



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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.

Please fill out information: SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Mae Richardson Elementary School
Key Contact Person for this Plan	John Greeny- Principal
Phone Number of this Person	541-494-6701
Email Address of this Person	John.greeny@district6.org
Sectors and position titles of those who informed the plan	RN Wendy Sigler- School Nurse Samantha Steele, Superintendent John Greeny-Principal Michelle Cook- Asst. Principal Ryan Munn- D6 Taskforce Representative Rick Austin-D6 Lead Custodian Santos Rocha-Lead Custodian Julie Ironside-School Secretary Debbie Carter-Attendance & Records Clerk Robby Merrill-Custodian Jacquie Jacquete\D6 Taskforce Representative First Student-Transportation
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	John Greeny (Primary) Michelle Cook (Secondary)
Intended Effective Dates for this Plan	9/8/2020 – 6/17/2020
ESD Region	Southern Oregon 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.

Equity is at the center of all we do. 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 district-wide surveys conducted during the Covid shutdown and anecdotal reports from families during the school closure 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

2. Indicate which instructional model will be used.

Select One:

On-Site Learning Hybrid Learning Comprehensive Distance Learning

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 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<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.

Mae Richardson Elementary will begin September 8th with Comprehensive Distance Learning for all students. Currently, Jackson County does not meet the Governor's standards for re-opening schools in-person learning, even for grades K-3. D6 will monitor the data weekly and provide regular updates for families about potential dates for re-opening buildings (tentative re-open date is December 1). Staff members will continue to work from home or school site to deliver and support instruction. Meetings with students, parents, and faculty will continue to take place in a virtual format or in-person if OHA guidelines are followed.

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.

Mae Richardson Elementary will provide a Comprehensive Distance Learning (CDL) program in a virtual format. Our curriculum and student/family supports are fully accessible virtually. JES will provide comprehensive learning directed by the child's regular classroom teacher including content from [Acellus](#), a robust and proven digital learning platform. Content from [Acellus](#) will be carefully chosen and customized by the child's teacher. CDL in D6 schools will include all of the elements that make D6 schools great— projects, activities, interaction with the teacher and classmates and opportunities for learning that doesn't involve the computer including social-emotional learning.

Other supports and resources that will be offered by Mae Richardson Elementary 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
- 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.

Support, consultation and resources for **neighborhood and community micro-schools**--*neighborhood micro-schools are typically fewer than 10 students, organized by and supervised by parents to provide their students with a community of learners, support the classroom digital learning, and provide a place for projects, activities and fun. Community micro-schools or learning hubs are organized and supervised by community organizations (the YMCA, for example) are grouped in cohorts of fewer than 10 and may offer childcare in addition to the micro-school experience.*

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.

Mae Richardson Elementary will begin on September 8th with Comprehensive Distance Learning with the tentative date to open buildings for all students December 1st.

September 8th

First day of school for all students, 1-5, via remote learning with your child's teacher(s).

September 14th

First day of school for kindergarten, via remote learning.

September 8th—December 1

Data monitoring for potential re-opening prior to December 1st for K-3 (*families may continue remote learning*).

December 1

Tentative date to open buildings for all students (*families may continue remote learning*).

While our target is to transition at trimesters, if the standards allow for K-3 on-site, we will begin transitioning K-3 to schools before other grade levels. This will give our youngest students a chance to adapt to the school protocols. Please note that families may always choose remote learning for their children, even if schools are open.

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.

The start dates for possible in person instruction are designed to give families plenty of notice and for natural academic transition times (trimester changes). However, if the county data begins a downward trend with three weeks of data that meets the standard, and/or if there are other changes that would allow reopening prior to December 1, D6 schools will initiate a “soft re-opening” prior to December 1, to begin transitioning to “on-site” instruction.

Once we open our doors, families will be able to [choose the best learning option](#) for their child ([click here for more information about the choices](#)):

- **Continue with remote learning** (with your regular classroom teacher and [Acellus](#))
- Attend school in a **“hybrid” model** (partial days at elementary and partial weeks at middle and high school, with some remote learning completed at home.
- **Attend school full time**—this option also includes remote learning, but students complete it on site.

