

# School-Level COVID-19 Management Plan

## Template For School Year 2022-23



### School/District/Program Information


District or Education Service District Name and ID: \_\_\_\_\_ Woodburn School District \_103\_\_\_\_\_


School or Program Name: \_\_\_\_\_ Success High School/Continuation Programs K-12\_\_\_\_\_

Contact Name and Title: \_\_\_\_\_ Ricardo Marquez Success High School/Continuation Programs k-12 School Principal \_\_\_\_

Contact Phone: \_\_\_\_\_ 503-980-6185\_\_\_\_\_ Contact Email: \_rmarquez@woodburnsd.org

**Table 1.**

	<p><b>Policies, protocols, procedures and plans already in place</b></p> <p>Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>
<p><b>School District Communicable Disease Management Plan</b>  <a href="#">OAR 581-022-2220</a></p>	<p><a href="#">EXPOSURE CONTROL PLAN: Communicable Disease Management</a></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>WSD Policies related to exclusion measures to staff or students diagnosed with certain communicable diseases:  Communicable Disease Student: <a href="#">JHCC</a> &amp; <a href="#">JHCC AR</a>  Communicable Disease Staff: <a href="#">GBEB</a> &amp; <a href="#">GBEB AR</a></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>Each school location will have a dedicated isolation space. The location will be clearly labeled and supplied with PPE's and first aid supplies allowing health care team access to support materials to properly care for students.</p>
<p><b>Educator Vaccination</b>  <a href="#">OAR 333-019-1030</a></p>	<p>Educators will be required to comply with state and federal mandates regarding vaccines. The District will help by making information available regarding upcoming clinics. Staff who wish to apply for an exception will follow the process outlined on the <a href="#">WSD Human Resources Webpage</a>.</p>
<p><b>Emergency Plan or Emergency Operations Plan</b>  <a href="#">OAR 581-022-2225</a></p>	<p>Currently updating the Emergency Planning Document. Will link when update is complete.</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.
<b>Additional documents reference here:</b>	<a href="#">Updated WSD COVID testing and isolation process</a> -Revised process currently being used by WSD per ODE/OHA guidance. <a href="#">WSD COVID Safety Information</a> -WSD webpage that provides bilingual COVID support materials



## 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>	Ricardo Marquez Success High School/Continuation Programs k-12 School Principal 503-980-6185	Jessica Salazar- Success School Secretary- 503-980-6185

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>	Ricardo Marquez Success High School/Continuation Programs k-12 School Principal 503-980-6185	Jessica Salazar- Success School Secretary- 503-980-6185  Success Staff TBD
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>	Casey Woolley, Director of Safety and Operations  Lily Vasquez- Health Coordinator	Ricardo Marquez Success High School/Continuation Programs k-12 School Principal  503-980-6185
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>	Jessica Salazar  Casey Woolley, Director of Safety and Operations  Lily Vasquez- Health Coordinator	Ricardo Marquez Success High School/Continuation Programs k-12 School Principal  503-980-6185

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Communications Lead (staff member responsible for ensuring internal/external messaging is completed)	<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 the school community.</li> </ul>	Ricardo Marquez Success High School/Continuation Programs k-12 School Principal 503-980-6185	Casey Woolley, Director of Safety and Operations Jessica Salazar- Success School Secretary- 503-980-6185
District Level Leadership Support (staff member in which to consult surrounding a communicable disease event)	<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>	DO Building Support: Casey Woolley, Director of Safety and Operations	Ricardo Marquez Success High School/Continuation Programs k-12 School Principal 503-980-6185
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> <li>Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response.</li> <li>Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners.</li> </ul>	Marion County informed the District that this year they have a team to respond to COVID related issues. They asked that people use the <a href="mailto:ReadySchoolsReentry@co.marion.or.us">ReadySchoolsReentry@co.marion.or.us</a> email or the communicable disease line at 503-588-5621 to contact them.	DO Building Support: Casey Woolley, Director of Safety and Operations Ricardo Marquez Success High School/Continuation Programs k-12 School Principal 503-980-6185
Others as identified by team			



## Section 2. Equity and Mental Health

### Preparing a plan that centers equity and supports mental health

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

#### Centering Equity

Identify existing district or school plans and tools that can be utilized when centering equity in prevention, response, and recovery from incidents of COVID-19 (e.g., district or school equity plans/stances/lenses/decision tools, Equity Committee or Team protocols, district or school systems for including student voice, existing agreements or community engagement or consultation models, Tribal Consultation<sup>1</sup>, etc.)

