

# School-Level COVID-19 Management Plan

## Template For School Year 2022-23

Insert district logo

### School/District/Program Information


District or Education Service District Name and ID: \_\_\_Springfield School District 19\_\_\_\_\_

School or Program Name: \_\_\_\_\_Willamette Leadership Academy\_\_\_\_\_

Contact Name and Title: \_\_\_Kathryn Nunes, Executive Director\_\_\_\_\_

Contact Phone: \_\_\_503-816-8542\_\_\_\_\_ Contact Email: \_\_\_\_\_knunes@wlademy.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="https://www.willametteleadershipacademy.net/uploads/2/2/7/0/22709016/wla_pandemic_and_disaster_plan_8-17_final_2_.pdf">https://www.willametteleadershipacademy.net/uploads/2/2/7/0/22709016/wla_pandemic_and_disaster_plan_8-17_final_2_.pdf</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><a href="https://www.willametteleadershipacademy.net/uploads/2/2/7/0/22709016/wla_pandemic_and_disaster_plan_8-17_final_2_.pdf">https://www.willametteleadershipacademy.net/uploads/2/2/7/0/22709016/wla_pandemic_and_disaster_plan_8-17_final_2_.pdf</a></p>
<p><b>Isolation Space</b>          Requires a prevention-oriented health services program including a dedicated space to isolate sick</p>	<p><a href="https://www.willametteleadershipacademy.net/uploads/2/2/7/0/22709016/wla_pandemic_and_disaster_plan_8-17_final_2_.pdf">https://www.willametteleadershipacademy.net/uploads/2/2/7/0/22709016/wla_pandemic_and_disaster_plan_8-17_final_2_.pdf</a></p> <p>WLA offers a health room space to be utilized for isolation when necessary. It has a window that is visible to the building secretary/health aide, and has an air purifier in place to help reduce potential spread of disease.</p>



## Policies, protocols, procedures and plans already in place

Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.

students and to provide services for students with special health care needs.  
[OAR 581-022-2220](#)

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

WLA requires staff to either be vaccinated per mandate requirements or to have an approved vaccine exception form on file with our HR department. Staff with vaccine exceptions are required to do daily health screenings and report daily symptom monitoring to an administrator.

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

[https://www.willametteleadershipacademy.net/uploads/2/2/7/0/22709016/wla\\_pandemic\\_and\\_disaster\\_plan\\_8-17\\_final\\_\\_2\\_.pdf](https://www.willametteleadershipacademy.net/uploads/2/2/7/0/22709016/wla_pandemic_and_disaster_plan_8-17_final__2_.pdf)

**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>	Kathryn Nunes, Executive Director	Katharine Klontz, Building Administrator
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>	Kathryn Nunes, Executive Director	Katharine Klontz, Building Administrator

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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>	Kathryn Nunes, Executive Director	Faith Wolfe, Health Aide/Office Manager
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>	Kathryn Nunes, Executive Director	Katharine Klontz, Building Administrator
Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i>	<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>	Kathryn Nunes, Executive Director	Katharine Klontz, Building Administrator
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<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>	Kathryn Nunes, Executive Director	Katharine Klontz, Building Administrator Jenna McCully, Springfield School District Public Relations Officer

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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>	Kathryn Nunes, Executive Director	Katharine Klontz, Building Administrator Tanya Martin, Springfield School District Nurse
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.)

<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.

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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](#)

**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>WLA is a small community that builds connections quickly with our students and families. We also have many of our students return every year so we have been able to monitor who is struggling and who may be affected by the pandemic. We offer several different supportive programs to our families and provide connections and resources when requested, or when it seems like it may benefit a family. We offer in person support to complete paperwork, get signed up for programs or supports, and we provide a lot of in person support for students to recover. As we identify each individual student and family’s needs, we respond with supports that meet those needs.</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>WLA works hard to get to know all of our students and our families. We serve a historically at-risk population and many of our families are in need of additional supports due to the pandemic. We have open conversations with families, support them in the process of access services and programming that could be helpful, and do what we can to provide as many individualized supports on campus for our students.</p> <p>We have added an online programming feature for credit recovery to help students get caught up; we provide this during the school day with additional in person support from a teacher during these class periods for credit recovery. WLA also utilizes small classes and increased support personnel to provide support to our students.</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>WLA staff return to the building two weeks prior to the start of the school year. During this time, we train all staff on care and connection protocols, how to identify students that may be struggling, different methods of support that are available within the building, how to refer out to community supports, and training specifically around trauma-informed practices.</p> <p>WLA administration follows up throughout the year and offers refresher trainings as needed. WLA staff participate in a weekly staff meeting where space is held to bring up students of success and students of concern. This is an area for staff to share concerns or celebrations and for the rest of the team to help brainstorm solutions or share in the celebrations and growth of our students. We are developing a care and connection team this year to monitor students of concern and the follow up needed to ensure support.</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.)



