



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 | |
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| Name of School, District or Program | Marcola School District, Marcola Elementary School K-6 |
| Key Contact Person for this Plan | Terry Augustadt - Principal / Superintendent |
| Phone Number of this Person | 541-933-2411 |
| Email Address of this Person | taugustadt@marcola.k12.or.us |
| Sectors and position titles of those who informed the plan | Superintendent/Elementary Principal/Curriculum Director, MS/HS Principal/Special Education Director, Transportation/Maintenance Supervisor, School Nurse |
| Local public health office(s) or officers(s) | Lane County Public Health Office: Patrick Luedtke, MD, MPH - Senior Public Health Officer Lisandra Guzman, MD, MPH - Deputy Public Health Officer |

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.

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| Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements | Terry Augustadt - Elementary Principal |
| Intended Effective Dates for this Plan | February 22 - June 17 |
| ESD Region | Lane County ESD |

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

Marcola Elementary School (K-6) will begin the school year in a Comprehensive Distance Learning Model. We will stay in CDL until at least October 15, 2020. At that time a review of the Metrics data to determine if it is safe to transition into one of the other 2 model options; Hybrid or full On site. The plan will most likely transition into eventually a Hybrid model with students attending campus on alternating days and by groups. Staff and Leadership met for multiple worksessions in late July, early August to create and develop a first draft plan. On August 10, the plan was shared with school board and then released to public via web site with additional links added to include; community feedback survey, quick response emails so staff could answer Q&A's quickly. In addition a task force was established to solicit feedback, problem solve concerns and accommodate any special needs for families. Areas of focus; device delivery, access to internet, connectivity concerns, instructional engagement, food services and any other concerns needing to address for families. Additionally the MSD Task Force was established to provide responsive supports for SEL needs, food services, financial concerns and educational supports. A community Forum Q&A will be offered on August 19, link posted and advertised on website.

3. Indicate which instructional model will be used.

Select One: We are selecting CDL

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.

Marcola Elementary school chose to start the school year in the CDL model due to the high number of COVID cases in Lane County. We are maintaining compliance to the following guidelines;

Lane County metrics - must be met three weeks in a row:

- 10 or fewer positive cases per 100,000 population in the preceding 7 days
- 5% or fewer positive tests in Lane County in the preceding 7 days

AND -

State Metric must be met three weeks in a row:

- Test positivity rate of 5% or less in the preceding 7 days

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.

Possible Flexibility and or Waiver to consider:

Marcola Elementary School would like to request waiver #1: to create flexibility in our efforts in offering supports any specialized MES service group(s) we have identified needing additional supports; we request small group instruction (limited in -person instruction) for; students with IEP's, Title 1, SEL, sub groups and high risk populations.

Waiver #2: We are seeking a waiver to allow select groups of students to visit campus and meet with limited in person instruction on an "appointment only" basis.

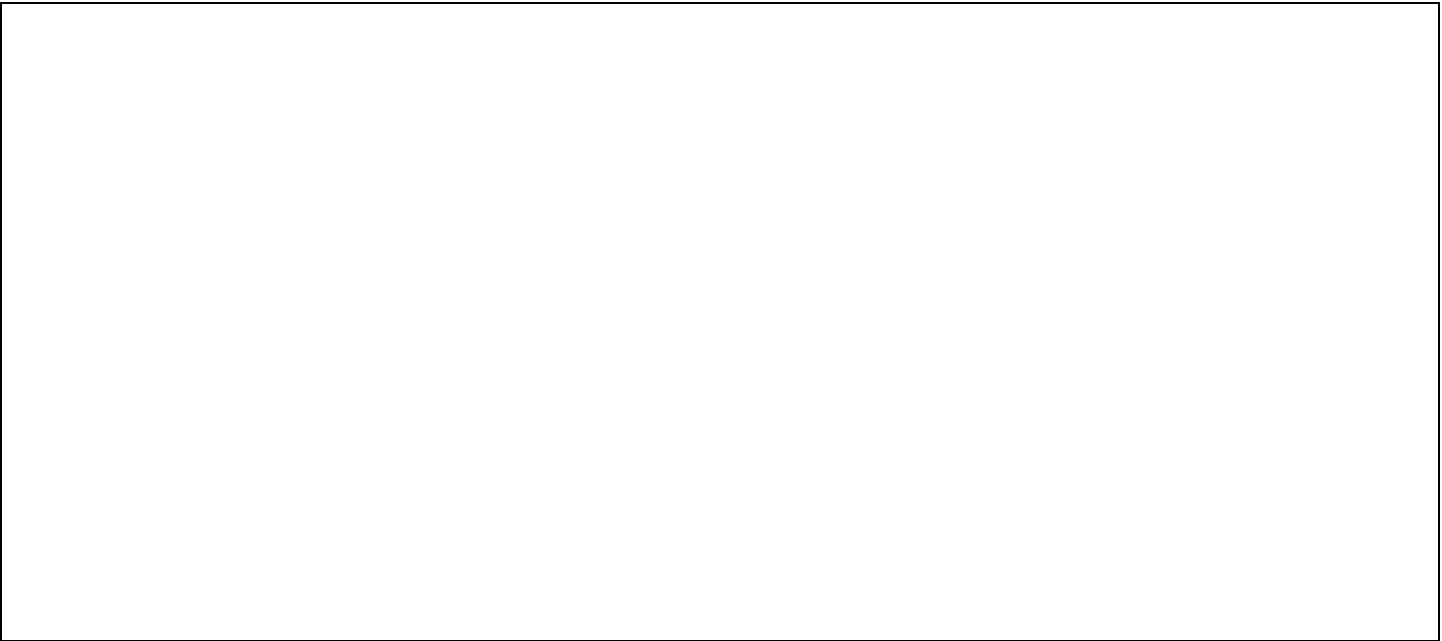
Waiver #3: Transportation use to be granted to provide home deliveries, for hard to reach and access students and families. Transportation of materials, food services and students to and from campus using our transportation department resources.

