

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 _____

School or Program Name: _____ Winter Lakes High School _____

Contact Name and Title: _____ Tiffany Clapper, Principal _____

Contact Phone: _____ (541) 824-0115 _____ Contact Email: _____ tclapper@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: 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>Students and staff members should not return until they have met criteria to discontinue home isolation as described in the Planning for COVID-19 Scenarios in Schools or as outlined in appropriate ODE Ready Schools. 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>Isolation spaces have been established in each building to isolate students and staff showing symptoms of COVID-19 while at school. Screening tools have been developed and staff at each building have been trained on the process for donning PPE and interviewing students about symptoms and onset. Additionally, administrative staff of the District have a reporting protocol and will assist response and help with communications with students and parents and with administering the rapid COVID-19 test, if the family so desires.</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](#)

In response to the COVID-19 Vaccination Requirements for Teachers and School Staff (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. Coquille School District 8 requires all teachers and staff to be fully vaccinated or have provided documentation of a medical or religious exception. Medical and religious exceptions are granted on a case-by-case basis and are followed with reasonable accommodations to further reduce the risk of COVID-19 contraction and transmission within the school community.

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.



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:



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. 	Tiffany Clapper, Principal	Wayne Gallagher (Superintendent)

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. 	Tiffany Clapper, Principal	Wayne Gallagher (Superintendent)
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, Registered Nurse	Lindsey Dingus, 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. 	Karen Ogle, Transportation Supervisor 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>Tiffany Clapper, Principal</p>	<p>Wayne Gallagher (Superintendent)</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>	
<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.)

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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>School data for grades, attendance, behavior etc. will be disaggregated and used to determine which students need additional support. Demographic data will be included to ensure unrepresented groups have their needs met. 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.</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>	<ul style="list-style-type: none"> • Create healing and relationship-building norms, such as community and restorative circles (virtual or physically distanced), mindfulness, and social emotional learning activities. Respond to trauma and collective grieving as it arises. <ul style="list-style-type: none"> • Invest in differentiated learning opportunities and supports for staff across various identities and roles that focus on building relationships, social emotional wellness, and navigating differences across culture, power, and privilege • Recognize that COVID-19 impacts staff differently based on their race, age, culture, role, etc. Pay attention to all levels of the system and invest in needed support to center relationships and care. Be aware of how class and race shape one’s ability to limit their exposure to COVID-19, considering the frontline workers. • Develop students’ abilities to connect across cultures by affirming racial and cultural identities and creating opportunities for students to learn from each other and with each other. • 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.
<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>Ongoing training for staff for the strategies listed above will be conducted by the District Equity Team and/or Equity Director and other district directors as appropriate. Ongoing support and training provided by District is in place and on calendar.</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.)

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- INSERT
- INSERT


	<p>Suggested Resources:</p> <ol style="list-style-type: none"> 1. ODE Mental Health Toolkit 2. Care and Connection Program 3. Statewide interactive map of Care and Connection examples 4. Care and Connection District Examples 5. Oregon Health Authority Youth Suicide Prevention
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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.	<p>Create Staff retreats/trainings to focus on connection. Provide extra support and mentorship to staff and teachers who are new to the school community and/or the profession. Create welcoming classroom spaces.</p> <ul style="list-style-type: none"> • New students with a soft start, only new students in the building the first day <ul style="list-style-type: none"> • Welcome back Newsletter for parents and students
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.	<ul style="list-style-type: none"> • School based health center available to students and staff • List of easily accessible resources to staff and parents • weekly/monthly messages on mental health and wellness • Ongoing community surveys (student, parent, and staff) that help identify needs • Develop “open door/office hours” 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	<p>Administrative team and District Equity Team working with all demographic groups.</p> <ul style="list-style-type: none"> • Use of student reflection of needs and student surveys help direct communication and lessons for care and connection. • Secure partners and resources to respond to the basic needs of students and families (e.g., food, shelter, clothing, mental/social/emotional health supports) and the needs of students and families to access online learning (e.g., digital devices, hot spots, technology support).

OHA/ODE Recommendation(s)	Response:
<p>mental health services and supports.</p>	<ul style="list-style-type: none"> ● Apply an equity lens and assess the impact of the spring 2020 school closure on students and families through community forums, surveys, conversations, virtual home visits, formal and informal assessments, and any other relevant sources of information. ● 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. <ul style="list-style-type: none"> ● Mitigate risks for immigrant students and families
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<ul style="list-style-type: none"> ● Facilitate processes like empathy interviews with students, families, and community to better understand their experiences with the spring 2020 school closure and COVID-19, and amplify their gifts, stories, and experiences. ● 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

