OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school[1] has been directed to submit a plan to the district[2] in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the **_Ready Schools, Safe Learners_ guidance** document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to, school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,[3] parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Tri City Elementary
Key Contact Person for this Plan	Emily Veale
Phone Number of this Person	541-863-6887
Email Address of this Person	emily.veale@susd.k12.or.us
Sectors and position titles of those who informed the plan	Superintendent -Kate McLaughlin Director of Student Achievement – Andy Johnson Student Services Director - Diane Dunas District Maintenance Supervisor – Joe Motta Principal, staff members, transportation provider, food service provider, Cow Creek consultant
Local public health office(s) or officers(s)	Douglas County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Emily Veale
Intended Effective Dates for this Plan	August 1, 2020 – June 30, 2021
ESD Region	Douglas Education Service District

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

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[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.
[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.
[3] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

We have used multiple methods of communication to reach and engage all student groups within our community. Information shared included specific cleaning and sanitation plans, health and safety information about hand washing/masks/social distancing, and reopening plans/metrics. We specifically prioritized feedback received from our typically underserved and marginalized groups of students, including our Native American students, students of color, and students experiencing homelessness. Additionally, we have prioritized our students living in remote areas who do not have access to high speed internet services, as this group of students would not be able to access any educational services without support. Methods of sending communication and receiving feedback included:
- Social Media & Website Posts
- Social Media & Website Survey of Needs
- Email info to students/families
- Email Survey of Needs to students/families
- Teacher, principal, and office manager calls and surveys of needs with individual students/families
- Cow Creek Band of Umpqua Tribe Consultation (Sandy Henry)
- Transportation/Nutrition/Facilities/Custodial consultations
- Douglas County Health (weekly consult w/Dr. Dannenhoffer)
- School Board Info/Feedback at Public Meetings
- Staff Info/Feedback through virtual meetings
- School based planning teams (administrator, teachers, office managers)
- SIA Planning Meeting Feedback Meeting data from typically underserved and marginalized groups, including students of color
- Superintendent and Director consultations with individual parents regarding specific student needs and/or concerns

3. Indicate which instructional model will be used.

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).

5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

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.

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 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).

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1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Implement measures to limit the spread of COVID-19 within the school setting.	Please see Tri-City Elementary School's Communicable Disease Management plan in Appendix
☐ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.	Principal Emily Veale will establish, implement, and enforce physical distancing requirements.
☐ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.	LPHA staff: Robert Dannenhoffer, M.D. – Public Health Administrator Laura Turpen, MPH – Communicable Diseases
☐ 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.	Local Nurse: Marcella Post – RN
☐ 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.	Staff will be trained via video and in-person (if allowable) training prior to school starting. This training will be coordinated by the Director of Student Achievement in coordination with the administrative team. Please see our "Guidance for Covid-19 and other Viruses" (Appendix D) document for information about notifying LPHA of any confirmed case and clusters.
☐ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.	
☐ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.	Plans for systematic disinfection of classrooms, offices, bathrooms and other activity areas are included in the appropriate sections below.
☐ Process to report to the LPHA any cluster of any illness among staff or students.	
☐ Protocol to cooperate with the LPHA recommendations.	
☐ Provide all logs and information to the LPHA in a timely manner.	
☐ Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance).	
☐ Protocol to isolate any ill or exposed persons from physical contact with others.	
☐ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance).	
☐ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting	

OHA/ODE Requirements	Hybrid/Onsite Plan
(see section 1d of the *Ready Schools, Safe Learners* guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. ☐ Required components of individual daily student/cohort logs include: • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☐ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. ☐ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. ☐ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ☐ Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).	

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. **Medically Fragile, Complex and Nursing-Dependent Student Requirements** ☐ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☐ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.	All staff and students/parents will be given the opportunity to self-identify as vulnerable or living with a vulnerable family member. <u>Staff</u> Redeployed staff members assigned to online instructional support, work tasks without in-person contact, (i.e., maintenance projects, office work), or leave options. <u>Students</u> All students 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.

