

## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

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

### OSHA compliance notification.

#### 1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Eddyville Charter School, Lincoln County School District
Key Contact Person for this Plan	Stacy Knudson
Phone Number of this Person	541-875-2942
Email Address of this Person	Stacy.knudson@lincoln.k12.or.us
Sectors and position titles of those who informed the plan	Superintendent/K-12Principal – Stacy Knudson Dean of Students and Curriculum Director- Dani Ulstad Mental Health Counselor – Ishah Roads School Nurse – Betsy Brooks Elementary Teacher Representatives: Kathleen Connelly and Matt Bilder K-12 Teacher Representative – Mark Ekins Athletic Director – Mike Ulstad Office Manager – Dwan Loomis Business Manager – Missy Endicott Facilities and Maintenance Manager – Gus Loomis
Local public health office(s) or officers(s)	Lincoln County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Stacy Knudson
Intended Effective Dates for this Plan	September 8, 2020 – June 17, 2021
ESD Region	LBL ESD

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

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

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

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.

We are collecting survey data regarding Distance Learning for All successes and struggles, technology availability/needs for this school year, preference of parents and students with regards to structure of learning for 2020-2021 school year and intent to send students to school next year.

The survey link will be provided to all students, families and staff members to ensure effective representation/survey data from all levels of students, including demographics and our underserved and marginalized students/community groups. We provided paper copies of the surveys upon request as well.

We also are fielding phone calls, messenger notes, emails, and social media form input re: concerns and needs for the 2020-21 school year.

Equity is at the center of all we do. Our staff is dedicated to placing our focal communities at the center of our planning for 2020-21 school year. Across our ECS community, there is a strong desire for our K-12 students to receive in-person learning four days a week as well as offering the option for comprehensive online learning to families/students who desire the online model as this will effectively serve all students and all needs.

Parents, staff, ECS Board members, sponsor district (LCSD) administration and ECS administration continue to provide input throughout the summer. Board members at ECS and LCSD as well as our health department reviewed this plan prior to submission.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning      ☐ Hybrid Learning      ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

## **REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT**

*This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.*

*Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.*

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

All stakeholders within the Eddyville Charter School community have been surveyed regarding the challenges COVID-19 has presented us with. Information from previous community engagement showed a strong preference for in person learning. There was some concern with the ability to do so in a safe and healthy manner, however. Daycare and structure/effective learning were the biggest concerns of family members across our community. Due to LC and state data at this time, it is not possible to have onsite instruction for all of K-12. We also have families who will not attend traditional classes due to COVID-19. It is critical to provide comprehensive distance learning with synchronous and asynchronous components in order to serve our students in the short-term and long-term. Students will meet virtually with their teachers, daily, in order to ensure program fidelity and support.

ECS will also work closely with individual student needs to utilize the Limited In-Person Instruction cohort exception in order to support mental and emotional health, keep students on-track, supplement instruction and provide access to hands on learning within our CTE programs.

In response to the current level of COVID-19 infection levels in Lincoln County and the State of Oregon, we are required to implement comprehensive distance learning for K-12 students. We will transition to a K-3 and then K-12 onsite model as our county meets the infection metrics provided by ODE and Governor Kate Brown.

**[Complete after June 30, 2020 when Comprehensive Distance Learning Guidance is released by ODE.] Describe how your school's model aligns to the Comprehensive Distance Learning Guidance.**

ECS's CDL model is created to model a virtual classroom where students will have access to standards-based, grade level or above grade level educational materials. They will interact in mostly teacher-facilitated manner in a combination of synchronous or asynchronous learning. Each grade level and subject specific staff will have virtual instruction and zoom meetings daily, clear and consistent meeting schedules, feedback on work, assessments, and two-way communication. Students will have all coursework materials issued to them prior to the start of the year along with a school-issued device to support the online learning environment. As projects and new units are introduced, support materials will be provided.

Daily attendance and letter grading of coursework will be enforced and presented in a virtual orientation for each grade level prior to the start of the academic year.

Teachers and support staff will post videos of their instruction, zoom meetings for high levels of engagement and interaction, and scheduled office hours. They will utilize school adopted curriculum/scope & sequences/grading policies through Canvas, Google Classroom and Google sites within our school's website. Students and families will work through an orientation to ensure access and understanding of the new CDL system.

