

# School-Level COVID-19 Management Plan

## Nestucca High School 2022-23



### School/District/Program Information

District or Education Service District Name and ID: 2199

School or Program Name: Nestucca Valley School District

Contact Name and Title: Misty Wharton, Superintendent

Contact Phone: 503-392-3194 Contact Email: mistyw@nestucca.k12.or.us

Table 1.

	<p><b>Policies, protocols, procedures and plans already in place</b>            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 <a href="#">Nestucca Valley School District Pandemic Plan</a> is utilized as a guide to make decisions and take actions related to pandemics and severe contagious illnesses.</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>The Nestucca Valley School District follows the <a href="#">Oregon Health Authority’s Communicable Disease Guidance for Schools</a> to make decisions related to the exclusion of students and staff diagnosed with certain communicable diseases.</p>
<p><b>Isolation Space</b>            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.  <a href="#">OAR 581-022-2220</a></p>	<p>A designated primary isolation area will be used for students and staff who are symptomatic in consultation with school nurses and others with medical expertise. Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear medical grade facial coverings and other needed PPE.</p>
<p><b>Educator Vaccination</b>  <a href="#">OAR 333-019-1030</a></p>	<p>All NVSD staff are required to provide proof of vaccination or submit a medical or religious exception as part of their employment.</p>
<p><b>Emergency Plan or Emergency Operations Plan</b>  <a href="#">OAR 581-022-2225</a></p>	<p>The <a href="#">Nestucca School District Emergency Operations Plan</a> is utilized as a guide for decision making and taking action related to a variety of emergencies in the district.</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.

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>	Ken Richwine, Principal	Misty Wharton, 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"> <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>	Ken Richwine, Principal	Misty Wharton, Superintendent
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>	Kerrin Swanson, Nurse Ahndrea Suisa, Nurse	Misty Wharton, Superintendent
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>	Chad Holloway, District Administrator Transportation Maintenance/Custodial  Ursula McVittie, HR Food Service	Misty Wharton, 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"> <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>	Ken Richwine, Principal	Misty Wharton, Superintendent
<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"> <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>	Ken Richwine, Principal	Misty Wharton, Superintendent
<p>Main Contact within Local Public Health Authority (LPHA)</p>	<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>	Misty Wharton, Superintendent	Ken Richwine, Pricipal
<p>Others as identified by team</p>		Megan Kellow, Special Programs Director	



## 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.)

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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](#)

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<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.

**Table 3.**

**Centering Equity**

OHA/ODE Recommendation(s)	
<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><i>As part of our building-wide PLC, student learning and behavior data is regularly reviewed and analyzed to determine which students might need additional support in the development of foundational academic and social skills.</i></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><i>The attendance data review protocol facilitates the identification of families needing extra support in ensuring their child regularly attends school. As families are initially identified, members of our team reach out using multiple methods to make contact and discuss existing barriers and challenges. Supportive relationships with families are fostered throughout this information gathering process to allow the development of specific plans designed to meet the needs of the family. Partnering with the family is central to the successful implementation of these plans.</i></p> <p><i>Collaboration with the Title IX-A Coordinator, the Special Education Director, and the District nursing team to develop and implement a plan for any students requiring differentiated support offered within these areas will occur as needed.</i></p> <p><i>To support the development of foundational academic and social skills, building based interventions are developed and implemented. Levels of proficiency in the acquisition of new skills are continuously monitored and intentionally measured both within the collaborative grade level meeting as part of the building PLC, by building level specialists, and the administrator.</i></p>
<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><i>Clear, concise communication is central to developing a common understanding of how building and district level protocols have been designed to support students and families. All staff are trained annually on the identification of students experiencing houselessness and qualifying for the supports offered by the McKinney Vento program. Additional information about how to share concerns about students who are struggling with the development of academic and social skills also will be provided. Always mindful of student privacy and maintaining confidentiality, students supported by the different specialized programs within our school, including McKinney Vento, Special Education, EL and SEL, will be identified to staff as necessary.</i></p>

OHA/ODE Recommendation(s)	
	<i>Staff working within a specialized program, members of the academic and Student Assessment Team teams, and classroom teachers will be trained in the effective collection, review and analysis of student learning data to develop plans designed to promote specific skill development</i>

## 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.	<i>School and classroom meetings designed to promote the development of supportive and positive relationships between students, and staff and students, will happen daily. Our counselor will use the <a href="#">Character Strong</a> curriculum to support the continued development of foundational social skills.</i>

OHA/ODE Recommendation(s)	Response:
	<p><i>Building-wide, staff will also use Character Strong (Our chosen SEL program), to guide and strengthen interactions and connections with everyone in the building.</i></p>
<p>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.</p>	<p><i>Time has been allotted each day for students to connect with a core peer group and staff member. The SEL curricula utilized within the building focuses on developing relationships and lifelong skills that could be accessed throughout the day as needed.</i></p> <p><i>For more in-depth support, the School Counselor is available to support.</i></p>
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p><i>Our school-based counseling programs will continue to develop positive relationships and supports not only within the building, but also with outside agencies (Adventist Health, Health Dept, etc.,).</i></p>
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>These are the conversations that happen in our SEL classes. Students hold places on school leadership teams and act as representatives and liaisons between staff, students, and the community. This ensures that student voices are represented when decisions are being made.</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**

