

School-Level COVID-19 Management Plan
Template for School Year 2022-23



School/District/Program Information


District or Education Service District Name and ID: 507

School or Program Name: Coburg Community Charter School

Contact Name and Title: David Wallace – Executive Director

Contact Phone: 541-344-4113 Contact Email: director@coburgcharter.org

Table 1.

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|---|--|
|  | <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>We utilize the Eugene School District Communicable Diseases plan https://www.4j.lane.edu/instruction/studentservices/health/communicable/ and chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.4j.lane.edu/wp-content/uploads/2022/03/4J_COVID-19_CommunicableDiseaseManagementPlan_2021-22_1.2_2022-03-30.pdf</p> |
| <p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p> | <p>We utilize the Eugene School District “when to keep your child home from school” recommendations https://www.4j.lane.edu/instruction/studentservices/health/stayinghome/</p> |
| <p>Isolation Space Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for students with special health care needs. OAR 581-022-2220</p> | <p>We utilize the Eugene School District plans, see page 9 of www.4j.lane.edu/coronavirus/healthsafety/</p> |
| <p>Educator Vaccination OAR 333-019-1030</p> | <p>CCCS is following CDC guidance and the mandates from OHA, ODE, and the LHA. All staff members have provided proof of COVID-19 vaccination; one new hire is receiving a religious exemption. Exemptions were made only for eligible medical or religious reasons. There was not be an option to opt out for other reasons.</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.

**Emergency Plan or
Emergency Operations
Plan**

[OAR 581-022-2225](#)

CCCS follows all requirements in OAR 581-22-2225 and has adopted varied policies in support:

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extension://efaidnbmnnnibpcajpcgiclfindmkaj/https://www.coburgcharter.com/_files/ugd/90b0f3_3bd7551e3468470286712e9aa44660c
0.pdf

Also located on our website on our [Policies, Procedures and Forms page](#).

**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. | David Wallace – Executive Director | Liz Bruno – Dean of Student Services |

| School planning team members | Responsibilities: | Primary Contact (Name/Title): | Alternative Contact: |
|---|--|------------------------------------|--------------------------------------|
| | <ul style="list-style-type: none"> • 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. | | |
| <p>School Safety Team Representative (<i>or staff member knowledgeable about risks within a school, emergency response, or operations planning</i>)</p> | <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. | David Wallace – Executive Director | Liz Bruno – Dean of Student Services |
| <p>Health Representative (<i>health aid, administrator, school/district nurse, ESD support</i>)</p> | <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. | David Wallace – Executive Director | Liz Bruno – Dean of Student Services |

| 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. | David Wallace – Executive Director | Liz Bruno – Dean of Student Services |
| 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. | David Wallace – Executive Director | Liz Bruno – Dean of Student Services |
| 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 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. | David Wallace – Executive Director | Liz Bruno – Dean of Student Services |
| 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. | David Wallace – Executive Director | Liz Bruno – Dean of Student Services |

| School planning team members | Responsibilities: | Primary Contact (Name/Title): | Alternative Contact: |
|------------------------------|-------------------|---|----------------------|
| Others as identified by team | | Laura Ralls – Administration Consultant | |



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.)

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.



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: |
|--|--|
| 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. | Regular systems based approaches to analyzing our disaggregated data, ongoing equity work and examining our data through an equity lens, and a school-wide focus on community and communication that is an integral part of our school culture, helps us to identify those who are disproportionately impacted. We have increased our student services staffing to provide additional and differentiated support to those students and families in need. |
| 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. | We will continue to examine our data in our regular data team meetings and supplement this fall with family surveys to help with identification; our process will include an intentional step to examine our data through an equity lens. We will utilize our additional student support staff and academic specialists to provide differentiated supports as needed. |
| What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully. | Support and training will be provided as needs arise. Logistically we will be implementing a weekly scheduled meeting with the students services team and the executive director to monitor implementation as a supplement to the regularly scheduled data team meetings. |

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.)



