OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's ***Ready Schools, Safe Learners*** guidance, each school[1] has been directed to submit a plan to the district[2] 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.

1. Please fill out information:

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[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.

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Crater School of Business, Innovation and Science
Key Contact Person for this Plan	Tiffany Slaughter, Principal
Phone Number of this Person	541-494-6302
Email Address of this Person	Tiffany.slaughter@district6.org
Sectors and position titles of those who informed the plan	RN-District Nurse, Wendy Sigler Superintendent of D6 Schools, Samantha Steele Assistant Superintendent and Director of Instruction, Todd Bennett Principal, Tiffany Slaughter Student Success Coordinator, Matthew Meunier D6 Task Force Representative and Special Services Coordinator, Ryan Munn Athletic Director and Building Safety Officer, David Heard District 6 Food Services Coordinator, Anne Leavens D6 Lead Custodian, Rick Austin Junior/Senior teachers and mentors, Jeremy Sinks, Kierra Huggins, John Lohman, Kristen Sullivan, Mike Rogan, Charissa Spranger, Lisa Schuh, IEP specialist
Local public health office(s) or officers(s)	https://jacksoncountyor.org/hhs/Public-Health/CDC
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Tiffany Slaughter-School David Heard-Building
Intended Effective Dates for this Plan	09/08/2020-06/17/2021
ESD Region	SOESD

2. 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.

> Our staff is dedicated to placing all students in our communities at the center of our planning for 2020-21 school year. We have relied on results from "empathy interviews" conducted as part of our mentoring work, district-wide surveys conducted during the Covid shutdown, anecdotal reports from families during the school closure, and equity meetings with students of color to inform our work and ensure we are keeping at the forefront of our minds the needs of the following groups of students:
> - Students special needs
> - Students who are English language learners
> - Students qualifying for free or reduced lunch
> - Students without transportation
> - Students without internet access
> - Students who identify as a student of color
>
> Students without access to electronic devices

3. Indicate which instructional model will be used.

      Select One:
      ☐ **On-Site Learning**   ☐ **Hybrid Learning**   ☒ **Comprehensive Distance Learning**

4. 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).

5. 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 3-19 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

* **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.
As of August 3, 2020. Central Point School District must move to Comprehensive Distance learning as a result of the Jackson County COVID metrics as established by the Governor's Office and ODE.

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.
- All students will have a full academic experience through our Comprehensive Distance Learning model.   - No students will be retained or face limitations on their academic progress based on academic results of spring 2020.   - All students who received an "incomplete" in the final term of 2020 will have a Credit Earning Assurance Plan developed in cooperation with the student services coordinator; Credit Earning Assurance Plan will ensure students are not held to a higher standard of essential learning for the final term of the 2020 school year.   - All students will have regular education classes staffed by licensed teachers.   - Students receiving services under ESSA, ADA, or IDEA will receive synchronous instruction from special education instructors and educational assistants.   - ELL services will be provided by our ELD teacher through a scheduled class and office hours. Our ELD teacher will collaborate with teachers to provide appropriate supports for ELL students; our teachers will use CEL strategies.   - When metrics are met at the school, state, and district level for small group meetings, MAPS, CLASS, ELD, and CTE classes will be prioritized for those in-person instructional meetings.   - TAG students will have access to take accelerated class options.   - All students will receive access to FAPE under our comprehensive distance learning plan.   504s will be reviewed and revised as necessary.   Other supports and resources that will be offered by Crater School of Business, Innovation and Science during closure: - The D6 Express will deliver meals, materials, library books and other resources to multiple locations in the district, daily.   - Meals will also be available at school sites (currently, CPE, JES, Crater and PES).   - Student services (access to our school counselors and student services coordinators for resources, personal counseling and academic counseling).   - Supports for Special Education Students and English Language Learners.   - Chromebooks or devices for students who need them; tech support for students and families.   - Mental health services and physical health services through *La Clinica*.   - Childcare through partner organizations.   **Section 2**

