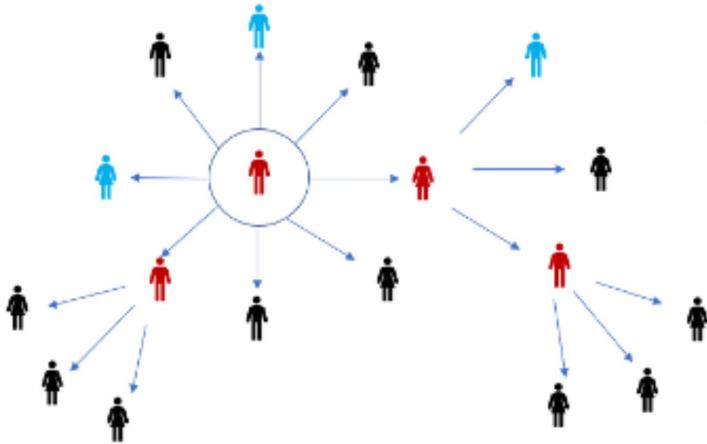


# School-Level COVID-19 Management Plan

## Tabletop Exercise Guide



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# INTRODUCTION

## SCHOOL-LEVEL COVID-19 MANAGEMENT PLAN

For the 2022-23 school year, under [Section 2001\(i\)\(1\)](#) of the ARP ESSER and the US Department of Education's [Interim Final Requirements](#) for Safe Return/Continuity of Services Plan, Education Service Districts, school districts and public charter schools must ensure that every public school and program has a completed School-Level COVID-19 Management Plan (COVID-19 Management Plan) by submitting a set of assurances.

The COVID-19 Management Plan verifies the school or program is ready to:

- Prevent, detect, respond to, and recover from a COVID-19 case outbreak.
- Ensure continuity of instruction for all students, regardless of support needs.
- Ensure continuity of learning during and after a COVID-19 case or event.
- Communicate their plan to their staff, students, families, and community.

Practicing the plan is essential in the development and ongoing improvement of key operations during times when illnesses surge in our schools. With appropriate planning and prevention strategies in place, schools can reduce the need for school exclusions and ensure that all students have access to a full school year.

As Oregon emerges from the response phase of the pandemic and returns to its traditional governance model emphasizing local control and decision-making, the School-level COVID-19 Management Plan builds upon lessons learned, including the lasting equity and mental health impacts of the pandemic and Oregon's response to COVID-19.

## TABLETOP EXERCISES

Tabletop exercises are small group discussions that test and validate emergency plans by talking through select scenarios and the courses of action a school might take before, during, and after an emergency. Participants problem-solve together through detailed discussions of roles, responsibilities and the resources required to facilitate a successful response.

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**Notes:**

- These response simulations are tools for operationalizing your school's current COVID-19 Management Plan and a resource for identifying opportunities to strengthen your plan. They are not intended to serve as required activities.
- While it is important to clearly identify roles and assign responsibilities, keep in mind that the titles of roles used in the simulated responses and associated worksheets may differ from the roles you use in your school. The roles identified in the exercise are examples based on the responsibilities associated with the simulated response.

# SCENARIO A WORKSHEET

## OVERVIEW

---

**SYNOPSIS:** A parent of a 3<sup>rd</sup> grader and 5<sup>th</sup> grader reports that their children have tested positive for COVID-19. The parents are unsure where they may have contracted the virus. The children attended school the previous day.

### KEY OUTCOMES:

1. Minimize disruption to daily operations.
2. Identify and exercise the individual roles that are required for this scenario.
3. Discuss administrative and communications processes required to respond to this scenario.

## PARTICIPATING ROLES

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For this exercise, identify which staff in your school's COVID-19 Management Plan have a role in the response to this scenario. Some example roles to consider:

- **Communications Lead** activates communications to teacher, families within the classroom, possible update of the school webpage.
- **School Staff Support** to serve as the designated contact for receiving report of a positive case or other absence, record attendance information, or alert teachers of student absences.
- **Health Representative** to assist the family with health and safety guidance and connect them with other needed support resources.

