



OREGON  
DEPARTMENT OF  
EDUCATION

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## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 10/30/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> 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,<sup>3</sup> parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

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<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

| SCHOOL/DISTRICT/PROGRAM INFORMATION  |   |
|--|---|
| Name of School, District or Program  | Central Point Elementary<br>450 S 4 <sup>th</sup> St.<br>Central Point OR 97502   |
| Key Contact Person for this Plan   | Walt Davenport (Principal)  |
| Phone Number of this Person  | 541-494-6500  |
| Email Address of this Person   | walt.davenport@district6.org  |
| Sectors and position titles of those who informed the plan                                     | RN Wendy Sigler- School Nurse<br>Samantha Steele, Superintendent<br>Walt Davenport-Principal<br>Kristin Kostman- Asst. Principal<br>Ryan Munn- D6 Taskforce Representative<br>Jennifer Holstein-CPE Lead Custodian<br>Elaine Cook- Secretary<br>David Minter- School Counselor (La Clinica)<br>Melissa Telford- Teacher<br>Mack Lewis- Teacher<br>Jennifer Andersen- Teacher<br>Cara Taylor- Intervention Specialists (Title I)<br>Raime Fansler- Sped Teacher<br>Lyndsey Robinson- Sped Teacher<br>Melinda Carder- Sped Teacher<br>Kris Bradley- Food Service<br>First Student- Transportation |
| Local public health office(s) or officers(s)   | <a href="https://jacksoncountyor.org/hhs/Public-Health/CDC">https://jacksoncountyor.org/hhs/Public-Health/CDC</a>   |
| Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements | Walt Davenport  |
| Intended Effective Dates for this Plan   | September 8, 2020 – June 17, 2021   |
| ESD Region   | Southern Oregon ESD   |

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

Equity is at the center of all we do. Our staff is dedicated to placing all students in our communities at the center of our planning for 2020-21 school year. CPE will be open on September 8th, to the maximum extent possible, AND families will have control and choice about the best “school” option for their child. Families may choose a 100% digital option for at home learning, a hybrid option, or a full-time on-site option. Every option includes your child’s regular classroom teacher(s) and allows students to easily move between remote and “on site” programs. We acknowledge that some students may need to come to school every day and are coming up with plans to identify and meet those student’s needs. We are considering all the following groups of students:

- Students special Needs
- Students who are English language learners
- Students qualifying for free or reduced lunch
- Students without transportation
- Students without internet access
- Students who identify as a student of color

Students without access to electronic devices

3. Indicate which instructional model will be used.

Select One:

- On-Site Learning       Hybrid Learning       Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

## REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

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

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. [Here is a link to the overview of CDL Requirements.](#) Please name any requirements you need ODE to review for any possible flexibility or waiver.

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

Other supports and resources that will be offered by Central Point Elementary during closure:

- The D6 Express will deliver meals, materials, library books and other resources to multiple locations in the district, daily.
- Meals will also be available at school sites (currently, CPE, JES, Crater and PES).
- Student services (access to our school counselors and student services coordinators for resources, personal counseling and academic counseling).
- Supports for Special Education Students and English Language Learners.
- Chromebooks or devices for students who need them; tech support for students and families.
- Mental health services and physical health services through *La Clinica*.
- Childcare through partner organizations.

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. [Here is a link to the overview of CDL Requirements.](#) Please name any requirements you need ODE to review for any possible flexibility or waiver.

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

Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

Central Point Elementary will begin on September 8<sup>th</sup> with Comprehensive Distance Learning with the tentative date to open buildings for all students December 1<sup>st</sup> pursuant to the metrics being met.

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

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

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

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

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

Hybrid Operational Blueprint draft also included in this plan for when Central Point Elementary is able to transition to the hybrid model once meeting the Governor's standards for re-opening schools.

*The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.*

## ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

*This section must be completed by any school that is providing instruction through On-Site or Hybrid Instructional Models.*

*Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.*



## 0. Health Metrics for Returning to In-Person Instruction

### OPERATING WITHIN THE GENERAL METRICS

- The school meets eligibility for the “Safe Harbor Clause” as they were operating with in-person instruction in compliance with previous metrics, including under any prior exceptions. *Unless operating under an exception in section 0d of the **Ready Schools, Safe Learners** guidance, if the school is located in a county with metrics in the “Distance Learning” column of the metrics chart, then the school must transition to distance learning by January 4, 2021.*
- The school currently meets the General Metrics to successfully reopen for in-person instruction in an On-Site or Hybrid (On-Site and Distance Learning) model. *If this box cannot yet be checked, the school must return to Comprehensive Distance Learning but may be able to provide some in-person instruction through the exceptions noted below.*

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

- The school currently meets the criteria required to provide limited in-person instruction (LIPI) for specific groups of students (see section 0d(1) of the **Ready Schools, Safe Learners** guidance).
- The school is small and remote (enrollment ≤75) and the LPHA has established that the school currently meets the criteria required for small remote schools (see section 0d(2) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the conditions required for to provide in-person instruction under the low population density, large population county exception (see section 0d(3) of the **Ready Schools, Safe Learners** guidance).
- The school is eligible for an emergency waiver for in-person instruction due to the impact of wildfires (see section 0d(4) of the **Ready Schools, Safe Learners** guidance).



## 1. Public Health Protocols

### 1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
|--|--|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting.</li> <li><input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the <a href="#">Oregon School Nurses Association (OSNA) COVID-19 Toolkit</a>.</li> <li><input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</li> <li><input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.</li> <li><input checked="" type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</li> <li><input checked="" type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li><input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> <li><input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</li> <li><input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations.</li> <li><input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner.</li> <li><input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> </ul> | <p>Measure to limit spread of COVID-19:</p> <ul style="list-style-type: none"> <li>Cleaning Protocol</li> <li>Cohort Tracking Protocol</li> <li>Face Covering Protocol</li> <li>Hand Hygiene Protocol</li> <li>Isolation Measures Protocol</li> <li>Notifying Public Health Authority Protocol</li> <li>Physical Distancing Protocol</li> <li>Student and Staff Screening Protocol</li> <li>Visitors Entering Facility Protocol</li> </ul> <ul style="list-style-type: none"> <li>● <b>Communication Disease Management Plan:</b> We will follow the <a href="#">Central Point School District 6 Communicable Disease Management Plan</a>, published communicable disease guidelines from ODE and Oregon Health Authority, as well as Jackson County Health Department.</li> <li>● <b>Screening/Isolation:</b> Visual screening of all students and staff is outlined in 1e. Potentially symptomatic students will be isolated following guidance outlined in 1h.</li> <li>● <b>Contact Tracing Logs:</b> Logs will be kept for each cohort for 4 weeks. Communication to families will include policy to protect student information. Itinerant Staff traveling between buildings in district will be included on both cohort log and itinerant tracing log.</li> </ul> |

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
|--|---|
| <ul style="list-style-type: none"> <li>☒ Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li>☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ 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 <a href="#">Oregon School Nurses Association COVID-19 Toolkit</a>. <ul style="list-style-type: none"> <li>• 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 <i>Ready Schools, Safe Learners</i> guidance), the daily log may be maintained for the cohort.</li> <li>• If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> </li> <li>☒ Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> <li>• Child’s name</li> <li>• Drop off/pick up time</li> <li>• Parent/guardian name and emergency contact information</li> <li>• All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> </li> <li>☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</li> <li>☒ 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.</li> <li>☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</li> <li>☒ 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 <a href="#">ODE’s COVID-19 Weekly School Status system</a>.</li> <li>☒ Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance).</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Systematic Disinfection:</b> School spaces will be disinfected regularly as outlined in sections 2h, 2j, and 3c.</li> <li>● <b>Social Distancing School Designee(s):</b> Designees have been identified in the building to establish, implement, and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. These include: Primary Designee: Walt Davenport (Building Principal), Secondary Designees: Kristin Kostman (Assistant Principal) &amp; Jennifer Holstein (Lead Custodian)</li> <li>● <b>Staff Training:</b> Training for all staff on the process and procedures of sections 1-3 will take place during August Staff In-service week virtually and on-site only as needed and ensuring physical distancing. On-going staff training will be provided as needed with updates and changes to OHA/ODE Requirements.</li> <li>● Administration team will provide updated information regarding current instructional models and student counts and report this data in <a href="#">ODE’s COVID-19 Weekly School Status system</a>.</li> </ul> |