<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. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community.</i></p> <p>Per OAR 333-019-1030: Teachers, school staff and 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.</p> <p>The school will offer COVID-19 notices about where to access vaccines in our community.</p>
<p>Face Coverings</p>	<p>Per Governor Brown’s announcement on February 28, 2022, Oregon will lift the indoor mask requirements. On March 12, 2022, masks or face coverings will be optional for all individuals in the K-12 setting.</p> <p>District 8 will comply will any additional requirements from ODE and/or OHA.</p>
<p>Isolation</p>	<p>Students and staff members should not return to any school campus until they have met criteria to discontinue home isolation as described in the Planning for COVID-19 Scenarios in Schools or as outlined in ODE Ready Schools, Safe Learners Resiliency Framework</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>District 8 will comply will any additional requirements from ODE and/or OHA.</p>
<p>Symptom Screening</p>	<p>Upon arrival, students and staff will be visually screened for signs or symptoms consistent with COVID-19.</p> <ul style="list-style-type: none"> • Students who complain or are observed with the excludable symptoms should be referred to the health room to be followed up with the nurse: • District 8 will comply will any additional requirements from ODE and/or OHA.
<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>Abbott BinaxNOW point-of-care antigen testing will be available for free for students and staff who develop symptoms consistent with COVID-19 during school/work hours or school sponsored events (e.g., sports practice or scheduled events). While testing is recommended for primary COVID-19 symptoms, if staff or a student is being isolated from school for secondary COVID- 19 symptoms, testing if desired should be permitted.</p> <p>iHealth COVID-19 Rapid Antigen at home test kits will be available for free for students and staff who</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?
	<p>develop symptoms consistent with COVID-19 during school/work hours or school sponsored events (e.g., sports practice or scheduled events). While testing is recommended for primary COVID-19 symptoms, if staff or a student is being isolated from school for secondary COVID- 19 symptoms, testing if desired should be permitted.</p> <p>District 8 will comply will any additional requirements from ODE and/or OHA.</p>
Airflow and Circulation	To the extent possible, windows will be kept open to provide fresh air ventilation. Custodial staff will maintain a schedule for changing filters. Directors and site administrators will consider the need for increased ventilation in areas as needed or required.
Cohorting	<ul style="list-style-type: none"> • Where possible, stable cohorts will be established to reduce transmission of infectious diseases. • Where possible, a minimum of 35 square feet per person will be used to calculate individual room capacity. • Student cohorts will remain as static as possible with the same staff, when possible. • Staff moving between cohorts or locations must practice hand hygiene in between interactions and sign in if they change school location. • Class and transportations rosters will must be kept throughout the day. • Accurate attendance logs must be maintained.
Physical Distancing	To the extent possible, students and staff will maintain 3-6 feet physical distancing. Where possible, desks will be arranged to face the same direction, spaced at appropriate distances.
Hand Washing	<p>Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring upon entry, prior to eating, after using the restroom, and before and after recess. These protocols will be posted in all bathrooms throughout the building.</p> <ul style="list-style-type: none"> • If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for individuals who can safely use hand sanitizer). • Students should be supervised with the use of hand sanitizer. • Hand sanitizer should not be used with students that have a sensitivity or risk of ingesting sanitizer related to developmental or cognitive level.
Cleaning and Disinfection	<p>Routine sanitization measures will be in full effect, including processes to respond to potentially infectious material as outlined in Bloodborne Pathogens and Exposure Control Plan</p> <ul style="list-style-type: none"> • To the extent possible, frequently touched surfaces within the school and on school buses will be cleaned and disinfected at least daily and between uses as much as possible. <ul style="list-style-type: none"> o Use of shared object will be limited where possible and cleaned between use to the extent possible. • A schedule will be designated by the maintenance supervisor for increased, routine cleaning and disinfection.

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?
Training and Public Health Education	Staff will be trained, at least yearly, in transmission prevention and symptom identification.

Table 6. COVID-19 Mitigating Measures

OHA/ODE Recommendation(s) Layered Health and Safety Measures	MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
COVID-19 Vaccination	<p>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.</p> <p>Per OAR 333-019-1030: Teachers, school staff and 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.</p> <p>District 8 will comply will any additional requirements from ODE and/or OHA.</p>
Face Coverings	<p><i>CDC, OHA, and ODE recommend universal use of face coverings during periods of high transmission. Please include whether your school will implement this critical recommendation.</i></p> <p>Per Governor Brown’s announcement on February 28, 2022, Oregon will lift the indoor mask requirements. On March 12, 2022, masks or face coverings will be optional for all individuals in the K-12 setting.</p> <p>District 8 will comply will any additional requirements from ODE and/or OHA.</p>