## RECORDED SIMULATION

---

Scenario A: Parent Reports Positive COVID-19 Test Result  
<https://youtu.be/5LqKBdcQXbl>

## DIRECTIONS

After viewing the recorded simulation (YouTube link above), team members who are assigned to the participating roles in your COVID-19 Management Plan should discuss how this scenario will be handled in your school. Responses can be checked as they are discussed. Record answers to complete tasks.

RESPONSE TASKS		ANSWERS
<b>1. Administrative Preparation</b>		
<input type="checkbox"/>	Who is the designated contact for reporting illness?	
<input type="checkbox"/>	How is case information forwarded when a report is received by someone other than the designated contact?	
<input type="checkbox"/>	<p>What resources are available at your district or school to support continued learning during exclusion? Are there any supplemental learning needs that should be considered? Are resources available in your community that can be shared for supporting the mental and physical wellbeing of students and their families during the exclusion period?</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">School-related COVID-19 Positive Test or Exposure Questions?</a></li> <li>• <a href="#">Did you test positive for COVID-19 website</a></li> <li>• <a href="#">How to Self-Isolate</a></li> </ul>	
<input type="checkbox"/>		
<input type="checkbox"/>		
<b>2. Communications Preparation</b>		
<input type="checkbox"/>	<p>When will families receive information about how respiratory disease, including COVID-19, will be managed in school? What information will be provided for reporting illness or attendance? What information will be provided about exclusion timeframes?</p> <p>Resource:</p> <ul style="list-style-type: none"> <li>• <a href="#">Communicable Disease Guidance for Schools</a></li> </ul>	
<input type="checkbox"/>	When and how will information related to respiratory disease, including COVID-19, be communicated to the classroom or the whole school community?	



	Resource: <ul style="list-style-type: none"> <li><a href="#">Notification of Positive COVID-19 Case in the Classroom</a></li> </ul>	
<input type="checkbox"/>		
<input type="checkbox"/>		
<b>3. Mitigation Preparation (Not applicable to this scenario)</b>		

## CONCLUSION/FOLLOW-UP

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Based on the outcomes of the tabletop exercise, record any findings that require follow-up. Define actionable steps that must be taken to strengthen the team's response plan. Record the initials of the individual(s) assigned to complete follow-up actions and/or tasks.

FOLLOW-UP/ACTION ITEMS	ASSIGNEE(S)

# SCENARIO B WORKSHEET

## OVERVIEW

---

**SYNOPSIS:** A classroom of 30 individuals has three cases of COVID-19. Exposure testing is offered to the class and 3 additional cases are detected.

### KEY OUTCOMES:

1. Identify roles and responsibilities associated with this scenario.
2. Identify key decision-making points during periods of high transmission.
3. Determine communication channels and intended audiences during periods of high transmission.
4. Determine appropriate enhanced mitigation strategies for this scenario.

## PARTICIPATING ROLES

---

For this exercise, identify which staff in your school's COVID-19 Management Plan have a role in the response to this scenario. Some example roles to consider:

- **School Staff Support** to serve as the designated contact for receiving report of a positive case or other absence, record attendance information, or alert teachers of student absences.
- **Building Lead** determines when outbreak reporting threshold has been met, alerts building staff when additional mitigation measures are warranted, primary contact with external entities such as other school principals or the LPHA.
- **Health Representative** assists families with health and safety guidance, implements testing protocols as appropriate.
- **Communications Lead** activates communications relating to exposure(s), possible update of the school webpage.
- **Local Public Health Authority (LPHA)** collects information to determine if an outbreak has occurred and provides mitigation strategy consultation.
- **District Level Leadership Support** consults with Building Lead and LPHA to discuss mitigation strategies to reduce disease transmission.

## RECORDED SIMULATION

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Scenario B: Classroom threshold has been met.

<https://youtu.be/VPWfcdYjCUk>

## DIRECTIONS

After viewing the recorded simulation (YouTube link above), team members who are assigned to the participating roles in your COVID-19 Management Plan should discuss how this scenario will be handled in your school. Responses can be checked as they are discussed. Record answers to complete tasks.