Suggested Resources:

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](#)

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. | Our counselor will be implementing Second Step in all grade levels. All staff will participate in the latest PBIS and Positive Behavior Support strategies. A certified Mindful Schools instructor will work with students and staff to support the development of healthy and supportive relationships, build inner resilience, and regulate difficult emotions that may be pandemic related. Before school training and ongoing professional development time will be relationship focused. |
| 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 addition of a Dean of Student Services, full time counselor, Mindfulness Instructor, Math Specialist, and Literacy specialist will ensure continuity and improvement of student services for students across all grade levels in academic, social/emotional, and behavioral support. General education teachers and support staff will be provided new instructional and relationship building strategies during our before school in-service and professional development meetings. |
| Describe how you will link staff, students and families with culturally relevant health and | The CCCS School Counselor job description was updated last year to ensure culturally relevant and responsive supports are in place at the school for staff, students, and families. This year that position will be filled at 100%, an increase of 30% which was previous based on staffing challenges. These tasks include: |

| OHA/ODE Recommendation(s) | Response: |
|---|---|
| <p>mental health services and supports.</p> | <ul style="list-style-type: none"> *Provide assistance where needed for students experiencing social, emotional, or behavioral challenges *Provide relevant information to support student and family well being in school newsletters, eblasts, other correspondences *Coordinate student wrap around support services with 4j, Lane ESD, and/or other health and mental health agencies |
| <p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p> | <p>CCCS uses the Second Step Program, OWL, PBIS and other SEL programs that include peer/student lead activities to build a foundation for a positive, inclusive culture through developing social-emotional competencies. perspective-taking, empathy, processing emotions, understanding and resolving conflicts, and building positive relationships. We also be implement a mindfulness component with direct instruction in these practices.</p> |



Section 3. COVID-19 Outbreak Prevention, Response & Recovery:

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

Planning for and implementing proactive health and safety mitigation measures assists schools in reducing COVID-19 transmission within the school environment for students, staff, and community members. COVID-19 will continue to circulate in our communities and our schools for the indefinite future. Schools will utilize different mitigation measures based on COVID-19 transmission within their facilities and communities. In the following section, teams will document their school's approach to the CDC, OHA and ODE advised health and safety measures at baseline, during increased COVID-19 transmission, and as they roll back the increased mitigating measures, incorporating lessons learned.



Suggested Resources:

1. [CDC Guidance for COVID-19 Prevention in K-12 Schools](#)
2. [Communicable Disease Guidance for Schools](#) which includes information regarding
 - Symptom-Based Exclusion Guidelines (pages 8-12)
 - Transmission Routes (pages 29-32)
 - Prevention or Mitigation Measures (pages 5-6)
 - School Attendance Restrictions and Reporting (page 33)
3. [COVID-19 Investigative Guidelines](#)
4. [Planning for COVID-19 Scenarios in School](#)
5. [CDC COVID-19 Community Levels](#)
6. [Supports for Continuity of Services](#)

Table 5.

