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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 6/11/2021

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

This document presents general district planning. Please **See specific plans linked below for details:**

KFCS Summer School Programs:
CCLC
KLC
Credit Recovery
Migrant Education

1. Please fill out the following information for your school, district or program:

Information Needed	Your Response
Name of School, District or Program	Klamath Falls City Schools
Key Contact Person for this Plan	Paul Hillyer, Superintendent
Phone Number of this Person	541-883-4700 ext. 7125
Email Address of this person	hillyerp@kfalls.k12.or.us

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[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

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

Sectors and Position Titles of Those Who Informed the Plan	• Paul Hillyer, Superintendent • Daymond Monteith, Director of School Improvement • Renee Clark, Director of HR • Heidi Schultz, Director of Special Services • Gerard Collins, Director of Federal Programs • Brett Lemieux, Middle School Principal • Tony Swan, High School Principal • Julie Bainbridge, Fred Bartels, Michelle McCabe & Joel Sauter Elementary School Principals • Chrys Dawes Transportation Supervisor • Steve Morton, Technology Supervisor • Brandon Sheppard, Director of Food Services • Wendy Niskanen RN, District Nurse
Local Public Health Office(s) or Officer(s)	Klamath County Public Health Department Jessica Dale, Kellie Hanson, Jennifer Little
Name of Person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Individual building plans specify the person(s) performing this role. *Everyone in the building has a main job - by designating three people, one of those three people should always be available to actively monitor physical distancing.
Intended Effective Date for This Plan	Winter 2021
Educational Service District Region	SOESD

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.

   Type your response here (take as much space as you need):

3. Place an X next to the Instructional Model to be used (see individual school/program blueprints)
    a. On-Site Learning
    b. Hybrid Learning
    c. Comprehensive Distance Learning
4. If you selected Comprehensive Distance Learning, you only have to enter information for the three parts under the heading Requirements for Comprehensive Distance Learning Operational Blueprint.

5. If you selected On-Site Learning or Hybrid Learning, you have to enter information for all sections under the heading Essential Requirements for Hybrid/On-Site Operational Blueprint and submit online, including updating when you are changing the Instructional Model.

* 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.

1. Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.
   Type your response here (take as much space as you need):

2. In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible flexibility or waiver.
   Type your response here (take as much space as you need):

3. 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.
   Type your response here (take as much space as you need):

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

ESSENTIAL REQUIREMENTS FOR HYBRID OR 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 underless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.

Requirements of each section of the guidance are listed under their corresponding heading in the RSSL document. After each set of requirements, there is a prompt where you must enter the details of your On-Site or Hybrid plan that corresponds to that section.

Advisory Health Metrics for Returning to In-Person Instruction (Section 0 of the RSSL Guidance)

Requirements for 0a. RETURNING TO IN-PERSON INSTRUCTION

- Not later than the week of March 29, 2021 all public elementary schools must operate in either an On-Site or Hybrid Instructional Model when they meet the specified county health metrics in the chart on page 15 (green and yellow rows in the chart in Section 0b).
  - A general allowance will be provided if the school has communicated a plan to families and staff with a start date on or before the week of April 5, 2021 and is using the week of March 29, 2021 to train staff for a return to in-person instruction.
  - A general allowance will be provided if the school has a published calendar that shows they are not in session the week of March 29, 2021 and has communicated a plan to families and staff with a start date on or before the week of April 12, 2021 and is using the week of April 5, 2021 to train staff for a return to in-person instruction.
  - A general allowance will be provided if the school is closed to in-person instruction due to a decision made in partnership with a local public health authority or the Oregon Health Authority to move to Comprehensive Distance Learning to address active transmission within a school.
  - Any school not meeting this requirement will be reviewed and may result in loss of eligibility to receive state school funds or other enforcement as prescribed by Governor Brown's Executive Order 21-06.
- Not later than the week of April 19, 2021 all public middle and high schools must operate in either an On-Site or Hybrid Instructional Model when they meet the specified county health metrics in the chart on page 15 (green row in the chart in Section 0b).
  - A general allowance will be provided if the school has communicated a plan to families and staff with a start date on or before the week of April 26, 2021 and is using the week of April 19, 2021 to train staff for a return to in-person instruction.
  - A general allowance will be provided if the school has a published calendar that shows they are not in session the week of April 19, 2021 and has communicated a plan to families and staff with a start date on or before the week of May 3, 2021 and is using the week of April 26, 2021 to train staff for a return to in-person instruction.
  - A general allowance will be provided if the school is closed to in-person instruction due to a decision made in partnership with a local public health

authority or the Oregon Health Authority to move to Comprehensive Distance
Learning to address active transmission within a school.

- o Any school not meeting this requirement will be reviewed and may result in loss
  of eligibility to receive state school funds or other enforcement as prescribed by
  Governor Brown's Executive Order 21-06.
- The requirement to offer On-Site or Hybrid Instructional Models does not apply to
  virtual charter schools as defined in ORS 338.005 or a public school that has a
  permanent instructional model that is predominantly through online courses.
- Public schools may transition a portion or all of the school to Comprehensive Distance
  Learning when responding in partnership with a local public health authority or the
  Oregon Health Authority to control active transmission of COVID-19 in the school
  setting.
- Public schools may transition a portion or all of the school to Comprehensive Distance
  Learning when they are operating in a county whose metrics place it in the operational
  status represented by the red row in the chart in section 0b. Public middle and high
  schools may transition a portion or all of the school to Comprehensive Distance Learning
  when they are operating in a county whose metrics place it in the operational status
  represented by the red or yellow row in the chart in section 0b. When county trends are
  increasing, pause expansion of additional in-person learning and maintain access to
  current in-person learning for schools that have it in place. Schools are not advised to
  reduce in-person instruction or revert to Comprehensive Distance Learning based on
  county metrics if the school can demonstrate the ability to limit transmission in the
  school environment.
- If your public or private school is operating an On-Site or Hybrid Instructional Model, but
  is located in a county that does not meet the advisory metrics; that is, an elementary
  school in a county that is not in the On-Site or Hybrid (green) row or the Elementary On-
  Site or Hybrid (yellow) row or a middle or high school in a county that is not in the On-
  Site or Hybrid (green) row (Section 0b); the school must offer access to on-site testing
  for symptomatic students and staff identified on campus as well as those with known
  exposures to individuals with COVID. This resource is available to all schools in Oregon.
  See guidance from the Oregon Health Authority.
  - o Schools required to offer access to this program will have two-weeks to be
    registered, trained, and administering the program when, or if, metrics change in
    their county in a way that makes this program a requirement.
  - o The metrics found in the 0b Section of RSSL are what determines if a school is
    required to offer the program.
  - o The school testing program offers an additional risk-mitigation strategy that is
    relatively low-burden and can help offset impacts of operating when community
    spread is higher even if school transmission is low/absent and RSSL protocols are
    firmly in place. This requirement applies anytime a school is operating in an
    Instructional Model that is not aligned with the county metrics case data. This is
    true whether your school began operating in August/September, or took a
    pause, or opened on January 4, or is just opening for the first time.