- The Crater School of Business, Innovation and Science will provide virtual orientations to help students and parents understand how to negotiate virtual tools and procedures before the start of the school year.
- All classes will feature synchronous, teacher-facilitated instruction during their scheduled times, and teachers will be available and accessible during the entirety of the scheduled class as well as mentoring phone calls placed weekly to every family by every teacher.
- Students will have access to well-rounded educational opportunities to fill learning gaps and access additional learning opportunities through a variety of electives, and a variety of remediation and acceleration options within blended learning labs.
- The school and teachers will actively develop positive climate and culture practices.
- Crater School of Business, Innovation and Science will meet division 22 standards for instructional time.
- Mentoring will continue to be a part of every CDL student's small learning community experience.
- Progress/grade reports will be shared with families every six weeks. Student grades are available at all times through ParentVue and StudentVue.
- Emergent/bilingual feedback supports will be available for all families as needed.
  Student Services Coordinator will coordinate with teachers to follow the statewide assessment plan.

Section 3
- Food will be delivered to students via the "D6 Express." Nutrition information is communicated on the district website at https://d6connected.district6.org/.
- Student Services Coordinator will communicate attendance expectations through ParentSquare.
- Teachers will take attendance daily using Synergy.
- Clubs and activities will continue to meet virtually when possible.

Section 4
- The principal has reviewed FERPA guidance and will ensure that Crater School of Business, Innovation and Science continues to comply with state civil rights laws.
- Our district receives title grant awards will consult with tribal organizations.
- Ensuring the safety, belonging, and mental health of each student as a foundation for learning; and recognizing race, culture, gender, and sexual identity will continue to be at the heart of the work of Crater School of Business, Innovation and Science.
- Routines will be established to build connection, relationships and a sense of belonging.
    - All students will have daily opportunities for peer and teacher interactions through Zoom and Canvavs.
    - All students will be part of a mentoring cohort.
- Principal will ensure that health education will include all required social-emotional learning skills and meet the requirements of Erin's Law.
- Campus counselor Michelle Grush will coordinate comprehensive school counseling program.
- The principal will coordinate at least 4 virtual conferences during the year, honoring the student's home language.
- Roles and responsibilities for all stakeholders will be clearly communicated:
    - Communication with students will primarily be through their classroom teachers and mentors.
    - Communication with parents/families will primarily be through ParentSquare, Facebook, Canvas and virtual forums conducted by the principal.
    - Communication between family and staff will primarily be with phone calls, email and meetings and Canvas.
    - Communication between staff and school leadership will be primarily through email and meetings.

- Principal will review district policies ensuring appropriate communication between district personnel and students/families as part of teacher due process communication meeting during in-service week.
- All teachers will have office hours that will be posted in class syllabi and posted on Canvas.
- Feedback from families, including families of high needs students, will be collected through electronic surveys conducted regularly, during virtual forums, and through anecdotal evidence.

Section 5
- During in-service week due process meeting, all staff will review laws about student data security. Principal will ensure that student data will be secured.
- Kajeet hotspots will be issued to families or staff who request them(confirm with district). Free wifi access locations will be shared with all district families on D6Connected website.
- All students and teachers in need of an internet capable computing device will be issued a Chromebook. The Chromebooks will be equipped with appropriate filtering mechanisms and apps, and will be maintained by the district.
- Canvas will be used as the LMS and Zoom will be the online meeting platform. Teachers have training and experience in the operation of both.
- Acellus training will be offered to teachers to use as a tool for teaching online content when necessary.
- PD will be provided:
    - by the school and district for Acellus training, supported by two identified teacher leaders.
    - during in-service week and in staff meetings to master operational functions such as Canvas.
    - during in-service week and in staff meetings to refine and share best practices for comprehensive distance learning.