Staff are doing professional development with Corwin's Distance Learning Playbook and contracted PD to supplement the toolkit. Staff will do intense training prior to September and utilize monthly PD meeting time to develop CDL and virtual instruction as the year progresses. They are also receiving professional development on the following: online discussion forums, message boards, blogs, podcasts, multimedia communication, OSBA's guidance on facilitating effective virtual meetings and blended learning strategies, not solely digital. ECS has invested in 1:1 student devices and is utilizing Google Classroom and Canvas as online learning platforms. ODE guidance and directives will be followed in order to provide the highest level of services to our school community.

With the latest guidance and limited in-person instruction exception, ECS will be creating cohort groups of 10 or fewer to access teacher supports as needed per ODE guidance. This will be designed based on student need, specialized instruction, access concerns and assigned so that the cohort is on campus two hours or less on a given day and staff won't see more than 3 cohorts in a single day or 5 in a single week. ECS's enrollment is less than the 250/week threshold, so we are in compliance with this element. No recess time or meal service in the classroom will take place during IPI. We are working with our food service to coordinate 'take-home' sack lunches as an option, but those details are not finalized at this time.

ECS has extensive safety guidelines in place when a student(s) enters the building as reported in the following sections. Those will be followed and enforced for the health and safety of all.

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.

Some families may choose to maintain an online instruction model through our CDL model even once we return to on-site learning for all of K-12. It is our plan that K-12 will return to onsite learning by semester 2 of 2020-21 academic year (or as soon as state and county metrics meet the required level for the required time) with all COVID-19 safety elements in place. (See attached plan details.)

All students and staff are being trained in this model as well as within safeguards of COVID-19 safety guidelines for on-site instructional models. At ECS, we will have a fluid transition established between both models even after we are able to return to on-site learning for all K-12. In our rural/remote area, power outages, inclement weather, and other emergency situations have forced us to close school in the past. With our new structure, we have equipped each home with technology and internet access so that we don't miss a day of instruction. Students with extensive medical conditions will always have access to our CDL model as well, even after our schools can return to on-site instruction.

Our full plan below outlines our Ready Schools, Safe Learners guidance for all of K-12 once we have the option to return per Oregon's guidelines and metric guide Three week intervals will be used as decision making windows. As data allows for increased onsite instruction, a one-week implementation plan will be utilized in partnership with food service, transportation, families and staff. As noted, families will be able to choose the option that best fits their overall needs and ECS will serve each student equitably.

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

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

*This section must be completed by any school that is providing instruction through On-Site or Hybrid Instructional Models. Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section.*



### 1. Public Health Protocols

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting.	ECS is working with our school nurse, Betsy Brooks, and Lincoln County Health to update our Communicable Disease Management Plan to include the requirements of COVID-19.
<input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.	
<input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.	Here is a link to our current <a href="#">Communicable Disease Plan</a>
<input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.	
<input checked="" type="checkbox"/> Process and procedures to train all staff in sections 1 - 3 of the <i>Ready Schools, Safe Learners</i> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained.	Training document will be presented in early August for all staff, certified/classified/confidential/Admin.  <b>Staff Orientation:</b>  A formal training will be conducted August 25 <sup>th</sup> for all staff on all aspects of the plan and a walk through of the school/system for on-site and K-12 online options. Social distancing guidelines will be followed.
<input checked="" type="checkbox"/> Protocol to notify the local public health authority ( <a href="#">LPHA Directory by County</a> ) of any confirmed COVID-19 cases among students or staff.	
<input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.	

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</li> <li><input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.</li> <li><input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li><input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> 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. <ul style="list-style-type: none"> <li>• If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>• If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> </li> <li><input checked="" type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> <li>• Child's name</li> <li>• Drop off/pick up time</li> <li>• Parent/guardian name and emergency contact information</li> <li>• All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> </li> <li><input checked="" type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</li> <li><input checked="" type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</li> <li><input checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <b>Ready Schools, Safe Learners</b> guidance).</li> </ul>	<p><b>Student Orientation:</b></p> <p>September 1-2 Is student material pick-up by level. This includes new or re-issued chromebooks, student schedules, staff office hours, textbooks, and supplemental materials for CDL.</p> <p>Sept. 3 will be orientation for students in grades 4-12. This is a virtual meeting with teachers and administration to present expectations, routines and answer questions/concerns.</p> <p>Sept. 8 will be the first day of school for all K-12. K-3 will have virtual orientation at this time.</p> <p><b>Daily Entry:</b></p> <p><i>(When limited in-person instruction occurs per state guidelines)</i></p> <p>IA staff will be stationed at assigned school entries with logs and screening machines/visual screening to log/track/assess each student entering the building. Hand washing stations and sanitation stands will also be located at each entry point along with instructional signage for safety. Protocols are with each trained IA for isolation steps, in the event of an ill or potentially exposed individual.</p> <p>Daily logs will be kept on a google sheet shared with the school office and nurse/health and wellness office.</p> <p>Daily logs will be maintained in this manner for specific cohorts.</p> <p>Each cohort reports immediately to their cohort room where the morning routine of attendance, personal space set up, hand washing, and specialized/supplemental instruction occurs.</p>

