 	<p>Roland Hobson - Superintendent</p>	<p>John Martin – Principal Stephani Rasmussen – Principal Shawn Farrens –Principal Dave Courtney – Principal Jodi Coleman – Principal Jennifer Tracewell – Principal Stehpani Hedin - Principal Kate Saldana - Principal</p>
<p>Main Contact within Local Public Health Authority (LPHA)</p>	<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. 	<p>Roland Hobson - Superintendent</p>	<p>John Martin – Principal Stephani Rasmussen – Principal Shawn Farrens –Principal Dave Courtney – Principal Jodi Coleman – Principal Jennifer Tracewell – Principal Stehpani Hedin - Principal Kate Saldana - Principal</p>
<p>Others as identified by team</p>			



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.)

- <https://bakercharters.org/covid19-updates>



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](#)

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 Equity

OHA/ODE Recommendation(s)	Response:
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.	Students within our system work directly with their advisory teacher on a weekly basis. These students are monitored for progress continually and are able to express needs or wants with concerns in their program. If a student is in need of additional support we are able to place them with regional and school wide supports in our school to work directly with the student within their curriculum.
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.	The process will be looked at and monitored closely on a case-by-case basis first. We have the ability to work in real time and not wait to see if students will fall behind in their courses. Monitoring their courses happens weekly so advisory teachers as well as our grading teachers are both in sync on where are students are performing. Advisory teachers with regional administrators will work together quarterly on identifying students who may need those additional supports.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	These systems of monitoring within our school setting are imbedded and practiced by all teachers and staff. Adding students to regional support staff to help support students has been a practice in the past and will continue to be this year and years moving forward.

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.)

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Suggested Resources:

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](#)

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.	Our school setting devotes time with an advisory teacher and a student 2 times a month for an hour. On the off weeks students and staff have opportunities to connect if anything may arise. Relationships with your advisory student is a number one priority as we have trained our teachers to foster that relationship and support student and family.
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.	These times in our school are already set up with staff and students.

OHA/ODE Recommendation(s)	Response:
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>In upcoming school year counselors in each region are working on a project to gather all kinds of resources for mental health, family support, food support, and anything related to students and families. Counselors will have time during our regional meetings to share lists and update staff on new findings around the communities.</p>
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>This will be a challenge point being the nature of our online asynchronous school. We are allowing students to attend different groups that have been running over the past few years.</p>



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	<ul style="list-style-type: none"> • Vaccination requirements from ODE or qualifying reasons to not be vaccinated • Staff must turn in either their vaccine card or religious/medical forms
Face Coverings	<ul style="list-style-type: none"> • Face coverings offered at all of our student centers • Staff who are returning from Covid- 19 will follow CDC/OHA guidelines
Isolation	<ul style="list-style-type: none"> • Students who become ill at a center will be asked to move outside of the building. Supervised at all times by a staff member.
Symptom Screening	<ul style="list-style-type: none"> • If a student or staff member has an symptoms they can be questioned by a staff member who will then ask them to leave the building or put a mask on
COVID-19 Testing	<ul style="list-style-type: none"> • We offer tests for all our staff if they are having symptoms through the state of Oregon program.
Airflow and Circulation	<ul style="list-style-type: none"> • Within all student centers we use air purifiers in all of our rooms.
Cohorting	<ul style="list-style-type: none"> • No need to do cohorting at our student centers
Physical Distancing	<ul style="list-style-type: none"> • Staff / students are encouraged to work at 3ft distance from one another
Hand Washing	<ul style="list-style-type: none"> • Hand washing stations are in all of the bathrooms in our student centers
Cleaning and Disinfection	<ul style="list-style-type: none"> • Use of high quality spray and wipes when all staff/students have left our buildings

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	<ul style="list-style-type: none"> Informing our staff, students, and families through ParentSquare to inform what is going on during these times.

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	<ul style="list-style-type: none"> Vaccination requirements from ODE or qualifying reasons to not be vaccinated Staff must turn in either their vaccine card or religious/medical forms
Face Coverings	<ul style="list-style-type: none"> If OHA / ODE requires universal face masking BCS will follow protocol as we did over the past 2 years during high transmission times
Isolation	<ul style="list-style-type: none"> Students who become ill at a center will be asked to move outside of the building. Supervised at all times by a staff member.
Symptom Screening	<ul style="list-style-type: none"> Before entering any BCS Facility all people will be screened at the door with a temperature check as well as a questionnaire. Questions will consist of current symptoms, recent exposure to positive people, and anything else put forth by ODE/OHA/CDC
COVID-19 Testing	<ul style="list-style-type: none"> We offer tests for all our staff if they are having symptoms through the state of Oregon program.
Airflow and Circulation	<ul style="list-style-type: none"> Within all student centers we use air purifiers in all of our rooms.
Cohorting	<ul style="list-style-type: none"> During periods of high transmission BCS would consider closing all centers to students and non-essential staff. Over the past 2 years we were able to mitigate contact by using the practice.

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).
Physical Distancing	<ul style="list-style-type: none"> • During periods of high transmission BCS would consider closing all centers to students and non-essential staff. Over the past 2 years we were able to mitigate contact by using the practice.
Hand Washing	<ul style="list-style-type: none"> • Encouraged to use restrooms to wash hands • Provide hand sanitizer in all spaces
Cleaning and Disinfection	<ul style="list-style-type: none"> • Use high quality wash and wipes on all surfaces • Use in air sanitizer to spray down all services
Training and Public Health Education	<ul style="list-style-type: none"> • Informing our staff, students, and families through ParentSquare to inform what is going on during these times.

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>	<ul style="list-style-type: none"> • Vaccination requirements from ODE or qualifying reasons to not be vaccinated <p>Staff must turn in either their vaccine card or religious/medical forms</p>
<p>Face Coverings</p>	<ul style="list-style-type: none"> • If OHA / ODE requires universal face masking BCS will follow protocol as we did over the past 2 years during high transmission times
<p>Isolation</p>	<ul style="list-style-type: none"> • Students who become ill at a center will be asked to move outside of the building. Supervised at all times by a staff member.
<p>Symptom Screening</p>	<ul style="list-style-type: none"> • Before entering any BCS Facility all people will be screened at the door with a temperature check as well as a questionnaire. Questions will consist of current symptoms, recent exposure to positive people, and anything else put forth by ODE/OHA/CDC
<p>COVID-19 Testing</p>	<ul style="list-style-type: none"> • We offer tests for all our staff if they are having symptoms through the state of Oregon program.
<p>Airflow and Circulation</p>	<ul style="list-style-type: none"> • Within all student centers we use air purifiers in all of our rooms.
<p>Cohorting</p>	<ul style="list-style-type: none"> • During periods of high transmission BCS would consider closing all centers to students and non-essential staff. Over the past 2 years we were able to mitigate contact by using the practice.
<p>Physical Distancing</p>	<ul style="list-style-type: none"> • During periods of high transmission BCS would consider closing all centers to students and non-essential staff. Over the past 2 years we were able to mitigate contact by using the practice.
<p>Hand Washing</p>	<ul style="list-style-type: none"> • Encouraged to use restrooms to wash hands • Provide hand sanitizer in all spaces
<p>Cleaning and Disinfection</p>	<ul style="list-style-type: none"> • Use high quality wash and wipes on all surfaces <p>Use in air sanitizer to spray down all services</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?
Training and Public Health Education	Informing our staff, students, and families through ParentSquare to inform what is going on during these times.

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 where this plan is available for public viewing.

Date Last Updated: **August 12, 2022**

Date Last Practiced: **August 12, 2022**