



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
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><u>Rapid Development Team Leads:</u></p> <ul style="list-style-type: none"> • Educational Delivery - Amy Lesan, Elementary Teaching and Learning Coordinator; Nikki McFarland, Secondary Schools Teaching and Learning Coordinator and Gil Anspacher, Technology Services Director • Budgeting and Finance - Olivia Meyers-Buch, Finance Director • Social-Emotional and Mental Health Specialists - Sabrina Alexander, Special Education Coordinator • Workforce - Jennifer Duvall, Director of Human Services • Equity - Marcianne Koetje, Equity and ELL Coordinator • Health and Safety - Melissa Harder, Assistant Superintendent; Rynda Gregory, Secondary Schools Teaching and Learning Coordinator and Emily Muravez, District RN • Communications - Brenda Downum, Communications Coordinator
Local public health office(s) or officers(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>

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.

Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Ryan Noss, District Superintendent District Office - Jennifer Schroeder - jennifer.schroeder@corvallis.k12.or.us Adams - Peter Henning - peter.henning@corvallis.k12.or.us Franklin - Craig Harlow - craig.harlow@corvallis.k12.or.us Garfield - Leigh Santy - leigh.santy@corvallis.k12.or.us Huskey - Rynda Gregory - rynda.gregory@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 Navara - paul.navara@corvallis.k12.or.us Crescent Valley - Mark Henderson - mark.henderson@corvalis.k12.or.us College Hill - Eric Wright - eric.wright@corvallis.k12.or.us
Intended Effective Dates for this Plan	November 2020 - Until the time in which the District will transition to Hybrid Learning. 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 changes in this guidance as it is updated with new versions.
ESD Region	Linn Benton Lincoln

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

We are 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.

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

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

Our district made the decision to start the school year with Comprehensive Distance Learning with return to in-person instruction tentatively scheduled for October 19. We evaluated returning in-person to schools throughout September and into October. We know that in-person instruction is ideal, but we did not meet the metrics required to return on October 19. Therefore, we announced that the next planned date to return to in-person instruction is January 4, 2021.

In the meantime, our district would like to begin Limited In-Person Instruction as we are allowed to do based on the metrics.

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

No waiver(s) needed.

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.

Limited In-Person Instruction will begin as soon as November 9, 2020.

- Our Operational Blueprint will be updated, submitted and implemented at each site.
- Our Building Administrators will be provided a checklist of items that must be completed before Limited In-Person Instruction can begin.
 - Decision rules must be in place to determine the students invited to attend.
 - Staff will be provided the opportunity to return based on their comfort level with in person learning.
 - Health and Safety considerations will be reinforced and building administrators will be tasked with training returning staff.

Consistent with the RSSL guidance, Corvallis School District will use the [FOLLOWING THE METRICS - Criteria for In-Person Instruction](#) document provided by ODE and OHA to determine the expansion of in person instruction.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



0. Community Health Metrics

OPERATING WITHIN THE GENERAL METRICS

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

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

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



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting. <input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. <input type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. <input type="checkbox"/> 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>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. ● Specific information about the prevention and spread of COVID-19 is contained in this Operational Blueprint. <p>Designated Site Officer</p> <ul style="list-style-type: none"> ● A Building Administrator at each school shall be designated as the local Health and Safety Officer - See School/District/Program Information Above - for names and contacts. <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 - Emily Muravez, RN; Jennifer Coppock, RN; Mindy Hund, RN; Patricia Pokrzywa, 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. ● Staff completed an online module for specific CSD related protocols. ● Instruction for the Operational Blueprint will occur with Building Administrators prior to students returning to buildings. ● Building Administrators will train their building staff on the Operational Blueprint and any site specific addendum information.

