



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 4/7/2021

Under ODE’s **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² 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.

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

Information Needed	Your Response
Name of School, District or Program	Corvallis Public Schools – CSD 509j
Key Contact Person for this Plan	Ryan Noss, District Superintendent
Phone Number of this Person	541-757-5841
Email Address of this person	ryan.noss@corvallis.k12.or.us
Sectors and Position Titles of Those Who Informed the Plan	<p>Educational Delivery - Amy Lesan, Elementary Teaching and Learning Coordinator; Nikki McFarland, Secondary Schools Teaching and Learning Coordinator and Gil Anspacher, Technology Services Director</p> <p>Budgeting and Finance - Olivia Meyers-Buch, Finance Director</p> <p>Social-Emotional and Mental Health Specialists - Sabrina Alexander, Special Education Coordinator</p> <p>Workforce - Jennifer Duvall, Director of Human Resources</p> <p>Equity - Marcianne Koetje, Equity and ELL Coordinator</p>

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.

	<p>Health and Safety - Melissa Harder, Assistant Superintendent; Rynda Gregory, Secondary Schools Teaching and Learning Coordinator and Emily Muravez, District RN</p> <p>Facilities - Kim Patten, Director of Facilities and Transportation</p> <p>Communications - Brenda Downum, Communications Coordinator</p>
Local Public Health Office(s) or Officer(s)	<p>Benton County Health Department (BCHD) Benton County: Paula Felipe, Program Assistant Email: Paula.Felipe@co.benton.or.us Phone: 541-766- 6766</p>
Name of Person Designated to Establish, Implement and Enforce Physical Distancing Requirements	<p>Ryan Noss, District Superintendent District Office - Jennifer Duvall - jennifer.duvall@corvallis.k12.or.us Adams - Peter Henning - peter.henning@corvallis.k12.or.us Franklin - Craig Harlow - craig.harlow@corvallis.k12.or.us Garfield - Nancy Davila-Williams - nancy.davila-williams@corvallis.k12.or.us Husky -Anna Marie Gosser - annamarie.gosser@corvallis.k12.or.us Jaguar - Beth Martin - beth.martin@corvallis.k12.or.us Lincoln - Aaron Hale - aaron.hale@corvallis.k12.or.us Mt. View - Byron Bethards - byron.bethards@corvallis.k12.or.us Wildcat - Eric Beasley - eric.beasley@corvallis.k12.or.us Cheldelin - Jon Strowbridge - jon.strowbridge@corvallis.k12.or.us Linus Pauling - Alicia Ward-Satey - alicia.ward-satey@corvallis.k12.or.us Corvallis High School - Paul Navarra - paul.navarra@corvallis.k12.or.us Crescent Valley - Mark Henderson - mark.henderson@corvalis.k12.or.us College Hill - Eric Wright - eric.wright@corvallis.k12.or.us</p>
Intended Effective Date for This Plan	<p>April 2021 - Schools may iterate and improve the blueprint during the school year. Review of the Operational Blueprint for Reentry will occur regularly, at least monthly. Reviews will include information gathered through local real-time efforts along with</p>
Educational Service District Region	Linn Benton Lincoln ESD

- 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):

We are committed to providing a quality education that meets the needs of our students across a wide spectrum of cultural and linguistic differences, learning styles, and abilities. We have provided regular communications in English and Spanish to District families via email, phone calls, and on the district website and social media channels since the onset of the COVID-19 pandemic and have shared our county health department messages. In June, we established nine Rapid Development Teams to review guidance and thoughtfully plan for reentry. These teams include members with equity training to ensure that equity is at the forefront of our planning. Their continued work will serve critical to inform our response plans, especially if local conditions do not permit a full return to school for all in September. Families had two opportunities to provide feedback via online surveys. In the second campaign, traditionally marginalized families were contacted individually to increase and ensure equitable representation in our survey results. Both campaigns were provided in English and Spanish and results were interpreted by isolating demographic information including race, special needs, and language spoken at home. Students, staff, and families have also provided individual feedback and input via email.

- Place an X next to the Instructional Model to be used

- a. **X - 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 unless 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 and Plan for 0a. RETURNING TO IN-PERSON INSTRUCTION

OHA/ODE Requirements	On Site Plan
<p>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 of the RSSL (green and yellow rows in the chart in Section 0b).</p> <p>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 Of the RSSL (green row in the chart in Section 0b).</p> <p>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.</p> <ul style="list-style-type: none"> ● 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. <p>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.</p>	<p>Elementary Schools Not later than the week of March 29, 2021 all CSD elementary schools will operate in either an On-Site or Hybrid Instructional Model when our county meets the specified county health metrics in the chart on page 15 of the RSSL.</p> <p>Middle and High Schools Not later than the week of April 19, 2021 all CSD middle and high schools will operate in either an On-Site or Hybrid Instructional Model when we meet the specified county health metrics in the chart on page 15 of the RSSL.</p> <p>Distance Learning Option Corvallis School District is offering a fully virtual program for students and families who choose to remain off-site called Corvallis Online.</p> <p>Essential Information The Corvallis School District will keep the Operational Blueprint up to date as directed by ODE and OHA.</p> <p>Status Reports are provided weekly to the ODE website detailing how many students are being served in person in our district.</p>



1. Public Health Protocols

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

OHA/ODE Requirements	On Site Plan
<p>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.</p> <p>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.</p> <ul style="list-style-type: none"> ○ 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. <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>OSHA Risk Assessment</p> <ul style="list-style-type: none"> ● The District Safety Committee completed the OSHA Risk Assessment in February, 2021. <p>Limit Spread</p> <ul style="list-style-type: none"> ● CSD will work with our Local Public Health Authority (Benton County Health Department) to ensure we are able to effectively respond to and control outbreaks through sharing of information. <p>Communicable Disease Management Plan</p> <ul style="list-style-type: none"> ● The District Safety Committee has reviewed and updated the Communicable Disease Management Plan. <p>Infection Control Plan</p> <ul style="list-style-type: none"> ● The District Safety Committee completed the OSHA Infection Control Plan in December, 2020. <p>Designated Site Officer</p> <ul style="list-style-type: none"> ● A Building Administrator at each school shall be designated as the single point-person to establish, implement, support, and enforce all RSSL health and safety protocols - See School/District/Program Information Above - for names and contacts. ● This point-person will make themselves known to their staff in the building and make themselves available to hear concerns from classified and licensed staff members. <p>Process for Sharing Concerns</p> <ul style="list-style-type: none"> ● CSD hosts a Google form accessible to all staff where they can share concerns regarding health and safety. ● These responses are sent directly to the HR Director and the Assistant Superintendent. <p>Names of Supporting Staff</p> <ul style="list-style-type: none"> ● Benton County Health Department - Paula Felipe, Program Assistant Benton County Health Department. ● Corvallis School District Nurse Team - Jennifer Coppock, RN; Patricia Pokrzywa, RN; Michelle Bracy, RN. <p>Training</p> <ul style="list-style-type: none"> ● Training for all District staff and Contracted Service Agents of the District occurred in August. ● Staff completed the Safe Schools COVID-19 module in August. ● Staff completed an online module for specific CSD related protocols in January. ● Instruction for the Operational Blueprint will occur with Building Administrators prior to students returning to buildings.