- ○ The testing program is for students in grades kindergarten and up and school staff. The program does not include early learning programs.
  - ○ Registering for the testing program includes a self-attestation that the program will be offered. Please accept the responsibility to offer the program when you register.
- If your school is operating an On-Site or Hybrid Instructional Model, the school also must provide a distance learning option for students and families that choose to remain off-site. For schools and districts that are required to comply with all sections (0-8) and supplements to this guidance, the remote option must comply with the requirements of the Comprehensive Distance Learning Instructional Model. The school or district may determine the most beneficial way to staff this option, through partnership with other schools or ESDs or with staff who may be at more risk from COVID-19 or through other means.
- All public and private schools are required to keep their Operational Blueprint up-to-date on ODE's website and to submit weekly "Status Reports" that provide essential information regarding how many students are served in person in the implementation of this metrics framework.

Plan Details for 0a.

- Our District is operating an On-Site Instructional Model and is located in a county that meets the *advisory metrics* (Section 0b), work with families to serve all students, even those 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.

- Though we are not currently required to have on-site COVID-19 testing available for the academic programs, we have testing readily available in the community.

Public Health Protocols (Section 1 of the RSSL Guidance)

Requirements for 1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

- Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g). (OSHA has developed a risk assessment template)
- Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.
- Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit.
  - ○ Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule OAR 437-001-0744(3)(h).
  - ○ OSHA has developed a sample infection control plan.

- Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the *Ready Schools, Safe Learners* guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.
- Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format.
- Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.
- Process and procedures established to train all staff in sections 1 - 3 of the *Ready Schools, Safe Learners* guidance. Consider conducting the training virtually, or if in-person, ensure physical distancing is maintained to the maximum extent possible.
- Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.
- Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.
- Process to report to the LPHA any cluster of any illness among staff or students.
- Protocol to cooperate with the LPHA recommendations.
- Provide all logs and information to the LPHA in a timely manner.
- Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance).
- Protocol to isolate any ill or exposed persons from physical contact with others.
- Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance).
- Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit.
    - If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the *Ready Schools, Safe Learners* guidance), the daily log may be maintained for the cohort.
    - If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
- Required components of individual daily student/cohort logs include:
    - Child's name
    - Drop off/pick up time
    - Parent/guardian name and emergency contact information
    - All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.

- - See supplemental guidance on LPHA/school partnering on contact tracing.
    - Refer to OHA Policy on Sharing COVID-19 Information
- Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
- Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
- Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in ODE's COVID-19 Weekly School Status system.
- Protocol to respond to potential outbreaks (see section 3 of the **Ready Schools, Safe Learners** guidance)

Plan Details for 1a.

- Communicable Disease Management Plan with COVID specific guidance will include:
    - Protocol for daily symptom check to be done at home to determine if a student should attend school using an exclusion algorithm.
    - Protocol for entry screening students and staff for symptoms (see section 1f of the **Ready Schools, Safe Learners** guidance).
    - Protocol to screen for health room symptom screening.
    - Protocol to isolate any ill or exposed persons from physical contact with others. Individual building plans include the specific location of the isolation space.
    - System for maintaining daily logs for symptom surveillance.
    - System (QR codes and google forms) for cohort tracking of itinerant staff
    - 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.
    - Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the **Ready Schools, Safe Learners** guidance).

- Building level Social Distancing Coordinator designated- To establish, implement, and enforce physical distancing requirements. Individual building plans specify the person(s) performing this role.

- MOU in place with Klamath County Public Health which establishes a communicable disease school communication protocol, including:
    - Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the KCPH as needed.
    - Protocol to cooperate with the KCPH recommendations and provide all logs and information in a timely manner.
    - Procedures for notifying KCPH of confirmed COVID cases,
    - Process to report to KCPH any cluster of any illness among staff or students.

- Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance).
- Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).
- Process to ensure that the school reports to and consults with the KCPH regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.

- Comprehensive plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. (Refer to 2J
- In collaboration with KFCS head of maintenance, custodians and admin (communicate to staff).
  - Staff will comprehensively clean and disinfect classroom spaces between cohorts, including furniture and classroom tools
  - Custodial staff comprehensively clean and disinfect common areas between cohorts.
  - Custodial staff will use disinfectant fogger as directed by the head of maintenance.
  - Custodial staff comprehensively clean and disinfect common areas after the last cohort of each day.
  - District maintenance and Health professionals to develop a cleaning checklist for classroom teachers to utilize to ensure all areas are disinfected

- Trainings for staff to implement sections 1-3 of the *Ready Schools, Safe Learners* plan will be delivered before the start of and updated throughout the school year.
- Create a communication map tool
- The Klamath Falls CIty School District also follows School Board
  District Policies
  Communicable Disease GBEB
  Infection Control JHCCC/EBEAA/GBEBC
  Student Health Services JHC
  Bloodborne Pathogens GBEBAA/JHCCBA/EBBAB
  Emergency Drills and Instructions EBCB
  Procedures and Disaster Plan EBC/EBCA
  Communicable Diseases JHCC/GBEB-AR

- A Weekly Concern form has been created and will be shared every Monday to address possible staff health and safety concerns. Principal and Dean will meet to address concerns and share with staff.
- Principal will update the COVID-19 School Status Update Form by Friday of each week.

Requirements for 1b. HIGH-RISK POPULATIONS

- Serve students in high-risk population(s) whether learning is happening through On-Site *(including outside)*, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.

Medically Fragile, Complex and Nursing-Dependent Student Requirements
- All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:

- - Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
    - Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.
    - Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.
- Review [Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid](#).
- Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:
    - Communicate with parents and health care providers to determine return to school status and current needs of the student.
    - Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
    - Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
    - The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the [Oregon School Nurses Association](#).
    - Service provision should consider health and safety as well as legal standards.
    - Appropriate medical-grade personal protective equipment (PPE) should be made available to [nurses and other health providers](#).
    - Work with an interdisciplinary team to meet requirements of ADA and FAPE.
    - High-risk individuals may meet criteria for exclusion during a local health crisis.
    - Refer to updated state and national guidance and resources such as:
        - U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
        - ODE guidance updates for Special Education. Example from March 11, 2020.
        - OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.'
        - OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

Plan Details for 1b.

- All staff and students will be given the opportunity to self-identify as vulnerable or living with a vulnerable family member.
- Students
    - School nurses will provide case management/care planning for students with chronic medical conditions which could present with symptoms of covid (Asthmatics: Coughing,

Crones/IBS/Lactose intolerance:diarrhea, Allergies:runny nose), supporting management of these conditions, to limit unnecessary and disproportionate exclusion.
- School nurses on the COVID Response Team will coordinate with families/LPHA/Medical providers to determine return to school status and current needs of each student.
- All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with bi-weekly check-ins.
- Students who experience disability will continue to receive specially designed instruction.
- Students with language services will continue to receive English Language Development.

- Visitors/Volunteers
  - 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 (including DHS, law enforcement, and delivery personnel).
  - Visitors to the school will use the entry buzzer system. Visitor's questions will be answered via the intercom system and families will wait outside of the building for their child if they are at a school to pick up their child. Parents and visitors will not be in the building.
  - Essential visitors to the school will be required to wear masks and wash hands or use hand sanitizer immediately upon entry to the school. Essential visitors will also be visually screened for illness.
  - All school activities involving families and visitors will occur virtually.
  - District will communicate this to families verbally and in written form.
  - All deliveries from USPS, UPS, etc will be dropped inside the front doors and Office notified via intercom that delivery has been made.
  - See individual building/blueprints for specific processes.

- District representative reviews and communicates supplemental guidance and health responsibilities regarding FAPE in relation to IDEA to appropriate staff.