- 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, offices, bathrooms and activity areas.
- Process to report to the LPHA any cluster of any illness among staff or students.
- Protocol to cooperate with the LPHA recommendations.
- Provide all logs and information to the LPHA in a timely manner.
- Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance).
- Protocol to isolate any ill or exposed persons from physical contact with others.
- Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance).
- Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample
- Required components of individual daily student/cohort logs include:

Protocol to Notify Benton County Health

- [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 and will immediately contact the District Representative:
 - CSD Nurse: Patricia Pokrzywa, RN Email: patricia.pokrzywa@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.
- District Representative will report daily the number of confirmed cases of COVID-19 among school staff or students to Designated Site Officers. If in CDL, all Limited In-Person instruction will cease for periods in which there is one or more confirmed cases of COVID-19 among staff or students in the past 14 days in any given cohort.

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.

Protocol to Cooperate with Benton County Health

- 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 -

Contact Tracing Logs – System

- For Limited In-Person with stable cohorts of students and staff, a daily log sheet will be completed by staff on a daily basis - the

logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](#).

- If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the *Ready Schools, Safe Learners* guidance), the daily log may be maintained for the cohort.
- If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
- Child's name
- Drop off/pick up time
- Parent/guardian name and emergency contact information
- All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student

Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.

Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.

Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.

Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).

log sheet 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. Parent/guardian names and contact information will remain captured in the Student Information System should that information be needed.

Record Keeping

- Contact Tracing Logs will be maintained for a minimum of four weeks and made available to Benton County Health department as needed.

Process for Itinerant Staff

- Staff who travel between buildings will be required to log arrival and departures via the COVID-19 Log which includes self-screening and a health attestation.

Process to Report and Consult

- Building Administrators shall report any cases of diagnosed COVID-19 with students or staff through the COVID-19 Incident Form and will immediately contact the District Representative.
- The District Representative will report to Benton County Health.
- The District Representative will cooperate with the Benton County Representative to provide requested information in a timely manner and to follow any necessary recommendations.

Protocol to Respond to Outbreaks

- - See Section 3b Below -

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><input type="checkbox"/> 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:</p> <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 	<p>Serving Students</p> <ul style="list-style-type: none"> ● Building level SSTs will determine students at high risk of marginalization from Distance Learning and will make the best effort to include these students in any in-person options, this includes students considered part of "high risk populations". ● The primary focus of (Limited) In-Person Instruction will be on students who have limited to no access to distance learning. <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. ● 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.

3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.

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

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

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.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings.</p> <p><input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</p>	<p>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. ● The District Facilities team will determine the capacity of each classroom. ● This information will be shared with each Building Administrator and will be available through the District Facilities Office. <p>Physical Distancing</p> <ul style="list-style-type: none"> ● The District will modify schedules and the educational delivery model to support physical distancing.

<ul style="list-style-type: none"> <input type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. <input type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). <input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. <input type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<ul style="list-style-type: none"> • The District will ensure adequate supplies to minimize sharing of high touch materials to the extent possible. • Building Administrators will designate equipment solely for the use of a single group, sanitization between uses will occur, - See Section 2j Below - for procedures. • Teachers will plan activities and instruction that do not require close physical contact between multiple students. • Teachers will ensure that students are never excluded from face-to-face instruction, disciplined for struggling to learn, and/or disciplined for struggling to adhere to new procedures for how schools operate. • 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. <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 be expected to line-up. • Teachers will ensure social distancing during drills. <p>Schedule Modifications</p> <ul style="list-style-type: none"> • Schedules and number of students in buildings 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. • 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. • CSD will prioritize web-based meeting venues when appropriate.
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1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <input type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. 	<p>Establish Stable Cohorts</p> <ul style="list-style-type: none"> • Under the Limited In-Person Guidelines, a stable cohort shall meet the following requirements: <ul style="list-style-type: none"> ○ No more than 20 total individuals (students and instructional staff/aides); ○ Cohorts shall not intermingle and risk exposure; ○ Students should remain in assigned spaces and teachers will move to them; and ○ Should transfer to/from a stable cohort become necessary, administrators will identify alternative methods of instruction for students to enable an appropriate quarantine period for impacted individual(s) based upon guidance of District Nurse/Healthcare professionals.