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).

- Building Administrators will train their building staff on the Operational Blueprint and any site specific information.
- Newly hired staff will be required to complete online training modules and site specific training prior to working in buildings.

Protocol to Notify Benton County Health

- [Communicable Diseases Communication Flowchart](#)
- The Building Administrator will message parents/guardians with the reporting plan and information of the importance of notifying the school immediately of a positive COVID-19 identification. The District Office will draft a standardized template message for all buildings.
- The Building Administrator will inform all staff and contractors of the importance of notifying the Administrator or the Administrative Designee in the event of a positive COVID-19 test result.
- When a Building Administrator is made aware of a positive result(s), they will complete the COVID-19 Incident Form which will immediately alert the District Representative:
 - CSD Nurse: Michelle Bracy, RN
Email: michelle.bracy@corvallis.k12.or.us Phone: 541-757-3854.
- Upon report from a building, the District Representative will report to the appropriate County Health Contact:
 - Benton County: Paula Felipe, Program Assistant Email: Paula.Felipe@co.benton.or.us Phone: 541-766- 6766.
- The District Representative will report weekly the number of confirmed cases of COVID-19 among school staff or students to Designated Site Officers.

Systematic Disinfection

- A cleaning matrix identifying tasks, procedures for each task, frequency, and responsible person has been developed and will be implemented at all schools.
- For cleaning and sanitization, reference the [COVID Cleaning Responsibilities Matrix - Facilities and Maintenance](#).

Reporting Cluster of Illness

- The Building Administrator shall report any cases of COVID-19 symptoms among students or staff via the COVID-19 Incident Form to be reviewed by the District Representative.
- The District Representative will report to Benton County Health Department.

Protocol to Cooperate with Benton County Health Department

- The District Representative will cooperate with the Benton County Representative to provide requested information including logs in a timely manner and to follow any necessary recommendations.

Protocol for Screening Students and Staff

- - See Section 1f Below -

Protocol for Isolation

- - See Section 1i Below -

Protocol for Communication of Potential COVID Case

- - See Section 1e Below -

<p>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.</p> <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ● Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> ○ 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 <p>Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</p> <ul style="list-style-type: none"> ● See supplemental guidance on LPHA/school partnering on contact tracing. ● Refer to OHA Policy on Sharing COVID-19 Information <p>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.</p> <p>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.</p> <p>Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance).</p> <p>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.</p>	<p>Contact Tracing Logs – System for Staff and Students</p> <ul style="list-style-type: none"> ● Staff will log-in to the Contact Tracing Log Form upon entry to a district building. ● At the Elementary level, a log sheet will be completed by staff on a daily basis to track students who are attending <ul style="list-style-type: none"> ○ Records will be maintained on a Google Sheet and will include date, pick-up and drop-off time, location, staff member(s), students, and any variations of those items through the expected class time. ● At Middle and High School, contact tracing will be collected by Safety iPass - an electronic health screening and contact tracing program. ● Parent/guardian names and contact information will remain captured in the Student Information System should that information be needed. <p>Record Keeping</p> <ul style="list-style-type: none"> ● Contact Tracing Logs will be maintained for a minimum of four weeks and made available to Benton County Health Department as needed. <p>Process for Itinerant Staff</p> <ul style="list-style-type: none"> ● Staff who travel between buildings will be required to log arrival via the COVID-19 Log which includes self-screening and a health attestation. <p>Protocol to Respond to Outbreaks</p> <ul style="list-style-type: none"> ● - See Section 3b Below - <p>Staff Member Designated to Report to ODE COVID-19 Weekly School Status System</p> <ul style="list-style-type: none"> ● Erika Cook, Assistant Superintendent's Office.
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Requirements and Plans for 1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	On Site Plan
<p>Serve students in high-risk population(s) whether learning is happening through On-Site (<i>including outside</i>), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p>	<p>Serving Students</p> <ul style="list-style-type: none"> ● Student Support Teams work to review the academic progress and behavioral concerns of students in each building. Those SST's consist of academic and mental health specialists as well as the principal and other critical staff who can move quickly to support the individual needs of students at risk. <p>Medically Fragile, Complex and Nursing-Dependent Students</p> <ul style="list-style-type: none"> ● The District will account for students who have health conditions that require additional nursing services.

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 CDI 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.'

- This will be the charge of the District Nursing Team.
- Medical protocols of students that require additional nursing services will be reviewed by a District Nurse and updated as needed as well as reviewed with school staff prior to the start of the school year.
- District SpEd Coordinator will review the Supplemental Guidance and deliver that information to their SpEd teams in buildings

Interdisciplinary Teams ensure all students are served

- IEP, 504 and Student Support Teams will plan for the participation and inclusion of students in high-risk populations.
- Building teams will communicate with parents/guardians and health care providers to determine return to school status and current needs of the student, including student needs while following required health and safety measures such as mask wearing.
- Building teams will modify Health Management Plans, Care Plans, or other student-level medical plans, as indicated, to address current health care considerations.
- If student IEP or 504 plans need to be adapted for in-person instruction, teams will convene and make the needed adjustments.
- IEP, 504 and Student Support Teams must ensure that students are not excluded or placed into staggered schedule groups based on any demographic or disability criteria (e.g., students with complex medical needs, students with IEPs, students receiving language services, etc.).
 - Staggered schedule group membership will be driven by "lives with" data available in the Student Information System (SIS) to increase opportunities for multi-level students living in the same household to be on the same attendance schedule.
- Medical-grade PPE has been made available to district nurses and health room assistants.

- OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

Requirements and Plans for 1c. PHYSICAL DISTANCING

OHA/ODE Requirements	On Site Plan
<p>Elementary Level: Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the maximum extent possible.</p> <p>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.</p> <ul style="list-style-type: none"> o 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. <p>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.</p> <p>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 the classroom should be considered. This also applies for professional development and staff gatherings.</p> <p>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.</p> <ul style="list-style-type: none"> o 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. 	<p>Physical Distancing in Classrooms</p> <ul style="list-style-type: none"> • The District Facilities Team will work with building staff to layout classroom spaces that create at least 3 feet of physical distance between each student K-12 in order to operate on-site when the county case rate is less than 200. <p>Room Capacity</p> <ul style="list-style-type: none"> • The District Facilities team will measure square footage of all classrooms in the school district according to guidelines listed above (3 feet of physical distance between each K-12 student). • The District Facilities team will consider additional space for entry, exit, and movement within classrooms. • The District Facilities team will determine the capacity of each classroom, staff room, and meeting space throughout the district. • The District Facilities team will post occupancy signs at the entrance of all spaces where students and staff are likely to occupy for reference. <p>Physical Distancing</p> <ul style="list-style-type: none"> • The District will modify schedules and the educational delivery model to support physical distancing. • Layout of the classroom will allow for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible. • The District will ensure adequate supplies to minimize sharing of high touch materials to the extent possible. • Teachers will plan activities and instruction that do not require close physical contact between multiple students. • Teachers will ensure that each student's belongings are separated from others' and in individually labeled containers, cubbies or areas. • Students will be instructed to avoid item sharing to the extent possible.