All learning options are designed to allow for seamless transition between remote, hybrid and full-time learning. No matter which option you choose, your child’s learning will be directed by his or her regular classroom teacher.

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
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations. <input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner. <input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> 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 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. <input checked="" type="checkbox"/> 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 <input checked="" type="checkbox"/> 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"> • Communication Disease Management Plan: We will follow the Central Point School District 6 Communicable Disease Management Plan, published communicable disease guidelines from ODE and Oregon Health Authority, as well as Jackson County Health Department. • Screening/Isolation: Visual screening of all students and staff is outlined in 1e. Potentially symptomatic students will be isolated following guidance outlined in 1h. • Contact Tracing Logs: Logs will be kept for each cohort for 4 weeks. Communication to families will include policy to protect student information. • Systematic Disinfection: school spaces will be disinfected regularly as outlined in sections 2h, 2j, and 3c. • Social Distancing School Designee(s): Designees have been identified in the building to establish, implement, and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. These include: Primary Designee: John Greeny (Building Principal), Secondary Designees: Michelle Cook (Building Assistant Principal) <p>Staff Training: Training for all staff on the process and procedures of sections 1-3 will take place during August Staff In-service week virtually and on-site only as needed and ensuring physical distancing. On-going staff training will be provided as needed with updates and changes to OHA/ODE Requirements</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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 <i>Ready Schools, Safe Learners</i> guidance). 	

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ 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.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p>☒ 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>☒ 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"> • 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. 	<ol style="list-style-type: none"> 1. All staff and student given the opportunity to self-identify as vulnerable or living with a vulnerable family member. <p>STAFF</p> <p>* Plan includes classified and teachers self-identifying.</p> <p>Redeployed options could include:</p> <ul style="list-style-type: none"> • On-line instruction and support • Maintenance projects, custodial work, office work without student/staff contact <p>• Staff could consider all leave options as well</p> <p>STUDENTS</p> <ul style="list-style-type: none"> • All student identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with weekly check-ins. • Students who experience disability will continue to receive specially designed instruction. • Students with language services will continue to receive English Language Development. <p>VISITORS/VOLUNTEERS</p> <ul style="list-style-type: none"> • 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. NOTE: RV Farm to School and Rogue Powerpack at elementary are essential to basic needs of children.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • High-risk individuals may meet criteria for exclusion during a local health crisis. • 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. ☒ 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. 	<ul style="list-style-type: none"> • Remove extra furniture to make as much usable space within the classroom. • Assign seating to maximize physical distancing and minimize physical interaction. • Expect physical distancing requirements will be taught and re-taught as needed using age appropriate methods. • Physical distancing in all daily activities and instruction will be supported, striving to maintain at least six feet between individuals whenever possible. • Classrooms, hallways, and other spaces will have visual cues (e.g., floor decals, colored tape or signs) to illustrate traffic flow, appropriate six feet spacing, and seating areas. • Time standing in lines will be minimized. • Consider adding possible schedule modifications such as staggered start and end times, staggered meal times, etc. as one way to limit the number of students in the building.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. <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 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 contact 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>Tracking attendance carefully within cohorts will be critical to support contact tracing.</p> <p>Daily Logs</p> <ul style="list-style-type: none"> • Staff assigned to each entry door will maintain a daily sign-in log documenting each student who enters for the purpose of contact tracing. • Each bus driver or bus monitor will be required to maintain daily logs for the purpose of contact-tracing. <p>Cleaning and Hygiene</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 multiple student uses, even in the same cohort.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<ul style="list-style-type: none"> • Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. • Shared objects will be limited as much as possible and cleaned between uses. • There will be an increase in hand hygiene practices with scheduled times throughout the day for students to wash with soap and water or utilize hand sanitizer. • Hands must be washed with soap and water before meals and after the bathroom, but hand sanitizer can be used all other times. <p>Cohorts</p> <ol style="list-style-type: none"> 1. Transportation Cohort <ul style="list-style-type: none"> • Stable group of students every day • Stable groups can be varied by AM/PM routes • Updated contact logs are required for each run of a route. 2. In-building cohorts <ul style="list-style-type: none"> • Students will be assigned a stable cohort for all in school activities. i.e lunch/recess/pe 3. Speech and Language Cohort <ul style="list-style-type: none"> • This stable group is maintained as much as possible. • In the event the cohort is changed, the SLP will need to update the contact-tracing log. 4. Special Education Cohort <ul style="list-style-type: none"> • This stable group is maintained as much as possible. • In the event the cohort is changed, the resource teacher will need to update the contact-tracing log. <p>NOTE: Due to the instructional model used, there is not a need for cohorts in EL or title services.</p>

