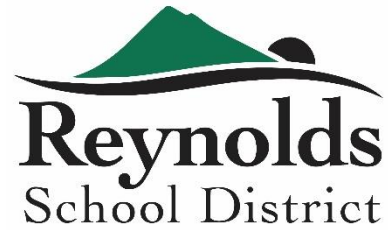


School-Level COVID-19 Management Plan
Template For School Year 2022-23



School/District/Program Information


District or Education Service District Name and ID: **Reynolds School District 7 (2182)**

School or Program Name: Community Transition Program (CTP) at Four Corners School

Contact Name and Title: James Charles, Student and Family Services Program Administrator

Contact Phone: 503-661-7200 Contact Email: jcharles@rsd7.net

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>https://www.reynolds.k12.or.us/sites/default/files/fileattachments/district/page/18401/comprehensive_communicable_disease_management_plan_updated_05.18.2021.pdf</p> <p>The Communicable Disease Management Plan is utilized as a guide and framework for responding to handling cases of disease that are seen in Reynolds schools. This plan was adapted with partnership with Multnomah Education Service District (MESD).</p>
<p>Exclusion Measures</p> <p>Exclusion of students and staff who are diagnosed with certain communicable diseases</p> <p>OAR 333-019-0010</p>	<p>https://www.reynolds.k12.or.us/district/covid-19-community-levels-new-guidance</p> <p>Includes information regarding exclusion measures and when students and staff should stay home.</p>
<p>Isolation Space</p> <p>Requires a prevention-oriented health</p>	<p>https://www.reynolds.k12.or.us/sites/default/files/fileattachments/district/page/18401/comprehensive_communicable_disease_management_plan_updated_05.18.2021.pdf</p> <p>This information is included in the Communicable Disease Management Plan (Pg. 44).</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.

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](#)

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

<https://www.reynolds.k12.or.us/district/vaccine-fags>

Information about Educator Vaccination requirements.

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

Each school has a Safe School/Emergency Response Plan that is updated regularly.



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. 	James Charles Student and Family Services Program Administrator	Dr. Christopher Ortiz, Deputy 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. 	James Charles Student and Family Services Program Administrator	Dr. Christopher Ortiz, Deputy 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. 	Lorie Coe	Dr. Christopher Ortiz, Deputy Superintendent
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. 	Directors/Supervisors: Christy Foote, Nutrition Services Steve Gallagher, Maintenance Rehana Nelson, Transportation	Dr. Christopher Ortiz, Deputy Superintendent

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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. 	Stephanie Field, Executive Director of Communications & Community Relations	Dr. Christopher Ortiz, Deputy Superintendent
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. 	Dr. Christopher Ortiz, Deputy Superintendent	Stephanie Field, Executive Director of Communications & Community Relations
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. 	Multnomah Education Service District (MESD) Nursing Staff and Multnomah County Health Representatives	Dr. Christopher Ortiz, Deputy Superintendent
Others as identified by team			



Section 2. Equity and Mental Health

Preparing a plan that centers equity and supports mental health

Preparing a school to manage COVID-19 requires an inclusive and holistic approach to protect access to in-person learning for all students. In this section suggested resources are offered to help prepare for COVID-19 management while centering an equitable and caring response.

Centering Equity

Identify existing district or school plans and tools that can be utilized when centering equity in prevention, response, and recovery from incidents of COVID-19 (e.g., district or school equity plans/stances/lenses/decision tools, Equity Committee or Team protocols, district or school systems for including student voice, existing agreements or community engagement or consultation models, Tribal Consultation¹, etc.)

- [Reynolds School District Strategic Plan and Results Dashboard \(includes new Mission with Equity statement\)](#)
- [Reynolds School District COVID-19 Community Levels New Guidance](#)
- [Reynolds School District COVID-19 Information Dashboard](#)



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>Schools will utilize the state provided framework for equity decision making in addition to data dashboards specifically disaggregated for our communities most impacted by COVID-19 and it is secondary and tertiary effects within our Student Support Team / Rapid Response Team protocols. Additionally, our student information system “Synergy” has been adopted to have its Analytics and MTSS options that allow school-based sites to dive deep into data due to its proactive data representation that can be aggregated to target our student populations most impacted by the primary, secondary, and tertiary effects of the COVID-19 virus.</p> <p>CTP staff support relationships and communication with adult students and guardians through regular contact. Based on the format of the program, CTP staff are involved in students’ daily lives through teaching and assistance around: hygiene, self-care, making appointments, keeping schedules, and seeking help/services. CTP will also have access to a specialized needs nurse due to the impact of disability some of the students’ experience. CTP will also maintain a virtual connection for families to reach out to staff.</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>Our Student Support Teams or Rapid Response Teams will host individualized conversations as part of our MTSS Framework. Within these protocols, students and their families are discussed at an individualized level with multiple stakeholders invited to the table to ensure the student and family receive adequate support for their needs. Primarily facilitated by the MTSS TOSA and initiated by the classroom teacher or school-based administrator – the SST/RRT meeting utilizes data, parent/guardian/advocate voice, resources from school counselors and social workers, school health professionals (nurses etc.) county and district level support to provide a plan of support for the student and then is documented within the Student Information system and revisited every six weeks. Additionally, OHA resources and information would be included to provide a plan of support for students with deep collaboration alongside our social work teams.</p> <p>Due to each adult student having an individualized education program, CTP is a differentiated program by design. The learning and community experiences are based on the documented needs and ongoing communication with adult students/guardians. As stated above, CTP staff are involved in students’ daily lives through teaching and assistance around: hygiene, self-care, making appointments, keeping schedules, and seeking help/services. CTP will also have access to a specialized needs nurse due to the impact of disability some of the students experience, as well as being located in a building with district level social workers’ offices.</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>The MTSS Framework that encompasses the above protocols will be supported through our district onboarding process. MTSS TOSAS are specifically trained to facilitate the process. School Social workers and Counselors will be given ongoing training and resources to be able to navigate the menu of services provided for families on a district, local, state, and national levels.</p> <p>This will be the initial implementation of a covid management plan for the Four Corners building since being repurposed by Reynolds SD. Staff will need training/support in ensuring that all requirements from OHA are in place for the school year.</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.)