RESPONSE TASKS		ANSWERS
<b>1. Administrative Preparation</b>		
<input type="checkbox"/>	Who is the designated contact for reporting illness? How is case information forwarded when a report is received by someone other than the designated contact?	
<input type="checkbox"/>	Who is responsible for consulting the <a href="#">Communicable Disease Guidance for Schools</a> for symptom-based exclusion guidelines?	
<input type="checkbox"/>	Where are the consent forms for enhanced exposure testing? Who will be sending to families? Who will collect and store consent forms?	
<input type="checkbox"/>	<p>What resources are available at your district or school to support continued learning during exclusion? Are there any supplemental learning needs that should be considered? Are resources available in your community that can be shared for supporting the mental and physical wellbeing of students and their families during the exclusion period?</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">School-related COVID-19 Positive Test or Exposure Questions?</a></li> <li>• <a href="#">Did you test positive for COVID-19 website</a></li> <li>• <a href="#">How to Self-Isolate</a></li> </ul>	
<input type="checkbox"/>	Who has been identified as the designated contact at your LPHA and is there an agreed upon process for reporting potential outbreaks?	
<input type="checkbox"/>		
<input type="checkbox"/>		
<b>2. Communications Preparation</b>		
<input type="checkbox"/>	When and how frequently will families receive information about how respiratory disease, including COVID-19, will be managed in school?	

	<p>What information will be provided for reporting illness or attendance? What information will be provided about exclusion timeframes?</p> <p>Resource:</p> <ul style="list-style-type: none"> <li>• <a href="#">Communicable Disease Guidance for Schools</a></li> </ul>	
<input type="checkbox"/>	<p>When and how will information related to respiratory disease, including COVID-19, be communicated to the classroom or the whole school community?</p> <p>Resource:</p> <ul style="list-style-type: none"> <li>• <a href="#">Notification of Positive COVID-19 Case in the Classroom</a></li> </ul>	
<input type="checkbox"/>	<p>Who on your team is responsible for the following external communications:</p> <ul style="list-style-type: none"> <li>• Sending communications to students and families?</li> <li>• Contacting the LPHA when necessary?</li> </ul>	
<input type="checkbox"/>	<p>Who on your team is responsible for alerting school staff to initiate enhanced mitigation strategies?</p>	
<input type="checkbox"/>	<p>At what point will District Level Leadership Support be engaged?</p>	
<input type="checkbox"/>	<p>Are all communication materials for families and the public available in multiple commonly spoken languages and other accessible formats?</p>	
<input type="checkbox"/>		
<input type="checkbox"/>		
<b>3. Mitigation Preparation</b>		
<input type="checkbox"/>	<p>When and how will families be provided information about vaccine effectiveness and where they can get vaccinated or boosted in the community?</p>	
<input type="checkbox"/>	<p>When and how will information be provided about face coverings during periods of high transmission?</p>	
<input type="checkbox"/>	<p>When will enhanced exposure testing be offered to cohorts? What is the plan for individually isolating positive cases? What isolation spaces are identified to accommodate a large group of students?</p>	
<input type="checkbox"/>	<p>What is your team's plan to implement enhanced cleaning and disinfecting of classrooms and other shared spaces or equipment?</p>	

	What is the plan for maintaining adequate inventory of cleaning supplies on-hand?	
<input type="checkbox"/>	What is your team’s plan for training staff on identifying symptoms of illness? When and how will students and staff be screened during periods of high transmission?	
<input type="checkbox"/>	When and in what way will families be notified of their opportunity to opt-in to diagnostic testing or screening programs by completing consent forms?	
<input type="checkbox"/>	What training will be provided to teachers on the use of outdoor spaces for breaks, lunches and learning? What will the process be for determining which classes and when use of outdoor space is appropriate?	
<input type="checkbox"/>	What is your team’s plan to provide adequate space to increase physical distancing between students and/or move indoor activities to the outdoors?	
<input type="checkbox"/>	What is your team’s plan to help teachers ensure students wash their hands when entering the classroom, before and after eating, and after breaks? What is the process for maintaining adequate inventory of hand soap and sanitizer on-hand?	
<input type="checkbox"/>	In the event of an outbreak, what is your team’s plan to debrief and plan for communication to families about returning to regular operations?	
<input type="checkbox"/>	How will your response team solicit feedback from staff and support opportunities for process improvement?	
<input type="checkbox"/>		
<input type="checkbox"/>		

## CONCLUSION/FOLLOW-UP

Based on the outcomes of the tabletop exercise, record any findings that require follow-up. Define actionable steps that must be taken to strengthen the team's emergency response plan. Record the initials of the individual(s) assigned to complete follow-up actions and/or tasks.

