OREGON
DEPARTMENT OF
EDUCATION

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# OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

## Updated 1/19/2021

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,[2] parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation. *It is required that a revised Operational Blueprint be completed and updated when there is a change of Instructional Model*.

1. Please fill out information:

| SCHOOL/DISTRICT/PROGRAM INFORMATION | |
|---|---|
| Name of School, District or Program | Eddyville Charter School |
| Key Contact Person for this Plan | Stacy Knudson |
| Phone Number of this Person | 541-875-2942 |
| Email Address of this Person | Stacy.knudson@lincoln.k12.or.us |
| Sectors and position titles of those who informed the plan | Superintendent/K-12Principal – Stacy Knudson<br>Dean of Students and Athletic Director- Karla Pearson<br>Guidance and Leadership Advisor – Dani Ulstad<br>Mental Health Counselor – Ishah Roads<br>School Nurse – Betsy Brooks<br>Elementary Teacher Representatives: Kathleen Harrington and Matt Bilder<br>K-12 Teacher Representatives – Mark Ekins and Mike Ulstad<br>Office Manager – Brandy Thomson<br>Business Manager – Missy Endicott<br>Facilities Manager – Danny Wheeler |
| Local public health office(s) or officers(s) | Lincoln County Public Health and Benton County Health |

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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.

[2] 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.

| Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements | Stacy Knudson |
|---|---|
| Intended Effective Dates for this Plan | March 31, 2022 – June 30, 2022 |
| ESD Region | LBL ESD |

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

> We collected survey data regarding Distance Learning for All successes and struggles, technology availability/needs for this school year, preference of parents and students with regards to structure of learning for 2020-2022 school years and intent to continue in person school.  The survey link was provided to all students, families and staff members to ensure effective representation/survey data from all levels of students, including demographics and our underserved and marginalized students/community groups.  We provided paper copies of the surveys upon request as well. We also are fielding phone calls, messenger notes, emails, and social media form input re: concerns and needs for the current school year.  With the recent announcement of masking becoming strongly recommended vs . required by March 31, 2022, we also sent out a stakeholder input survey.
>
> Equity is at the center of all we do. Our staff is dedicated to placing our focal communities at the center of our planning for each school year. Across our ECS community, there is a strong desire for our K-12 students to receive in-person learning four days a week as well as offering the option for comprehensive online learning to families/students who desire the online model as this will effectively serve all students and all needs.
>
> Parents, staff, ECS Board members, sponsor district (LCSD) administration and ECS administration continue to provide input and collaboration on best practices. Board members at ECS and LCSD as well as our health department reviewed this plan prior to submission.
>
> The admin team meets weekly with Lincoln County Health and the LCSD to assess current and projected COVID data and most effective safety protocols, quarantine and isolation practices and vaccination and booster clinic support. We also meet routinely with Benton County Health for the same reasons, since we have several staff and students who reside in Benton County. These agencies are involved in the operations and school model decisions.

3. Select which instructional model will be used:

☐ **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 3-22 in the initial template) and submit online, including updating when you are changing Instructional Model (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a).

 * **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. <u>Here is a link to the overview of CDL Requirements.</u> 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 <u>unless</u> the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.*

## 1. Public Health Protocols

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g).<br><br>⬜ OSHA has developed a risk assessment template.<br>☐ Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.<br>☐ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit.<br>   • Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule OAR 437-001-0744(3)(h).<br>   • OSHA has developed a sample infection control plan. | ECS is working with our school nurse, Betsy Brooks, Lincoln County Health and Benton County Health to provide support and resources to the school<br><br>policies and plans. In partnership, also review relevant local, state, and national evidence to inform plans, updates and our Communicable Disease Management Plan to include the requirements of COVID-19. Here is a link to our current Communicable Disease Plan<br><br>Staff received a walk through training of the school system safety protocols in August and September of 2020 and 2021 when ECS first held on-site work and upon return to the 2021-22 school year. Training on COVID-19 safety through OSHA was required by all staff on January 2021 as well. Certificates of completion are on file in HR. A staff COVID-19 Safety Protocol training was again, covered on January 21 and a follow-up training will take place on January 25th and annually after that in start of the year PD.<br>This is required of all staff: certified/classified/confidential/Admin. |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the *Ready Schools, Safe Learners* guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs. | **Designated point-person: Stacy Knudson – Superintendent/Principal**<br>It was presented to all staff and will be emailed again (to all staff) with the workplace hazard form and instructions for its intended use.<br><br>At www.eddyvillecharterschool.org, anyone can post an anonymous |