- Counselors and School Based Social Workers assigned to student cases via SST
- Partnerships with Trillium Family Services and Multnomah County Mental Health
- Partnerships with MESD “Safe and Connected Schools” for further Professional Development and Behavioral Support
- District and MESD Flight Team and Crisis Response Protocol


	<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.	CTP learning and community experiences are based on the documented needs and ongoing communication with adult students/guardians. Staff are involved in students’ daily lives and build trust through teaching and assistance around: self-determination, navigating the community, and establishing/maintaining personal safety. CTP will also review the Care and Connection Toolkit for additional strategies to connect with students during the school year and around holiday breaks.
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.	CTP staff are able to devote instructional time for whole group and/or individual processing of challenging experiences. Given the highly specialized nature of the program and needs of students, the overall design/functioning of the program is responsive to the developmental and emotional processing of all the students. CTP staff is also partnered with the regional Transition Network Facilitator and a PLC-type group of transition teachers in the PDX metro area. This group focuses on refining existing programs, implementing creative ideas, and hearing from others on successes-challenges, including responding to mental health needs among adult students with disabilities.

OHA/ODE Recommendation(s)	Response:
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>Program Administrators for School Culture and Climate will work with school-based teams to support:</p> <ul style="list-style-type: none"> • Beginning of the year resource fair to introduce schools and families with services available in the community • Student Support Teams/ Rapid Response Teams will follow protocols to refer students in need of additional support <p>CTP staff has a referral pathway to school social workers and Trillium family services through Reynolds HS.</p>
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>Program Administrators for School Culture and Climate will work with school-based teams to support:</p> <ul style="list-style-type: none"> - “SOSA” Students on Special Assignment Teams to promote Anti Bullying, Well Being, and Mental Health Awareness/First Aid - Familial Partnerships to address student needs within belonging, inclusion and emotional/psychological safety. <p>CTP staff will collaborate with Program Administrators and MTSS TOSA on student needs that they feel unable to address or need training to address, as needed. There may be an opportunity for student led groups on living with loss or other sad feelings.</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> Vaccination clinics will continue to take place directly in the school community by partnering with East County Community Health. Past clinics have been available through partnership with Oregon Health and Science University (OHSU) and Multnomah County Health Department. When clinics are available, they are shared with each student and family through e-mail notification along with promoting to the school-wide community through social media platforms.</p>
<p>Face Coverings</p>	<p>Reynolds will follow the current statewide optional face covering guidance except in health care settings in schools like health rooms and Student Health Centers where face covering will still be mandatory. The Division of District Operations has issued updated policy memoranda on the optional face covering guidance and works with schools and non-school work locations to ensure employees understand the current guidance. The Office of Communications and Community Relations has provided messaging to parents/guardians.</p>
<p>Isolation</p>	<p>When students are identified with restrictable diseases or excludable symptoms, they should be separated from the well-population, in an appropriate space until they can be dismissed to home. This isolation space should be separated from the healthcare area used to assess and treat injured and non-symptomatic children or to provide medication management and care of chronic healthcare conditions. As part of our operating procedures during in-person learning, every school identified an appropriate care space (if not the healthcare area) for students identified with restrictable diseases or excludable symptoms. These operating procedures have continued this school year.</p>
<p>Symptom Screening</p>	<p>Students and staff are reminded of the common symptoms of COVID-19 and continue to check on their own health. If they are experiencing any COVID-19 like symptoms, they can complete the Symptom Tracking Tool (STT) with the assistance of a front office staff member at each school. The school nurse will review their results and follow-up to recommend next steps. If the nurse determines they have COVID-19 symptoms, they will recommend the individual to test for COVID-19 and report back the results.</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. Through the Oregon Health Authority (OHA), Reynolds has ordered school-site testing kits for all schools and Administration buildings for students/staff. Any student/staff who needs a COVID-19 test can get one in their building, or can go to their personal health care provider.</i></p>
<p>Airflow and Circulation</p>	<p>HVACs are maintained and functional in all buildings. Additional HEPA filters have been distributed to classrooms at each school building to ensure high quality air flow. The Facilities Maintenance Dept. has ensured that all of our HVAC systems are serviced on a regular basis to ensure they are operating to specifications. The Division of District Operations will also be working with schools and their staff to adopt the EPA Tools for Schools recommendations so everyone is collaboratively adopting best practices and working together to ensure healthy indoor air quality.</p>
<p>Cohorting</p>	<p>Students will stay in their respective classes/cohorts as much as possible. Assigned cohorts and seating assignments are tracked within the Student Information System.</p>
<p>Physical Distancing</p>	<p>Students will be social distanced at least 3 ft. as often as possible at school. Desks will be spaced out accordingly in classrooms and schools will have signs marking walk ways to show which direction to walk so students/staff are appropriately spaced out. School site administrators will be working to distance students at least 3 feet as often as possible at schools.</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?
Hand Washing	Handwashing and respiratory etiquette will be a constant reminder at each school. Staff will remind students how to correctly wash hands and keep any coughs into their sleeves. The Office of Communications and Community Partnerships has provided information to parents/guardians on important COVID-19 safety precautions. School sites have also communicated to parents/guardians and students on the importance of handwashing and respiratory etiquette. Hand sanitizer and facial coverings have been supplied to schools.
Cleaning and Disinfection	All high touch surfaces in schools and buildings are sanitized and cleaner thoroughly by Custodial staff each day. Areas where students and staff eat and or use more frequently will be wiped and sanitized more often, and as often as feasibly possibly throughout the school/work day. If an on-site positive COVID-19 case is confirmed, additional cleaning and sanitizing will be done before the next day when students and staff return to the school site.
Training and Public Health Education	Student and staff will be regularly trained on the benefit of proper hygiene (hand washing, sanitizing surfaces, covering mouth/nose when sneezing/coughing). They will be reminded to provide additional space to their classmates and co-workers and to stay home when not feeling well whether it's COVID-19 symptoms or not. Reynolds SD will work with MESD and the MESD Nursing staff at each school for additional resources and helpful educational products.