FOLLOW-UP/ACTION ITEMS	ASSIGNEE(S)

# SCENARIO C WORKSHEET

## OVERVIEW

---

**SYNOPSIS:** A sizable percentage of high school students are absent from school. Several parents have called to report their student has tested positive for COVID-19 and recently attended either the high school dance or an away track meet. What is next?

### KEY OUTCOMES:

1. Identify roles and responsibilities associated with this scenario.
2. Identify key decision-making points during a period of high COVID-19 transmission.
3. Determine communication channels and intended audiences during a period of high COVID-19 transmission.
4. Determine appropriate enhanced mitigation strategies for this scenario.

## PARTICIPATING ROLES

---

For this exercise, identify which staff in your school's COVID-19 Management Plan have a role in the response to this scenario. Some example roles to consider:

- **School Staff Support** to serve as the designated contact for receiving report of a positive case or other absence, record attendance information, or alert teachers of student absences.
- **Building Lead** determines when outbreak reporting threshold has been met, alerts building staff when additional mitigation measures are warranted, primary contact with external entities such as other school principals or LPHA.
- **District Level Leadership Support** consults with Building Lead and LPHA to discuss mitigation strategies to reduce disease transmission.
- **Health Representative** assists families with health and safety guidance, implements testing protocols as appropriate.
- **Communications Lead** activates communications relating to possible exposure(s), possible update of the school webpage.
- **Local Public Health Department (LPHA)** provides mitigation strategy consultation and collects information to determine if an outbreak has occurred.

## RECORDED SIMULATION

---

Scenario C: School threshold has been met.

<https://youtu.be/pjilJ1yZycc>



## DIRECTIONS

After viewing the recorded simulation, team members who are assigned to the participating roles in your COVID-19 Management Plan should discuss how this scenario will be handled in your school. Responses can be checked as they are discussed. Record answers to complete tasks.

RESPONSE TASKS		ANSWERS
<b>1. Administrative Preparation</b>		
<input type="checkbox"/>	Who is the designated contact for reporting illness? How is case information forwarded when a report is received by someone other than the designated contact?	
<input type="checkbox"/>	Does your team have a list of questions to ask a student or family member when receiving a positive case report? (e.g. – did the student participate in any extracurricular activities in the past week?)	
<input type="checkbox"/>	Who is responsible for consulting the <a href="#">Communicable Disease Guidance for Schools</a> for symptom-based exclusion guidelines?	
<input type="checkbox"/>	<p>What resources are available at your district or school to support continued learning during exclusion? Are there any supplemental learning needs that should be considered? Are resources available in your community that can be shared for supporting the mental and physical wellbeing of students and their families during the exclusion period?</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">School-related COVID-19 Positive Test or Exposure Questions?</a></li> <li>• <a href="#">Did you test positive for COVID-19 website</a></li> <li>• <a href="#">How to Self-Isolate</a></li> </ul>	
<input type="checkbox"/>	Does your school maintain a list of extracurricular events with a corresponding contact list?	
<input type="checkbox"/>	Does your school have a process for collecting contact information for students, staff or families not affiliated with your school at school sanctioned events?	
<input type="checkbox"/>	Has your team established a process for measuring absenteeism?	

<input type="checkbox"/>	Do you have an established point-of-contact at the LPHA and is there an agreed upon process for reporting potential outbreaks?	
<input type="checkbox"/>		
<input type="checkbox"/>		
<b>2. Communications Preparation</b>		
<input type="checkbox"/>	When and how frequently will families receive information about how respiratory illness, including COVID-19, will be managed in school? What information will be provided for reporting illness or attendance? What information will be provided about exclusion timeframes? Resources: <ul style="list-style-type: none"> <li><a href="#">COVID-19 in Schools – Guide for Parents and Families</a></li> <li><a href="#">Did you test positive for COVID-19 website</a></li> </ul>	
<input type="checkbox"/>	When and how will information related to respiratory disease, including COVID-19, be communicated to the classroom, a sports team, or the whole school community? Resource: <ul style="list-style-type: none"> <li><a href="#">Communicable Disease Guidance for Schools</a></li> </ul>	
<input type="checkbox"/>	Who on your team is responsible for the following: <ul style="list-style-type: none"> <li>Sending communications to students and families?</li> <li>Contacting the LPHA when necessary?</li> <li>Contacting other schools, organizations or other effected parties associated with extracurricular activities?</li> <li>Alerting school staff when to initiate enhanced mitigation strategies?</li> </ul>	
<input type="checkbox"/>	At what point does your team engage District Level Leadership Support?	
<input type="checkbox"/>	Are all communication materials for families and the public available in multiple commonly spoken languages and other accessible formats?	
<input type="checkbox"/>		
<input type="checkbox"/>		

