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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

CAL SD Board Approved 8/6/2020; Updated 8/13/2020

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	Applegate Elementary School, Crow-Applegate-Lorane School District 66
Key Contact Person for this Plan	Malcom McRae
Phone Number of this Person	541-935-2100 (office)
Email Address of this Person	mmcrae@cal.k12.or.us
Sectors and position titles of those who informed the plan	Kevin Rodemack, CMHS Principal Lee Ann Hartwig, District Service Manager (transportation, food service, district operations) Bryan Wood, District Maintenance Supervisor Donna Willits, District/AES Secretary
Local public health office(s) or officers(s)	Lane County Public Health – Luis Pimentel, Jacqueline Moreno
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Malcom McRae (AES) Kevin Rodemack (CMHS)
Intended Effective Dates for this Plan	September, 2020 through June, 2021
ESD Region	Lane County ESD

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 posted parent/family surveys on our website and social media platforms and had coverage from the local newsprint outlet (Fern Ridge Review). Responses representing 63% of spring enrollment have been received. We sought input on our reopening structures and shared a parallel survey for school staff and have receive responses from 62% of staff. Some of our survey prompts became a moot point with the Governor's metrics for school reopening and directive that all students wear facial coverings.

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.
We will be providing Comprehensive Distance Learning for grades 4-6 until the Lane County and State of Oregon reopening metrics are met. We are prepared to transition quickly to in-person cohort instruction.

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.
The district has reviewed the comprehensive district learning (CDL) requirements detailed in the Oregon Department of Education document entitled: "Comprehensive Distance Learning: A Companion to *Ready School, Safe Learners.*" Our comprehensive distance learning model complies with all requirements.   Requirement 5B (Infrastructure) will be difficult for us to meet. About 20% of our families having limited internet connectivity and inconsistent cell service. School staff will work with each family to determine workable solutions, but we were limited to providing work packets and phone contact last spring. We are seeking support from the Lane ESD and small incumbent local exchange carriers to provide access to low-cost internet service or mobile hot spots.

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.
Students in kindergarten through third grade will begin on site in-person classes beginning September 14, 2020.   We will follow the state and county metrics issued on July 28 before bringing students back in a stable cohort hybrid of on-site and online learning. On-site instruction for stable student cohorts in grades 4-12 will begin as soon as the metrics allow.   The district's operational plan will follow the district's Communicable Disease Management Plan for COVID-19 and communicable diseases procedures outlined in School Board Policies JHCC and GBEB and Administrative Rules JHCC-AR and GBEB-AR.

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

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

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

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

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

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

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

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

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

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spread of COVID-19 within the school setting. ☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. ☒ Process and procedures established to train all staff in sections 1 - 3 of the *Ready Schools, Safe Learners* guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations. ☒ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others.	Measures to limit the spread of COVID-19 include scheduling, physical distancing, hand hygiene protocols, stable cohorts, personal protective equipment, environmental cleaning and disinfection (especially high-touch, high-use surfaces), isolation protocols, contact tracing, airflow and ventilation, return-to-work protocols and communication. COVID-19 Communicable Disease Management Plan (CDMP) will be consistent with CAL SD Communicable Disease Policies GBEB, JHCC, and GBEB/JHCC-AR. Physical distance enforcement: Malcom McRae (AES/District) and Kevin Rodemack (CMHS) are the designated distancing enforcement authorities at each campus. LCPH Operations Center Liaisons Luis Pimentel and Jacqueline Moreno; Karen Gaffney Director of Health & Human Services. CAL SD does not have a district nurse or other medical expertise. Training will be provided through staff inservice on Sections 1-3 on this Operational Blueprint, cleaning protocols, and COVID-19 specific training through online learning modules provided by Public School Works. System-wide disinfection oversight: Bryan Wood, Maint. Supervisor, Jim Willis (CMHS), Candy Middaugh (CMHS), AES Custodian TBA. Ill/exposed person will be isolated in sick room with conference room reserved for backup space.