#### 1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</li> </ul> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p>	<p>All staff and students given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p>

## OHA/ODE Requirements

## Hybrid/Onsite Plan

☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law ([ORS 336.201](#)) defines three levels of severity related to required nursing services:

1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.
3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.

☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:

- Communicate with parents and health care providers to determine return to school status and current needs of the student.
- Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
- 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.
- 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:
  - US 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.

### Staff :

Plan includes bus drivers, classified, and limited teachers self-identifying.

Redeployed staff members assigned to on-line instructional support, work tasks without in-person contact, (i.e., maintenance projects, office work), or leave options.

### Students:

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.

## 1c. PHYSICAL DISTANCING

### OHA/ODE Requirements

### Hybrid/Onsite Plan

- ☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation.
- ☒ Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals.
- ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.
- ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).
- ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.

#### Overall:

Remove extra furniture to make more usable room

Removing fabric-covered furniture, central area rugs, community centers

Assign seating to maximize physical distancing and minimize physical interaction and follow the 35 sq. ft. per occupant.

Establish individual supplies and storage containers to eliminate sharing/cross contamination.

**Below are room capacity limits, however with limited in-person instruction restrictions, cohorts of 10 or fewer will override these values.**

#### Kindergarten (KG) and 1st Grade (Classrooms)

Each class will be supported by Instructional Assistants (IA), both to provide instructional support and in order to support/encourage physical distancing and appropriate hygiene practices.

Kinder Classroom: Max Occupancy is 17

1<sup>st</sup> Grade Classroom: Max Occupancy is 17

#### 2nd Grade-5th Grade (Classrooms)

Develop class rosters to have no more than the following occupants in each grade level room:

2<sup>nd</sup> Grade Classroom: Max Occupancy 20

3<sup>rd</sup> Grade Classroom: Max Occupancy 18

4<sup>th</sup> Grade Classroom: Max Occupancy 20

5<sup>th</sup> Grade Classroom: Max Occupancy 30

#### Secondary Classrooms:

**Science** Classroom: Max Occupancy 16

HS English Classroom: Max Occupancy 21

HS Social Studies Classroom: Max Occupancy 14

MS Social Studies Classroom: Max Occupancy 14

MS Math Classroom: Max Occupancy 14

MS English Classroom: Max Occupancy 18

Computer Lab Classroom: Max Occupancy 18

Chinese Classroom: 9

HS Math Classroom: 17

## OHA/ODE Requirements

## Hybrid/Onsite Plan

CTE Shop: 15

Sped Classroom: Max Occupancy 8

Speech Room: Max Occupancy 3

Weight Room: Max Occupancy 4

Health Room: Max Occupancy 7

Staff Workroom: Max Occupancy 3

Business Office: Max Occupancy 4

Admin. Offices: Max Occupancy 2

Main Office: Max Occupancy 3

Gym: Max Occupancy 60

Play Shed: Max Occupancy 60

Multi-Purpose Room: Max Occupancy 36

**Additional Considerations:**

Special education services will be planned and provided by Case Manager in collaboration. Most SDI will be provided in co-taught lessons with special education and general education staff. Review itinerant staff services to maintain physical distancing. If physical distancing cannot be maintained with direct services, the IEP team will convene to determine appropriate next steps. Special cohort arrangements will allow for this provision.

Itinerant Speech/Language Pathologist: one space in assigned room designated for speech and language cohort groups.

SLP provided face shield or plexi-glass partition.

**Music teacher:**

Virtual instruction in classroom CDL platforms for elementary class cohorts. This is provided as a supplemental element.

**1d. COHORTING**



## OHA/ODE Requirements

## Hybrid/Onsite Plan

- ☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.
  - The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.
- ☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the **Ready Schools, Safe Learners** guidance).
- ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.
- ☒ Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.
- ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.
- ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.

### CDL – Limited in-person Instruction:

*Below are the identified stable cohorts to ensure capability for contact tracing. ECS will only allow this exception if there are no cases of COVID among students and staff for 14 days.*

**Transportation Cohort Not to Exceed 10 students:** This is a stable group of students each day. Updated contact-tracing logs are required for each run of a route. Only 10 or fewer per bus will be allowed within CDL limited in-person instruction and count as one cohort.