### 3. Mitigation Preparation

<input type="checkbox"/>	Who is responsible for determining when to initiate enhanced mitigation strategies?	
<input type="checkbox"/>	Who is responsible for determining what enhanced mitigation strategies to initiate?	
<input type="checkbox"/>	Who is responsible for determining which staff members are responsible for implementing enhanced mitigation strategies?	
<input type="checkbox"/>	When and how will you provide information to families on vaccine effectiveness and where they can get vaccinated or boosted in the community?	
<input type="checkbox"/>	How will you provide information about face coverings during a high transmission period?	
<input type="checkbox"/>	Will you offer exposure testing to cohorts? Does your school have a plan for isolating positive cases? Do you have an isolation space to accommodate a large group of students?	
<input type="checkbox"/>	Who is responsible for enhanced cleaning and disinfecting of classrooms and other shared spaces or equipment? Do you have adequate cleaning and disinfecting supplies on-hand?	
<input type="checkbox"/>	Who is trained on identifying symptoms of illness? Have you established how and when students and staff are screening during high transmission periods?	
<input type="checkbox"/>	Will you send a message to families offering opportunity to opt-in to the diagnostic testing or screening programs by completing consent forms?	
<input type="checkbox"/>	What training will be provided to teachers on the use of outdoor spaces for breaks, lunches and learning? What will the process be for determining which classes and when use of outdoor space is appropriate?	
<input type="checkbox"/>	What is your team's plan to provide adequate space to increase physical distancing between students and/or move indoor activities to the outdoors?	
<input type="checkbox"/>	What is your team's plan to help teachers ensure students wash their hands when entering the classroom, before and after eating, and after breaks? What is the process for maintaining	

	adequate inventory of hand soap and sanitizer on-hand?	
<input type="checkbox"/>	In the event of an outbreak, what is your team's plan to debrief and plan for communication to families about returning to regular operations?	
<input type="checkbox"/>	How will your response team solicit feedback from staff and support opportunities for process improvement?	
<input type="checkbox"/>		
<input type="checkbox"/>		

## CONCLUSION/FOLLOW-UP

---

Based on the outcomes of the tabletop exercise, record any findings that require follow-up. Define actionable steps that must be taken to strengthen the team's emergency response plan. Record the initials of the individual(s) assigned to complete follow-up actions and/or tasks.

FOLLOW-UP/ACTION ITEMS	ASSIGNEE(S)

# SCENARIO D WORKSHEET

## OVERVIEW

---

**SYNOPSIS:** A new variant of COVID-19 is spreading quickly throughout your county, putting an increased strain on an already scarce workforce. Your food service team of three employees have all called in sick, two reporting that they have tested positive for COVID-19. Now what?

### KEY OUTCOMES:

1. Identify roles and responsibilities associated with this scenario.
2. Identify key mitigation measures for a proxy food service team for the day/week.
3. Determine communication channels and intended audiences during nutrition services staffing issues.
4. Determine appropriate mitigation strategies for this scenario.

## PARTICIPATING ROLES

---

For this exercise, identify which staff in your school's COVID-19 Management Plan have a role in the response to this scenario. Some example roles to consider:

- **Building Lead** determines when outbreak reporting threshold has been met, alerts building staff when additional mitigation measures are warranted, primary contact with external entities such as other school principals or the LPHA.
- **District Level Nutrition Services Support** consults with schools to determine strategy to meet the nutrition needs of students, faculty and staff.
- **Health Representative** assists food service staff with health and safety guidance, implements testing protocols as appropriate.
- **Communications Lead** activates communications relating to possible exposure(s), possible update of the school webpage.