OHA/ODE Requirements	Hybrid/Onsite Plan
• 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 <u>nurses and other health providers</u>. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: o U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. o ODE guidance updates for Special Education. Example from March 11, 2020. o OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.' o OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. ☐ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. ☐ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☐ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☐ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. ☐ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	Overall: - Remove extra furniture to make more room for student use - Removal of all fabric covered furniture. For non-removable fabric covered seating, vinyl or plastic seat protectors will be used - Assign seating to maximize physical distancing and minimize physical interaction - ***Each site must plan and discuss how to support students with physical distancing requirements, WITHOUT PUNITIVE MEANS. Students are not to be disciplined for failure to comply with social distancing guidelines. Students will continuously be taught how to correctly physically distance curing their school day by their teacher or other designated adults.*** Additional School site considerations: **Hallways** - will be marked with one- way direction markers. **C*lassrooms*** – Classrooms will mix and match tables and single use desks to accommodate seating. Teachers will have the option of providing instruction outside providing that students and staff observe social distancing protocols and maintain proper classroom management. **Multipurpose Room/Cafeteria** –Will be used for students to pick up breakfast and lunch to take to their classrooms and

OHA/ODE Requirements	Hybrid/Onsite Plan
	for PE instruction. These will have one door for entering and another for exit when students pick up their meals. **Meals:** Students will wash hand before walking to the lunchroom to get their breakfast or lunch. Students will be taught social distancing measures for walking to and from the multipurpose area and while waiting to get their meal. After meals, classrooms will be sanitized and garbage removed. A garbage can will be provided for each classroom to properly dispose of mealtime garbage. Desks will be cleaned/sanitized after each meal. I**tinerant Speech/Language Pathologist**: One space in the Media room designated for speech and language cohort groups. There will provided face shield or plexiglass partition. Speech services will be one on one only. **Music teacher:** Schedule rotations into classrooms for music instruction. The music teacher should utilize instruction outside whenever possible. Limit use of all band instruments with cleaning between cohorts. Choir activities limited or conducted outside with at least 6 feet between students. Arrange the space for singing sessions so that people are separated from one another by 6 feet when feasible and consider having all participants face in the same direction (rather than facing each other). **PE Instruction:** Schedule PE classes in the multipurpose room, outside, or in classrooms with cohort groups; provide enough time for cleaning and sanitization between groups if using common spaces. Consider using visual cues to demonstrate physical spacing (how will you address social *distancing and sanitation. The* PE instructor and/or designated adult will assist with the sanitization of PE equipment. PE equipment must be sanitized between usage of grade level cohort groups. There will be a set of PE equipment to be used that is already sanitized while another is in play. Equipment will be rotated and sanitized between each use. *SPED –* Special Education IEP and 504 teams will communicate with parents to revise plans for those students who are identified as vulnerable. Teams will also coordinate and update any services the student may be receiving (Speech, OT, PT, Mental Health Services, etc.) Acknowledgement, flexibility, and support for people with disabilities and special health needs is critical during the COVID-19 pandemic. ***All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with weekly check-ins by phone.*** *Additional Student Support/Small Group –* Students participating in small group instruction/interventions for additional support will remain in their class cohort with support staff moving to the small group. Student will either be pulled and worked with one on one or in a small group. Social distancing/PPE requirements will be met with the use of face masks or face shield for the designated adult and a plexiglass divider between students if more than one student is in the group. The plexiglass and table area will be sanitized between uses. Small group instruction will be limited to no more than 45 minutes. Weather permitting, small groups may meet outside utilizing social distancing measures. Contact logs for students moving to intervention groups will be maintained each day by their intervention group teacher or I.A. All contact logs must be maintained for four weeks.

OHA/ODE Requirements	Hybrid/Onsite Plan
	Library/Media – Students will continue to use the library while striving to maintain physical distancing with no more that 39 students in the media center at one time. Books and media will be sanitized when returned to the library according to sanitation protocols.
	Capacity for Tri City Elementary Useable Spaces – Usable space, ***based on rectangular or square array***: *Please see attached school maps with people per square feet listed for each learning space.*

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1d. COHORTING

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OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☐ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☐ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the ***Ready Schools, Safe Learners*** guidance). ☐ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☐ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☐ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☐ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	Tracking attendance carefully within cohorts will be critical to support contact tracing. 1) Transportation Cohort This is a stable group of students each day. Stable groups can be varied by AM/PM routes. Updated contact-tracing logs are required for each run of a route. 2) Each grade level, Kindergarten through 5th Grade will be their own cohort. Cohort's will not exceed 100 students in the cohort. This will include in class instruction, meals and recess. 3) Students participating in small group instruction/interventions for additional support will remain in their class cohort with support staff moving to the small group. Student will either be pulled and worked with one on one or in a small group. Social distancing/PPE requirements will be met with the use of face masks or face shield for the designated adult and a plexiglass divider between students if more than one student is in the group. The plexiglass and table area will be sanitized between uses. Small group instruction will be limited to no more than 45 minutes. Weather permitting, small groups may meet outside utilizing social distancing measures. Contact logs for students moving to intervention groups will be maintained each day by their intervention group teacher or I.A. All contact logs must be maintained for four weeks. ***Note: When student needs or administrative logistics require a student to be pulled from a grade band cohort to receive support, it creates a new cohort and additional contact tracing log requirements.*** ***Note: When staff interact with multiple stable cohorts they must wash and sanitize hands between interactions.*** Individual grade level cohorts will receive PE, music and library instruction within the same grade level cohort. **Recess:** Recess will occur within each gravel level cohort at assigned recess locations. Students and staff will be trained in social distancing protocols around recess, structured play and transitions. Each grade level cohort will have their own recess equipment for use which will be sanitized each day. The use of playground equipment will be scheduled by cohort at different times of the day.

