

# School-Level Communicable Disease Management Plan

## Template For School Year 2023-24

### Monroe Grade School


#### School/District/Program Information

District or Education Service District Name and ID: Monroe School District 1J  
 School or Program Name: Monroe Grade School (K-8)

Contact Name and Title: Kim Geil, Principal

Contact Phone: (541) 847-5139      Contact Email: Kim.Geil@monroe.k12.or.us

**Table 1.**

	<p style="text-align: center;"><b>Policies, protocols, procedures and plans already in place</b></p> <p style="text-align: center;">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://monroe.k12.or.us/media/2020/08/Monroe-School-District-Communicable-Disease-School-Communication-Protocol-2020-2021.pptx">https://monroe.k12.or.us/media/2020/08/Monroe-School-District-Communicable-Disease-School-Communication-Protocol-2020-2021.pptx</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><b>In addition to COVID-19 symptoms, individuals should be excluded from school for signs of other infectious diseases, per existing school policy and protocols.</b>  <b>Monroe School District follows Exclusion Guidelines which are included in the Communicable Disease Management Plan and Communicable Disease Guidance provided by OHA/ODE.</b>  <b>Monroe School District partners with the Benton County Health Department whenever there is a known case to enforce health department isolation and quarantine periods for staff and students.</b></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.

<http://monroe.k12.or.us/media/2019/03/GBEB-Communicable-Infectious-Disease-Staff.pdf>

<http://monroe.k12.or.us/media/2019/02/JHCC-CommunicableInfectious-Diseases-Students.pdf>

### Isolation Space

Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for students with special health care needs.

[OAR 581-022-2220](#)

Individuals who report or develop symptoms will be isolated in a designated isolation area in the building, with adequate space and staff supervision and symptom monitoring by a district employee or other school-based health care provider until they are able to go home.

Staff who may provide care for individuals in isolation will receive specialized training with regards to isolation space, procedures, aspects of care, hygiene, and use of PPE.

### Educator Vaccination

[OAR 333-019-1030](#)

Monroe School District adheres to the OAR 333-019-1030 regarding the vaccination requirement for education staff, contractors, and visitors to our schools.

Monroe School District offers vaccination clinics in district buildings for staff, students, and families in collaboration with Benton County Health Department and Samaritan Health Services.

### Emergency Plan or Emergency Operations Plan

[OAR 581-022-2225](#)

<http://monroe.k12.or.us/media/2019/03/EBC-EBCA-Emergency-Procedures-Disaster-Plans.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>	Kim Geil, Building Principal	Peyton Connery, FSL  Bill Crowson, Superintendent
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,</li> </ul>	Kim Geil, Principal	Peyton Connery, FSL  Bill Crowson, Superintendent

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	prevention, response, and recovery system.		
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>	Tammy Bayliss, School Health Clerk	
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>	Sarah McCarrell, Head Secretary	Tammy Bayliss, Office Assistant/Health Clerk
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> </ul>	Kim Geil, Building Principal	Sarah McCarrell, Office Manager

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	<ul style="list-style-type: none"> <li>Shares communications in all languages relevant to school community.</li> </ul>		
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>	Bill Crowson, Superintendent  Kim Geil, Building Principal	Hilary Irwin, Business Manager and Operations
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>	Bill Crowson, 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 Consultation, etc.)

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#### Suggested Resources:

1. [Equity Decision Tools](#) for School Leaders
2. [Oregon Data for Decisions Guide](#)
3. [Oregon's COVID-19 Data Dashboards](#) by Oregon Health Authority COVID-19
4. [Data for Decisions Dashboard](#)
5. [Community Engagement Toolkit](#)
6. [Tribal Consultation Toolkit](#)

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.	School counselors, administration, and student support teams will utilize registration information and previous academic records to identify students who experience barriers to their education or who are disproportionately impacted by COVID-19 (e.g., students at increased risk of severe COVID-19 illness due to cognitive or developmental function, students at increased risk of negative impact/complications related to immunocompromised health status, etc.).

OHA/ODE Recommendation(s)	Response:
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.	Counselors, administrators, and teachers will reach out to students’ families to begin the process of developing a plan. For students who are identified later in the process, teachers will connect with families during conferences or by special appointment. By October, counselors in partnership with the teacher will develop a plan in consultation with the student and family based on the unique needs of each student. The plan will be written and reviewed periodically throughout the year to ensure that it continues to fulfill the support needs.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	All school staff will continue professional development to assist in this work, and to implement needed support for students disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19. Selected professional development days will be dedicated to identification and support strategies school staff can use to serve ALL students.

Schools are encouraged to continue to prioritize cultivating care, connection, and community to support the mental, emotional, and social health and well-being of students, families, staff, and administrators.

Identify existing district or school plans and tools that can be utilized in supporting student and staff wellbeing and mental health during prevention, response, and recovery from incidents of COVID-19 (e.g., counseling services; partnerships with community mental and behavioral health providers; school district suicide prevention, intervention, and postvention plan; School Based Health Center resources; tribal resources, etc.)