Requirements for 1c. PHYSICAL DISTANCING

- Elementary Level: Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the maximum extent possible.
- Middle and High School Level when at a county case rate of <200 (green level on the metrics chart in Section 0): Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the maximum extent possible.
  - If schools have met the requirements and begun operating, and then metrics move to a more restrictive threshold (yellow or red), schools are not required to shift from operating with 3 feet of physical distance to 6 feet of physical distance. A Local Public Health Authority (LPHA), in partnership with the school and district leadership, may call for a shift in physical distancing requirements, including in response to an outbreak or transmission within the school.
- Middle and High School Level when at a county case rate of ≥200 (yellow and red levels on the metrics chart in Section 0): Support physical distancing in all daily activities and instruction, maintaining at least 6 feet between students to the maximum extent possible.

- All Levels: Support physical distancing in all daily activities and instruction, maintaining 6 feet between staff at all times and 6 feet between staff and students to the maximum extent possible.
- Consider physical distancing requirements 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. Additional space for entry, exit, and movement within classroom should be considered. This also applies for professional development and staff gatherings.
  - Within this design, consider minimum space for educators to have their own space in the learning environment and allow for the educator to move through the room efficiently and carefully while maintaining 6 feet of physical distance between the educator and the student to the maximum extent feasible.
- Minimize time standing in lines and take steps to ensure that required distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.
- Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).
- Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.
- Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.

Plan Details for 1c.

Overall:
- All classrooms/teaching spaces (including communal spaces, if they are used) will be evaluated to determine how many people can be accommodated allowing 35 square feet of usable space. Teachers will be provided with guidelines for classroom set up.
- Elementary and Ponderosa Middle schools will maintain 3 feet of distance between students except when masks are off. See individual building blueprints.
- Educators will have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible.
- Signage stating room capacity will be visible outside entrance to all locations. This also applies for professional development and staff gatherings.
- Will establish cohorts to not exceed room capacity.
- Class will be situated to support physical distancing, as classroom space allows.
- Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.
- Non-essential furniture will be removed to allow seating capacity for only the allowable number of people in each classroom.
- Assign seating to maximize physical distancing and minimize physical interaction. Label individual work spaces and chairs.
- Remove fabric-covered furniture.
- Where people will need to be in line, use floor markings to demonstrate where people should stand.

- Mark travel lanes in hallways (see 2d).
- A monitor will be appointed in each building to monitor compliance (through re-teaching, not discipline) with social distancing and support the process of maintaining contact-tracing logs. Individual building plans will specify the person(s) performing this roll.
- Schedule modifications to limit the number of students in the building (cohorting)
- Stagger use of community spaces (cafeteria, gymnasium, playground).
- Staggered arrival/departure times will minimize the number of students at entrances and allow for supervision while students are physically distanced. Individual building plans will specify these plans.

Individual Building/Programs:
- See individual blueprints

Special Education:
- Follow overall recommendations.
- Special Education instruction will be planned and provided by Case Manager/Service Coordinator in collaboration with the Director of Special Services and building principals for K-transition OR with the Supervisor of Special Programs and Early Learning for ELD programs..
- Itinerant Speech/Language Pathologist: one space designated for speech and language cohort groups. SLP provided a face-shield or plexiglass partition.
- Review other 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.

Transportation Services:
- Follow overall recommendations.
- Bus transportation (see 2i)
- Walking transportation: encourage social distancing while walking to school as well as arriving at school at start time, not before.
- Car pick-up - Systematic pick-up plan will be implemented.
- Encourage parents who are self-transporting to wait in vehicle until designated drop-off/pick-up time

Requirements for 1d. COHORTING

- Establish stable cohorts:
  - The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.
- Each school must have a system for daily logs to ensure contract tracing among the cohort(s) (see section 1a).
- Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.
- Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.
- Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards , and peers.

- Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
- Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.

Plan Details for 1d.

COHORTS: Below are the identified stable cohorts to ensure capability for contact-tracing. Cohorts can change week to week, but must be stable within the education week.

- **Individual Building/Programs:**
  - See individual blueprints

- **Transportation:**
  - This is a stable group of students on the bus each day.
  - Updated cohort tracking (attendance) logs are required for each run of a route.
  - Transportation cohorts will be a stable group of students each day and will be logged by each route.

- **Special Education:**
  - Self contained classroom stable group will be maintained.
  - General Education inclusion will require individual contact-tracing logs for each student.

- **PRACTICES**
  - Cohort tracking logs (QR codes with Google forms) maintained.
  - Implement cleaning plan between cohorts.
  - Maintain NPI's between cohorts.

Requirements for 1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

- 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.
- Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols (see section 8b for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.
- Post "COVID -19 Hazard Poster" and "Masks Required" signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e).

- Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.
    - 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.
    - OSHA has developed a model notification policy.
- 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.
- Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.
- Provide all information in languages and formats accessible to the school community.

Plan Details for 1e.

COVID Response Coordinator, in collaboration with the LPHA when appropriate, will develop the following:

1) Communication to staff, students and families about the infection control measures being implemented to prevent spread of disease (see draft Comprehensive Communicable Disease Plan)
    a. 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.
2) Protocols for communicating as per "Planning and Responding to COVID-19 Scenarios in Schools."
    a. With anyone who is symptomatic or has come into close/sustained contact with a confirmed case or
    b. When a new case has been confirmed and how the district is responding.
3) Systems for symptom surveillance to communicate with LPHA about the status of disease in the school building.
4) Algorithms for
    a. Family decisions about sending students to school (exclusion algorithm).
    b. Daily self-screening by staff (exclusion algorithm).
    c. Passive screening by non-medical staff of students upon arrival to school.
    d. Screening of symptomatic students in the health room.
    e. Isolation and exclusion decisions on students sent to the health room
    f. Communication with the LPHA related to an outbreak.
5) Communication to the community about outbreak management as per "Planning and Responding to COVID-19 Scenarios in Schools."
6) OSHA "COVID-19 Hazard Poster" and "Masks Required" signs are posted throughout the building and at all entries.
7) Periodic Training will be provided to all staff through different avenues including but not limited to:
    - Google Meets Virtual Check-ins
    - Emails
    - Weekly Health & Safety Reminders on Principal Staff Notes

Requirements for 1f. ENTRY AND SCREENING

- Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:
  - 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 *elementary grade* students for symptoms on-site every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. *Secondary students must also be screened every day. This can be done off-site, prior to coming to school.*
- Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.[4]
  - Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i) and sent home as soon as possible. See table "Planning for COVID-19 Scenarios in Schools."
  - Additional guidance for nurses and health staff.
- Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See "Planning for COVID-19 Scenarios in Schools" and the COVID-19 Exclusion Summary Guide.
- Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. *See the* COVID-19 Exclusion Summary Guide.
- Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

Plan Details for 1f.

- **Screening Students:**
  - Arrival and drop-off times will be staggered by location and cohort.
  - Students will utilize outside entrances. Each student will be assigned an entrance point

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[4] Self-screening of adult staff members can be efficient but also problematic if not held to the highest of standards and building a culture where staff don't sign-in when they have symptoms that should have them staying or working from home.