<p>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.</p> <p>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).</p> <p>Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</p> <p>Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</p>	<p>Lining Up</p> <ul style="list-style-type: none"> • Students will walk outside whenever possible. • The District Facilities team will label directions in paths of travel. • The District Facilities team will mark 6 foot distances where individuals may reasonably expected to line-up. • Teachers will ensure social distancing during safety drills. <p>Schedule Modifications</p> <ul style="list-style-type: none"> • Schedules and number of students in buildings or in outdoor learning spaces will be based on the square footage calculations and the educational delivery model. <p>Additional Student Supports</p> <ul style="list-style-type: none"> • Teachers and Building Administrators will ensure that students are not punished for being unable to maintain physical distancing or face covering requirements. • Educational Staff will lead student instruction on health and safety protocols. • Teachers and Building Administrators will follow guidelines and protocols created by our social-emotional and mental health team to ensure that the District equitably serves all students. <p>Physical Distancing for Staff</p> <ul style="list-style-type: none"> • Capacity for any in-person meeting, conference, training or professional development will be based on capacity calculations of 35 square feet per person as outlined above for the designated space. • Staff will maintain 6 feet of distance from one another during all meetings and conferences. • CSD will prioritize web-based meeting venues when appropriate.
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Requirements and Plans for 1d. COHORTING

OHA/ODE Requirements	On Site Plan
<p>Establish stable cohorts:</p> <ul style="list-style-type: none"> o The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <p>Each school must have a system for daily logs to ensure contact tracing among the cohort(s) (see section 1a).</p> <p>Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</p> <p>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.</p>	<p>Establish Stable Cohorts</p> <ul style="list-style-type: none"> • A stable classroom cohort shall be no larger than can be accommodated by the space available to provide 3 feet of physical distance between students. <p>Contact Tracing Logs – Group and/or Individual</p> <ul style="list-style-type: none"> • - See Section 1a Above - <p>Minimize Interaction</p> <ul style="list-style-type: none"> • Building Administrators will create schedules for activities outside of the classroom that maintain cohort stability (access to restrooms, meal pick-up, recess, library, movement breaks). <p>Cleaning and Sanitizing Surfaces</p> <ul style="list-style-type: none"> • Staff will maintain clean surfaces (e.g., desks, door handles, etc.) between multiple individual uses, even in the same cohort. • For cleaning and sanitization, reference the COVID Cleaning Responsibilities Matrix - Facilities and Maintenance.

<p>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.</p> <p>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.</p> <p>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.</p>	<p>Inclusion</p> <ul style="list-style-type: none"> ● Building Administrators will design stable cohorts and physical distancing/staggered attendance groups such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. <p>Staff within Multiple Stable Cohorts</p> <ul style="list-style-type: none"> ● The number of support staff who may interact with multiple stable cohorts (District Nurses, Office Staff, Substitutes, etc.) shall be minimized to the extent possible. ● Staff who interact with multiple stable cohorts will be required to wash/sanitize their hands between interactions with different stable cohorts. ● Elementary administrators will adjust schedules for staff who interact with multiple cohorts to reduce the number of cohorts/students they interact with in a week. <ul style="list-style-type: none"> ○ Staff may use technology to reduce contacts.
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Requirements and Plan for 1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	On Site Plan
<p>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.</p> <p>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.</p> <p>Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e).</p> <p>Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> ○ 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. </p> <p>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.</p> <p>Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.</p> <p>Provide all information in languages and formats accessible to the school community.</p>	<p>Communication to Staff Describing Infection Control Measures</p> <ul style="list-style-type: none"> ● School protocols to prevent the spread of COVID-19 will be shared with staff beginning at the onset of school and will continue periodically. <p>Training</p> <ul style="list-style-type: none"> ● Prior to the start of in-person instruction, all staff will be offered training that will be accomplished via narrated slide decks and face to face applied instruction in order to ensure fidelity to public health protocols. ● Specific training requirements listed in Section 8b of Ready Schools Safe Learners Guidance. <p>OSHA Required Postings</p> <ul style="list-style-type: none"> ● COVID-19 Hazard Poster and Masks Required Posters have been placed according to OSHA Administrative Rules. <p>Communication</p> <ul style="list-style-type: none"> ● The District Public Information Officer, in conjunction with the Benton County Health Department, will develop communications for students, families and staff who have come into close contact with a confirmed case of COVID-19. <ul style="list-style-type: none"> ○ CSD adheres to the definition of exposure as being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a 24 hour period. ● The District Public Information Officer, in conjunction with the Benton County Health Department, will develop communications for 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. ● All family communications will be provided in English and Spanish and delivered to families in their preferred language.

- CSD Leadership will provide periodic interval training in the form of scenario reviews with building administrators to combat fatigue and reduced adherence to guidance.

Requirements and Plan for 1f. ENTRY AND SCREENING

OHA/ODE Requirements	On Site Plan
<p>Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:</p> <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ▪ 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 <p>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.</p> <p>Secondary students must also be screened every day. This can be done off-site, prior to coming to school.</p> <p>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</p> <ul style="list-style-type: none"> ○ 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. 	<p>Stay Home If Sick</p> <ul style="list-style-type: none"> ● Staff shall not report to work and parents/guardians shall not send their students to school if the student or staff member has or recently had COVID-19 or is experiencing one primary symptom of COVID-19. ● In addition to COVID-19 symptoms, students will 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. ● Staff or Student MAY RETURN per symptom-specific guidance (OHA/ODE Communicable Disease Guidance) AND <ul style="list-style-type: none"> ○ after COVID-19 test is negative (unless exposed), ○ OR after 10 days if not tested (unless exposed), ○ OR after 14 days if exposed to a positive case of COVID-19. ○ Following exposure to a case of COVID-19, may not return until 14 days since last exposure, regardless of test result. ○ If a clear alternative diagnosis is identified as the cause of the illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and the individual should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the individual is not contagious. <p>Screening at School</p> <ul style="list-style-type: none"> ● Building Administrators will assign staff to screen students upon arrival to school every day. Each building will create an arrival and screening process. All students will have their temperature confirmed by certified staff. ● Elementary Staff will screen their students each day by conducting a visual check and/or asking students about new symptoms or close contact with someone with COVID-19. Confirmation of a health screening from a parent/caregiver or guardian is also appropriate. ● Middle and High School Staff will utilize the iPass system to check their students into the building daily who have screened off-site, prior to coming to school. Confirmation of a health screening on site from a parent/caregiver or guardian is also appropriate. ● Staff will self-screen and attest to their own health. Staff will be reminded of their importance of daily screening as they are required to contract trace daily via an electronic login protocol. <ul style="list-style-type: none"> ○ Anyone displaying or reporting symptoms of concern will be isolated according to isolation protocols in section 1i

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.

