



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 2/10/2021

Under ODE’s **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to, school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation. *It is required that a revised Operational Blueprint be completed and updated when there is a change of Instructional Model.*

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Corbett School District 39
Key Contact Person for this Plan	Holly Dearixon
Phone Number of this Person	503-261-4238
Email Address of this Person	hdearixon@corbett.k12.or.us
Sectors and position titles of those who informed the plan	Dan Wold-District Superintendent, Michelle Dawkins-Grade School Principal, Kathy Childress-8/9 Academy & Secondary Principal, Rhiannon Young-Middle School Assistant Principal/MS Teacher, Lori Luna-CAPS Principal, Jeanne Swift-Student Services Director, Julie Nakamura-School Health Nurse, Steve Salisbury-Maintenance Supervisor, Todd Williams-Transportation Supervisor, Jamie Smith-MESD School Health Services Coordinator, Seth Tucker-Food Services Supervisor, Carrie Evans-Transportation Coordinator, Holly Dearixon-Curriculum & Assessment Coordinator, Cassie Duprey-Secondary Assistant Principal, Jenny Radulesk-8/9 Academy Teacher/Assistant Principal
Local public health office(s) or officer(s)	Multnomah County Health Department
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Kathy Childress - Secondary principal Lori Luna - CAPS principal Michelle Dawkins - Grade school principal Rhiannon Young - Middle school assistant principal
Intended Effective Dates for this Plan	March 8 th , 2021
ESD Region	Multnomah ESD

¹ For the purposes of this guidance: “school” refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, “school” will be used inclusively to reference all of these settings.

² For the purposes of this guidance: “district” refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ 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.

1. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

Corbett School District conducted three school community outreach surveys summer 2020 as we planned for instruction in the Fall. Two additional survey were conducted one in the fall and one in February to gauge our families' and staff's readiness, concerns and questions regarding a return to on-site learning. A draft reopening Blueprint for the Hybrid Learning Model was discussed at the school board meeting in July and posted on the website along with a one-page summary of the main points. A LIPI Blueprint was discussed at the school board meeting in December and posted on the district website. This updated Blueprint was discussed at the school board meeting in February and posted on the website. Multiple communications were sent from the superintendent and building principals describing the planning process and decisions being made. Due to the Oregon Department of Education reopening metrics Corbett School District has been providing a Comprehensive Distance Learning (CDL) model since the beginning of the school year. The Corbett website has information posted on its front page so parents may access current reopening information in English and other languages as well.

The building principals began hosting parent meetings in early August to review plans for the fall, answer questions and take feedback. They have held Principal Chats throughout the first months of school to keep families updated and respond to feedback. Before beginning CDL classroom teachers conducted an individual conference with each of the families in their class. Another districtwide family conference day is scheduled for February 19.

Over the summer and as part of the reopening planning in January and February the superintendent and administrative team met with representatives of the classified and certified associations in order to facilitate communication and cooperation. The district superintendent hosted two COVID-19 advisory summits. These meetings included district leadership, classified and certified union representatives, school board members and community health professionals with a goal of gathering information and diverse perspectives regarding the return to on-site learning.

The Director of Student Services has reached out to families of students with disabilities to ensure each revised plan would meet their individualized needs. The English Language Development Specialist/Homeless Liaison/Migrant Ed Liaison/Foster Care POC reached out to the parents/guardians of students she serves to provide information and answer questions. We reached out to the Confederated Tribes of Grande Ronde, Confederated Tribes of Siletz Indians and the Native American Youth and Family Center to see if these organizations would be interested in consulting on the reopening plan and partnering with us to serve our students going forward. Throughout this process we collaborated with Curriculum & Instruction and Health Services staff from the Multnomah Educational Service District (MESD) and the local public health authority (LPHA). As we transition to on-site learning we will reach out again to these stakeholders to request their feedback and suggestions.

Since the beginning of the school year, we have increased our efforts to engage families from traditionally underserved populations through the administration of the YouthTruth Survey, and the ongoing work of the Equity and Culturally Responsive Practices Initiative that is part of our Consolidated District Improvement Plan.

At least two weeks before the transition to the on-site learning, we will reach out to families to request feedback, and respond to questions and concerns. Families will have the option to continue with CDL if that better meets their needs.

2. Select which instructional model will be used:

On-Site Learning **Hybrid Learning** **Comprehensive Distance Learning**

(Families have the option to remain in CDL)

3. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
4. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-22 in the initial template) and [submit online](#), including updating when you are changing Instructional Model (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>).

* **Note:** Private schools are required to comply with only sections 1-3 of the *Ready Schools, Safe Learners* guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning. For Private Schools, completing this section is optional (not required). Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.

Describe why you are selecting Comprehensive Distance Learning as the school’s Instructional Model for the effective dates of this plan.

For students continuing with Comprehensive Distance Learning (CDL) see the Blueprint submitted to ODE August 2020

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. [Here is a link to the overview of CDL Requirements](#). Please name any requirements you need ODE to review for any possible flexibility or waiver.

For students continuing with Comprehensive Distance Learning (CDL) see the Blueprint submitted to ODE August 2020

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

For students continuing with Comprehensive Distance Learning (CDL) see the Blueprint submitted to ODE August 2020