OHA/ODE Requirements	Hybrid/Onsite Plan
	Cohorts 3rd grade through 5th grade will utilize the East playground, undercover area and adjacent field. Cohorts K-2nd grade will utilize the West playground area and an adjacent field area. Playground equipment will be sanitized according to CDC guidelines by a designated adult. Each class cohort will have their own set of balls that will remain with that cohort. This equipment will be cleaned each day according to CDC guidelines by a designated adult. If weather does not allow for students to use the East and West playground areas students will have indoor recess in their classroom and rotation for using the undercover playground area will be implemented. Each grade level cohort will have their own box of balls which will be sanitized by a designated adult after each use. It is recommended that teachers take their students to play outside for recess during their designated recess times as much as possible rather than staying in the classroom. Teachers are encouraged to allow students to help create/modify recess games that provide for social distancing. Recess has proven immense cognitive, social, emotional, and physical benefits even in the most ideal times. Once recess is complete, all students will wash their hands before beginning classroom instruction.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☐ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☐ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☐ Provide all information in languages and formats accessible to the school community.	A letter outlining the instructional model, the rationale and vision behind it and specific infection control measures will be shared with all families in their native language through print and electronically when available. Additional communication regarding protocols will be shared with families and staff in August prior to the start of on-site instruction. Updated communication will be shared with families at least monthly or as updated information is available throughout the school year.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: • Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC.	**Staff/ Student/Family COVID-19 Education** • We will educate staff, students, and families about the signs and symptoms of COVID-19, and when they/their children should stay home and when they can return to school. • Require that staff and students stay home if: ▪ They have tested positive for or are showing COVID-19 symptoms, until they meet criteria for return. • They have recently had close contact with a person with COVID-19, until they meet criteria for return **Illness Exclusion**

OHA/ODE Requirements	Hybrid/Onsite Plan

• In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance.
• Emergency signs that require immediate medical attention:
   o Trouble breathing
   o Persistent pain or pressure in the chest
   o New confusion or inability to awaken
   o Bluish lips or face (lighter skin); greyish lips or face (darker skin)
   o Other severe symptoms
☐ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.
  • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the **Ready Schools, Safe Learners** guidance) and sent home as soon as possible. See table "*Planning for COVID-19 Scenarios in Schools.*"
  • Additional guidance for nurses and health staff.
☐ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*"
☐ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.
☐ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
	• We will communicate with parents regarding not sending any ill child to school.
	• Students who show symptoms of other infectious diseases. Students and school staff who are diagnosed with a school-restrictable disease must be excluded from work or attendance. Susceptible students and school staff may also be excluded following exposure to selected diseases, per instructions to the school administrator from the local public health authority or per OHA state-wide posted notices. [OAR 333-019-0010; 333-019-0100]
	• **Concerning cough**: persistent cough that is not yet diagnosed and cleared by a licensed healthcare provider **OR** any acute (non-chronic) cough illness **OR** cough that is frequent or severe enough to interfere with active participation in usual school activities. a) Stay home until 72 hours after cough resolves. If COVID-19 is diagnosed, exclude until cleared for return by the local public health authority.
	• Any students/staff showing primary symptoms of COVID-19 will be sent home as soon as possible. *Students must remain home until 24 hours after the fever is gone. (without using fever reducing medication) and other symptoms are improving.*
	• If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
	• LPHA advice on restrictions of any student or staff having been exposed to COVID-19 will be followed.
	
	Any students/staff that has been exposed to a positively identified COVID-19 person (e.g., household member) must remain at home for 14 days to monitor for the development of any COVID-19 symptoms.
	