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance).
 	
☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](#).
 	
    • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the *Ready Schools, Safe Learners* guidance), the daily log may be maintained for the cohort.
    • If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
 	
☒ Required components of individual daily student/cohort logs include:
    • Child's name
    • Drop off/pick up time
    • Parent/guardian name and emergency contact information
    • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
 	
☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
 	
☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
 	
☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
 	
☒ Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).
	Supt. Malcom McRae communicate potential COVID-19 cases to school community stakeholders and staff via website, social media (Facebook/ Twitter), district robo-call, staff email, and/or take-home flyer consistent with personal privacy rights under FERPA.
	Students will be visually screened upon boarding of bus. School access will be restricted to a single entry with temperature scanning and visual screening of staff and students upon arrival.
	
	Isolation on buses – designated seat(s) as detailed in CDMP; buildings supervised isolation space(s) with distancing from others.
	Public Health Communication district-to-families and district-to-staff consistent with Board policies JHCC/JHCC-AR and GBEB/GBEB-AR:
	
	Contact tracing logs will be kept in buses, classrooms, offices, and other work spaces. Individual contact logs maintained as needed. Individualized Title and Special Education services will be provided in sanitary settings that are isolated from students from other cohorts. The CAL SD [Daily Contact Log](#) will include all required information.
	
	Daily logs will be scanned and filed electronically in the main office of each building identified by location (bus, classroom, work area). Detailed individual contact logs maintained and submitted weekly by itinerant and district staff (admin, cafeteria, maintenance/custodian).
	
	School-to-LCPH reporting/consultation documented per incident of reported COVID-19 exposure consistent with the Communicable Disease Management Plan.
	Response protocol for potential outbreaks include contacts with LCPH, district admin and confidential personnel, restricted access and escalated cleaning/sanitizing protocols, and facilitation of LCPH imposed restrictions. The individual will be relocated to the isolation area, others will be evacuated for a period of two hours to the extent possible, and custodial staff will initiate cleaning procedures using appropriate personal protective equipment.

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
	To the extent possible, students who are unable to participate in on-site instruction may be provided via blended opportunities to attend/ interact with peers via synchronous audio/video links or provided comprehensive distance learning.
	
	The District is not aware of any students who are medically fragile, medically complex, or who require professional nursing services other than those students who are enrolled in special programs in other school districts.
	
	The District will cooperate with the medical providers of individual students to meet individual health management plans to support on-site access to instruction, special services, and behavioral and mental health services.

OHA/ODE Requirements	Hybrid/Onsite Plan

school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:
• Communicate with parents and health care providers to determine return to school status and current needs of the student.
• Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
• The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.
• Service provision should consider health and safety as well as legal standards.
• Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers.
• Work with an interdisciplinary team to meet requirements of ADA and FAPE.
• High-risk individuals may meet criteria for exclusion during a local health crisis.
• Refer to updated state and national guidance and resources such as:
   o U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
   o ODE guidance updates for Special Education. Example from March 11, 2020.
   o OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to 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).	Maximum room capacities have been calculated based on 35 sf of usable space per person in district buildings taking into account furniture and other obstructions. AES staff are communicating as a team to choreograph the essential movement of students within the building to maintain physical distancing of students within each cohort as well as physical separation of cohorts apart from each other. This choreography will minimize the time spent standing in line and the potential comingling of cohorts or stacked use of spaces so that adequate cleaning and sanitizing can be performed between uses.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	Repetitive instruction and support will be provided to ensure that students are proficient in maintaining physical distancing and the use of face coverings without the employment of punitive discipline.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the *Ready Schools, Safe Learners* guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	CAL SD has a plan in place to establish A/B cohorts at each grade level from Kindergarten through 3rd grade. They will each occupy separate classroom spaces. When it is appropriate for older students to return to the campus for on-site and in-person instruction, each A/B cohort will attend on alternating schedules. Most likely, one cohort will attend on Monday/Tuesday, Wednesday will be absent of students for cleaning and sanitizing, then the other cohort will attend on Thursday/Friday. K-3 will be able to continue to attend in their separate spaces in their stable cohorts. Daily pre-printed contact tracing logs will be used for each cohort. The required data will be provided as required by ODE in this Operational Blueprint and the *Ready Schools, Safe Learners* guidance. Staff will organize classroom schedules to provide for stable cohort access to common areas including restrooms, playground, gym. Interactions may occur individually between students in different stable cohorts – especially in restrooms. Contract tracing logs will include time and location if a child is excused to the restroom so that the logs from different cohorts can be cross-referenced to identify potential contact. Staff will provide spot cleaning of surfaces such as tables between uses by students in the cohort. Emphasis for instruction of students under ADA and IDEA will be push-in model to the maximum extent possible. Where a pull-out is required, students will only originate from within a stable cohort. Staff who interact with multiple cohorts will wash/sanitize their hands between interactions with different stable cohorts.