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

This section must be completed by any school that is providing instruction through On-Site or Hybrid Instructional Models. Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g) . <ul style="list-style-type: none"> ○ OSHA has developed a risk assessment template. <input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building. Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit .	Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g) . OSHA has developed a risk assessment template . Measures to limit the spread of COVID-19 are outlined in this section and throughout the blueprint. The district will follow the MESD’s updated communicable disease management plan.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ○ Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule OAR 437-001-0744(3)(h). ○ OSHA has developed a sample infection control plan. ☒ Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the <i>Ready Schools, Safe Learners</i> guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs. ☒ Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format. ☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. ☒ Process and procedures established to train all staff in sections 1 - 3 of the <i>Ready Schools, Safe Learners</i> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations. ☒ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others. ☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. <ul style="list-style-type: none"> ○ If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the <i>Ready Schools, Safe Learners</i> guidance), the daily log may be maintained for the cohort. ○ If a student(s) is not part of a stable cohort, then an individual student log must be maintained. ☒ Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> ○ Child's name ○ Drop off/pick up time ○ Parent/guardian name and emergency contact information ○ All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student 	<p>The principal of each building will be designated as the point person to implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the <i>Ready Schools, Safe Learners</i> guidance and other guidance from OHA.</p> <p>This role will be known to all staff in the building. Information about this role and ways for licensed and classified staff to access and voice concerns or needs will be included in the return to on-site learning training.</p> <p>An anonymous online form will be developed and distributed so that staff can voice concerns. At least weekly the submissions will be reviewed by the superintendent. The superintendent will work with the building principals to resolve the issues. The resolutions will be shared with district or building level staff depending on the issue.</p> <p>Health Support Staff:</p> <ul style="list-style-type: none"> • Jeanne Swift - Director of Student Services • Julie Nakamura - School Nurse • Debbie Baker - School Health Assistant • Jamie Smith - MESD School Health Services Coordinator <p>Staff Training:</p> <p>All staff will be trained in health protocols virtually before on-site instruction begins and refresher training will be held as needed throughout the school year. District COVID-19 Protocols Training</p> <p>LPHA Coordination:</p> <p>If there is a confirmed or suspected case of COVID-19 the classroom teachers will communicate with their building principal. Principals will communicate with the superintendent and school nurse. The school nurse/MESD school health services coordinator will be responsible to notify the Local Public Health Authority (LPHA) about any confirmed COVID-19 cases among staff or students.</p> <p>The school nurse or school health assistant will follow the protocols developed by the MESD and will utilize the Communicable Disease Symptom Tracker Tool (STT Form) on the MESD website to gather information needed to inform the LPHA of a confirmed or suspected case of COVID-19.</p> <p>The school nurse will be responsible to coordinate with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered the school building is diagnosed with COVID-19.</p> <p>Cleaning Protocols:</p> <p>Classrooms, common areas, offices, table surfaces, bathrooms and activity areas will be cleaned and disinfected based on CDC guidelines. The school nurse/MESD school health services coordinator will notify the LPHA if there is a cluster of illness among staff or students.</p> <p>LPHA Contact Tracing Coordination:</p> <p>The district will cooperate with the LPHA by providing all logs and requested information in a timely manner and will follow the LPHA's recommendations as fully as possible. The school nurse/MESD school health services coordinator will be designated as the liaison with the LPHA.</p> <p>Screening Protocols:</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <ul style="list-style-type: none"> ○ See supplemental guidance on LPHA/school partnering on contact tracing. ○ Refer to OHA Policy on Sharing COVID-19 Information ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. ☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ☒ Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in ODE's COVID-19 Weekly School Status system. ☒ Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance). 	<p>All sites will follow the staff and student screening protocols outlined in Section 1f of this document.</p> <p>Isolation Protocols: Potentially infected persons will be isolated following the protocols outlined in Section 1i of this document.</p> <p>Communication Protocols: Communication regarding potential COVID-19 cases will follow the protocols outlined in Section 1e of this document.</p> <p>Contact Tracing:</p> <ul style="list-style-type: none"> • Contact tracing logs will be kept for each student/cohort. • Required components of student/cohort logs include: <ul style="list-style-type: none"> ○ Child's name ○ Drop off/pick up time ○ Parent/guardian name and emergency contact information ○ All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student. • Classroom teachers and office staff will be trained in the protocols for documenting information required for contact tracing. • A paper contact tracing log (including staff names, phone number, interactions and time) will be kept by any staff member, essential visitor or substitute teacher who spends time on-site. • Staff contact tracing logs will be kept for at least four weeks • Bus drivers will complete a paper route sheet each day for each route including the required contact tracing components. • Bus drivers will turn the route sheets into the transportation coordinator after each route. • The transportation coordinator will ensure daily bus rider information is properly stored for a minimum of four weeks. • The student contact tracing information will be stored for a minimum of four weeks. <p>Weekly Status Updates The superintendent will be responsible to provide updated information regarding current instructional models and student counts on ODE's COVID-19 Weekly School Status</p> <p>Outbreak Protocols: In the event that a case of COVID-19 is diagnosed the school nurse/MESD school health services coordinator will report to and coordinate with the LPHA regarding the need for classroom or building closure. The maintenance supervisor will coordinate with the school nurse/MESD school health services coordinator to ensure all cleaning protocols are followed.</p> <p>Protocol for responding to potential outbreaks as outline in Section 3 of this document will be followed.</p>

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site (<i>including outside</i>), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><input checked="" type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <p><input checked="" type="checkbox"/> Review Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid.</p> <p><input checked="" type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> o Communicate with parents and health care providers to determine return to school status and current needs of the student. o Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. o Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. o The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. o Service provision should consider health and safety as well as legal standards. o Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. o Work with an interdisciplinary team to meet requirements of ADA and FAPE. o High-risk individuals may meet criteria for exclusion during a local health crisis. o Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> o U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. o ODE guidance updates for Special Education. Example from March 11, 2020. o OAR 581-015-2000 Special Education, requires districts to provide 'school health services and 	<p>High Risk Populations: Corbett will continue to serve high risk population(s) through the model (Hybrid, Comprehensive Distance Learning) that best meets their needs.</p> <p>Students:</p> <ul style="list-style-type: none"> • All students identified as vulnerable, either by a physician, or parent/guardian, will be offered a Comprehensive Distance Learning(CDL) plan. • Students with disabilities will continue to receive specially designed instruction (SDI) as outlined in their IEPs or 504s. The default will be to continue to deliver these services through distance learning. The student's IEP/service team may decide to offer on-site or a combination of on-site and distance learning SDI based on a student's individualized needs. • Up to four days of on-site instruction may be offered to a student enrolled in the life skills program based on the IEP team's assessment of the student's individualized needs • Typically students with English Language services will continue to receive English Language Development support via distance learning. <p>Medically fragile, medically complex and nursing dependent students: Planning will ensure that students who have health conditions that require additional nursing services will have their needs met. The Director of Student Services will be responsible to review the Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid and share any information with staff as necessary.</p> <p>Planning for Individual Student Needs: Staff and school administrators, in partnership with school nurses, or other school health providers, will work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting will be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision will consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’</p> <ul style="list-style-type: none"> ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. 	<ul style="list-style-type: none"> ● Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’ ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person. <ul style="list-style-type: none"> ○ Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible. ☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don’t employ punitive discipline. ☒ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p>Room Capacity:</p> <ul style="list-style-type: none"> ● A minimum of 35 square feet per person will be used when determining room capacity. ● Capacity will be based on usable classroom space. ● This will also apply to rooms used for professional development and staff gatherings. ● Room organization and capacity will be designed so that educators will have their own minimum of 35 square feet and will be able to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible. <p>Learning Outside:</p> <p>When feasible teachers will be encouraged to provide outside learning opportunities for students. Any outside learning activity will follow all the health and safety guidelines outlined in this document (physical distancing, face coverings, hand washing/sanitizing, etc.).</p> <p>Classroom Modifications:</p> <ul style="list-style-type: none"> ● Extra furniture will be removed. ● Fabric covered furniture will be removed (Exception - Furniture required by IEPs, 504s, student medical needs). ● Students will be assigned seats to maximize physical distancing and minimize physical interactions. ● Maximum occupancy signs will be posted outside classrooms. <p>Support for Physical Distancing:</p> <ul style="list-style-type: none"> ● Physical distancing will be supported in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. ● Time spent standing in lines will be minimized. ● Steps will be taken to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ● Schedule modifications to limit the number of students in the building or outside learning space will be considered. ● When possible, students will enter their classroom through outside doors. ● Movement of students throughout the school will be staggered to limit hallway crowding. ● Students will use outdoor walkways when possible.