**1b. HIGH-RISK POPULATIONS**

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
|--|--|
| <ul style="list-style-type: none"> <li>☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</li> </ul> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <ul style="list-style-type: none"> <li>☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services: <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>● <b>Vulnerable Individuals:</b> All staff, students and families of students will be given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</li> <li>● <b>High Risk Staff Members:</b> Plan includes classified and teachers self-identifying. <ul style="list-style-type: none"> <li>○ <b>Redeployed options could include:</b> <ul style="list-style-type: none"> <li>• Online instruction and support</li> <li>• Maintenance projects, custodial work, office work without student/staff contact or assistance with nutritional services</li> <li>• Staff could consider all leave options, including FMLAI</li> </ul> </li> </ul> </li> <li>● <b>High Risk Students:</b></li> </ul> |

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
|--|---|
| <p>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</p> <p>☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> <li>• Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>• 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.</li> <li>• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>• 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 <a href="#">Oregon School Nurses Association</a>.</li> <li>• Service provision should consider health and safety as well as legal standards.</li> <li>• Appropriate medical-grade personal protective equipment (PPE) should be made available to <a href="#">nurses and other health providers</a>.</li> <li>• Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>• High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>• Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ 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.’</li> <li>○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>○ All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with regular check-ins.</li> <li>○ Students who experience disability will continue to receive specially designed instruction.</li> <li>○ Students with language services will continue to receive English Language Development.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Visitors &amp; Volunteers:</b> <ul style="list-style-type: none"> <li>• Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only. <ul style="list-style-type: none"> <li>• <b>All student plans will be reviewed and updated as needed.</b></li> </ul> </li> </ul> </li> <li>• Appropriate medical-grade PPE is available in the front office for nurses and other health providers.</li> </ul> |

### 1c. PHYSICAL DISTANCING

| OHA/ODE Requirements  | Hybrid/Onsite Plan  |
|---|---|
| <p>☒ 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. <a href="#">This also applies for professional development and staff gatherings.</a></p> | <p><b>Learning Spaces:</b></p> <ul style="list-style-type: none"> <li>• Remove extra furniture to maximize space.</li> <li>• Assign seating to maximize physical distancing and minimize physical interaction.</li> </ul> |

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
|--|---|
| <ul style="list-style-type: none"> <li>☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</li> <li>☒ 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.</li> <li>☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</li> <li>☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</li> <li>☒ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</li> </ul> | <ul style="list-style-type: none"> <li>• Expected physical distancing requirements will be taught and re-taught as needed using age appropriate methods.</li> <li>• Physical distancing in all daily activities and instruction will be supported, striving to maintain at least six feet between individuals whenever possible.</li> <li>• Classrooms, hallways, and other spaces will have visual cues (e.g., floor decals, colored tape or signs) to illustrate traffic flow, appropriate six feet spacing, and seating areas.</li> <li>• Time standing in lines will be minimized.</li> </ul> <p><b>Capacity:</b></p> <ul style="list-style-type: none"> <li>• Class Rosters with capacity not exceeding 35 square feet per person.</li> <li>• Capacity signage for all school spaces will be displayed in each area/room.</li> <li>• <b>Space Capacity &amp; Distancing:</b> <ul style="list-style-type: none"> <li>○ K-5 Classrooms: <ul style="list-style-type: none"> <li>▪ Class Rosters with capacity not exceeding 35 square feet per person.</li> <li>▪ Floor markers for spacing in classrooms.</li> <li>▪ Plastic/Vinyl barriers in any classrooms with tables if are desks not being used for student seating.</li> </ul> </li> <li>○ Speech/Language Room: <ul style="list-style-type: none"> <li>▪ Capacity not exceeding 35 square feet per person.</li> <li>▪ Plexiglass partition and face shield provided to SLP.</li> </ul> </li> </ul> </li> <li>• <b>Gym/Cafeteria:</b> <ul style="list-style-type: none"> <li>○ Class Rosters with capacity not exceeding 35 square feet per person.</li> <li>○ Floor markers for spacing.</li> <li>○ Plastic/Vinyl barriers on cafeteria tables during lunch service.</li> <li>○ Lunch schedule rotations to minimize capacity and time to sanitize between cohorts.</li> <li>○ Cohort specific (color-coded) PE equipment in mesh bags.</li> <li>○ PE scheduled outside as much as possible.</li> </ul> </li> <li>• <b>Library &amp; Computer Lab:</b> <ul style="list-style-type: none"> <li>○ Capacity not exceeding 35 square feet per person.</li> <li>○ Floor markers for physical spacing</li> <li>○ Plastic/Vinyl barrier at library book checkout counter.</li> </ul> </li> <li>• <b>Special Education/Title/ELD</b> <ul style="list-style-type: none"> <li>○ Schedule rotations into classrooms for instruction.</li> <li>○ If physical distancing cannot be maintained with direct services, plastic/vinyl barriers and additional measures will be implemented to mitigate risk.</li> </ul> </li> <li>• <b>Physical Distancing:</b> <ul style="list-style-type: none"> <li>○ Signage will be utilized throughout campus to encourage 6 feet physical distancing.</li> <li>○ Staggered entry/exit times will minimize standing in lines and crowding. This will be reflected in the school schedule.</li> <li>○ Specified lunch and recess times by cohort will minimize standing in lines and crowding. This will be reflected in the school schedule.</li> <li>○ PBIS staff will be available for additional support to help and encourage students with all social distancing and safety measures.</li> </ul> </li> </ul> |

| OHA/ODE Requirements | Hybrid/Onsite Plan   |
|----------------------|--|
|                      | <ul style="list-style-type: none"> <li>○ Hallways will be marked for traffic flow and markers with students provided instruction of use for distancing.</li> </ul> <p><b>Additional Considerations:</b><br/> Special education services will be planned and provided by Case Manager in collaboration with general education teachers. Most SDI will be provided either in-house to MAPS cohorts and PAWS cohorts, or online for students who require resource support and SDI in Math and/or reading.</p> <p>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.</p> <p>Itinerant Speech/Language Pathologist/Autism/Social Support will be provided space: All para-professionals will be provided face-shields or plexiglass partitions.</p> <p>PE Instruction: schedule PE classes in the gymnasium, outside, or in classrooms with cohort groups; provide enough time for cleaning and sanitization between groups if using common spaces.</p> <p>Staff must maintain physical distancing during all staff meetings and conferences. Remote web-based meetings will also be considered.</p> |

**1d. COHORTING**

| OHA/ODE Requirements  | Hybrid/Onsite Plan   |
|---|--|
| <ul style="list-style-type: none"> <li>☒ 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. <ul style="list-style-type: none"> <li>• The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li>☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools 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.</li> <li>☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</li> <li>☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</li> <li>☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.</li> <li>☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> </ul> | <p><b>Tracking attendance:</b></p> <ul style="list-style-type: none"> <li>● Tracking attendance within cohorts will be critical to support contact tracing for both students and staff.</li> </ul> <p>Below are the identified stable cohorts to ensure capability for contact tracing.</p> <p><b>Transportation Cohort</b></p> <ul style="list-style-type: none"> <li>○ This is a stable group of students each day.</li> <li>○ Stable groups can be varied by AM/PM routes.</li> <li>○ Each bus driver or bus monitor will be required to maintain daily logs for the purpose of contact-tracing (see section 2e Logs for Contact Tracing).</li> <li>○ Cleaning and wiping surfaces will be maintained between multiple student use.</li> </ul> <p><b>Kindergarten - 5<sup>th</sup> Grade Classroom Cohorts</b></p> <ul style="list-style-type: none"> <li>○ These grade-level or mixed grade level cohorts are maintained throughout the year. (Approximately 80-100 students per cohort)</li> <li>○ Cleaning and wiping surfaces will be maintained between multiple student use.</li> <li>○ Students within the “grade-level” cohort will spend classroom time in a cohort based upon the classroom capacity. This is designed to keep exposure to others in the classroom to a minimum.</li> <li>○ Classroom cohorts will be equitable including students of all genders, races, and abilities.</li> <li>○ Restrooms: <ul style="list-style-type: none"> <li>■ Each stable cohort will be assigned a specific restroom on campus.</li> <li>■ All students needing a gender-neutral bathroom will have access as needed.</li> </ul> </li> </ul> |