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community. 	<ul style="list-style-type: none"> • Central Point School District 6, in conjunction with guidance from the school nurse, Oregon Health Authority, Jackson County Health Department, and La Clinica School Based Health will: <ul style="list-style-type: none"> ○ develop communication to staff, students and families on the infection control measures being implemented to prevent spread of disease (see communicable disease plan). ○ 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. ○ update the communicable disease plan with communication protocols. <p>Communication will be shared with all families in their native language through print and electronically when available.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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: 	<p>Screening Students:</p> <p>Students will be visually screened by staff. When the screening indicates that a student may be symptomatic, the student is directed</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> Primary symptoms of concern: cough, fever (<i>temperature</i> 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: <ul style="list-style-type: none"> Trouble breathing Persistent pain or pressure in the chest New confusion or inability to awaken Bluish lips or face (lighter skin); greyish lips or face (darker skin) Other severe symptoms <p><input checked="" type="checkbox"/> 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.</p> <ul style="list-style-type: none"> 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. <p><input checked="" type="checkbox"/> 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."</p> <p><input checked="" type="checkbox"/> 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 other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p><input checked="" type="checkbox"/> 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.</p>	<p>to the office. *Follow established protocol for section 1. Screening will include updating the cohort or individual logs.</p> <p>Entry</p> <ul style="list-style-type: none"> All classes with outside doors will utilize this entrance; the classroom teacher will conduct a visual screen for the appearance of symptoms. Students will wash their hands upon entry and prior to eating breakfast. Rooms 12,13,14 will enter building through main hallway and head directly to their classrooms. Students will grab breakfast from the closest station to their arrival point. Breakfast will be eaten in the classroom. <p>Screening Staff:</p> <ul style="list-style-type: none"> Staff are required to report when they may have been exposed to COVID-19 Staff are to report when they have symptoms related to COVID-19 Staff members are not responsible for screening other staff members for symptoms. <p>Hand Hygiene on Entry</p> <ul style="list-style-type: none"> All people entering the building shall wash or sanitize hands on entry to school buildings every day. Handwashing stations or hand sanitizer dispensers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. <p>Symptomatic Staff and Students</p> <ul style="list-style-type: none"> Anyone displaying or reporting the primary symptoms of concerns must be isolated and sent home as soon as possible. Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. <p>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 symptoms (e.g., fever, cough, shortness of break, sore throat, headache) are improving.</p> <p>Existing Conditions</p> <ul style="list-style-type: none"> We will 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.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers.</p> <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><input checked="" type="checkbox"/> 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."</p> <p><input checked="" type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p>	<ul style="list-style-type: none"> 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. Staff members such as student teachers, substitute teachers, counseling interns, practicum students, and other itinerant staff are not considered visitors. Parents must drop students off. No walk-ins will be allowed. <p>Essential personnel/volunteers/visitors are required to:</p> <ul style="list-style-type: none"> Wash or sanitize their hands upon entry to the school buildings.

