

# Rockwood Preparatory Academy

## School-Level COVID-19 Management Plan 2022-23



---

### School/District/Program Information

District or Education Service District Name and ID: Reynolds School District

School or Program Name: Rockwood Preparatory Academy

Contact Name and Title: John Nelsen, Executive Director

Contact Phone: 503-907-1023 Contact Email: [jnelsen@rockwoodprep.org](mailto:jnelsen@rockwoodprep.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>Communicable Disease Plan</b></p> <p><a href="#">OAR 581-022-2220</a></p>	<p><a href="http://rockwoodprep.org/wp-content/uploads/2021/08/RPA-comprehensive_communicable_disease_management_plan_updated_05.18.2021-Google-Docs.pdf">http://rockwoodprep.org/wp-content/uploads/2021/08/RPA-comprehensive_communicable_disease_management_plan_updated_05.18.2021-Google-Docs.pdf</a></p>
<p><b>Exclusion Measures</b></p> <p>Exclusion of students and staff who are diagnosed with certain communicable diseases</p> <p><a href="#">OAR 333-019-0010</a></p>	

<p><b>Isolation Space</b></p> <p>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.</p> <p><a href="#">OAR 581-022-2220</a></p>	<p><b>Student health room located in the main office where students are helped when ill or injured by trained staff. Staff will enter the visit in an “office support” form</b></p>
<p><b>Educator Vaccination</b></p> <p><a href="#">OAR 333-019-1030</a></p>	<p><b>All staff are required to provide proof of vaccination or provide documentation of a medical or religious exception.</b></p>
<p><b><u>Emergency Response Plan</u></b></p> <p><a href="#">OAR 581-022-2225</a></p>	<p><a href="http://rockwoodprep.org/wp-content/uploads/2022/07/RPA-Emergency-Response-Plan-2022.pdf">http://rockwoodprep.org/wp-content/uploads/2022/07/RPA-Emergency-Response-Plan-2022.pdf</a></p>
<p><b>Additional documents reference here:</b></p>	

## 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> </ul>	John Nelsen, Executive Director	Maria McCollum and Danielle Barnard  Principals

	<ul style="list-style-type: none"> <li>· Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li> </ul>		
<p>School Safety Team Representative <i>(or staff member knowledgeable about risks within a school, emergency response, or operations planning)</i></p>	<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>	<p>John Nelsen- Executive Director</p> <p>Jason McCollum, Devon Barnard- Maintenance</p> <p>Maria McCollum Danielle Barnard- Principals</p>	<p>Billee Brown</p> <p>Darcy Qutub</p> <p>Gabriela Trinidad</p> <p>Maria Ramos</p> <p>Nicole Pescitelli</p>
<p>Health Representative <i>(health aid, administrator, school/district)</i></p>	<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> </ul>	<p>John Nelsen- Executive Director</p> <p>Maria McCollum Danielle Barnard- Principals</p>	<p>Ana Martinez</p> <p>Maria Ramos</p>

<i>nurse, ESD support)</i>	<ul style="list-style-type: none"> <li>· Provides requested logs and information to the LPHA in a timely manner.</li> </ul>		
<p>School Support Staff as needed</p> <p><i>(transportation, food service, maintenance/custodial)</i></p>	<ul style="list-style-type: none"> <li>· Advises on prevention/response procedures that are required to maintain student services.</li> </ul>	<p>John Nelsen- Executive Director</p> <p>Maria McCollum Danielle Barnard- Principals</p>	
<p>Communications Lead (<i>staff member responsible for ensuring internal/external messaging is completed</i>)</p>	<ul style="list-style-type: none"> <li>· Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the school is responding, and action community members can take to protect their health.</li> <li>· Shares communications in all languages relevant to school community.</li> </ul>	<p>Maria McCollum Danielle Barnard- Principals</p>	<p>Ana Martinez</p> <p>Maria Ramos</p>

<p>District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i></p>	<ul style="list-style-type: none"> <li>· Has responsibility over COVID-19 response during periods of high transmission. May act as school level support to Building lead/Administrator activating a scaled response.</li> <li>· Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>	<p>John Nelsen- Executive Director</p>	<p>Maria McCollum-Principal  Danielle Barnard- Principal</p>
<p>Main Contact within Local Public Health Authority (LPHA)</p>	<ul style="list-style-type: none"> <li>· Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response.</li> <li>· Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners.</li> </ul>	<p>John Nelsen- Executive Director  Maria McCollum Danielle Barnard- Principals</p>	

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[1], etc.)

