



COQUILLE SCHOOL DISTRICT #8

School-Level Communicable Disease Management Plan

Template For School Year 2023-2024

School/District/Program Information

District or Education Service District Name and ID: South Coast ESD

School or Program Name: Coquille School District #8

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Table 1.



Policies, protocols, procedures and plans already in place

Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.

Plan Types	Hyperlinks and Descriptions
School District Communicable Disease Management Plan OAR 581-022-2220	<p>The advised components of the plan and additional information are found in the Communicable Disease Management Plan section of the RSSL Resiliency Framework and meet the ESSER process requirements of “coordination with local public health authorities.”</p>
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010	<p>School administrators are required to exclude staff or students from school whom they have reason to suspect have been exposed to COVID-19. (OAR 333-019-0010)</p> <p>The decision to exclude students or staff from school will be communicated through each school’s nurse in partnership with the Coos County Health Department. Any decisions to exclude will be made with all staff and student’s safety in mind.</p> <p>As of June 6, 2022, anyone with two or more symptoms must remain home for at least 5 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. With two or more symptoms, the individual chooses not to take a COVID-19 test, or tests positive, they will remain out for at least 5 days. If the individual has at least one symptom and tests negative, they will remain out for at least 24 hours (fever free) and other symptoms are improving. Involve school nurses and school-based health centers (SBHCs) in development of protocols and assessment of symptoms, when available.</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>Each school site will have a designated space to isolate students or staff members who develop COVID-19/ communicable disease symptoms until they are able to go home. While waiting to go home they will wear a face covering as well as the supervising staff. If student is nauseous or having trouble breathing, they do not need to wear a face covering.</p> <ul style="list-style-type: none"> • First aid supplies are available as needed. • Isolation protocols are implemented according to our District Communicable Disease Management Plan.

Plan Types	Hyperlinks and Descriptions
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	Each campus will develop its emergency plans which will include at the minimum one fire drill per month and one earthquake drill per trimester. All campuses will receive annual training in ALICE procedures, including at least one evacuation drill each year per campus. With the addition of a School Resource Deputy from the Coos County Sheriff's department, schools will receive intermittent, as needed education and training from the SRD. Each campus will address its emergency procedures in its handbooks (school sites are linked to the district website: https://www.coquille.k12.or.us/)
Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional)	<i>We have Social-Emotional counselors available to serve students at each campus as well as two district nurses. These resources are available to students and their adults via handbooks and individual campus websites.</i>
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. 	Campus Principals: Sharon Nelson, WLE; Tiffany Clapper, WLHS; Amy May, LSEL; Armando Ruiz, CVE; Paige Yi, CJSHS	Wayne Gallagher, Superintendent; Tanya Sinko, Curriculum Director; Tony Jones, CJSHS VP
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. 	Brandi Edwards and Lindsey Dingus, CSD Nurses; Carl Hull, Maintenance Superintendent; Sierra Britton, Maintenance Secretary; Building principals; Deputy Moore, Coos County School Resource Deputy	Tony Jones, CJSHS VP; Wayne Gallagher, Superintendent; Tanya Sinko, Curriculum Director
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. 	Brandi Edwards and Lindsey Dingus, CSD nurses; Mike Rowley, Coos Health and Wellness	Wayne Gallagher, Superintendent; Tanya Sinko, Curriculum Director

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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. 	Transportation- Nate Marshall Food Service- Val Bergstedt Maintenance- Carl Hull	Wayne Gallagher, Superintendent
Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i>	<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. 	Wayne Gallagher, Superintendent; Julie Simpson, Executive Secretary; Sean Wirebaugh, Technology Director; Rachel Price, Human Resources	Rachel Price, Human Resources; Tanya Sinko, Curriculum Director; Greg Cotrell, Technology Assistant
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<ul style="list-style-type: none"> Has responsibility over communicable disease response during periods of high transmission in community at large. May act as school level support to Building lead/Administrator activating a scaled response. Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers. 	Wayne Gallagher, Superintendent; Julie Simpson, Executive Secretary	Tanya Sinko, Curriculum Director; Rachel Price, Human Resources
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. 	Coquille Valley Hospital COO, Mike Rowley, Coos Health and Wellness	Anthony Anton, Public Health Director

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Others as identified by team	Meeting to discuss site-specific concerns as needed	Campus Principals: Sharon Nelson, WLE; Tiffany Clapper, WLHS; Amy May, LSEL; Armando Ruiz, CVE; Paige Yi, CJSHS	Wayne Gallagher, Superintendent



Section 2. Equity and Continuity of Education

Preparing a plan that centers equity and supports mental health

Preparing a school to manage a communicable disease case or event requires an inclusive and holistic approach to protect access to in-person learning for all students. In this section suggested resources are offered to help prepare for communicable disease management while centering an equitable and caring response.

