

School-Level COVID-19 Management Plan

Template For School Year 2022-23



School/District/Program Information

District or Education Service District Name and ID: Coquille School District #8, ID # 1964

School or Program Name: Coquille Junior/Senior High School

Contact Name and Title: Jeff Philley, Principal

Contact Phone: 541-396-5570

Contact Email: jphilley@coquille.k12.or.us

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>The school district maintains a prevention oriented health services program for all students which provides:</p> <p>Health care and space that is appropriately supervised and adequately equipped for providing first aid, and isolates the sick or injured child from the student body; Communicable disease control, as provided in Oregon Revised Statutes; Services for students who are medically fragile or have special health care needs; Integration of school health services with school health education programs and coordination with health and social service agencies, public and private; Vision and hearing screening; Compliance with Bloodborne Pathogens Standards for all persons who are assigned to job tasks which may put them at risk for exposure to body fluids; Policies and procedures which consider admission, placement and supervision of students with communicable diseases, including but not limited to Hepatitis B (HBV), Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS), Nurses to provide health services shall employ persons currently licensed to practice as Registered Nurses or Nurse Practitioners in Oregon; One staff member with a current first aid card for every 60 students enrolled, or an emergency response team per building consisting of no less than six persons who hold current first aid/CPR cards and who are trained annually in the district and building emergency plans.</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>To protect the public health, a student or staff member may not attend or school or facility while in a communicable stage of a restrictable disease, unless otherwise authorized to do so. The school principal shall exclude a susceptible child who attends a school or children's facility or a susceptible employee of the school if the administrator has reason to suspect that the child or employee is communicable, unless the local health officer determines rule, that exclusion is not necessary to protect the public's health.</p>
<p>Isolation Space Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for</p>	<p>The school will maintain ah health care and space that is appropriately supervised and adequately equipped for providing first aid, and isolates the sick or injured child from the student body.</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.

students with special health care needs.

[OAR 581-022-2220](#)

Educator Vaccination

[OAR 333-019-1030](#)

Anyone age 16 and older who is employed by a school-based program or who is not employed but is otherwise engaged to provide goods or services to a school-based program through any formal or informal agreement, whether compensated or uncompensated, and includes but is not limited to teachers, administrative staff, child care staff, cleaning staff, coaches, school-based program drivers, family volunteers may not teach, work, learn, study, assist, observe, or volunteer at a school unless they are fully vaccinated or have provided documentation of a medical or religious exception and the exception has been approved or accepted.

Emergency Plan or Emergency Operations Plan

[OAR 581-022-2225](#)

The school will maintain a comprehensive safety program for all employees and students which shall include plans for responding to emergency situations, specify general safety and accident prevention procedures with specific instruction for each type of classroom and laboratory, provide instruction in basic emergency procedures for each laboratory, shop and studio, including identification of common physical, chemical, and electrical hazards, require necessary safety devices and instruction for their use, require that an accident prevention in service program for all employees be conducted periodically and documented, provide assurance that each student has received appropriate safety instruction, provide for regularly scheduled and documented safety inspections which will assure that facilities and programs are maintained and operated in a manner which protects the safety of all students and employees, require reports of accidents involving school district property, or involving employees, students or visiting public, as well as prompt investigation of all accidents, application of appropriate corrective measures, and monthly and annual analyses of accident data and trends.

The school will ensure that all students are instructed and have drills on emergency procedures. The emergency procedures shall include drills and instruction on: Fires; Earthquakes, which shall include tsunami drills and instruction in schools in a tsunami hazard zone; and Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety.

**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.	Jeff Philley, Principal	Paige Yi, Vice Principal
School Safety Team Representative (<i>or staff member knowledgeable about risks within a school, emergency</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.	Jeff Philley, Principal	Paige Yi, Vice Principal

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<i>response, or operations planning)</i>			
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. 	Lindsey Dingus, Registered Nurse	Brandi Edwards, Registered Nurse
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. 	Keryn Ogle, Transportation Director Carl Hull, Maintenance Director	Wayne Gallagher, Superintendent

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>Jeff Philley, Principal</p>	<p>Paige Yi, Vice 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>Wayne Gallagher, Superintendent</p>	<p>Rachel Price, Human Resources Director</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>Becky Fairhurst Becky.Fairhurst@chw.coos.or.us</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.)