| OHA/ODE Requirements | Hybrid/Onsite Plan   |
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|                      | <ul style="list-style-type: none"> <li>■ Transition/disinfection times are written into the school schedule and will be maintained within all cohorts.</li> </ul> <p><b>Speech and Language Cohort</b></p> <ul style="list-style-type: none"> <li>○ This stable group is maintained as much as possible.</li> <li>○ Note: In the event the stable cohort is changed, the SLP will need to update the contact-tracing log.</li> <li>○ Cleaning and wiping surfaces will be maintained between multiple student use.</li> </ul> <p><b>Title, ELD and Special Education staff push into cohorts for service:</b></p> <ul style="list-style-type: none"> <li>● To the extent possible, students receiving supports beyond core instruction (e.g., Title Services, Special Education and Related Services) will receive these supports within their grade band cohort.</li> <li>● Itinerant Staff traveling between buildings in district will be included on both cohort log and itinerant tracing log.</li> <li>● Handwashing/sanitize between interactions of stable cohorts by all Title, SPED, ELD and Itinerant staff.</li> <li>● Efforts will be made by administration when creating the school schedule to keep staff interactions between cohorts minimized to the extent possible.</li> <li>● When student needs or administrative logistics require a student to be pulled from a grade band cohort to receive support, it creates a new cohort and additional contact tracing log requirements.</li> </ul> |

#### 1e. PUBLIC HEALTH COMMUNICATION

| OHA/ODE Requirements  | Hybrid/Onsite Plan   |
|---|--|
| <ul style="list-style-type: none"> <li>☒ 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.</li> <li>☒ Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> <li>● 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.</li> </ul> </li> <li>☒ 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.</li> <li>☒ Provide all information in languages and formats accessible to the school community.</li> </ul> | <p>Central Point School District 6, in conjunction with guidance from the school nurse, Oregon Health Authority, Jackson County Health Department, and LaClinica School Based Health will:</p> <ul style="list-style-type: none"> <li>● develop communication to staff, students and families on the infection control measures being implemented to prevent spread of disease (see communicable disease plan). <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> <li>● 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.</li> <li>● update the communicable disease plan with communication protocols.</li> <li>● Communication will be shared with all families in their native language through print and electronically when available.</li> </ul> |

#### 1f. ENTRY AND SCREENING

| OHA/ODE Requirements   | Hybrid/Onsite Plan                       |
|--|--|
| <ul style="list-style-type: none"> <li>☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:</li> </ul> | <p><b>Student Arrival and Entry:</b></p> |

## OHA/ODE Requirements

- 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.
- 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](#).
- 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](#).
- Emergency signs that require immediate medical attention:
  - Trouble breathing
  - Persistent pain or pressure in the chest
  - New confusion or inability to awaken
  - Bluish lips or face (lighter skin); greyish lips or face (darker skin)
  - Other severe symptoms
- ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.
  - Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the [Ready Schools, Safe Learners](#) guidance) and sent home as soon as possible. See table [“Planning for COVID-19 Scenarios in Schools.”](#)
  - [Additional guidance for nurses and health staff.](#)
- ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table [“Planning for COVID-19 Scenarios in Schools.”](#)
- ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication 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.
- ☒ 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.

## Hybrid/Onsite Plan

- Central Point Elementary will have four main entrances, the classroom monitor will conduct a visual screen for the appearance of symptoms.
  - During Limited In Person Instruction the main entrance will be utilized for all students (with the exception of PAWS students who will enter and exit from the outside classroom door, visual screening will be done by trained staff) as an entrance and exit where trained staff will conduct visual screenings.
- Students will proceed directly to their classroom while maintaining physical distancing.
- Students will sanitize their hands upon entry and prior to eating breakfast / lunch.
- Sanitize stations will be placed in each classroom, along with sinks for handwashing.
- Breakfast will be delivered to cohorts in the classroom by 9:00 am.
- Students must sanitize hands before breakfast / lunch.

### Student Screening Upon Entry:

- COVID-19 trained staff will be assigned to each entry door (4 entry doors (LIPI will utilize the front door and PAWS outside classroom door) to visually screen students and maintain a daily sign-in log documenting each student who enters for the purpose of contact tracing (see section 2e Logs for Contact Tracing).
- When the screening indicates that a student may be symptomatic, the student is directed to the office. \*Follow established protocol from CDP (see section 1a).
- Handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands.
- There are transportation specific screening protocols that must be followed. See section 2i for more information.

### Screening Staff:

- Staff are required to disclose when they may have been exposed to COVID-19 and should not report to work until cleared by medical professionals and building supervisor.
- Staff are required to disclose when they have symptoms related to COVID-19 and should not report to work until cleared by medical professionals and building supervisor.
- Staff members are not responsible for screening other staff members for symptoms.

### Ongoing:

- Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving.
- 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.
- All people entering the building shall wash or sanitize hands on entry to school buildings every day

***Do not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.***

### 1g. VISITORS/VOLUNTEERS

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
|--|--|
| <ul style="list-style-type: none"> <li>☒ Restrict non-essential visitors/volunteers.               <ul style="list-style-type: none"> <li>• Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>• Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul> </li> <li>☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li>☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.</li> <li>☒ Visitors/volunteers <b>must maintain six-foot distancing</b>, wear face coverings, and adhere to all other provisions of this guidance.</li> </ul> | <ul style="list-style-type: none"> <li>• Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only. Adults in the school must maintain 6 foot physical distancing and wear face coverings.</li> <li>• Parents must drop students off. No walk-ins will be allowed.</li> <li>• Parents needing to pick up their students from campus during the school day for reasons such as illness or appointments will be considered to be essential visitors and will be required to follow visitor protocols of hand sanitation, wearing face coverings, etc.</li> <li>• Adult visitors in schools are limited to essential personnel (service providers, contractors, ESD personnel, etc.) only.</li> </ul> |

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

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
|--|---|
| <ul style="list-style-type: none"> <li>☒ Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following <a href="#">CDC guidelines for Face Coverings</a>. Individuals may remove their face coverings while working alone in private offices. Face shields are an acceptable alternative 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.</li> <li>☒ Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines for Face Coverings</a>. 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.</li> <li>☒ Face coverings should be worn both indoors and outdoors, including during outdoor recess.</li> <li>☒ 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:               <ul style="list-style-type: none"> <li>• Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;"                   <ul style="list-style-type: none"> <li>○ Students must not be left alone or unsupervised;</li> <li>○ 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;</li> </ul> </li> <li>• Provide additional instructional supports to effectively wear a face covering;</li> <li>• Provide students adequate support to re-engage in safely wearing a face covering;</li> <li>• Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</li> </ul> </li> <li>☒ 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.</li> </ul> | <p>INSERT HERE the ODE's EARLY LEARNING DIVISION GUIDANCE AROUND FACE COVERINGS FOR 3-5 year olds</p> <div style="border: 1px solid blue; padding: 10px; margin: 10px 0;">  </div> <p><b>Facial shields or face coverings are required both indoors and outdoors and will be provided for:</b></p> <ul style="list-style-type: none"> <li>• All staff, contractors, other service providers, or visitors or volunteers following <a href="#">CDC guidelines Face Coverings</a>.</li> <li>• All students K-5</li> <li>• Bus drivers</li> </ul> <p><b>Protective Barriers and Face Shield:</b></p> <ul style="list-style-type: none"> <li>• Protective barriers and face shield are required and will be provided for:             <ul style="list-style-type: none"> <li>○ Speech Language Pathologist</li> <li>○ Front Office Staff</li> </ul> </li> </ul> <p><b>Facial Coverings (Facial coverings are not synonymous with facemasks.)</b></p> <ul style="list-style-type: none"> <li>• Facial coverings are <b>required</b> and will be provided for:             <ul style="list-style-type: none"> <li>○ All staff</li> <li>○ Child Nutrition Program staff</li> <li>○ Staff providing 1:1 student support</li> <li>○ OT, PT, staff supporting personal care, staff where direction requires direct physical contact.</li> </ul> </li> </ul> |

**OHA/ODE Requirements**

- [Additional guidance](#) for nurses and health staff.