> **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.**

When the county metrics return to the required rate for COVID. We will begin the transition of bringing students back. With the most vulnerable and needy students back in the building while still keeping distance learning until the grading period ends (at the end of the six weeks). Then at the newest grading period, students will begin with cohorts in an alternate day, hybrid model.

Student schedules will remain the same with extended support time in computer labs for those students needing to remain on campus all day.

Students will also have the option of attending five days in person. This will include in-person academic time with instructors for delivery of new information, facilitation of collaboration and assessment/checks for understanding,

Mentoring will remain in tact regardless of hybrid or distance learning options.

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.

0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

☐ The school currently meets the required metrics to successfully reopen for in-person instruction in an On-Site or Hybrid model. *If this box cannot yet be checked, the school must return to Comprehensive Distance Learning but may be able to provide some in-person instruction through the exceptions noted below.*

EXCEPTIONS FOR SPECIFIC IN-PERSON INSTRUCTION WHERE REQUIRED CONDITIONS ARE MET

☐ The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the *Ready Schools, Safe Learners* guidance).

☒ The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the *Ready Schools, Safe Learners* guidance).

☐ The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the *Ready Schools, Safe Learners* guidance).

☐ The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the *Ready Schools, Safe Learners* guidance).

☐ The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the *Ready Schools, Safe Learners* guidance).

☐ The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the *Ready Schools, Safe Learners* guidance).

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spread of COVID-19 within the school setting. ☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.	https://drive.google.com/file/d/1wKa6Z602XIJuvp-Wk76ov6HR0qEBmGrw/view?usp=sharing

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.
☒ 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 *Ready Schools, Safe Learners* 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, offices, 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 *Ready Schools, Safe Learners* 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 *Ready Schools, Safe Learners* 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.
   • 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 *Ready Schools, Safe Learners* 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:
   • 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
☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
☒ 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.
☒ Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).
	David Heard, athletic director, will be responsible for signage, training of staff, and enforcement of social distancing requirements within public spaces; Tiffany Slaughter will be responsible for social distancing requirements within BIS classrooms.
	
	Wendi Sigler, D6 District Nurse & LPHA staff (through protocol development meetings with Tanya Frisendahl)
	
	Training of staff to monitor hygiene standards, physical distancing requirements, will take place during in-service week, August 2020, directed by David Heard and Sam Drewes (Providence).
	
	https://drive.google.com/file/d/1wKa6Z602XIJuvp-Wk76ov6HR0qEBmGrw/view?usp=sharing

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.	**All students will have access to four core classes per trimester and a mentor for the academic year.**
Medically Fragile, Complex and Nursing-Dependent Student Requirements	**Medically Fragile, Complex and Nursing-Dependent Student**
☒ 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: 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.	• All students identified as vulnerable, either by a physician, district nurse, or parent/guardian notification, will be considered for enrollment in online instruction with daily check-ins as needed to ensure student safety. • Students who experience disability will continue to receive specially designed instruction.

☒ 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:
 • 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 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.
 • Service provision should 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.
 • Refer to updated state and national guidance and resources such as:
    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 school nurse services' as part of the 'related services' in order 'to
	Individual student needs and communication will be addressed by appropriate team(s).
	
	 Team members may include the student, family, Principal Tiffany Slaughter, Student Services Coordinator Matthew Meunier, Counselor/504 coordinator Michelle Grush, BIS and/or ESD SpEd teachers, District Nurse Wendi Sigler.