Equity Decision Tools for School Leaders

Oregon Data for Decisions Guide

Oregon's COVID-19 Data Dashboards by Oregon Health Authority COVID-19

Data for Decisions Dashboard

Community Engagement Toolkit

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.	We will attend to both short and long term insights into how the students in our building are doing. This includes the following types of information and questions: Indicators of youth access to food and nutrition, measures of current student social and emotional health, local student health survey information, including physical health surveys and student access to health care and mental health services and supports, additional essential care and services.
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.	Ensure school for each eligible student considers the need for Individualized COVID-19 Recovery Services and provide notice to the parents of each eligible student regarding the opportunity for the school to meet to consider Individualized COVID-19 Recovery Services.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Ongoing support and training provided by District is in place and on calendar.

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.)

ODE [Mental Health Toolkit](#)

[Care and Connection](#) Program

Statewide [interactive map of Care and Connection examples](#)

[Care and Connection District Examples](#)

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.	Create opportunities for staff to informally connect. Provide extra support and mentorship to staff and teachers who are new to the school community and/or the profession. Create welcoming classroom spaces.
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.	Develop “open door” policies and dedicated time when students can speak with their teachers, counselors, and other trusted adults privately, and connect with peers.
Describe how you will link staff, students and families with culturally relevant health and	Specific training/PD for staff on addressing the pandemic, recognizing the ways in which COVID-19 disproportionately affected BIPOC students in particular, and supporting staff and students in healing and recognizing their own strength and resilience.

OHA/ODE Recommendation(s)	Response:
mental health services and supports.	
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	We will allow students to form prosocial clubs or groups where they can foster mutual interests, relationships, collaboration and community.



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	The school will offer COVID-19 notices about where to access vaccines in our community.
Face Coverings	Optional, allowed but not required.
Isolation	The school will maintain a health care and space that is appropriately supervised and adequately equipped for providing first aid, and isolates the sick or injured child from the student body.
Symptom Screening	Students with symptoms will be referred to our school nurse.
COVID-19 Testing	Our school will provide both diagnostic and screening testing.
Airflow and Circulation	Efforts will be maintained to continue best practices regarding airflow and circulation.
Cohorting	Not required
Physical Distancing	Not required
Hand Washing	Encouraged
Cleaning and Disinfection	High use areas will be cleaned frequently.

Table 6.

COVID-19 Mitigating Measures

<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>COVID-19 Vaccination</p>	<p>The school will offer COVID-19 notices about where to access vaccines in our community.</p>
<p>Face Coverings</p>	<p>Our school will rely on input from our local health authority regarding face covering during high transmission.</p>
<p>Isolation</p>	<p>The school will maintain a health care and space that is appropriately supervised and adequately equipped for providing first aid, and isolates the sick or injured child from the student body.</p>
<p>Symptom Screening</p>	<p>Students with symptoms will be referred to our school nurse.</p>
<p>COVID-19 Testing</p>	<p>Our school will provide both diagnostic and screening testing.</p>
<p>Airflow and Circulation</p>	<p>Efforts will be maintained to continue best practices regarding airflow and circulation.</p>
<p>Cohorting²</p>	<p>Not required</p>
<p>Physical Distancing</p>	<p>Not required</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>Hand Washing</p>	<p>Encouraged</p>
<p>Cleaning and Disinfection</p>	<p>High use areas will be cleaned frequently.</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>The school will offer COVID-19 notices about where to access vaccines in your community.</p>
<p>Face Coverings</p>	<p>Optional, allowed but not required.</p>
<p>Isolation</p>	<p>The school will maintain a health care and space that is appropriately supervised and adequately equipped for providing first aid, and isolates the sick or injured child from the student body.</p>
<p>Symptom Screening</p>	<p>Students with symptoms will be referred to our school nurse.</p>
<p>COVID-19 Testing</p>	<p>Our school will provide both diagnostic and screening testing.</p>
<p>Airflow and Circulation</p>	<p>Efforts will be maintained to continue best practices regarding airflow and circulation.</p>
<p>Cohorting</p>	<p>Not required</p>
<p>Physical Distancing</p>	<p>Not required</p>
<p>Hand Washing</p>	<p>Encouraged</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?
Cleaning and Disinfection	High use areas will be cleaned frequently.

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: **INSERT**

Date Last Practiced: **INSERT**