

School-Level COVID-19 Management Plan
For The Lighthouse School Year 2022-23



School/District/Program Information


District or Education Service District Name and ID: Coos Bay School District; ID 1965

School or Program Name: The Lighthouse School

Contact Name and Title: Shelley Lake, School Director

Contact Phone: (541) 751-1649 Contact Email: director@thelighthouseschool.org

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>Coos Bay School District Communicable Disease Management Plan</p> <p>Applicable documents: Oregon School Nurse Association (OSNA) toolkit samples: OSNA Covid Toolkit 2022-2023 OHA Communicable Disease Guidance for Schools: Communicable Disease Guidance for Schools</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>TLS building follows the CBSD protocols for the school’s health room and in addition, contain 3 locations to separate people who have or may have a contagious disease from people who are not sick required by OAR 581-022-2220. TLS aligns with our sponsoring district’s policies and procedures to incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and works closely with LPHA.</p> <p>Applicable documents: ODE COVID-19 Exclusion Summary Chart (Version 3/9/2022) Isolation and Exclusion Guidelines for k-12 settings (ODE & OHA)(OHA 4022A (03/17/2022) Exclusion letter (OHA) This letter is available through OHA in multiple languages</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>Isolation spaces are required. Per OAR 581-022-2220 schools must maintain supervised space to isolate the sick that is separate from the space where other health care tasks take place and cannot be shared spaces or occupied working offices. In Coos Bay, protocols are established in each building for a health room and an isolation room (for ill or exposed) to separate people who have or may have a contagious disease from people who are not sick required by OAR 581-022-2220. TLS contains 3 isolation spaces near the front office. All isolation spaces are sterilized between use.</p> <p>Applicable documents: Isolation Protocol (see p. 10 and 12) 2022 OSNA Example Modification to the Health Room COVID-19 Case and Contact Reporting to Schools/School Districts; Verification of COVID-19 Cases</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.

Educator Vaccination [OAR 333-019-1030](#)

Teachers and school staff, volunteers and contractors are required to be fully vaccinated or have provided documentation of a medical or religious exception to the school district before they are able to teach, work, learn, study, assist, observe, or volunteer at this school ([OAR 333-019-1030](#)).
The Lighthouse School fully complies with the OHA vaccine mandates of fully vaccinated and/or medical or religious exceptions. The process for vaccination or exception is tracked and verified by human resources.

[Vaccination Protocol](#) (see p. 9)[1030](#).

Emergency Plan or Emergency Operations Plan [OAR 581-022-2225](#)

- [Emergency Plan](#)
- [Emergency Procedures](#)

Additional documents reference here:

[CDC COVID Data Tracker: County View](#)
[OSNA Covid Toolkit 2022-2023](#)



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. 	<p>Shelley Lake School Director 541.751.1649 director@thelighthouseschool.org</p>	<p>Michelle Silva Business Services/Human Resources 541.751.1649 businessservices@thelighthouse.school.org</p>
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. 	<p>Shelley Lake School Director 541.751.1649 director@thelighthouseschool.org</p>	<p>Michelle Silva Business Services/Human Resources 541.751.1649 businessservices@thelighthouse.school.org Dave Sloan/Operations & Maintenance Anita Martins/Lighthouse Parent Organization (LPO) Christopher Seldon/Union President/8th grade MLT Bruce Steele, Board Member</p>
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. 	<p>Emily Parkhurst BSN,RN Communicable Disease Nurse 541.297.6011 emilyp@coos-bay.k12.or.us</p>	<p>Donna Johnson ESD site Nurse 541.751-1649 donnaj@scesd.k12.or.us Michaela Vonderohe Administrative Assistant 541.751.1649 office@thelighthouseschool.org</p>