COVID-19 Mitigating Measures

| <p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p> | <p>BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?</p> |
|--|--|
| <p>COVID-19 Vaccination</p> | <p><i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community.</i> CCCS is following CDC guidance and the mandates from OHA, ODE, and the Governor. All staff members will need to provide proof of COVID-19 vaccination or exemption. Exemptions may be made only for eligible medical or religious reasons. There will not be an option to opt out for other reasons. Regular notices on vaccine availability will be shared with our school community.</p> |
| <p>Face Coverings</p> | <p>Face coverings will be recommended per the guidelines and recommendations of the CDC, ODE, or LCHP. Face coverings will be provided as needed and requested.</p> |
| <p>Isolation</p> | <p>CCCS will follow all guidelines and requirements of the CDC, ODE, or LCHP in regards to isolation. Staff and/or students who test or are presumed positive will be excluded from school until the appropriate isolation time period has passed in alignment with OHA and Lane County Public Health Department guidance. Students and staff exhibiting symptoms will be offered free, on-site COVID-19 testing to whatever degree those are available.</p> |
| <p>Symptom Screening</p> | <p>Families will be informed about COVID-19 symptoms and will be requested to test their students if symptoms present themselves. We will follow all guidelines and recommendations of the CDC, ODE, or LCHP; we will provide information aligned to what is being shared in this regard in Eugene School District.</p> |
| <p>COVID-19 Testing</p> | <p><i>OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</i> CCCS will participate in the OHA voluntary testing programs, and will share whatever is offered in regards to diagnostic and screening as an option for families. Parents will be provided information for how to participate prior to the beginning of the school year. Staff will follow up with reminders about the program in regular communications.</p> |
| <p>Airflow and Circulation</p> | <p>**CCCS installed air purification components into the HVAC system for the school and placed portable air purifying systems in each classroom, office, gym, and cafeteria space. **Staff open windows and doors to increase the amount of fresh outside air into the building space. ** Fans are located in each learning space facing away from students and staff.</p> |
| <p>Cohorting</p> | <p>CCCS has a structure such that there is systemic cohorting; we only have 1 class per grade level and they generally don't intermingle other than at lunch and outside recess.</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? |
|---|---|
| Physical Distancing | Physical distancing will be practiced to the greatest extent possible within the course of a regular school environment. Staff will find ways and adjust plans to accommodate greater than typical physical distancing to reduce the spread of diseases. |
| Hand Washing | <p>CCCS will follow protocols developed last year to ensure appropriate Handwashing and Respiratory Etiquette.</p> <p>**Staff is trained in preventative procedures</p> <p>** Students are trained in practices to reduce the spread of germs, including handwashing, coughing/sneezing, and hand sanitizing protocols.</p> <p>**Posters are placed in all entrances, sink areas, bathrooms , and classroom entries reminding staff and students of safety protocols.</p> |
| Cleaning and Disinfection | CCCS will continue the practices of increased daily cleaning and disinfection per recommendations. Appropriate equipment and supplies will be easily available. |
| Training and Public Health Education | <p>CCCS uses the ODE COVID-19 Communication Toolkit as our foundation for communicating with families along with suggestions from Lane County Public Health and OHA. All communications are available in the preferred language of our families. General information and relevant policies will be available and updated regularly on our school website.</p> <p>Staff will receive information and training in health and safety protocols and instruction during regular meetings and as plans are updated and information changes.</p> |

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? |
|---|--|
| COVID-19 Vaccination | <p>*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>CCCS is following CDC guidance and the mandates from OHA, ODE, and the Governor. All staff members will need to provide proof of COVID-19 vaccination or exemption. Exemptions may be made only for eligible medical or religious reasons. There will not be an option to opt out for other reasons.</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? <i>*Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</i> |
|--|--|
| | During times of high transmission notices on vaccine availability will be shared with our school community weekly. |
| Face Coverings | <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> CCCS will follow all requirements of the CDC, OHA, ODE, or LCHP in regards to face coverings. CCCS will encourage use of face coverings and provide such items as needed during periods of high transmission. During times of high transmission staff will communicate the recommendations of the CDC,OHA, ODE or LCHP and specifically instruct the need for acceptance of people’s choices (as applicable). |
| Isolation | CCCS will follow all guidelines and recommendations of the CDC, ODE, or LCHP in regards to isolation. Staff and/or students who test or are presumed positive will be excluded from school until the appropriate isolation time period has passed in alignment with OHA and Lane County Public Health Department guidance. Students and staff exhibiting symptoms will be offered free, on-site COVID-19 testing to whatever degree those are available. |
| Symptom Screening | During periods of high transmission CCCS will communicate with particular emphasis on a weekly basis. Families will be informed about COVID-19 symptoms and will be requested to test their students if symptoms present themselves. We will follow all guidelines and recommendations of the CDC, ODE, or LCHP; we will provide information aligned to what is being shared in this regard in Eugene School District. |
| COVID-19 Testing | CCCS will participate in the OHA voluntary testing programs, and will share whatever is offered in regards to diagnostic and screening options for families. Parents will be provided information for how to participate prior to the beginning of the school year. Staff will follow up with frequent reminders about the program in regular communications. During times of high transmission this information will be shared weekly. |
| Airflow and Circulation | During times of high transmission CCCS will put additional emphasis and communication towards increased airflow and circulation, including the aforementioned: <ul style="list-style-type: none"> • CCCS installed air purification components into the HVAC system for the school and placed portable air purifying systems in each classroom, office, gym, and cafeteria space. |