Centering Equity

Identify existing district or school plans and tools that can be utilized when centering equity in prevention, response, and recovery from incidents of outbreaks (e.g., district or school equity plans/stances/lenses/decision tools, Equity Committee or Team protocols, district or school systems for including student voice, existing agreements or community engagement or consultation models, Tribal Consultation¹, etc.)

1. [Equity Decision Tools](#) for School Leaders
2. [Community Engagement Toolkit](#)
3. [Tribal Consultation Toolkit](#)

¹ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

4. [Care and Connection Program](#)



Table 3. Centering Educational Equity

OHA/ODE Recommendation(s)	Response:
Describe how you will ensure continuity of instruction for students who may miss school due to illness.	A “silver lining” from the COVID-19 pandemic for public schools was the experiencing of pivoting from brick-and-mortar instruction to digital. All of our teachers maintain a GoogleClassroom to provide instruction to students who may be working remotely. Two of our schools are choice, hybrid schools that already deliver a digital curriculum. (Winter Lakes High School and Winter Lakes Elementary). Our “traditional” schools do provide hard copies of schoolwork that can be picked up at the main office.
Describe how you identify those in your school setting that are disproportionately impacted by communicable disease and which students and families may need differentiated or additional support.	The Coquille School District is committed to making sure all our students and staff are safe. Partnering with our local public health department is a critical step in the fight against COVID-19/communicable diseases. The Superintendent's office has a direct line of communication with Coos County Health and Wellness. Starting in October 2021 all Coos County Superintendents meet with the local Public Health Department to review current data and trends in the pandemic and related trauma. For families that are disproportionately impacted by COVID-19/ communicable diseases, we can offer additional counseling and resources (through Coos Health and Wellness, ESD support).
Describe the process by which the school will implement a differentiated plan for those that are disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to communicable disease.	<p>All institutions have and adhere to anti-discrimination and/or inclusion policies.</p> <ul style="list-style-type: none"> • Utilize our Counselor to provide extra support and outreach to our most vulnerable students and families. • Coordinate district teams when necessary to ensure individuals have a network of follow-up and support. • District practice requires that cohorts do not present undue or unfair barriers to academic, behavioral, or health and mental health supports for any student. • To meet the needs of diverse learners, small instructional groups can be organized within the classroom or student schedule to address common academic, social/emotional, or behavior needs.

OHA/ODE Recommendation(s)	Response:
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	<p>We are transitioning to the SYNERGY SIS; all of our staff are going to have training in pre-service and throughout the year. We are implementing campus-specific technology peer leads to work to support staff in learning labels (differentiated support, health needs, MTSS directions).</p> <p>Our district updated its board policy ACB- Every Student Belongs</p> <p>Our District Equity team will attend the COSA conference and bring learning back to report to all staff in district training either in October or November of 2023.</p> <p>Our District-level Safety Committee meets monthly and shares its reports at Board meetings and in building meetings each month</p>



Section 3. Communicable Disease Outbreak Prevention and Response:

Implementing mitigation activities, responding to periods of increased transmission, resuming baseline level mitigation, and debriefing actions to improve the process

Planning for and implementing proactive health and safety mitigation measures assists schools in reducing communicable disease transmission within the school environment for students, staff, and community members. Communicable disease, including norovirus, flu and COVID-19, will continue to circulate in our communities and our schools. Schools will utilize different mitigation measures based on local data, and observation of what is happening in their schools (e.g., transmission within their facilities and communities.) In the following section, teams will document their school's approach to the CDC, OHA and ODE advised health and safety measures at baseline, during increased transmission.