- Staff will be present at each entrance and use the [entrance screening algorithm](#) to conduct a visual screen for the appearance of symptoms.
- For students who arrive late, the secretary or health aid will use the entrance screening algorithm to conduct a visual screen for the appearance of symptoms.
- When the screening indicates that a student may be symptomatic, the student will be directed to the [health room for further screening.](#) *Follow established protocol from CDP (see section 1a).
- Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas. Students will wash/sanitize their hands prior to student entrance to classes (see 2e).
- There are transportation specific passive screening protocols that must be followed. (See section 2i)

- **[Staff Self-Screening](#):**
  - Staff are required to report when they may have been exposed to COVID-19.
  - Staff are required to report when they have symptoms related to COVID-19.
- Staff members are not responsible for screening other staff members for symptoms.
- Nursing will recommend that ill staff or family members seek COVID testing.

- **Ongoing:**
  - Guidelines for return to school after illness can be found in "[Planning for COVID-19 Scenarios in Schools](#)."
  - Parents will be reminded (through weekly communication: videos, letters and on school voicemail messages) to report actual symptoms, including temperature #'s when available, when reporting student absences as part of communicable disease surveillance.
  - Secretaries/Health Aides will document those comments on the [COVID Symptom Monitoring spreadsheet.](#)
  - COVID Response Coordinator and Building Nurse will be notified when a positive COVID test is reported.
  - 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 a quarantine exposure (the length of which to be determined in collaboration with the health department) and with KCHD permission after symptoms (e.g., fever, cough, shortness of breath,sore throat, headache) are improving.

Requirements for 1g. VISITORS/VOLUNTEERS

- Restrict non-essential visitors/volunteers.
  - Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.
  - Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.
- Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the [COVID-19 Exclusion Summary Guide](#).
- Visitors/volunteers must wash or sanitize their hands upon entry and exit.

- Visitors/volunteers must maintain 6 feet of physical distancing, wear face coverings, and adhere to all other provisions of this guidance.

Plan Details for 1g.

- 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 (including DHS, law enforcement, and delivery personnel).
    - Visitors to the school will use the entry buzzer system when available. Visitor's questions will be answered via the intercom system and families will wait outside of the building for their child if they are at a school to pick up their child. Parents and visitors will not be in the building.
    - Essential visitors to the school will be required to wear masks and wash hands or use hand sanitizer immediately upon entry to the school. Essential visitors will also be visually screened for illness.
    - All school activities involving families and visitors will occur virtually.
    - Schools will communicate this to families verbally and in written form.
    - All deliveries, USPS, UPS, FedEx, etc are all deemed essential visitors. All deliveries will be left at the office door and will be communicated to the office staff via intercom. No in person contact will be necessary unless a signature is required.

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

- Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.
- Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers informed by CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.
- Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. Face shields are an acceptable alternative only 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.
- Face coverings should be worn both indoors and outdoors, including during outdoor recess.
- "Group mask breaks" or "full classroom mask breaks" are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
    - Provide space well 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 or less "sensory break;"
        - Students must not be left alone or unsupervised;
        - Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
    - Provide additional instructional supports to effectively wear a face covering;

- o   Provide students adequate support to re-engage in safely wearing a face covering;
- o   Students cannot be discriminated against or disciplined for an inability to safely wear a face covering.
- Face masks[5] 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.
  - o   [Additional guidance](#) for nurses and health staff.

Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance
- If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
  - o   Offering different types of face coverings and face shields that may meet the needs of the student.
  - o   Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.
  - o   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.
  - o   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.
  - o   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.
  - o   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

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[5] Face masks refer to medical-grade face masks in this document. RNs and other healthcare providers should refer to OHA for updated information.

for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,

- If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.

3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.

- For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
- If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

Plan Details for 1h.

- Buildings will follow all aspects of the required face covering/face shields/clear plastic barriers guidance.
  - All adults will wear a face covering; Individuals may remove their face coverings while working alone in private offices.
  - All students* in grades Kindergarten and up will wear face coverings.
  - District will make face coverings available to staff and students.
  - Group mask breaks will not be allowed.

- Plans will be in place to supportively, consistently manage the situation if a student removes a face covering or demonstrates a need to remove the face covering for a short-period of time. These could include
  - Provide additional instructional supports to effectively wear a face covering.
  - Provide a space away for the student to take a brief sensory break.
  - Provide adequate support to re-engage in safely wearing a face covering.

- Additional instruction will be provided to staff and students to effectively, safely wear a face covering.
- School RN's, health aides, or other medical personnel will be wear medical grade masks when providing direct contact care and monitoring of staff/students displaying symptoms. They should also wear appropriate Personal Protective Equipment (PPE) for their role.
- Fully vaccinated staff are not required to wear face coverings or physically distance inside school buildings when students are not present (such as before and after school or on weekends) only when vaccination status is checked by the school in a manner described by OHA in guidance.
- Fully vaccinated staff are not required to wear face coverings or physically distance when eating inside school buildings when students are not present only when vaccination status is checked by the school in a manner described by OHA in guidance.
- For PE, evaluate available outdoor spaces on school property. When possible, use outdoor spaces for physical education instruction. When outdoors, face coverings are not required.

First, try to non-judgmentally support compliance, as this is the safest option.
- If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
  - Offering different types of face coverings that may meet the needs of a student (there may be a role for face shields if face coverings are impossible)
  - Spacing student away from peers if/while the face covering is removed (students should not be left alone or unsupervised).
  - Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;
  - Additional instructional supports to effectively wear a face covering;

Protections under the ADA or IDEA

- **If a student cannot/will not comply:**
  - For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.
  - Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.
- **If a student eligible for, or receiving services under a 504/IEP**, **cannot** wear a face covering due to the nature of the disability, the school or district must:
  - Review the 504/IEP to ensure access to instruction in a manner comparable to what was original established in the student's plan including on-site instruction with accommodations or adjustments.
  - Placement determinations cannot be made due solely to the inability to wear a face covering.
  - Plans should include updates to accommodations and modifications to support students.

- For students who **abstain** from wearing a face covering, or students whose families determine the student will not wear a face covering, and team determines that the disability is not prohibiting the student from meeting the requirement the school or district must:
  - Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
  - 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.
  - Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.

- For students **not currently served under an IEP or 504**, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.

- If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

*Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.

Requirements for 1i. ISOLATION AND QUARANTINE

- Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.
- Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the COVID-19 Exclusion Summary Guide
  - 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 6 feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation.
  - Consider required physical arrangements to reduce risk of disease transmission.
  - Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.
  - Additional guidance for nurses and health staff for providing care to students with complex needs.
- Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
  - School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space.
  - 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.
  - If able to do so safely, a symptomatic individual shall wear a face covering.
  - To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.
- Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.

- Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "Planning for COVID-19 Scenarios in Schools."
- Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Record and monitor the students and staff being isolated or sent home for the LPHA review.
- The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.

Plan Details for 1i.

- Each individual building has identified an isolation space. Individual building plans will specify the location of their specific isolation space.
- Schools will follow established health room screening and Isolation Room Procedure.
- Each school principal (or designee) will connect weekly with the COVID Response Coordinator and Building Nurse on updates for plan and isolation measures taken to that point.
- See individual blueprints for specifics on each building/programs isolation space.
- All students who become ill at school will remain at school supervised by staff in the designated isolation area until parents can pick them up.
- Student will be provided a facial covering (if they can safely wear one).
- Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.
- While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.
- Isolation space should not create a stigma.
- Isolation space should have a negative air flow.
- Staff will maintain student confidentiality as appropriate.
- Daily logs must be maintained containing the following:
  - Name of students sent home for illness, cause of illness, time of onset; and
  - Name of students visiting the office for illness symptoms, even if not sent home.
- Decisions about the return to school by staff and students with illness or exposure to positive or presumptive COVID will be guided by the table in *"Planning for COVID-19 Scenarios in Schools."*
- Sick students will not be transported in personal staff vehicles.