OHA/ODE Requirements	Hybrid/Onsite Plan
assist a child with a disability to benefit from special education.' o 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
☒ 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. ☒ 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 (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 should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	**Overall**: ● Remove extra furniture to make more room ● Removing fabric-covered furniture ● Assign seating to maximize physical distancing, minimize physical interaction, and comply with 35 square feet of space per student. Special education services will be planned and provided by Case Manager in collaboration with general education teachers. Most SDI will be provided either in-house to cohorts, or online for students who require resource support and SDI in Math and/or reading. Review itinerant staff services to maintain physical distancing. If physical distancing cannot be maintained with direct services, the IEP team will convene to determine appropriate next steps. Itinerant Speech/Language Pathologist/Autism/Social Support will be provided space: All para-professionals will be provided face-shields or plexiglass partitions.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. • 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 week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the ***Ready Schools, Safe Learners*** 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. ☒ Cleaning and disinfecting surfaces (e.g., desks, 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 standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	All cohorts are the appropriate size for 35 square feet per person, including instructors. Cohorts attend on-site classes every other day. All cohorts are smaller than 100 people within a week's time. • Lunch will be delivered to students in their 4th period classes and consumed there with their cohort. Students may choose to bring food from home. • Release times will be staggered. • When possible, students will enter classrooms from exterior doors directly into classrooms, rather than walking through hallways. • Specific restrooms will be dedicated for Crater School of BIS students and logs will be maintained. Teachers to move around cohorts with the exception of junior/senior science classes and some electives. Students will use exterior walk ways to change classes. All students have access to general education classrooms and cohorts. Staff training offered during in-service week will include hand washing requirements for staff.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☒ Develop protocols for communicating immediately 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. ☒ Provide all information in languages and formats accessible to the school community.	**Communication:** ● The district safety committee (w/school nurse) in cooperation with La Clinica School-based Health Centers will develop communication to staff, students and families on the infection control measures being implemented to prevent spread of disease (see communicable disease plan) ● The district safety committee (w/school nurse) in cooperation with La Clinica School-based Health Centers will develop protocols for communicating with anyone who has come into close/sustained contact with a confirmed case or when a new case has been confirmed and how the district is responding. ● The district safety committee (w/school nurse) in cooperation with La Clinica School-based Health Centers will update communicable disease plan with communication protocols.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: • Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, 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 should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: o Trouble breathing o Persistent pain or pressure in the chest o New confusion or inability to awaken o Bluish lips or face (lighter skin); greyish lips or face (darker skin) o Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the *Ready Schools, Safe Learners* 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 table "*Planning for COVID-19 Scenarios in Schools.*" ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have	**Screening Students:** ● BIS will have four main entrances, one for each grade, for initial screening upon student arrival. ● All classes with outside doors will utilize that entrance; the classroom teacher will conduct a visual screen for the appearance of symptoms. ● Classes in the main building or Tech Center will enter one of three locations with a staff member to conduct the visual screening for symptoms. ● When the screening indicates that a student may be symptomatic, the student is directed to the office. *Follow established protocol from CDP (see section 1a). ● Handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. Hand sanitizing stations are also available on shelves placed in 8 areas where students may transition. ● There are transportation specific screening protocols that must be followed. See section 2i for more information. **Screening Staff:** ● Staff are required to disclose when they may have been exposed to COVID-19 and should not report to work until cleared by medical professionals and building supervisor. ● Staff are required to disclose when they have symptoms related to COVID-19 and should not report to work until cleared by medical professionals and building supervisor. ● Staff members are not responsible for screening other staff members for symptoms. ● Staff must follow same protocol of 72 hours without a fever (w/o medication) before returning to campus. **Ongoing:** Weekly note: Reminders to parents to report actual symptoms when calling students in sick as part of communicable disease surveillance. Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until

OHA/ODE Requirements	Hybrid/Onsite Plan
other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. ☒ 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.	symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving. ***Do not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.*** Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers. • 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. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*" ☒ 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 this guidance.	Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only. Students needing to be picked up by a visitor will be released from the building by staff to the vehicle for pick up.

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices.
☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings.
☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
• 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;"
    o Students should not be left alone or unsupervised;
    o Designated area or chair should 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;
• 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 should also wear appropriate Personal Protective Equipment (PPE) for their role.
• Additional guidance for nurses and health staff.
Protections under the ADA or IDEA
☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit
	Facial shields are **required** and will be provided for:
	● All teachers and para-professionals
	● Bus drivers
	
	Plexiglass Counter Partitions
	● Provided for front office, student office, media center, and any other areas requiring face to face proximity of less than 6 feet.
	