1. Collection of “Deepening Questions” which offer leaders with a raft of prompts they could select from to deepen their own reflections or bring to community or staff meetings to help get underneath core decision making challenges.
2. Before and after school that offers enrichment opportunities for students and child care for working families
3. Equity Committee who will reach out to families, provide resources, and build connections

**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**

<b>OHA/ODE Recommendation(s)</b>	<b>Response:</b>
<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>Rockwood Preparatory Academy identifies those in the school setting that are disproportionately impacted by COVID-19 through empathy phone calls and by building connections with families. RPA also believes in the restorative justice model where students and families receive the differentiated and or additional support that is needed to be safe and successful.</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>Rockwood Preparatory Academy reviews academic data weekly and works together to plan how best to support students at risk. RPA recognizes the importance of bridging the home to school connections and collaborates with families on how best to support students and families both at home and at school.</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>Rockwood Preparatory Academy will have a full time Restorative Justice Coordinator on campus who will assist in coaching and training all staff and students on the implementation of looking through an equity lens when responding to students from different backgrounds and experiences. RPA will also partner up with Playworks to train staff and students on how to solve conflict and build healthy relationships among our peers. Professional Development will happen weekly to provide staff the opportunity to reflect and plan going into the next week and months. Principals, Title 1 teacher, small group teacher, RJ Coordinator and Counselor work collaboratively to schedule in additional supports during the day and weeks to support academic and behavioral needs.</p>
---	---

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.)

1. Community Circles are built into the daily schedule to allow students and staff to build relationships and add their thoughts, experiences and offer ideas to their classroom and school community.
2. School Counselor provides monthly classroom visits to teach Social and Emotional lessons and provides weekly lessons to classroom teachers to review throughout the month.
3. Students will engage in Art and Science 30 minutes a day to support creativity, self confidence and resilience.

**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**

<b>OHA/ODE Recommendation(s)</b>	<b>Response:</b>
Describe how you will devote time for students and staff to connect and build relationships.	Community Circles are built into the daily schedule to allow students and staff to build relationships and add their thoughts, experiences and offer ideas to their classroom and school community. Administration and other staff are also invited to classroom community circles. Staff and students participate in restorative conversations when resolving conflicts to build and improve relationships. Teachers will plan weekly and bi-weekly during Professional Learning Committees based on the individual needs of their students and classroom.

<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>Staff will have the opportunity to reflect on what is going well and collaborate, plan, discuss what the current needs are in the classroom during weekly professional development days. Each classroom has a break space where students may visit using a variety of calming tools and strategies taught prior to by the classroom teacher and or counselor. Students will participate in 30 minutes a day in Art and Science to explore other forms of learning.</p>
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>Counselor's Corner page posted on the school website for staff, families and students to navigate a variety of resources for health and mental health services and support in the community. Monthly parent meetings with the counselor opened to families. Families and students will have many resources communicated to them and easily accessible through different modes of communication.</p>
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>Instructional schedule has a community circle block first thing in the morning where students have the opportunity to connect, teach, share, role play, ask questions, etc. with peers in a group setting. Students participate in restorative practices to help solve and facilitate conflicts with others. Daily schedule provides opportunities for students to lead initiatives on wellbeing and mental health</p>

### **Section 3. COVID-19 Outbreak Prevention, Response & Recovery:**

**Implementing mitigation activities, responding to periods of increased transmission, resuming baseline level mitigation, and debriefing actions to improve the process**

Planning for and implementing proactive health and safety mitigation measures assists schools in reducing COVID-19 transmission within the school environment for students, staff, and community members. COVID-19 will continue to circulate in our communities and our schools for the indefinite future. Schools will utilize different mitigation measures based on COVID-19 transmission within their facilities and communities. In the following section, teams will document their school's approach to the CDC, OHA and ODE advised health and safety measures at baseline, during increased COVID-19 transmission, and as they roll back the increased mitigating measures, incorporating lessons learned.