<p>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.</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Building Administrators will develop staggered arrival times to allow for adequate staffing for screening and physical distancing during arrival. Building Administrators will use escorts/hall monitors to ensure physical distancing/contact prevention as students move through the building. Building Administrators will employ single entry points to manage incoming and outgoing individuals. Staff will use two-way radios to ensure clear communication as students/staff enter and exit buildings. The District will provide PPE for staff members, touch-free temperature devices, visual cues for physical distancing, and devices to enter contact tracing. All staff who do screenings should receive implicit bias training. <ul style="list-style-type: none"> Student screening should not consider appearance (ie. clothing, hair), personality (shy, etc.), ability, cleanliness, etc. <p>Exclusion from School</p> <ul style="list-style-type: none"> In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. If a student has one or more primary COVID-19 symptoms, their siblings must also be excluded from school until the symptomatic student has had a negative test or an alternate diagnosis from a provider. Students who have a sibling with primary COVID-19 symptoms will also be excluded. Additional information on EXCLUSION OF STUDENTS AND STAFF. District RNs will use the Planning for COVID-19 Scenarios in Schools guidance and consultation with the Benton County Health Department to determine quarantine periods for students and staff. The District will not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. <ul style="list-style-type: none"> Parents/guardians will be asked to document baseline symptoms for students. The District will follow Benton County Health 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. <p>Hand Hygiene on Entry to School</p> <ul style="list-style-type: none"> The District will require students, staff, and visitors to sanitize (or wash) their hands upon entering school buildings.
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Requirements and Plan for 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	On Site Plan
Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. 	Building Visitors <ul style="list-style-type: none"> The District will limit in-person visitors to essential visitors only.

<ul style="list-style-type: none"> o Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. <p>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.</p> <p>Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p> <p>Visitors/volunteers must maintain 6 feet of physical distancing, wear face coverings, and adhere to all other provisions of this guidance.</p>	<ul style="list-style-type: none"> o Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. o Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. <ul style="list-style-type: none"> ● No volunteers or visitors will be allowed in classrooms. ● No students will be enrolled from foreign or exchange programs. ● Parents/guardians will call the office check out system for student pick up/drop off outside of regularly scheduled release times. <p>Visitors to the School Offices</p> <ul style="list-style-type: none"> ● The District will limit in-person visitors by offering phone and online services. ● Visitors must be screened for symptoms as outlined in the Screening Procedure - See Section 1f Above - for screening. ● All visitors will be asked if they have been exposed to COVID-19 within the preceding 14 calendar days, visitors who have been exposed will be denied entry. ● All visitors must wash or sanitize their hands upon entry and exit. ● All adult visitors must wear a face covering and maintain six-foot distancing.
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Requirements and Plan for 1h. FACE COVERINGS, FACE SHIELDS, AND CLEAR PLASTIC BARRIERS

OHA/ODE Requirements	On Site Plan
<p>Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.</p> <p>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.</p>	<p>**The District will provide face coverings, face shields, clear plastic barriers and other necessary PPE to all staff**</p> <p>**Face coverings for all staff, all students, contractors, other service providers, visitors, or volunteers are informed by CDC guidelines for Face Coverings**</p> <p>STAFF - Required Face Covering</p> <ul style="list-style-type: none"> ● All staff, contractors, and other service providers, visitors, or volunteers will be required to wear a face covering in district buildings. ● Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. ● All staff on district property will also be required to wear a face covering unless they are able to maintain 6 feet of distance between themselves and others. <p>STAFF - Face Shields or Clear Plastic Barriers in Lieu of Face Covering</p> <ul style="list-style-type: none"> ● Staff members may wear a face shield without use of the face covering so that students can see facial expression and articulation (assuming they are asymptomatic) as long as the staff member maintains 6 feet of distance. The use of a face shield alone should be done on a very limited basis OHA Mask Guidance. The face covering should be worn in conjunction with the face shield once the 6 foot distance requirement is unable to be met. Face shields must extend below the chin and are recommended for use in spaces with adequate ventilation.

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.

Face masks⁵ for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.

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

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.

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;
 - Provide students adequate support to re-engage in safely wearing a face covering;
 - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering.

- A plastic barrier may be used in lieu of a face covering or face shield when one-to-one instruction or articulation services are being rendered.

STAFF - Accommodations

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

STAFF - District Nurses and Medical Personnel

- District Nurses will refer to OHA for provision of direct care.
- District Nurses will wear a face mask when providing direct care.
- District Nurses will also be provided with other PPE as needed for care.

STUDENTS - Required Face Coverings

- All students in grades kindergarten and above will be required to wear a face covering. Exemptions may be made for reasons listed below in this section.
- Face coverings should be worn both indoors and outdoors, including during outdoor recess.
- A group of students or classroom, with supervision, are able to take an outdoor stationary group mask break when the following requirements are met:
 - Each student has a designated area marked by a hoola hoop, blanket, chalked circle, or other similar means.
 - Each designated area is at least six feet away from every other designated area.
 - Once all students are stationary in their designated area masks can be removed for the purpose of social, emotional and academic learning and exchange.
 - Face coverings should be worn if the activity yields greater exhalations such as: yelling, singing, chanting, etc.

STUDENTS - Teach and Reinforce Use of Face Coverings

- If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must:
 - Provide space away from peers and outside of the classroom while the face covering is removed; students should not be left alone or unsupervised;
 - Provide additional instructional supports to effectively wear a face covering;
 - Provide students adequate support to re-engage in safely wearing a face covering;
 - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.

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

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.
 - Additional instructional supports to effectively wear a face covering.

For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.

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

- If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
 2. Not make placement determinations solely on the inability to wear a face covering.
 3. Include updates to accommodations and modifications to support students in plans.

For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:

1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
 - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
 - If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.

STUDENTS - Accommodations to Face Covering Guidance

- 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.
- If any student requires an accommodation to meet the requirement for face coverings, the school team will work to 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 Providing supervised spaces away from peers while the face covering is removed,
 - 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, or
 - o Additional instructional supports to effectively wear a face covering.
- A student requiring an accommodation will not be denied access to on-site instruction.

STUDENTS - Compliance with an IEP or 504

- CSD will comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020 or the current plan in effect for the student if appropriately developed after March of 2020.
- If a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, CSD will:
 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. Ensure placement determinations will not be made due solely to the inability to wear a face covering.
 3. Ensure plans will include updates to accommodations and modifications to support students.