| OHA/ODE Recommendation(s) Layered Health and Safety Measures | MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in- person learning? <i>*Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</i> |
|--|--|
| | <ul style="list-style-type: none"> • Staff open windows and doors to increase the amount of fresh outside air into the building space. • Fans are located in each learning space facing away from students and staff. During times of high transmission classes and lunches will be held outside to the greatest degree possible. |
| Cohorting ² | <p><i>Schools should notify their LPHA about unusual respiratory disease activity if the following absence thresholds are met and at least some students are known to have influenza or COVID-like symptoms:</i></p> <ol style="list-style-type: none"> 1. <i>At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i> 2. <i>At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i> <p>CCCS will follow all guidelines and requirements of the CDC, ODE, or LCHP in regards to cohorting during times of high transmission. This may include staggering lunch times, utilizing outside spaces for lunches, adjusting school entry/exit procedures, and designated areas for recess.</p> |
| Physical Distancing | <p>During times of high transmission CCCS will implement physical distancing protocols from the 21/22 school year including</p> <ul style="list-style-type: none"> - Physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the greatest extent possible. - Physical distancing requirements will be implemented while setting up learning and other spaces, arranging spaces and groups to allow and encourage at least 3 feet of physical distance. - CCCS will ensure that required distance between students is maintained, including reduced time standing in lines, marking spacing on floor, and one-way traffic flow in constrained spaces. |
| Hand Washing | <p>CCCS will follow protocols developed last year to ensure appropriate Handwashing and Respiratory Etiquette. During times of high transmission students and staff will receive daily reminders about important safety protocols.</p> <p>**Staff is trained in preventative procedures</p> |