<ul style="list-style-type: none"> <input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input type="checkbox"/> Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input type="checkbox"/> 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. <input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>Establish Physical Distancing/Staggered Attendance Groups</p> <ul style="list-style-type: none"> ● Students will be assigned transportation, based on their in-person schedule. ● The District Facilities team will determine the capacity of each classroom based on square footage. <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 Wiping 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>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 whenever possible. ● Staff who interact with multiple stable cohorts will be required to wash/sanitize their hands between interactions with different stable cohorts.
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1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> ● The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). <input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input type="checkbox"/> Provide all information in languages and formats accessible to the school community. 	<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>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. ● 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.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:</p> <ul style="list-style-type: none"> ● Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. ● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. ● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. ● Emergency signs that require immediate medical attention: <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><input type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.</p> <ul style="list-style-type: none"> ● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. See table "Planning for COVID-19 Scenarios in Schools." ● Additional guidance for nurses and health staff. <p><input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "Planning for COVID-19 Scenarios in Schools."</p> <p><input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p>	<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 symptoms of COVID-19. ● 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. ● 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. ● 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>Screening at School</p> <ul style="list-style-type: none"> ● Building Administrators will develop staggered arrival times to allow for adequate staffing for screening and physical distancing - See School Screening and Cohort Planning Addendum. ● 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, devices to enter contact tracing, and temperature data. ● All staff who do screenings should receive implicit bias training. ● Student screening should not consider appearance (ie. clothing, hair), personality (shy, etc.), ability, cleanliness, etc. <p>Procedure</p> <ul style="list-style-type: none"> ● Students will undergo a visual screening or will have an attestation from parents/guardians that they are not experiencing symptoms daily before entering the school building.

<p><input type="checkbox"/> 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.</p>	<ul style="list-style-type: none"> ● Staff will self-screen and attest to their own health upon entry each day. ● Screening means: The visual screening or attestation of absence of new cough and fever for anyone before entering the school building, district transportation or interacting with students or staff. <ul style="list-style-type: none"> ○ Individuals with a fever over 100.4° F should not be allowed to enter school buildings. ○ Symptoms of COVID-19 which also may result in exclusion include: fever and new cough, as well as shortness of breath or difficulty breathing; fever; chills; muscle pain; sore throat; and new loss of taste or smell. ○ Individuals who have a cough that is not a new onset cough (e.g. asthma, allergies, etc.) do not need to be excluded from instruction. ● Screening staff shall document: date, arrival time, and transport method of each incoming individual. ● Symptomatic Individuals: If a student displays symptoms, parents/guardians will be notified immediately and asked to take the student home, if the parent/guardian is not immediately available, the student may be taken to the isolation space for that building to be monitored until pick-up. ● Symptomatic individuals will be documented by Building Administrators using the COVID-19 Incident Form. ● Exclusion of Symptomatic individuals: See above for information on “Stay Home if Sick” and “Chronic Conditions”. <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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1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Restrict non-essential visitors/volunteers.</p> <ul style="list-style-type: none"> ● Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. ● Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. <p><input type="checkbox"/> Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table “Planning for COVID-19 Scenarios in Schools.”</p> <p><input type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p> <p><input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.</p>	<p>Classroom Visitors</p> <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.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices.</p>	<p>**The District will provide face coverings, face shields, clear plastic barriers and other necessary PPE to all staff**</p> <p>Required Face Covering</p> <ul style="list-style-type: none"> ● All staff will be required to wear a face covering in district buildings.

- 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.

Face Shields or Clear Plastic Barriers

- 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.
- 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.

Teach and Reinforce use of Face Coverings for Staff

- Face coverings are most essential in times distancing is not possible.
- Staff should be frequently reminded not to touch the face covering.
- Information will be provided to all staff on proper use, removal and washing of cloth face coverings.

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf>

Students and Face Coverings or Face Shields

- 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.

Teach and Reinforce use of Face Coverings for Students

- 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 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.

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.

Student Accommodation

- 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

Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines for Face Coverings](#).