**Kindergarten – 5th Grade Classroom Cohorts:** These grade-level cohorts are maintained throughout the year and for each special area (i.e., music, Chinese, PE, lunch and recess). No more than 10 students in a cohort will receive specialized/supplemental instruction for more than 2 hrs. per CDL restrictions.

**6<sup>th</sup> - 12<sup>th</sup> Specific Cohorts:** These needs-based cohorts are maintained throughout the year. Needs based cohorts will not exceed 10 students and will stay consistent for the year.

**Staff will not instruct more than 3 cohorts in a day or 5 in a week.**

## 1e. PUBLIC HEALTH COMMUNICATION

## OHA/ODE Requirements

## Hybrid/Onsite Plan

- ☒ Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.
  - Consider sharing school protocols themselves.
- ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.
  - Consult with your LPHA on what meets the definition of "close contact."
- ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.
- ☒ Provide all information in languages and formats accessible to the school community.

### Communication:

The district safety committee (w/school nurse) will develop communication to staff, students and families on the infection control measures being implemented to prevent spread of disease (see communicable disease plan).

The district safety committee (w/school nurse) will develop protocols for communicating with anyone who has come into close/sustained contact with a confirmed case or when a new case has been confirmed and how the district is responding.

The district safety committee (w/school nurse) will update communicable disease plan with communication protocols.

A letter outlining the instructional model, the vision behind it and the specific infection control measures will be shared with all families in their native language through print and electronic copy when available.

Additional communication regarding protocols will be shared with families in August prior to the start of on-site instruction. Monthly updates will follow throughout the school year in the newsletter.

## 1f. ENTRY AND SCREENING

### OHA/ODE Requirements

### Hybrid/Onsite Plan

- ☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows:
  - Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing.
  - Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available [from CDC](#).
  - In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of [OHA/ODE Communicable Disease Guidance](#).
  - Emergency signs that require immediate medical attention:
    - Trouble breathing
    - Persistent pain or pressure in the chest
    - New confusion or inability to awaken
    - Bluish lips or face
    - Other severe symptoms
- ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian.
  - Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the **Ready Schools, Safe Learners** guidance) and sent home as soon as possible.
  - They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.
- ☒ 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 within the preceding 14 calendar days.
- ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.
- ☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

### Screening Students within Limited In-person Instruction:

#### Arrival

Each student will be assigned an entrance point (i.e., a specific door) to the school building which correlates to their special cohort. IE: welding/woodshop/engines – woodshop in building B

Elementary: Main entrance

Sped services: Back entrance by elementary parking lot

Mental Health services: Outside entrance from front lawn

They will go directly to their assigned space (i.e., the students in their cohort) through their assigned entry door.

Staff will be present at each entry point to visually screen students for symptoms. There will also be a screening machine for temperature taking and logging student info. and hand washing/sanitation stations.

All classes with outside doors will utilize this as their exit door and entry will be the inside door; the classroom teacher will conduct a visual screen for the appearance of symptoms. A transition map will be posted in each classroom and in common areas. Wall and floor decals with directional signage and safety reminders will also be clearly posted throughout the campus.

Classes in the gym or play shed or field (PE) will enter through the double doors with PE teacher and IA conducting a visual screening for symptoms.

When the screening indicates that a student may be symptomatic, the student is directed to the school nurse in the health room's isolation room.

Follow established protocol from CDP (see section 1a)

Handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. There are transportation specific screening protocols that will be followed as well. See section 2i for more information.

Upon entry to the school special cohort students will report to the designated entry where there will be mandatory sanitation and hand washing stations, an IA visually screening and a machine screener for quick temperature checks and log information.

#### Screening Staff:

Staff are required to notify when they may have been exposed to COVID-19.

Staff are required to notify when they have symptoms related to COVID-19.

Staff members are not responsible for screening other staff members for symptoms.

**OHA/ODE Requirements****Hybrid/Onsite Plan****Ongoing:**

Weekly note: (via weekly report and Remind App notices) Reminder to report if a student tests positive and to report actual symptoms when calling students in sick as part of communicable disease surveillance.

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

Special cohorts infected will cease meeting and quarantine for 14 days without resuming until that time is expended and no positive tests remain.

Online education (CDL) will continue to take place so students do not miss a day of instruction. Each student will have a school-issued Chromebook or device as coordinated in September, based on need and access.

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

Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.