	Staff/students who have a chronic or baseline cough that has worsened or is not well-controlled through medication will be excluded from school. *This does not* include staff/students who have other symptoms that are chronic or baseline symptoms. (e.g., asthma, allergies, etc.) from school.
	
	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 note is required to return to school, to ensure that the person is not contagious.
	
	Illness Emergency
	• Upon emergency sings that require immediate medical attention: 911 will be called to assist, the school administrator will contact the student/staff emergency contact, the District Office will be notified.
	
	Screening Students Upon Entry:
	
	Students entering the building before school begins for breakfast will be visually screened by a designated adult. Upon entering the building for breakfast, the student will immediately sanitize their hands. Students will be taught how to properly wash with soap and water and the usage of alcohol-based hand sanitizer. A hand sanitizer dispenser will be located at each student entrance. Front entrance, K-2, east side

OHA/ODE Requirements	Hybrid/Onsite Plan

	entrance, 3-5. DLC/STEP classrooms will enter through the annex entrance. As students are visually screened for COVID-19 symptoms they will also be screened to make sure each student is wearing a face mask upon entry of the school.
	
	Each grade level will enter at a designated entrance and will be screened by a designated adult before entering the classroom. When entering through their designated entrance, students will sanitize their hands at the entrance hand sanitizing station. Students will be taught and modeled how to properly wash with soap and water and the usage of alcohol-based hand sanitizer.
	
	Staff: Staff may self -screen and attest to their own health at the entry of school and during the workday.
	    - Staff are required to report when they may have been exposed to COVID-19. Exposure is considered being with in a COVID-19 case for 15 minutes or longer.
	    - Staff are required to report when they have symptoms related to COVID-19.
	    - Staff members are not responsible for screening other staff members for symptoms.
	
	Face Masks: All staff and students will wear a face mask during the school day. The school district will provide face masks to staff and students. Students may wear a face shield if it is provided from home.
	
	Students will be taught and modeled how to properly wear a face mask during the day.
	
	Students on IEP's/504's who have difficulty wearing a face mask due to health conditions may wear a face shield in lieu of the face mask. If a student has doctor's orders to not wear a face mask during the school day, they can still access onsite instruction. This will include appropriate social distancing measures for that student to be included in classroom instruction.
	
	For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school will review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan. The team will also determine if the disability is/is not prohibiting the student from meeting the requirement.
	    • If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
	    • If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team will evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
	    • Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
	
	Students will be given face mask "breaks" during the day. Students will maintain social distancing measures during these face mask breaks.

OHA/ODE Requirements	Hybrid/Onsite Plan
	If a student removes a face covering, or demonstrates a need to remove the face covering for a short period of time, the school/team must: • Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised; • Provide additional instructional supports to effectively wear a face covering; • Provide students adequate support to re-engage in safely wearing a face covering; • Students will not be discriminated against or disciplined for an inability to safely wear a face covering during the school day. Students whose families refuse the use of the face mask will be provided the option of online instruction. **Logging for Contact Tracing:** Each teacher will maintain a complete contact tracing log each day. Teachers will be trained on properly filling out contact logs and logs will be maintained according to ODE protocols. The office will maintain a screening log of any students who have arrived at school late. If students arrive to school late, they will sanitize their hands before checking into the office. The use of contact logs will also include and additional services such as speech, special education, mental health etc.…. Logs will also be kept for any student with COVID-19 like symptoms if they are in an isolation room.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Restrict non-essential visitors/volunteers. • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☐ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*" ☐ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☐ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only. Visitors must wash or sanitize their hands upon entry and exit. Visitors must wear face coverings in accordance with LPHA and CDC guidelines. Visitors will be screened for symptoms upon every entry and restricted from school property if exposed to Covid-19 within the preceding 14 calendar days. If an adult comes to school to pick up a child early they will call the office ahead of time to give the office staff the time of pick up. The student will be screened and checked out at the front office. Once the parent/guardian arrives to school they will buzz the front entrance bell to have the student released to them while they wait directly outside of the front entrance.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. ☐ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings.	Face coverings are required for all staff, students, contractors, and service providers ages 5 and up. The district is providing face coverings for staff and students. Students will be instructed in the proper wearing and cleaning of face coverings.