**Protections under the ADA or IDEA:**

- ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools 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.
    2. Not make placement determinations solely on the inability to wear a face covering.
    3. Include updates to accommodations and modifications to support students in plans.
  - 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:
    1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
    2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
      - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
      - If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
    3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
- ☒ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a

**Hybrid/Onsite Plan**

- Nurses or designated health services providers when administering medication or providing direct services. School nurse should wear appropriate PPE.

**Facial Coverings for Students:**

- Efforts will be made to provide face coverings for children if they are in need.
- Children of any age should not wear a face covering;
  - If they have a medical condition that makes it difficult for them to breathe with a face covering;
  - If they experience a disability that prevents them from wearing a face covering;
  - They are unable to remove the face covering independently;
  - While sleeping.
- 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:
  - A provided 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;"
  - Students will be supervised;
  - The designated area or chair will be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
- Additional instructional supports to effectively wear a face covering will be provided;
- Students will be provided adequate support to re-engage in safely wearing a face covering;
- Students will not be discriminated against or disciplined for an inability to safely wear a face covering during the school day.

**Protections under the ADA or IDEA regarding the requirements of face coverings will be provided.****Face coverings cannot be required for use by children and should never prohibit or prevent access to instruction or activities.**

| OHA/ODE Requirements   | Hybrid/Onsite Plan |
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| <p>disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</p> <p><input checked="" type="checkbox"/> If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</p> |                    |

### 1i. ISOLATION AND QUARANTINE

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
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| <p><input checked="" type="checkbox"/> Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p><input checked="" type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Consider required physical arrangements to reduce risk of disease transmission.</li> <li>• Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> <li>• <a href="#">Additional guidance</a> for nurses and health staff for providing care to students with complex needs.</li> </ul> <p><input checked="" type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> <li>• School nurse 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.</li> <li>• 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.</li> <li>• If able to do so safely, a symptomatic individual shall wear a face covering.</li> <li>• To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.</li> </ul> <p><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><input checked="" type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "<a href="#">Planning for COVID-19 Scenarios in Schools.</a>"</p> | <ul style="list-style-type: none"> <li>• <b>First Aid/Medication Administration:</b> <ul style="list-style-type: none"> <li>○ A separate designated area will be available for "well" students to access health care for routine first aid and medication administration. Symptomatic students will not have access to this area.</li> </ul> </li> <li>• <b>Staff Training:</b> <ul style="list-style-type: none"> <li>○ School staff will be provided training by the District Nurse, or school personnel trained by the District Nurse, on the signs of illness, guidelines for isolation, and appropriate measures to take, should a student or staff member display COVID-19 symptoms upon entry to school or at any time during the school day</li> </ul> </li> <li>• <b>Isolation of Symptomatic Staff or Students:</b> <ul style="list-style-type: none"> <li>○ A designated primary isolation area will be used for students and staff who are symptomatic.</li> <li>○ Symptomatic students will remain at school until a designated adult can pick them up or safely transported to a health care facility.</li> <li>○ Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear facial coverings.</li> <li>○ While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and deposition so as not to unduly worry a student or family.</li> <li>○ After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.</li> <li>○ Daily logs will be maintained and contain the following: <ul style="list-style-type: none"> <li>■ Name of Student</li> <li>■ Symptoms</li> <li>■ Onset of symptoms/illness</li> <li>■ Time in/out of isolation area</li> </ul> </li> </ul> </li> </ul> |

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
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| <ul style="list-style-type: none"> <li>☒ 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).</li> <li>☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.</li> </ul> | <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>■ Name and contact information of parent guardian picking student up</li> </ul> </li> <li>○ Every effort will be made to maintain student confidentiality</li> </ul> </li> <li>● <b>Remain or Return to School Procedure:</b> <ul style="list-style-type: none"> <li>○ Staff and students with known or suspected COVID-19 or <a href="#">displaying COVID-19 symptoms per current OHA guidance</a>, <a href="#">CDC guidance</a> or LPHA guidance, cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before:           <ul style="list-style-type: none"> <li>■ the passage of 14 calendar days after exposure;</li> <li>■ and symptoms are improving.</li> </ul> </li> </ul> </li> <li>● <b>Exposed or Symptomatic Students and Staff</b> <ul style="list-style-type: none"> <li>○ Staff and students who are ill, who are displaying COVID-19 symptoms per current OHA guidance, CDC guidance, or LPHA guidance, or who have suspected or known COVID-19, must stay home from school or cannot remain at school.</li> <li>○ Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the LPHA.</li> <li>○ If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset, until their symptoms resolve, and 24 hours after fever is gone, without use of fever reducing medicine.</li> <li>○ There is no option to test out of isolation. Once a person tests positive, they must isolate for 10 days from onset of symptoms and 24 hours fever free without the use of fever reducing medicines.</li> <li>○ If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), the person should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <b>If a clear alternative diagnosis is identified as the cause of the person’s illness (e.g., a positive strep throat test),</b> meaning NOT diagnosed as COVID-19, then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious.</li> </ul> </li> <li>● <b>Ongoing Communication:</b></li> </ul> |

| OHA/ODE Requirements | Hybrid/Onsite Plan   |
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|                      | <ul style="list-style-type: none"> <li>Reminders will be sent to families through school communication to keep students home who are experiencing COVID-19 symptoms</li> </ul> |



## 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   |
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| <ul style="list-style-type: none"> <li>☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</li> <li>☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> <li>• The ADM enrollment date for a student is the first day of the student's actual attendance.</li> <li>• 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.</li> <li>• 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.</li> <li>• Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</li> </ul> </li> <li>☒ 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.</li> <li>☒ 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.</li> <li>☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</li> <li>☒ 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.</li> <li>☒ 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.</li> </ul> | <ul style="list-style-type: none"> <li>• All students will be enrolled following the Oregon Department of Education guidelines. <ul style="list-style-type: none"> <li>○ Initial enrollment date for students will be aligned with ODE guidelines.</li> </ul> </li> <li>• Students and families will be given the option to enroll in online distance learning, hybrid learning or full day onsite learning, when available.</li> <li>• Hybrid learning and off-site only learning opportunities will utilize parallel planning, allowing symptomatic students to continue learning during a medical absence.</li> <li>• Students participating in hybrid learning will participate daily in person for a portion of the day and online learning for the other portion of the day.</li> <li>• Students participating in full day onsite will spend most of the school day with the grade level teacher(s) in a stable cohort and a small part of the day supervised by an Educational Assistant while the students work on their assignments given by the teacher(s).</li> <li>• No student will be dropped for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> <li>○ Are identified as vulnerable or otherwise considered to be part of a population vulnerable to infections with COVID-19</li> <li>○ Have COVID-19 symptoms for the past 14 days.</li> </ul> </li> <li>• If a student has not attended for 10 or more day, or was expected to enroll at start of year based on last year's enrollment and has not yet attended, the school attendance team will attempt to engage the family at least once weekly through email and/or phone call. <ul style="list-style-type: none"> <li>○ Students with pre-excused or COVID-19 absence will be supported to continue their education with distance learning, teacher</li> </ul> </li> </ul> |

| OHA/ODE Requirements | Hybrid/Onsite Plan  |
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|                      | <p>contact and/or school contact at least weekly.</p> <p>Continue protocol of sending/requesting records within 10-days of documentation.</p> |