**1g. VISITORS/VOLUNTEERS****OHA/ODE Requirements****Hybrid/Onsite Plan**

- ☒ Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.
- ☒ Visitors must wash or sanitize their hands upon entry and exit.
- ☒ Visitors must wear face coverings in accordance with local public health authority and [CDC](#) guidelines.
- ☒ Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.

Visitors/Volunteers will be unable to work in the school, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.

Essential visitors must wash or sanitize their hands upon entry and exit. Visitors will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic.

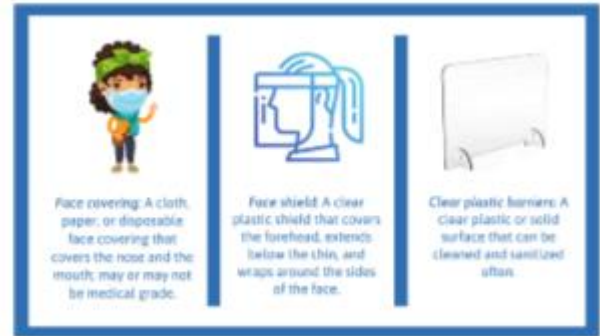
Parents/guardians entering to transport their student will be required to wear a mask or shield and wash hands at the entry station. They will request checkout of their student(s) and if max occupancy of the lobby is exceeded, require them to wait in the front lawn.

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

### OHA/ODE Requirements

### Hybrid/Onsite Plan

- ☒ Face coverings or face shields for:
  - Staff who are regularly within six feet of students and/or staff
    - This can include staff who support personal care, feeding, or instruction requiring direct physical contact.
    - Staff who will sustain close contact and interactions with students.
  - Bus drivers.
  - Staff preparing and/or serving meals.
- ☒ Face shields or clear plastic barriers for:
  - Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy.
  - Front office staff.
- ☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.
- ☒ **Students who choose not to wear face coverings must be provided access to instruction.**
- ☒ **ADA accommodations:** 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.



#### Facial Shields

*Facial Shields are required and will be provided for:*

Speech Language Pathologist

Bus drivers

Front office staff

#### Facial Coverings

Facial coverings are not synonymous with facemasks.

*Facial coverings are required and will be provided for:*

Child Nutrition Program staff

Nurse when administering medication or providing direct services

Staff providing 1:1 supports

OT, PT, staff supporting personal care or where direction requires direct physical contact

Music teacher/IA

PE Teacher /IA

Special Education staff

All staff moving throughout campus including but not limited to:

Art teacher, PE teachers, Counselors, Sped. Staff, Front office staff when working in areas other than the front office, administration

All students grades K-12 in special cohorts of less than 10. ECS will not deny onsite instruction to any student with existing medical conditions, a doctor's order to not wear face coverings or other health-related concerns.

If students require a break from their covering, staff will ensure proper social distancing to maintain a safe and healthy learning environment.

## 1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p><input checked="" type="checkbox"/> Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</p> <ul style="list-style-type: none"> <li>• Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated.</li> <li>• Consider required physical arrangements to reduce risk of disease transmission.</li> <li>• Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> </ul> <p><input checked="" type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> <li>• School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE.</li> <li>• If able to do so safely, a symptomatic individual should wear a face covering.</li> <li>• To reduce fear, anxiety, or shame related to isolation, provide clear explanation of procedures, including use of PPE and handwashing.</li> </ul> <p><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><input checked="" type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.</p> <ul style="list-style-type: none"> <li>• Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority.</li> <li>• If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <ul style="list-style-type: none"> <li>○ Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours</li> </ul> </li> </ul>	<p>A designated primary location area will be used for students and staff who are symptomatic or develop symptoms during their 2-hr. max cohort visit. – Isolation room in the Health room.</p> <p>Symptomatic students will remain at school until a designated adult can pick them up.</p> <p>Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear facial coverings.</p> <p>Secondary isolation areas may be identified if/as needed.</p> <p>Logs must be maintained for every student who enters the health room, regardless of whether they are treated or sent home. Logs will include:</p> <ul style="list-style-type: none"> <li>• Name of student</li> <li>• Reported symptoms/reason for health room visit</li> <li>• Action taken</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving</p> <ul style="list-style-type: none"> <li>• If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.</li> <li>• If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.</li> </ul> <p><input checked="" type="checkbox"/> 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).</p> <p><input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</p>	