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<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>Shelley Lake, School Director, will coordinate and work with food service Head Janine Leep at Sodexo and Becky Mascarenas at First Student Bus Company to ensure continued services for students.</p> <p>Rick Roberts CBSD Facilities & Maintenance</p>	<p>Donette Savey TLS Food Services</p> <p>Micheala Vonderohe TLS Transportation Schedule office@thelighouseschool.org</p> <p>Dave Sloan TLS Operations and Maintenance</p>
<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>Shelley Lake School Director 541.751.1649 director@thelighouseschool.org</p>	<p>Michaela Vonderohe/ Administrative Assistant</p> <p>Michelle Silva/Human Resources</p> <p>Anita Martins/ LPO</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>Shelley Lake School Director 541.751.1649 director@thelighouseschool.org</p>	<p>Michelle Silva Business Services/Human Resources 541.751.1649 businessservices@thelighthouse school.org</p>

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. 	Anthony Arton Administrator Coos Health and Wellness 541.751.3945 anthony.arton@chw.coos.or.us	Leesa Cobb Coos Health and Wellness COVID 19 lead investigator 541.294.2476 leesa.cobb@chw.coos.or.us
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.)

- TLS is an inclusive school that welcomes all genders, races, and belief systems

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.

- TLS inclusively involves families in the planning of individual student’s health and educational needs
- TLS staff are trained in SEL modalities for safe and inclusive classrooms
- TLS utilizes an Independent Study Plan (ISP) for all students effected by exposure, quarantine, and illnesses upon the request and/or notification of guardians



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>TLS provides tri-annual benchmarks for reading (Dibels), Math & Language Comprehension (easyCBM) to help identify students who are academically at risk.</p> <p>TLS will provide an in person registration event to help coordinate the school-home communication and relationships including annual school orientations.</p> <p>The TLS registration packet provides required demographics to help the school identify any students that may be disproportionately impacted.</p> <p>The School Director serves as liason between ESD, CBSD, to coordinate IEP, 504, and behavioral plans.</p> <p>TLS partners with local charities to support our students impacted by socio-economic hardships.</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>TLS has on staff a Dyslexia Coach and 2 additional reading support specialists to provide target reading instruction for our at-risk students with pull out and push in intervention.</p> <p>TLS has an instructional aide in Kindergarten and first grade for small group instructional opportunities.</p> <p>TLS contracts with CBSD and ESD for Special resource services for students who qualify.</p> <p>TLS is providing a Summer Kick-off reading program for all students who qualify based on annual benchmark assessments.</p> <p>TLS has hired a reading intervention team for the 22-23 school year to serve our literacy impacted students for push-in and pull-out intervention.</p> <p>TLS provides an ISP (Independent Study Plan) upon request for students that anticipate long-term absence including, but not limited to, mandated isolation/quarantines.</p> <p>Administrative and Secretarial staff, etc. will monitor absences and contact families with higher rates of absenteeism.</p>

OHA/ODE Recommendation(s)	Response:
	<p>School can inform families of health services in the community.</p> <p>School will provide access to PPE (masks, hand sanitizer, etc) for those interested in accessing these materials</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>The TLS staff will participate in training through the school year including: PBIS interventions, ASES trama informed teaching, and Reading Horizons at the start of the school year.</p> <p>The Reading Coordinator/Dyslexia Coach will be available for coaching and ongoing PLCs.</p> <p>TLS has Teacher Support Staff available for staff coaching and lesson plan collaboration one day weekly.</p> <p>Friday is an early release for all students, allowing additional time for necessary PLC and Professional Development.</p> <p>TLS will provide Communication with nursing staff, secretarial staff, for shared understanding of Covid Management Plan with Staff having Access to COVID-19 Management Plan on the shared platform.</p> <p>TLS staff will have input on Management plan and implementation issues discussed at staff meeting</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.)