**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.	Staff return two weeks prior to the start of school, which allows staff ample time for training, connecting with each other, and time to prepare for the school year. The first week with students is called “Basic Training” where we go over the rules and regulations of our school, logistics of the program, and most importantly, lots of team building and connection within the cohort. This helps set students up for success before they begin to move classes and begin academics. The following week is a slow introduction to the teachers, schedules, classes, and expectations. This helps students transition back from summer well and provides a lot of support and processing time with low stakes activities.
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>During our first week of Basic Training, staff will be keeping an eye out for groups of students or individual students that may need additional support or processing time. They identify these students at our weekly staff meeting and our response team ensures the appropriate follow up is provided. If a student appears to need counseling services, we connect with the family and submit a referral to our partners at Roseburg Therapy. If additional time with staff is needed, we identify the preferred staff member for the student and create the space and time for an activity or connection period.</p> <p>During our pre-school in-service, administration monitors staff for any additional supports needed and will connect staff with a peer or with an administrator for any needed support.</p>
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	<p>WLA partners with Roseburg Therapy which we use regularly to support our students and families with counseling supports. We also have connections with 5<sup>th</sup> Corner Academy and can refer parents to a parent support group as needed. Both of these programs offer robust culturally relevant and supportive counseling services. For WLA staff, our insurance offers EAP services and we are also using ESSER funding to provide all our staff with a personal health and wellness stipend which can be used for any needed mental health services.</p> <p>WLA is also partnering with Sources of Strength this school year and will implement their programming as an additional supportive measure for students.</p>

OHA/ODE Recommendation(s)	Response:
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	WLA is launching Sources of Strength, which is student lead and supported by staff. We are excited to bring in this suicide prevention program because we feel it will be very effective in supporting our students and encouraging their leadership development.



## 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><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>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?</b></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> WLA will recommend vaccinations for students and provide information on where families can go to receive the vaccine. In the past, our on site vaccination clinics have had very little turnout, and we have found more success with directing families to locations in their area due to the breadth of our enrollment locations.</p>
<p>Face Coverings</p>	<p>WLA will continue to recommend face coverings for staff and students. We have face covering dispensers located around the school and ensure that those who choose to continue to wear face coverings feel supported.</p>
<p>Isolation</p>	<p>WLA will utilize and follow all isolation procedures recommended by our local public health authority, ODE, OHA, and the CDC.</p>
<p>Symptom Screening</p>	<p>WLA sends home symptom screeners at the beginning of the school year and we also have them posted in our office. When students appear ill, we utilize the screening questions to determine our next steps.</p>
<p>COVID-19 Testing</p>	<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> WLA will be providing diagnostic testing this year and will communicate this to families.</p>
<p>Airflow and Circulation</p>	<p>WLA had ductless heating and cooling installed in December of 2021 in all our classrooms to help improve our airflow and circulation. All units will be deep cleaned prior to the start of the school year and we will institute a monthly cleaning contract with the company that installed them to ensure timely and routine maintenance.</p>
<p>Cohorting</p>	<p>At the middle school level, our students are in cohorts for the majority of the day minus one elective period and lunch time. Our 9<sup>th</sup> and 10<sup>th</sup> grades are also in cohorts for the majority of the day, and our 11<sup>th</sup> and 12<sup>th</sup> graders are in cohorts when their individual schedule needs support it.</p>
<p>Physical Distancing</p>	<p>We have our school desks spaced about 3 feet apart to the best of our ability. We encourage physical distancing when we can and pre-teach students at the beginning of the year that they have the option to self-select physical distancing if they feel it is appropriate or warranted.</p>
<p>Hand Washing</p>	<p>We encourage regular and frequent handwashing for all our students. WLA staff spend time at the beginning of the school year instructing students how to wash their hands appropriately. We also provide hand sanitizer throughout the school building.</p>
<p>Cleaning and Disinfection</p>	<p>WLA staff have classroom-safe cleaning supplies in every classroom that are utilized throughout the day. Our custodian also cleans and disinfects restrooms and common areas frequently.</p>

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>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?</b>
Training and Public Health Education	WLA staff are trained on public health measures and communicable disease management annually, with refreshers throughout the year. Students are trained on these items in our Basic Training, and refreshers are provided throughout the year. Our staff attends a monthly health and safety meeting, and any items of concern are addressed and followed up on as needed.