- If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
- Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;”
 - Students should not be left alone or unsupervised;
 - Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
 - Provide additional instructional supports to effectively wear a face covering;
 - Provide students adequate support to re-engage in safely wearing a face covering;
 - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.

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

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

Protections under the ADA or IDEA

If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:

- Offering different types of face coverings and face shields that may meet the needs of the student.
 - Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.
 - Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;
 - Additional instructional supports to effectively wear a face covering;
- For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.
- Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.
- If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
 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. Placement determinations cannot be made due solely to the inability to wear a face covering.
 3. Plans should include updates to accommodations and modifications to support students.
 - Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
 2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
 - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
 - If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
- For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a 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.

possible to minimize the possibility of exposure. Appropriate accommodations could include:

- Offering different types of face coverings and face shields that may meet the needs of the student,
- Providing supervised spaces away from peers while the face covering is removed,
- 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
- Additional instructional supports to effectively wear a face covering.
- A student requiring an accommodation will not be denied access to on-site instruction.

Students 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.
- 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. Placement determinations will not be made due solely to the inability to wear a face covering.
 3. 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. 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.
 - 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,
 - 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.
 3. 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.

Child Find

- 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.

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

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.

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. <input type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff. <input type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. <ul style="list-style-type: none"> • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual should wear a face covering. 	<p>Surveillance, Exclusion, Isolation Protocols</p> <ul style="list-style-type: none"> • Each building will develop a School Screening and Cohort Planning Addendum that will list protocols for screening, isolation and cohort planning. • For entry, screening and exclusion protocols - See Section 1f Above. <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. • Building Administrators will document students who come to school with or develop symptoms via the COVID-19 Incident Form. <p>Daily Medications and Routine Treatments</p> <ul style="list-style-type: none"> • 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. <p>Isolation Areas and Supervision Protocols</p> <ul style="list-style-type: none"> • See School Screening and Cohort Planning Addendum for site specific areas. • Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shield and PPE. • 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. • 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. <p>Parent/Guardian Education and Communication</p>

<ul style="list-style-type: none"> ● To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. <p><input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><input type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "Planning for COVID-19 Scenarios in Schools."</p> <p><input type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</p> <p><input type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</p>	<ul style="list-style-type: none"> ● Regular communication will occur to ensure that parents/guardians are educated about District procedures for physical distancing, screening procedures, handwashing, PPE, and isolation measures. <p>Safely Transporting Students Home When Sick</p> <ul style="list-style-type: none"> ● 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. <p>Stay Home If Sick</p> <ul style="list-style-type: none"> ● - See 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>Record Keeping for Staff and Students</p> <ul style="list-style-type: none"> ● If staff or students are isolated or sent home, schools shall maintain records of those events. ● Building Administrators will document isolation incidents on the COVID-19 Incident Form.
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2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</p> <p><input type="checkbox"/> 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"> ● The ADM enrollment date for a student is the first day of the student's actual attendance. ● A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. ● If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance. ● Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. <p><input type="checkbox"/> 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</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"> ○ 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

transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.

- When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.
- Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.
- When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education.
- When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.

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:
 - Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or
 - Have COVID-19 symptoms for 10 consecutive school days or longer.

New Enrollments

- 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.

COVID-19 Absences

- 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.

10 Day Absences

- Students absent beyond 10 days will continue to remain enrolled and will be documented as absent for ADM reporting.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). <input type="checkbox"/> Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). <input type="checkbox"/> Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. <input type="checkbox"/> Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. <input type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	Grades K-5 <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. Grades 6-12 <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. Alternative Programs <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. Online Schools <ul style="list-style-type: none"> ● The Corvallis Online program offered falls under the attendance requirements above depending on grade level. Student Attendance Expectations <ul style="list-style-type: none"> ● Families receive guidance from their classroom teachers regarding attendance expectations.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance).	Protocols for Sanitizing Tech Devices <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.

- Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.