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	<ul style="list-style-type: none"> Be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic. Wear a face covering. Maintain six feet of physical distance between themselves and all other people on campus to the maximum extent possible.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings . <input checked="" type="checkbox"/> 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 should not be left alone or unsupervised; 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. <input checked="" type="checkbox"/> 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. <ul style="list-style-type: none"> Additional guidance for nurses and health staff. <p>Protections under the ADA or IDEA</p> <input checked="" type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools should 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 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; <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in 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"> Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in 	<p>Face Shields</p> Facial shields are required and will be provided for: <ul style="list-style-type: none"> Bus drivers Plexi shield or face shield <ul style="list-style-type: none"> Speech Language Pathologist Front Office Staff <p>Face Masks (Medical Grade PPE)</p> <ul style="list-style-type: none"> School Registered Nurses or other medical personnel providing direct contact care and/or monitoring staff/students displaying symptoms are required to wear medical grade PPE. <p>Facial Coverings</p> <p><i>Facial coverings are not synonymous with facemasks, they may be cloth, paper or disposable face covering that covers the nose and the mouth and are not necessarily medical grade.</i></p> <ul style="list-style-type: none"> Face coverings should be washed daily or a new covering worn daily. Guidance will be given to staff and families about washing masks. <p>Facial coverings are required and will be provided for:</p> <ul style="list-style-type: none"> Child Nutrition Program staff Staff providing 1:1 student support OT, PT, staff supporting personal care, staff where direction requires direct physical contact. Nurses or designated health services providers when administering medication or providing direct services. <p>Facial coverings are required for:</p> <ul style="list-style-type: none"> All staff (in accordance with the local health authority) Itinerant staff (e.g. substitute teachers, student teachers) All Students (ages 5 and up) <p>Children of any age should not wear a face covering;</p> <ul style="list-style-type: none"> *If they have a medical condition that makes it difficult for them to breathe with a face covering; *If they experience a disability that prevents them from wearing a face covering; *They are unable to remove the face covering independently; *While sleeping. <p>Face coverings will be required for use by children unless the student meets accommodations in the guidance.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>the student’s plan including on-site instruction with accommodations or adjustments.</p> <ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> • 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 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. <p><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> 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.</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 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. 	<ul style="list-style-type: none"> • A designated primary isolation area will be used for students and staff who are symptomatic. • 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 need to maintain at least six feet of distance and wear facial coverings. • While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and deposition so as not to unduly worry a student or family. • Staff will maintain student confidentiality as appropriate. • Logs must be maintained Logs will include: <ul style="list-style-type: none"> *Name of student *Reported symptoms/reason for health room visit *Time in/out of isolation area *Name of contact information of parent guardian picking

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • Additional guidance for nurses and health staff. <p><input checked="" type="checkbox"/> 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.</p> <ul style="list-style-type: none"> • 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. <p><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</p>	<p>student up *Action taken</p> <ul style="list-style-type: none"> • Staff and students with known or suspected COVID-19 or displaying COVID-19 symptoms per current OHA guidance, CDC guidance or LPHA guidance, must stay home from school or cannot remain at school. • Symptomatic staff or students should see COVID-19 testing from their regular physician or through the LPHA. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset, until their symptoms resolve, and 24 hours after fever is gone without use of fever reducing medicine. • Alternatively, a person who has a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine and other symptoms are resolved. • If they have a negative COVID-19 viral test (and if they have multiple tests, all test are negative), the person should remain home until 24 hours after fever is gone without use of fever reducing medicine, and other symptoms are improving. If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician's note is required to return to school, to ensure that the person is not contagious. • After exposure (defined as having at least 15 minutes of contact within 6 feet and without a face covering, with a person who tested positive for COVID-19) no students or staff can return to campus before the passage of 14 calendar days after exposure.



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
<p><input checked="" type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</p> <p><input checked="" type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:</p> <ul style="list-style-type: none"> • The ADM enrollment date for a student is the first day of the student's actual attendance. 	<ul style="list-style-type: none"> • All students will be enrolled following the Oregon Department of Education guidelines. • Students and families will be given the option to enroll in fully online distance learning, hybrid learning or full day onsite learning.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ☒ 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. 	<ul style="list-style-type: none"> • Students participating in hybrid learning will participate daily in person in the morning with remote learning for the 2nd half of the day. • Students participating in full day onsite will spend the morning with the classroom teacher in a stable cohort and the afternoon doing online learning supervised by an Educational Assistant. • No student will be dropped for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> *Are identified as vulnerable or otherwise considered to be part of a population vulnerable to infections with COVID-19 *Have COVID-19 symptoms for the past 14 days.