## RECORDED SIMULATION

---

Scenario D: Nutrition Services staff are out sick.

<https://youtu.be/A6DMDermMQk>

## DIRECTIONS

After viewing the recorded simulation (YouTube link above), team members who are assigned to the participating roles in your COVID-19 Management Plan should discuss how this scenario will be handled in your school. Responses can be checked as they are discussed. Record answers to complete tasks.

RESPONSE TASKS		ANSWERS
<b>1. Administrative Preparation</b>		
<input type="checkbox"/>	Who has been identified at your school as a back up to Nutrition Services for immediate issues? Is there an agreed upon team of staff that can fill in?	
<input type="checkbox"/>	Who is designated to reach out to district Nutrition Services for consult? Can Nutrition Services offer substitute staff for the day/week?	
<input type="checkbox"/>	What can your school offer to school community if you need to shut down Nutrition Services for the day?	
<input type="checkbox"/>	Who will identify any student or staff that was exposed to the Nutrition Services team and offer testing? Who will conduct on-site testing if necessary for those individuals?	
<input type="checkbox"/>	In collaboration with your local public health authority, has your team established indicators for when it might be appropriate to report a possible workplace outbreak in the absence of reaching a cohort or school outbreak threshold?	
<input type="checkbox"/>		
<input type="checkbox"/>		
<b>2. Communications Preparation</b>		
<input type="checkbox"/>	When will school community be notified about limited nutrition services? What letter template do you have prepared for this scenario?	
<input type="checkbox"/>	Who will notify school community should your team need to close nutrition services the day of event? Who will be notified and how? <ul style="list-style-type: none"> <li>• Alerting school staff</li> <li>• Parents and Guardians</li> <li>• District Nutrition Services</li> </ul>	
<input type="checkbox"/>	Who will send notification to school community if this is a prolonged issue? How often will updates go out?	

<input type="checkbox"/>	Are all communication materials for families and the public available in multiple commonly spoken languages and other accessible formats?	
<input type="checkbox"/>		
<input type="checkbox"/>		
<b>3. Mitigation Preparation</b>		
<input type="checkbox"/>	What can district Nutrition Services offer in ways of pre-packaged food for school if long-term staffing issues occur?	
<input type="checkbox"/>	Who will ensure cafeteria and meal sites will be sanitized? Is this part of daily janitorial cleaning?	
<input type="checkbox"/>	What additional support can be offered to students who are disproportionately impacted by this issue?	
<input type="checkbox"/>		
<input type="checkbox"/>		



## CONCLUSION/FOLLOW-UP

Based on the outcomes of the tabletop exercise, record any findings that require follow-up. Define actionable steps that must be taken to strengthen the team's emergency response plan. Record the initials of the individual(s) assigned to complete follow-up actions and/or tasks.

FOLLOW-UP/ACTION ITEMS	ASSIGNEE(S)

# SCENARIO E WORKSHEET

## OVERVIEW

---

**SYNOPSIS:** Two students absent from choir class previously tested positive for COVID-19. Six additional students also stayed home sick. Designated school staff encouraged the families to test their students for COVID-19, but the families declined. The Winter music concert is scheduled for this coming Friday night and attendance is expected to be high. Now what?

### KEY OUTCOMES:

1. Identify roles and responsibilities associated with this scenario.
2. Identify key mitigation measures for elevated absenteeism due to illness, but not all with positive COVID-19 tests or report of 2+ COVID-19 primary symptoms.
3. Determine appropriate symptom-based exclusion guidance for this scenario.
4. Determine communication channels and intended audiences for a school sponsored event open to the public.

### PARTICIPATING ROLES

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- **School Staff Support** to serve as the designated contact for receiving report of a positive case or other absence, record attendance information, or alert teachers of student absences.
- **Building Lead** determines when a school sponsored event may need to be cancelled, relocated or rescheduled, alerts building staff when additional mitigation measures are warranted, primary contact with external entities such as district-level leadership or the local health department.
- **Health Representative** determines exclusion guidance based on the ODE-OHA Communicable Disease Guidance for Schools.
- **Communications Lead** activates communications relating to possible exposure(s) and changes to school sponsored event(s), possible update of the school webpage.

### RECORDED SIMULATION

---

Scenario E: Multiple students out sick with varied symptoms.