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| ☐ Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format. | COVID Comment Card via Google Form survey. Those cards are reviewed by the Safety Team each week and then answers and explanations are posted the following Monday on the Comment Card FAQ Page. Staff and community were notified of this feature in our latest correspondence for reopening and in our welcome back packets. |
| ☐ 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. | Custodial Staff and instructional staff have been trained and given specific sanitation schedules throughout the day. All areas have confirmation cards to track when each space was sanitized per assignment and by which staff. |
| ☐ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. | Each classroom has supplies and under supervision of certified and/or classified staff, sanitation takes place the last 2-3 minutes of each period or anytime a cohort leaves the room. |
| ☐ Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas. | Increased frequency sanitation of high contact surface areas has been assigned to custodians and tracking forms posted at checkpoints on campus. |
| ☐ Process to report to the LPHA any cluster of any illness among staff or students. | |
| ☐ Protocol to cooperate with the LPHA recommendations. | **Student Orientation:** |
| ☐ Provide all logs and information to the LPHA in a timely manner. | Students completed orientation upon registration and the first week of school. Staff also took time to present/review safety protocols with students prior to return and each Monday morning for K-5/Advisory for 6th-12th as we complete the 2021-22 academic year. |
| ☐ 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. | Records for contact tracing are managed in the office and with the school nurse's office. In the event of a confirmed case, ECS follows RSSL response protocols in partnership with LC LPHA and/or BC LPHA. Immediate communication with all stakeholders is executed per RSSL and ODE guidelines. |
| ☐ 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. | Daily logs of cohorts and additional contacts are kept in the office within a shared drive and lunch seating chart when indoors. |
| • 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. | **Daily Entry:**<br>IA staff will be stationed at school entries for visual screening to assess each student entering the building and ensure hand sanitation and masking are followed. It will also be posted and laminated to the sanitation stand for those who may have a hard time hearing. Hand washing stations and sanitation stands will also be located at each entry point along with instructional signage for safety. Protocols are with each trained IA for isolation steps, in the event of an ill or potentially exposed individual. |
| • 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. | |
| **OHA/ODE Requirements** | **Hybrid/Onsite Plan** |
| • See supplemental guidance on LPHA/school partnering on contact tracing.<br>• Refer to OHA Policy on Sharing COVID-19 Information | Daily logs will be maintained in this manner for specific cohorts. |

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| ☐ 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. | Each cohort reports immediately to their cohort room where the morning routine of attendance, breakfast after sanitation, personal space set up, hand washing, and specialized/supplemental instruction occurs. |
| ☐ 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 COVID19. | ECS follows the ODE's RSSL protocols on response to outbreak as noted in our CDP and uses forms provided by ODE in the toolkit. |
| ☐ Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in ODE's COVID19 Weekly School Status system. | |
| ☐ 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 |
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| ☐ Serve students in high-risk population(s) whether learning is happening through On-Site *(including outside)*, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. | ECS offers multiple options to students, grades K-12. Onsite instruction is available in grades K-12. Through survey data, less than 2% of our students |
| **Medically Fragile, Complex and Nursing-Dependent Student Requirements** | requested to learn through the CDL model. Staff have their classes available through zoom and Canvas as one option. The other is to enroll in Edmentum Exact Path for grades K-5 or Courseware for grades 6-12 and zoom with the assigned teacher for two sessions each day. This is also available to our students in isolation or quarantine. Either option allows for connection to the classroom teacher each week, tutoring services via zoom and special opportunities to zoom with his/her classmates during a read aloud project or a special learning opportunity time set in advance. |
| ☐ 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. | This online learning format is the answer to service should a student have to quarantine due to symptoms of COVID-19 or another illness. |
| 2. Medically Fragile: Are students who may have a lifethreatening 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. | Students who experience disability will continue to receive specially designed instruction. |
| ☐ Review Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid. | Students with language services will continue to receive English Language Development. |
| ☐ 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: | Visitors/Volunteers: Visitors and volunteers are able to work in schools with all required paperwork on file and all background checks completed successfully. |
| • 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. | |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| • 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.<br>• Service provision should consider health and safety as well as legal standards.<br>• Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers.<br>• Work with an interdisciplinary team to meet requirements of ADA and FAPE.<br>• High-risk individuals may meet criteria for exclusion during a local health crisis.<br>• Refer to updated state and national guidance and resources such as:<br>   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.<br>   o ODE guidance updates for Special Education. Example from March 11, 2020.<br>   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.'<br>   o OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. | Health Room:<br>Nurse is provided time and training to remain up to date on current guidelines and certifications.<br>There is a stockroom of PPE gear, masks, thermometers and other related materials and supplies.<br>She presents any updates and reviews standard practices at each staff meeting.<br>She is also coordinating staff vaccinations and boosters and assists with administration for clinics on site.<br>She updates her webpage on the school website with information around COVID guidance, safety protocols, and FAQ's. |