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> • Students who struggle maintaining social distance will receive instruction/coaching. Students will not be punished. • Remote web-based staff meetings and trainings will be held whenever possible. If an in-person meeting is necessary, staff members will maintain appropriate physical distance, wear a mask at all times, and will not eat or drink during the meeting. <p>Schedule Modifications: Modifications to limit the number of students in each building and individual interactions will include:</p> <p>Hybrid Model – A mix of on- and off-site instruction</p> <p>Grade School & CAPS</p> <ul style="list-style-type: none"> • Two days of on-site learning and two days of distance learning (off-site) offered to all students each week. • Families have the option to remain in CDL. <p>Middle School</p> <ul style="list-style-type: none"> • Four days of distance learning (off-site) offered to all students each week. • Two to four days of on-site academic intervention for small groups of students to support traditionally underserved populations and those who currently face COVID-19 related challenges. • Two days of on-site PE, content and enrichment classes offered to all students each week. • Families have the option to remain in CDL. <p>8/9 Academy & High School</p> <ul style="list-style-type: none"> • Four days of distance learning (off-site) offered to all students each week. • Four days of on-site academic intervention for small groups of students provided to support traditionally underserved populations and those who currently face COVID-19 related challenges. • One to two days of on-site academic enrichment, activities and social emotional learning options offered to all students each week. • Families have the option to remain in CDL. <p>Special Education and Related Services: Services will be planned and provided by the case managers in collaboration with the IEP team.</p> <ul style="list-style-type: none"> • Students with disabilities will continue to receive specially designed instruction (SDI) as outlined in their IEPs or 504s. The default will be to continue to deliver these services through distance learning. The student’s IEP/service team may decide to offer on-site or a combination of on-site and distance learning SDI based on a student’s individualized needs. • Special education staff will coordinate with general education when planning specially designed instruction (SDI). • If SDI requires on-site services in which physical distancing cannot be maintained, the IEP team will convene to determine appropriate next steps. <p>Speech/Language:</p> <ul style="list-style-type: none"> • Speech/Language Services will be provided through distance learning unless the IEP team determines there is a need for on-site services.

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>Music Instruction Grades K-7(K-8 CAPS):</p> <ul style="list-style-type: none"> • Music instruction K-7 (K-8 CAPS) will be delivered through distance learning on a schedule developed by the building principal. <p>Music Instruction Grades 8-12:</p> <ul style="list-style-type: none"> • Currently secondary band and strings courses are being offered via distance learning. • ODE is in the process of revising the guidance for on-site visual and performing arts. • If the decision is made to return to on-site music instruction at the secondary level the updated guidance will be followed as well as all the health and safety guidelines outlined in this document. <p>PE Instruction: PE instruction will be delivered through distance learning or on-site depending on building schedules. On-site PE instruction will follow all health and safety protocols outlined in this document including:</p> <ul style="list-style-type: none"> • Students in grades K-7(K-8 CAPS) will participate in PE with their stable classroom cohorts. • Students will wash/sanitize their hands before and after the on-site PE class. • PE classes will be held in the gymnasium, outside, or in classrooms with cohort groups maintaining 6 feet of physical distance. • When possible students will not share equipment. • Time for cleaning and sanitization between groups will be provided. <p>Staff Gatherings:</p> <ul style="list-style-type: none"> • Virtual staff meetings will be held when possible. • If in-person meetings/trainings are required staff will follow physical distancing requirements.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> ○ The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week⁴, unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week. ☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. 	<p>Stable Cohorts: Stable cohorts will be established and maintained.</p> <ul style="list-style-type: none"> • The cohort size will not be larger than can be accommodated by the space available to provide 35 square feet per person, including staff. • Daily logs/Contact tracing protocols as outlined in Section 1a of this document will be followed. • Students will not be part of a single cohort, or part of multiple cohorts that exceed a total of 100 people (including staff) within the educational week. • Cohorts may change week-to-week, but will be stable within the educational week. • Plans will be implemented to minimize the interactions between students in different cohorts. • Students will stay in their classrooms and not access common areas. • Playground use will be based on building schedules and will follow the health and safety guidelines outlined in this document

⁴ The cohort limit is focused on the students experience and their limit of 100 people includes every person they come into contact with, including staff. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards⁵, and peers. ☒ Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. ☒ Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts. 	<p>(physical distancing, face coverings, hand washing/sanitizing, etc.).</p> <ul style="list-style-type: none"> • Students will use assigned restrooms and restrooms will be cleaned frequently throughout the day. • Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) will be maintained between multiple student uses, even in the same cohort. • Efforts will be made to avoid multiple students using anything within the classroom. • Doors will be left open when possible. • Students will have assigned seats. • Students will be assigned materials needed for the instruction. • Drinking fountains will be covered and not be available for use. Water bottle filling stations will be available. Students will be asked to bring their own labeled water bottles and extra water bottles will be available. • The number of staff that interact with each cohort will be minimized as much as possible. • Staff who interact with multiple cohorts throughout the day will wash/sanitize their hands between interactions with different cohorts. <p>ADA and IDEA Protections:</p> <ul style="list-style-type: none"> • Cohorts will be designed such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. <p>Speech and Language Services:</p> <ul style="list-style-type: none"> • Services will be provided via distance learning unless the IEP teams determine there is a need for on-site services. <p>Special Classes:</p> <ul style="list-style-type: none"> • Due to the instructional model used, there is not a need for cohorts in Special Education services, EL services, or PE. <p>Elementary Staff:</p> <ul style="list-style-type: none"> • Consideration will be given to altering schedules for staff who interact with multiple cohorts (paraprofessionals) to limit the number of students or cohorts they interact with each week.

1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☐ Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols (see section 8b of the <i>Ready Schools, Safe Learners</i> guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training. 	<p>Communication Guidelines:</p> <ul style="list-style-type: none"> • Before the start of on-site instruction communication will be sent to staff explaining infection control measures that are being implemented and each staff members responsibility to follow the protocols (including cleaning protocols, distancing protocols, face covering requirements, etc.). • The COVID-19 Hazard Poster and Masks Required signs will be displayed throughout each building. • At least two weeks before the beginning of on-site instruction a letter outlining the instructional model, the rationale and vision behind it and specific infection control measures will be shared with all families in their requested language through print and electronically.