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 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 	<ul style="list-style-type: none"> • Attendance will be taken daily on instructional days. • Attendance policies and plans will encourage staff and students to say home if someone in their house is sick. • Secretary will notify the principal when the absence rate has increased by 10% • The principal (or designee) will report this increase to the RN. • For students participating in online learning attendance will be taken daily per week following ODE guidance.

OHA/ODE Requirements	Hybrid/Onsite Plan
environment, caregiver’s work schedule, and mental/physical health.	

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> 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). <input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	<ul style="list-style-type: none"> ● District & School Planning for Technology: <ul style="list-style-type: none"> ○ Devices will be updated and managed by D6 staff. ○ Strive for 1:1 device and 100% connectivity at home. <ul style="list-style-type: none"> ▪ Deployment of district-provided hotspot to family unable to access other means of connectivity. ▪ Building/community hotspots identified and communicated to families for access. ○ Budget for technology support and replacement costs. ○ Develop safety protocols for distribution, collection, replacement of technology. School devices will be cleaned and sanitized between each use onsite and between school to home at check-in or check out. ● Assigning Devices to Students: <ul style="list-style-type: none"> ○ Students will be assigned a district-owned device that may be shared with up to 1 other individual student. ○ Devices will be cleaned and sanitized between use. <p>Devices will be available for student pick-up BEFORE September 8. Pick-up procedures will be communicated to all families through Parent Square.</p>

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. <input checked="" type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input checked="" type="checkbox"/> 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.	<ul style="list-style-type: none"> ● Handwashing: All students will have access to hand washing before breakfast/lunch/snack is served. Opportunity for frequent hand washing will be provided throughout the school day. Age appropriate hand washing education and provide hand sanitizer when hand washing is not available. ● Equipment: Equipment includes materials such as school supplies (scissors, glue sticks), PE and recess equipment, Tech lab supplies, Maker’s lab supplies. *Sharing of supplies will be restricted whenever possible. *All Shared equipment will be cleaned between users. ● Events: Field trips will be reviewed individually by the principal in consultation with the district office and will need to meet social distancing, safety precautions and ensure proper supervision. All assemblies, special performances, school-wide parent meetings, and other large gathering will be cancelled, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout. ● Safety Drills: During fire drills (and all other safety drills), all

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>cohort classes will be physically distanced during exit, recovery and reentry procedures. Schools will consult local fire/police department to ensure safety of all students/staff.</p> <ul style="list-style-type: none"> ● Transitions/Hallways: Hallways traffic direction marked to show travel flow. Transitions by cohorts will be staggered to reduce contact. Student cohorts will remain in the classroom with adult transitions when possible. ● Classroom Line Up: Students line up in cohort classes outside their classrooms. Keeping more than 6 feet apart from other cohort classes. *Line up areas are to be marked with visual cues to indicate adequate physical distance. ● 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, books, etc.) If personal items are brought to school they must be labeled prior to entering school and not shared with other students. ● Restrooms: Students in a class with an individual bathroom will use that bathroom. These bathrooms are cleaned daily. Students without an individual bathroom in their classroom will be assigned based on cohort rooms. Limit to 2 students in the restroom at a time. <p>*Visual reminders will be used in all restrooms to encourage hygienic practices including:</p> <ul style="list-style-type: none"> ● Handwashing techniques ● Covering coughs/sneezes ● Social distancing

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 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. <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>Screening Students: Students will be visually screened by the staff upon arrival. When the screening indicates that a student may be symptomatic, the student is directed to the designated isolation area to be further screened. <i>*Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs.</i></p> <p>Entry</p> <ul style="list-style-type: none"> ● Students will go directly to their assigned classroom upon arrival to the campus (breakfast may be grabbed first from breakfast to go station closest to their drop off). Striving to maintain social distance. ● Each teacher will use a sign-in/sign-out protocol to help facilitate contact tracing. <p>*Staff fill in the information and not allow a shared pen/paper. *Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and sign-in/sign-out.</p> <ul style="list-style-type: none"> ● 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. ● Families will use the drive line for drop off/pick up. Adults will remain in their vehicles for the entirety of the transition.