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.

Marcola Elementary Sch. students will start the year 2020/21 within a CDL model on September 9, and until at least October 15, 2020. Review of the metrics data will be analyzed and a decision will be made if it is safe to transition into another learning model. A transition plan will be communicated and shared with families, most likely have a 2 week period to shift from CDL to Hybrid. A full review and approval of the Safe and Ready Schools guidelines will be implemented prior to switching into any other model option.

MSD Communicable Disease Plan, LCHA, ODE and ESD will all consult and advise and be implemented prior to switching models.

PRIOR to ANY Limited In Person Instruction - MES and MSD will meet and receive approval on all the guidelines for allowable 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

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

The school currently meets the required metrics to successfully reopen for in-person instruction in an On-Site or Hybrid 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

- X The school currently meets the exceptions required to provide in-person person education for students in grades K-6 (see section 0d(1) of the **Ready Schools, Safe Learners** guidance).
- X The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the **Ready Schools, Safe Learners** guidance).
- X The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the **Ready Schools, Safe Learners** guidance).
- X The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the **Ready Schools, Safe Learners** guidance).
- X The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the **Ready Schools, Safe Learners** guidance).
- X The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) 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 |
|---|--|
| <p><input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting.</p> <p><input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</p> <p><input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</p> <p><input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.</p> <p><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> <p><input checked="" type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.</p> <p><input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</p> <p><input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</p> <p><input type="checkbox"/> XProtocol to cooperate with the LPHA recommendations.</p> <p><input type="checkbox"/> Provide all logs and information to the LPHA in a timely manner.</p> <p><input checked="" type="checkbox"/> X Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance).</p> <p><input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</p> <p><input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance).</p> <p><input checked="" type="checkbox"/> XX Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit.</p> <ul style="list-style-type: none"> ● If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the Ready Schools, Safe Learners guidance), the daily log may be maintained for the cohort. ● If a student(s) is not part of a stable cohort, then an individual student log must be maintained. <p><input type="checkbox"/> Required components of individual daily student/cohort logs include:</p> <p><input checked="" type="checkbox"/> X</p> <ul style="list-style-type: none"> ● Child's name ● Drop off/pick up time ● Parent/guardian name and emergency contact information ● All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student <p><input type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</p> <p><input checked="" type="checkbox"/> X Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.</p> <p><input checked="" type="checkbox"/> X Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</p> | <ol style="list-style-type: none"> 1. Limit to spread covid: include all staff training during in-service on new covid protocols using Ready Schools and Safe Learners guidelines. Additional allstaff trainings and protocols have been completed; Oct, Jan 22nd, 29th all staff trained on all new RSSL guidelines per Jan 19th. 2. Communicable Disease Plan: Marcola Sch District plan is complete and posted on district website. Also shared with LCPH, Lane ESD and ODE as per required and guidance. 3. Each Building Admin is charged with implementing and enforcing all physical distancing and COVID protocols. 4. LPHA Staff: Patrick Luedtke and Lisandra Guzman. Ann Anderson - school nurse and MSD Leadership team for guidance and compliance. 5. August 31st - all STAFF training conducted and lead by our safety and sanitation dept was conducted along with specific trainings and policy adoptions for mask coverings, social distancing while on campus. Additional signage and QR code screeners placed around campus for all staff as a required at all access points 6. Screener protocols and notification steps in place per the Planning for Covid Scenarios in schools; use of the toolkit is referenced as an operational manual and specific staff are being trained on step by step procedures. 7. Ref pg 30 in Planning Scenario toolkit- it is a step by step on informing partners. 8. Systematic disinfection of classrooms: MSD has purchased portable sanitizing sprayers along with continuous high traffic areas cleaning protocols. All areas of campus. 9. All mandatory reporting to LCHA as per the RSSL guidelines, have been established and trained for all staff. Contact tracing logs are located in every area of campus using QR scanning code system to act immediately in response to any active case. 10. Assigned building administrators will make contact with LCHA and begin reporting and reaction protocols immediately. 11. All MSD staff have been trained on screening, isolation and reporting protocols per RSSL guidelines. 12. Pre-populated contact tracing logs are provided for every cohort, sign in and out sheets are in all spaces along with signage reminders about safe COVID practices. Handwashing, mask, distancing, limited space sharing and sanitation of areas. 13. Superintendent Augustadt reports weekly to ODE with updates on the instructional model and the number of students / cohorts on campus. |

