

**School-Level COVID-19 Management Plan**  
**Template For School Year 2022-23**



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**School/District/Program Information**


District or Education Service District Name and ID: Coquille SD #8

School or Program Name: Coquille Valley Elementary

Contact Name and Title: Armando Ruiz, Principal

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Table 1.

	<p><b>Policies, protocols, procedures and plans already in place</b></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><b>School District Communicable Disease Management Plan</b>  <a href="#">OAR 581-022-2220</a></p>	<p>The advised components of the plan and additional information are found in the Communicable Disease Management Plan section of the <a href="#">RSSL Resiliency Framework</a> and meet the ESSER process requirements of “coordination with local public health authorities.”</p>
<p><b>Exclusion Measures</b>          Exclusion of students and staff who are diagnosed with certain communicable diseases  <a href="#">OAR 333-019-0010</a></p>	<p>School administrators are required to <b>exclude staff or students from school</b> whom they have reason to suspect have been exposed to COVID-19. (<a href="#">OAR 333-019-0010</a>)</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>
<p><b>Isolation Space</b>          Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to</p>	<p>Please provide a link to the district’s plan to <b>maintain health care and space</b> that is appropriately supervised and adequately equipped for providing first aid and <b>isolates</b> the sick or injured child. (<a href="#">OAR 581-022-2220</a>). If planning for this space is in your communicable disease management plan for COVID-19, please provide the page number. Additional information about the Isolation Plan can be found in the Isolation &amp; Quarantine Protocols section of the <a href="#">RSSL Resiliency Framework</a>.</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.

provide services for students with special health care needs.  
[OAR 581-022-2220](#)

CVE will have a designated space to isolate students or staff members who develop COVID-19 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.

- First aid supplies are available as needed.
- Isolation protocols are implemented according to our District Communicable Disease Management Plan.

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

The Coquille SD in partnership with Coquille Valley Hospital, will offer free COVID-19 vaccination boosters on an as-needed basis. Staff and/or students can be provided transportation if needed. Staff will be excused from work to get vaccinated. Coquille SD staff must be vaccinated or have an exemption on file with the district.

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

**Plans for responding to emergency situations and provide assurance that each student has received safety instruction. Require reports of accidents involving district property of staff, students, and others. The district must ensure staff and students are instructed and have drills on emergency procedures including fire, earthquake, and crisis situations or active shooter drills.**

**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"> <li>• Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained.</li> <li>• In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary.</li> <li>• Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li> </ul>	Armando Ruiz/Principal	Wayne Gallagher/Superintendent
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"> <li>• Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures.</li> <li>• Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system.</li> </ul>	Armando Ruiz/Principal	Albert Dixon, Teacher

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Health Representative <i>(health aid, administrator, school/district nurse, ESD support)</i>	<ul style="list-style-type: none"> <li>• Supports building lead/administrator in determining the level and type of response that is necessary.</li> <li>• Reports to the LPHA any cluster of illness among staff or students.</li> <li>• Provides requested logs and information to the LPHA in a timely manner.</li> </ul>	Brandi Edwards, School Nurse SCESD	Lindsey Dingus, School Nurse SCESD
School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i>	<ul style="list-style-type: none"> <li>• Advises on prevention/response procedures that are required to maintain student services.</li> </ul>	Valerie Bergstedt, Food Services Nicole Leighton, Custodial and Maintenance	Miguel Cabera, Custodian
Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Shares communications in all languages relevant to school community.</li> </ul>	Armando Ruiz, Principal	
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>	Wayne Gallagher, Superintendent	Armando Ruiz, Principal

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"> <li>• Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response.</li> <li>• Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners.</li> </ul>	Anthony Arton, Public Health Director (541)751-3945	Eric Gleason, Deputy Director
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 Consultation<sup>1</sup>, etc.)

<sup>1</sup> 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.

- **Prioritize equity.** Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; students living in rural areas; and students and families navigating poverty and houselessness. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.