- TLS is contracted with ittherapy for bi-weekly sessions for all students
- TLS is contracted with Coos Health and Wellness (CHW) for local counseling available for students who qualify under OHP
- TLS utilizes the CHW 24 hour crisis hotline for immediate service intervention 541-266-6800

Table 4. Mental Health Supports

OHA/ODE Recommendation(s)	Response:
<p>Describe how you will devote time for students and staff to connect and build relationships.</p>	<p>All classes are provided with Specialties to include: Art, Music, Physical Education, Health Education, Drama and Handwork.</p> <p>Elective education is returning to TLS to include: Archery, Handwork, Cooking, Leadership, Strategic Games, Comic Book Art, Art exploration, Year Book, D.I.Y building, and Chess Club, etc.</p> <p>K-8 classrooms are provided morning connection time for check in, circle communication and peer relationship building.</p> <p>Staff are provided with daily prep time to enhance the work/life balance. Staff are provided with monthly PLC time.</p> <p>TLS will maintain early release Fridays.</p>
<p>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.</p>	<p>TLS has Main Lesson instruction that allows the students time to self-reflect and process the learning that continues throughout the day. Main Lesson instruction includes art, explorative and kinesthetic learning, outdoor learning, and may include partnership with outside volunteers.</p> <p>All students participate in weekly specialties including Art, Music and Handwork instruction.</p> <p>Select classes will maintain physical Education to include: outdoor classroom, yoga and Bal-a-Visx</p> <p>Monthly PLCs and ongoing professional development will provide peer learning opportunities amongst staff strengths. Learning Stipends are available for staff who seek continued professional development by first come first serve basis.</p>

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>Weekly newsletters will update TLS community to local opportunities and outreach.</p> <p>TLS is partnering with e-therapy for virtual counseling 2x weekly for 36 weeks of the calendar year. The School counselor will be able to meet students by priority according to School, parent, teacher or student referral.</p> <p>TLS will coordinate with Coos Health and Wellness (CHW) for on site counseling 4 hours weekly.</p> <p>TLS will utilize the emergency referral system through CHW by priority of need.</p>
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>TLS incorporates Common Sense Media, Cyber Civics and Erica Law to enhance student’s wellbeing and mental health awareness. The TLS health curriculum continues to address areas including: terminology, safe strategies, internet usage, and outlets for body and mental awareness.</p> <p>All TLS staff has participated in professional development on Trauma-Informed Instruction and Restorative Practices to support students and increase student voice.</p> <p>TLS will provide an all-school assembly in September around Mental Health and Anti-bully discussions.</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

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>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?</p>
<p>COVID-19 Vaccination</p>	<p><i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Our schools will share current information where vaccination can be accessed locally.</i></p> <p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:</i></p> <p><i>The school will promote vaccination by providing information about the COVID-19 vaccine to families encouraging evidence-based information, trust and confidence in vaccines. Utilize the COVID-19 Pediatric Vaccination Toolkit for resources for families.</i></p> <ul style="list-style-type: none"> • <i>District works in partnerships with healthcare providers and entities to promote vaccines, access to vaccinations, and access to location of vaccine clinics throughout the district.</i> • <i>TLS will coordinate with Local Public Health Authority (LPHA) to promote community access to annual vaccination clinics within the community and district.</i> • <i>Ensure information is accessible in preferred languages in preparation for vaccination clinics.</i> • <i>District protocol for vaccination status in accordance with OAR 333-019-1030</i> <p><u><i>Applicable documents:</i></u> Vaccines for COVID-19 CDC Get Vaccinated Oregon Accessibility Kit Resource COVID-19 Pediatric Vaccination Toolkit</p>
<p>Face Coverings</p>	<p>Universal masking is no longer required of adults or students, but welcomed. At low community levels wear a mask based on your personal preference or when required by district.</p> <p>District or school to create and post signage and place face coverings at the front door, creating an environment where face coverings are truly welcomed.</p> <p><u>Examples of when a mask may be required:</u></p> <ul style="list-style-type: none"> • In any school building room considered a health care setting. These include, health room, designated therapy office. Masking Requirements to Control COVID-19 in Health Care Settings 333-019-1011 • Masking is required under the following circumstances: Disability Services: If a student’s IEP or 504 plan indicates a service that requires close contact (3ft) of a staff member, and that student cannot wear a face-covering due to the nature of the disability, the staff member must wear a face covering while performing that service.