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

1b. HIGH-RISK POPULATIONS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <p><input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is</p> <p><input type="checkbox"/> 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 checked="" type="checkbox"/> All districts must account for students who have health conditions</p> <p><input type="checkbox"/> 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. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <p><input checked="" type="checkbox"/> Staff and school administrators, in partnership with school nurses, or</p> <p><input type="checkbox"/> other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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. | <p>1) All staff and students given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <p>Staff</p> <ul style="list-style-type: none"> *Plan includes bus drivers, classified, and limited teachers self-identifying. • Redeployed staff members assigned to on-line instructional support, work tasks without in-person contact, (i.e., maintenance projects, office work), or leave options. <p>Students</p> <ul style="list-style-type: none"> • All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with weekly check-ins. • Students who experience disability will continue to receive specially designed instruction. • Students with language services will continue to receive English Language Development. <p>Visitors/Volunteers</p> <ul style="list-style-type: none"> • Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. <p>Adults in schools are limited to essential personnel only.</p> <p>Medical grade PPE is available for test administrator in contact with any student or staff demonstrating symptoms.</p> |

1c. PHYSICAL DISTANCING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input type="checkbox"/> Establish a minimum of 35 square feet per person when determining <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, <input type="checkbox"/> maintaining six feet between individuals to the maximum extent possible. <input type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet <input checked="" type="checkbox"/> 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 <input checked="" type="checkbox"/> 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 <input checked="" type="checkbox"/> maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. <input type="checkbox"/> Staff should maintain physical distancing during all staff meetings and <input checked="" type="checkbox"/> conferences, or consider remote web-based meetings. | <p>Overall:</p> <ul style="list-style-type: none"> ● Remove extra furniture to make more room ● Removing fabric-covered furniture ● Assign seating to maximize physical distancing and minimize physical interaction. Kindergarten (KG) and 1st Grade (Classrooms) – Total of four classes (two KG and two 1st Grade). Each class will be split in half to support physical distancing, with one teacher per class responsible for overall instruction for both groups. Each class will be supported by Instructional Assistants (IAs), both to provide instructional support and in order to support/encourage physical distancing. 2nd Grade-3rd Grade (Classrooms) Develop class rosters to have no more than 18 students with one teacher (maximum of 19 people per 700 ft2 classroom). 4th -5th Grade (Classrooms and Media Center) Classrooms: Develop class rosters to have no more than 18 students with one teacher (maximum of 19 people per 700 ft2) . Media Center: Develop class rosters to have no more than 25 students with one teacher (maximum of 26 people per 1000 ft2). Additional Considerations: Special education services will be planned and provided by Case Manager in collaboration. Most SDI will be provided in co-taught lessons with special education and general education staff. Review itinerant staff services to maintain physical distancing. If physical distancing cannot be maintained with direct services, the IEP team will convene to determine appropriate next steps. Itinerant Speech/Language Pathologist: one space in music room designated for speech and language cohort groups. SLP provided face-shield or plexiglass partition. Music teacher: schedule rotations into classrooms for music instruction. Limit use of all band instruments with cleaning between cohorts. Choir activities limited or conducted outside with at least 12 feet between students. PE Instruction: schedule PE classes in the gymnasium, outside, or in classrooms with cohort groups; provide enough time for cleaning and sanitization between groups if using common spaces. |