<https://youtu.be/c3mRNvyg4JA>

## DIRECTIONS

After viewing the recorded simulation (YouTube link above), team members who are assigned to the participating roles in your COVID-19 Management Plan should discuss how this scenario will be handled in your school. Responses can be checked as they are discussed. Record answers to complete tasks.

RESPONSE TASKS		ANSWERS
<b>1. Administrative Preparation</b>		
<input type="checkbox"/>	Who is the designated contact for reporting illness?	
<input type="checkbox"/>	How is case information forwarded when a report is received by someone other than the designated contact?	
<input type="checkbox"/>	<p>What resources are available at your district or school to support continued learning during exclusion? Are there any supplemental learning needs that should be considered? Are resources available in your community that can be shared for supporting the mental and physical wellbeing of students and their families during the exclusion period?</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">School-related COVID-19 Positive Test or Exposure Questions?</a></li> <li>• <a href="#">Did you test positive for COVID-19 website</a></li> <li>• <a href="#">How to Self-Isolate</a></li> </ul>	
<input type="checkbox"/>		
<input type="checkbox"/>		
<b>2. Communications Preparation</b>		
<input type="checkbox"/>	<p>When will families receive information about how respiratory disease, including COVID-19, will be managed in school? What information will be provided for reporting illness or attendance? What information will be provided about exclusion timeframes?</p> <p>Resource:</p> <ul style="list-style-type: none"> <li>• <a href="#">Communicable Disease Guidance for Schools</a></li> </ul>	
<input type="checkbox"/>	When and how will information related to respiratory disease, including COVID-19, be communicated to the classroom or the whole	

	<p>school community?</p> <p>Resource:</p> <ul style="list-style-type: none"> <li>• <a href="#">Notification of Positive COVID-19 Case in the Classroom</a></li> </ul>	
<input type="checkbox"/>	<p>Who on your team is responsible for the following external communications:</p> <ul style="list-style-type: none"> <li>• Sending communications to students, families and event participants?</li> <li>• Contacting District Level Leadership?</li> <li>• Contacting the LPHA when necessary?</li> </ul>	
<input type="checkbox"/>	<p>Who on your team is responsible for alerting school staff to initiate enhanced mitigation strategies?</p>	
<input type="checkbox"/>	<p>Are all communication materials for families and the public available in multiple commonly spoken languages and other accessible formats?</p>	
<input type="checkbox"/>		
<input type="checkbox"/>		
<b>3. Mitigation Preparation</b>		
<input type="checkbox"/>	<p>When and how will families be provided information about vaccine efficacy and where they can get vaccinated or boosted in the community?</p>	
<input type="checkbox"/>	<p>When and how will information be provided about face coverings during periods of high transmission?</p>	
<input type="checkbox"/>	<p>When and how frequently will families receive information about how respiratory disease, including COVID-19, will be managed in school? What information will be provided for reporting illness or attendance? What information will be provided about exclusion timeframes?</p> <p>Resource:</p> <ul style="list-style-type: none"> <li>• <a href="#">Communicable Disease Guidance for Schools</a></li> </ul>	
<input type="checkbox"/>	<p>When and how will information related to respiratory disease, including COVID-19, be communicated to the classroom or the whole school community?</p> <p>Resource:</p> <ul style="list-style-type: none"> <li>• <a href="#">Notification of Positive COVID-19 Case in the Classroom</a></li> </ul>	

<input type="checkbox"/>	What is your team's plan for training staff on identifying symptoms of illness?	
<input type="checkbox"/>	What is your team's plan to provide adequate space to increase physical distancing between students and/or move indoor activities?	
<input type="checkbox"/>	In the event of an outbreak, what is your team's plan to debrief and plan for communication to families about returning to regular operations?	
<input type="checkbox"/>	How will your response team solicit feedback from staff and support opportunities for process improvement?	
<input type="checkbox"/>		
<input type="checkbox"/>		

## CONCLUSION/FOLLOW-UP

Based on the outcomes of the tabletop exercise, record any findings that require follow-up. Define actionable steps that must be taken to strengthen the team's emergency response plan. Record the initials of the individual(s) assigned to complete follow-up actions and/or tasks.

FOLLOW-UP/ACTION ITEMS	ASSIGNEE(S)