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.	Staff will participate in a district-wide inservice day on Sept. 1, 2020 with startup training. A Return-to-Work protocol is detailed for staff in the CAL SD COVID-19 Communicable Disease Management Plan. A Return-to-School protocol is detailed for students in the CAL SD COVID-19 Communicable Disease Management Plan. The district will work with Lane County Public Health to provide timely communication with staff, families, and the community when a new case(s) of COVID-19 is diagnosed including the school district's response while protecting individual confidentiality. Protocols on website via the COVID-19 Communicable Disease Management Plan and the Operational Blueprint.

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:	**Screening Students on school transportation:** • Students will be visually screened upon boarding the bus every day.

OHA/ODE Requirements	Hybrid/Onsite Plan

• Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.
• Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC.
• In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance.
• Emergency signs that require immediate medical attention:
  o Trouble breathing
  o Persistent pain or pressure in the chest
  o New confusion or inability to awaken
  o Bluish lips or face (lighter skin); greyish lips or face (darker skin)
  o Other severe symptoms
☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.
• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the *Ready Schools, Safe Learners* guidance) and sent home as soon as possible. See table "*Planning for COVID-19 Scenarios in Schools.*"
• Additional guidance for nurses and health staff.
☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*"
☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have 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.
	• Anyone displaying or reporting primary symptoms should be sent home with parent, if present. Otherwise the student should be isolated on the bus beginning two seats directly behind the driver.
	• Primary symptoms include cough, fever/chills, shortness of breath, or difficulty breathing.
	
	Screening Students on site:
	• Students will be visually screened and have a touchless temperature scan by a designated staff member upon entrance to the school.
	• When screening indicates that a student may be symptomatic or has a fever, the student will be directed to the office.
	• The district will follow established protocol from CDMP (section 1a). Cohort or individual student logs will be updated as appropriate.
	
	Screening Staff on site:
	• All staff are required to report to the building administrator *when they may have been exposed to COVID-19*.
	• All staff are required to report to the administrator *when they have symptoms related to COVID-19*.
	• All staff members (including bus drivers) will have a touchless temperature scan at the office prior to starting work each day. They are not responsible for screening other staff members for symptoms.
	
	Alcohol-based hand sanitizing stations will be provided at the entry checkpoint.

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 restricted from non-essential work or volunteer activities that require in-person interaction. Persons with essential school-related business must check in at the office and be approved before accessing any campus area. Appointments may be considered upon request. All visitors will be screened for symptoms and fever as with students and staff. This protocol will be followed for on-site parent-teacher conferences prior to the start of classes for the 2020-21 school year.