## 2. Facilities and School Operations

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

### 2a. ENROLLMENT

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Enroll all students following the standard Oregon Department of Education guidelines.</p> <p><input checked="" type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions:</p> <ul style="list-style-type: none"> <li>• Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or</li> <li>• Have COVID-19 symptoms for 10 consecutive school days or longer.</li> </ul> <p><input checked="" type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</p>	<p>All students will be enrolled following the ODE guidelines.</p> <p>Students K-12 will be offered CDL until county and state reopening metrics have been met.</p> <p>Students can opt to remain online through CDL or attend in-person at that time.</p> <p>Special cohorts of 10 or less will allow for limited on-site instruction for 2 hours or less a day, once or twice a week max.</p> <p>A schedule will be developed and implemented for tracking and continuity.</p>

### 2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> <b>On-Site school students:</b> Full-time and part-time students follow normal reporting policy and procedures.</p>	

☒ **Full-Time Online and/or Hybrid school students:** Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting.

- Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect.
- For the purposes of this section, please use the following definition and clarification: **Online and/or Hybrid Check-in:** The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day.
- The student must check-in **at least** twice a week with their teacher(s) of record on **at least** two separate weekdays in order to be counted as present for all five days of that week.
- If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are 5 days scheduled in the week).
- The student must be counted as absent for the entire week (5 days, if there are 5 days scheduled in the week) if they do not report in at all during the week.
- Note: If a district schedule is based on a 4-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (4 days) and once a week to be counted as present for half of the week (2 days).
- Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary).

☒ **Part-time students receiving online and/or hybrid instruction (not college courses):** Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to 1 hour per day per course taken, provided appropriately licensed teachers for the coursework

No student will be dropped for non-attendance if they meet the following conditions:

- Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19.
- Have COVID-19 symptoms for the past 14 days

For students in fully online learning (CDL model), two-way communication each day of 4 days of online learning may include:

- Live Google Classroom sessions
- Virtual meeting/conferencing
- Assignment submission
- Email communication
- Phone communication

The designated attendance team will review individual and school-wide attendance data weekly.



OHA/ODE Requirements	Hybrid/Onsite Plan
taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student's appropriately licensed teacher(s) of record at least two times (on different days) during the school week.	

## 2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Update procedures for district-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance).  <input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	<p>Conduct a follow-up family technology and connectivity survey in early August/registration and inventory building technology and internet connectivity resources</p> <p>All students will be assigned a district-owned device for use in the school building and at home. Students in grades 3<sup>rd</sup>-12<sup>th</sup> will keep this with them. Grades Kinder-2<sup>nd</sup> will have devices issued at registration to keep at home if needed for CDL.</p> <p>Deployment of district-provided hotspots/cellular devices will continue to ensure adequate internet access for all families.</p> <p>Additional devices will be accessible for use for students with broken device through a scheduled check-out time.</p>

## 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently.  <input checked="" type="checkbox"/> <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.  <input checked="" type="checkbox"/> <b>Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.  <input checked="" type="checkbox"/> <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.  <input checked="" type="checkbox"/> <b>Personal Property:</b> Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	<p><b>Handwashing:</b> All students will have access to hand washing at each entry and frequent opportunities throughout their 2-hour window on limited in-person instructional days. Hand washing will be supplemented with the use of hand sanitizer.</p> <p><b>Equipment:</b> Equipment includes materials such as school supplies (scissors, glue sticks), PE and recess equipment, Science Lab supplies.</p> <p>Sharing of supplies will be restricted whenever possible.</p> <p>All shared equipment will be cleaned between users</p> <p><b>Safety Drills:</b></p> <p>All drills will be delivered virtually through videos, class discussion (virtually) and assessed as a team.</p> <p><b>Events:</b></p> <ul style="list-style-type: none"> <li>○ Off-site field trips and events requiring visitors or volunteers have been canceled.</li> <li>○ In-school events will be modified to follow cohorting and social-distancing guidance.</li> <li>○ Athletic events are coordinated with OSAA guidance.</li> </ul>



OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>Use of the building by outside groups will not be allowed.</p> <p><b>Transitions/Hallways:</b></p> <p>Hallways will include one-way traffic markings to reduce contact.</p> <p>Transitions by grade-level cohort groups will be staggered to reduce contact.</p> <p>Student cohorts will remain in the classroom.</p> <p>Cohort classrooms will be assigned by building area/level to allow access to a single bathroom, drinking fountain (fill bottles only) and hand washing station throughout the scheduled time.</p> <p><b>Classroom line up:</b> Visual makers will be used around doorways and inside classrooms to support physical distancing during transitions.</p> <p><b>Restrooms:</b> Restrooms assigned based on cohort room location, though with limited in-person instruction times restroom use will be kept to a minimum with cleaning and sanitation after use.</p> <p><i>Visual reminders will be used in all restrooms to encourage hygienic practices including:</i></p> <ul style="list-style-type: none"> <li>• Handwashing techniques</li> <li>• Covering coughs/sneezes</li> <li>• Social distancing</li> <li>• Facial coverings</li> <li>• Covid-19 symptom</li> </ul>