### 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.  If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person.<br><br>   ☐ Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible.<br>☐ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.<br>☐ 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. | |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).<br><br>☐ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. | |
| OHA/ODE Requirements | Hybrid/Onsite Plan |
| ☐ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. | |

### 1d. COHORTING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.<br><br>  ☐ The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. | **Overall:**<br>Arrange necessary furniture to make more usable room and facilitate appropriate social distance guides.<br><br>Limit the use of community supplies and spaces. When necessary, establish sanitation schedules between uses. |

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| ☐ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week[3], unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week.<br>☐ 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).<br>☐ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.<br>☐ Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.<br>☐ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, gradelevel academic content standards[4], and peers.<br>☐ Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.<br>☐ Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts. | Assign seating w/seating chart documentation to maximize physical distancing and minimize physical interaction and assist with contact tracing.<br>Establish individual supplies and storage containers to eliminate sharing/cross contamination where possible.<br><br>Each elementary class will be supported by Instructional Assistants (IA), both to provide instructional support and in order to support/encourage physical distancing and appropriate hygiene practices.<br>Secondary classes will be supported in weekly COVID protocol training and assistance with sanitation routines. |
| **OHA/ODE Requirements** | **Hybrid/Onsite Plan** |

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

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

| | Additional Considerations: |
|---|---|
| | Special education services will be planned and provided by Case Manager in collaboration. Most SDI will be provided in co-taught lessons with special education and general education staff. Review itinerant staff services to maintain physical distancing. If physical distancing cannot be maintained with direct services, the IEP team will convene to determine appropriate next steps. Special cohort arrangements will allow for this provision. |
| | Itinerant Speech/Language Pathologist: one space in assigned room designated for speech and language cohort groups. |
| | Rooms are all provided with plexi or shields in addition to required face coverings. |
| | PE instructor will conduct classes in outdoor play shed facility or field (weather permitting) as frequently as possible. PE is conducted in grade level cohorts and recommended social distancing will be enforced while conducting indoor PE activities. |

## 1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

| 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.<br><br>☐ Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols (see section 8b of the *Ready Schools, Safe Learners* guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.<br><br>☐ Post "COVID -19 Hazard Poster" and "Masks Required" signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e).<br><br>☐ Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.<br>   • The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.<br>   • OSHA has developed a model notification policy.<br><br>☐ Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.<br><br>☐ Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.<br><br>☐ Provide all information in languages and formats accessible to the school community. | The school safety committee (w/school nurse) will develop communication to staff, students and families on the infection control measures being implemented to prevent spread of disease (see communicable disease plan).<br><br>The school safety committee (w/school nurse) will develop protocols for communicating with anyone who has come into close/sustained contact with a confirmed case or when a new case has been confirmed and how the district is responding.<br><br>The school safety committee (w/school nurse) will update communicable disease plan with communication protocols.<br><br>A letter outlining the instructional model, the vision behind it and the specific infection control measures will be shared with all families in their native language through print and electronic copy when available.<br><br>Additional communication regarding protocols will be shared with families in January prior to the start of on-site instruction. Monthly updates will follow throughout the school year in the newsletter. |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:<br><br>• Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.<br><br>• Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC.<br><br>• In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools.<br><br>• Emergency signs that require immediate medical attention:<br>   o Trouble breathing<br><br>     o    Persistent pain or pressure in the chest o New confusion or inability to awaken<br><br>     o    Bluish lips or face (lighter skin); greyish lips or face<br>        (darker skin)<br>     o    Other severe symptoms | **Screening Students within Limited In-person Instruction:**<br>**Arrival**<br>Staff are stationed at entry for visual screening and health center referrals as needed. Hand sanitizer or hand washing is enforced as well.<br><br>Nurse/Health Room:  Outside entrance off main lawn for students with symptoms and needing medical attention after the screening process. |

- [ ] Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.
  - 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 "Planning for COVID-19 Scenarios in Schools" and the COVID-19 Exclusion Summary Guide.
- [ ] Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the COVID-19 Exclusion Summary Guide.
- [ ] Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

The classroom teacher will also conduct a visual screen for the appearance of symptoms upon entry to the classroom.
When the screening indicates that a student may be symptomatic, the student is directed to the school nurse in the health room's isolation room.
Follow established protocol from CDP (see section 1a)
Handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands.  There are transportation specific screening protocols that will be followed as well.   See section 2i for more information.
Upon entry to the school, students will sanitize and report directly to their cohort or 1st period classroom.