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	**Face Coverings and Facial Shields** *Face coverings are not synonymous with facemasks.*

OHA/ODE Requirements	Hybrid/Onsite Plan

for Face Coverings. Individuals may remove their face coverings while working alone in private offices.
☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings.
☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
• Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;"
   o Students should not be left alone or unsupervised;
   o Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
• Provide additional instructional supports to effectively wear a face covering;
• Provide students adequate support to re-engage in safely wearing a face covering;
• Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
☐ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.
• Additional guidance for nurses and health staff.
Protections under the ADA or IDEA
☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit 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:
	The district will provide face coverings. Staff must wear a face covering in common areas, when interacting with students or the public, and in all circumstances where 6 feet of distance cannot be maintained.
	   • Bus drivers - Must be used when stopped for passengers who are entering / exiting the bus but such coverings should not impair driving.
	
	Face coverings are required for all students in kindergarten through grade 12 at all times when at school, on school-provided transportation, and when participating in school activities.
	
	CAL SD does not employ RNs or other medical personnel.
	
	Students who do not wish to wear a face covering during on-site instruction will be provided online instruction (distance learning). Additional provisions may apply to students under ADA and IDEA.
	
	There are provisions for students who need to remove a face covering for a short period of time.
	
	Students cannot be discriminated against or disciplined for an INABILITY to safely wear a covering.
	
	Additional instruction and support will be provided to teach children to properly wear a face covering.

OHA/ODE Requirements	Hybrid/Onsite Plan

1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
  ○ If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
  ○ If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
☒ 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	COVID-19 has been declared a restrictable disease. The district will exclude students and staff as provided by OHA guidelines and by Board Policy and Administrative Rule under JHCC and GBEB – Communicable Disease. Students who become ill at school will remain at school supervised by staff until parents can pick them up in the designated isolation area (i.e., health room). • Students will be provided a facial covering (if they can safely wear one). • Staff must wear a facial covering and maintain physical distancing, but never leave a child unattended. • While exercising caution to maintain safety when working with children exhibiting symptoms, it is also critical that staff maintain a calm disposition so as not to create fear or anxiety in a student or family. • Staff will also maintain student confidentiality. **Daily logs must be maintained containing the following:** • Name of students sent home for illness, cause of illness, time of onset; and name of students visiting the office for illness symptoms, even if not sent home. **Staff and students with known or suspected COVID-19, or displaying COVID-19 symptoms per current OHA guidance, CDC guidance, or LPHA guidance, cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before: the passage of 14 calendar days (10 school days) after exposure, free of fever for 24 hours without fever-reducing medication, and improving symptoms.**

OHA/ODE Requirements	Hybrid/Onsite Plan
medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "*Planning for COVID-19 Scenarios in Schools.*" ☐ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). ☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.	All decisions around the transportation of students will be made in consultation with the family. Students and staff are required to stay home and must follow the district's COVID-19 Communicable Disease Management Plan and existing Board Policies. The district does not employ school nurses or offer a school-based health center.

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.	Staff will maintain efforts to contact and engage students who stop attending for 10 or more days in order to encourage attendance or identify whether the students has transferred or withdrawn from school.
☒ 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.	Standard documentation will be required when enrolling a student from another school.

Students for whom distance learning has been requested will be counted for attendance via personal contact consistent with Comprehensive Distance Learning requirements. |
☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	Students who are absent for COVID-19 or for a pre-arranged absence will be contacted at least weekly to provide support until the student resumes regular participation in classes.
☒ 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.	Students who are absent beyond 10 days but meet the criteria for continued enrollment due to suspension of the 10 day drop rule will continue to counted as absent in the Cumulative ADM.

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).	Attendance will be taken daily on instructional days in all grades regardless of the instructional model.
☒ 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.	Alternative programs are not common, but would be followed in accordance with State guidance.
☒ 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.	

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).	1. The district will checkout school-owned devices to meet student needs.
☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	2. District technology and internet connectivity resources will be inventoried.
3. Plan for technology support and replacement, including budget.

OHA/ODE Requirements	Hybrid/Onsite Plan
	4. Protocols are in place for providing properly sanitized devices and for receiving devices in need of repair.