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

<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 Vaccination	WLA will communicate messaging to families to remind them of the importance of staying up to date on vaccinations and booster shots and will connect this to any surge in COVID-19 transmission in our community or within our school.
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>  WLA will follow the lead of our local public health authority and our sponsoring district, Springfield School District, in terms of masking during high transmission so that we can stay in alignment and consistent for our student body. If we are seeing high transmission at school, we will determine if universal masking is necessary. We may also consider masking in specific scenarios where students are outside their regular cohorts – on the bus, in mixed classes, etc.
Isolation	We will continue our isolation policies during periods of high transmission and will identify additional spaces in the event that we need to isolate several students.
Symptom Screening	We will increase our symptom screening during periods of high transmission in an effort to reduce the amount of potential illness being brought on campus. Our bus drivers all carry thermometers and symptom screeners on the buses and can screen students prior to boarding.  During a period of high transmission, we would send out messaging to families with reminders about primary COVID-19 symptoms and resend symptom screeners in appropriate languages.
COVID-19 Testing	We will continue to offer diagnostic testing as an option for families. We will also encourage testing at home when families notice symptoms as well.

<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>
<b>Airflow and Circulation</b>	We will continue to utilize our ductless heating and cooling system for airflow and circulation. The majority of our classrooms also have windows that can be opened to bring in additional fresh air as needed.
<b>Cohorting<sup>2</sup></b>	<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>We will continue our cohorting practices during periods of high transmission. Due to the needs of our students’ academic schedules, we will not reduce the number of mixed classes in our schedules unless it is advised by our local public health authority. We will also stay in close contact with our local public health authority as we monitor our daily absentee rates.</p>
<b>Physical Distancing</b>	WLA will increase physical distancing during periods of high transmission. We will space students out further during lunch time, and during class times to help reduce the spread of disease. Another step WLA would take would be to have students cohort during meal times to reduce mixing of cohorts.
<b>Hand Washing</b>	WLA will revisit handwashing instruction and will enforce more regular handwashing during periods of high transmission with our students.
<b>Cleaning and Disinfection</b>	WLA will increase the frequency of our cleaning and disinfecting during periods of high transmission. We will instruct classroom teachers to sanitize desks and other high touch areas in classrooms in between class periods as a requirement and our custodians will increase the frequency that they clean and disinfect common areas throughout the building.
<b>Training and Public Health Education</b>	During periods of high transmission, WLA will increase our communication home with families regarding reminders about layers of mitigation, public health measures, ways that families can help keep our school community healthy, and steps they can take if they suspect that someone in their house is ill. We will offer this in the language of need for our families to ensure that we are communicating effectively.

<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**

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>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?</b></p>
<p>COVID-19 Vaccination</p>	<p>WLA will continue to promote and recommend that all students and families stay up to date on their COVID-19 vaccines.</p>
<p>Face Coverings</p>	<p>Any required masking will be gradually walked back to strongly recommended, and then recommended. If we have gone to universal masking, WLA will consider dropping masks in physical activity classes and when students are cohorted, but would continue to require them in mixed cohorts.</p>
<p>Isolation</p>	<p>WLA’s isolation protocols will not change regardless of the transmission levels.</p>
<p>Symptom Screening</p>	<p>WLA will continue to screen students, but as our rates reduce and our county level drops, we will drop mandatory screening prior to loading buses but may continue increased screening at school for a period of time following the drop in rates.</p>
<p>COVID-19 Testing</p>	<p>WLA will continue to offer diagnostic testing for those who wish to participate.</p>
<p>Airflow and Circulation</p>	<p>WLA will continue our monthly maintenance of our ductless units and would also request a deep clean of our system following a period of high transmission if the vendor felt that would be appropriate for our equipment. We would also encourage staff to utilize opening the windows as long as weather permitted.</p>
<p>Cohorting</p>	<p>WLA will continue to cohort as designed with the exception of our mixed classes.</p>
<p>Physical Distancing</p>	<p>We will reduce physical distancing to 3 feet to the best of our ability. However, we may continue to keep students cohorted and spaced further apart at lunch for a few weeks following a surge as a way to help reduce spread.</p>
<p>Hand Washing</p>	<p>WLA will continue to strongly encourage frequent handwashing and will give more regular reminders to students following a period of high transmission.</p>



<b>OHA/ODE Recommendation(s)</b> 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	WLA staff will continue to be encouraged to clean and disinfect frequently throughout the day and our custodial staff will maintain more frequent cleaning and disinfection in common areas.
Training and Public Health Education	WLA will continue frequent communication with our families following a surge. We would like to offer families the opportunity to participate in a survey to gather feedback regarding our mitigation efforts to see how we can make improvements to our planning and implementation.

## PRACTICING PLAN TO IMPROVE PROCESS

Training exercises are essential to preparedness ensuring individuals understand their role in a communicable disease event. Exercises can also help identify gaps in the planning, thereby building upon and strengthening the plan over time. Schools, districts, and ESDs should schedule to exercise this plan annually and when any revisions are made to update the plan. The plan, or component(s) of the plan, can be tested through conversations, practice exercises, or other activities.

**INSERT THE LINK** [www.willametteleadershipacademy.net](http://www.willametteleadershipacademy.net)

Date Last Updated: **8/25/2022**

Date Last Practiced: **8/25/2022**