<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>Isolation</p>	<p>Students and staff members should not return to any school campus until they have met criteria to discontinue home isolation as described in the Planning for COVID-19 Scenarios in Schools or as outlined in ODE Ready Schools, Safe Learners Resiliency Framework</p> <p>District 8 will comply will any additional requirements from ODE and/or OHA.</p>
<p>Symptom Screening</p>	<p>Upon arrival, students and staff will be visually screened for signs or symptoms consistent with COVID-19. Students who complain or are observed with the excludable symptoms should be referred to the health room to be followed up with the nurse.</p> <p>District 8 will comply will any additional requirements from ODE and/or OHA.</p>
<p>COVID-19 Testing</p>	<p>OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively. Abbott BinaxNOW point-of-care antigen testing will be available for free for students and staff who develop symptoms consistent with COVID-19 during school/work hours or school sponsored events (e.g., sports practice or scheduled events). While testing is recommended for primary COVID-19 symptoms, if staff or a student is being isolated from school for secondary COVID-19 symptoms, testing if desired should be permitted.</p> <p>iHealth COVID-19 Rapid Antigen at home test kits will be available for free for students and staff who develop symptoms consistent with COVID-19 during school/work hours or school sponsored events (e.g., sports practice or scheduled events). While testing is recommended for primary COVID-19 symptoms, if staff or a student is being isolated from school for secondary COVID-19 symptoms, testing if desired should be permitted.</p> <p>District 8 will comply will any additional requirements from ODE and/or OHA.</p>
<p>Airflow and Circulation</p>	<p>To the extent possible, windows will be kept open to provide fresh air ventilation. Custodial staff will maintain a schedule for changing filters. Directors and site administrators will consider the need for increased ventilation in areas as needed or required.</p> <p>District 8 will comply will any additional requirements from ODE and/or OHA.</p>
	<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"> 1. At the school level: $\geq 30\%$ absenteeism, with at least 10 students and staff absent 2. At the cohort level: $\geq 20\%$ absenteeism, with at least 3 students and staff absent <p>Where possible, stable cohorts will be established to reduce transmission of infectious diseases.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
Cohorting ²	<ul style="list-style-type: none"> ● Where possible, a minimum of 35 square feet per person will be used to calculate individual room capacity. <p>Student cohorts will remain as static as possible with the same staff, when possible.</p> <ul style="list-style-type: none"> ● Staff moving between cohorts or locations must practice hand hygiene in between interactions and sign in if they change school location. <p>Student cohorts will remain as static as possible with the same staff, when possible.</p> <ul style="list-style-type: none"> ● Staff moving between cohorts or locations must practice hand hygiene in between interactions and sign in if they change school location. ● Class and transportations rosters will must be kept throughout the day. <p>Accurate attendance logs must be maintained. District 8 will comply will any additional requirements from ODE and/or OHA.</p>
Physical Distancing	<p>To the extent possible, students and staff will maintain 3-6 feet physical distancing. Where possible, desks will be arranged to face the same direction, spaced at appropriate distances.</p> <p>District 8 will comply will any additional requirements from ODE and/or OHA.</p>
Hand Washing	<p>Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring upon entry, prior to eating, after using the restroom, and before and after recess</p> <ul style="list-style-type: none"> ● If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for individuals who can safely use hand sanitizer). ● Students should be supervised with the use of hand sanitizer. ● Hand sanitizer should not be used with students that have a sensitivity or risk of ingesting sanitizer related to developmental or cognitive level. <p>District 8 will comply will any additional requirements from ODE and/or OHA.</p>
Cleaning and Disinfection	<p>Routine sanitization measures will be in full effect, including processes to respond to potentially infectious material as outlined in Bloodborne Pathogens and Exposure Control Plan</p> <ul style="list-style-type: none"> ● To the extent possible, frequently touched surfaces within the school and on school buses will be cleaned and disinfected at least daily and between uses as much as possible. <ul style="list-style-type: none"> ○ Use of shared object will be limited where possible and cleaned between use to the extent possible. ● A schedule will be designated by the maintenance supervisor for increased, routine cleaning and disinfection.

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>Training and Public Health Education</p>	<p>Staff will be trained, at least yearly, in transmission prevention and symptom identification. District 8 will comply will any additional requirements from ODE and/or OHA.</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>Escalating/de-escalating response tactics will be implemented based on requirements from State and Local regulatory authorities</p>
<p>Face Coverings</p>	<p>Escalating/de-escalating response tactics will be implemented based on requirements from State and Local regulatory authorities</p>
<p>Isolation</p>	<p>Escalating/de-escalating response tactics will be implemented based on requirements from State and Local regulatory authorities</p>
<p>Symptom Screening</p>	<p>Escalating/de-escalating response tactics will be implemented based on requirements from State and Local regulatory authorities</p>
<p>COVID-19 Testing</p>	<p>Escalating/de-escalating response tactics will be implemented based on requirements from State and Local regulatory authorities</p>
<p>Airflow and Circulation</p>	<p>Escalating/de-escalating response tactics will be implemented based on requirements from State and Local regulatory authorities</p>
<p>Cohorting</p>	<p>Escalating/de-escalating response tactics will be implemented based on requirements from State and Local regulatory authorities</p>
<p>Physical Distancing</p>	<p>Escalating/de-escalating response tactics will be implemented based on requirements from State and Local regulatory authorities</p>
<p>Hand Washing</p>	<p>Hand washing will always remain a top priority at all levels as it is the best and easiest mitigation strategy to implement for plethora of communicable diseases.</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	Escalating/de-escalating response tactics will be implemented based on requirements from State and Local regulatory authorities
Training and Public Health Education	Escalating/de-escalating response tactics will be implemented based on requirements from State and Local regulatory authorities

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. <https://www.coquille.k12.or.us/>

Date Last Updated: **INSERT** [August 15, 2022](#)

Date Last Practiced: **INSERT** [August 15, 2022](#)