Facilities and School Operations (Section 2 of the RSSL Guidance)

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).

Requirements for 2a. ENROLLMENT

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

- Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.
- The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:
    - The ADM enrollment date for a student is the first day of the student's actual attendance.
    - A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.
    - If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance.
    - Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.
- If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.
- When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.
- Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.
- When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.
- When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.

Plan Details for 2a.

- Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.
- The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:
    - The ADM enrollment date for a student is the first day of the student's actual attendance.
    - A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.

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

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

- Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).
- Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).
- Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.
- Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.
- Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.

Plan Details for 2b.

- Attendance will be taken following ODE guidance.
- Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick.
- Secretaries will notify the principal and the COVID Response Coordinator when the absence rate has increased by 15 % or more.
- The principal will report this increase to the RN.
- Health Aide/Secretary will use the *COVID Symptom Monitoring* spreadsheet to document students with illness.

Requirements for 2c. TECHNOLOGY

- Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d).
- Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.
- If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.

Plan Details for 2c.

- Clean and sanitize each device brought in for updates, repair, return, inventory, or redistribution.
- Continue CANVAS to facilitate continuous learning experiences that occur on-site and in a distance learning setting (off-site); include options for digital learning and provision for non-digital distance learning where internet and computers will not be available.
- Update family survey: collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
- Share the list of all the software and student-facing technology solutions with families.
- Plan for adequate technology at home for off-site working, teaching, and learning.
- Review technology policies and data privacy policies and update if needed.
- Establish a family and educator technical support/help desk to support the use of technology (could be supported by designated staff, student leaders, and volunteers).

Requirements for 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

- **Handwashing:** All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.
- **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.
- **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.
- **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.

- **Personal Property**: Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).

Plan Details for 2d.

- **Handwashing:** Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available.
- **Equipment:** All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group.
- **Events:** Field trips will be designed virtually for the school year. All assemblies, athletic events, practices, special performances, schoolwide parent meetings and other large gatherings will be cancelled, held in a virtual format, or modified to meet requirements for physical distancing.
- **Transitions/Hallways:** Hallway traffic direction marked to show travel flow. Classroom line up: students line up in cohort classes outside and in the gym in designated areas, keeping more than 6 feet between cohort groups. o Line up areas are to be marked with visual cues to indicate adequate physical distance.
- **Personal Property**: Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students.

Requirements for 2e. ARRIVAL AND DISMISSAL

- Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
- Create schedule(s) and communicate staggered arrival and/or dismissal times.
- Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f).
- Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.
    - Eliminate shared pen and paper sign-in/sign-out sheets.
    - Ensure hand sanitizer is available if signing children in or out on an electronic device.
- Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.

Plan Details for 2e.

- Students will have staggered drop-off and pick-up times by cohort and grade level (Individual building plans will outline specific details)
    - For families with multiple children in different cohorts, outdoor spaces will be utilized to maintain cohort groups and ensure student supervision.
- Cohort tracking for students who arrive late or leave early will be done through the attendance system at the front office.

- Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas.
- Share with families the need to keep drop-off/pick-up interactions as brief as possible.
  - Parents stay in cars
  - For early pick-up parents call office and secretaries sign student out electronically
- Mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot
- Students who arrive at school late will check in at the office, be visually screened by the office staff, and walk directly to their assigned classroom. Someone from the office will notify the child's teacher to let them know they have been cleared to come to class.

Requirements for 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

- **Seating:** Rearrange student desks and other seat spaces so that students' physical bodies are at least 3 feet apart; or at least 6 feet apart, as required in section 1c; assign seating so students are in the same seat at all times. Where possible, face all desks in same direction or have students sit on only one side of tables.
- **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.
- **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately.
  - Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

Plan Details for 2f.

- **Seating:** Rearrange student desks and tables to at least six feet apart; assign seating so students are in the same seat at all times. Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas.
- **Materials:** Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff. Teachers will develop systems where materials will not be shared between cohort groups. Materials will be cleaned and disinfected between cohort groups
- **Handwashing:** Post age appropriate signage and provide regular reminders for hand washing which include the following information:
  - The 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.
  - Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

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

- Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's [Specific Guidance for Outdoor Recreation Organizations](#)).
- After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule.
- Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol.
- Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with [CDC guidance.](#)
- Cleaning requirements must be maintained (see section 2j).
- Maintain physical distancing requirements, stable cohorts, and square footage requirements.
- Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).
- Design recess activities that allow for physical distancing and maintenance of stable cohorts.
- Clean all outdoor equipment at least daily or between use as much as possible in accordance with [CDC guidance](#).
- Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining 6 feet of distance between adults. Note: The largest area of risk is adults eating together in break rooms without face coverings.

Plan Details for 2g.

- Playground(s) will remain closed for public use. School will post adequate signs sharing this information with the public. At that point, classes may use the playground for recess on a staggered schedule throughout the school day.
- Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with [CDC guidance.](#)
  - Playground supplies: Each cohort group will use their own playground supplies (e.g., balls, jump ropes, etc.).
- Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol.
- Cleaning requirements must be maintained; refer to section 2j.
- Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc.
- Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, teachers will need to set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.
- If we are on half day schedules there will be no scheduled recess. However the above guidelines will still be followed for non scheduled breaks that teachers may provide as they see fit.
- Staff rooms, common staff lunch areas, elevators, and work spaces will be limited to single usage at a time.
- After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.

- Each cohort will have designated restroom schedules alleviating waiting and large groups. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day.

Requirements for 2h. MEAL SERVICE/NUTRITION

- Maintain 6 feet of physical distancing when masks cannot be worn, including when eating.
- Include meal services/nutrition staff in planning for school reentry.
- Prohibit self-service buffet-style meals.
- Prohibit sharing of food and drinks among students and/or staff.
- At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain 6 feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.
- Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible.
- Students and staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.
- Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).
- Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.
- Adequate cleaning and disinfection of tables between meal periods.
- Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least 6 feet of physical distancing. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.

Plan Details for 2h.

- Include meal services/nutrition staff in planning for school reentry.
- Staff preparing meals will wear face coverings.
- Staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before preparing meals.
- Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).
- Cleaning and sanitizing of meal preparation spaces.
- Care will be taken to maintain the safety of students with life-threatening food allergies when food is consumed in the classroom.
- Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and establish a minimum of 35 square feet per person when determining room.
- For students in hybrid, daily meals (breakfast and lunch) are distributed to students as they depart from their instructional session.
- For any other families in CDL, weekly distribution is offered at the school building site.
- KLC offers a weekly distribution providing food for students enrolled in KLC and River Academy.

Requirements for 2i. TRANSPORTATION

- Include transportation departments (and associated contracted providers, if used) in planning for return to service.
- Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j).
- 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.
- 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.
  - If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep 6 feet away from others. Continue transporting the student.
    - 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.
    - The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.
  - If arriving at school, notify staff to begin isolation measures.
    - If transporting for dismissal and the student displays an onset of symptoms, notify the school.
- Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
- Per federal guidance, drivers must wear properly fitting face coverings at all times. A face shield or goggles may be worn to supplement a properly fitting face covering. Please refer to the CDC order.
- Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
- Face coverings for all students, applying the guidance in section 1h to transportation settings. This prevents eating while on the bus.
- Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.