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
• Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;"
   o Students should not be left alone or unsupervised;
   o Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
• Provide additional instructional supports to effectively wear a face covering;
• Provide students adequate support to re-engage in safely wearing a face covering;
• Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
☐ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.
• Additional guidance for nurses and health staff.
Protections under the ADA or IDEA
☐ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
• Offering different types of face coverings and face shields that may meet the needs of the student.
• Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.
• Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;
• Additional instructional supports to effectively wear a face covering;
☐ For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.
☐ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.
• If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
  1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
  2. Placement determinations cannot be made due solely to the inability to wear a face covering.
  3. Plans should include updates to accommodations and modifications to support students.
• Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
  1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
	Students who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, during On-Site instruction must be provided access to instruction. Comprehensive Distance Learning may be an option, however additional provisions apply to students protected under ADA and IDEA.
	
	Plexiglass barriers have limited utility for schools and are not practical for classroom use. Examples of where barriers could be used include the library check-out station, cafeteria check-out, or front office

OHA/ODE Requirements	Hybrid/Onsite Plan

2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
    o If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
    o If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
☐ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
☐ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.
☐ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.
• Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness.
• Consider required physical arrangements to reduce risk of disease transmission.
• Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.
• Additional guidance for nurses and health staff.
☐ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
• School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional
	Refer to district Communicable Disease Mgmt. Plan for appropriate isolation determination and processes (plan still under construction by district and OHA).
	
	Each school principal or designee will connect weekly with school nurse on updates for plan and isolation measures taken to that point.
	
	All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated isolation area. This room will be located in the "cool down" sensory room in the main hallway across from the multipurpose room. Student will be provided a facial covering (if they can safely wear one). Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.
	
	While exercising caution or maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.
	
	Staff will maintain student confidentiality as appropriate (FERPA).
	
	Daily logs must be maintained containing the following:
	   - Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and
	   - Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs
	
	Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and

OHA/ODE Requirements	Hybrid/Onsite Plan
regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. ☐ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ☐ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in *"Planning for COVID-19 Scenarios in Schools."* ☐ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). ☐ Record and monitor the students and staff being isolated or sent home for the LPHA review.	they are physically ready to return to school. In no case can they return before: - The passage of 14 calendar days after exposure, or 2 negative COVID-19 molecular tests (PCR), at least 24 hours apart; **and** - ***symptoms have been resolved for 24 hours without the use of anti-fever medications.*** Record and monitor the students and staff being isolated or sent home for the LPHA review. Students who are showing COVID-19 symptoms will have their parent/emergency contact called to transport the student from school to home and be kept in a quarantine area with a designated adult while they wait for someone to pick them up. If students show signs of emergency symptoms that require immediate medical attention 911 will be called to safely transport the student to a medical facility. Staff who are showing COVID-19 symptoms will be asked to return home and/or to see medical attention. If they are unable to safely get home their emergency contact will be called. All students/ staff that have been sent home due to COVID-19 symptoms or whom have had a confirmed diagnosis of COVID-19 will be documented. These documentations will be communicated to the district and the LPHA for review.

2. Facilities and School Operations

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

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☐ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: • The ADM enrollment date for a student is the first day of the student's actual attendance. • A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. • If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance. • Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.	All students will be enrolled following the Oregon Department of Education guidelines. No student will be dropped for non-attendance if they meet the following conditions: - Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19 Have COVID-19 symptoms for the past 14 days

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended. ☐ When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll. ☐ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. ☐ When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education. ☐ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☐ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☐ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. ☐ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. ☐ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	On-site student attendance will follow normal reporting policy and procedures. Attendance for all students K-5 for distance learning will be taken each day looking for instructional interaction in a 24-hour period. If there is no interaction within 24 hours the student is then considered absent. We will provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health. Attendance policies and plans will encourage staff and students to stay home if someone in their household is sick. A designated staff member will notify the principal when the absence rate has increased by 20% or more. The principal will report this increase to the RN. Teachers will use the Respiratory Surveillance spreadsheet to document students with respiratory illness. The BAM (Behavior and Attendance Monitor), office manager or other designated adult will monitor student absences and the principal will report absence rates. The school handbook will be updated to reflect COVID-19 attendance procedures and updated guidelines.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the *Ready Schools, Safe Learners* guidance). ☐ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	Clean and sanitize each device brought in for updates, repair, return, inventory, or redistribution. Students will be assigned their own technology device when possible. Devices will be cleaned and sanitized each day by a designated adult. If distance learning is to occur teachers will check out devices to students and keep a log of any technology devices and devices will be cleaned upon return.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ☐ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☐ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☐ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☐ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	**Handwashing:** Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available. Handwashing education will be taught and reviewed each day the first week of school. Teachers and designated staff will monitor that students are correctly washing their hands and will review handwashing protocols as often as needed. All students will have access to hand washing prior to, and after, meal times, and frequent opportunities for hand washing provided throughout the day. Hand washing may be supplemented by the use of hand sanitizer. Students will be trained in proper hand washing and hand washing duration. Signage will be in each sink as a reminder for students and staff. **Equipment:** All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group. These items will be sanitized by the classroom teacher and/or a trained, designated adult. Shared use of classroom supplies will be limited wherever possible. Where possible, we will have individual supplies for student's usage. In areas where there will be shared materials, materials will be sanitized between usage. These items will be sanitized by the classroom teacher and/or a trained, designated adult. **Events:** Field trips will be designed virtually until further guidance is issued. All assemblies, special performances, school wide parent meetings and other large gatherings will be canceled or held in a virtual format until further guidance is issued. Guidelines and requirements for athletic events and practices will follow OSAA guidance. Any school recognition/celebration assembly activities will be held virtually. **Transitions/Hallways:** Wherever possible, student cohorts should remain in the classroom with adults transitioning. Hallways will be marked with one-way direction markers that are