Suggested Resources:

1. Communicable Disease Guidance for Schools which includes information regarding:
2. Symptom-Based Exclusion Guidelines (pages 8-12)
3. Transmission Routes (pages 29-32)
4. Prevention or Mitigation Measures (pages 5-6)

5. School Attendance Restrictions and Reporting (page 33)
6. [CDC Guidance for COVID-19 Prevention in K-12 Schools](#)
7. [Supports for Continuity of Services](#)

Table 4.

Communicable Disease Mitigation Measures

OHA/ODE Recommendation(s) Layered Health and Safety Measures	Describe what mitigating measures the school will implement to reduce and respond to the spread of communicable disease and protect in-person instruction?
Immunizations	<i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community. Shots are required by law for children in attendance at public and private schools, preschools, child care facilities, and Head Start programs in Oregon. Nearly every place that provides care for a child outside the home requires shots or a medical or nonmedical exemption to stay enrolled.</i>
Face Coverings	All district schools and facilities will be face mask friendly for the 2023-2024 school year. Signs reading "Mask? OK! No Mask? OK!"
Isolation	Anyone with two or more symptoms must remain home for at least 5 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. With two or more symptoms, the individual chooses not to take a COVID-19 test, or tests positive, they will remain out for at least 5 days. If the individual has at least one symptom and tests negative, they will remain out for at least 24 hours (fever free) and other symptoms are improving. School nurses and school-based health centers (SBHCs) will support the development of protocols and assessment of symptoms.
Symptom Screening	<ul style="list-style-type: none"> • Students will undergo a visual screening. If a student has any of the primary symptoms from the visual screening, they will be sent to the office for a temperature check in the nurse's office. • Employees will self-screen for COVID-19 symptoms each day and remain at home and notify their supervisor if they are symptomatic. The same will apply to scenarios involving a potentially communicable disease.
COVID-19 Diagnostic Testing	<i>OHA offers schools a diagnostic testing program to all public and private K-12 schools in Oregon. We will continue to offer diagnostic and antigen tests to staff and students with written consent.</i>
Airflow and Circulation	<ul style="list-style-type: none"> • The engineering controls of classroom HVAC systems have been used to minimize employee and student exposure to COVID-19. This is helpful for us to be able to pull in outside air and not circulate air from one classroom to another. We purchased HIMOX-ho5 air filter machines for all classroom spaces. As weather permits, windows are open to maximize fresh air flow.
Cohorting	To the maximum extent possible, we will continue to practice three foot social distancing and seating charts.
Physical Distancing	While we are not using official physical distancing protocols at this time, we do teach culturally appropriate personal space and the importance of keeping one's body parts to oneself.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	Describe what mitigating measures the school will implement to reduce and respond to the spread of communicable disease and protect in-person instruction?
Hand Washing	<ul style="list-style-type: none"> • Hand hygiene training for staff will be provided by the District Nurse. • As a district we follow handwashing and respiratory etiquette as recommended by OHA and ODE as a part of our layered strategy to control virus spread. • Students are given age-appropriate education and instruction on handwashing/respiratory etiquette at the beginning of the school year and are reinforced as needed. Teachers and support staff are trained in handwashing and respiratory etiquette and model these to students <p>Hand sanitizer is available in public spaces (cafeteria, hallways, gyms) as well as classrooms.</p>
Cleaning and Disinfection	<p>Our heroic maintenance staff cleans surfaces at least once a day. If a facility has had a sick person or someone who tested positive for COVID-19 within the last 24 hours, the space is cleaned and disinfected. Deep cleanings do occur on extended school breaks (summer, spring, winter).</p>
Training and Public Health Education	<ul style="list-style-type: none"> • District protocols require that communications reach all families in a timely manner. • We review our practices to ensure communications are reaching all families, particularly our focal group families. • Written correspondence and web notifications are provided in English and are available in other languages when needed.
PRACTICING PLAN TO BE READY	

Training exercises are essential to preparedness ensuring individuals understand their role in a communicable disease event. Exercises can also help identify gaps in the planning, thereby building upon and strengthening the plan over time. Schools, districts, and ESDs should schedule to exercise this plan annually and when any revisions are made to update the plan. The plan, or component(s) of the plan, can be tested through conversations, practice exercises, or other activities.

This plan is available for viewing: <https://www.coquille.k12.or.us/>

Date Last Updated: **August 5, 2023**

Date Last Practiced: **August 2, 2023**