1d. COHORTING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <input checked="" type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger <input type="checkbox"/> 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 checked="" type="checkbox"/> Students cannot be part of any single cohort, or part of multiple <input type="checkbox"/> 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. <input type="checkbox"/> Each school must have a system for daily logs to ensure contract <input checked="" type="checkbox"/> 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 <input checked="" type="checkbox"/> (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.) <input checked="" type="checkbox"/> must be maintained between multiple student uses, even in the same cohort. <input checked="" type="checkbox"/> Design cohorts such that all students (including those protected <input type="checkbox"/> 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 <input checked="" type="checkbox"/> their hands between interactions with different stable cohorts. | <p>Below are the identified stable cohorts to ensure capability for contact-tracing. 1) Transportation Cohort ● This is a stable group of students each day. ● Stable groups can be varied by AM/PM routes. ● Updated contact-tracing logs are required for each run of a route. 2) Kindergarten -6th Grade Classroom Cohorts ● These grade-level cohorts are maintained throughout the year and for each special area (i.e., PE.) 3) Speech and Language Cohort ● This stable group is maintained as much as possible.</p> <p>Capacity for Elementary School Settings: Gym/Cafeteria (used for PE daily): 4590 sq ft: Max capacity 131 people Classrooms/Media Center: 896 sq ft: Max capacity of 25 people</p> <p>Kindergarten - 6th Grade Classroom Cohorts sizes are as follows;</p> <p>Kindergarten/1st grade - 9 Kinders with 8 1st graders = 17 students 1st grade: 18 students 2nd grade: 22 students 3rd grade: 21 students 4th grade: 15 students 5th grade: 17 students 6th grade: 19 students</p> <p>Each grade level cohort is assigned to a specific bathroom, and sanitation/cleaning will be completed daily between each cohort. Each student is assigned to each desk, which will not be shared across cohorts. Cleaning of shared surfaces (door handles, table surfaces) will occur between student uses using provided disinfecting wipes.</p> |

Tracking attendance carefully within cohorts will be critical to support contact tracing. Contact tracing logs will be kept daily and used in accordance to ODE's contact tracing criterias. Each teacher will also keep their own individual contact log throughout the day.

All cohort and individual logs will be compiled and kept for four weeks with our school secretary Tammy Wells.

Speech and Language Cohort
 *Stable group will be maintained as much as possible, the SLP will update the contact-tracing log each appointment.

Title and Special Education staff push into cohorts for service.
 *to the extent possible, students receiving supports beyond core instruction (e.g., Title services, special education and related services) will receive these supports within their grade level and cohort group.

Transportation cohorts are stable and directed per the newest guidelines in RSSL per Jan 19th. Cohort bus sizes are limited but still able to transport siblings, and like cohorts of students to max of 100 students.

1e. PUBLIC HEALTH COMMUNICATION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input checked="" type="checkbox"/> Communicate to staff at the start of On-Site instruction and at <input type="checkbox"/> 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 <input checked="" type="checkbox"/> 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, <input checked="" type="checkbox"/> 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 checked="" type="checkbox"/> Provide all information in languages and formats accessible to the <input type="checkbox"/> school community. | <p>Communication: • The district safety committee will develop communication to staff, students and families on the infection control measures being implemented to prevent spread of disease (see communicable disease plan) • The district safety committee will continue to develop protocols for communicating with anyone who has come into close/sustained contact with a confirmed case or when a new case has been confirmed and how the district is responding. • The district safety committee will update communicable disease plans with communication protocols. Release of Infographics and flyers to the community will be shared on the district web site and as take homes for students to share with families.</p> <p>ODE's COVID-19 scenario guidance will be utilized in the case of someone who presents with symptoms or is presumed or confirmed. Communication with staff, families, and the community will utilize the templates available in this document. The blueprint will be available on our website and in the front office by request.</p> <p>Additional Infographics will be posted around campus at all entry and exit locations.</p> |

1f. ENTRY AND SCREENING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| <input type="checkbox"/> Direct students and staff to stay home if they, or anyone in their <input checked="" type="checkbox"/> 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: <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 | <p>Screening Students:</p> <ul style="list-style-type: none"> • Students will be visually screened by staff when they arrive on campus. When the screening indicates that a student may be symptomatic, the student will be directed to the office and then escorted to the screening and testing room. <p>Students will enter outside doors directly into their assigned classrooms. Classes in the media center will enter through the main and side doors with a staff member to conduct the visual screening for symptoms.</p> <p>When the screening indicates that a student may be symptomatic, the student is directed to the office. *Follow established protocol from CDP (see section 1a).</p> <ul style="list-style-type: none"> • Handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. • There are transportation specific screening protocols that must be followed. See section 2i for more information. |

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| <ul style="list-style-type: none"> ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms <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. <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. <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." <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. <input checked="" 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>Screening Staff: ●Staff are required to report when they may have been exposed to COVID-19. ●Staff are required to report when they have symptoms related to COVID-19. ●Staff members are not responsible for screening other staff members for symptoms. Ongoing: Weekly note: Reminders to parents to report actual symptoms when calling students in sick as part of communicable disease surveillance. Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving. Do not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school. Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19</p> |
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1g. VISITORS/VOLUNTEERS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input type="checkbox"/> Restrict non-essential visitors/volunteers. <input checked="" type="checkbox"/> ● Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. <ul style="list-style-type: none"> ● Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. <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." <input checked="" type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit. <input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. | <p>Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.</p> |