**Suggested Resources:**

1. [CDC Guidance for COVID-19 Prevention in K-12 Schools](#)
2. [Communicable Disease Guidance for Schools](#) which includes information regarding
  - Symptom-Based Exclusion Guidelines (pages 8-12)
  - Transmission Routes (pages 29-32)
  - Prevention or Mitigation Measures (pages 5-6)
  - School Attendance Restrictions and Reporting (page 33)
3. [COVID-19 Investigative Guidelines](#)
4. [Planning for COVID-19 Scenarios in School](#)
5. [CDC COVID-19 Community Levels](#)
6. [Supports for Continuity of Services](#)

**Table 5.**

**COVID-19 Mitigating Measures**

<p><b>OHA/ODE Recommendation(s)</b>  Layered Health and Safety Measures</p>	<p><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?</p>
<p>COVID-19 Vaccination</p>	<p>Rockwood Preparatory Academy will share resources, flyers, links, special events, etc. that inform staff and families of vaccine clinics or notices about where to access vaccines in the community.</p>
<p>Face Coverings</p>	<p>Families and staff are highly encouraged to wear face coverings if returning from their 5 day isolation for days 6-10. Families and staff are encouraged to wear face coverings after recovering from illnesses of any kind. Families are also welcomed to wear face coverings if that is what makes them most comfortable.</p>
<p>Isolation</p>	<p>RPA will have a designated Isolation room. Symptomatic students will remain at school until a designated adult can pick them up following the health room symptom screening. If unable/unwilling to test, individuals will follow 24-hour fever free guidance prior to re-entry. If testing positive, individuals will follow 5-day isolation and will not return until 24-hours fever free following the 6-day isolation. Students will have the opportunity to participate in distance learning.</p>
<p>Symptom Screening</p>	<p>Students will be visually screened by the staff. When the screening indicates that a student may be symptomatic, the student is sent home with parent/guardian before entry takes place following established protocol or student will be escorted to the designated health area if the parent has</p>

	<p>already left the campus. Staff will be required to report when they may have been exposed to COVID-19. Staff are required to self-screen and report when they have symptoms related to COVID-19. Staff members are not responsible for screening other staff members for symptoms.</p>
<p>COVID-19 Testing</p>	<p>Rockwood Preparatory Academy will follow protocols and requirements of BINAX, OHA and ODE. If students and or staff are exhibiting COVID-19 symptoms while on site they will have the opportunity to take a free COVID-19 test. Ensures that students and staff have the opportunity to be tested while on site if experiencing COVID-19 like symptoms to better help stop the spread if positive.</p>
<p>Airflow and Circulation</p>	<p>Ventilation system will be checked and maintained monthly by maintenance staff. All classrooms will have operational windows to allow for ventilation. All air-movers are being serviced and repaired to ensure proper air movement throughout the school. Systems are put in place to accommodate efficient air flow. Every classroom will have an air purifier.</p>
<p>Cohorting</p>	<p>Rockwood Preparatory Academy will limit cohorting with the exception of meals, recess and small groups</p>
<p>Physical Distancing</p>	<p>Desks are spaced 3ft apart. Physical distancing posters are posted and staff continue to teach and model social distancing expectations.</p>
<p>Hand Washing</p>	<p>Ensures that all students and staff have access to soap, water and sanitizer and are consistently encouraged and reminded to use them appropriately. Hand washing posters displayed in bathrooms.</p>

Cleaning and Disinfection	All frequently touched surfaces (e.g., playground equipment, door handle, drinking fountains) will be cleaned between uses by different cohorts, but not less than once daily. Carpets and other soft surfaces will be disinfected daily. Classroom and whole school clean/sanitize/disinfect check list posted in classrooms. Teachers and janitorial will check off multiple times per day. Logs will be checked weekly and collected monthly and evaluated for areas of improvement. Regular cleaning will occur in accordance with the RPA Cleaning And Disinfecting Plan. If a facility has had a sick person or someone who tested positive for COVID-19 within the last 24 hours, the space should be cleaned and disinfected
Training and Public Health Education	Rockwood Preparatory Academy will assign online safety and cleanliness training in addition to reviewing expectations monthly at a minimum during staff meetings.