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
COVID-19 Vaccination	<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><i>All NVSD staff and volunteers are required to provide proof of vaccination or submit a medical or religious exception as part of their employment. Notice about vaccine clinics in the community may be shared by the district.</i></p>
Face Coverings	<p><i>Face coverings will not be required by staff or students. It will be left to personal choice. Those choosing to wear masks will be supported by staff and peers.</i></p>
Isolation	<p><i>A designated primary isolation area will be used for students and staff who are symptomatic in consultation with school nurses and others with medical expertise. Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear medical grade facial coverings and other needed PPE.</i></p>
Symptom Screening	<p><i>Students and staff will self-screen as they enter the building each day. If symptoms arise during the day they will go to the isolation room for further assessment. All stakeholders will be educated on symptoms within the first two weeks of school.</i></p>
COVID-19 Testing	<p><i>OHA offers both <a href="#">diagnostic and screening testing programs</a> to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively. NVSD will continue to offer testing to both symptomatic students and staff. Signed parent consent will be required prior to testing for students.</i></p>
Airflow and Circulation	<p><i>Windows and doors are opened regularly to allow for increased airflow when conditions are appropriate. When possible, fans will be placed in front of windows to increase ventilation. All building ventilation systems are inspected quarterly to change out fan belts and filters. Nestucca Valley School District uses the highest rated "MERV" filters available. Finally, NVSD's HVAC system meets or exceeds minimum standards and requirements.</i></p>
Cohorting	<p><i>NVSD will communicate/consult with LPHA regarding respiratory disease activity when numbers are significant. We will always do our best to minimize the number of exposures/cohorts a student is in on a daily basis within reason, particularly when rates of transmission are high.</i></p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	<b>BASELINE MEASURES:</b> 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	<i>When transmission rates are high, administrators will re-educate staff and students on the importance of physical distancing. Students will be spaced 3 feet apart, students will be in line at a minimum, and one-way traffic will be encouraged in all locations. Students may return to their classrooms to eat if the administrator believes it is necessary.</i>
Hand Washing	<i>Regular hand washing will continue to be a priority. Hand sanitizer will be available upon entry to any building. Hand washing, or use of sanitizer, will be part of regular procedures whenever possible prior to eating and/or upon entry or exit of the playground. Signage will be placed in elementary restrooms to remind students of proper hand washing etiquette.</i>
Cleaning and Disinfection	<i>Cleaning schedules are created and followed carefully to ensure consistent, thorough cleaning of all building areas with special emphasis (throughout the day times) for high traffic/touch areas.</i>
Training and Public Health Education	<i>The principal will review all processes and procedures at the welcome back Inservice for all staff. This includes cleaning, handwashing, cohorting, testing, isolating, and overall safety. Parents will also be informed of processes and procedures established to maintain safety and health for all students. During times of high transmission, meetings will be called for re-teach opportunities. Teachers will also be asked to review processes and procedures with students. The district will send reminders home to families about not sending children to school sick as well as the processes and procedures utilized to determine if a student is sent home sick or not.</i>

**Table 6. COVID-19 Mitigating Measures**

OHA/ODE Recommendation(s) 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>
COVID-19 Vaccination	<i>All NVSD staff and volunteers are required to provide proof of vaccination or submit a medical or religious exception as part of their employment. Notice about vaccine clinics in the community may be shared by the district.</i>

<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	<i>Face coverings will not be required by staff or students. It will be left to personal choice. Those choosing to wear masks will be supported by staff and peers. If board approved, the district may recommend the use of face coverings in times of high transmission.</i>
Isolation	<i>A designated primary isolation area will be used for students and staff who are symptomatic in consultation with school nurses and others with medical expertise. Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear medical grade facial coverings and other needed PPE. Secondary isolation areas may be identified if/as needed/community levels increase.</i>
Symptom Screening	<i>Students and staff will be screened as they enter the building each day. If symptoms arise during the day, they will go to the isolation room for further assessment. All stakeholders will be educated on symptoms within the first two weeks of school.</i>
COVID-19 Testing	<i>NVSD will continue to offer testing to both symptomatic students and staff. Consent forms may be sent home to all parents to further prepare for large amounts of testing. Additional staff may be trained to conduct tests and additional spaces may be dedicated for the purpose of testing. Signed parent consent will be required prior to testing for students.</i>
Airflow and Circulation	<i>Windows and doors are opened regularly to allow for increased airflow when conditions are appropriate. When possible, fans will be placed in front of windows to increase ventilation. All building ventilation systems are inspected quarterly to change out fan belts and filters. Nestucca Valley School District uses the highest rated "MERV" filters available. Finally, NVSD's HVAC system meets or exceeds minimum standards and requirements.</i>
Cohorting <sup>2</sup>	<i>NVSD will communicate/consult with LPHA regarding respiratory disease activity when numbers are significant. We will always do our best to minimize the number of exposures/cohorts a student is in on a daily basis within reason, particularly when rates of transmission are high.</i>