STUDENTS - Protected Under ADA/IDEA

- Students who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, CSD will:
 1. Please refer to the [Face Coverings and FAPE](#) supplemental guidance for additional information. ODE has developed even more detailed guidance focused on [Navigating Adaptation, Accommodation, or Modification for Student Face Covering Requirements](#).
 2. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
 3. The team must determine that the disability is not prohibiting the student from meeting the requirement.
 - a. If the team determines that the disability is prohibiting the student from meeting the requirement, they will follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,

<p>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.</p> <p>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.</p>	<p>b. If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the team must evaluate the student’s plan prior to providing instruction through Comprehensive Distance Learning.</p> <p>c. CSD will hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.</p> <p>Child Find</p> <ul style="list-style-type: none"> • CSD will consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. 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.
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Requirements and Plan for 1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	On Site Plan
<p>Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p>Isolation separates sick people with a contagious disease from people who are not sick.</p> <p>Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.</p> <p>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>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.</p> <ul style="list-style-type: none"> o 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. o Consider required physical arrangements to reduce risk of disease transmission. o Additional guidance for nurses and health staff for providing care to students with complex needs. 	<p>Exclusion and Isolation Protocols</p> <ul style="list-style-type: none"> • Students who become symptomatic will be isolated in a specific healthroom/isolation space as designated by each building. • For entry, screening and exclusion protocols - See Section 1f Above. <p>Protocols and Assessment of Symptoms</p> <ul style="list-style-type: none"> • If a student or staff member is symptomatic and assessment is requested, District Nurses should be contacted. <p>Assessment, Exclusion, Isolation Protocols for Sick Students/Staff</p> <ul style="list-style-type: none"> • Students and staff who report or develop symptoms will be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a District nurse, other school-based health care provider or school staff until they are able to go home. <ul style="list-style-type: none"> o If two students present COVID-19 symptoms at the same time, they will be isolated at once. If separate rooms are not available, isolation staff will ensure that six feet distance is maintained. o If symptoms are acute, an individual may be isolated in the classroom or space of onset while the remaining members of the classroom are relocated. Isolation in the space of origin will be done on a case-by-case basis. • Students and/or staff who are Learning Outside will be isolated in a designated isolation area in the school. • Students who have just arrived at school and have not yet entered the building or students Learning Outside may be isolated in an outdoor space weather permitting. • Building Administrators will document students who come to school with or develop symptoms via the COVID-19 Incident Form.

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.

- o 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.
- o 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.
- o If able to do so safely, a symptomatic individual shall wear a face covering.
- o To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.

Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.

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."](#)

Record and monitor the students and staff being isolated or sent home for the LPHA review.

- Staff who may provide care for students in isolation will receive specialized training with regards to isolation space procedures, aspects of care, hygiene, and use of PPE from District Nurses.

Isolation Areas and Supervision Protocols

- Students who become symptomatic will be isolated in a specific healthroom/isolation space as designated by each building. This includes those students Learning Outside.
- Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shield and PPE.
- Staff who may provide care for students in isolation will receive specialized training with regards to isolation space procedures, aspects of care, hygiene, and use of PPE from District Nurses.
- If able to do so safely, a symptomatic individual should wear a face covering.
- The isolation room or area should be located away from the Health Room where non-COVID-19 health services are provided, should be easily accessible to an exit to avoid additional exposure, and should have adequate ventilation.
- The isolation room should have sufficient space to allow for 3-4 symptomatic individuals allowing 6 feet clearance on either side with barriers so that multiple individuals may be accommodated in that same isolation room if that becomes necessary. Separate isolation spaces are ideal.
- Parent/guardian pick-up will occur through the designated exit of the isolation room without the student needing to check-out through the office.
- Reporting requirements outlined in - See Section 1a Above - will apply.

Daily Medications and Routine Treatments

- Generally well students who need medication or routine treatment will continue to receive services through the school health room by a trained individual.
- Schools will be equipped with mobile locking carts so that daily medications and routine treatments may be distributed at the cohort site when possible.
- Students with underlying conditions such as asthma or seasonal allergies who have been identified as having baseline symptoms should be treated in the health room to avoid unnecessary exposure.
- Additional trained individuals must be available should an isolation need to occur during the school day.

Safely Transporting Students Home When Sick

- A symptomatic individual will be transported by their parent/guardian, in the unusual circumstance where a parent/guardian is unable to provide transportation, the District will coordinate transportation.

Stay Home If Sick

- - See 1f Above -

Record Keeping for Staff and Students

- If staff or students are isolated or sent home, schools shall maintain records of those events.

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

- Building Administrators will document isolation incidents on the COVID-19 Incident Form.

Remote Learning Option

- If a student is required to be temporarily off-site for isolation and quarantine, they will join “Cohort C” for remote-only learning.

On-site COVID-19 Testing

- Each building site will have staff trained in the administration of the Abbot Binax NOW rapid point-of-care antigen tests.
- A rapid test may be given to a student or staff member who develops symptoms while on-site with the signed consent of a parent/guardian.
- Testing is voluntary. Symptomatic students or staff will be sent home regardless of testing results.
- Tests must be self-administered by the student. If a student has a disability that prevents them from self-administering their test, a district RN will administer the test for them.
- For more information see [OHA 3560 COVID-19 Testing in Oregon’s K-12 Schools](#).



2. Facilities and School Operations

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

Requirements and Plan for 2a. ENROLLMENT

OHA/ODE Requirements	On Site Plan
<p>Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</p> <p>The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:</p> <ul style="list-style-type: none"> o The ADM enrollment date for a student is the first day of the student’s actual attendance. o 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. o 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. o Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. <p>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.</p> <p>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.</p>	<p>Enrollment</p> <ul style="list-style-type: none"> • The District will follow the standard ODE guidelines for enrollment. • The District will ensure the continued enrollment of students who may not be able to attend due to identification as a high-risk, vulnerable population, or having COVID-19 symptoms for 10 consecutive school days or longer. <ul style="list-style-type: none"> o This continued enrollment may be supported through alternate methods of instruction - online only or tutoring, for example. <p>Attendance Policy for Students Who Do Not Attend In-Person</p> <ul style="list-style-type: none"> • If a student does not meet the minimum requirements for check-ins based on their registered model (hybrid or online), the school will make a personal connection with the family to determine whether the absence is due to health and safety or is based on some other mitigating factor. • The school will follow normal intervention procedures to assist students toward regular attendance. • Students will not be disenrolled for the following conditions: <ul style="list-style-type: none"> o Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or o Have COVID-19 symptoms for 10 consecutive school days or longer. <p>New Enrollments</p> <ul style="list-style-type: none"> • CSD schools will request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer.

<p>Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</p> <p>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.</p> <p>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.</p>	<p>COVID-19 Absences</p> <ul style="list-style-type: none"> When a student has a pre-excused absence or COVID-19 absence, school staff will reach out to offer support at least weekly until the student has resumed their education. <p>10 Day Absences</p> <ul style="list-style-type: none"> Students absent beyond 10 days will continue to remain enrolled and will be documented as absent for ADM reporting.
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Requirements and Plan for 2b. ATTENDANCE

OHA/ODE Requirements	On Site Plan
<p>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).</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Grades K-5</p> <ul style="list-style-type: none"> Attendance will be taken at least once per day for all students enrolled in school, regardless of the instructional model. <p>Grades 6-12</p> <ul style="list-style-type: none"> Attendance will be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model. <p>Alternative Programs</p> <ul style="list-style-type: none"> Attendance will 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. <p>Online Schools</p> <ul style="list-style-type: none"> The Corvallis Online program offered falls under the attendance requirements listed above depending upon grade level. <p>Student Attendance Expectations</p> <ul style="list-style-type: none"> Families receive guidance from their classroom teachers regarding attendance expectations.