⁵ Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e). ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> ○ The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day. ○ OSHA has developed a model notification policy. ☒ Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance. ☒ Provide all information in languages and formats accessible to the school community. 	<ul style="list-style-type: none"> • All communication will be posted on the district website. • Updated communication will be shared with families at least monthly or as necessary throughout the school year. • Updated communication will be included each month in the district newsletter. <p>In the event of a confirmed case of COVID-19 among staff or students the school nurse/MESD school health services coordinator will:</p> <ul style="list-style-type: none"> • Immediately notify the LPHA. • Immediately communicate with staff and families of students who came in close contact with a confirmed case of COVID-19. • Immediately communicate with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ODE Communication Toolkit • Communication will be provided in the families’ requested language. <p>Staff Training: All staff will be required to participate in training prior to the return to on-site learning.</p> <ul style="list-style-type: none"> • Two days of Inservice will be conducted before on-site learning begins. The focus will be staff training. Time not allocated to training will be for staff to prepare classrooms and to plan for on-site learning. • Building principals will be responsible to ensure that the training is conducted in an effective manner. <ul style="list-style-type: none"> ○ Training will include OSHA’s 10 employee training requirements. ○ Four of the 10 are covered in the Oregon OSHA COVID-19 Training Course. ○ Training will also include the District COVID-19 Protocols Training. ○ Training will include protocols for conducting safety drills. ○ Training will be developed to cover the additional training requirements and any site-specific protocols. • The building principals will be responsible to provide refresher training to their staff based on site specific circumstances.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> ○ Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell. ○ Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. ○ In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools. ○ Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken 	<p>Entry and Screening:</p> <ul style="list-style-type: none"> • Before the beginning of on-site learning, the superintendent will send a (Can my Student go to School Today?) communication to staff and families directing anyone who has or is living with someone who has COVID-19 symptoms to stay home. • This document clearly outlines the COVID-19 symptoms, and requirements for returning to on-site instruction. • The school nurse and school staff will consult the Exclusion Summary Chart to support compliance with screening and exclusion guidelines. <p>Student Entry Screening Protocols:</p> <ul style="list-style-type: none"> • Each student will be assigned an entrance point (a specific door) to the school building. Students will use an outside door leading directly into their classroom whenever possible.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms ☒ Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff. <ul style="list-style-type: none"> ○ Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <i>Ready Schools, Safe Learners</i> guidance) and sent home as soon as possible. See table “Planning for COVID-19 Scenarios in Schools.” ○ Additional guidance for nurses and health staff. ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See “Planning for COVID-19 Scenarios in Schools” and the COVID-19 Exclusion Summary Guide. ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the COVID-19 Exclusion Summary Guide. ☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<ul style="list-style-type: none"> • Students in grades K-5 (K-8 CAPS) will go directly to their homeroom class. • Middle School, 8/9 Academy and High school students will go directly to their first class/activity and enter through the assigned entry door. • Parents will be asked to conduct a daily health screening before sending their student(s) to school following the guidelines outlined on the Can My Child go to School Today? document. • Staff will be present at each entry point to visually screen students for symptoms using the Student Contact Tracing Form • In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. • If a student arrives at the school building displaying symptoms of COVID-19 or other excludable symptoms the school nurse or health assistant will be notified and isolation protocols will begin. • The school nurse and building principal will consult the Planning for COVID-19 Scenarios in Schools to determine the next steps. • Students will wash/sanitize their hands as they enter the building/classroom (wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol). <p>Staff Screening:</p> <ul style="list-style-type: none"> • Staff members required to self-screen for COVID-19 symptoms daily and are not allowed on campus if they have any COVID-19 symptoms • Staff are required to report to their supervisor when they have symptoms related to COVID-19. • Staff are required to report to their supervisor when they or anyone living in their home may have been exposed to COVID-19. • Staff members are not responsible for screening other staff members for symptoms. • Staff members will wash/sanitize their hands upon entering the school facility. <p>Ongoing Exclusion Protocols:</p> <ul style="list-style-type: none"> • The school nurse will follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See “Planning for COVID-19 Scenarios in Schools” and the COVID-19 Exclusion Summary Guide • Staff or students with a chronic or baseline cough that has worsened or is not well controlled with medicine will be excluded from school. • Staff or students with other symptoms that are chronic or baseline (e.g., asthma, allergies, etc.) will not be excluded from school following the COVID-19 Exclusion Summary Guide.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> ○ Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. ○ Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. 	<p>Visitors/Volunteers:</p> <p>Non-essential visitors and volunteers will be unable to work in schools or participate in activities that require on-site interaction. Adults in schools will be limited to staff and essential visitors.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the COVID-19 Exclusion Summary Guide. ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the <i>Ready Schools, Safe Learners</i> guidance. 	<ul style="list-style-type: none"> • Examples of essential visitors include DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include Parent Teacher Association (PTA) members, classroom volunteers, etc. • Special cases will be evaluated by the building principal to determine if the role requires their presence on-site or if an online option is available. Special cases will be rare exceptions. As much as possible the default will be an online option. • Essential visitors will sign-in at the school office and a record of their interactions will be kept in order to facilitate contact tracing. • Essential visitors will be asked to self-screen for symptoms or COVID-19 exposure during sign-in and will not be allowed to enter if symptomatic or have been exposed to someone with COVID-19. • Essential visitors must wash/sanitize their hands upon entry and exit. • Essential visitors must wear face coverings in accordance with LPHA and CDC guidelines and maintain six-feet of physical distancing. • Essential visitors will be asked to notify the school nurse if they develop symptoms of COVID-19 within 14 days of the visit.