## 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li><input checked="" type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li><input checked="" type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Develop sign-in/sign-out protocol to help facilitate contact tracing: <ul style="list-style-type: none"> <li>• Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>• Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </li> <li><input checked="" type="checkbox"/> Install hand sanitizer dispensers near all entry doors and other high-traffic areas.</li> <li><input checked="" type="checkbox"/> Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</li> </ul>	<p><b>Arrival and Entry</b></p> <p>Each student will be assigned an entrance point (i.e., a specific door) to the school building.</p> <p>Upon entry, students will go directly to their cohort group.</p> <p>Staff will be present at each entry point to visually screen students for symptoms and track cohort data.</p> <p>Students identified as potentially symptomatic will be directed to the health room. *follow plan outlined in 1a.</p>

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

## OHA/ODE Requirements

## Hybrid/Onsite Plan

- ☒ **Seating:** Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times.
- ☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.
- ☒ **Handwashing:** Remind students through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately.
  - Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

### Seating:

Classroom desks and tables will be arranged with students being seated a minimum of six feet apart.

Students will use a single assigned seat at all times.

### 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 between each use. Hand sanitizer and tissues will be available for use by students and staff.

### Hand Washing:

All students will wash their hands upon building entry. Additional hand washing opportunities will be provided throughout the scheduled cohort time.

Signage at each sink/hand washing station will remind students and staff of effective handwashing practices.

### Furniture:

All upholstered furniture and soft seating has been removed from the school building.

### Classroom Procedures:

All classes will use an assigned cubby or storage spaces for individual student belongings.

### Seating:

Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, and assigned seating areas.

Environment: When possible, windows will be open in the classroom before students arrive and after students leave.

Each classroom will hold cohort limited on-site instruction outside when possible and encourage students to spread out.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☑ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li>☑ Students must wash hands before and after using playground equipment.</li> <li>☑ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use.</li> <li>☑ Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☑ Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li>☑ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li>☑ Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li>☑ Clean all outdoor equipment between cohorts.</li> </ul>	<p>Recess activities will not be occurring during the limited on-site instruction.</p> <p>Physical playground structure will be taped off/closed.</p>

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☑ Include meal services/nutrition staff in planning for school reentry.</li> <li>☑ Staff serving meals must wear face shields or face covering (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☑ Students must wash hands before meals and should be encouraged to do so after.</li> <li>☑ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.</li> <li>☑ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li>☑ Adequate cleaning of tables between meal periods.</li> </ul>	<p>Nutrition services are suspended on campus during CDL.</p> <p>○</p>

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☑ Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li>☑ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☑ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing.</li> </ul>	<p style="color: red; text-align: center;"><b>In compliance with LCSD PLAN</b></p> <p>No transportation services with CDL.</p> <p>With implementation of limited in-person instruction, bus cohort size is limited to 10 students or less.</p> <p style="color: red;">Lincoln County School District will meet all OHA/ODE requirements regarding student transportation in accordance with the following procedures:</p> <ul style="list-style-type: none"> <li>○ <a href="#">First Student Guidelines for Transporting Students During Covid-19 (hyperlink)</a></li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> <li>If arriving at school, notify staff to begin isolation measures.</li> <li>If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> <p>☒ 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.</p> <p>☒ Drivers wear face shields or face coverings.</p> <p>☒ 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).</p>	<p>-----</p> <p>WORKING NOTES: Sarah and Darlene</p> <ul style="list-style-type: none"> <li>We will assume all students riding in March will be needing bus service this fall. Bus routing may weigh into cohort group assignment</li> <li>Evaluate student load by address to group households</li> <li>Drivers will visually screen students and provide isolation measures if necessary</li> <li>FS will provide covid protocol training to their staff before the start of school</li> <li>One student per seat, unless shared household. This will dramatically reduce the transport capacity of buses.</li> <li>FS will meet district needs. Arrival and dismissal times and procedures should be worked by individual area admins and then proposed to FS to confirm accommodation.</li> <li>Students will bus to and from only their primary residence to ensure consistency and tracking, and minimize co-mingling of students.</li> </ul>