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?
	<ul style="list-style-type: none"> • School communication (multiple languages) to families that at some point during the school year the school may need to require masking, based on federal, state, or local laws and policies, or to ensure that students with immunocompromising conditions or other conditions that increase their risk for getting very sick with COVID-19 can access in-person learning. <p><u>When masking is recommended:</u></p> <ul style="list-style-type: none"> • Face coverings are recommended for additional 5 days after return from isolation. • Those who are immunocompromised or at high risk for severe illness are recommended to wear a mask or respirator that provides greater protection. <p><u>Applicable documents:</u> Use and Care of Masks CDC Health Room Masks Required Poster Health Care Setting Masking Requirements FAQ</p>
Isolation	<p>Per OAR 581-022-2220 schools must maintain supervised space to isolate the sick that is separate from the space where other health care tasks take place. Isolation space in each school is required.</p> <p>TLS will maintain isolation bubbles in the front office for all symptomatic students. Individuals who test positive for Covid-19 will be required to isolate at home for a minimum of 5 days from the first day of symptoms or positive test result.</p> <ul style="list-style-type: none"> • Individuals who test Positive for communicable diseases that require them to self-isolate or quarantine off campus will be provided an Independent Study plan that they can complete at home to maintain education. Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home. Please see the ODE Communicable Disease Guidance pg. 9 <p>The TLS Health room is available for students that are presenting moderate-severe symptoms, that need close monitoring and/or additional rest.</p>
Symptom Screening	

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?
	<p>TLS will Communicate with families and staff regularly about information of communicable disease symptoms, including COVID-19. If symptoms are present families are asked to keep their student home</p> <ul style="list-style-type: none"> ● TLS staff will participate in COVID-19 training at the start of school. ● District will educate or support paid sick leave policies and practices, designed to encourage sick employees to stay home without fear of retaliation, loss of pay, loss of employment, or other negative impacts. ● Schools will create communications which include symptoms for communicable disease and instructions to families and staff if/when symptoms are present. ● School will create a letter template for notifying families of illness within a classroom or communicable disease. The communication will include the message that staying home when sick can lower the risk of spreading communicable diseases, including the virus that causes COVID-19, to other people. <p>School leaders should monitor their community for high rates of absenteeism or unusual spread of disease, and notify their LPHA if the following thresholds are met:</p> <ol style="list-style-type: none"> 1. At the school level: ≥ 30% absenteeism, with at least 10 students/staff absent. 2. At the cohort level: ≥ 20% absenteeism, with at least 3 students/staff absent. For example, an elementary classroom of 25 students with 5 students absent, some with respiratory symptoms, would trigger a call to the LPHA partner. <p>Applicable documents: CDC COVID-19 Symptoms table graphic Symptom Surveillance Overview of Tools</p>
COVID-19 Testing	<p>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.</p> <p>Testing for students and staff is available at The Lighthouse School during all phases of the pandemic. All testing options will be available when testing is available through OHA.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Diagnostic testing with consent