OHA/ODE Requirements	Hybrid/Onsite Plan

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 should 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. 	<ul style="list-style-type: none"> • Seating: Rearrange student desks and tables to at least six feet apart; assign seating so students are in the same seat at all times. • Materials: Students will have individual supplies and will limit the sharing of community supplies. 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. • Respiratory Etiquette: Staff will teach, reinforce and monitor students etiquette/practice for sneezing, coughing, conversing and other respiratory functions. • Classroom Procedures: All classes will use an assigned cubby or storage spaces for individual student belongs. Shared restroom/hall passes will not be used. All shared spaces (e.g., tech center, library, maker's lab) will be cleaned between cohort use. • Furniture: All upholstered furniture and soft seating has been removed from the school building. • 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.

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. ☒ 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. 	<ul style="list-style-type: none"> • Playground will remain closed for public use. School will post adequate signs sharing this information with the public. Cohorts may use the playground for recess on a staggered schedule throughout the day. • All playground structures will be disinfected daily. *Each cohort group will use their own playground supplies (balls, jump ropes, etc.) • Students must wash hands upon return from recess or after using playground equipment. • Cleaning requirements must be maintained; • Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of student son one piece of equipment, at one game, etc. <p>Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, staff will need to set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. 	

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 shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). ☒ 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. 	<p>Central Point School District will continue to provide meal service to students on-site (and off-site to the extent possible) and in compliance with Federal requirements for meals.</p> <ul style="list-style-type: none"> • Health and Safety standard protocols will be followed by staff. • Cleaning and disinfecting of facilities will align with CDC cleaning and disinfecting school guidance. • Face coverings and gloves will be required for Food and Nutrition Services workers and other staff at time when serving food and cleaning or sanitizing an item or surface. • Students may pick up food in the cafeteria or a grab-and-go station and return to their classroom to eat as scheduled. Cafeteria space may also be available for students. • If students pick up food, touch points in the cafeteria will be sanitized between stable cohorts. • Physical distancing requirements must be maintained in transit. • All students must wash hands prior to meals. If possible, students will wash hands in the classroom. If not, follow hallways and restroom procedures above. • All meals will be eaten in the classroom or outside if possible. • Students will not share utensils or other items during meals. <p>Each table/desk will be cleaned prior to meals being consumed.</p>

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 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ 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. ○ 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. <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 	<ul style="list-style-type: none"> • Bus drivers and Monitors: <ul style="list-style-type: none"> ○ Bus drivers are required to use facial shields. Facial shields will be provided for drivers. Shield must be in use when stopped but can be lifted while driving. When not using face shield, the driver should be wearing an alternative face covering. ○ Each bus driver/staff will be required to: <ul style="list-style-type: none"> ■ Visually screen students for illness ■ Follow entry and screening procedures ■ Maintain logs for contact-tracing using procedures from 1a above. ○ Each bus will have: <ul style="list-style-type: none"> ■ the recommend three (3) feet of physical distance between passengers ■ the recommended six (6) feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices).

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>require specialized transportation as a related service) to appropriately provide service.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus. <input checked="" type="checkbox"/> 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). <input checked="" type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the <i>Ready Schools, Safe Learners</i> guidance to transportation settings. 	<ul style="list-style-type: none"> ● Reinforce this requirement by marking 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. <ul style="list-style-type: none"> ■ Clean and sanitize buses between cohort routes. <p>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.</p>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. <input checked="" type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input checked="" type="checkbox"/> 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). 	<p>All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, copy machines) will be cleaned between uses at least 3 times per day.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> 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).	