**Screening Staff:**
Staff are required to notify when they may have been exposed to COVID-19.
Staff are required to notify when they have symptoms related to COVID-19.
Staff members are not responsible for screening other staff members for symptoms.

**Ongoing:**
Weekly note: (via weekly report and Remind App notices) Reminder to report if a student tests positive and to report actual symptoms when calling students in sick as part of communicable disease surveillance.
Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage current CDC an OHA isolation guidelines.

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
|  | Online education (CDL) will continue to take place so students do not miss a day of instruction. Each student will have a school-issued Chromebook or device as coordinated in September, based on need and access. All staff maintain an online class in Canvas and provide access to daily zooms.<br>Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19. |

## 1g. VISITORS/VOLUNTEERS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ Restrict non-essential visitors/volunteers.<br>    • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.<br>    • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.<br><br>☐ Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the COVID-19 Exclusion Summary Guide.<br>☐ Visitors/volunteers must wash or sanitize their hands upon entry and exit.<br>☐ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the *Ready Schools, Safe Learners* guidance. | Visitors/Volunteers must adhere to the same health and safety guidelines as school staff members. Volunteers must also successfully complete all district safe schools, background checks and clearance requirements.<br><br>Essential visitors must wash or sanitize their hands upon entry and exit. Visitors will be visually screened for symptoms during sign-in.<br><br>Parents/guardians entering to transport their student will be encouraged to sanitize prior to check—in / check-out.<br><br>During end of day pick-up, parents/guardians will be encouraged to wait in the front lawn and encouraged to socially distance (posted signage). |

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| ☐ Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.<br>☐ Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.<br><br>☐ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. |  |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate. | **Facial Shields – only in addition to face coverings except in *special situations.**<br>*Provided upon request.* |

- ☐ Face coverings should be worn both indoors and outdoors, including during outdoor recess.
- ☐ Group mask breaks" or "full classroom mask breaks" are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
  - 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 must not be left alone or unsupervised;  o        Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
  - Provide additional instructional supports to effectively wear a face covering;
  - Provide students adequate support to re-engage in safely wearing a face covering;
  - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
- ☐ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.
  - Additional guidance for nurses and health staff.

**Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance**

- ☐ If any student requires an accommodation to meet the requirement for face coverings, districts and schools must 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 must not be left alone or unsupervised.
  - Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease.
  - Additional instructional supports to effectively wear a face covering.
- ☐ For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.

- ☐ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.
  - ☐ 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.

**Facial Coverings**
Facial coverings are a personal choice for all students, staff and volunteers, but will be made available at the check in desk in the main lobby as well as at entry points for extra curricular activities on site.

Online instruction is available for students as needed.

ECS will follow all ADA and IDEA requirements in regards to face coverings and associated accommodations with coverings.

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| 2. Not make placement determinations solely on the inability to wear a face covering.<br>3. Include updates to accommodations and modifications to support students in plans.<br><br>☐ For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:<br>　1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.<br>　2. The team must determine that the disability is not prohibiting the student from meeting the requirement.<br>　　● 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,<br>　　● 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.<br>　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.<br>☐ 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.<br>☐ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure. | |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ 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. | A designated primary location area will be used for students and staff who are symptomatic or develop symptoms - Isolation room in the Health room. |
| ☐ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the COVID-19 Exclusion Summary Guide.<br><br>☐ 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 if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation. | Staff will be assigned to supervise students who are symptomatic and test positive in the isolation room and are awaiting pick up.<br><br>Secondary isolation areas may be identified if/as needed. |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| • Consider required physical arrangements to reduce risk of disease transmission.<br>• Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.<br>• Additional guidance for nurses and health staff for providing care to students with complex needs.<br>☐ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.<br>  • School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space.<br>  • After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.<br>  • If able to do so safely, a symptomatic individual shall wear a face covering.<br>  • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.<br>☐ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. | Logs must be maintained for every student who enters the health room, regardless of whether they are treated or sent home. Logs will include:<br>  • Name of student<br>  • Reported symptoms/reason for health room visit<br>Action taken and coordinated services/communication with LPHA.<br><br>COVID-19 Exclusion visual is posted in the school building, on the school website, in the newsletter and sent via our Remind app for convenient reference. |