1h. FACE COVERINGS, FACE SHIELDS, AND CLEAR PLASTIC BARRIERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers. ☒ Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student’s mouth and tongue motions in order to communicate. ☒ Face coverings should be worn both indoors and outdoors, including during outdoor recess. ☒ Group mask breaks” or “full classroom mask breaks” are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short period of time: <ul style="list-style-type: none"> ○ Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;” <ul style="list-style-type: none"> ○ Students must not be left alone or unsupervised. ○ Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; ○ Provide additional instructional supports to effectively wear a face covering; 	<p>Face Coverings: Everyone entering the school building will be required to wear a face covering or face shield (not synonymous with face masks). Exceptions are listed below. Face coverings will be the default requirement. Use of face shields alone while in the school buildings will be done on a limited basis based on exceptions listed below. Use of face coverings and shields will follow the following CDC guidelines for Face Coverings</p> <p>Adults:</p> <ul style="list-style-type: none"> • Face coverings/shields will be provided for any adult entering the school buildings. • Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in an outside learning space. • Face coverings will be the default requirement. • Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible. • Face coverings will be worn even when a staff member is behind a plexiglass barrier. • Face coverings/shields will be worn by adults both indoors and outdoors. • Staff will wear face coverings/shields while supervising students during mealtimes. • If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ○ Provide students adequate support to re-engage in safely wearing a face covering; ○ Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. ☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role. <ul style="list-style-type: none"> ○ Additional guidance for nurses and health staff. <p>Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance</p> <ul style="list-style-type: none"> ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: <ul style="list-style-type: none"> ○ Offering different types of face coverings and face shields that may meet the needs of the student. ○ Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised. ○ Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease. ○ Additional instructional supports to effectively wear a face covering. ☒ For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts must not deny any in-person instruction. ☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020. <ul style="list-style-type: none"> ○ If a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, the school or district must: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments. 2. Not make placement determinations solely on the inability to wear a face covering. 3. Include updates to accommodations and modifications to support students in plans. ○ For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan. 2. The team must determine that the disability is not prohibiting the student from meeting the requirement. <ul style="list-style-type: none"> ● If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, ● If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to 	<p>School Nurse and Nurse Assistant:</p> <ul style="list-style-type: none"> ● Face masks are required for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. ● School medical personnel shall also wear appropriate Personal Protective Equipment (PPE) for their role. ● Additional guidance for nurses and health staff. <p>Students:</p> <ul style="list-style-type: none"> ● Face coverings/shields will be required for all students following CDC guidelines for Face Coverings. ● Face coverings/shields will be provided to students if needed. ● Face coverings will be the default requirement. ● Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate. ● Face coverings should be worn both indoors and outdoors, including during outdoor recess. ● Group "mask breaks" or "full classroom mask breaks" are not allowed. ● If a student removes a face covering, or demonstrates a need to remove the face covering for a short period of time: , a space will be provided away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break." ● During the sensory break the student will not be left alone. ● The designated area or chair will be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use. ● Additional instructional supports will be provided to help a student to effectively wear a face covering and re-engage with the group. ● Students who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering during on-site instruction will be provided access to instruction. Comprehensive Distance Learning (CDL) will be provided when this decision is values-based. This does not apply to students protected under ADA and IDEA. <p>Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance: If any student requires an accommodation to meet the requirement for face coverings, districts and schools will limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:</p> <ul style="list-style-type: none"> ● Offering different types of face coverings and face shields that may meet the needs of the student. ● Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised. ● Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease. ● Additional instructional supports to effectively wear a face covering. ● For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, the district will not deny any in-person instruction.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>providing instruction through Comprehensive Distance Learning.</p> <p>3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.</p> <p>☒ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</p> <p>☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	<ul style="list-style-type: none"> • The district will comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020. • If a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, the school or district will: <ul style="list-style-type: none"> ○ Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments. ○ Not make a placement determination solely on the inability to wear a face covering. ○ Include updates to accommodations and modifications to support students in plans. • For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district will: <ul style="list-style-type: none"> ○ Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan. ○ The team must determine disability is not prohibiting the student from meeting the requirement. ○ If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability. ○ If the student's IEP/504 plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through CDL. • The team will hold an a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, of CDL. • For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. • Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.

ii. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p>☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the COVID-19 Exclusion Summary Guide.</p> <ul style="list-style-type: none"> ○ Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure 	<p>Protocols for Isolation: Protocols for exclusions and isolation for students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day will be followed.</p> <ul style="list-style-type: none"> • A designated primary isolation area (Care Room) has been set up for symptomatic students in the grade school, CAPS and the middle school. Symptomatic 8/9 Academy and high school students will use the Care Room in the middle school. • If able to do so, the student will wear a face covering while in the Care Room. • If a student is screened as symptomatic during arrival the school nurse will be called. When possible the school nurse or health

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation.</p> <ul style="list-style-type: none"> ○ Consider required physical arrangements to reduce risk of disease transmission. ○ Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. ○ Additional guidance for nurses and health staff for providing care to students with complex needs. <p>☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> ○ School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space. ○ After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. ○ If able to do so safely, a symptomatic individual shall wear a face covering. ○ To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. <p>☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p>☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in “Planning for COVID-19 Scenarios in Schools.”</p> <p>☒ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</p> <p>☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.</p> <p>☒ The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.</p>	<p>assistant will escort the student to the designated Care Room. If the nurse or health assistant are not available another designated staff member will be called.</p> <ul style="list-style-type: none"> • When possible, students who are symptomatic before getting on the bus for arrival will not be allowed on the bus. If a parent/guardian or another designated adult is present, they will be asked to take the student home. If a parent/guardian is not at the bus stop the student will be transported to school and the protocols outlined in section 2i of this document will be followed. • Symptomatic students will remain at school until a designated adult can pick them up. • Staff will be assigned to supervise students who are symptomatic and will maintain at least six feet of distance and wear facial coverings. • Secondary isolation areas will be identified as needed. • School health staff who need to be in close contact with a symptomatic individual must wear appropriate PPE including a medical grade face mask. They will follow appropriate PPE removal and hand washing steps. • Any PPE used during care of a symptomatic individual will be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands will be immediately washed with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • To reduce fear, anxiety, or shame related to isolation, the staff member supervising the student will provide a clear explanation of procedures, including use of PPE and handwashing. • Staff who are symptomatic will be isolated and will leave the school building as soon as possible. <p>Emergency Transportation:</p> <ul style="list-style-type: none"> • If a symptomatic individual requires transportation the school nurse will consult with the building principal, transportation coordinator, parents and/or the superintendent to arrange to safely transport the individual home or to a health care facility. • In the event of an emergency the school nurse will call 911 and work with emergency medical personnel to arrange transportation to a health care facility. <p>Ill Staff and Students:</p> <ul style="list-style-type: none"> • Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. • The school nurse will communicate with the staff member or student’s family regarding requirements for returning to on-site instruction. The “Planning for COVID-19 Scenarios in Schools.” document will be consulted regarding returning to on-site instruction. • A record of students and staff who were isolated or sent home will be available for the LPHA review. • The school will provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.



2. Facilities and School Operations

Some activities and areas will have a higher risk for spread (e.g., band, choir, science labs, locker rooms). When engaging in these activities within the school setting, schools will need to consider additional physical distancing or conduct the activities outside (where feasible). Additionally, schools should consider sharing explicit risk statements for instructional and extra-curricular activities requiring additional considerations (see section 5f of the *Ready Schools, Safe Learners* guidance).

2a. ENROLLMENT

(Note: Section 2a does not apply to private schools.)

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> ○ The ADM enrollment date for a student is the first day of the student's actual attendance. ○ A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. ○ If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance. ○ Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. ☒ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended. ☒ When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. ☒ When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education. ☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting. 	<p>Enrollment: Students (including foreign exchange students) will be enrolled following the standard Oregon Department of Education guidelines.</p> <ul style="list-style-type: none"> • Rules regarding the temporary suspension of the 10 day drop rule will be followed. • If a student has stopped attending for 10 or more days, the district will continue to try to engage the student. At a minimum, the district will attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. • When enrolling a student from another school, schools will request documentation from the prior school within 10 days of enrollment. • Students who cannot attend on-site due to student or family health and safety concerns will have the option to continue with CDL. • When a student has a pre-excused absence or COVID-19 absence, the school district will reach out to offer support at least weekly until the student has resumed their education. • When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, the district will continue to count them as absent for those days and include those days in Cumulative ADM reporting.

2b. ATTENDANCE

(Note: Section 2b does not apply to private schools.)