Plan Details for 2i.

- Each bus driver will be required to:
  - Passively, visually screen students for illness
  - Maintain attendance logs for contact-tracing
- Each bus will have:
  - Six (6) feet of physical distance between the driver and passengers when possible (except during boarding and in assisting those with mobility devices or students with other special needs)

- When feasible, use visual cues (decals, colored tape or signs) to direct students where and or where not to sit, stand or walk
- An area available when needed including a first row seat for symptomatic students.
- Buses will be cleaned and sanitized between cohort routes with attention to frequently touched surfaces.
- The School District will 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.
- The School District will 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).
- Per federal guidance, drivers must wear properly fitting face coverings at all times. A face shield or goggles may be worn to supplement a properly fitting face covering. Please refer to the CDC order.
- Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.
- Face coverings for all students, applying the guidance in section 1h to transportation settings. This prevents eating while on the bus.
- Staff will 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. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.
  - 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.
  - 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.
    - 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.
    - The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.
  - If arriving at school, notify staff to begin isolation measures.
    - If transporting for dismissal and the student displays an onset of symptoms, notify the school.
  - ANY CHANGES TO THIS SECTION WILL BE PROVIDED/UPDATED BY THE TRANSPORTATION DEPARTMENT

Requirements for 2j. CLEANING, DISINFECTION, AND VENTILATION

- Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. Provide

- time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.
- Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.
- Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with CDC guidance.
- Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.
- To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.
- Schools with HVAC systems 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.)
- Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.
- All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.
- 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.
- Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
- Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces).
- Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).

Plan Details for 2j.

- 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 at least 3 times per day.
- Ventilation systems will be checked and maintained monthly by maintenance staff as outlined in the requirements.
- Cleaning and disinfection protocols will be followed as laid out in the guidance.

Requirements for 2k. HEALTH SERVICES

- OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.
- Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).

Plan Details for 2k.

- A nurse supported the development of this blueprint. The behavioral health specialist and the SPecial Services Director, who works with all other health service providers (e.g. OT, PT, SLP) was included in this planning.
- A plan is in place for maintaining health services for medically fragile or complex students.
- Designated staff will implement the plan.

Requirements for 2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

- Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:
    - Contact tracing
    - The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings.
    - Quarantine of exposed staff or students
    - Isolation of infected staff or students
    - Communication and designation of where the "household" or "family unit" applies to your residents and staff
- Review and take into consideration CDC guidance for shared or congregate housing:
    - Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible
    - Ensure at least 64 square feet of room space per resident
    - Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;
    - Configure common spaces to maximize physical distancing;

- o   Provide enhanced cleaning;
- o   Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.

Exception

- They have a current and complete RSSL Blueprint and are complying with Sections 1-3 and any other applicable sections, including Section 2L.
- 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.
- There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.
- Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:
  - o   Limit travel to essential functions.
  - o   Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.
- Any boarding students newly arriving to campus will either:
  - o   Complete a quarantine at home for 14 days* prior to traveling to the school, OR
  - o   Quarantine on campus for 14 days.*

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

Plan Details for 2l.

N/A

Requirements for 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

- In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.
  - o   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.
  - o   Fire drills must be conducted monthly.
  - o   Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.
  - o   Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.

- Drills can and should be carried out <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.
- When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.
- Drills shall not be practiced unless they can be practiced correctly.
- Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.
- If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).
- Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.

Plan Details for 2m.

- Statutory requirements for drills remain in place with several stipulations from guidance. Building administrators will ensure that drills are carried out appropriately.

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

- Utilize the components of Collaborative Problem Solving[6] or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills[7].
- Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.
- Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.
- Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.
- Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.

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[6] See this site for an overview of Collaborative Problem Solving.

[7] In the CPS framework, lagging skills are the reasons that a child is having difficulty meeting expectations or responding adaptively to triggers. Specific lagging skills can be assessed using the Collaborative Problem Solving Assessment & Planning Tool - Likert Scale (CPS-APT) or the Assessment of Lagging Skills and Unsolved Problems (ALSUP).

- 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.
- 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.

Plan Details for 2n.

- Educators will comply with these requirements using the components of Collaborative Problem Solving (or a similar framework) in a trauma informed manner to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.
- Materials and training will support implementation of this planning.

Requirements for 2o. PROTECTIVE PHYSICAL INTERVENTION

- In accordance with ORS 339.291, ORS 339.300, and OAR 581-015-2556, if restraint or seclusion is used on a student, it must be imposed by personnel who are trained in approved restraint or seclusion programs, or by other personnel who are otherwise available in the case of emergency circumstance. Staff may engage in close contact (less than 6 feet of physical distance) with no more than two other individuals on a given day for the purposes of assessing physical skills associated with required training components of approved programs, under the following conditions:
  - Only participants and trainers are allowed to be present for these sessions.
  - Participants and trainers must be screened for symptoms associated with COVID-19 prior to the start of each session. Anyone exhibiting symptoms, by visual screening or self-report, shall not participate in training at that time.
  - All participants and trainers must wash their hands immediately prior to and following direct physical contact with another person.
  - All people in close contact for this purpose must wear:
    - A surgical mask and face shield or follow [CDC guidance to improve how your mask protects you](#).
    - Gloves
    - Strive to wear other PPE to the extent feasible, including a gown.
  - Minimize the amount of time training participants are within 6 feet of physical distance. For example: It is better to limit time within 6 feet to 5 and no more than 15 minutes and spacing back out before training on another practice than to be within 6 feet for a longer duration of time.
  - Maintain 6 feet at all other times not actively training at closer proximity.
- 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). Single-use disposable PPE must not be re-used.

Plan Details for 2o.

- Reusable Personal Protective Equipment (PPE) will be cleaned and disinfected following the manufacturer's recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the **Ready Schools, Safe Learners** guidance). Single-use disposable PPE will not be re-used.

Response to Outbreak (Section 3 of the RSSL Guidance)

Requirements for 3a. PREVENTION AND PLANNING

- Review the "Planning for COVID-19 Scenarios in Schools" toolkit.
- Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.

Plan Details for 3a.

- Utilize the "Planning for COVID-19 Scenarios in Schools" toolkit.
- Put MOU in place to coordinate communication with the Klamath County Public Health.
- Klamath County Public Health Department will provide school-centered communication.
- Designate a COVID Response Coordinator to be responsible for responding to COVID-19 concerns. Employees should know who this person is and how to contact them.
- When cases are identified in a member of the school community, the COVID Response Team will investigate the case.
- Identify baseline absentee rates to determine if rates have increased by 15% or more.

Requirements for 3b. RESPONSE

- Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit.
- Ensure continuous services and implement Comprehensive Distance Learning.
- Continue to provide meals for students.

Plan Details for 3b.

- Utilize the "Planning for COVID-19 Scenarios in Schools" toolkit.
- Coordinate Outbreak response process with Klamath County Public Health Dept. Actions could include:
    - Temporarily dismiss students attending childcare facilities, K12 schools (through quarantining cohorts).
    - Modify, postpone, or cancel large school events as coordinated with LHD.
    - Establish timely communication with staff and families.
- When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide a direct report to the district nurse on the diagnosed case. Likewise, the LHD will impose restrictions on contacts.
- Establish a specific emergency response framework with key stakeholders.