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?
	<ul style="list-style-type: none"> ● IHealth home tests as available ● Screening testing for staff through OHA ● Testing consent forms will be available online and at each school building <p><u>Applicable documents:</u> Oregon Health Authority : Oregon's COVID-19 Testing in K-12 schools : COVID-19 Response : State of Oregon School Testing for COVID-19 CDC OHA Minor COVID Testing Consent form OHA School Testing Table</p>
Airflow and Circulation	<p>TLS has partnered with the LPO (Lighthouse Parent Organization) and received donations to maintain a minimum of one and up to three air purifiers in each of our classrooms.</p> <p>Air Filters are maintained and cleaned by the school's operations Supervisor.</p>
Cohorting	<p>Cohorting and tracking of cohorts is a strong public health strategy to limit the spread of illness.</p> <p>We will cohort to the greatest extent possible.</p> <p>TLS will notify the LPHA about unusual respiratory disease activity if the following absence thresholds are met and at least some students are known to have influenza or COVID-like symptoms with the investigative process:</p> <ol style="list-style-type: none"> 1. At the school level: ≥ 30% student/staff population absent d/t illness 2. At the cohort level: ≥ 20% students/staff absent d/t illness
Physical Distancing	<p>Layered mitigation efforts help to reduce the spread of illness. Physical distancing is one layer that can reduce the spread of COVID-19</p> <p>We will practice physical distancing to the greatest extent possible as well as utilize outdoor spaces and/or spread students out as feasible (if possible due to climate and available space)</p>
Hand Washing	<p>The Lighthouse School will continue hand-washing education and provide 60-70% alcohol-based hand sanitizer where water is not available.</p> <p><u>Applicable documents:</u></p>

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?
	Health Promotion Materials Handwashing CDC Handwashing in Communities: Clean Hands Save Lives CDC
Cleaning and Disinfection	TLS will provide cleaning and disinfecting supplies to staff and maintain minimum required cleaning and disinfecting. TLS will Enhance cleaning measures in health and isolation areas to minimize transmission of illness.
Training and Public Health Education	Weekly newsletters will include any communications between LHA updates and TLS community. Staff trainings will continue to advise all TLS staff on best practice as advised by the LHA

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	<p><i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Our schools will share current information where vaccination can be accessed locally.</i></p> <p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:</i></p> <p><i>The school will promote vaccination by providing information about the COVID-19 vaccine to families encouraging evidence-based information, trust and confidence in vaccines. Utilize the COVID-19 Pediatric Vaccination Toolkit for resources for families.</i></p> <ul style="list-style-type: none"> ● <i>District works in partnerships with healthcare providers and entities to promote vaccines, access to vaccinations, and access to location of vaccine clinics throughout the district.</i> ● <i>School to coordinate with Local Public Health Authority (LPHA) to host annual vaccination clinics on-site and/or promote community access.</i> ● <i>Ensure information is accessible in preferred languages in preparation for vaccination clinics.</i> ● <i>District protocol for vaccination status in accordance with OAR 333-019-1030</i>

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>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).</p>
	<p><u>Applicable documents:</u> Vaccines for COVID-19 CDC Get Vaccinated Oregon Accessibility Kit Resource COVID-19 Pediatric Vaccination Toolkit</p>
<p>Face Coverings</p>	<p>DC, OHA, and ODE recommend universal use of face coverings during periods of high transmission. Masks are available at each school building and encouraged.</p> <p><u>When masking is recommended:</u></p> <ul style="list-style-type: none"> • Face coverings are recommended for additional 5 days after return from isolation. • Those who are immunocompromised or at high risk for severe illness should wear a mask or respirator that provides greater protection. <p><u>Examples of when a mask may be required:</u></p> <ul style="list-style-type: none"> • In any school building room considered a health care setting. These include, health room, designated therapy office. Masking Requirements to Control COVID-19 in Health Care Settings 333-019-1011 • Masking is required under the following circumstances: Disability Services: If a student’s IEP or 504 plan indicates a service that requires close contact (3ft) of a staff member, and that student cannot wear a face-covering due to the nature of the disability, the staff member must wear a face covering while performing that service. • School communication (multiple languages) to families that at some point during the school year the school may need to require masking, based on federal, state, or local laws and policies, or to ensure that students with immunocompromising conditions or other conditions that increase their risk for getting very sick with COVID-19 can access in-person learning.
<p>Isolation</p>	<p>At high community transmission levels schools will:</p>