- DESSA Data
- Youth Truth Survey
- Oregon Equity Lens
- Crisis Response Plans
- Comprehensive Counseling Program
- Suicide Prevention Plan
- DPac
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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](#)

<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)	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.	<p>Our District, and schools, serve a large number of minority, disadvantaged, and historically underserved students and families. Due to this, we have created systems to help us reach out to them to assist in advocacy and support. Our schools each have a Home School Contact (HSC) whose primary job is to be a liaison to families that may not be able to access us through traditional methods. Be it home visits, focused parent meetings in the evenings, or relentless phone calls, we pride ourselves on being accessible to our families. We do not rely on one method to support families. For example, when we began our vaccine clinics, we started by making personal phone calls and home visits to our migrant and homeless families. We knew that these families were less likely to access medical care at the State Fairgrounds or even a local clinic. We also held parent meetings in Spanish and invited local doctors to help talk to our families who were uncertain about the vaccine or possibly didn't have access to information to self inform.</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>Prior to rolling out a communication/opportunity to families, schools will meet with their team to identify the differentiated methods of communication. Other than traditional forms of automated dialers, mailers, and social media posts, schools will also employ the strategies below when accessing our families. We are aware that for a portion of our families, the mainstream methods are sometimes difficult to access and process. As they work through this process, they will keep in mind the lens in which many of our families bring. Schools intentionally look at what is being presented to families, what we are asking them to process and possibly make a decision on, and if we need to provide context to the communication via a video, in person meeting or some other form to assist them in digesting what is being communicated.</p> <ul style="list-style-type: none"> <li>• Use our current data to identify families who fall into the categories listed and may need additional support</li> <li>• Home visits</li> <li>• Letters home in native language explaining process, support, and expectations related to COVID procedures.</li> <li>• Personal phone calls in native language</li> <li>• Targeted evening informational meetings in native language</li> <li>• COVID vaccine clinics in school buildings with school staff that they recognize and trust</li> <li>• School Staff becoming involved with regional efforts to help shed a light on the difficulties many of our families are having accessing support</li> <li>• School Staff created strong partnerships with local health providers (SALUD Medical Center, Legacy Health, Woodburn Pediatric, Woodburn Salem Health) to offer Woodburn based informational meetings and clinics.</li> <li>• Provide technology and internet access to all students who may need to isolate due to COVID</li> <li>• Provide technology and internet access to identified students needing additional opportunities to make up learning(Language learners, migrant, homeless, other)</li> <li>• Provide extended day opportunity for students to make up learning opportunities</li> <li>• Provide district wide summer school to help students make up learning opportunities</li> <li>• Provide training to identified students parents through our Parent Advisory Committee to help increase their voice and support their advocacy</li> </ul>
What support, training or logistics need to be in place to ensure that the named strategies are	<p>WSD has invested in people and structures specifically for the purpose of connecting with the subgroups outlined. We need to continue supporting these systems, as does the state, so that we can maintain and grow them. Our HSC's, our Migrant and Homeless recruiters, even our social workers and counselors are key to identification and support.</p> <p>WSD needs to continue to refine technology structures that enable flexible check-in and out processes. Also need to increase access to technical support and troubleshooting for students.</p>



OHA/ODE Recommendation(s)	Response:
understood, implemented, and monitored successfully.	Beginning of the school year training for all staff is scheduled for dissemination.