**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>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. 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 we can offer additional counseling and resources.</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>All institutions have and adhere to anti-discrimination and/or inclusion policies.</p> <ul style="list-style-type: none"> <li>• Utilize our Counselor to provide extra support and outreach to our most vulnerable students and families.</li> <li>• Coordinate district teams when necessary to ensure individuals have a network of follow-up and support.</li> <li>• District practice requires that cohorts do not present undue or unfair barriers to academic, behavioral, or health and mental health supports for any student.</li> <li>• 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.</li> </ul>
<p>What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.</p>	<ul style="list-style-type: none"> <li>• Create additional student flags in SIS to track differentiated support</li> <li>• School Board adopt updated policy language ACB - Every Student Belongs</li> <li>• Bias Incident Training for school staff</li> <li>• Creation of a District Equity Stance and Equity Lens as well as the District Equity Audit</li> </ul>


**Mental Health Supports**

Schools are encouraged to continue to prioritize cultivating care, connection, and community to support the mental, emotional, and social health and well-being of students, families, staff, and administrators.



Identify existing district or school plans and tools that can be utilized in supporting student and staff wellbeing and mental health during prevention, response, and recovery from incidents of COVID-19 (e.g., counseling services; partnerships with community mental and behavioral health providers; school district suicide prevention, intervention, and postvention plan; School Based Health Center resources; tribal resources, etc.)

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	<p><b>Suggested Resources:</b></p> <ol style="list-style-type: none"> <li>1. ODE <a href="#">Mental Health Toolkit</a></li> <li>2. <a href="#">Care and Connection</a> Program</li> <li>3. Statewide <a href="#">interactive map of Care and Connection examples</a></li> <li>4. <a href="#">Care and Connection District Examples</a></li> <li>5. Oregon Health Authority <a href="#">Youth Suicide Prevention</a></li> </ol>
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**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.	Using the resource gained from the ODE "Care and Connection Week" publication, we have continued to develop relationships with students using age-appropriate activities in all classrooms.
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.	The Coquille School District understands that COVID-19 has affected everyone individually. All our schools will have designated space for students and staff to go to process their experiences. Mental Health staff and Counselors will be on call as needed to support with age-appropriate conversations to help individuals process their experiences.
Describe how you will link staff, students and families with culturally relevant health and	All schools will have Mental Health staff and Counselors available as needed to support staff, students, and families with Mental Health services and supports.

OHA/ODE Recommendation(s)	Response:
mental health services and supports.	
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	Age-appropriate peer/student lead initiatives on wellbeing and mental health will be encouraged. We want to empower our students to support one another and find the greater good in a very difficult situation.



## 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**

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>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?</b>
COVID-19 Vaccination	CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Our district will investigate the staffing required to offer COVID-19 vaccine clinics for students and staff; we will promote notices about where to access vaccines in our community.
Face Coverings	Our district schools and facilities will be face mask friendly for the 2022-23 school year
Isolation	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.
Symptom Screening	<ul style="list-style-type: none"> <li>● Students will undergo a visual screening or will have an attestation from parents that they are not experiencing symptoms that day. 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 COVID-19 designated area.</li> <li>● Employees will self-screen for COVID-19 symptoms each day and remain at home and notify their supervisor if they are symptomatic.</li> </ul>
COVID-19 Testing	OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. The district schools will continue to offer diagnostic and antigen tests to staff and students with written consent.
Airflow and Circulation	<ul style="list-style-type: none"> <li>● 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.</li> </ul>
Cohorting	To the maximum extent possible, we will continue to practice 3-foot social distancing and maintain daily contact logs/seating charts.
	To the maximum extent possible, we will continue to practice 3-foot social distancing and maintain daily contact logs/seating charts.

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?
Physical Distancing	
Hand Washing	<ul style="list-style-type: none"> <li>• Hand hygiene training for staff will be provided by the District Nurse.</li> <li>• 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.</li> <li>• 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</li> </ul>
Cleaning and Disinfection	Schools should clean surfaces at least once a day to reduce the risk of germs spreading by touching surfaces. If a facility has had a sick person or someone who tested positive for COVID-19 within the last 24 hours, the space should be cleaned and disinfected.
Training and Public Health Education	<ul style="list-style-type: none"> <li>• District protocols require that communications reach all families in a timely manner.</li> <li>• We review our practices to ensure communications are reaching all families, particularly our focal group families.</li> <li>• Written correspondence and web notifications are provided in English and are available in other languages when needed.</li> </ul>

**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 <a href="#">CDC COVID-19 Community Levels</a> . 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	All staff must have a COVID-19 vaccination on file at the district office or must have an exemption. CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Our district will work with Coquille Valley Hospital to offer COVID-19 vaccine clinics for students and staff; we will promote notices about where to access vaccines in our community.
	Our district schools and facilities will be face mask friendly for the 2022-23 school year.