	Facial Coverings
	
	Facial coverings are not synonymous with facemasks.
	
	Facial coverings are **required** and will be provided for:
	● Child Nutrition Program staff
	
	Facial coverings are required for:
	● PE Teachers
	● Special Education staff
	Facial covering are required for:
	● Children grades K-12;
	● Children of any age should not wear a face covering:
	    o If they have a medical condition that makes it difficult for them to breathe with a face covering;
	        o If they experience a disability that prevents them from wearing a face covering;
	        o They are unable to remove the face covering independently; or

OHA/ODE Requirements	Hybrid/Onsite Plan

the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
• 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 should 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.
• 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:
  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. Placement determinations cannot be made due solely to the inability to wear a face covering.
  3. Plans should include updates to accommodations and modifications to support students.
• 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:
  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.
    o 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,
    o 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 providing instruction through Comprehensive Distance Learning.
  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.
☒ 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.
☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to
	o While sleeping.
	● For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny access to On-Site instruction
	● Lack of face coverings for use by children will not prohibit access to on site instruction but will be given access in isolated area of campus and served through distance learning.

OHA/ODE Requirements	Hybrid/Onsite Plan
limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

<p align="center">1i. ISOLATION AND QUARANTINE</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. ☒ 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. 　• 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 that six feet distance is maintained. Do not assume they have the same illness. 　• 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. ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, 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. 　• School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should 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 should be properly removed and disposed of prior to exiting the care space. 　• After removing PPE, hands should 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 should 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. ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ☒ 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.*" ☒ 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). ☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.	● Defer to district Communicable Disease Management Plan for appropriate isolation determination and processes. ● Each school principal (or designee) will connect regularly with school nurse and or School-based health Center Personnel on updates for plan and isolation measures taken to that point. All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated isolation area. Student will be provided a facial covering (if they can safely wear one). Staff ● should wear a facial covering and maintain physical distancing, but never leave a child unattended. While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family. ● Staff will maintain student confidentiality as appropriate. ● Daily logs must be maintained containing the following: 　o Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and 　o Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs 　o Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before: the passage of 14 calendar days after initial exclusion date; **and** symptoms have been resolved for 72 hours without the use of anti-fever medications.

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
☐ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.	All students will be enrolled following the 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: • 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.	Crater BIS will follow all state attendance guidelines including the suspension of the 10-day drop attendance policy. Student/families have full choice in moving between or combining instructional models.
☐ 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 should 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.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the	

OHA/ODE Requirements	Hybrid/Onsite Plan
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 school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☐ 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.	Attendance will be taken daily in each scheduled class following ODE guidance • Welcome back parent letter prepared by Principal Slaughter will communicate expectations including attendance and participation expectations and family involvement expectations through ParentSquare. • Progress reports will be generated every six weeks. Student/families have full choice in moving between or combining instructional models.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the *Ready Schools, Safe Learners* guidance). ☐ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	● Clean and sanitize each device brought in for updates, repair, return, inventory, or redistribution. ● Continue Google Classroom/Acellus implementation work to facilitate continuous learning experiences that occur on-site and in a distance learning setting (off-site); include options for digital learning and provision for nondigital distance learning where internet and computers will not be available.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ☐ **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 personal property being brought to school (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 use should be limited to the item owner.	● **Handwashing: Hand Washing:** Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available. ● **Equipment:** All shared classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group. All individual student personal classroom supplies are not included. ● **Safety Drills**: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. ● **Events:** Field trips will be designed virtually for the school year. All assemblies, athletic events, practices, special performances, schoolwide parent meetings and other large gatherings will be modified/cancelled or held in a virtual format. ● **Transitions/Hallways:** Hallway traffic will be directed by staff. Moving from class to Activity period or lunch pick up will be directed by staff. Students arrive directly to cohort classroom upon arrival. Any movement on campus will be planned and directed by school staff. ● **Personal Property**: Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds,