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input checked="" 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. <input checked="" type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings . <input type="checkbox"/> If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: <ul style="list-style-type: none"> ● Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" <ul style="list-style-type: none"> ○ 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; | <p>Facial Shields when required and will be provided for:</p> <ul style="list-style-type: none"> ● Speech Language Pathologist ● Bus drivers ● Front office staff <p>Facial Coverings</p> <p>Facial coverings are not synonymous with facemasks.</p> <p>Facial coverings are required and will be provided for:</p> <ul style="list-style-type: none"> ● Child Nutrition Program staff <p>Facial coverings are strongly encouraged for:</p> <ul style="list-style-type: none"> ● PE Teacher ● Special Education staff <p>Facial coverings are recommended for:</p> <ul style="list-style-type: none"> ● All staff <p>Facial covering are NOT recommended for:</p> <ul style="list-style-type: none"> ● Children under the age of 5; ● Children of any age should not 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
 X 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

X 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
 X 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
 X 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

If they have a medical condition that makes it difficult for them to breathe with a face covering;
 ○ If they experience a disability that prevents them from wearing a face covering;
 ○ They are unable to remove the face covering independently; or
 ○ While sleeping.
 ● Face coverings cannot be required for use by children and should never prohibit or prevent access to instruction or activities

All staff and K-12 students will be REQUIRED to wear face coverings (defined as a mask or double layer gaiter) or a face shield with face covering at all times, unless they have a medical condition and a physician’s order that prevents them from doing so. In these cases, a plan will be developed that provides students appropriate access to education while maintaining health and safety protocols.

If any staff member or student requires an accommodation for the face covering or face shield with face covering requirements, Marcola SD work to limit the staff member’s proximity to students and staff to the extent possible and to minimize the possibility of exposure.

Face coverings are provided for students at bus and or school entry, in case they do not have one.

Mask “breaks” will be provided on an individual basis. Students will take mask breaks outside in a designated area for a short period of time. They will be monitored by a staff member.

in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.

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

1i. ISOLATION AND QUARANTINE

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <ul style="list-style-type: none"> <input type="checkbox"/> Protocols for exclusion and isolation for sick students and staff <input checked="" type="checkbox"/> whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. <input checked="" type="checkbox"/> Protocols for screening students, as well as exclusion and isolation <input type="checkbox"/> 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 checked="" type="checkbox"/> Students and staff who report or develop symptoms must be isolated <input type="checkbox"/> 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. ● To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. <input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to <input type="checkbox"/> their home or to a health care facility. <input checked="" type="checkbox"/> Staff and students who are ill must stay home from school and must <input type="checkbox"/> be sent home if they become ill at school, particularly if they have | <ul style="list-style-type: none"> ● Defer to district Communicable Disease Management Plan for appropriate isolation determination and processes. ● Each school principal (or designee) will connect weekly with school response team, review data on any updates or adjustments needed to the plan involving the isolation measures. ● All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated isolation area. Student(s) will be provided a facial covering (if they can safely wear one). Staff attending to the student will have approved PPE as per the RSSL guidelines; while supervising the staff will maintain physical distancing, but never leave a child unattended. ● While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family. ● Staff will maintain student confidentiality as appropriate. ● Daily logs must be maintained containing the following: <ul style="list-style-type: none"> o Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and o Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs ● Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before: <ul style="list-style-type: none"> *the passage of 14 calendar days after exposure; and * symptoms have been resolved for 72 hours without the use of anti-fever medications. <p>Covid-19 Testing in our school for all K-12 students; Only once the student has been visually screened and deemed to have demonstrated COVID like symptoms, then protocols will be followed to conduct this test. This program is intended to test symptomatic and exposed students and school staff only. Informational flyers are released and shared with parents on Feb 22nd. Signatures for consent are required to be on record PRIOR to any student being tested. Parents are able to access additional information from our website and the RSSL guidance; searching under COVID-19 testing in schools K-12.</p> |

COVID-19 symptoms. Refer to table in ["Planning for COVID-19 Scenarios in Schools."](#)

- Involve school nurses, School Based Health Centers, or staff with
- related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Record and monitor the students and staff being isolated or sent
- home for the LPHA review.