Protocols for Return, Inventory, Update, and Redistribution of Devices
<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 central school location (Linus Pauling Middle School) by appointment. • 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.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. <input type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input type="checkbox"/> 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. <input type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input type="checkbox"/> Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner. 	<p>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 restricted whenever possible. • All shared equipment/supplies will be disinfected between users. <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.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
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<ul style="list-style-type: none"> <input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> 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. <ul style="list-style-type: none"> ● Eliminate shared pen and paper sign-in/sign-out sheets. ● Ensure hand sanitizer is available if signing children in or out on an electronic device. <input type="checkbox"/> Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. <input type="checkbox"/> Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	<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. ● Each building will develop a School Screening and Cohort Planning Addendum that will detail school specific arrival and dismissal plans. <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 and caregivers 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 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.
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2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. <input type="checkbox"/> 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. <input type="checkbox"/> Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> ● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<p>Seating</p> <ul style="list-style-type: none"> ● All seating in classrooms will be six feet apart. ● Teachers will assign students the same seat at all times. <p>Materials</p> <ul style="list-style-type: none"> ● The District will provide supplies sufficient for each student to have individual supplies. ● 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 how to stop the spread of diseases, including COVID-19, properly wash hands, cover coughs and sneezes, and properly wear a face covering. ● 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.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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>Opening Playgrounds</p> <ul style="list-style-type: none"> ● Playgrounds will be open for general public use outside of school day hours.

- After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.
- Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
- Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with [CDC guidance](#).
- Cleaning requirements must be maintained (see section 2j of the **Ready Schools, Safe Learners** guidance).
- Maintain physical distancing requirements, stable cohorts, and square footage requirements.
- Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).
- Design recess activities that allow for physical distancing and maintenance of stable cohorts.
- Clean all outdoor equipment at least daily or between use as much as possible in accordance with [CDC guidance](#).
- Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.

- 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 closed each school day, for the use of District students only, they will reopen for the general public at the end of each school day. Playgrounds will be disinfected at the beginning of the day before student use in accordance with [CDC guidance](#).

Recess Protocol

- Playgrounds will not be open for students during Limited In-Person.

Shared Staff Areas

- Building Administrators will limit usage of shared spaces to single person usage.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input type="checkbox"/> Prohibit self-service buffet-style meals. <input type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input type="checkbox"/> At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. <input type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. <input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). <input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods. <input type="checkbox"/> Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces. 	<p>Meal Service</p> <ul style="list-style-type: none"> ● Meals during Limited In-Person will continue to be provided through the meal locations as grab and go. <p>Staff Meals</p> <ul style="list-style-type: none"> ● 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.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of 	<p>Cleaning</p> <ul style="list-style-type: none"> ● All seats will be disinfected between each route and at the end of each day. <p>Loading/Unloading Protocols:</p>

the bus (see section 2j of the *Ready Schools, Safe Learners* guidance).

- Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure.
 - If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.
 - The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible.
 - The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected.
 - If arriving at school, notify staff to begin isolation measures.
 - If transporting for dismissal and the student displays an onset of symptoms, notify the school.
- Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
- Drivers wear face shields or face coverings when not actively driving and operating the bus.
- Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
- Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines](#) applying the guidance in section 1h of the *Ready Schools, Safe Learners* guidance to transportation settings.

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. If a student exhibits symptoms and a parent/guardian is present the student will be sent home. If a parent is not present the student will be provided a mask, seated in a seat not less than 6 feet from other students and transported to school. School staff will contact the parent/guardian to arrange transport home.
- 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 one 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.
- No student exhibiting symptoms will be transported home on a bus with other students.

Unloading at Bus Stop

- 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.

Individualized Transportation

- District staff will coordinate with student case managers to ensure all students have access to school and that their individual needs are met.

Transporting Sick Students

- 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.

Drivers

- Drivers will be screened before morning and afternoon routes.
- All drivers will wear face shields or face covering when not actively driving and operating the bus. Training will be provided for every driver before the start of the year regarding cleaning protocols, visual screening of all students, isolation procedures & communication to the school, and contact-tracing logs.