- If school closure is advised by the local public health department, consultation should occur between legal, union and district administration to ensure processes are consistent with [legal preparedness processes](#)

Requirements for 3c. RECOVERY AND REENTRY

- Review and utilize the ["Planning for COVID-19 Scenarios in Schools"](#) toolkit.
- Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow [CDC guidance](#) for classrooms, cafeteria settings, restrooms, and playgrounds.
- 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.

Plan Details for 3c.

- Utilize the ["Planning for COVID-19 Scenarios in Schools"](#) toolkit.
- Determine return to school dates and facilitate and document symptom monitoring among quarantined staff to reduce the length or quarantine per CDC and OHA guidelines.
- Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow [CDC guidance](#) for classrooms, cafeteria settings, restrooms, and playgrounds.

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.

Let us know whether statement 1 or statement 2 applies to your school plan by typing "Yes" after the prompt that follows the correct statement:

1. 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***

Assurance Compliance and Timeline

Plan to meet the requirement:

- **Section 4: Equity**
  - ○ **Principles in Action**Principles in Action Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander c ommunities; students experiencing disabilities; and students and families navigating poverty. It is appropriate and necessary to offer more heightened and focused support to students and staff from these communities. It matters to learn the differential impacts of COVID-19 in particular communities. For example, the workplaces with the largest outbreaks are the prison system and food/agricultural sites which deeply impacts particular communities, including students.
  - ○ **Required**
    - ▪ Review and apply the school's equity stance, principles, and/or committment.
    - ▪ Ensure that no student is subjected to discrimination, as defined in ORS 659.850 and by rule based on race, color, religion, sex, sexual orientation, national origin, marital status, age, disability. EO 20-29 specifically states that ORS 659.850 must be complied with to continue to receive SSF. The protected classes listed are directly from this statute.
- **Section 5: Instruction**
  - ○ Meet the Division 22 instructional time rules for School Year 2020-21 as outlined in OAR 581-022- 23206 (pending State Board of Education approval to modify the OAR to allow for up to 90 hours of professional development and up to 90 hours of parent/family training and support, communication, and parent/teacher conferences).
  - ○ For students not attending in-person through the On-Site Instructional Model, at least 50% of instructional time (as defined above) must meet the criteria for teacher-facilitated learning.
    - ▪ Teacher-facilitated learning is a synchronous (either on-site or off-site) or an asynchronous learning experience planned and guided by a licensed teacher (or, possibly, a registered teacher in a charter school). The experience is structured to develop, deepen, and assess new knowledge and understanding relative to state content standards. Teacher-facilitated learning is often used when the teacher is planning for all students to have a common experience related to specific learning targets. Teacher-facilitated learning may be accomplished asynchronously through learning management systems, teacher-produced videos, or learning packets, each being structured to create strong learning progression. Synchronous opportunities, either on-site or offsite, must be provided daily and may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours.
    - ● Teacher-facilitated learning may include time that supports students beyond the core instruction, including specially designed instruction, language instruction, or specific services under ESSA or IDEA.
    - ● Applied learning experiences allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Students have access to instructional support during applied learning activities, provided by educational assistants, teachers, and/or related service providers. These learning

experiences are intentionally designed by the teacher to meaningfully deepen student engagement, allow for peer interaction, and to support family and community involvement. Applied learning experiences likely require scaffolding and supports so that students are able to engage with them independent of teacher or adult support. Applied learning experiences must be designed to support independent learning routines, independent practice, and independent application of skills or learning. As with a typical school year, homework assignments are not considered as instructional minutes.

- Communicate teacher-led facilitated learning time and daily school schedules/routines with staff, families, and students.
- For students not attending in-person through the On-Site instructional model, provide designated educator icate when each teacher will be accessible (online or via telephone) for consultation.
- For students not attending in-person through the On-Site instructional model, provide frequent and regular opportunities for students to interact with their teacher(s) and peers.

- **On-Site Instructional Model:**
  All students have access to in-person instruction in accordance with public health requirements. This model would be closest to how schools operated prior to the statewide school closure to in-person instruction. The On-Site instructional model exclusively delivers educational services to students every-day, all-day in ways that are similar to pre-covid models of delivery while meeting instructional time requirements. If any instructional time (either teacher-facilitated learning or applied learning) is delivered remotely or off-site, it is a Hybrid model.

- **Required**
  - Provide access to nutrition/meal service for all eligible students, including students not on-site (this applies to school sites that offered meal service prior to March 2020).
  - Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG). Version Checkboxes ( ) indicate requirements; arrows ( ) indicate recommendations. Page 2.7.2 47
  - Plan for students in high risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning ins tructional model. Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections.

- **Hybrid Models:**
  In a Hybrid instructional model, some instruction is in-person and some instruction is provided off-site, in order to honor student and staff safety while meeting instructional

hours requirements. Hybrid instructional models must include plans for all sections of Comprehensive Distance Learning. Hybrid instructional models allow districts to adjust for multiple variables and continue to access on-site instruction to the greatest extent possible while meeting public health requirements. Hybrid models require prioritization of on-site learning activities and supports, and/or which content is taught on-site.

Hybrid instructional models also allow opportunities to integrate instruction simultaneously with groups of students on-site and through Comprehensive Distance Learning. An OnSite instructional model becomes a Hybrid instructional model when any portion of instructional time used to meet instructional hours requirements is delivered in a distance learning format. While complex and varied, Hybrid instructional models allow for great creativity and flexibility. Additional information will be provided on Hybrid models for schools without digital access in the August 2020 update.

A preview of additional requirements for the Hybrid Instructional Model, which will be released with the August 11 iteration, has been developed to support school and district planning at this time.

- **Required**
  - Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG).
  - Provide access to nutrition/meal service for all eligible students, including students not on-site (this applies to school sites that offered meal service prior to March 2020).
  - Plan for students in high risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning instructional model. Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections.

- **Comprehensive Distance Learning Model:**
  Any effort to provide off-site or remote learning in 2020-21 requires in-depth and robust planning. To signal a shift in expectations and quality (made possible by continuous improvement, along with more time to plan, prepare, and practice), the term Comprehensive Distance Learning is used for this guidance. ODE's Comprehensive Distance Learning guidance provides additional considerations for schools when planning for distance learning. Each school choosing to operate only through Comprehensive Distance Learning must indicate the reason for this decision.

- **Required.**
  - Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for

English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG).

- ○ Students served under federal programs (e.g. Title I, IC, Title III, Title IV, Title VI, and IDEA) must receive the majority of services in a synchronous manner. See the Comprehensive Distance Learning Requirement Overview for a full list of requirements for CDL.

- **Short-Term Distance Learning**
  The statewide pivot to Distance Learning for All in the spring of 2020 was, without a doubt, a crisis response and was designed for a limited duration. As such, the term Short-Term Distance Learning is used when referring to the Distance Learning for All model from the spring of 2020. For all districts, regardless of instructional model, Short-Term Distance Learning may become a reality upon a COVID19 outbreak during he 2020-21 school year. Regardless of which instructional model schools begin with, districts must plan for Short-Term Distance Learning in the event of an outbreak that may impact a classroom, a section of a school, a school, or an entire district.

- **Instructional Considerations** It is critical to focus attention on accelerating learning by investing in relationships, honoring student voice, and designing integrated learning around grade-level or above standards. In contrast to remediation efforts, which perpetuate low expectations and lead to disparate outcomes, students who access accelerated learning and advanced coursework demonstrate consistently higher learning outcomes, increased engagement, and agency.