OHA/ODE Requirements	Hybrid/Onsite Plan
	books, instruments, etc.). Students will be educated to not share personal items**.** ● **Restrooms**: Each cohort will have established designated restroom procedures aimed at alleviating waiting and large groups. The restrooms will be cleaned multiple times throughout the day.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ 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 *Ready Schools, Safe Learners* 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.
 • 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.
	• Staggered arrival and/or dismissal schedule will be used when feasible.
	 • Crater BIS will have multiple entrances for cohorts upon their arrival to school based on their first assigned class period. Trained staff will be assigned the duty of screening students upon their arrival. All cohorts will be assigned an entrance:
	     o Main hallway
	     o Hall D
	     o Hall C
	     o Student center (a la carte entrance)
	     o 601
	     o Science building
	      Tech Center
	 ● Each teacher will use a sign-in/sign-out protocol to help facilitate contact tracing.
	     o Staff will fill in the information and not allow a shared pen/paper.
	     o Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and sign-in/sign-out.
	 ● All classes with outside doors will utilize this entrance.
	 ● Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas.
	 ● Share with families the need to keep drop-off/pick-up interactions as brief as possible.
	 Mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot.
	 • Hand sanitizer dispensers are placed at all primary entrances.
	 • Welcome back parent letter prepared by Principal Slaughter will communicate drop-off/pick-up expectations.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ **Seating:** Rearrange student desks and other seat spaces *s*o 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 should be disposed of in a garbage can, then hands washed or sanitized immediately.	● **Seating:** Rearrange student desks and tables to at least six feet apart when possible; assign seating so students are in the same seat at all times. ● **Materials:** Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff. ● **Handwashing:** Post age appropriate signage and provide regular reminders for hand washing.

OHA/ODE Requirements	Hybrid/Onsite Plan
• Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	● **Furniture:** All upholstered furniture and soft seating has been removed from the school building. ● **Classroom Procedures:** All classes will use an assigned cubby or storage spaces for individual student belongings. If a classroom uses a permanent restroom/hall passes it must be cleaned and sanitized between student use. Consider other options and elimination of shared passes. ● **Seating:** Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas. ● **Environment**: When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread out.

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

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OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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. ☐ 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. ☐ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☐ Cleaning requirements must be maintained (see section 2j of the *Ready Schools, Safe Learners* 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 staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	No recess at the high school level. Students will take restroom breaks while in class using the check in and out system. Designated restrooms in place for each cohort David Heard will coordinate gymnasium and outdoor space between schools PE classes are all distance, no locker room usage.

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2h. MEAL SERVICE/NUTRITION

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OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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 shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance).	D6 Food Service manager Anne Leavens has been instrumental in planning meal service for all instructional models ● Students will pick up food in the cafeteria or designated area and return to their classrooms to eat. Physical distancing requirements must be maintained in transit. If a classroom is unable to travel to the cafeteria, cafeteria staff will deliver meals to that classroom. ● All meals will be eaten in the classroom.

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Students 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 should 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, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	● All students must wash hands prior to meals. If possible, students will wash hands in the classroom. If not, follow hallway and restroom procedures above. ● Students will not share utensils or other items during meals. ● Each table/desk will be cleaned prior to meals being consumed.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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 *Ready Schools, Safe Learners* guidance). ☐ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. 　• If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. 　　o The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. 　　o The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. 　• If arriving at school, notify staff to begin isolation measures. 　　o 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 wear face shields or face coverings when not actively driving and operating the bus. ☐ 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 or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the *Ready Schools, Safe Learners* guidance to transportation settings.	● Each bus driver will be required to: o Visually screen students for illness o Maintain logs for contact-tracing ● Each bus will have: 　o three (3) feet of physical distance between passengers 　o six (6) feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices); reinforce this requirement by cordoning off seats as appropriate. ● Use visual cues (e.g., floor decals, colored tape or signs) to discourage students from standing and sitting within three (3) feet of other passengers, drivers and other transit employees on the bus. ● Clean and sanitize buses between cohort routes. ● Meet 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
☐ 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	● All frequently touched surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) and shared