**Table 6.**

**COVID-19 Mitigating Measures**

<p><b>OHA/ODE Recommendation(s)</b></p> <p>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?</p> <p>*Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</p>
<p>COVID-19 Vaccination</p>	<p>Rockwood Preparatory Academy will share resources, flyers, links, special events, etc. that inform staff and families of vaccine clinics or notices about where to access vaccines in the community.</p>
<p>Face Coverings</p>	<p>Families and staff are highly encouraged to wear face coverings if returning from their 5 day isolation for days 6-10. Families and staff are encouraged to wear face coverings after recovering from illnesses of any kind. Families are also welcomed to wear face coverings if that is what makes them most comfortable. Communication will be shared with families about high transmission periods and will be highly encouraged to use face coverings more</p>

	frequently. If universal use of face coverings are required then communication will be shared with staff and families.
Isolation	RPA will have a designated Isolation room. Symptomatic students will remain at school until a designated adult can pick them up following the health room symptom screening. If unable/unwilling to test, individuals will follow 24-hour fever free guidance prior to re-entry. If testing positive, individuals will follow 5-day isolation and will not return until 24-hours fever free following the 6-day isolation. Students will have the opportunity to participate in distance learning.
Symptom Screening	Students will be visually screened by the staff. When the screening indicates that a student may be symptomatic, the student is sent home with parent/guardian before entry takes place following established protocol or student will be escorted to the designated health area if the parent has already left the campus. Staff will be required to report when they may have been exposed to COVID-19. Staff are required to self-screen and report when they have symptoms related to COVID-19. Staff members are not responsible for screening other staff members for symptoms.
COVID-19 Testing	Rockwood Preparatory Academy will follow protocols and requirements of BINAX, OHA and ODE. If students and or staff are exhibiting COVID-19 symptoms while on site they will have the opportunity to take a free COVID-19 test. Ensures that students and staff have the opportunity to be tested while on site if experiencing COVID-19 like symptoms to better help stop the spread if positive.
Airflow and Circulation	Ventilation system will be checked and maintained monthly by maintenance staff. All classrooms will have two operational windows to allow for ventilation. All air-movers are

	being serviced and repaired to ensure proper air movement throughout the school. Systems are put in place to accommodate efficient air flow
Cohorting[2]	<p>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:</p> <ol style="list-style-type: none"> <li>1. At the school level: <math>\geq 30\%</math> absenteeism, with at least 10 students and staff absent</li> <li>2. At the cohort level: <math>\geq 20\%</math> absenteeism, with at least 3 students and staff absent</li> </ol> <p>Rockwood Preparatory Academy will re-evaluate cohorts to try and limit cross cohorting.</p>
Physical Distancing	Desks are spaced 3ft apart. Physical distancing posters are posted and staff continue to teach and model social distancing expectations.
Hand Washing	Ensures that all students and staff have access to soap, water and sanitizer and are consistently encouraged and reminded to use them appropriately. Hand washing posters displayed in bathrooms.
Cleaning and Disinfection	All frequently touched surfaces (e.g., playground equipment, door handle, drinking fountains) will be cleaned between uses by different cohorts, but not less than once daily. Carpets and soft surfaces may need to be removed from classrooms. Classroom and whole school clean/sanitize/disinfect check list posted in classrooms. Teachers and janitorial will check off multiple times per day. Logs will be collected checked daily and collected weekly and evaluated for areas of improvement. Regular cleaning will occur in accordance with the RPA Cleaning And Disinfecting Plan. If a facility has had a sick person or someone who

	tested positive for COVID-19 within the last 24 hours, the space should be cleaned and disinfected
Training and Public Health Education	Rockwood Preparatory Academy will increase trainings, expectations and follow ups to weekly and bi-weekly meetings and announcements

