

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

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>https://4.files.edl.io/016e/06/23/20/201555-006031d4-f601-4722-9611-4574f2951f8e.pdf</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>https://4.files.edl.io/513a/08/27/21/010102-4784e041-01f6-44c0-97fb-66081c11b8db.pdf</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>The Lighthouse School office contains 3 isolation bubbles near the front entry of the school for students that are non-symptomatic and/or mild symptomatic. Students that are temporarily housed in the isolations bubbles are awaiting transportation to a location off campus. All isolation bubbles are sterilized after use.</p> <p>The Lighthouse School has an isolated nurse’s bay for moderate/sever student(s) that need additional guidance, rest, or isolation.</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>The Lighthouse School maintains records of Vaccination status for all TLS employees and regular volunteers in compliance with OAR 333-019-1030.</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>https://4.files.edl.io/6e8c/04/20/22/232616-263acfde-f625-4214-84c8-d35815ae3602.pdf</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.

Additional documents reference here:

<https://4.files.edl.io/3e13/09/17/19/142648-fc7d0441-91ed-4c5c-86b3-cfe8459e88a1.pdf>



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. 	Shelley Lake /Director	Michelle Silva /Human Resources

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"> 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. 	Shelley Lake / Director	Michelle Silva /Business Services Dave Sloan /Operations & Maintenance Anita Martins /Lighthouse Parent Organization (LPO) Christopher Seldon /Union President/8 th grade MLT Bruce Steele , Board Member
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. 	ESD Nurse /Donna Johnson Shelley Lake /Director	Micheala Vonderohe /Administrative Assistant
School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i>	<ul style="list-style-type: none"> Advises on prevention/response procedures that are required to maintain student services. 	Janine Leep /Sodexo (Food Service CBSD) Becki Mascarenas /CBSDTransportation Rick Roberts /CBSD Facilities & Maintenance	Donette Savey : TLS Food Services Micheala Vonderohe /TLS Transportation Schedule Dave Sloan /TLS Operations and Maintenance

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>Shelley Lake/Director</p>	<p>Micheala 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/Director</p>	<p>Michelle Silva/Human Resources</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>Michelle Silva/Human Resources</p>	<p>Shelley Lake/Director</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.)

- TLS is an inclusive school that welcomes all genders, races, and belief systems
- 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](#)

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:
<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.</p> <p>The TLS registration packet provides required demographics to help the school identify any students that may be disproportionately impacted.</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>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 mandated literacy training through Reading Horizons at the start of the school year.</p> <p>The Reading Coordinator/Dyslexia Coach will be available for coaching.</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>

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>
<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 any OHP and insurance referrals.</p> <p>TLS will utilize the emergency referral system through CHW by priority of need.</p>

OHA/ODE Recommendation(s)	Response:
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>TLS is planning to incorporate 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>TLS will provide an all-school assembly in September around Mental Health and Anti-bully discussions.</p> <p>TLS has hired the Dean of Students to continue and address students individually who are identified is at-risk for Tier 2 intervention and accommodations.</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.</i></p> <p>TLS will follow all state mandates and ODE guidelines. TLS will continue to communicate with the LHA and the TLS community regarding any vaccination clinics that are made available through our weekly newsletter.</p>
<p>Face Coverings</p>	<p>TLS will follow all state mandates and ODE guidelines. TLS requires an exclusive campus to include the option of face coverings</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>A Nurses' Bay is available for students that are presenting moderate-severe symptoms, that need close monitoring and/or additional rest.</p>
<p>Symptom Screening</p>	<p>TLS will continue to provide self screening forms for all Staff, volunteers and visitors. Daily class screen forms will be provided to all classrooms for student screening prior to entering the classroom.</p>
<p>COVID-19 Testing</p>	<p><i>OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</i></p>
<p>Airflow and Circulation</p>	<p><i>TLS has partnered with the LPO and received donations to maintain a minimum of one and up to three air purifiers in each of our classrooms.</i></p>
<p>Cohorting</p>	<p>TLS will follow all state mandates, ODE and LHA guidelines.</p>
<p>Physical Distancing</p>	<p>TLS will follow all state mandates, ODE and LHA guidelines.</p> <p>TLS will maintain Recess zones assigned to cohorts by grade level Class rotations for specialties will maintain cohorts by grade level.</p>
<p>Hand Washing</p>	<p>TLS will require that all students are allotted time to wash hands prior to meals to include: breakfast, snack and lunch transitions.</p>
<p>Cleaning and Disinfection</p>	<p>Hand Sanitizer is available in all of the classrooms. Supprox is the cleaning tool utilized in all of the surface spaces in the classrooms including desk tops. Food Service Purrell is the cleanser utilized on eating surfaces in the cafeteria between use. Vindicator is the cleaning disinfectant for all flooring spaces.</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?
	Common spaces are cleaned daily including classrooms and restrooms.
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	TLS will follow all state mandates and ODE guidelines
Face Coverings	<i>CDC, OHA, and ODE recommend universal use of face coverings during periods of high transmission.</i> TLS will follow all state mandates and ODE guidelines
Isolation	TLS will follow all state mandates and ODE guidelines
Symptom Screening	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
COVID-19 Testing	BionexNOW rapid testing is available to the TLS community (staff/students) by request for individuals that present symptoms
Airflow and Circulation	Every Classroom at TLS is fitted with Air purification devices that will be maintained to enhance airflow & circulation

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? <i>*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).</i>
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>
Physical Distancing	<p>TLS will follow all state mandates and ODE guidelines</p>
Hand Washing	<p>TLS will require that all students are allotted time to wash hands upon entering the classroom at the beginning of the day, after recess breaks, and prior to meals to include: breakfast, snack and lunch transitions.</p>
Cleaning and Disinfection	<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>
Training and Public Health Education	<p>TLS will follow all state mandates and ODE guidelines</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>

² Cohorting refers to establishing a consistent group of students that stay together for a significant portion of the school day. Examples include stable mealtime cohorts, classrooms, table groups, lunch bunches, and other group situations. Cohorts should be as small as feasible to minimize exposure.

Table 7.

COVID-19 Mitigating Measures

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?</p>
<p>COVID-19 Vaccination</p>	<p>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>
<p>Physical Distancing</p>	<p>TLS will follow all state mandates and ODE guidelines</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?
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.thelighhouseschool.org/docs/notices/Safe-Return-to-In-Person-Instruction-and-Continuity-of-Services-Plan_08-2022.pdf

Date Last Updated: **8/2/2022**

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