- **Curriculum and Instruction**
- **Required**
  - ○ Prioritize the most essential academic content standards in each content area.
  - ○ Provide access to a well-rounded education.
  - ○ Provide consistent and timely student feedback and documented assessment of learning toward state content standards. Leverage formative assessment practices to grow student's ability for independent learning.
  - ○ Incorporate time for check-ins (Social Emotional Learning) and peer interactions; develop classroom culture.

- **Assessment, Grading, and Reporting Progress for Hybrid and CDL Instructional Models Only**
- **Required**
  - ○ Develop and implement an equitable grading policy.
  - ○ Progress monitor student learning, especially for younger students.
  - ○ Evaluate goals and objectives based on progress markers for students supported with emergent bilingual supports, an IEP, and/or 504 plan.
  - ○ Regularly report progress to students and families, in alignment with Division 22 requirements.
  - ○ Provide opportunities to redo, make up, or try again to complete, show progress, or attempt to complete work without penalty and retaining the highest earned grade.

- **Safeguarding Student Opportunity Clause**
  Schools and districts should design instructional models while continuing to follow the Safeguarding Student Opportunity Clause from Distance Learning for All. The Safeguarding Student Opportunity Clause attempts to mitigate negative impact to students' learning pathway or access to a high school diploma as a result of the spring 2020 school closure. The disproportionate and severe impact of the pandemic on students and families must be recognized, and districts must afford every student opportunities to regain their learning stride during this pandemic.

- **Required**
  - Guarantee a full academic learning experience through Comprehensive Distance Learning for any student who may not be accessing On-Site or Hybrid instruction due to health-related issues.
  - Do not make a decision for any student for the 2020-21 school year that limits opportunity based on performance during spring 2020 school closure (final term of 2019-20 school year). This includes Version Checkboxes ( ) indicate requirements; arrows ( ) indicate recommendations. Page 2.7.2 56 progress in a course sequence, grade promotion or retention, placement in an advanced course, access to sports, access to clubs/career and technical student organizations, or forecasting opportunities.
  - Do not retain or hold back any student due to impacts of the spring 2020 school closure (final term of 2019- 20 school year).
  - Develop a Credit-Earning Assurance Plan with students and families by the end of September 2020, for any student who has received "incomplete(s)" (or local equivalent) during the final term of 2019-20 school year. Credit-Earning Assurance Plans may include but are not limited to academic support courses, consolidated/combined content courses, personalized academic tutoring, summer school, online course offerings, peer tutoring, zero period learning opportunities, and/or project-based learning opportunities. Complete Credit-Earning Assurance Plans prior to the beginning of the 2021-22 school year.
  - Hold students who received "incomplete(s)" (or local equivalent) during the final term of 2019-20 school year to the same (not higher) standards of essential learning for any course they are making up in their Credit-Earning Assurance Plan.

- **Instructional and Extra-Curricular Activities Requiring Additional Considerations**
  Providing opportunities for a well-rounded education is vital for the education of students and amplified during the time of COVID-19 related restrictions to support student well-being and connectedness. It is critical that schools continue to offer options
  for a well-rounded education whether On-site, Hybrid or Comprehensive Distance Learning. Opportunities to engage students in active learning often requires hands-on, interactive and physical activities (e.g., laboratory activities, career and technical education (CTE), band, choir, theater, physical education and driver's education). As such, these activities may require modification or specific health and safety protocols to protect staff and students.

- **Required**

- For any course, learning experience, or school activity that falls under this category, districts must carefully consider Public Health Protocols (see section 1) and Facilities and School Operations (see section 2). To the extent possible, modifications to the learning experience, course, or physical space should be made. See program specific requirements and recommendations in the links below. Version Checkboxes (   ) indicate requirements; arrows ( ) indicate recommendations. Page 2.7.2 57
  - Schools must adhere to the most recent iteration of physical distancing and face covering requirements while administering courses and programs with special considerations.
  - Develop plans for the implementation of laboratories, visual and performing arts, career and technical education, and physical education that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education decisions to ensure full inclusion by all students.

- **Section 6: Family, Community, Engagement**
  - **Partnership in Planning**
    Ongoing engagement among students, families and communities is critical to planning for a successful school year. Schools should consider the cultural and linguistic assets held within their communities when partnering with students and families in designing Operational Blueprints. In the planning process, schools have the opportunity to cultivate relationships with the families, tribal and community organizations, and the early learning and child care providers who supported student learning and development during school closure. These groups and individuals have been closest to our students during the closure, and are best positioned to help schools identify drivers for a successful school plan.

  - **Required**
    - All Districts receiving Title Grant Awards of any kind, not solely Title VI, are required to consult with tribal organizations.
    - IN GENERAL. To ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, an affected local educational agency shall consult with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the local educational agency's submission of a prior plan or to affected local educational entities application for a covered program under this Act or for a program under title VI of this Act. (20 USC §7918)
    - Include early learning programs and child care providers in the planning process. Schools with preschool classrooms will include plans for these classrooms in the school Operational Blueprint. Additional considerations specific to early learning environments is forthcoming.

- **Communication**
  - **Required**
    Communicate any information related to reentry for the 2020-21 school year to multilingual families in a language they can understand about any program,

service, or activity at the same time that is called to the attention of parents who are proficient in English (Civil Rights Fact Sheet).

Communicate the Operational Blueprint for Reentry and instructional model (On-Site, Hybrid, Comprehensive Distance Learning).
- ○ Post to school and district website, or ESD website if there is no school or district website.
- ○ Send notification to all families before the start of school.
- ○ Share with co-located early learning partners.

- **Section 7: Mental, Social, and Emotional Health**
  - ○ **Planning**
  - ○ **Required**
    - ▪ Mobilize crisis response team to address mental, social and emotional health including suicide, grief and trauma, child abuse, substance use, and youth trafficking within the current context; familiarize staff with district wide Suicide Prevention Policies and Procedures Manual, local resources, plan for training for all staff, Lines for Life remote suicide risk assessment and safety planning services for schools (503- 575-3760), and OHA's TelehealthTips for Clients with Suicide Risk.
  - ○ **Resources and Strategies**
    - ▪ Recognize and acknowledge the stress and trauma that students, families, and staff have experienced and may continue to feel during the school year; normalize their experience and prioritize time to process.
  - ○ **Required**
    - ▪ Where available, make contact information or a list of contacts of school and community-based mental and emotional health services and supports and School Based Health Centers available to students, families, and staff.

- **Section 8: Staffing and Personnel**
  - ○ **Supports Required**
    - ▪ Support school personnel who meet criteria for high-risk populations (see section 1b).
    - ▪ Develop protocols for communicating possible COVID-19 exposure to staff.
  - ○ **Public Health Training Required**
    - ▪ Review the Operational Blueprint for Reentry with all staff.
    - ▪ Train all staff on updated protocols, policies, and guidelines to adhere to physical distancing requirements and recommendations outlined in this guidance and the Operational Blueprint for Reentry.
      - Provide ongoing training to staff on new building procedures, cleaning protocols, and COVID-19 safety requirements.
      - Train all staff on how to access ODE/OHA updates and review requirements.
      - Educate all school personnel to know and recognize the most likely symptoms of COVID-19 and how to protect students and staff from transmissions.

- Train staff on confidentiality requirements under FERPA, HIPAA, and local policy regarding student and staff health information, including a COVID-19 diagnosis.