Requirements and Plan for 2c. TECHNOLOGY

OHA/ODE Requirements	On Site Plan
<p>Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d).</p> <p>Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</p>	<p>Protocols for Sanitizing Tech Devices</p> <ul style="list-style-type: none"> Devices are cleaned using microfiber cloths and WAXIE Solution Station® 730 HP Disinfectant Cleaner solution. Staff who are cleaning devices will wear masks and gloves. <p>Protocols for Return, Inventory, Update, and Redistribution of Devices</p> <ul style="list-style-type: none"> Devices are managed for inventory and assignments using Incident IQ Asset Management. For students/staff learning/working at home, the devices are returned and distributed through a <i>device depot</i> process at a

<p>If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.</p>	<p>central school location (Linus Pauling Middle School) by appointment.</p> <ul style="list-style-type: none"> • Systems and workstations are set-up to ensure physical distancing and cleaning of devices. • In a hybrid education model, similar stations will be set-up in each school for on-site use by students and staff. <p>Learning Outside</p> <ul style="list-style-type: none"> • Students Learning Outside will be allowed engage with devices and have safe charging stations
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Requirements and Plan for 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	On Site Plan
<p>Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.</p> <p>Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</p> <p>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.</p> <p>Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</p> <p>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.).</p>	<p>Handwashing</p> <ul style="list-style-type: none"> • The District will require students, staff, and visitors to sanitize (or wash) their hands upon entering school buildings. • Schools will teach protocols and provide handwashing and/or hand sanitizing facilities to both students and staff. • Schools will have adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol. • The District Facilities Team will post clear signs on how to stop the spread of disease, including COVID-19, by properly washing hands. <p>Equipment: Equipment includes materials such as school supplies (scissors, glue sticks), PE and recess equipment, Science Lab supplies.</p> <ul style="list-style-type: none"> • Sharing of supplies will be limited when possible. • All shared equipment/supplies will be disinfected regularly. <p>Events</p> <ul style="list-style-type: none"> • Schools will not plan field trips for students due to requirements for physical distancing. • Schools will not organize assemblies or special performances for students due to requirements for physical distancing. • Schools will comply with OSAA guidelines for athletic events. • Schools will align with OSAA guidelines for non-OSAA sanctioned activities. • Schools will modify school-wide parent meetings due to requirements for physical distancing. <p>Transitions/Hallways</p> <ul style="list-style-type: none"> • Schools will develop hallway directional pathways and the District Facilities Team will assist with signage. • Schools will develop schedules to limit transitions in common areas and hallways. <p>Personal Property</p> <ul style="list-style-type: none"> • Schools will limit personal property brought to school and require that property be labeled and limited in use to the item owner only. • Schools will develop procedures to keep each student's belongings separated from others and in individually labeled containers or areas.

Requirements and Plan for 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	On Site Plan
<p>Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</p> <p>Create schedule(s) and communicate staggered arrival and/or dismissal times.</p> <p>Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f).</p> <p>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.</p> <ul style="list-style-type: none"> o Eliminate shared pen and paper sign-in/sign-out sheets. o Ensure hand sanitizer is available if signing children in or out on an electronic device. <p>Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas.</p> <p>Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</p>	<p>Arrival and Dismissal Procedures</p> <ul style="list-style-type: none"> ● School staff will maintain physical distancing (6 feet) during student arrival and dismissal. ● Schools will stagger arrival and dismissal of stable cohorts. ● School teams will assign student cohorts to specific entries at each building. ● Visual screening will be conducted as outlined - See Section 1f Above - for all arrivals. <p>Sign In and Out Protocol at Arrival and Dismissal</p> <ul style="list-style-type: none"> ● Contact tracing will be conducted as outlined - See Section 1a Above - for all students and staff. ● Schools will clearly communicate to families that arrival and dismissal must be brief and requires physical distancing. <p>Hand Sanitizer</p> <ul style="list-style-type: none"> ● Hand sanitizer dispensers will be installed or hand sanitizer bottles will be available at all entry doors and other high traffic areas. <p>Communication</p> <ul style="list-style-type: none"> ● Signage at school main entries will provide drop-off/pick-up guidelines. ● Communications to families will include health and safety guidelines.

Requirements and Plan for 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	On Site Plan
<p>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.</p> <p>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.</p> <p>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</p>	<p>Seating</p> <ul style="list-style-type: none"> ● All seating in classrooms will be at least 3 feet apart. ● Teachers will assign students the same seat at all times. ● Where possible, and if space allows, desks and chairs will all face the same direction. <p>Materials</p> <ul style="list-style-type: none"> ● Teachers should avoid sharing of community supplies when possible and clean these items frequently. ● Classroom Book Materials: When books or library materials are housed within classrooms, minimize the use of shared book materials, and plan for sufficient time between cohorts to allow for appropriate sanitization of shared book materials when sharing book materials between cohorts is unavoidable. ● Library Book Checkouts: When books or library materials are checked out to a student and returned to the library, Library Media Techs will follow the Library Additional Considerations guidance. ● The District will provide hand sanitizer and tissues for use by students and staff. <p>Handwashing</p> <ul style="list-style-type: none"> ● The District Communications Department will develop and the Facilities Team will distribute to schools clear signage on

<p>sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately.</p> <ul style="list-style-type: none"> o Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<p>how to stop the spread of diseases, including COVID-19, properly wash hands, cover coughs and sneezes, and properly wear a face covering.</p> <ul style="list-style-type: none"> • Schools will promote everyday protective measures by teaching and reinforcing covering coughs and sneezes among children and staff. • Schools will promote everyday protective measures by teaching protocols and providing handwashing and/or hand sanitizing facilities easily accessible to both students and staff.
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Requirements and Plan for 2g. PLAYGROUNDS, FIELDS, RECESS, BREAKS, AND RESTROOMS

OHA/ODE Requirements	On Site Plan
<p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p> <ul style="list-style-type: none"> • 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. <p>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.</p>	<p>Opening Playgrounds</p> <ul style="list-style-type: none"> • Playgrounds will be open for general public use outside of school day hours so long as park playground equipment and benches in the community have reopened. • Signs have been posted at the entrance to all outdoor facilities. (see Oregon Health Authority’s Specific Guidance for Outdoor Recreation Organizations). • Playgrounds will be for the use of District students only during the school day. They will reopen for the general public at the end of each school day. Playgrounds will be disinfected regularly in accordance with CDC guidance. <p>Restrooms</p> <ul style="list-style-type: none"> • After using the restroom staff and students must wash hands with soap and water for 20 seconds. <p>Recess Protocol</p> <ul style="list-style-type: none"> • Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before and after using playground equipment. • Schools will create schedules for activities outside of the classroom that maintain cohort stability (recess, library, movement breaks) and physical distancing. • Schools will designate playground and shared equipment solely for the use of one cohort at a time to the extent practicable. • Outdoor equipment will be cleaned at least daily. <p>Shared Staff Spaces</p> <ul style="list-style-type: none"> • Building Administrators will limit usage of shared spaces to single person usage. • Conference rooms, break rooms, and elevators will have limited occupancy based on 35 square feet per person. Building administrators will stagger their use. • Staff must maintain six feet of distance between each other.