## 2b. ATTENDANCE

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

| OHA/ODE Requirements  | Hybrid/Onsite Plan   |
|---|--|
| <input checked="" type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.<br><input type="checkbox"/> 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.<br><input checked="" type="checkbox"/> 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. | <ul style="list-style-type: none"> <li>● Attendance will be taken daily on instructional days.</li> <li>● Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick.</li> <li>● Teachers will provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environments, caregiver's work schedule, and mental/physical health.             <ul style="list-style-type: none"> <li>○ The Engagement Team will support families who are having difficulty meeting these expectations.</li> </ul> </li> </ul> |

## 2c. TECHNOLOGY

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
|--|---|
| <input checked="" type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <b>Ready Schools, Safe Learners</b> guidance).<br><input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. | <ul style="list-style-type: none"> <li>● <b>District &amp; School Planning for Technology:</b> <ul style="list-style-type: none"> <li>○ Devices will be updated and managed by D6 staff.</li> <li>○ Strive for 1:1 device and 100% connectivity at home.               <ul style="list-style-type: none"> <li>▪ Deployment of district-provided hotspot to family unable to access other means of connectivity.</li> <li>▪ Building/community hotspots identified and communicated to families for access.</li> </ul> </li> <li>○ Budget for technology support and replacement costs.</li> <li>○ Develop safety protocols for distribution, collection, replacement of technology school devices will be cleaned and sanitized between each use onsite and between school to home at check-in or check out.</li> </ul> </li> <li>● <b>Assigning Devices to Students:</b> <ul style="list-style-type: none"> <li>○ Students will be assigned a district-owned device that may be shared with up to 1 other individual student.</li> </ul> </li> </ul> |

| OHA/ODE Requirements | Hybrid/Onsite Plan  |
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|                      | <ul style="list-style-type: none"> <li>○ Devices will be cleaned and sanitized between use.</li> </ul> <p>Devices will be available for student pick-up <b>BEFORE</b> September 8. Pick-up procedures will be communicated to all families through Parent Square.</p> |

**2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES**

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
|--|--|
| <ul style="list-style-type: none"> <li>☒ <b>Handwashing:</b> All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.</li> <li>☒ <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</li> <li>☒ <b>Events:</b> 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.</li> <li>☒ <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</li> <li>☒ <b>Personal Property:</b> Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use shall be limited to the item owner.</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Handwashing:</b> <ul style="list-style-type: none"> <li>○ All students will have access to handwashing before breakfast/lunch/snack is served.</li> <li>○ Opportunities for frequent handwashing will be provided throughout the school day.</li> <li>○ Age appropriate handwashing education and school provided hand sanitizer when handwashing is not available.</li> </ul> </li> <li>● <b>Equipment:</b> <ul style="list-style-type: none"> <li>○ All classroom supplies and permanent playground equipment (to CDC standards) will be cleaned and sanitized before use by another student or cohort.</li> <li>○ Classroom student supplies (glue stick, scissors, crayons, pencils, etc..) will be for each individual student to the extent possible with sharing of supplies restricted whenever possible.</li> <li>○ Computer Lab equipment, Maker’s Lab equipment, and library surfaces in shared common spaces will be cleaned between users.</li> <li>○ Color coded specific PE/Recess equipment will be provided to each stable cohort group</li> </ul> </li> <li>● <b>Events:</b> <ul style="list-style-type: none"> <li>○ Virtual field trips will be prioritized. Off-site field trips will be reviewed individually by the principal in consultation with the district office, Jackson County Health Department guidelines and the Oregon Health Authority. If permitted, field trips will need to meet social distancing, safety precautions and ensure proper supervision.</li> <li>○ All assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout.</li> </ul> </li> <li>● <b>Transitions/Hallways:</b> <ul style="list-style-type: none"> <li>○ Transitions by cohorts will be staggered to reduce contact.</li> <li>○ Student cohorts will remain in the classroom with adult transitions when possible. A “stay to the right” message will be encouraged by staff members when students are in hallways, as well as hallway traffic directions marked to show travel flow.</li> </ul> </li> <li>● <b>Personal Property:</b></li> </ul> |

| OHA/ODE Requirements | Hybrid/Onsite Plan   |
|----------------------|--|
|                      | <ul style="list-style-type: none"> <li>○ Each classroom will have a limit on personal items that can be brought into school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds, technology devices, books, etc.)</li> <li>○ If personal items are brought to school they must be labeled prior to entering school and not shared with other students.</li> <li>● <b>Classroom Line Up:</b> <ul style="list-style-type: none"> <li>○ Students will line up in cohort class keeping more than 6 feet apart from other cohort classes.</li> <li>○ Line up areas will be marked with visual cues to indicate adequate physical distance.</li> <li>○ Lining up will be limited and used only when necessary, socially distanced, and visibly marked.</li> </ul> </li> <li>● <b>Restrooms:</b> <ul style="list-style-type: none"> <li>○ Restrooms will be assigned based on stable cohorts. <ul style="list-style-type: none"> <li>■ Classroom spaces with built-in restrooms will use the individual restrooms within their designated classroom, where applicable. These classrooms, including restrooms, will be cleaned daily.</li> <li>■ For those classrooms that do not have a restroom, students/cohorts will be assigned a designated restroom. <ul style="list-style-type: none"> <li>● Limit to 2 students in the restroom at a time.</li> </ul> </li> <li>■ Any student needing a non-gender bathroom will have access to the restroom in the office area.</li> </ul> </li> <li>○ Visual reminders will be used in all restrooms to encourage hygienic practices including: <ul style="list-style-type: none"> <li>■ Handwashing techniques</li> <li>■ Covering coughs/sneezes</li> <li>■ Social distancing</li> <li>■ Facial Coverings</li> </ul> </li> </ul> </li> </ul> <p>Restrooms will be cleaned multiple times throughout the day.</p> |

## 2e. ARRIVAL AND DISMISSAL

| OHA/ODE Requirements  | Hybrid/Onsite Plan   |
|---|--|
| <ul style="list-style-type: none"> <li>☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li>☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li>☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ 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.</li> </ul> | <p><b>Arrival</b></p> <ul style="list-style-type: none"> <li>● Students will have staggered drop off/pick up times.</li> <li>● Grade level cohorts will be assigned entrance/exit doors.</li> <li>● Students will go directly to their assigned classroom upon arrival to the campus, striving to maintain social distance.</li> <li>● Students will wash their hands upon entry and prior to eating breakfast.</li> <li>● Hand sanitizer dispensers will be in place in each classroom.</li> <li>● Breakfast will be delivered to cohorts in the classroom by 7:30 am.</li> <li>● An assigned classroom monitor will conduct a visual screen for the appearance of symptoms.</li> </ul> |

| OHA/ODE Requirements  | Hybrid/Onsite Plan   |
|---|--|
| <ul style="list-style-type: none"> <li>• Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>• Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> <li>☒ 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.</li> </ul> | <ul style="list-style-type: none"> <li>○ Students identified as potentially symptomatic will be directed to the office and/or quarantine location.<br/>*follow plan outlined in 1a.</li> <li>• Each classroom will utilize a sign-in/sign-out protocol to help facilitate contact tracing.</li> <li>• Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas.</li> <li>• Share with families the need to keep drop-off/pick-up interactions as brief as possible.</li> <li>• Mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot.</li> </ul> <p><b>Sign-In/Sign-out Procedures After Arrival Times</b></p> <ul style="list-style-type: none"> <li>• Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance at front of school.</li> <li>• Encourage families the need to keep drop-off/pick-up interactions as brief as possible.</li> <li>• Office staff will fill in sign-in/sign-out information as provided by parent or caregiver on an electronic document.</li> <li>• Hand sanitizer will be available in office area to use in conjunction with arrival/dismissal and sign-in/sign-out.</li> <li>• Hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas.</li> <li>• Share with families the need to keep drop-off/pick-up interactions as brief as possible.</li> </ul> <p><b>Dismissal</b></p> <ul style="list-style-type: none"> <li>• <b>Parent/Caregiver Pick up:</b> <ul style="list-style-type: none"> <li>○ Students will be dismissed by a staggered cohort schedule at the end of the day.</li> <li>○ Students picked up late from parent/caregiver will be sent to office/front of school supervised by an adult and physical distancing in place until parent arrives.</li> </ul> </li> <li>• <b>Students walking home &amp; AfterSchool Child Care (YMCA, Rainbows End, New Heights, etc.):</b> <ul style="list-style-type: none"> <li>○ Students will be dismissed by a staggered cohort schedule.</li> </ul> </li> <li>• <b>Bus Riders</b></li> </ul> <p>Students will be dismissed by a staggered cohort schedule at end of day.</p> |