## 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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### 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.	All Elementary schools have a dedicated 30 minutes per day for SEL instruction and classroom meetings. All Secondary schools have an advisory period where SEL curriculum and strategies will be implemented. In addition, the district uses culturally responsive teaching practices which encourage staff and student connections during all instruction.

OHA/ODE Recommendation(s)	Response:
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 district has purchased SEL curriculums that incorporate opportunities for students and staff to process their experiences during the dedicated SEL times described above.
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	The district is conducting a needs assessment during the 2022-23 school year to determine the need for health and mental health services and supports.
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	The district includes student and family voice in the needs assessment described above.



### 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	<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?
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>WSD will continue to partner with local health care providers to offer vaccine and booster clinics. Clinic site options may include, school based, Woodburn Clinic based, Woodburn Business based, and/or Marion County regional opportunities. Opportunities will be posted on the District's website and social media accounts.</p>
Face Coverings	While WSD is operating with COVID restrictions, masks will be made available for staff and students. Face coverings are recommended, not required.
Isolation	Each school will maintain an isolation room. This room will be clearly labeled and stocked with PPE's and first aid supplies. Students/staff will be placed in isolation when exhibiting symptoms and will subsequently be offered a COVID test.
Symptom Screening	Screening signage will be posted at all entrances. Communication will continue to be sent to staff and families regarding staying home if you are symptomatic or ill. Staff and students will continue being asked to self screen prior to coming to school. Staff will continue to screen throughout the day while interacting with students.
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.</i></p> <p>WSD will continue to participate in OHA's diagnostic and screening testing programs.</p>
Airflow and Circulation	WSD will continue to outfit RTU's (Roof top units) with MERV-13 filters. The District will complete it's second air quality analysis through an independent agency in the Spring of 2022 to ensure optimal air flow conditions. The District will continue to make air purifiers available to all rooms that do not have access to the Districts environmental control system or who do not have access to an outside opening door or window.
Cohorting	<p>To the extent possible, students will be purposefully grouped, and crossover will be minimized by the use of scheduling, classroom seating charts, or other methods.</p> <p>Continued use of student schedules and seating charts to track student movement.</p>
Physical Distancing	<p>To the extent possible, students/staff will attempt to maintain social distancing.</p> <p>Staff and students will respect the personal spaces of others.</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?
Hand Washing	Staff and students will continue to be provided with information/training on the benefits of hand and mouth hygiene. Hand sanitizing stations will be made available at all entrances and throughout the school. Staff will be provided hand sanitizers for their classrooms.
Cleaning and Disinfection	Custodial will continue to clean high touch point areas periodically throughout the day. Busses will continue to be sprayed at the beginning and end of all runs.
Training and Public Health Education	At the beginning of the year, Staff/students will continue to be trained on: <ul style="list-style-type: none"> <li>• Hand and mouth hygiene</li> <li>• Screening/identifying symptoms</li> <li>• Proper mask wearing</li> <li>• Social distancing</li> </ul>

**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? *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a> . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
COVID-19 Vaccination	WSD will continue to partner with local health care providers to offer vaccine and booster clinics. Clinic site options may include, school based, Woodburn Clinic based, Woodburn Business based, and/or Marion County regional opportunities. Opportunities will be posted on the District's website and social media accounts.
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>  When directed by ODE/OHA due to a "High" COVID designation, WSD will require masks at all indoor functions.
Isolation	Each school will maintain an isolation space. This space will be clearly labeled and stocked with PPE's and first aid supplies. Students/staff will be placed in isolation when exhibiting symptoms and will subsequently be offered a COVID test.
Symptom Screening	During a "High" COVID designation, schools will utilize multiple entrances to minimize congestion. Each entrance will have a visual screener.