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☒ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in 	<p>Attendance:</p> <ul style="list-style-type: none"> • For students in grades K-7(K-8 CAPS) attendance will be taken once per day regardless of the instructional model.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</p> <ul style="list-style-type: none"> ☒ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. ☒ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. ☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health. 	<ul style="list-style-type: none"> • For students in grades 8-12 attendance will be taken at least once for each scheduled class for all students enrolled in school, regardless of the instructional model. • For students enrolled in alternative programs guidelines in the cumulative ADM manual will be followed for recording and reporting attendance or hours of instruction. • Any online program that previously followed the two check-ins per week attendance process will follow the attendance rule described in this section. • Families will be provided with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. ☒ If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations. 	<p>Technology: All students will be assigned a district-owned device for use in the school building.</p> <ul style="list-style-type: none"> • The devices will be cleaned prior to distribution and when they are returned. • The technology coordinator will maintain procedures for return, inventory, updating, and redistributing district-owned devices. Physical distancing requirements will be maintained during distribution of devices. • Students will not share devices during the school day. • Students will have the option to take the device home for at home use. • Additional devices will be accessible for supplemental on-site use for students with broken devices or devices left at home. • The supplemental devices will be cleaned/sanitized between each use. • The district will provide support or internet hot spots for families who do not have access to internet service.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. ☒ Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ Personal Property: Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). 	<p>Handwashing:</p> <ul style="list-style-type: none"> • Age-appropriate hand washing instruction will be provided at the beginning of on-site instruction. This instruction will be repeated and revised periodically throughout the year. • Students and staff will wash/sanitize their hands when first entering the school building, and before and after transitioning to a new activity or location throughout the day. • Signs showing proper hand washing techniques will be posted in the restrooms. • Hand sanitizer will be provided throughout the building for use when hand washing is not available. <p>Equipment:</p> <ul style="list-style-type: none"> • As much as possible supplies and equipment will not be shared. • All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group following the CDC's sanitizing protocols.

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>Events:</p> <ul style="list-style-type: none"> • Most field trips will be designed virtually for the school year. If a field trip is planned it will be organized to follow all the health and safety protocols outlined in this document and ODE's Supplemental Field Trip Guidance. • All assemblies, special performances, schoolwide parent meetings and other large gatherings will be cancelled or held in a virtual format. • All athletic practices and events will follow the county metrics for indoor and outdoor recreational activities. Any athletic practices or events will follow the health and safety guidelines outlined in this document. • Building principals may organize small gatherings (clubs, social activities) based on state and county guidelines. Any gatherings will follow the health and safety guidelines outlined in this document. <p>Transitions/Hallways:</p> <ul style="list-style-type: none"> • Hallway traffic direction will be marked to show travel flow. • Students will line up in cohort classes outside and in the gym in designated areas, keeping more than 6 feet between cohort groups. • Line up areas will be marked with visual cues to indicate adequate physical distance. • Student cohorts will remain in the classroom with adult transitions when possible. • When possible, cohort classrooms will be assigned by building area/level to allow access to a single bathroom, water bottle filling station, and hand washing station throughout the school day. <p>Personal Property:</p> <ul style="list-style-type: none"> • There will be a limit on the number of personal items brought into school based on building specific needs. • Prior to beginning on-site instruction, a full list of allowable personal items will be sent home (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). • If personal items are brought to school, they must be labeled prior to entering school and not shared with other students. • Students will not use lockers to store personal property. All personal property brought to school will be carried by the student if transitioning to a new learning space. <p>Restrooms:</p> <ul style="list-style-type: none"> • Restrooms will be assigned based on cohorts. • Visual reminders will be used in all restrooms to encourage hygienic practices including: Handwashing techniques covering coughs/sneezes, physical distancing, facial coverings and COVID-19 symptoms.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> ○ Eliminate shared pen and paper sign-in/sign-out sheets. ○ Ensure hand sanitizer is available if signing children in or out on an electronic device. ☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	<p>Arrival and Entry: Physical distancing, stable cohorts, square footage, and cleaning requirements will be maintained during arrival and dismissal procedures.</p> <ul style="list-style-type: none"> • Clear communication will be sent to families regarding drop off and pick-up protocols prior to the beginning of on-site instruction. • Pick-up and drop off will be organized to be as short as possible. • If possible arrival and dismissal times will be staggered based on building level schedules and transportation coordination requirements. • Students who ride the bus and students whose parents drive them may have staggered arrival and dismissal times. • Upon arrival students will be directed to designated entry points to limit interactions. • During dismissal students will exit their classroom through an outside door when possible and will go directly to their bus or to their designated pick-up spot. • Students will maintain 6 feet of physical distance during this process. • Staff will be assigned to supervise and ensure that face coverings are worn, and physical distance is maintained. • Each student will be assigned an entrance point (i.e., a specific door) to the school building. • Students in grades K-5 (K-8 CAPS) will go directly to their homeroom class. • Middle, 8/9 Academy and high school students will go directly to their first class/assigned activity and enter through the assigned entry point. • Staff will be present at each entry point to visually screen students for symptoms and track cohort data. • Students identified as potentially symptomatic will be directed to the office following the plan outlined in Section 1i of this document. • When entering the building students will be directed to wash/sanitize their hands. • Alcohol-based hand sanitizer (with 60-95% alcohol) dispensers will be easily accessible near all entry doors and other high-traffic areas. • Parents/caregivers will not be allowed to enter the building unless there is a documented need for them to accompany the student into the school (IEP, 504, medical need). <p>Sign-In /Sign-Out Procedures:</p> <ul style="list-style-type: none"> • Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance. • Students will be asked to wash/sanitize their hands before entering the classroom or before they leave the building. • Face coverings will be required for any person entering the buildings. • All sign-in/sign-out tracking will be handled by office staff to eliminate sharing of pen/paper.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> ○ Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<p>Seating:</p> <ul style="list-style-type: none"> • Classroom desks and tables will be arranged with students being seated six feet apart to the maximum extent possible. • Rooms will be arranged so that staff and students physical bodies are six feet apart to the maximum extent possible. Teachers will have a pathway that allows them six feet of space around them whenever possible. • Students will use a single assigned seat at all times. <p>Classroom Procedures:</p> <ul style="list-style-type: none"> • Classes will not use shared hall/restroom passes. • Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing and assigned seating areas. <p>Materials:</p> <ul style="list-style-type: none"> • Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If sharing is required these items will be cleaned between each use. • Hand sanitizer and tissues will be available for use by students and staff. • Library materials – When books from the classroom libraries are returned, they will be quarantined for 24 hours. <p>Furniture:</p> <ul style="list-style-type: none"> • All upholstered furniture and soft seating will be removed from the school building unless required by IEPs, 504s, or a student's medical needs. <p>Handwashing:</p> <ul style="list-style-type: none"> • All students will wash/sanitize their hands upon building entry, before and after transitioning to a new activity or location, and prior to snack and lunch. • Additional hand washing/sanitizing opportunities will be provided throughout the school day as needed. • Signage at each sink/hand washing station will remind students and staff of effective handwashing practices and respiratory etiquette. <ul style="list-style-type: none"> ○ Proper handwashing: Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ○ Respiratory etiquette: Cover coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed/sanitized immediately.