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	<p style="text-align: center;"><b>Suggested Resources:</b></p> <ol style="list-style-type: none"> <li>1. ODE <a href="#">Mental Health Toolkit</a></li> <li>2. <a href="#">Care and Connection</a> Program</li> <li>3. Statewide <a href="#">interactive map of Care and Connection examples</a></li> <li>4. <a href="#">Care and Connection District Examples</a></li> <li>5. Oregon Health Authority <a href="#">Youth Suicide Prevention</a></li> </ol>
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**Table 4.**

**Mental Health Supports**

OHA/ODE Recommendation(s)	Response:
<p>Describe how you will devote time for students and staff to connect and build relationships.</p>	<p>Level of Implementation: High            Inservice Focus: Whole-Learner Education            o Academic Development            o Cognitive Development            o Identity Development            o Mental Health            o Physical Health            o Social Emotional Development            Multiple entries into each school, designed to support welcoming and affirmation.</p>
<p>Describe how you will ensure class time, and individual time if needed, for creative opportunities that allow students and staff to explore and process their experiences.</p>	<p>Level of Implementation: In Process            Coordinate communication and partnership:            o School Counselors (All Schools)            o Benton County Health Department            o Trillium Family Services Partnership            o Family Support Liaison            o Grade School Student Success Coach            SEL lessons from counselors and in classrooms.            Implementation of DESSA Screener (K -8) for SEL services (all students)</p> <p>Whole-learner emphasis in all classrooms, schools, and other facilities            Staff professional learning related to positive school culture for staff and students.            Staff mentoring program available for new staff members.</p>
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>Level of Implementation: High            Connections to the following:            o School Counselors            o Benton County Health Clinic (located on-site)            o Monroe Area Food Bank            o Benton County Health Department            o Trillium Family Services            Collaboration with Benton County Health Department in development of Communicable Disease Management Plan</p>




OHA/ODE Recommendation(s)	Response:
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	Schools will prioritize and encourage communication strategies with counselors, administration, and staff. Various homeroom lessons will focus on removing the stigma around mental health and the importance of emotional well-being and belonging.



### 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></p> <p>Monroe School District will continue to collaborate with Benton County Health Department to make school district spaces available for vaccination clinics.</p>
<p>Face Coverings</p>	<p>For all individuals, the use of face coverings is not required, however their use is welcomed.</p>
<p>Isolation</p>	<p>Per OAR 581-022-2220 schools must maintain supervised space to isolate the sick that is separate from the space where other health care tasks take place. Isolation rooms will be identified. MSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.</p>
<p>Symptom Screening</p>	<p>In communication with families the school will include information to watch their student for symptoms of communicable disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present, families are asked to keep their student home and get tested for COVID-19.</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></p> <p>Testing completed only for students with appropriate permissions (active consent).</p>
<p>Airflow and Circulation</p>	<p>District maintenance department tests and screens airflow and circulation effectiveness on a regular basis. The department also addresses any student, staff, or public concerns pertaining to issues with airflow and circulation</p>
<p>Cohorting</p>	<p>Staff will use daily attendance (electronic gradebook) to maintain daily cohort data. Others entering the classroom outside the cohort will be</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>
	responsible for maintaining tracking data. MSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.
Physical Distancing	Physical distancing is encouraged but not required.
Hand Washing	<p>During the first month, the school will teach and reinforce proper handwashing and covering coughs and sneezes to lower the risk of spreading viruses, including the virus that causes COVID-19. Throughout the year, the school will monitor and reinforce these behaviors. Handwashing will be done before and after meal or snack times and after recess and after using the bathroom.</p> <ul style="list-style-type: none"> <li>● Teachers will teach proper handwashing, covering coughs, and sneeze techniques to lower the risk of spreading viruses.</li> <li>● Schools will provide adequate hand washing supplies, including soap and water to all school sinks and classrooms.</li> <li>● Every classroom will also have a supply of hand sanitizer containing at least 60% alcohol for use. Hand sanitizers will be stored up, away, and out of sight of younger children and will be used only with adult supervision for children ages 5 years and younger.</li> </ul>
Cleaning and Disinfection	Custodial staff maintain a comprehensive cleaning and disinfection schedule conducted on a daily basis. Surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) will be cleaned daily to reduce the risk of germs spreading by touching surfaces.
Training and Public Health Education	The school posts updates received from Benton County Health Department physically and on the website. These communications are meant to provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school.