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).
	<p>TLS has designated trained staff that can support all student health and safety needs and are well informed of COVID-19 protocols and have prepared additional spaces identified for isolation use during an active outbreak, screening protocols at time of arrival or during the school day per communicable disease protocol.</p> <p>Isolated Individuals with COVID-19 symptoms, may opt for testing, and will be sent home. Individuals who test positive for Covid-19 will be required to isolate at home for a minimum of 5 days from the first day of symptoms or positive test result.</p>
Symptom Screening	<p>TLS educators are to monitor students upon classroom entry & throughout the day to screen symptoms. Symptomatic students will be removed from the class and referred to the school nurse and/or office staff to be monitored. Students with 2+ or more symptoms will be sent home.</p>
COVID-19 Testing	<p>TLS will continue providing OHA sponsored COVID testing programs and share information on community testing events for the school community seeking testing.</p>
Airflow and Circulation	<p>Every Classroom at TLS is fitted with Air purification devices that will be maintained to enhance airflow & circulation</p>
Cohorting ²	<p><i>Schools should notify their LPHA about unusual respiratory disease activity if the following absence thresholds are met and at least some students are known to have influenza or COVID-like symptoms:</i></p> <ol style="list-style-type: none"> <i>1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i> <i>2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i> <p>Class rotations for specialties will maintain cohorts by grade level.</p>

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.

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>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).</p>
<p>Physical Distancing</p>	<p>The District will promote physical distancing to the greatest extent possible during events of high transmission. Also utilizing outdoor spaces and/or spread students out as feasible (if possible due to climate and available space)</p>
<p>Hand Washing</p>	<p>The Lighthouse School will promote hand-washing education and provide 60-70% alcohol-based hand sanitizer where water is not available.</p>
<p>Cleaning and Disinfection</p>	<p>Meal tables are cleaned between use. Classrooms and shared spaces (including bathrooms) are cleaned daily at the end of each day and as needed throughout the school day.</p>
<p>Training and Public Health Education</p>	<p>All TLS staff are assigned SafeSchools trainings in the areas of: biohazards, bloodborne pathogens, General Integrated Pest management and communicable diseases including COVID-19</p>

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>TLS will follow all state mandates and ODE guidelines</p>
<p>Face Coverings</p>	<p>TLS will follow all state mandates and ODE guidelines</p>
<p>Isolation</p>	<p>TLS will maintain isolation bubbles in the front office for all symptomatic students. Students who test Positive for communicable diseases that require them to self-isolate or quarantine off campus will be provided an Independent Study plan that they can complete at home to maintain education.</p>
<p>Symptom Screening</p>	<p>Staff are provided self-screening forms upon arrival onto campus. Human resources will review symptoms to identify priority concerns that may need to self-isolate at home.</p> <p>Classes are provided cohort logs that allow teachers to pre-screen students for symptoms prior to entering the classroom.</p>
<p>COVID-19 Testing</p>	<p>TLS provides optional self-screening test through a third party.</p> <p>TLS provides BinaxNOW rapid tests for symptomatic staff & students while supplies last.</p>
<p>Airflow and Circulation</p>	<p>TLS has provided Air purifiers in each of the classrooms to enhance airflow and circulation. All classrooms have an exterior door and windows that can be opened as needed for additional airflow and circulation.</p>
<p>Cohorting</p>	<p>Recess zones will maintain cohorts by grade level</p> <p>Class rotations for specialties will maintain cohorting by grade level.</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?
Physical Distancing	TLS will follow all state mandates and ODE guidelines
Hand Washing	TLS will require that all students are allotted time to wash hands prior to meals to include: breakfast, snack and lunch transitions.
Cleaning and Disinfection	TLS will follow all state mandates and ODE guidelines
Training and Public Health Education	Annual Mandated back to school training for all staff to include updated training on public health education.

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.

https://www.thelighthouseschool.org/docs/notices/Safe-Return-to-In-Person-Instruction-and-Continuity-of-Services-Plan_08a-2022.pdf

Date Last Updated: **8/26/2022**

Date Last Practiced: **6/9/2022**