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

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| <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>** Students are trained in practices to reduce the spread of germs, including handwashing, coughing/sneezing, and hand sanitizing protocols. **Posters are placed in all entrances, sink areas, bathrooms , and classroom entries reminding staff and students of safety protocols.</p> |
| <p>Cleaning and Disinfection</p> | <p>During times of high transmission CCCS will put additional emphasis and communication towards thorough cleaning and disinfection. CCCS will continue the practices of increased daily cleaning and disinfection per recommendations, including but not limited to ongoing disinfection practices. Appropriate equipment and supplies will be easily available.</p> |
| <p>Training and Public Health Education</p> | <p>During periods of high transmission CCCS will hold an additional meeting(s) to provide renewed emphasis on training and public health education. CCCS will use the ODE COVID-19 Communication Toolkit as our foundation for communicating with families along with suggestions from Lane County Public Health and OHA. All communications are available in the preferred language of our families. General information and relevant policies will be available and updated regularly on our school website. Staff will receive information and training in health and safety protocols and instruction during regular meetings and as plans are updated and information changes.</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>Vaccination expectations will remain the same throughout the 22/23 school year. CCCS is following CDC guidance and the mandates from OHA, ODE, and the Governor. All staff members will need to provide proof of COVID-19 vaccination or exemption. Exemptions may be made only for eligible medical or religious reasons. There will not be an option to opt out for other reasons. Regular notices on vaccine availability will be shared with our school community.</p> |
| <p>Face Coverings</p> | <p>As face mask requirements are rescinded the school team will meet to determine an appropriate timeline for return to baseline response. Face coverings will be recommended per the guidelines and recommendations of the CDC, ODE, or LCHP. Face coverings will be provided as needed and requested.</p> |
| <p>Isolation</p> | <p>CCCS will consistently follow all guidelines and requirements of the CDC, ODE, or LCHP in regards to isolation. Staff and/or students who test or are presumed positive will be excluded from school until the appropriate isolation time period has passed in alignment with OHA and Lane County Public Health Department guidance. Students and staff exhibiting symptoms will be offered free, on-site COVID-19 testing to whatever degree those are available.</p> |
| <p>Symptom Screening</p> | <p>CCCS will remain consistent in our communication to families regarding symptom screening. Families will be informed about COVID-19 symptoms and will be requested to test their students if symptoms present themselves. We will follow all guidelines and recommendations of the CDC, ODE, or LCHP; we will provide information aligned to what is being shared in this regard in Eugene School District.</p> |
| <p>COVID-19 Testing</p> | <p>CCCS will remain consistent in our communication to families and participation in COVID-19 testing programs so long as they are available. CCCS will participate in the OHA voluntary testing programs, and will share whatever is offered in regards to diagnostic and screening so long that it is an option for families. Parents will be provided information for how to participate prior to the beginning of the school year. Staff will follow up with frequent reminders about the program in regular newsletters</p> |
| | <p>CCCS will continue to implement increased air flow and circulation efforts.</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? |
|--|---|
| Airflow and Circulation | **CCCS installed air purification components into the HVAC system for the school and placed portable air purifying systems in each classroom, office, gym, and cafeteria space. **Staff open windows and doors to increase the amount of fresh outside air into the building space. ** Fans are located in each learning space facing away from students and staff. |
| Cohorting | CCCS will remain consistent with the cohorting practices. If additional measures are required due to high transmission rates, and as those rates reduce, the school team will meet to determine an appropriate timeline for return to baseline response. CCCS has a structure such that there is systemic cohorting; we only have 1 class per grade level and they generally don't intermingle other than at lunch and outside recess. |
| Physical Distancing | As high transmission rates recede, the school team will meet to determine an appropriate timeline for return to baseline response. Physical distancing will be practiced to the greatest extent possible within the course of a regular school environment. Staff will find ways and adjust plans to accommodate greater than typical physical distancing to reduce the spread of diseases. |
| Hand Washing | CCCS will consistently follow protocols developed last year to ensure appropriate Handwashing and Respiratory Etiquette. **Staff is trained in preventative procedures ** Students are trained in practices to reduce the spread of germs, including handwashing, coughing/sneezing, and hand sanitizing protocols. **Posters are placed in all entrances, sink areas, bathrooms , and classroom entries reminding staff and students of safety protocols. |
| Cleaning and Disinfection | CCCS will consistently employ the practices of increased daily cleaning and disinfection per recommendations. Appropriate equipment and supplies will be easily available. |
| Training and Public Health Education | CCCS will consistently use the ODE COVID-19 Communication Toolkit as our foundation for communicating with families along with suggestions from Lane County Public Health and OHA. All communications are available in the preferred language of our families. General information and relevant policies will be available and updated regularly on our school website. Staff will receive information and training in health and safety protocols and instruction during regular meetings and as plans are updated and information changes. |

| | |
|--|---|
| 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? |
| | As high transmission levels recede an additional meeting and communications will be shared to explain changes and the timeline(s) as determined by the school team. |

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.

This plan is available for public viewing at <https://www.coburgcharter.com/covid-19-infprmaton>

Date Last Updated: **Last plan was updated on 4/25/22. The current plan will be employed and updated on the site by August 15, 2022.**

Date Last Practiced: **CCCS will practice this plan with all staff during the in-service day on August 30, 2022**