**Table 7.**

**COVID-19 Mitigating Measures**

<p><b>OHA/ODE Recommendation(s)</b></p> <p>Layered Health and Safety Measures</p>	<p><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?</p>
<p>COVID-19 Vaccination</p>	<p>Rockwood Preparatory Academy will share resources, flyers, links, special events, etc. that inform staff and families of vaccine clinics or notices about where to access vaccines in the community.</p>
<p>Face Coverings</p>	<p>Families are highly encouraged to wear face coverings if returning from their 5 day isolation for days 6-10. Families are also welcomed to wear face coverings if that is what makes them most comfortable. Communication will be shared with families about high transmission periods and will be highly encouraged to use face coverings. If universal use of face coverings are required then communication will be shared with staff and families.</p>
<p>Isolation</p>	<p>RPA will have a designated Isolation room. Symptomatic students will remain at school until a designated adult can pick them up following the health room symptom screening. If unable/unwilling to test, individuals will follow 24-hour fever free guidance prior to re-entry. If testing positive, individuals will follow 5-day isolation and will not return until 24-hours fever free following the 6-day isolation. Students will have the opportunity to participate in distance learning.</p>

Symptom Screening	Students will be visually screened by the staff. When the screening indicates that a student may be symptomatic, the student is sent home with parent/guardian before entry takes place following established protocol or student will be escorted to the designated health area if the parent has already left the campus. Staff will be required to report when they may have been exposed to COVID-19. Staff are required to self-screen and report when they have symptoms related to COVID-19. Staff members are not responsible for screening other staff members for symptoms.
COVID-19 Testing	Rockwood Preparatory Academy will follow protocols and requirements of BINAX, OHA and ODE. If students and or staff are exhibiting COVID-19 symptoms while on site they will have the opportunity to take a free COVID-19 test. Ensures that students and staff have the opportunity to be tested while on site if experiencing COVID-19 like symptoms to better help stop the spread if positive.
Airflow and Circulation	Ventilation system will be checked and maintained monthly by maintenance staff. All classrooms will have two operational windows to allow for ventilation. All air-movers are being serviced and repaired to ensure proper air movement throughout the school. Systems are put in place to accommodate efficient air flow
Cohorting	<p>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:</p> <ol style="list-style-type: none"> <li>1. At the school level: <math>\geq 30\%</math> absenteeism, with at least 10 students and staff absent</li> <li>2. At the cohort level: <math>\geq 20\%</math> absenteeism, with at least 3 students and staff absent</li> </ol>

	Rockwood Preparatory Academy will re-evaluate cohorts to adjust as needed. Groups that may need to be re integrated will take great precautions for limiting the spread of illnesses
Physical Distancing	Desks are spaced 3ft apart. Physical distancing posters are posted and staff continue to teach and model social distancing expectations.
Hand Washing	Ensures that all students and staff have access to soap, water and sanitizer and are consistently encouraged and reminded to use them appropriately. Hand washing posters displayed in bathrooms.
Cleaning and Disinfection	All frequently touched surfaces (e.g., playground equipment, door handle, drinking fountains) will be cleaned between uses by different cohorts, but not less than once daily. Carpets and soft surfaces may be added back into the classrooms with the increase of sanitizing and disinfecting. Classroom and whole school clean/sanitize/disinfect check list posted in classrooms. Teachers and janitorial will check off multiple times per day. Logs will be checked daily and collected weekly to ensure consistency. Regular cleaning will occur in accordance with the RPA Cleaning And Disinfecting Plan. If a facility has had a sick person or someone who tested positive for COVID-19 within the last 24 hours, the space should be cleaned and disinfected.
Training and Public Health Education	Rockwood Preparatory Academy will increase trainings, expectations and follow ups to weekly and bi-weekly meetings and announcements

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** where this plan is available for public viewing.

Date Last Updated: **INSERT**

Date Last Practiced: **INSERT**

---

[1] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

[2] Cohorting refers to establishing a consistent group of students that stay together for a significant portion of the school day. Examples include stable mealtime cohorts, classrooms, table groups, lunch bunches, and other group situations. Cohorts should be as small as feasible to minimize exposure.