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| ☐ 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 COVID19 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. | |
| ☐ The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine. | |

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## 2. Facilities and School Operations

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

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. | All students will be enrolled following the ODE guidelines. |

| ☐ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:<br>    • The ADM enrollment date for a student is the first day of the student's actual attendance.<br>    • 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.<br>    • 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.<br>    • Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.<br>☐ 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.<br>☐ 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.<br>☐ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.<br>☐ When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.<br>☐ 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 K-12 will be offered CDL as an instructional model option. Students can opt to remain online through CDL or attend in-person at this time of reopening.<br><br>A schedule will be developed and implemented for tracking and continuity.<br><br>No student will be dropped for non-attendance if they meet the following conditions:<br>    • Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19.<br>    • Have COVID-19 symptoms or a positive test.<br><br>For students in fully online learning (CDL model), two-way communication each day of 4 days of online learning may include:<br>    • Live Google Classroom sessions<br>    • Virtual meeting/conferencing<br>    • Assignment submission<br>    • Email communication<br>    • Phone communication<br>The designated attendance team will review individual and schoolwide attendance data weekly. |

## 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).<br>☐ 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).<br>☐ 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 | Attendance is taken as follows:<br>K-5: am (first class) and pm (return from lunch/lunch recess).<br>6-12: each scheduled class each day.<br>Students online have a 24-hr window to update attendance as check-in and progress may be conducted outside the scheduled school day.<br><br>Communication to families will continue to be sent via the monthly newsletter regarding attendance requirements for all enrolled students; onsite or online. |
| OHA/ODE Requirements | Hybrid/Onsite Plan |

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.

## 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).<br><br>☐ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.<br>☐ If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations. | Conduct bi-annual follow-up family technology and connectivity survey.<br><br><br>All students will be assigned a district-owned device for use in the school building and at home. Students in grades 3$^{rd}$-12$^{th}$ will keep this with them. Grades Kinder-2$^{nd}$ will have devices issued at registration to keep at home if needed for CDL.<br>Through the 10Million project, ECS also has 17 devices available with unlimited access/data (with secure settings) for hotspots for families without access to reliable internet service.<br>Deployment of district-provided hotspots/cellular devices will continue to ensure adequate internet access for all families. |

## 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ **Handwashing:** All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. | ● **Handwashing:** |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.<br>☐ **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.<br>☐ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.<br>☐ **Personal Property**: Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). | All students will have access to hand washing or sanitation at each entry and frequent opportunities throughout their instructional days. Hand washing will be supplemented with the use of hand sanitizer.<br>It is required at the end of each class period when the students leave the room or before and after meal services. Sanitation stands are placed at each entry, outside of each restroom, in the outdoor learning areas, offices and waiting areas.<br><br>**Equipment: Equipment includes materials such as school supplies (scissors, glue sticks), PE and recess equipment, Science Lab supplies.**<br> Shared equipment will be cleaned between users<br>**Events:**<br> ○ Off-site field trips and events will follow standard safety and sanitation protocols<br> ○ In-school events will follow cohorting and social-distancing guidance where possible.<br> ○ Athletic events are coordinated with OSAA guidance.<br>**Transitions/Hallways:**<br>Hallways will include promotion of one-way traffic to reduce contact. |
| **OHA/ODE Requirements** | **Hybrid/Onsite Plan** |
| | Student cohorts will remain at grade level for eating times and core classes, K-8.<br><br>**Classroom line up:** Staff assistance to guide spacing and fluid movement through activity lines.<br>**Restrooms:** Restrooms assigned based on grade level within building location<br>5x/day minimum sanitation and cleaning is scheduled and tracked.<br>*Visual reminders will be used in all restrooms to encourage hygienic practices including:*<br>● Handwashing techniques<br>● Covering coughs/sneezes<br>● Social distancing<br>● Covid-19 symptom |

## 2e. ARRIVAL AND DISMISSAL

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| ☐ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. | **Arrival and Entry**<br>Each student will have screening and sanitation is enforced by |