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
|--|--|
| <ul style="list-style-type: none"> <li>☒ <b>Seating:</b> Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.</li> <li>☒ <b>Materials:</b> 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.</li> <li>☒ <b>Handwashing:</b> 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. <ul style="list-style-type: none"> <li>• Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>Seating:</b> <ul style="list-style-type: none"> <li>○ Rearrange student desks and tables to at least six feet apart.</li> <li>○ Assign seating so students are in the same seat at all times.</li> <li>○ For classrooms with tables instead of individual student desks, clear partitions will be utilized to separate students seated at table and mitigate risk.</li> </ul> </li> <li>• <b>Materials:</b> <ul style="list-style-type: none"> <li>○ Individual supplies will be utilized to the maximum extent and classrooms will limit the sharing of community supplies within their classroom cohort.</li> <li>○ If needed to share, these items will be cleaned frequently.</li> </ul> </li> </ul> |

| OHA/ODE Requirements | Hybrid/Onsite Plan   |
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|                      | <ul style="list-style-type: none"> <li>○ Hand sanitizer will be available for use by students and staff.</li> <li>● <b>Handwashing:</b> <ul style="list-style-type: none"> <li>○ Age appropriate signage will be posted to provide regular reminders for hand washing.</li> <li>○ Visual reminders will be used in all classrooms to encourage hygienic practices including: <ul style="list-style-type: none"> <li>■ Handwashing techniques</li> <li>■ Covering coughs/sneezes</li> <li>■ Social distancing</li> <li>■ Facial Coverings</li> </ul> </li> <li>○ Age appropriate handwashing education and school provided hand sanitizer when handwashing is not available.</li> <li>○ Students will wash their hands upon entry, after restroom use and prior to eating breakfast, snack, and lunch.</li> </ul> </li> <li>● <b>Respiratory Etiquette:</b> <ul style="list-style-type: none"> <li>○ Staff will teach, reinforce and monitor students etiquette/practice for sneezing, coughing, conversing and other respiratory functions.</li> </ul> </li> <li>● <b>Classroom Procedures:</b> <ul style="list-style-type: none"> <li>○ All classes will use an assigned cubby or storage space for individual student belongings.</li> <li>○ Shared restroom/hall passes will not be used.</li> <li>○ All shared spaces (e.g., computer lab, library, maker's lab, gym) will be cleaned between each cohort use.</li> </ul> </li> <li>● <b>Furniture:</b> <ul style="list-style-type: none"> <li>○ All upholstered furniture and soft seating has been placed in storage and will not be utilized.</li> </ul> </li> <li>● <b>Environment:</b> <ul style="list-style-type: none"> <li>○ When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread out.</li> </ul> </li> </ul> <p>Each class and hallway will have visual aides (e.g., painter's tape, stickers, etc..) to illustrate traffic flow, appropriate spacing, and assigned seating areas.</p> |

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

| OHA/ODE Requirements  | Hybrid/Onsite Plan   |
|---|--|
| <ul style="list-style-type: none"> <li>☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li>☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.</li> <li>☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> <li>☒ 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</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Playground:</b> <ul style="list-style-type: none"> <li>○ School playground will remain closed for public use until Jackson County Health Department and/or Oregon Health Authority have allowed for re-opening.</li> <li>○ The school will post adequate signs sharing this information with the public.</li> <li>○ Students will have access to outside areas, including playground, during planned break times.</li> </ul> </li> </ul> |

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
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| <p>equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with <a href="#">CDC guidance</a>.</p> <ul style="list-style-type: none"> <li>☒ Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li>☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li>☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li>☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li>☒ Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.</li> </ul> | <ul style="list-style-type: none"> <li>○ Stable classroom cohorts may use the playground for recess on a staggered/assigned schedule throughout the day to ensure safety.</li> <li>○ Each cohort group will use their own color-coded specific playground supplies (balls, jump ropes, etc.)</li> <li>○ Efforts will be made to support physical distancing during recess times. This can include limiting the number of students on one piece of equipment, at one game, etc.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Cleaning of Playground Structures, Equipment &amp; Restroom</b> <ul style="list-style-type: none"> <li>○ All playground structures will be disinfected multiple times throughout day.</li> <li>○ Cohort specific playground/pe equipment will be disinfected daily.</li> <li>○ Restrooms will be cleaned multiple times throughout the day.</li> </ul> </li> <li>● <b>Handwashing/Sanitizing:</b> <ul style="list-style-type: none"> <li>○ Students must wash hands or use hand sanitizer before recess or using playground equipment and when entering classroom upon return from recess or after using playground equipment.</li> </ul> </li> <li>● <b>Staff Breaks:</b> <ul style="list-style-type: none"> <li>○ To the extent possible and within break time constraints, staff rooms, common staff areas, and workspaces will be single person usage at a time <ul style="list-style-type: none"> <li>■ When single person usage is not feasible, staff will maintain six feet of distance.</li> </ul> </li> </ul> </li> </ul> <p>Staff room and common staff areas/workspaces will be cleaned daily.</p> |

## 2h. MEAL SERVICE/NUTRITION

| OHA/ODE Requirements  | Hybrid/Onsite Plan  |
|---|---|
| <ul style="list-style-type: none"> <li>☒ Include meal services/nutrition staff in planning for school reentry.</li> <li>☒ Prohibit self-service buffet-style meals.</li> <li>☒ Prohibit sharing of food and drinks among students and/or staff.</li> <li>☒ 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.</li> <li>☒ Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.</li> <li>☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).</li> <li>☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li>☒ Adequate cleaning and disinfection of tables between meal periods.</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Breakfast / Lunch (During LIPI):</b> <ul style="list-style-type: none"> <li>○ Students will wash or sanitize hands prior to breakfast meal service.</li> <li>○ Breakfast will be delivered and served to students in stable classroom cohorts.</li> <li>○ Students will not share utensils or other items during meals.</li> <li>○ Tables and/or desks will be cleaned at night or that morning prior to breakfast meal service.</li> <li>○ Students will put face coverings back on after finishing meals/snacks.</li> </ul> </li> <li>● <b>Lunch:</b> <ul style="list-style-type: none"> <li>○ Lunch will be served according to the staggered school schedule keeping cohort groups separated.</li> <li>○ Staff serving lunch meals and monitoring students in cafeteria will wear face coverings as described in section 1h.</li> </ul> </li> </ul> |

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
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| <p>☒ Since staff must remove their face coverings during eating and drinking, staff must eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.</p> | <ul style="list-style-type: none"> <li>○ The spaces used for lunch will be the cafeteria, classroom or outside space and will be determined based on school schedule and spacing needs. <ul style="list-style-type: none"> <li>■ Cohort rosters with capacity not exceeding 35 square feet per person in cafeteria and gymnasium spaces.</li> <li>■ 6 feet social distancing between students in cafeteria and gymnasium.</li> <li>■ Lunch schedule rotations to minimize capacity and time to sanitize between cohorts.</li> </ul> </li> <li>○ Students will wash or sanitize hands prior to breakfast / lunch meal service.</li> <li>○ Students will not share utensils or other items during meals.</li> <li>○ Tables and/or desks will be cleaned prior to and after lunch meal service between cohorts.</li> <li>○ Students will put face coverings back on after finishing meals/snacks.</li> <li>● <b>Nutritional Services/Staff:</b> <ul style="list-style-type: none"> <li>○ Meals/snacks will be planned by nutritional services and served/prepared in a way that minimizes risk. (example: grab and go breakfast in a bag).</li> <li>○ Staff serving will wear face coverings as described in section 1h.</li> <li>○ Self-service, buffet style, and salad bar for students will not be available.</li> <li>○ Students will not share food or drinks, including those brought from home.</li> </ul> </li> <li>● <b>Staff Meal Times:</b> <ul style="list-style-type: none"> <li>○ Staff will be encouraged to eat independently.</li> <li>○ Staff will have access to the staff room, but will be required to adhere to the capacity guidelines. <ul style="list-style-type: none"> <li>○ To the extent possible and within break time constraints, staff rooms, common staff areas, and workspaces will be single person usage at a time <ul style="list-style-type: none"> <li>■ When single person usage is not feasible, staff will maintain six feet of distance.</li> </ul> </li> </ul> </li> <li>○ Staff room and common staff areas/workspaces will be cleaned daily</li> </ul> </li> </ul> |