2. Facilities and School Operations

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

2a. ENROLLMENT

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. <input checked="" type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> ● 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. <input type="checkbox"/> If a student has stopped attending for 10 or more days, districts must <input checked="" type="checkbox"/> continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended. <input checked="" type="checkbox"/> When enrolling a student from another school, schools must request <input type="checkbox"/> 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. <input checked="" type="checkbox"/> Design attendance policies to account for students who do not attend <input type="checkbox"/> in-person due to student or family health and safety concerns. <input checked="" type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the <input type="checkbox"/> school district should reach out to offer support at least weekly until the student has resumed their education. <input type="checkbox"/> When a student is absent beyond 10 days and meets the criteria for <input checked="" type="checkbox"/> continued enrollment due to the temporary suspension of the 10 day | <ul style="list-style-type: none"> ●● All students will be enrolled following the Oregon Department of Education guidelines. No student will be dropped for non-attendance if they meet the following conditions: Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19 Have COVID-19 symptoms for the past 14 days |

drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.

2b. ATTENDANCE

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input type="checkbox"/> Grades K-6 (self-contained): Attendance must be taken at least once <input checked="" type="checkbox"/> 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 7-12 (individual subject): Attendance must be taken at least <input checked="" type="checkbox"/> 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 <input checked="" type="checkbox"/> 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 <input checked="" type="checkbox"/> attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. <input checked="" type="checkbox"/> Provide families with clear and concise descriptions of student <input type="checkbox"/> attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health. | <ul style="list-style-type: none"> ● Attendance will be taken daily each week following ODE guidance. ● Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick. ● Teachers will notify the principal when the absence rate has increased by 20% or more. ● The principal will report this increase to the LCHA and the data will be shared on the weekly consultation between the health authority and the superintendent. ● Teachers will use the Respiratory Surveillance spreadsheet to document students with respiratory illness. |

2c. TECHNOLOGY

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input checked="" type="checkbox"/> Update procedures for district-owned or school-owned devices to <input type="checkbox"/> match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing <input type="checkbox"/> district-owned devices must meet physical distancing requirements. | <ul style="list-style-type: none"> ● Clean and sanitize each device brought in for updates, repair, return, inventory, or redistribution. ● Continue Google Classroom work to facilitate continuous learning experiences that occur on-site and in a distance learning setting(off-site); include options for digital learning and provision for non-digital distance learning where internet and computers will not be available. ● Update family survey: collect information about the numbers, types, and condition of devices used in their homes to support remote learning. ● Share the list of all the software and student-facing technology solutions with families. ● Plan for adequate technology at home for off-site working, teaching, and learning. ● Review technology policies and data privacy policies and update if needed. ● Establish a family and educator technical support/help desk to support the use of technology (could be supported by designated staff, student leaders, and volunteers). |

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <input checked="" type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. <input checked="" type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment <input type="checkbox"/> used by more than one individual or purchase equipment for individual use. <input checked="" type="checkbox"/> Events: Cancel, modify, or postpone field trips, assemblies, athletic <input type="checkbox"/> events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. | <ul style="list-style-type: none"> ● Hand Washing: Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available. ● Equipment: All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group. ● Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and |

- X **Transitions/Hallways:** Limit transitions to the extent possible. Create
 - hallway procedures to promote physical distancing and minimize gatherings.
- X **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.

reentry procedures.

- Events: Field trips will be designed virtually for the school year. All assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings will be cancelled or held in a virtual format. ***Latest Updates are listed on our website and in conjunction with the guidelines of OSAA and our Athletic Director Pete Lemay - check for information***
- Transitions/Hallways: Hallway traffic direction marked to show travel flow Classroom line up: students line up in cohort classes outside and in the gym in designated areas, keeping more than 6 feet between cohort groups. Line up areas are to be marked with visual cues to indicate adequate physical distance.
- Personal Property: Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If ANY personal items are brought to school, they must be labeled prior to entering school and not shared with other students.
- ***Restrooms: Each cohort will have designated restroom schedules alleviating waiting and large groups.*** If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day.

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. X 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). X 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. X Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers <ul style="list-style-type: none"> <input type="checkbox"/> are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. | <p>●●●●●●</p> <p>Students will have staggered drop-off and pick-up times by cohort and grade level For families with multiple children in different cohorts, outdoor spaces will be utilized to maintain cohort groups and ensure student supervision. Classes in the media center will enter through the main and side doors.</p> <p>Each teacher will use a sign-in/sign-out protocol to help facilitate contact tracing. Staff will fill in the information and not allow a shared pen/paper. Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and sign-in/sign-out.</p> <p>All classes with outside doors will utilize this entrance.</p> <p>Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas.</p> <p>Share with families the need to keep drop-off/pick-up interactions as brief as possible.</p> <p>Mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot. *Beginning Feb 22nd; ONE WAY Traffic ONLY. Elem will enter from the west side of the gym and exit out the center exit driveway. MS/HS will enter campus from the east side of HS building off of Honeybee Lane and exit out the center driveway. Cones and signage will assist with traffic flow.</p> |