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| ☐ Create schedule(s) and communicate staggered arrival and/or dismissal times.<br>☐ 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).<br>☐ 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.<br>    • Eliminate shared pen and paper sign-in/sign-out sheets.<br>    • Ensure hand sanitizer is available if signing children in or out on an electronic device.<br>☐ 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. | assigned staff.<br><br>Staff will be present at entry to visually screen students for symptoms and ensure sanitation.<br>Students identified as potentially symptomatic will be directed to the health room.<br><br>Drop-off and pick-up transitions are clearly articulated in a variety of correspondence to families, posted on signs at campus and enforced by staff to conduct this transition. |

### 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| ☐ **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.<br><br>☐ **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.<br>☐ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately.<br>    ☐ Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. | **Seating:**<br>Classroom desks and tables will be arranged with students being seated with social distancing in mind (typical 3').<br>Routine sanitation will also be conducted between users.<br><br>**Materials:**<br>Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned between each use under supervision of assigned staff. Hand sanitizer and tissues will be available for use by students and staff.<br>**Hand Washing:**<br>All students will wash their hands upon building entry. Additional hand washing opportunities will be provided throughout the scheduled cohort time.<br>Signage at each sink/hand washing station will remind students and staff of effective handwashing practices. |
| OHA/ODE Requirements | Hybrid/Onsite Plan |

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| | Protocols are taught and practiced within morning class/advisory.<br>**Furniture:**<br>All upholstered furniture and soft seating has been removed from the school building.<br>**Classroom Procedures:**<br>All classes will use an assigned cubby or storage spaces for individual student belongings.<br>**Seating:**<br><br>Environment: When possible, windows will be open in the classroom before students arrive and after students leave.<br><br>ECS provides air purifies for each classroom |

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| ☐ 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). | Recess:<br>Equipment is sanitized between use. Elementary recess joins cohorts K-2 and then staggers with 3-5 and then 6-8. |
| ☐ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule. | Signage is also posted around recess regions, outdoor sanitation and handwashing stations and enforced by trained 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. | Teacher lounge is not available at this time. |
| ☐ Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with CDC guidance. | MP room is an option for conference room needs and it is extremely large and adequate to accommodate all RSSL guidance. Zoom is always provided for those who do not wish to gather in full staff meeting. |
| ☐ 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. | |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| ☐ Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a | |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings. | |

### 2h. MEAL SERVICE/NUTRITION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| ☐ Include meal services/nutrition staff in planning for school reentry. | |
| ☐ Prohibit self-service buffet-style meals. | |
| ☐ Prohibit sharing of food and drinks among students and/or staff. | |
| ☐ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. | |
| ☐ Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the *Ready Schools, Safe Learners* guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible. | |
| ☐ Students and staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after. | |
| ☐ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). | |
| ☐ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. | |
| ☐ Adequate cleaning and disinfection of tables between meal periods. | |
| ☐ Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn. | |

### 2i. TRANSPORTATION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| ☐ Include transportation departments (and associated contracted providers, if used) in planning for return to service. | **In compliance with LCSD PLAN** |

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| ☐ 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).<br>☐ Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.<br><br>☐ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contacttracing. This must be done at the time of arrival and departure. | Lincoln County School District will meet all OHA/ODE requirements regarding student transportation in accordance with the following procedures:<br>    o   First Student Guidelines for Transporting Students During Covid-19<br>--------------------------------------------------------------------------------------<br>Evaluate student load by address to group households |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| • If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.<br>    o  The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.<br>    o  The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.<br>• If arriving at school, notify staff to begin isolation measures.<br>    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<br>☐    appropriately provide service.<br>☐ Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, only as stated in Section 1h of the *Ready Schools, Safe Learners* guidance.<br>☐ 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).<br>☐ Face coverings for all students, applying the guidance in section 1h of the *Ready Schools, Safe Learners* guidance to transportation settings. This prevents eating while on the bus.<br>☐ Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible. | • Drivers will visually screen students and provide isolation measures if necessary. ECS provides drivers with stock of face coverings to serve mask choice.<br>• FS will provide COVID protocol training to their staff.<br>• Seating charts will assist with contact tracing as needed.<br>• FS will meet district needs. Arrival and dismissal times and procedures should be worked by individual area admins and then proposed to FS to confirm accommodation.<br>• Students will bus to and from only their primary residence to ensure consistency and tracking, and minimize co-mingling of students. |