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:** All students will have access to hand washing before breakfast/lunch is served. Opportunity for frequent hand washing will be provided throughout the school day. ● **Equipment:** All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group. ● **Safety Drills:** During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. ● **Events:** At this time, no events will be scheduled. ● **Transitions/Hallways:** Staff will coordinate in order to protect stable cohorts from gathering in common areas. ● **Personal Property**: Each classroom will limit on the number of personal items brought in to school. A full list of allowable items will be sent home prior to class starting (e.g., refillable water bottles, school supplies, etc.). ● If personal items are brought to school, they must be labeled prior to entering school and not shared with other students. ● **Restrooms:** Restroom breaks will be taken on a schedule and minimized during class time to maintain stable cohorts. Restrooms will be cleaned multiple times throughout the day.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.
☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the *Ready Schools, Safe Learners* guidance).
☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.
  • Eliminate shared pen and paper sign-in/sign-out sheets.
  • Ensure hand sanitizer is available if signing children in or out on an electronic device.
☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.
	Screening Students:
	  • Upon arrival, students will maintain physical distancing while participating in fever and visual symptom screening at the designated school entrance.
	  • Students who are driven to school should not exit the vehicle except at the yellow access ramp to facilitate physical distancing and minimize time standing in inclement weather. This may require waiting for a bus or other vehicle to exit.
	  • Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs.
	
	Dismissal of All Cohorts
	  • Students will remain in their assigned cohort at the end of day until released by cohort
	  • Cohorts will be individually released by different release schedules.
	  • Upon release all students in the cohort will go directly to their bus or departure point from campus.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces *s*o that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.	● **Seating:** Student desks and tables arranged to provide at least six feet of spacing; students assigned to the same seat each day. ● **Materials:** Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff. ● **Handwashing:** Students will wash hands or sanitize before and after each meal and frequently throughout the day.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **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.	• **Respiratory Etiquette:** School staff will consistently teach and reinforce the need for ongoing respiratory etiquette. • **Personal Belongings**: Middle and High school students will carry personal belongings. • All shared spaces (e.g., computer lab, library gymnasium) will be cleaned between cohort uses. • **Environment:** When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread out.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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 or 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.	When community parks and playgrounds are closed due to coronavirus, school playgrounds will also be closed to the general public. In closing and reopening playgrounds to the general public, the district will rely on the Oregon Health Authority's guidance applicable to outdoor recreation based on Lane County's current phase. Before and after using playground equipment, students must wash their hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60–95% alcohol. While at recess or when using playgrounds and fields, students are to maintain physical distancing requirements, stable cohorts, and square footage requirements. Recess activities will be supervised to maintain physical distancing and stable cohorts. Playgrounds, fields and shared equipment will be designated solely for the use of one cohort at a time. Where field or playground size permits, these areas may be subdivided for use by more than one cohort, provided the cohort is restricted to a single subdivision of the playground or field.