Communication

- 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.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. <input type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. <input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input type="checkbox"/> 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. <input type="checkbox"/> Schools with HVAC systems should 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 should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. <input type="checkbox"/> 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 should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. <input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). <input type="checkbox"/> Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and 	<p>Cleaning</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. • For cleaning and sanitization, reference the COVID Cleaning Responsibilities Matrix - Facilities and Maintenance. • Facilities will be cleaned and disinfected at least daily. • Cleaning and disinfectant supplies will be correctly labeled, kept away from students, and used in accordance with manufacturer's recommendations. <p>Ventilation</p> <ul style="list-style-type: none"> • Ventilation systems will be checked and maintained monthly by maintenance staff. • Where possible, increased ventilation and outdoor air supply will be provided.

[American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).

2k. HEALTH SERVICES

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

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> Contact tracing The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. Quarantine of exposed staff or students Isolation of infected staff or students Communication and designation of where the “household” or “family unit” applies to your residents and staff <input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing: <ul style="list-style-type: none"> Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible Ensure at least 64 square feet of room space per resident Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; Configure common spaces to maximize physical distancing; Provide enhanced cleaning; Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. 	N/A

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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. <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. 	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.

<ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> <input type="checkbox"/> 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 should 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. <input type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. <input type="checkbox"/> Drills should not be practiced unless they can be practiced correctly. <input type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. <input type="checkbox"/> 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). <input type="checkbox"/> 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"> ● 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 <u>as close as possible</u> 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. ● Staff will be trained by Building Administrators on emergency and safety drill procedures before students return.
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2n. SUPPORTING STUDENTS WHO ARE DYSREGULATED, ESCALATED, AND/OR EXHIBITING SELF-REGULATORY CHALLENGES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. <input type="checkbox"/> 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. <input type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> ● Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... 	<p>Identifying Students for Limited In-Person</p> <ul style="list-style-type: none"> ● Building teams will not exclude students who have historically been identified as showing “dysregulated or escalated” behaviors from Limited In-Person instruction if they are identified as needing in-person through the student identification process. <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

How can I help?") to attempt to re-regulate the student without physical intervention.

- Use the least restrictive interventions possible to maintain physical safety for the student and staff.
- Wash hands after a close interaction.
- Note the interaction on the appropriate contact log.

- *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.

- Student engages in behavior that requires them to be isolated from peers and results in a room clear.

- If students leave the classroom:

- Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
- Ensure physical distancing and separation occur, to the maximum extent possible.
- Use the least restrictive interventions possible to maintain physical safety for the student and staff.
- Wash hands after a close interaction.
- Note the interaction on the appropriate contact log.

- *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.

- Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).

- If staff need to intervene for student safety, staff should:

- Maintain student dignity throughout and following the incident.
- Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand... How can I help?") to attempt to re-regulate the student without physical intervention.
- Use the least restrictive interventions possible to maintain physical safety for the student and staff
- Wash hands after a close interaction.
- Note the interaction on the appropriate contact log.

- *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.

- Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.

Protective Physical Intervention

- Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the *Ready Schools, Safe Learners* guidance: Cleaning, Disinfection, and Ventilation).

- 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 Limited 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.



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review the " Planning for COVID-19 Scenarios in Schools " toolkit. <input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	Establish Communication Channels with Benton County Health <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.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review and utilize the " Planning for COVID-19 Scenarios in Schools " toolkit. <input type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input type="checkbox"/> Continue to provide meals for students.	Reporting to Benton County Health <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. Response Team <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. School Closure <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.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review and utilize the " Planning for COVID-19 Scenarios in Schools " toolkit. <input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input type="checkbox"/> 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.	Comprehensive Distance Learning <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. Clean and Disinfect While Closed <ul style="list-style-type: none"> - See Section 2j Above - Return to On-Site Instruction <ul style="list-style-type: none"> 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:
 - Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
 - The [Comprehensive Distance Learning](#) guidance,
 - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
 - [Planning for COVID-19 Scenarios in Schools](#)

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

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

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

Assurance Compliance and Timeline

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

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

N/A