OHA/ODE Requirements	Hybrid/Onsite Plan
	understandable to all students. If students/staff are transitioning in the hallways they will adhere to 6' social distancing between students. All students will be taught, and will practice, the correct way to transition in the hallways. Reteaching will continue to occur throughout the year to ensure social distancing measures are met. **Classroom Line Up**: When students are required to line up outside of buildings or classrooms, line up areas are to be marked with visual cues to indicate adequate physical distance. Designated staff will be trained and expected to transition students on time while maintaining social distancing. **Personal Property**: Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students. If lockers/cubbies are used, they must be single student use spaces. Classrooms will have cubbies or designated student areas. **Restrooms**: Students will use individual bathrooms within their designated classrooms, where available. These bathrooms will be cleaned daily. Restrooms will be assigned based on cohorts and have designated schedules whenever possible to alleviate large groups and waiting. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day. ● Each hallway has a designated restroom area that will be sanitized regularly.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
☐ Create schedule(s) and communicate staggered arrival and/or dismissal times.
☐ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the *Ready Schools, Safe Learners* guidance).
☐ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.
    • Eliminate shared pen and paper sign-in/sign-out sheets.
    • Ensure hand sanitizer is available if signing children in or out on an electronic device.
☐ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other
	Hand sanitizer stations will be placed near all main entry doors or other high traffic areas.
	
	Reminder: Parents, visitors, volunteers will not be allowed in the building, unless picking up a sick student.
	
	Entry into the school:
	
	Each grade level cohort will have a designated entry point to the school. This includes the DLC and STEP room annex.
	    • K-2 will enter through the front entrance.
	    • 3-5 will inter through the middle, east entrance.
	    • DLC/STEP will enter through the annex east entry.
	    • Each designated entrance will have a hand sanitizer dispenser for students to use upon entering the school.
	    • Students will be screened for COVID-19 symptoms and the use of a face mask upon entrance to the school.

OHA/ODE Requirements	Hybrid/Onsite Plan
high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	Upon drop off students will enter at their designated entrance and will be visually screened upon arrival before entering their classroom. If students arrive after school is in session they must check in at the office through the front door, for screening before entering their classroom. Students will be visually screened by their teacher or designated adult upon entry of the school and marked in the contact log. Students will wash their hands at a sink or sanitize their hands upon entry into the classroom according to handwashing guidelines. Students will be trained in social distancing protocols for lining up and classroom seating. They will be re-taught when needed. See guidance around social distancing in section 1.F. Students will also be taught the proper use of a face mask during the day. Contact tracing logs will be maintained by classroom teachers and support teachers. See guidance around social distancing in section 1.F. All students will be screened, and logged, by their teacher before dismissal. Grade level teachers will escort their students to the bus and pick up/drop off location. Teachers will remain with their students until all students are picked up and will help all students maintain social distancing. If students must be picked up early, parents are expected to call the school ahead and inform the office of the pick -up time to allow proper screening before leaving school grounds.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ **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. • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	● **Seating:** Rearrange student desks and tables, striving for 6' apart. Assign seating so students are in the same seat at all times. A rectangular or square array will be utilized to safely accommodate the maximum number of students, per space. ● **Materials:** Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Items shared within the cohort will be sanitized between uses by a designated adult. 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. Follow section 2d for handwashing protocols. Handwashing signage will be posted at each sink within the school and will be at eye level. Signage will also be easily understood for non-readers and ELL students. ● **Furniture:**