**2j. CLEANING, DISINFECTION, AND VENTILATION**

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| ☐ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.<br><br>☐ Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.<br><br>☐ Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with CDC guidance.<br><br>☐ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.<br><br>☐ 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.<br><br>☐ Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the | All frequently touched surfaces and shared objects will be cleaned between uses at least three times per day.<br>Door handles, desks, and tables will be cleaned between cohort groups.<br>Ventilation systems will be checked and maintained monthly by maintenance staff.<br><br>## In compliance with LCSD PLAN<br><br>Lincoln County School District will meet all OHA/ODE requirements regarding cleaning, disinfection and ventilation in accordance with the following Standard Operating Procedures:<br><br>---------------------------------------------------------------------------------------------<br><br>• Routine cleaning, enhanced disinfecting, reactive treatment<br>• Frequently touched surfaces (e.g., PE/recess equipment, sinks, door handles etc.  will be cleaned, sanitized and disinfected according to the following SOPs; ○  Standard Cleaning Schedule ○          Enhanced Cleaning Schedule ○          Reactive Cleaning Schedule |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.) Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the<br><br>☐ system.<br>All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect<br><br>☐ the function and performance of the ventilation system.<br>Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or<br><br>☐ health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.<br>Consider the need for increased ventilation in areas where students with special health care needs receive medication or<br><br>☐ treatments.<br>Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on<br><br>☐ disinfecting public spaces).<br><br>☐ Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and AirConditioning Engineers' guidance). | • Day custodians to disinfect high frequency surfaces beyond scheduled sanitation/cleaning schedules.<br><br>• Utilize when students are in specials & Teachers are on prep & lunch to provide multi disinfection applications per day.<br><br>• Employees are trained in proper handling/mixing of disinfectants.  Perform proper risk assessments of disinfectants.<br><br>• Elementary school shared (extremely limited situations) objects will be disinfected daily<br><br>• Ensure Cleaning, sanitizing & disinfecting all touchable surface areas are occurring multiple times throughout the day.<br><br>• Disinfectants will be stored in locked areas.  If stored on cart they must have a locking storage section.<br><br>• Employees will prepare CDC approved disinfectants to the proper concentration in PPM.<br><br>• filter change each quarter.<br><br>• -  Sodexo is working to provide disinfectant supplies in each classroom (from 2d notes)<br><br>ECS continues to provide  air purification in each classroom<br>Windows are open when possible, too, or outside learning sessions as weather permits.<br>Facilities have an extensive and high frequency cleaning protocol. |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| ☐ 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.<br><br>☐ 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). | Safety team is comprised of Superintendent/Principal, Facilities Manager, Business Manager, Nurse, Counselor, Dean-Athletic Director, Head secretary, and guidance counselor.<br><br>Team meets monthly to assess and respond to any safety concerns. |

**2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY**

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| ☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:<br>• Contact tracing<br>• 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.<br>• Quarantine of exposed staff or students<br>• Isolation of infected staff or students | n/a |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| • Communication and designation of where the "household" or "family unit" applies to your residents and staff<br>☐ Review and take into consideration CDC guidance for shared or congregate housing:<br>• Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible<br>• Ensure at least 64 square feet of room space per resident<br>• Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;<br>• Configure common spaces to maximize physical distancing;<br>• Provide enhanced cleaning;<br>• Establish plans for the containment and isolation of oncampus cases, including consideration of PPE, food delivery, and bathroom needs.<br>**Exception**<br>K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the *Ready Schools, Safe Learners* guidance) may operate, in consultation with their Local Public Health Authority, provided that:<br>☐ They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the *Ready Schools, Safe Learners* guidance and any other applicable sections, including Section 2L of the *Ready Schools, Safe Learners* guidance.<br>☐ The school maintains a fully-closed residential campus (no nonessential visitors allowed), and normal day school operations are only offered remotely through distance learning. | |

- ☐ There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.
- ☐ Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:
    - Limit travel to essential functions.
    - Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.
- ☐ Any boarding students newly arriving to campus will either:
    - Complete a quarantine at home for 14 days* prior to traveling to the school, OR
    - Quarantine on campus for 14 days.*

    * A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).
- ☐ Student transportation off-campus is limited to medical care.