## 2i. TRANSPORTATION

| OHA/ODE Requirements  | Hybrid/Onsite Plan  |
|---|---|
| <p>☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service.</p> <p>☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of</p> | <ul style="list-style-type: none"> <li>● <b>Bus drivers and Monitors:</b> <ul style="list-style-type: none"> <li>○ Bus drivers are required to use masks and/or facial shields. Facial shields and masks will be</li> </ul> </li> </ul> |

| OHA/ODE Requirements  | Hybrid/Onsite Plan  |
|---|---|
| <p>the bus (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance).</p> <ul style="list-style-type: none"> <li>☒ 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.</li> <li>☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure. <ul style="list-style-type: none"> <li>• 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. <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.</li> </ul> </li> <li>• If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li>☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> <li>☒ 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, as stated in Section 1h of the <i>Ready Schools, Safe Learners</i> guidance.</li> <li>☒ 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).</li> <li>☒ Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines</a> applying the guidance in section 1h of the <i>Ready Schools, Safe Learners</i> guidance to transportation settings.</li> </ul> | <p>provided for drivers. Shield or mask must be in use when stopped but can be lifted while driving. When not using face shield, the driver should be wearing an alternative face covering.</p> <ul style="list-style-type: none"> <li>○ Each bus driver/staff will be required to: <ul style="list-style-type: none"> <li>■ Visually screen students for illness</li> <li>■ Follow entry and screening procedures</li> <li>■ Maintain logs for contact-tracing using procedures from 1a above.</li> <li>■ Staff must use hand sanitizer (containing between 60-95% alcohol in between helping each child and when getting on and off the vehicle.</li> <li>■ 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. <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.</li> <li>○ If arriving at school, notify staff to begin isolation measures.</li> </ul> </li> <li>■ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> <li>○ Each bus will have: <ul style="list-style-type: none"> <li>■ the recommend three (3) feet of physical distance between passengers</li> <li>■ the recommended six (6) feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices). <ul style="list-style-type: none"> <li>● Reinforce this requirement by marking off seats as appropriate.</li> <li>● Use visual cues (e.g., floor decals, colored tape or signs) to discourage students from standing and sitting within three (3) feet of other passengers, drivers and other transit employees on the bus.</li> </ul> </li> </ul> </li> </ul> |

| OHA/ODE Requirements | Hybrid/Onsite Plan  |
|----------------------|---|
|                      | <ul style="list-style-type: none"> <li>■ Clean and sanitize buses between cohort routes.</li> </ul> <p>Meet with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</p> <p><b>Students:</b><br/>Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines</a> applying the guidance in section 1h of the <b>Ready Schools, Safe Learners</b> guidance to transportation settings.</p> |

## 2j. CLEANING, DISINFECTION, AND VENTILATION

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
|--|--|
| <ul style="list-style-type: none"> <li>☒ 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 (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms.</li> <li>☒ 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 <a href="#">CDC guidance</a>.<br/>Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li>☒ 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.</li> <li>☒ Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems 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).</li> <li>☒ Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.</li> <li>☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li>☒ Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</li> <li>☒ Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a>).</li> </ul> | <ul style="list-style-type: none"> <li>● All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses by different cohorts, but not less than once daily.</li> <li>● The school schedule will reflect regular disinfecting expectations throughout the day</li> <li>● Hand sanitizer/sanitation stations and disinfecting supplies will be available and placed in convenient locations to encourage, remind and provide necessary sanitation opportunities.</li> <li>● Follow CDC guidelines for cleaning.</li> <li>● Staff and students will be encouraged to take advantage of available outdoor space on campus for learning.</li> <li>● The entire building will be sanitized daily.</li> <li>● Ventilation systems will be checked and maintained monthly by maintenance staff.</li> <li>● Where applicable use of window fans or box fans will be 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. <ul style="list-style-type: none"> <li>○ Fans will not be used in rooms with closed windows and doors.</li> </ul> </li> <li>● Administration will consult with maintenance staff on appropriate HVAC settings to increase natural ventilation.</li> </ul> |

| OHA/ODE Requirements  | Hybrid/Onsite Plan |
|---|--------------------|
| <input checked="" type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected ( <a href="#">CDC guidance</a> ) environments, including classrooms, cafeteria settings and restrooms. |                    |

### 2k. HEALTH SERVICES

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
|--|--|
| <input checked="" type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.<br><input checked="" type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). | <ul style="list-style-type: none"> <li>• The school nurse, in cooperation with LaClinica School-based Health Centers, will provide consultation for teachers and other staff members to prevent the spread of the disease.</li> <li>• The communicable disease plan and training will be made available to all staff, students, &amp; families.</li> <li>• The school nurse in cooperation with LaClinica School-based Health Centers will participate in designing specific plans for students as needed.</li> <li>• An isolation space will be maintained and monitored for students who display COVID symptoms.</li> <li>• Age appropriate hand hygiene and respiratory etiquette education to endorse prevention.</li> <li>• Staff will review 504 and IEP accommodations and IHP’s will be advised to address vulnerable populations.</li> <li>• Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students.             <ul style="list-style-type: none"> <li>○ Information for immunization clinics will be provided to families.</li> </ul> </li> <li>• Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).</li> </ul> |

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

| OHA/ODE Requirements  | Hybrid/Onsite Plan                  |
|---|-------------------------------------|
| <input checked="" type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> <li>• Contact tracing</li> <li>• 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.</li> <li>• Quarantine of exposed staff or students</li> <li>• Isolation of infected staff or students</li> <li>• Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> </ul> <input checked="" type="checkbox"/> Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing: <ul style="list-style-type: none"> <li>• Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible</li> <li>• Ensure at least 64 square feet of room space per resident</li> <li>• Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;</li> </ul> | <b>Not applicable to our school</b> |

| OHA/ODE Requirements  | Hybrid/Onsite Plan |
|---|--------------------|
| <ul style="list-style-type: none"> <li>• Configure common spaces to maximize physical distancing;</li> <li>• Provide enhanced cleaning;</li> <li>• Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.</li> </ul> <p><b>Exception</b></p> <ul style="list-style-type: none"> <li>☒ They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the <b>Ready Schools, Safe Learners</b> guidance and any other applicable sections, including Section 2L of the <b>Ready Schools, Safe Learners</b> guidance.</li> <li>☒ The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.</li> <li>☒ There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.</li> <li>☒ Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will: <ul style="list-style-type: none"> <li>• Limit travel to essential functions.</li> <li>• Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.</li> </ul> </li> <li>☒ Any boarding students newly arriving to campus will either: <ul style="list-style-type: none"> <li>• Complete a quarantine at home for 14 days (or current CDC recommended time period) prior to traveling to the school, OR</li> <li>• Quarantine on campus for 14 days (or current CDC recommended time period).</li> </ul> </li> <li>☒ Student transportation off-campus is limited to medical care.</li> </ul> |                    |