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	A specific vaccination clinic will be planned in the school community utilizing established community partners. Students, grades K-12, can also receive COVID-19 vaccinations at any time at the Reynolds High School Student Health Center throughout the year.
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> Schools will follow district requirements for face coverings based on Multnomah County Health Department and Oregon Health Authority (OHA) requiring face covering in schools. Schools will consult with Student & Family Services during periods of high transmission.
Isolation	Students who are currently symptomatic for COVID-19 will continue to be isolated from the well population in alignment with procedures from the Center for Disease Control and Prevention (CDC) and Multnomah County Health Department.
Symptom Screening	The same procedures will be utilized. Symptom screening tools will be heavily relied on.

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>
COVID-19 Testing	Testing will be made available at the school site if there is an on-site individual experiencing symptoms. Testing kits continue to be sent home as Oregon Health Authority (OHA) sends additional kits to school districts to distribute to each school and student.
Airflow and Circulation	HVAC systems and air purifiers will continue to be used at a high level.
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"> <i>1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i> <i>2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i> <p>Cohorting will be relied on to keep small groups of students together and ensure there is not intermixing. Cohorts will be tracked in the Student Information System for contact tracing purposes.</p>
Physical Distancing	Same physical distancing practices will be maintained.
Hand Washing	Additional reminders will be made for hand washing opportunities and hand sanitizer will be made available in all high touch points in the schools/buildings.
Cleaning and Disinfection	When more COVID-19 cases appear, custodial crews will implement deeper cleaning protocols to ensure locations where symptomatic individuals were in the school have been thoroughly sanitized.
Training and Public Health Education	Reynolds SD will work with MESD to attain additional resources and educational opportunities with students and staff for additional mitigations.

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.

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>Regular vaccination opportunities will be made available to students, staff, and the community.</p>
<p>Face Coverings</p>	<p>Optional masking will be implemented.</p>
<p>Isolation</p>	<p>Symptomatic individuals will continue to be told to stay home away from the well-population.</p>
<p>Symptom Screening</p>	<p>Symptom screening measures will remain in place.</p>
<p>COVID-19 Testing</p>	<p>COVID-19 testing programs will remain in place.</p>
<p>Airflow and Circulation</p>	<p>HVAC systems will continue to run at their full efficiency.</p>
<p>Cohorting</p>	<p>Cohort groups will continue to stay as small and in-tact throughout the day as possible. As baseline returns, there will be more opportunities for inter mixing cohorts for social emotional purposes in the school.</p>
<p>Physical Distancing</p>	<p>Reminders to keep certain distances will remain in place as much as possible.</p>
<p>Hand Washing</p>	<p>Hand washing and basic hygiene reminders will remain in place.</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	Custodial staff will continue to clean high touch surfaces, but not do the deeper cleaning as often.
Training and Public Health Education	Training will be more reminder based and keep certain measures at the front of mind.

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.

<https://www.reynolds.k12.or.us/district/covid-19-school-level-management-plans> where this plan is available for public viewing

Date Last Updated: **INSERT**

Date Last Practiced: **INSERT**