OHA/ODE Requirements	Hybrid/Onsite Plan
	All upholstered furniture and soft seating has been removed. If not possible to remove, then washable or replaceable coverings must be used.
	● **Classroom Procedures:** Classroom procedures for learning spaces will follow those outlined in section 2f.
	● **Traffic Flow:** Wherever possible use visual aids (e.g., painters 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 may hold classes outside when possible and encourage students to spread out.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☐ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☐ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. ☐ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☐ Cleaning requirements must be maintained (see section 2j of the *Ready Schools, Safe Learners* guidance). ☐ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☐ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☐ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☐ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☐ Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	Playground and play structure public usage will follow current OHA and ODE guidelines, including sanitation procedures. Cohorts K-2 will utilize the west playground structure and field for recess. Cohorts 3-5 will utilize the east playground, undercover area and field for recess. Cohort's will be assigned their playground area in their weekly schedule. Different cohorts will not use the same playground areas at once. Students will still be taught social distancing measures to use during recess. Each cohort will have their own equipment, such as balls, for the use of that cohort during recess. The equipment will be cleaned after each day by a designated adult. Classes may use the playground for recess on a staggered schedule throughout the day. Recess activities will be planned to support physical distancing and maintain stable cohorts. Cleaning requirements must be maintained. Students will wash or sanitize hands before and after using play equipment. Students will be taught recess guidelines with their stable cohort the first week of school to support physical distancing. Recess guidelines will be taught by both teachers and designated adults before students are to engage in recess. The first week of school will have a set aside time for teachers/staff to teach these protocols. When students are having difficulty remembering physical distancing measures for recess they will be retaught by staff exercising patience and ensuring no punitive measures are taken if students do not maintain social distancing.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Include meal services/nutrition staff in planning for school reentry. ☐ Prohibit self-service buffet-style meals. ☐ Prohibit sharing of food and drinks among students and/or staff. ☐ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical	All students must wash hands prior to and after meals. Students will not share utensils or other items during meals.

OHA/ODE Requirements	Hybrid/Onsite Plan
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.	Tables/desks will be cleaned prior to meals being consumed by a teacher/designated adult. Tables/desks will be cleaned after meals are consumed. Students will pick up food in the cafeteria and return to their classrooms to eat. Physical distancing requirements must be maintained in transit. If a classroom is unable to travel to the cafeteria, cafeteria staff will deliver meals to that classroom. All meals will be eaten in the classroom. Social distancing will be monitored by a trained, designated adult.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Include transportation departments (and associated contracted providers, if used) in planning for return to service.
☐ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the **Ready Schools, Safe Learners** guidance).
☐ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure.
   • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.
     o The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible.
     o The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected.
   • If arriving at school, notify staff to begin isolation measures.
     o If transporting for dismissal and the student displays an onset of symptoms, notify the school.
☐ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
☐ Drivers wear face shields or face coverings when not actively driving and operating the bus.
☐ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
☐ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the **Ready Schools, Safe Learners** guidance to transportation settings.
	First Student transportation, who provides our student transportation services, has been fully included in our transportation and sanitation plans.
	
	Buses will be cleaned and disinfected after each run.
	
	Drivers will visually screen students and will have face coverings available for those who exhibit symptoms. The buses all have a designated area that keeps such students at least 6 feet from other students.
	
	School staff will be notified of any student who displays onset of symptoms either when students are on the way to school or on the way home from school.
	
	Families will be consulted to appropriately provide service to all students.
	
	Drivers will wear face shields or coverings.
	
	Families will be kept informed of any changes in busing services or increased route times.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms.	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 use by cohorts, but not less than once daily by custodial staff or designated adult.
☐ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance.	All cleaning, sanitizing and disinfecting will follow CDC guidance.
☐ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.	Ventilation systems will be checked and maintained monthly by maintenance staff.
☐ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.	
☐ Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present.	
☐ Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.	
☐ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.	
☐ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces).	
☐ Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).	

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.	Nurse will be primary consultant in supporting development of this plan.

Designated staff will implement plan.

A plan for maintaining health services for all students will be implemented. |
| ☐ 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). | |

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

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

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. ☐ Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill. ☐ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. ☐ Drills should not be practiced unless they can be practiced correctly. ☐ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. ☐ If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to	**Safety Drills:** During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and re-entry procedures. Prior to any safety/fire drills students will be trained to what the correct procedures "look like" and "sound like" while implementing social distancing protocols Students will be trained in proper social distancing protocols for safety drills. • Students will be taught how to maintain physical distancing during safety drills. This will be practiced and monitored by teachers, instructional assistants and the principal. Students and staff will wash hands or use hand sanitizer after drills.