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 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 or 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.	• Meals (breakfast and lunch) will be served in K-3 classrooms. • Students will be required to follow handwashing requirements before and after eating. • Food and drinks will not be shared among students/staff. • Meal items that are not disposable will be cleaned and sanitized before being removed from the classroom. • Tables will be cleaned/disinfected after meals. • Additional considerations and planning will be reduced to writing prior to students in grades 4-12 beginning on-site and in-person classes.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service.	• All students are required to wear face coverings while on school transportation. If a student boards the bus without their face covering, the bus driver will provide them with a disposable face covering. See guidance on face coverings in Section II-B.
☒ 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).	• While at bus stops and on the bus, students will be expected to maintain physical distancing. During loading and unloading at school, visual cues will be present such as tape and number stickers for each seat to maintain consistency for the contact tracing log.
☒ 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.	• Students will be visually screened as provided in Section II-D. If a student is at a bus stop with their parent/guardian and shows signs of illness as they board the bus, the bus driver will explain that the student will not be able to attend school that day and ask the parent/guardian to return the student home. If the student displays symptoms before boarding the bus to return home, the bus driver will ask school staff to move the student to the school's isolation room and contact parents/guardians to pick up the student.
• 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.	• The first three passenger seats behind the bus driver will be reserved on all routes for isolating students showing signs of illness and the student will sit in the second seat. If a student displays symptoms in screening while boarding at their bus stop or begins to displaying symptoms after boarding, the driver will assign the student to the isolation seat, notify the dispatcher immediately, and continue transporting the student.
• 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.	• Drivers will be required to wear a face covering when not actively driving and operating the bus. The district will provide drivers with the appropriate PPE.
☒ 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).	• Each driver will maintain a daily preprinted contact tracing log for each cohort of bus riders. Transportation routes will include a permanent seating chart to facilitate contact tracing. Contact tracing logs will be stored at the district office for efficient access and maintained for two months.
☒ 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.	• Staff will disinfect touchpoints and seats between each run/group of students during the morning, midday, and afternoon routes on the buses. ***Disinfectant will be a no-wipe/residue antiviral spray.***
	• Students experiencing disabilities may require additional support to participate in school transportation. Transportation and Student Services staff will work with parents/guardians of students to form a reasonable plan to appropriately provide service which may include accommodations the student needs to access transportation safely.

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)	• All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport

OHA/ODE Requirements	Hybrid/Onsite Plan
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. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with [CDC guidance](#). ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. ☒ Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)). ☒ Consider modification or enhancement of building ventilation where feasible (see [CDC's guidance on ventilation and filtration](#) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).	vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses by different cohorts, but not less than once daily. Follow CDC guidelines for cleaning. • District staff will use the following cleaning and disinfection process when staff or students present symptoms consistent with COVID-19 and have been in a district facility. • When building staff identify a person who has concerning symptoms, the individual will be evaluated and relocated to the designated isolation area. Custodial staff will be notified and will initiate cleaning procedures. Spaces where the individual was within the facility will remain unoccupied until it has been cleaned and sanitized. Appropriate personal protective equipment (PPE) and hand hygiene will be required when cleaning all impacted spaces. • The District Maintenance Supervisor or designee will: • Assign the cleaning personnel and train them on the cleaning protocol. • Training should include when to use PPE, what PPE is necessary, how to properly put on, use, and take off PPE, and how to properly dispose of PPE. • Ensure all needed and approved PPE and supplies are available at the location prior to initiating cleaning protocols. • The district and its schools will operate ventilation systems properly and will consider and implement ways to increase circulation of outdoor air as much as possible by opening windows and doors, and setting ventilation systems to increase air exchanges and increase the amount of outside air where possible. • Fans can be an effective way to increase the circulation of outdoor air, but fans should not be used when doors and windows are closed and the fans are recirculating the classroom air. The district will consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. Fans should not be used if they pose a safety or health risk, such as increasing exposure to pollen or other allergens or exacerbating asthma symptoms.

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2k. HEALTH SERVICES

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OHA/ODE Requirements	Hybrid/Onsite Plan
☒ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☐ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	• Staff who report symptoms or develop symptoms will report such to their supervisor and leave the school or worksite immediately. • Students who report symptoms or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring. • The school office should be contacted immediately, and the student's parent/guardian should be contacted immediately to come pick them up. If able to do so safely, a symptomatic student should wear a face covering. • The district does not employ licensed health staff or offer a SBHC.

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2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

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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	Students will be provided instruction on emergency procedures in accordance with ORS 336.071 and OAR 581-022-2225. Drills will be practiced with fidelity for an actual emergency while employing COVID-19 safe distancing practices, and post-drill handwashing/sanitizing.