OHA/ODE Requirements	Hybrid/Onsite Plan
guidance) environments, including classrooms, cafeteria settings and restrooms. ☐ Clean and disinfect playground equipment at least daily or between use as much as possible 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 should 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 should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. ☐ 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 should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. ☐ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☐ Facilities should 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).	objects (e.g., toys, games, art supplies) will be cleaned between uses at least 3 times per day. ● Ventilation systems will be checked and maintained monthly by maintenance staff. ● Water fill stations to remain open but not shared drinking fountains.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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).	● Crater BIS teachers will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter and signage in the school setting for health promotion. communicable disease plan

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing	N/A

OHA/ODE Requirements	Hybrid/Onsite Plan
• The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the "household" or "family unit" applies to your residents and staff ☐ Review and take into consideration CDC guidance for shared or congregate housing: • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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. • 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 should 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 should 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. ☐ 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.	Crater BIS will conduct student emergency and safety drills once a month per cohort. Students will maintain social distancing during drill collection areas. Staff will be trained to follow the same procedures if drills were necessary whole school.

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ 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:
  • Student elopes from area
    o If staff need to intervene for student safety, staff should:
      ● 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.
    o *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.
    o If students leave the classroom:
      ● 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.
    o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
  • 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).
    o If staff need to intervene for student safety, staff should:
	Crater BIS staff will be trained and communication will be given to staff for any students that will be identified as dysregulated, escalated, and or exhibit self regulatory challenges.
	District special education specialist and special education case manager will inform staff or regulation techniques that may aid in the deescalating of identified students.
	
	Staff trained in CPI will be available if student de-escalation is necessary. CPI paperwork will be completed if student incident does occur. Staff that will be involved in a student incident must be required to wear PPE, including gloves if restraint is necessary to insure the safety of student and staff.
	
	Teacher and staff who are responsible for that at risk student, will be trained on the proper way for students to clear the learning space or classroom, abiding by safety measures for COVID.
	
	If unexpected interaction with other stable cohorts occurs, those contacts will be noted in the appropriate contact logs.
	
	Student engaged 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 will
	Maintain student dignity throughout and following the incident.
	Use empathetic and calming verbal interactions
	Wash hands after a close interaction.
	Note the interaction on the appropriate contact log.

OHA/ODE Requirements	Hybrid/Onsite Plan
● 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. o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ☐ 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. **Protective Physical Intervention** ☐ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the **Ready Schools, Safe Learners** guidance: Cleaning, Disinfection, and Ventilation).	

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☐ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	● Coordinate Communication with the Local Public Health Authority. ● If the region impacted is in Jackson County the Local Health Department (LHD) will provide school-centered communication and will potentially host conference calls. If students reside in Josephine county that LHD will be contacted. ● When cases are identified in the local region a response team should be assembled within the district and responsibilities assigned within the school district. ● Identify baseline absentee rates to determine if rates have increased by 20% or more. ● Temporarily dismiss students attending childcare facilities, K12 schools. ● Modify, postpone, or cancel large school events as coordinated with LHD. ● Work with LHD to establish timely communication with staff and families. When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide a direct report to the district nurse on the diagnosed case. Likewise, the LHD will impose restrictions on contacts. Establish a specific emergency response framework with key stakeholders.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☐ Ensure continuous services and implement Comprehensive Distance Learning. ☐ Continue to provide meals for students.	* See District Communicable Disease Plan. ● In the event of a closure, the district will initiate the Distance Learning Model and schedule. ● The district safety committee (w/school nurse) will develop clear communication on the criteria that must be met in order for on-site instruction to resume and relevant timelines with staff, students, and families.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☐ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, 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.	See District Communicable Disease Plan

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 *Include how/why the school is currently unable to meet them*