Requirements and Plan for 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	On Site Plan
<p>Include meal services/nutrition staff in planning for school reentry.</p> <ul style="list-style-type: none"> ● Maintain 6 feet of physical distancing when masks cannot be worn, including when eating. ● 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. <p>Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces.</p> <p>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.</p> <p>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.</p>	<p>Meal Service</p> <ul style="list-style-type: none"> ● CSD Staff serving meals will wear a face covering when working within 6 feet of other individuals. ● Self-service, buffet-style meals and sharing of food and drinks is prohibited for staff and students. ● CSD staff will conduct daily cleaning of meal items (e.g., plates, utensils, transport items), touch-points, tables, and meal counting system between stable cohorts meal periods. <p>STUDENTS - Eating at School</p> <ul style="list-style-type: none"> ● Students must wash hands before meals and should be encouraged to do so after eating. ● Students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ● Elementary students will remain in their classroom with their cohort for school meals. ● Staff must maintain 6 feet of physical distance to the greatest extent possible when supervising students eating in the classroom. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible. ● Middle schools and high schools will create schedules for their cohorts to take nutrition breaks and eat lunch that limit the spread of COVID-19. <p>STAFF - Eating at School</p> <ul style="list-style-type: none"> ● Staff must wash hands before meals and should be encouraged to do so after eating. ● Staff will be instructed to eat snacks and meals independently, and not in staff rooms when other people are present. ● Break times will be staggered by Building Administrators to allow for use of break spaces as needed. ● Staff will wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn. ● Building Administrators will limit usage of shared spaces to single person usage. ● Conference rooms, break rooms, and elevators will have limited occupancy based on 35 square feet per person. Building administrators will stagger their use. ● Staff must maintain six feet of distance between each other.

Requirements and Plan for 2i. TRANSPORTATION

OHA/ODE Requirements	On Site Plan
<p>Include transportation departments (and associated contracted providers, if used) in planning for return to service.</p> <p>Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j).</p>	<p>Student Transport of America and Dial-a-Bus of Benton County (our contracted transportation providers) have been involved in planning for our return to service.</p> <p>Cleaning</p> <ul style="list-style-type: none"> ● All seats will be disinfected between each route and at the end of each day.

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.

- o 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.
- o 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.

- Staff will use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle.

Loading/Unloading Protocols:

Loading at Bus Stop

- Physical Distancing at Bus Stops: The Transportation Department will communicate with families the importance of maintaining six foot physical distance at the bus stop, drivers will remind students if they see violations upon arrival.
- Visual Screening shall follow procedures set forth in - See Section 1f Above - upon entry to buses.
 - o If a student exhibits symptoms and a parent/guardian is present the student will be sent home.
 - o If a parent is not present the student will be provided a mask if they are not already wearing one, seated in the first row, seated in a seat not less than 6 feet from other students, and transported to school with the windows opened if feasible. Drivers will contact the school en-route if they picked up a symptomatic student. School staff will contact the parent/guardian to arrange transport home.
 - o The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.
- Students first on the bus will sit in the back of the bus, filling from back to front.
- Physical distancing of at least three feet between students will be accomplished with one student per seat, every other side per row, this combination of physical distance and seat backs providing physical barriers between rows will minimize risk of exposure.
- No student will be seated within 6 feet of the driver.
- Visual cues will be provided to encourage passengers to maintain physical distance while boarding and where to sit in each seat.
- Students shall comply with face covering guidelines as established in - See Section 1h Above - while on district transportation

Unloading at School

- Students will remain in their seat until directed by the driver.
- Students will be released by row, by the driver.
- Each row shall fully exit the bus before the next row of students are dismissed.
- Driver shall release rows from front to back of the bus.
- If a student has exhibiting symptoms, they should be the first off the bus and received by school staff.

Loading at School

- Schools will provide visual cues to ensure physical distancing while waiting for the bus to arrive.
- Driver will verify the student on contact-log for that ride.
- Students will board in order of seating assignments, students will be assigned a seat on the bus to support students exiting the bus from the front rows to the back rows in avoidance of student contact while off loading.

<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>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.</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>Face coverings for all students, applying the guidance in section 1h to transportation settings. This prevents eating while on the bus.</p> <p>Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.</p>	<ul style="list-style-type: none"> No student exhibiting symptoms will be transported home on a bus with other students. <p>Unloading at Bus Stop</p> <ul style="list-style-type: none"> Seating assignments will allow for unloading from the front rows to the back rows to avoid student contact while off loading. Drivers will remind students to maintain physical distance as they depart the bus. <p>Individualized Transportation</p> <ul style="list-style-type: none"> District staff will coordinate with student case managers to ensure all students have access to school and that their individual needs are met. <p>Transporting Sick Students</p> <ul style="list-style-type: none"> If a student becomes ill during the school day, and requires transportation services home, it will be arranged by district staff, depending on the severity of the symptoms, a staff member from the school may be required to accompany the student. Students will be required to wear a face mask during transit. <p>Drivers</p> <ul style="list-style-type: none"> Drivers will be screened before morning and afternoon routes. Drivers will wear masks or face coverings while driving. Please refer to the CDC order. Training will be provided for every driver before the start of the year regarding cleaning protocols, visual screening of all students, isolation procedures and communication to the school, and contact-tracing logs. <p>Communication</p> <ul style="list-style-type: none"> Signage on bus windows will provide guidelines. Communications to families will include health and safety guidelines. The District Transportation Team will inform parents/guardians of practical changes to transportation service. <p>Face Coverings and Ventilation</p> <ul style="list-style-type: none"> Students shall comply with face covering guidelines as established in - See Section 1h Above - while on district transportation. Drivers will keep windows open to the greatest extent possible in order to maximize ventilation
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Requirements and Plan for 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	On Site Plan
<p>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.</p>	<p>Cleaning Indoor Spaces</p> <ul style="list-style-type: none"> All frequently touched surfaces will be cleaned (eg. playground equipment, door handles, sink handles, drinking fountains, transport vehicles), and shared objects (eg. toys, games, art supplies) will be cleaned between cohorts, but not less than once daily in alignment with CDC guidance.

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 not 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

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](#)).

- Supplies for the cleaning and disinfecting of high-touch surfaces will be provided by the Facilities and Maintenance department to include spray bottles with cleaning solution, microfiber cloths, and clean/dirty tubs for cloths.
- For cleaning and sanitization, reference the [COVID Cleaning Responsibilities Matrix - Facilities and Maintenance](#).

Cleaning Outdoor Spaces

- Outdoor Learning spaces must have 75% of the square footage of its sides open for airflow.
- Outdoor playground structures will be cleaned according to a normal district cleaning routine (they do not require disinfection).
- Outdoor equipment will be cleaned at least daily.

Cleaning and Disinfectant Supplies

- Cleaning and disinfectant supplies will be correctly labeled, kept away from students, and used in accordance with manufacturer's recommendations.
- Supplies will have asthma-safer ingredients.
- Cleaning Isolation Spaces: Custodians who may be called upon to clean isolation spaces have received specific training for cleaning and PPE protocols. Training includes wait time, supplies required to clean, how to use cleaning tools, the cleaning process, and PPE required to wear during cleaning.

Ventilation

- Ventilation systems will be checked and maintained monthly by maintenance staff.
- Where possible, increased ventilation and outdoor air supply will be provided.
- Schools with HVAC systems will 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 will be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.
- Air purifier units will be provided for isolation room spaces when a student or staff member is in the room awaiting parent pick up - See section 1i. above -.