## 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.<br><br>☐ 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. | ECS follows all requirements of emergency drill procedure. It is offered via in person instruction and practice and video format accessible. |
| **OHA/ODE Requirements** | **Hybrid/Onsite Plan** |
| • Fire drills must be conducted monthly.<br>• Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.<br>• 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.<br><br>☐ Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal.  If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.<br>☐ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.<br>☐ Drills shall not be practiced unless they can be practiced correctly.<br>☐ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. | Fire drills are conducted monthly.<br>Lockdowns and other appropriate dills are conducted 2x/year. |

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| ☐ If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).<br>☐ 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 skillbuilding/training related to the student's demonstrated lagging skills.<br><br>☐ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.<br><br>☐ 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.<br><br>☐ Establish a proactive plan for daily routines designed to build selfregulation 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<br><br>☐ behaviors. Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.<br><br>☐ 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.<br><br>☐ Plan for the impact of behavior mitigation strategies on public health and safety requirements:<br><br>⬚ Student elopes from area ○ If staff need to intervene for student safety, staff should:<br>    ● 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. | Staff receive training on each drill prior to the drill. They use this training and information to train their students prior to the drill.<br><br>Monday mornings are set aside for safety reviews for COVID and other school safety protocols.<br><br><br>Staff are training on TI practices and School Mental Health Counselor provides assistance with behavior mitigation and development.<br><br>Counselor provides SEL and TI training to staff and students throughout the school year on a bi-monthly basis.<br><br>Safe spaces are designated.<br>Counseling office, special services room and additional space in MP provide safe rooms for de-escalation.<br>Supervision is provided by assigned support staff and sanitation follows space used. |
| OHA/ODE Requirements | Hybrid/Onsite Plan |
|     ● Use the least restrictive interventions possible to maintain physical safety for the student and staff.<br>    ● Wash hands after a close interaction.<br>    ● Note the interaction on the appropriate contact log.<br>        ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. | |

- ⬚ Student engages in behavior that requires them to be isolated from peers and results in a room clear.
  - o If students leave the classroom:
    - ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
    - ● Ensure physical distancing and separation occur, to the maximum extent possible.
    - ● Use the least restrictive interventions possible to maintain physical safety for the student and staff.
    - ● Wash hands after a close interaction.
    - ● Note the interaction on the appropriate contact log.
      - o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
- ⬚ Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).
  - o If staff need to intervene for student safety, staff should:
    - ● Maintain student dignity throughout and following the incident.
    - ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.
    - ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction.
    - ● Note the interaction on the appropriate contact log.
- ☐ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. 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.

## 2o. PROTECTIVE PHYSICAL INTERVENTION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer's recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the *Ready Schools, Safe Learners* guidance). Single-use disposable PPE must not be reused. | PPE has a scheduled cleaning/disinfection process per guidance. Facilities and Health services have developed a plan, which is supervised by school nurse and admin. |

# 3. Response to Outbreak

## 3a. PREVENTION AND PLANNING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| ☐ Review the "[Planning for COVID-19 Scenarios in Schools](#)" toolkit. | See communicable disease plan. |
| **OHA/ODE Requirements** | **Hybrid/Onsite Plan** |
| ☐ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. | Academic instructional model will automatically transition into CDL for exposed individuals or cohorts in the event of a positive case(s). |
| | Current plan outlines a process for reporting any suspected or confirmed cases of novel viruses to the district nurse. |
| | A district response team will review identified cases and follow an established emergency response framework. |

## 3b. RESPONSE

| **OHA/ODE Requirements** | **Hybrid/Onsite Plan** |
|---|---|
| ☐ Review and utilize the "[Planning for COVID-19 Scenarios in Schools](#)" toolkit.<br>☐ Ensure continuous services and implement Comprehensive Distance Learning.<br>☐ Continue to provide meals for students. | Weekly review of attendance data and reported symptoms by staff and students and county metrics to determine a potential increase in rates.<br><br>Report to and consult with LPHA all confirmed COVID-19 cases. Weekly meetings<br><br>Communication with families regarding criteria that must be met in order for in person instruction.<br><br>CDL is a fluid transition in the event of quick transition due to quarantine and/or isolation situations. |

## 3c. RECOVERY AND REENTRY

| **OHA/ODE Requirements** | **Hybrid/Onsite Plan** |
|---|---|
| ☐ Review and utilize the "[Planning for COVID-19 Scenarios in Schools](#)" toolkit.<br>☐ Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow [CDC guidance](#) for classrooms, cafeteria settings, restrooms, and playgrounds.<br>☐ 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 to move between the<br>In person and virtual models.<br>Consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces.<br>Follow LPSH guidance regarding the return of students and staff for instructional models. |

# 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 202021 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* |
|---|---|