<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? <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>
Physical Distancing	<i>When transmission rates are high, administrators will re-educate staff and students on the importance of physical distancing. Students will be spaced 3 feet apart, students will be in line at a minimum, and one-way traffic will be encouraged in all locations. Students may return to their classrooms to eat if the administrator believes it is necessary.</i>
Hand Washing	<i>Regular hand washing will be a priority and will be re-taught at all grade levels. Hand sanitizer will be recommended upon entry to any building. Hand washing, or use of sanitizer, will be part of regular procedures prior to eating and/or upon entry or exit of the playground. Signage will be placed in elementary restrooms to remind students of proper hand washing etiquette.</i>
Cleaning and Disinfection	<i>Cleaning schedules are created and followed carefully to ensure consistent, thorough cleaning of all building areas with special emphasis (throughout the day times) for high traffic/touch areas. During periods of high transmission, custodial staff will create detailed cleaning plans throughout the day to ensure high touch surfaces are cleaned multiple times throughout the day.</i>
Training and Public Health Education	<i>The principal will review all processes and procedures at the welcome back Inservice for all staff. This includes cleaning, handwashing, cohorting, testing, isolating, and overall safety. Parents will also be informed of processes and procedures established to maintain safety and health for all students. During times of high transmission, meetings will be called for re-teach opportunities. Teachers will also be asked to review processes and procedures with students. The district will send reminders home to families about not sending children to school sick as well as the processes and procedures utilized to determine if a student is sent home sick or not.</i>

**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 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><i>All NVSD staff and volunteers are required to provide proof of vaccination or submit a medical or religious exception as part of their employment. Notice about vaccine clinics in the community may be shared by the district.</i></p>
<p>Face Coverings</p>	<p><i>Face coverings will not be required by staff or students. It will be left to personal choice. Those choosing to wear masks will be supported by staff and peers. If board approved, the district may recommend the use of face coverings in times of high transmission. Should face coverings be recommended at any point, the district would make decisions/plans based on LHA recommendation and review of community metrics.</i></p>
<p>Isolation</p>	<p><i>A designated primary isolation area will be used for students and staff who are symptomatic in consultation with school nurses and others with medical expertise. Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear medical grade facial coverings and other needed PPE.</i></p>
<p>Symptom Screening</p>	<p><i>Students and staff will self-screen as they enter the building each day. If symptoms arise during the day, they will go to the isolation room for further assessment. All stakeholders will be educated on symptoms within the first two weeks of school. Reminders of symptoms and ongoing training will be key to reminding staff and students about symptoms.</i></p>
<p>COVID-19 Testing</p>	<p><i>NVSD will continue to offer testing to both symptomatic students and staff. Signed parent consent will be required prior to testing for students.</i></p>
<p>Airflow and Circulation</p>	<p><i>Windows and doors are opened regularly to allow for increased airflow when conditions are appropriate. When possible, fans will be placed in front of windows to increase ventilation. All building ventilation systems are inspected quarterly to change out fan belts and filters. Nestucca Valley School District uses the highest rated "MERV" filters available. Finally, NVSD's HVAC system meets or exceeds minimum standards and requirements.</i></p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	<b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</b> describe how 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?
Cohorting	<i>NVSD will communicate/consult with LPHA regarding respiratory disease activity when numbers are significant. We will always do our best to minimize the number of exposures/cohorts a student is in daily within reason, particularly when rates of transmission are high.</i>
Physical Distancing	When transmission rates are high, administrators will re-educate staff and students on the importance of physical distancing. Students will be spaced 3 feet apart, students will be in line at a minimum, and one-way traffic will be encouraged in all locations. Students may return to their classrooms to eat if the administrator believes it is necessary.
Hand Washing	<i>Regular hand washing will continue to be a priority. Hand sanitizer will be available upon entry to any building. Hand washing, or use of sanitizer, will be part of regular procedures whenever possible prior to eating and/or upon entry or exit of the playground. Signage will be placed in elementary restrooms to remind students of proper hand washing etiquette. Re-teaches regarding hand-washing will continue.</i>
Cleaning and Disinfection	<i>Cleaning schedules are created and followed carefully to ensure consistent, thorough cleaning of all building areas with special emphasis (throughout the day times) for high traffic/touch areas. Cleaning schedules will be determined by administrators. Administrators will review the local metric and consult with the local LPHA to determine need.</i>
Training and Public Health Education	<i>The principal will review all processes and procedures at the welcome back Inservice for all staff. This includes cleaning, handwashing, cohorting, testing, isolating, and overall safety. Parents will also be informed of processes and procedures established to maintain safety and health for all students. Should the LPHA share any additional information regarding public health information, this would also be shared with parents.</i>

## 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.

[Nestucca High School website](#)

Date Last Updated: **8/25/22**

Date Last Practiced: **8/25/22**