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).	Daily Cleaning <ul style="list-style-type: none"> Facilities will be cleaned and disinfected at least daily.
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Requirements and Plan for 2k. HEALTH SERVICES

OHA/ODE Requirements	On Site Plan
<p>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.</p> <p>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).</p>	District Health Team <ul style="list-style-type: none"> The District Safety Leadership Team shall be designated as the body of staff that will collaborate and review the District’s prevention-oriented health services program as defined in OAR 581-022-2220, with special attention given to the protocols outlined in this Blueprint.

Requirements and Plan for 2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

Requirements and Plan for 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	On Site Plan
<p>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.</p> <ul style="list-style-type: none"> At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. Fire drills must be conducted monthly. Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. <p>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.</p> <ul style="list-style-type: none"> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. 	Instruction and Drills <ul style="list-style-type: none"> In all instructional models (CDL, Hybrid, Limited In-Person) at least 30 instructional minutes in each school month will be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. When in Hybrid local fire officials have allowed that the district may conduct fire drills often enough that all students and staff have the opportunity to practice this skill once in the first month and then at a minimum of every other month. Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) will be conducted two times a year. Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety will be conducted two times a year. Drills will be carried out as close as possible to the procedures that would be used in an actual emergency. Students will wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete. Physical distancing measures will be implemented, but only if they do not compromise the drill. If physical distancing is compromised the drill should be completed in less than 15 minutes.

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Staff will be trained by Building Administrators on emergency and safety drill procedures before students return. • Staff will conduct multiple drills the first month to ensure that all cohorts of students have the opportunities to participate in drills.
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Requirements and Plan for 2n. SUPPORTING STUDENTS WHO ARE DYSREGULATED, ESCALATED, AND/OR EXHIBITING SELF-REGULATORY CHALLENGES

OHA/ODE Requirements	On Site Plan
<p>Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills</p> <p>Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p>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.</p> <p>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.</p> <p>Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</p> <p>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.</p> <p>Plan for the impact of behavior mitigation strategies on public health and safety requirements.</p> <p>Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.</p>	<p>Student Support</p> <ul style="list-style-type: none"> • Building teams will implement all “typical” practices of supporting dysregulated students such as: <ul style="list-style-type: none"> ○ Staff training and support related to known triggers and supports; ○ Deployment of collaborative problem solving “plan B” and “emergency plan B” escalation and regulation skills; ○ Collaboration with building and community level specialist supports; ○ Creative construction of cohorts and student interactions to promote empathetic and prosocial interactions between peers; and ○ Debrief events throughout the day to promote action research on the effects of any given daily plan. • Building teams will develop a clear plan for higher intensity de-escalation work with students. This will include: <ul style="list-style-type: none"> ○ Identifying “where” students can go other than their cohort’s designated learning space; ○ Identifying traffic flow for students to be able to reach these spaces; ○ Developing pre-teaching plans for students to know how to access self-calming spaces; ○ Building teams will identify “who” will support students who depart from their cohort; and ○ These plans will take into account the cohort contact limits for support staff as well as traffic flows in the building. • Building teams will maintain our collective belief that “students do well if they can” and will focus to identify and support any lagging skills that may surface during Hybrid In-Person instruction. • Building teams will use our SST process to plan and deliver further support to students and families when needed to address ongoing behavior concerns. • Buildings will develop a plan to maintain the ongoing training regimen that is occurring in CDL. Specifically this will include that building specialists will continue to have weekly professional development with teachers and staff.

	<ul style="list-style-type: none"> • Custodial staff will ensure that spaces that are unexpectedly used to de-escalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.
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Requirements and Plan for 2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	On Site Plan
<p>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:</p> <ul style="list-style-type: none"> o Only participants and trainers are allowed to be present for these sessions. o 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. o All participants and trainers must wash their hands immediately prior to and following direct physical contact with another person. o All people in close contact for this purpose must wear: <ul style="list-style-type: none"> ▪ 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. o 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. o Maintain 6 feet at all other times not actively training at closer proximity. <p>Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer's recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation). Single-use disposable PPE must not be re-used.</p>	<p>Restraint and Seclusion Training</p> <ul style="list-style-type: none"> • Staff participating in CPI training for the purpose of assessing physical skills associated with required training components of the CPI program may do so only under the following conditions: <ul style="list-style-type: none"> o Only participants and trainers are allowed to be present for these sessions. o 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. o All participants and trainers must wash their hands immediately prior to and following direct physical contact with another person. o All people in close contact for this purpose must wear: <ul style="list-style-type: none"> ■ 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. • Staff will maintain 6 feet of physical distance when they are not actively training and minimize the amount of time they are within 6 feet of physical distancing while training. <p>Cleaning Reusable PPE</p> <ul style="list-style-type: none"> • Custodial staff will ensure that reusable personal protective equipment (PPE) is cleaned and disinfected following the manufacturer's recommendation after every episode of physical intervention. • Custodial staff will discard single-use, disposable PPE after it has been used.



3. Response to Outbreak

Requirements and Plan for 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	On Site Plan
<p>Review the “Planning for COVID-19 Scenarios in Schools” toolkit.</p> <p>Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</p>	<p>Establish Communication Channels with Benton County Health</p> <ul style="list-style-type: none"> CSD will coordinate with the Benton County Health Department to establish communication channels related to current transmission level and establish a specific emergency response framework.

Requirements and Plan for 3b. RESPONSE

OHA/ODE Requirements	On Site Plan
<p>Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit.</p> <p>Ensure continuous services and implement Comprehensive Distance Learning.</p> <p>Continue to provide meals for students.</p>	<p>Reporting to Benton County Health</p> <ul style="list-style-type: none"> Schools will report single positive cases or a cluster of cases of COVID-19 to the District Representative who will report and coordinate with Benton County on outbreak response. <p>Response Team</p> <ul style="list-style-type: none"> The response team will be The District Safety Leadership Team. Decisions resulting in the modification, postponement, or cancellation of large school events, school-specific or District-wide school closure will also include the District Executive Team and will be coordinated with the LPHA. <p>School Closure</p> <ul style="list-style-type: none"> If the school is closed, CSD will implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. CSD Food Services will ensure that meals continue to be provided for students. The District Communications Department will ensure clear and frequent communication to families.

Requirements and Plan for 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	On Site Plan
<p>Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit.</p> <p>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.</p>	<p>Comprehensive Distance Learning</p> <ul style="list-style-type: none"> Should a school site or multiple sites be unable to operate in an in-person capacity, all students would be offered full-time online learning. <p>Clean and Disinfect While Closed</p> <ul style="list-style-type: none"> - See Section 2j Above -

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.

Return to On-Site Instruction

- The District will follow Benton County Health guidance to begin bringing students back into On-Site Instruction.
- The District will use all communications channels including email, text messages, phone calls, and the district website and social media channels to inform families of options and supports.



ASSURANCES

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

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

This section does not apply to private schools.

We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:

- o Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
- o The [Comprehensive Distance Learning](#) guidance,
- o The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
- o [Planning for COVID-19 Scenarios in Schools](#)