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input type="checkbox"/> Seating: Rearrange student desks and other seat spaces so that staff X 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. X Materials: Avoid sharing of community supplies when possible (e.g., <input type="checkbox"/> 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 X 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. | <ul style="list-style-type: none"> ● Seating: Rearrange student desks and tables to at least six feet apart; assign seating so students are in the same seat at all times. ● Materials: Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff. ● Hand Washing: Post age appropriate signage and provide regular reminders for hand washing. ● Furniture: All upholstered furniture and soft seating has been removed from the school building. ● Classroom Procedures: All classes will use an assigned cubby or storage spaces for individual student belongings. If a classroom uses a permanent restroom/hall passes it must be cleaned and sanitized between student use. MSD has eliminated shared passes. ● Seating: Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas. ● Environment: When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread out. |
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2g. PLAYGROUNDS, FIELDS, RECESS, BREAKS, AND RESTROOMS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input type="checkbox"/> Keep school playgrounds closed to the general public until park X playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). <input type="checkbox"/> After using the restroom students must wash hands with soap and X water for 20 seconds. Soap must be made available to students and staff. <input type="checkbox"/> Before and after using playground equipment, students must wash X hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. <input type="checkbox"/> Designate playground and shared equipment solely for the use of one X cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance . <input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the X Ready Schools, Safe Learners guidance). <input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square X footage requirements. X Provide signage and restrict access to outdoor equipment (including <input type="checkbox"/> sports equipment, etc.). X Design recess activities that allow for physical distancing and <input type="checkbox"/> maintenance of stable cohorts. <input type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as X possible in accordance with CDC guidance . X Limit staff rooms, common staff lunch areas, elevators and <input type="checkbox"/> workspaces to single person usage at a time, maintaining six feet of distance between adults. | <p>●●●●●●</p> <p>Playground(s) will remain closed for public use. MSD will post adequate signs sharing this information with the public. Classes may use the playground for recess on a staggered schedule throughout the school day.</p> <p>All playground equipment will be disinfected daily and in between each cohort group. Each group has been assigned its own playground equipment.</p> <p>Students must wash hands before and after using playground equipment.</p> <p>Cleaning requirements must be maintained; refer to section 3j.</p> <p>Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc.</p> <p>Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, teachers will need to set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.</p> |

2h. MEAL SERVICE/NUTRITION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
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| <input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. X X Prohibit self-service buffet-style meals. <input type="checkbox"/> | <p>Students will receive food from staff assigned to deliver meals from the cafeteria. Students will eat their meals inside their classrooms. All meals will be eaten in the classroom.</p> |

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| <p><input checked="" type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff.</p> <p><input type="checkbox"/></p> <p><input checked="" 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.</p> <p><input checked="" 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).</p> <p><input type="checkbox"/> Students must wash hands with soap and water for 20 seconds <u>or</u> use</p> <p><input checked="" type="checkbox"/> an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after.</p> <p><input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).</p> <p><input checked="" type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</p> <p><input checked="" type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods.</p> <p><input type="checkbox"/></p> <p><input checked="" 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> | <p>All students must wash hands prior to meals. If possible, students will wash hands in the classroom. If not, follow hallway and restroom procedures above.</p> <p>Students will not share utensils or other items during meals.</p> <p>Each table/desk will be cleaned prior to meals being consumed. All food service items will be served on disposable trays.</p> |
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2i. TRANSPORTATION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <p><input checked="" type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.</p> <p><input checked="" type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the Ready Schools, Safe Learners guidance).</p> <p><input checked="" type="checkbox"/> 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.</p> <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. <p><input checked="" type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</p> <p><input checked="" type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus.</p> <p><input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</p> <p><input type="checkbox"/> 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.</p> | <p>●●●● Each bus driver will be required to: Visually screen students for illness Maintain logs for contact-tracing</p> <p>Each bus will have: three (3) feet of physical distance between passengers six (6) feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices); reinforce this requirement by cordoning off seats as appropriate.</p> <p>Use visual cues (e.g., floor decals, colored tape or signs) to discourage students from standing and sitting within three (3) feet of other passengers, drivers and other transit employees on the bus.</p> <p>Clean and sanitize buses between cohort routes.</p> <p>Meet with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</p> |

2j. CLEANING, DISINFECTION, AND VENTILATION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--|
| <p><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.</p> <p><input checked="" type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance.</p> <p><input checked="" type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</p> <p><input checked="" 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.</p> <p><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.</p> <p><input type="checkbox"/> Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.</p> <p><input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</p> <p><input checked="" 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).</p> <p><input checked="" type="checkbox"/> Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).</p> | <p>A sanitation schedule has been developed to ensure all frequently touched surfaces are being followed by cDC guidelines.</p> <p>All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects will be cleaned between uses at least 3 times per day.</p> <ul style="list-style-type: none"> ● Ventilation systems will be checked and maintained monthly by maintenance staff. |