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.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.
☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.
☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.
☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.
☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.
☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.
☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements:
  • Student elopes from area
    o If staff need to intervene for student safety, staff should:
      ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.
      ● Use the least restrictive interventions possible to maintain physical safety for the student and staff.
      ● Wash hands after a close interaction.
      ● Note the interaction on the appropriate contact log.
    o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
  • Student engages in behavior that requires them to be isolated from peers and results in a room clear.
    o If students leave the classroom:
      ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
      ● Ensure physical distancing and separation occur, to the maximum extent possible.
      ● Use the least restrictive interventions possible to maintain physical safety for the student and staff.
      ● Wash hands after a close interaction.
      ● Note the interaction on the appropriate contact log.
    o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
	Staff will be trained in trauma-informed care and response as well as disruptive and noncompliant behaviors including cycles of acting out and behavioral interventions.
	
	These trainings will provide proactive preparation to address students who are dysregulated, escalated, and/or exhibiting self-regulatory challenges without inadvertently escalating then further in accordance with this section.

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).	

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.	• During the COVID-19 pandemic, the district has worked and will continue to work with Lane County Public Health (LCPH) frequently, including regular meeting attendance. LCPH has received a copy of this plan and will provide input on district operation as appropriate. Communication and response in the context of COVID-19 will follow LCPH guidance. • LCPH will provide the district with an individual point of contact who will exchange information with designated district personnel only. The district's designated personnel are Malcom McRae, Superintendent. District alternates are Lee Ann Hartwig, District Service Manager, and Donna Willits, District Secretary. • The superintendent has an emergency response team dedicated to pandemic preparedness and response. The district intends to maintain such a team throughout the duration of the pandemic.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit.	

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Ensure continuous services and implement Comprehensive Distance Learning. ☒ Continue to provide meals for students.	• The district will follow the COVID-19 Communicable Disease Management Plan in concert with Lane County Public Health. • a) Whether a confirmed or presumptive diagnosis of COVID-19 is disclosed by a parent, student, employee, or campus visitor, the staff member receiving the report shall notify the building administrator (AES – Malcom McRae, or CMHS – Kevin Rodemack). The administrators will cross-report to each other. • b) As required by law, the superintendent will notify Lane County Public Health. • c) The district will follow the guidelines in Section 1 – Public Health Protocols (above). • When building staff identify a person who has concerning symptoms, the individual will be evaluated and relocated to the designated isolation area. Spaces where the individual was within the facility will be vacated and remain unoccupied until it has been cleaned and sanitized. Custodial staff will be notified and will initiate cleaning procedures. Appropriate personal protective equipment (PPE) and hand hygiene will be required when cleaning all impacted spaces.

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.	A closure decision will trigger these additional actions: • Access to the impacted area will be secured/restricted by the District Maintenance Supervisor. • Closure signage will be attached to all exterior doors, listing the name and phone number of the individual(s) authorized by the Superintendent or designee to grant entry. • The District Maintenance Supervisor will determine the specific areas that require additional cleaning. If specific area(s) cannot be identified as impacted, the entire building will be considered exposed. • An authorized person will grant entry only for the purpose of investigation or cleaning. • The authorized person will close off areas used by the ill persons and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Outside doors and windows will be opened to increase air circulation in the area. When there is a suspected outbreak impacting a whole school or building, staff will wait up to 24 hours before beginning cleaning and disinfection. • Cleaning staff will clean and disinfect all identified areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces**.** • The district will provide communications to families or staff. • The superintendent will be notified when the cleaning is completed and ready for occupancy/use. The district will follow health authority guidance to begin bringing students back into on-site instruction, and may consider smaller groups, cohorts and rotating schedules to allow for safe return to schools. The Superintendent or designee will authorize the removal of all exterior signage of closure; authorize the District Maintenance Supervisor to return the access control system to normal operations.

ASSURANCES

☒ 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*
None. Should any issue arise regarding compliance, it will be noted in this section with a plan and timeline for correcting the deficiency.	N/A.