2g. PLAYGROUNDS, FIELDS, RECESS, BREAKS, AND RESTROOMS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. 	<p>Playgrounds & Recess: Following state and county metrics classes may use playgrounds for recess on a staggered schedule throughout the school week.</p> <ul style="list-style-type: none"> • Outdoor playground structures require normal routine cleaning and do not require disinfection. • Playground structures and shared equipment will be used by one cohort at a time. • All outdoor equipment will be cleaned at least daily or between use as much as possible in accordance with CDC guidance.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings. 	<ul style="list-style-type: none"> • Shared playground equipment (balls, jump ropes, etc.) will be cleaned and disinfected between each cohort group following protocols outlined in Section 2 of this document and CDC guidance. • Recess activities will be designed to support cohorting, physical distancing, and square footage requirements. • Students will wash/sanitize hands before and after using playground equipment. • Use of playgrounds will be coordinated by the building principal. • When a class is not able to use the playground they may have access to the gymnasium. • If the gymnasium is not available, students will have a break in their classroom. Physical distancing requirements will be maintained during classroom breaks • Signage which outlines restricted access to outdoor equipment will be posted. <p>Restrooms:</p> <ul style="list-style-type: none"> • After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. <p>Staff Rooms:</p> <ul style="list-style-type: none"> • The staff rooms will not be used for breaks or lunch. When in common spaces staff will maintain six feet of distance.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the <i>Ready Schools, Safe Learners</i> guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible. ☒ Students and staff must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning and disinfection of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn. 	<p>Meal Service Plan:</p> <ul style="list-style-type: none"> • When possible meals will be delivered to the classroom. • When meal delivery is not possible students will pick up meals from the cafeteria on a staggered schedule. Students will enter the building, pick up their meal and immediately exit the building through a different door. • All students will wash/sanitize their hands before and after meals. • Meals will be prepackaged not served buffet-style. • All meals will be eaten in the classroom. • Staff and students will not be allowed to share food or drinks. • At designated meal or snack times, students may remove their face coverings to eat or drink, but will maintain six feet of physical distance from others and will put face coverings back on after finishing the meal or snack. • Staff serving meals and students interacting with staff at mealtimes must wear face coverings. • Staff members will maintain 6 feet of physical distance to the greatest extent possible while supervising mealtime. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible. • Staff members will wear face coverings while supervising students during mealtime. Staff members will not eat or drink during student mealtime. • Meal preparation spaces, touch points and meal counting systems will be cleaned/sanitized at appropriate intervals. • Each table/desk will be cleaned/sanitized before and after meals are consumed. • Meal items (e.g., plates, utensils, transport items) will be cleaned and sanitized after each use.

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> Staff will eat snacks and meals independently, and not in staff rooms when other people are present.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child. ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure. <ul style="list-style-type: none"> ○ If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected. ○ If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, only as stated in Section 1h of the <i>Ready Schools, Safe Learners</i> guidance. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings for all students, applying the guidance in section 1h of the <i>Ready Schools, Safe Learners</i> guidance to transportation settings. This prevents eating while on the bus. ☒ Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible. 	<p>Transportation:</p> <ul style="list-style-type: none"> • The transportation supervisor and transportation coordinator were consulted and actively participated in planning for transportation for on-site instruction. • The buses will be cleaned and sanitized between cohort routes. The focus will be to disinfect frequently touched surfaces. • Time will be scheduled between routes so that the busses can be cleaned and sanitized adequately. • Driver/staff members will sanitize their hands between helping each child or when getting on or off the bus. • Drivers will be encouraged not to wear gloves, but sanitize their hands between students. If sanitizer is not available disposable gloves can be used and must be changed to a new pair before helping each student. <p>Transportation Screening Protocols: The transportation supervisor will be responsible to implement training for each bus driver regarding visual screening, physical distancing, maintaining a contact log, isolation and cleaning protocols.</p> <ul style="list-style-type: none"> • Each bus driver will be required to: <ul style="list-style-type: none"> ○ Visually screen students for illness at the time of arrival and departure. ○ Maintain logs for contact tracing. ○ Wear face coverings or shields. Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). ○ Wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield is an acceptable alternative as stated in Section 1h of this document. • If a student displays symptoms of COVID-19 or other excludable illness the following protocols will be implemented: <ul style="list-style-type: none"> ○ A face covering will be provided if the student does not already have one. ○ The student will be seated in the first row that is designated for students. ○ The student will be kept 6 feet away from other students and the driver when feasible. ○ Windows will be opened if feasible. ○ The student will exit the bus first. The seat and surrounding surfaces will be cleaned/sanitized. ○ If arriving at school the office staff will be notified and begin isolation measures. The school nurse, health assistant or other designee will meet the bus and escort the student to the Care Room. ○ If transporting for dismissal and a student develops symptoms during the route the bus driver will notify the person picking up the student and the school. <p>Ongoing Transportation Protocols:</p> <ul style="list-style-type: none"> • Students will have assigned seats. • Students will be required to wear face coverings following the guidance in section 1h of this document.

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> • Bus routes will be adjusted to support cohorting students and physical distancing when possible. • As much as possible, three feet of physical distance between passengers and six feet of distance between the driver and passengers will be maintained. • Windows will be open to maximize ventilation. Students will be advised to dress warmly. • The transportation supervisor will communicate with parents/guardians regarding practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). • The transportation supervisor will consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort. ☒ Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow. ☒ Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.) ☒ Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system. ☒ All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system. ☒ Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. 	<p>Cleaning Routines:</p> <ul style="list-style-type: none"> • All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between cohort use following CDC guidance. • Time and supplies will be provided for the cleaning and disinfecting of high-touch surfaces between multiple student uses throughout the day, even in the same cohort. • Facilities will be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces. • Disinfectants will be applied correctly following labeling directions as specified by the manufacturer. The products will be kept away from the students. • To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. • Ventilation systems will be checked and maintained monthly by maintenance staff. The maintenance supervisor will research and evaluate the HVAC system and run it in a way that healthy air circulation is maximized. • The maintenance supervisor will be responsible to ensure that the HVAC filters are maintained and replaced as necessary to ensure proper functioning of the system. • The maintenance supervisor will be responsible to ensure that all intake ports that provide outside air to the HVAC system are cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system. • The maintenance supervisor will consider running ventilation systems continuously and changing the filters more frequently. • The maintenance supervisor will plan for the best way to increase airflow (windows, fans). • The maintenance supervisor will consider the need for and most effective way to provide increased ventilation in areas where students with health care needs received medication or treatments. • The maintenance supervisor will consider modifications or enhancement of building ventilation where feasible (see CDC's