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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).	<ul style="list-style-type: none"> ● The school nurse, in cooperation with La Clinica School-based Health Centers, will provide consultation for teachers and other staff members to prevent the spread of the disease. ● The communicable disease plan and training will be made available to all staff, students, & families. ● The school nurse in cooperation with La Clinica School-based Health Centers will participate in designing specific plans for students as needed. ● An isolation space will be maintained and monitored for students who display COVID symptoms. ● Age appropriate hand hygiene and respiratory etiquette education to endorse prevention. ● Staff will review 504 and IEP accommodations and IHP's will be advised to address vulnerable populations. ● Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. <ul style="list-style-type: none"> ○ Information for immunization clinics will be provided to families. ● Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> ● Contact tracing ● 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 <input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing: <ul style="list-style-type: none"> ● 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 	<p>Not Applicable to our school</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Drills can and should be carried out as <u>close as possible</u> 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. <input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. <input checked="" type="checkbox"/> Drills should not be practiced unless they can be practiced correctly. <input checked="" type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. <input checked="" type="checkbox"/> 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). <input type="checkbox"/> 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: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery and reentry procedures. Schools will consult local fire/police department to ensure safety of all students/staff. • Instruction: fire, earthquake, safety threats dangers and drills for students shall be conducted for at least 30 minutes each school month. At least one fire drill, which include routes and methods of exiting the school building, will be conducted each month for students in grades K-5. At least one fire drill will be conducted within the first 10 days of the school year. At least two drills on earthquakes and two drills for safety threats for students will be conducted each year for students in grades K-5. Drills and instruction on safety threats shall include procedures related to lockdown, lockout, shelter in place and evacuation and other actions to take when there is a threat to safety. A map/diagram of the fire escape route is posted near all classroom doorways and reviewed with students. When the fire alarm is sounded, students must follow the direction of staff quickly, quietly and in an orderly fashion. • If on Comprehensive Distance Learning instruction on safety drills will still occur and families will have the opportunity to do a safety drill at home. • Staff training on procedures will occur during In-Service prior to the start of school. • Students will wash hands/sanitize upon re-entry to the classroom

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"> <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. <input checked="" type="checkbox"/> 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 	<p>Central Point School District uses CPI or Crisis Prevention Intervention as our guide and training in dealing with students who are dysregulated, escalated and/or exhibiting self-regulatory challenges. This training address how to prevent a student from escalating, how to manage a situation as a student escalates and how to rebuild trust after an event.</p> <p>Mae Richardson Elementary has a team of staff that are trained to work with students who are at risk to hurt themselves or</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</p> <ul style="list-style-type: none"> ☒ 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. • 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). <ul style="list-style-type: none"> ○ 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. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. 	<p>others (e.g. hitting, biting, running) This team will intervene if needed using de-escalation strategies prior to physical intervention.</p> <p>If a student has to be physically removed staff will maintain student safety and dignity. Student will be brought to a space that is private from other students. This space will be maintained to meet sanitization requirements.</p> <p>All staff interacting with a student who is experiencing difficulty will wear appropriate PPE. And it will be sanitized after each individual incident that involves physical interaction.</p> <p>Contact logs will be updated in all cases, including the unexpected interaction with another cohort.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<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. Protective Physical Intervention <input checked="" type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance: Cleaning, Disinfection, and Ventilation).	