**Table 6.**

**COVID-19 Mitigating Measures**

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><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).</p>
<p>COVID-19 Vaccination</p>	<p>Monroe School District will continue to collaborate with Benton County Health Department to make school district spaces available for vaccination clinics.</p>
<p>Face Coverings</p>	<p><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> For all individuals, the use of face coverings is not required, however their use is welcomed. Per ORS 333-019-1015 face covering is required within health care spaces. These spaces within the school are designated by signage</p>
<p>Isolation</p>	<p>Schools will begin to prepare for additional spaces identified for isolation use during an active outbreak. Communication will be sent to the school community concerning isolation protocols for sick students and staff identified at the time of arrival or during the school day. Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home. MSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.</p>
<p>Symptom Screening</p>	<p>During periods of high transmission: MSD will send a message to families about the active outbreak or COVID-19 Community Level categorization of high. In family communications these messages will be reinforced: Watch for symptoms of infectious disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present students should stay home and get tested for COVID-19. Staying home when sick can lower the risk of spreading infectious diseases, including the virus that causes COVID-19, to other people. The school has adopted flexible, non-punitive, and supportive policies and practices, designed to encourage sick individuals to stay home without negative impacts.</p>
<p>COVID-19 Testing</p>	<p>MSD will send a message to families offering the opportunity to opt-in to the diagnostic testing or screening programs by completing consent forms. MSD will offer enhanced opportunities for rapid Covid 19 testing at school sites</p>
	<p>MSD maintenance department will ensure that HVAC systems are optimizing ventilation by checking service records and code</p>

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><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).</p>
<p>Airflow and Circulation</p>	<p>recommendations. An extra effort will be made to increase ventilation and outdoor air supply by opening windows and doors, using fans and air purifying units. Plans for lessons, lunches, and activities moving outdoors or to larger spaces will be considered.</p>
<p>Cohorting</p>	<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>1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</li> <li>2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</li> </ol> <p>Staff will continue to maintain an enforced seating chart and keep accurate records of student surroundings during high transmission. Athletic contact, transportation, eating cohorts will also be investigated. HSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.</p>
<p>Physical Distancing</p>	<p>Physical distancing is encouraged but not required.</p>
<p>Hand Washing</p>	<p>Teachers will reteach proper handwashing and covering coughs and sneezes. Additionally, teachers will ensure that every student washes their hands when entering the classroom, before and after meal or snack times and after recess.</p> <p>MSD maintenance will restock hand washing supplies, including soap and water. Every classroom will also have a restocked supply of hand sanitizer containing at least 60% alcohol for use. Hand sanitizers will be stored up, away, and out of sight of younger children and will be used only with adult supervision for children ages 5 years and younger</p>
<p>Cleaning and Disinfection</p>	<p>Custodial staff will ensure clean surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) to reduce the risk of germs spreading by touching surfaces. If a classroom has had a sick person or someone who tested positive for Covid 19, the custodial staff will ensure the space will be cleaned and disinfected.</p>
<p>Training and Public Health Education</p>	<p>Monroe School District refers people to the Benton County Public Health Department website for updated information and training opportunities.</p>

**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>Monroe School District will continue to collaborate with Benton County Health Department to make school district spaces available for vaccination clinics.</p>
<p>Face Coverings</p>	<p>For all individuals, the use of face coverings is not required, however their use is welcomed. Per ORS 333-019-1015 face covering is required within health care spaces. These spaces within the school are designated by signage</p>
<p>Isolation</p>	<p>MSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.</p>
<p>Symptom Screening</p>	<p>In communication with families the school will include information to watch their student for symptoms of communicable disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present, families are asked to keep their student home and get tested for COVID-19.</p>
<p>COVID-19 Testing</p>	<p>MSD will send a message to families offering the opportunity to opt-in to the diagnostic testing or screening programs by completing consent forms. MSD will offer enhanced opportunities for rapid Covid 19 testing at school site</p>
<p>Airflow and Circulation</p>	<p>District maintenance department will continue to test and screen airflow and circulation effectiveness on a regular basis. The department also addresses any student, staff, or public concerns pertaining to issues with airflow and circulation.</p>
<p>Cohorting</p>	<p>MSD will encourage a return to normal classroom operations including a return to group activities and enhanced student interaction. HSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.</p>
<p>Physical Distancing</p>	<p>MSD schools will continue to encourage basic physical distancing through school announcements and signage.</p>

<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>Hand Washing</p>	<p>MSD schools will continue to monitor and reinforce hygiene behaviors. Handwashing will be done before and after meal or snack times and after recess and after using the bathroom. Signage will remain throughout HSD schools.</p>
<p>Cleaning and Disinfection</p>	<p>MSD school custodial staff will continue to ensure clean surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) daily to reduce the risk of germs spreading by touching surfaces</p>
<p>Training and Public Health Education</p>	<p>MSD will communicate to families the process of return to baseline activities. These communications will provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school, and why these might differ from those of nearby schools or be different across school districts. Schools will reach out to all staff to answer any questions or hear any suggestions that could be implemented moving forward.</p>

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://monroe.k12.or.us/our-district/covid-19/>

Date Last Updated: **8/24/2023**

Date Last Practiced: **9/5/2023**