**2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS**

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
|--|---|
| <ul style="list-style-type: none"> <li>☒ In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> <li>• 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.</li> <li>• Fire drills must be conducted monthly.</li> <li>• Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>• 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.</li> </ul> </li> <li>☒ Drills can and should be carried out <u>as close as possible</u> 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.</li> <li>☒ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</li> <li>☒ Drills shall not be practiced unless they can be practiced correctly.</li> <li>☒ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Safety Drills:</b> During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery and reentry procedures. Schools will consult local fire/police department to ensure safety of all students/staff.</li> <li>• <b>Instruction:</b> fire, earthquake, safety threats dangers and drills for students shall be conducted for at least 30 minutes each school month. At least one fire drill, which include routes and methods of exiting the school building, will be conducted each month for students in grades K-5. At least one fire drill will be conducted within the first 10 days of the school year. At least two drills on earthquakes and two drills for safety threats for students will be conducted each year for students in grades K-5. Drills and instruction on safety threats shall include procedures related to lockdown, lockout, shelter in place and evacuation and other actions to take when there is a threat to safety. A map/diagram of the fire escape route is posted near all classroom doorways and reviewed with students. When the fire alarm is sounded, students must follow the direction of staff quickly, quietly and in an orderly fashion.</li> <li>• When or if physical distancing must be compromised, drills will be completed in less than 15 minutes.</li> <li>• If on Comprehensive Distance Learning instruction on safety drills will still occur and families will have the</li> </ul> |

| OHA/ODE Requirements   | Hybrid/Onsite Plan   |
|--|--|
| <ul style="list-style-type: none"> <li>☒ 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).</li> <li>☒ 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.</li> </ul> | <p>opportunity to do a safety drill at home. Digital resources will be sent out to families to help facilitate safety drills at home.</p> <ul style="list-style-type: none"> <li>• Staff training on procedures will occur during In-Service prior to the start of school.</li> <li>• Students will 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.</li> </ul> |

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

| OHA/ODE Requirements  | Hybrid/Onsite Plan  |
|---|---|
| <ul style="list-style-type: none"> <li>☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.</li> <li>☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</li> <li>☒ 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.</li> <li>☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</li> <li>☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</li> <li>☒ 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.</li> <li>☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> <li>• Student elopes from area <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>• Wash hands after a close interaction.</li> <li>• Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>• Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> <li>○ If students leave the classroom: <ul style="list-style-type: none"> <li>• Preplan for a clean and safe alternative space that maintains physical safety for the student and staff</li> <li>• Ensure physical distancing and separation occur, to the maximum extent possible.</li> <li>• Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>• Wash hands after a close interaction.</li> <li>• Note the interaction on the appropriate contact log.</li> </ul> </li> </ul> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Central Point School District uses CPI or Crisis Prevention Intervention as our guide and training in dealing with students who are dysregulated, escalated and/or exhibiting self-regulatory challenges. This training address how to prevent a student from escalating, how to manage a situation as a student escalates and how to rebuild trust after an event.</li> <li>• Our school has a team of staff that are trained to work with students who are at risk to hurt themselves or others (e.g. hitting, biting, running) This team will intervene if needed using de-escalation strategies prior to physical intervention.</li> <li>• If a student has to be physically removed staff will maintain student safety and dignity. Student will be brought to the PBIS room that is private from other students. This space will be maintained to meet sanitization requirements.</li> <li>• All staff interacting with a student who is experiencing difficulty will wear appropriate PPE. And it will be sanitized after each individual incident that involves physical interaction.</li> <li>• Contact logs will be updated in all cases, including the unexpected interaction with another cohort.</li> <li>• Staff will wash hands after a close interaction.</li> </ul> |

| OHA/ODE Requirements   | Hybrid/Onsite Plan |
|--|--------------------|
| <ul style="list-style-type: none"> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> <li>● Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).               <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should:                   <ul style="list-style-type: none"> <li>● Maintain student dignity throughout and following the incident.</li> <li>● 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.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> </ul> </li> </ul> <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p> <p>☒ 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.</p> |                    |

### 2o. PROTECTIVE PHYSICAL INTERVENTION

| OHA/ODE Requirements  | Hybrid/Onsite Plan   |
|---|--|
| <p>☒ 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 <i>Ready Schools, Safe Learners</i> guidance). Single-use disposable PPE must not be re-used.</p> | <ul style="list-style-type: none"> <li>● Reusable PPE will be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention.</li> <li>● Single-use disposable PPE will not be reused.</li> </ul> |



## 3. Response to Outbreak

### 3a. PREVENTION AND PLANNING

| OHA/ODE Requirements  | Hybrid/Onsite Plan   |
|---|--|
| <ul style="list-style-type: none"> <li>☒ Review the “<a href="#">Planning for COVID-19 Scenarios in Schools</a>” toolkit.</li> <li>☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</li> </ul> | <ul style="list-style-type: none"> <li>● Continuous review and implementation of the “Planning for COVID-19 Scenarios in Schools”.</li> <li>● Work in collaboration with Jackson Health Department, communication channels and protocols related to current transmissions levels.               <ul style="list-style-type: none"> <li>○ The CPDS6 Safety Team, including Windy Sigler (School Nurse), Todd Bennett (Director of Education), Mike Meunier (Assistant Superintendent/Human Resources), Samantha Steele (Superintendent)                   <ul style="list-style-type: none"> <li>▪ The District Safety Team member names and contact information with LPHA.</li> </ul> </li> <li>○ Jackson County Health Department will collaborate with District Safety Team and</li> </ul> </li> </ul> |

| OHA/ODE Requirements | Hybrid/Onsite Plan   |
|----------------------|--|
|                      | <p>school to create communication protocols for staff, families and community members. If the region is impacted, the health department will collaborate with district to provide school-centered communication and will potentially host conference calls.</p> <ul style="list-style-type: none"> <li>○ Windy Sigler, District Nurse, will review data from tracing logs completed by schools, evaluate illness symptoms for staff and student absenteeism, and notify the health department if Covid-19 symptoms are present, if there is a common set of symptoms relating to increased absenteeism, or if there are any confirmed Covid-19 cases among students or staff.</li> <li>○ Windy Sigler, District Nurse, will notify Site Administrator and Student Services Director of findings.</li> <li>○ District Nurse/Other Health Staff, Student Services Director, and Site Administrator will collaborate with Jackson County Health Department to determine next steps which may include: <ul style="list-style-type: none"> <li>▪ Parent/guardian communications</li> <li>▪ Potential exposure notifications</li> <li>▪ Temporary student and/or staff exclusions</li> <li>▪ Temporary school or cohort exclusions</li> <li>▪ Modification or cancellation of school events</li> <li>▪ School closure</li> </ul> </li> </ul> |

### 3b. RESPONSE

| OHA/ODE Requirements   | Hybrid/Onsite Plan  |
|--|---|
| <ul style="list-style-type: none"> <li>☒ Review and utilize the <a href="#">“Planning for COVID-19 Scenarios in Schools”</a> toolkit.</li> <li>☒ Ensure continuous services and implement Comprehensive Distance Learning.</li> <li>☒ Continue to provide meals for students.</li> </ul> | <ul style="list-style-type: none"> <li>● Continuous review and implementation of the “Planning for COVID-19 Scenarios in Schools”.</li> <li>● Hybrid learning and comprehensive distance learning opportunities will utilize parallel planning, allowing symptomatic students to continue learning during a medical absence.</li> <li>● In the event of school closure from on-site learning, students will continue to be supported with distance learning, teacher contact and/or school contact at least weekly.</li> <li>● Meals will continue to be provided whether students are on-site, hybrid or comprehensive distance learning through our district nutritional services program.</li> </ul> |

### 3c. RECOVERY AND REENTRY

| OHA/ODE Requirements   | Hybrid/Onsite Plan |
|--|--------------------|
| <ul style="list-style-type: none"> <li>☒ Review and utilize the <a href="#">“Planning for COVID-19 Scenarios in Schools”</a> toolkit.</li> </ul> |                    |

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



## ASSURANCES

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

*This section does not apply to private schools.*

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

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

-  **4. Equity**
-  **5. Instruction**
-  **6. Family, Community, Engagement**
-  **7. Mental, Social, and Emotional Health**
-  **8. Staffing and Personnel**

### Assurance Compliance and Timeline

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

| List Requirement(s) Not Met | Provide a Plan and Timeline to Meet Requirements<br><i>Include how/why the school is currently unable to meet them</i> |
|-----------------------------|--|
|                             |  |