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings, restrooms, and playgrounds.</p> <p>☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</p> <p>☒ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. 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. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air.</p> <p>☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</p> <p>☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</p> <p>☒ Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a>).</p>	<p>All frequently touched surfaces and shared objects will be cleaned between uses at least three times per day.</p> <p>Door handles, desks, and tables will be cleaned between cohort groups.</p> <p>Ventilation systems will be checked and maintained monthly by maintenance staff.</p> <p><b>In compliance with LCSD PLAN</b></p> <p>Lincoln County School District will meet all OHA/ODE requirements regarding cleaning, disinfection and ventilation in accordance with the following Standard Operating Procedures:</p> <p>-----</p> <p>WORKING NOTES:</p> <ul style="list-style-type: none"> <li>Routine cleaning, enhanced disinfecting, reactive treatment</li> <li>Frequently touched surfaces (e.g., PE/recess equipment, sinks, door handles etc. will be cleaned, sanitized and disinfected according to the following SOPs; <ul style="list-style-type: none"> <li>Standard Cleaning (<a href="#">hyperlink</a>)</li> <li>Enhanced Cleaning (<a href="#">hyperlink</a>)</li> <li>Reactive Cleaning (<a href="#">hyperlink</a>)</li> </ul> </li> <li>Day custodian helping to disinfect while limited 10 or less cohorts are in session.</li> <li>Utilize when students are in specials &amp; Teachers are on prep &amp; lunch to provide multi disinfection applications per day.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> <li>• Employees are trained in proper handling/mixing of disinfectants. Perform proper risk assessments of disinfectants.</li> <li>• Elementary school shared objects will be disinfected daily</li> <li>• Ensure Cleaning, sanitizing &amp; disinfecting all touchable surface areas are occurring multiple times throughout the day.</li> <li>• Disinfectants will be stored in locked areas. If stored on cart they must have a locking storage section.</li> <li>• Employees will prepare CDC approved disinfectants to the proper concentration in PPM.</li> <li>• filter change each quarter.</li> <li>• - Sodexo is working to provide disinfectant supplies in each classroom (from 2d notes)</li> </ul>

#### 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs.	Plan will be drafted in collaboration with our school nurse and mental/behavioral health staff.
<input checked="" type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	



### 3. Response to Outbreak

#### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	See communicable disease plan. Academic instructional model will automatically transition into CDL and special cohorts for limited in-person instruction will cease meeting until school community is free of cases.
<input checked="" type="checkbox"/> Establish a specific emergency response framework with key stakeholders.	
<input checked="" type="checkbox"/> When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the	Current plan outlines a process for reporting any suspected or confirmed cases of novel viruses to the district nurse.

OHA/ODE Requirements	Hybrid/Onsite Plan
district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.	A district response team will review identified cases and follow an established emergency response framework.

### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response.</li> <li><input checked="" type="checkbox"/> If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure.</li> <li><input checked="" type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.</li> <li><input checked="" type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district.</li> <li><input checked="" type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA.</li> <li><input checked="" type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.</li> <li><input checked="" type="checkbox"/> Continue to provide meals for students.</li> <li><input checked="" type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.</li> </ul>	<p>Weekly review of attendance data and reported symptoms by staff and students to determine a potential increase in rates.</p> <p>Report to and consult with LPHA all confirmed COVID-19 cases.</p> <p>Temporarily dismiss students attending limited in-person cohort learning groups.</p> <p>Communication with families regarding criteria that must be met in order for limited in-person instruction to resume.</p>

### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning.</li> <li><input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li><input checked="" type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction.</li> <li><input checked="" type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction. <ul style="list-style-type: none"> <li>• Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.</li> </ul> </li> </ul>	<p>Distance learning and limited in-person learning will be planned in collaborative teams, allowing for students to move between the limited in-person cohort and CDL model.</p> <p>Consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces.</p> <p>Follow LPSH guidance regarding the return of students and staff for CDL limited in-person instruction.</p>



## 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.*

*This section does not apply to private schools.*

- ☒ We affirm that our school plan has met the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the **Ready Schools, Safe Learners** guidance.
- ☒ We affirm that we cannot meet all of the ODE requirements for sections 4, 5, 6, 7 and/or 8 of the **Ready Schools, Safe Learners** guidance at this time. We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled "Assurance Compliance and Timeline" below.



### 4. Equity



### 5. Instruction



### 6. Family and Community Engagement



### 7. Mental, Social, and Emotional Health



### 8. Staffing and Personnel

## Assurance Compliance and Timeline

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

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