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review the " Planning for COVID-19 Scenarios in Schools " toolkit. <input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	<ul style="list-style-type: none"> • Establish a specific emergency response framework with key stakeholders. (See specific steps below.) • Establish District Safety Team which includes at minimum District Nurse, Student Services Director, and Superintendent with defined team member roles and contact information. • Share District Safety Team member names and contact information with LPHA. • LPHA will collaborate with District Safety Team and school to create communication protocols for staff, families and community members. If the region is impacted, Local Public Health Authority will collaborate with district to provide school-centered communication and will potentially host conference calls. • Districts will identify baseline absentee rates/staff absence rates by school in order to determine if rates have increased by 10% or more at any given time or if the total number of absences in the school has increased to 25% of staff and/or students. • Implement system to notify District Nurse/Other Health Staff when rates reach absenteeism threshold or 25% of students and/or staff are absent. • District Nurse/Other Health Staff will review data from Influenza like Tracking Log/other Tracking Log completed by schools, evaluate illness symptoms for staff and student absenteeism, and notify LPHA if Covid-19 symptoms are present, if there is a common set of symptoms relating to increased absenteeism, or if there are any confirmed Covid-19 cases among students or staff. • District Nurse/Other Health Staff will notify Site Administrator and Student Services Director of findings. • District Nurse/Other Health Staff, Student Services Director, and Site Administrator will collaborate with LPHA to determine next steps which may include: <ul style="list-style-type: none"> • Parent/guardian communications • Potential exposure notifications • Temporary student and/or staff exclusions • Temporary school or cohort exclusions

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> • Modification or cancellation of school events • School closure

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input checked="" type="checkbox"/> Continue to provide meals for students. 	<ul style="list-style-type: none"> • Adhere to the communication and response protocols collaboratively developed by the district and the LPHA. • Identify baseline absentee rates to determine if rates have increased by 10% or total absences are 25% or more of staff and/or students. • Temporarily dismiss students attending childcare facilities, k12 schools. • Modify, postpone, or cancel large school events as coordinated with LPHA. • Work with LPHA and identified response team (link to list from team above) to communicate with staff, students 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/Other Health Staff on the diagnosed case. Likewise, the LPHA will impose restrictions on contacts. • Follow District Communicable Disease Plan and collaborate with LPHA. • In the event of a short-term closure (4 weeks or less), the district will initiate short-term Comprehensive Distance Learning and continued food services. • If the closure is longer than 4 weeks, the district will move into providing ongoing Comprehensive Distance Learning and continued food services. • The District Lead Team with the District Nurse/Other Staff and LPHA will convene to develop clear communication regarding the criteria which must be met in order for on-site instruction to resume. <p>For Suspected or Known Individual or Family Covid-19 Cases:</p> <ul style="list-style-type: none"> • District Nurse/Other Staff will be immediately notified by school or via LPHA. • If notified by school, District Nurse/Other Health Staff will contact family and health care provider, if appropriate, to gather data and contact LPHA <ul style="list-style-type: none"> • District Nurse/Other Health Staff will report to LPHA any cluster of illness (2 or more people with similar illness) among staff or students • If notified by LPHA, District Nurse/Other Health Staff will notify Site Administrator and Student Services Director, and collaborate with LPHA, providing contact and/or cohort logs, attendance information, and potential contact information to LPHA. District and LPHA will collaborate to determine next steps as listed above including: <ul style="list-style-type: none"> • Determination if exposures have occurred • Cleaning and disinfection guidance • Possible classroom or program closure • Every effort will be made to maintain student and/or staff confidentiality. <p>For Regional Impact District Safety Team inclusive of District Nurse/Other Health Staff, Site Administrator and Student Services Director will collaborate</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	with LPHA to determine and address any steps needed under the direction of the LPHA.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the " Planning for COVID-19 Scenarios in Schools " toolkit. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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.	<ul style="list-style-type: none"> Adhere to the communication and response protocols collaboratively developed by the district and the LPHA. In the event of a short-term closure (4 weeks or less), the district will initiate short-term Comprehensive Distance Learning and continued food services. If the closure is longer than 4 weeks, the district will move into providing ongoing Comprehensive Distance Learning and continued food services. If in a collaborative conversation between LPHA and the district a school closure is advised by the LPHA, the district will make the final decision and a consultation will occur between legal, union, and district administration to ensure processes are consistent with legal preparedness processes. In collaboration between the district, school and LPHA, the return of students and staff for on-site instruction will be discussed and determined. District will communicate with families about options and efforts to support returning to on-site or hybrid learning and share estimated timeline for re-opening. Consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transportation vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds before re-opening.



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>