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> 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 <a href="#">CDC COVID-19 Community Levels</a>. 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>
Face Coverings	
Isolation	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
Symptom Screening	<ul style="list-style-type: none"> <li>• Students will undergo a visual screening or will have an attestation from parents that they are not experiencing symptoms that day. 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 COVID-19 designated area.</li> <li>• Employees will self-screen for COVID-19 symptoms each day and remain at home and notify their supervisor if they are symptomatic.</li> </ul>
COVID-19 Testing	OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. The district schools will continue to offer diagnostic and antigen tests to staff and students with written consent.
Airflow and Circulation	<ul style="list-style-type: none"> <li>•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.</li> </ul>
Cohorting <sup>2</sup>	<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"> <li><i>1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i></li> <li><i>2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i></li> </ol> <p>To the maximum extent possible, we will continue to practice 3-foot social distancing and maintain daily contact logs/seating charts.</p>

<sup>2</sup> 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.

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> 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 <a href="#">CDC COVID-19 Community Levels</a> . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
Physical Distancing	<ul style="list-style-type: none"> <li>● To the maximum extent possible, we will continue to practice 3-foot social distancing and maintain daily contact logs/seating charts.</li> <li>● School-wide meetings will be paused during periods of high transmission</li> </ul>
Hand Washing	<ul style="list-style-type: none"> <li>● Hand hygiene training for staff will be provided by the District Nurse.</li> <li>● 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.</li> <li>● 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.</li> </ul>
Cleaning and Disinfection	<p>Schools should clean surfaces at least once a day to reduce the risk of germs spreading by touching surfaces. If a facility has had a sick person or someone who tested positive for COVID-19 within the last 24 hours, the space should be cleaned and disinfected.</p>
Training and Public Health Education	<p>District protocols require that communications reach all families in a timely manner.</p> <ul style="list-style-type: none"> <li>● We review our practices to ensure communications are reaching all families, particularly our focal group families.</li> <li>● Written correspondence and web notifications are provided in English and are available in other languages when needed.</li> </ul>

**Table 7.**

**COVID-19 Mitigating Measures**

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</b> 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>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Our district will investigate the staffing required to offer COVID-19 vaccine clinics for students and staff; we will promote notices about where to access vaccines in our community</p>
<p>Face Coverings</p>	<p>Our district schools and facilities will be face mask friendly for the 2022-23 school year.</p>
<p>Isolation</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 c</p>
<p>Symptom Screening</p>	<ul style="list-style-type: none"> <li>● Students will undergo a visual screening or will have an attestation from parents that they are not experiencing symptoms that day. 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 COVID-19 designated area.</li> <li>● Employees will self-screen for COVID-19 symptoms each day and remain at home and notify their supervisor if they are symptomatic.</li> </ul>
<p>COVID-19 Testing</p>	<p>OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. The district schools will continue to offer diagnostic and antigen tests to staff and students with written consent.</p>
<p>Airflow and Circulation</p>	<ul style="list-style-type: none"> <li>●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.</li> <li>● All our filters are being changed regularly and have been upgraded to help clean air particulates.</li> </ul>
<p>Cohorting</p>	<p>To the maximum extent possible, we will continue to practice 3-foot social distancing and maintain daily contact logs/seating charts.</p>



OHA/ODE Recommendation(s) Layered Health and Safety Measures	<b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</b> 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	To the maximum extent possible, we will continue to practice 3-foot social distancing and maintain daily contact logs/seating charts.
Hand Washing	<ul style="list-style-type: none"> <li>• Hand hygiene training for staff will be provided by the District Nurse. Handwashing stations and/or sanitizers will be placed at the entry of the school and classrooms.</li> <li>• 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.</li> <li>• 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.</li> </ul>
Cleaning and Disinfection	Schools should clean surfaces at least once a day to reduce the risk of germs spreading by touching surfaces. If a facility has had a sick person or someone who tested positive for COVID-19 within the last 24 hours, the space should be cleaned and disinfected.
Training and Public Health Education	<ul style="list-style-type: none"> <li>• District protocols require that communications reach all families in a timely manner.</li> <li>• We review our practices to ensure communications are reaching all families, particularly our focal group families.</li> <li>• Written correspondence and web notifications are provided in English and are available in other languages when needed.</li> </ul>

## 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.

<http://www.coquille.k12.or.us> where this plan is available for public viewing.

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

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