2k. HEALTH SERVICES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <p><input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students”</p> <p><input checked="" type="checkbox"/> including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.</p> <p><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).</p> | <p>●●●●●●</p> <p>Each school will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter and signage in the school setting for health promotion.</p> <p>Schools will practice appropriate communicable disease isolation and exclusion measures.</p> <p>Staff will participate in required health services related training to maintain health services practices in the school setting.</p> <p>COVID-19 specific infection control practices for staff and students will be communicated.</p> |

Review of 504 and IEP accommodations and IHP's will be advised to address vulnerable populations.

Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families.

Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--------------------|
| <p><input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:</p> <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 <p><input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing:</p> <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. | |

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| <p><input checked="" type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools</p> <p><input type="checkbox"/> (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.</p> <ul style="list-style-type: none"> ● At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. ● Fire drills must be conducted monthly. ● Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. ● Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. | <p>Emergency drills will be conducted to ensure all cohorts receive training on expectations for Fire Drills, Earthquake Drills and active threat drills within two weeks of reopening to full onsite learning.</p> |

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

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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 checked="" 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 X triggers within the school environment. <input checked="" 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 checked="" 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 X skill instruction, and implement alternatives to restraint and seclusion. <input type="checkbox"/> Ensure that staff are trained in effective, evidence-based methods for X 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 X and safety requirements: <ul style="list-style-type: none"> ● Student elopes from area ○ 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... 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. | <p>Staff will be instructed in the components of Collaborative Problem Solving to continually provide instruction and skill-building/training related to student’s demonstrated lagging skills. Proactive/preventative steps will be taken to reduce antecedent events and triggers within the school environment. Daily routines and schedules will be created to reduce anxiety and stress caused by changes in schedule. Staff who support students who may become dysregulated, escalated, and or exhibit self-regulatory challenges will be trained on tiered supports to support de-escalation and provide lagging skill instruction.</p> <p>Public health and safety requirements will be taken into consideration as behavior plans are developed. All physical spaced used to provide students with a location to de-escalate will be cleaned and sanitized in between student use. Reusable PPE will not be used - new PPE will be provided to staff/students following any physical intervention.</p> |

- 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).



3. Response to Outbreak

3a. PREVENTION AND PLANNING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <input checked="" type="checkbox"/> Review the “ Planning for COVID-19 Scenarios in Schools ” toolkit. <input type="checkbox"/> <input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. | All staff are trained, have been provided with the “planning for COVID-19 Scenarios in Schools protocols. *Key staff have been assigned leading roles in the response to and training for implementing the COVID-19 protocols. Lane County Public Health has provided contract tracing protocols for staff involved with making contacts. |

- When LCPH is in “surge”, MSD will designate staff to complete the contact tracing and communicate with LCPH.
- Coordinate Communication with the Local Public Health Authority. • If the region impacted is in Lane County the Local Health Department (LHD) will provide school-centered communication and will potentially host conference calls. • When cases are identified in the local region a response teams should be assembled within the district and responsibilities assigned within the school district. • Identify baseline absentee rates to determine if rates have increased by 20% or more. • Temporarily dismiss students attending childcare facilities, K12 schools. • Modify, postpone, or cancel large school events as coordinated with LHD. • Work with LHD to establish timely communication with staff and families. • When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide a direct report to the district nurse on the diagnosed case. Likewise, the LHD will impose restrictions on contacts.
- Establish a specific emergency response framework with key stakeholders.
- If school closure is advised by the local public health department, consultation should occur between legal, union and district administration to ensure processes are consistent with legal preparedness processes

3b. RESPONSE

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| <input checked="" 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. <input checked="" type="checkbox"/> | <p>Key staff are trained in implementing and responding appropriately with the “Planning for COVID-19 Scenarios in Schools” protocols.</p> <p>CDL will be provided for students needing to stay in quarantine due to COVID-19 protocols.</p> <p>Meal will continue to be provided to students who are not attending on-site learning.</p> |

3c. RECOVERY AND REENTRY

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| <input checked="" 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 checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, <input type="checkbox"/> consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. | <p>Key staff are trained in implementing and responding appropriately to COVID-19 in schools scenarios.</p> <p>If school closure is advised by the local health authority or local health department, information will be shared with all students, parents and community members.</p> <p>MSD would convert back into the CDL model and support all learners until a time for a safe return to onsite learning.</p> |



ASSURANCES

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

*Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section 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> |
|-----------------------------|--|
| | |