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☒ Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance). 	<p>guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).</p> <ul style="list-style-type: none"> • The maintenance supervisor will be responsible to ensure that custodial and maintenance staff are trained in all health and safety protocols required by OHSA.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). 	<p>Prevention Planning:</p> <ul style="list-style-type: none"> • The director of student services and school nurse will collaborate with the MESD, LPHA and district staff to maintain a prevention-oriented health services program for all students, including space to isolate sick students and services for students with special health care needs. • Licensed, experienced health staff will be included on teams to determine district health service priorities. • Services for students with existing health management issues will be maintained alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Not Applicable</p>	<p>Not Applicable</p>

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> ○ At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. ○ Fire drills must be conducted monthly. ○ Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. ○ Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. ☒ Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill. ☒ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. ☒ Drills shall not be practiced unless they can be practiced correctly. ☒ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. 	<p>Emergency Procedures and Drills:</p> <p>In accordance with ORS 336.071 and OAR 581-022-2225 (including those operating a Comprehensive Distance Learning model) will instruct students on emergency procedures. Schools that operate an on-site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.</p> <ul style="list-style-type: none"> • At least 30 minutes in each school month will be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills will be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) will be conducted two times a year. • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety will be conducted two times a year. • Drills will be carried out as close as possible to the procedures that would be used in an actual emergency. • Drills will not be conducted unless they can be practiced correctly. • When conducting a drill physical distancing will be maintained as much as possible. • Drills will not last longer than 15 minutes. • Staff will be trained on safety drills prior to the first day of on-site learning.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete. 	<ul style="list-style-type: none"> • Safety drills will be scheduled so that each hybrid cohort will have a chance to participate. • Students and staff will wash/sanitize their hands at the completion of a drill.

2n. SUPPORTING STUDENTS WHO ARE DYSREGULATED, ESCALATED, AND/OR EXHIBITING SELF-REGULATORY CHALLENGES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> • Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> • Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. • Use the least restrictive interventions possible to maintain physical safety for the student and staff. • Wash hands after a close interaction. • Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> • Preplan for a clean and safe alternative space that maintains physical safety for the student and staff • Ensure physical distancing and separation occur, to the maximum extent possible. • Use the least restrictive interventions possible to maintain physical safety for the student and staff. • Wash hands after a close interaction. • Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. 	<p>Supporting Students: In recognition of the fact that the return to on-site instruction may prove to be a challenge to some students the director of students services will coordinate with the district counselors and mental health professionals, the school nurse, administrators, and classroom teachers to plan for supporting students who are dysregulated, escalated, and/or exhibiting self-regulatory challenges.</p> <ul style="list-style-type: none"> • District staff will utilize the appropriate framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills. • Proactive/preventative steps will be taken to reduce antecedent events and triggers within the school environment. • Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). • Establish a proactive plan for daily routines designed to build self-regulation skills. • Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. • Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience. • Plan for the impact of behavior mitigation strategies on public health and safety requirements. • If a student elopes and staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ○ Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ○ Use the least restrictive interventions possible to maintain physical safety for the student and staff. ○ Wash hands after a close interaction. ○ Note the interaction on the appropriate contact log. • If a student engages in behavior that requires them to be isolated from peers and results in a room clear, staff should: <ul style="list-style-type: none"> ○ Preplan for a clean and safe alternative space that maintains physical safety for the student and staff. ○ Ensure physical distancing and separation occur, to the maximum extent possible. ○ Use the least restrictive interventions possible to maintain physical safety for the student and staff. ○ Wash hands after a close interaction. ○ Note the interaction on the appropriate contact log. • If a student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or requires physical de-escalation or intervention techniques other than restraint or seclusion staff should:

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> Maintain student dignity throughout and following the incident. Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. Use the least restrictive interventions possible to maintain physical safety for the student and staff Wash hands after a close interaction. Note the interaction on the appropriate contact log. <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p> <p><input checked="" type="checkbox"/> Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.</p>	<ul style="list-style-type: none"> Maintain student dignity throughout and following the incident. Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. Use the least restrictive interventions possible to maintain physical safety for the student and staff. Wash hands after a close interaction. Note the interaction on the appropriate contact log. <ul style="list-style-type: none"> Spaces that are unexpectedly used to deescalate behaviors will be appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.

2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the <i>Ready Schools, Safe Learners</i> guidance). Single-use disposable PPE must not be re-used.</p>	<p>Protective Physical Intervention: Reusable Personal Protective Equipment (PPE) will be cleaned/sanitized after every episode of physical intervention as outlined in Section 2j in this document. Single use PPE will not be reused.</p>



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Review the “Planning for COVID-19 Scenarios in Schools” toolkit.</p> <p><input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</p>	<p>Prevention and Planning: The Planning for COVID-19 Scenarios in Schools toolkit will be reviewed and used as a reference should any COVID-19 questions or situations arise.</p> <ul style="list-style-type: none"> The school nurse will coordinate with the LPHA and MESD to establish communication channels related to current transmission rates and will follow recommendations for communication and response to an outbreak. No large in person district events will be planned for the year.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit.</p> <p><input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning.</p> <p><input checked="" type="checkbox"/> Continue to provide meals for students.</p>	<p>Response: In the event of an outbreak The Planning for COVID-19 Scenarios in Schools toolkit will be reviewed and used as a reference should any COVID-19 questions or situations arise.</p> <ul style="list-style-type: none"> In the event that there is a single positive case, or a cluster of cases of COVID-19, the district will partner with the LPHA who will work to support them on ongoing COVID-19 mitigation efforts. Thought and consideration will be given to the multiple ways families live together, specifically multigenerational families.

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> • If on-site learning is closed, a Short-Term Distance Learning or Comprehensive Distance Learning model for all staff/students will be implemented. • If on-site learning is closed, meals will continue to be provided to students who are eligible for the free/reduced lunch program or are experiencing financial difficulties. • Clear communication will be sent to families regarding the criteria that must be met in order for on-site instruction to resume.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. ☒ When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	<p>Recovery and Reentry: If the metrics indicate a possibility of returning to on-site instruction the leadership staff will review and utilize the <i>Planning for COVID-19 Scenarios in Schools</i> toolkit.</p> <ul style="list-style-type: none"> • All surfaces will be cleaned/sanitize according to CDC guidance prior to returning to on-site instruction. • When able to return to on-site instruction the district will follow the instructional model, and health and safety protocols that are outlined in this document.



ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models. Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.

This section does not apply to private schools.

- ☒ We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:
 - Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
 - The [Comprehensive Distance Learning](#) guidance,
 - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
 - [Planning for COVID-19 Scenarios in Schools](#)
- ☐ We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:
 - Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
 - The [Comprehensive Distance Learning](#) guidance,
 - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
 - [Planning for COVID-19 Scenarios in Schools](#)

We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled “Assurance Compliance and Timeline” below.



4. Equity



5. Instruction



6. Family, Community, Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

If a district/school cannot meet the requirements from the sections above, provide a plan and timeline to meet the requirement.

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements <i>Include how/why the school is currently unable to meet them</i>