OHA/ODE Requirements	Hybrid/Onsite Plan
participate in drills (i.e., schedule on different cohort days throughout the year). ☐ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.	

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

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OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.
☐ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.
☐ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.
☐ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.
☐ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.
☐ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.
☐ Plan for the impact of behavior mitigation strategies on public health and safety requirements:
  • Student elopes from area
    ○ If staff need to intervene for student safety, staff should:
      ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.
      ● Use the least restrictive interventions possible to maintain physical safety for the student and staff.
      ● Wash hands after a close interaction.
      ● Note the interaction on the appropriate contact log.
    ○ *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.
    ○ If students leave the classroom:
      ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
      ● Ensure physical distancing and separation occur, to the maximum extent possible.
      ● Use the least restrictive interventions possible to maintain physical safety for the student and staff.
      ● Wash hands after a close interaction.
      ● Note the interaction on the appropriate contact log.
    ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
	Staff have either attended the CPS training or regularly receive training in CPS principles and trauma-informed principles. Schoolwide MTSS systems are based in PBIS and trauma-informed practices which support reducing antecedent events and triggers. Staff receive training throughout the year on trauma-informed practices which include best practices for behavior escalation. Each building has a Skill Building Program, with staff who are trained in CPS and the Crisis Prevention Institute to provide extra support for students who are dysregulated.
	
	Each school has built into their schedule time for social-emotional learning with a CASEL approved curriculum. Staff receive training on providing a safe and predictable environment for students.
	All staff receive training to de-escalate children, focus on lagging skill instruction and use restraints only as a last resort when safety is compromised for student or others.
	
	Staff receive training on creating a Culture of Care (Dr. Rick Robinson) which includes self-care. Staff who work specifically with students who need higher behavior supports, regularly utilize Reflective Practices.
	
	Staff have been trained on how to respond to a student leaving the area or campus. This is a written process and once a student engages in this behavior, a safety plan is developed with the team. Any unexpected interaction with other stable cohorts will be documented in the contact log.
	
	We have a designated room for students who need to be removed from their peers to regulate. It allows for physical distancing and is an inviting safe space with sensory materials available and students complete a reflection sheet before re-entering the classroom. Any unexpected interaction with other stable cohorts will be documented in the contact log.
	
	Staff are trained in CPI techniques and safely remove student to an inviting safe space with sensory materials available and students complete a reflection sheet before re-entering the classroom. Any unexpected interaction with other stable cohorts will be documented in the contact log. Students who engage in physically aggressive behaviors will have functional behavior assessments and behavior support plans that are within the CPS paradigm.

OHA/ODE Requirements	Hybrid/Onsite Plan

• Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).
   o If staff need to intervene for student safety, staff should:
     ● Maintain student dignity throughout and following the incident.
     ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.
     ● Use the least restrictive interventions possible to maintain physical safety for the student and staff
     ● Wash hands after a close interaction.
     ● Note the interaction on the appropriate contact log.
   o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
☐ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.
Protective Physical Intervention
☐ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the ***Ready Schools, Safe Learners*** guidance: Cleaning, Disinfection, and Ventilation).
	Staff will clean and sanitize the space where the child is removed to deescalate behavior afterwards.

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☐ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	Coordinate Communication with the Local Public Health Authority. If the region impacted is in Douglas County, the Health Authority will provide school-centered communication and will potentially host conference calls. When cases are identified in the local region a response team should be assembled within the district and responsibilities assigned within the school district. Establish a specific emergency response framework with key stakeholders.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☐ Ensure continuous services and implement Comprehensive Distance Learning. ☐ Continue to provide meals for students.	Identify baseline absentee rates to determine if rates have increased by 20% or more. Temporarily dismiss students attending childcare facilities, K-12 schools.

OHA/ODE Requirements	Hybrid/Onsite Plan
	Modify, postpone, or cancel large school events as coordinated with LPHA. Work with LPHA to establish timely communication with staff and families. When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide a direct report to the county nurse on the diagnosed case. Likewise, the LPHA will impose restrictions on contacts.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☐ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. ☐ When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	Distance learning and in-person learning will be planned in collaborative teams, allowing for students (and the school community) to move between an in-person and distance learning model. In the event of school closure, all students and staff will participate in distance learning temporarily. Consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces. Follow LPHA guidance regarding the return of students and staff for onsite instruction.

ASSURANCES

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

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

☐ We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:
- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

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

4. Equity

5. Instruction

6. Family, Community, Engagement

7. Mental, Social, and Emotional Health

8. Staffing and Personnel

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

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