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a> . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
COVID-19 Testing	WSD will continue to participate in OHA’s diagnostic and screening testing programs.
Airflow and Circulation	WSD will continue to outfit RTU’s (Roof top units) with MERV-13 filters. The District will complete it’s second air quality analysis through an independent agency in the Spring of 2022 to ensure optimal air flow conditions. The District will continue to make air purifiers available to all rooms that do not have access to the Districts environmental control system or who do not have access to an outside opening door or window.
Cohorting <sup>2</sup>	<p><i>Schools should notify their LPHA about unusual respiratory disease activity if the following absence thresholds are met and at least some students are known to have influenza or COVID-like symptoms:</i></p> <ol style="list-style-type: none"> <li><i>1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i></li> <li><i>2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i></li> </ol> <p>While operating in a COVID “High” designation, schools may shift schedules during high congestion times. Breakfast and lunch schedules will be altered, to the extent possible, to minimize large consolidation of students. This may result in increased shifts for lunch, breakfast in the classroom, or other methods to restrict numbers. Seating charts will be strictly enforced in the classroom to limit potential close contacts.</p>
Physical Distancing	Physical reminders and dividers in schools will be reintroduced and strictly observed. To the extent possible, all students will maintain 3 feet distance.
Hand Washing	Staff and students will continue to be provided with information/training on the benefits of hand and mouth hygiene. Hand sanitizing stations will be made available at all entrances to the school <i>and at the entrances of all classrooms</i> . Staff will be provided hand sanitizers for their classrooms.
Cleaning and Disinfection	Custodial will continue to clean high touch point areas periodically throughout the day. Busses will continue to be sprayed at the beginning and end of all runs.
Training and Public Health Education	<p>Staff and students will receive refreshers throughout the “High” COVID designation period regarding:</p> <ul style="list-style-type: none"> <li>• Hand and mouth hygiene</li> <li>• Screening/identifying symptoms</li> <li>• Proper mask wearing</li> <li>• Social distancing</li> </ul>

<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.



Table 7.

## COVID-19 Mitigating Measures

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?
COVID-19 Vaccination	Vaccination Clinics will be an ongoing supported activity that the District will continue to make accessible to staff, students, and community members regardless of COVID designation.
Face Coverings	The school will continue to keep face coverings on hand in the isolation space and in the office for those who may wish to use them.
Isolation	The school will continue to have an isolation area available for staff/students who become symptomatic or ill with COVID or other flu like symptoms. This room will continue to have PPE's and other first aid materials available to assist in helping mitigate transmission.
Symptom Screening	Staff will continue to visually screen students who may be exhibiting COVID like, as well as any other illness related, symptoms that may indicate the student is in distress. Students will then be sent to the isolation space for further assistance.
COVID-19 Testing	The District will continue to support and offer diagnostic and screening testing as provided by OHA.
Airflow and Circulation	Airflow and circulation is critical to creating a safe environment. The District will continue with its updated safety measures regardless of COVID designation.
Cohorting	As transmission ends, schools will no longer be required to use multiple entrances and increased flexibility will return to the classroom setting regarding seating charts and mixed group learning. Hallway passing, lunch and breakfast times will be allowed to return to more traditional patterns.
Physical Distancing	As transmission ends, schools will be allowed to return to more traditional traffic patterns and seating options.
Hand Washing	The district will continue to promote mouth and hand hygiene. Hand sanitation stations will be placed periodically throughout the building for staff/student access.



OHA/ODE Recommendation(s) Layered Health and Safety Measures	<b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</b> describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?
Cleaning and Disinfection	Custodial will continue to emphasize cleaning high touch points and buses will continue to be sprayed. These are good preventive measures.
Training and Public Health Education	Schools will continue to embed public health education into their curriculum. Sharing with staff and students the importance of good mouth and hand hygiene as well as identifying symptoms when sick and isolating to help stop the spread of germs.

## 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.

### Exposure Control Plan: Communicable Diseases

Date Last Updated: **8/23/2022**

Date Last Practiced: Plan has been utilized during COVID pandemic. Plan is updated as state and federal guidance has shifted. Admin are provided training and updates as guidance changes. Most recently, the shift in masking, social distancing, “test to stay”, and contact tracing have required shifts to our plan and increased awareness to staff. Building administrators are responsible for sharing plans and updated procedures with staff. This is in conjunction with our annual training on bloodborne pathogens/communicable diseases.